



Early Childhood Parent Handbook 2023-2024



CEDARWOOD WALDORF SCHOOL

Welcome to Cedarwood Waldorf School,

It is a pleasure that you are joining our beloved school as new and returning Early Childhood families. Most importantly, you are beginning a journey that will benefit and nourish your children for a lifetime. What a gift! Each day of preschool and kindergarten will be filled with warmth, love, creative play, enriching activities, outdoor time, nourishing food, and community building. As lead administrators of the school, we welcome you and look forward to knowing your children and your family as an integral part of our Cedarwood community. Please know that we are here for you and encourage you to introduce yourself, ask questions, and participate in the life of the school including Coffee in the Courtyard, volunteer opportunities, festivals, fundraising, and parent education offerings. Cedarwood is a vibrant and special place and we know that you will make connections through these venues to learn more about Waldorf Education and our school.

If you are a returning parent, you might wonder why the handbook is different this year. The 23-24 Early Childhood Parent Handbook includes information about our school governance and policies, support staff, and details about the history of school much like what is included in the Grades Handbook. We encourage you to take time to read through it in its entirety to fully understand what makes Cedarwood such an incredible school and investment for your child/ren. We hope that providing this information to our Early Childhood families will build greater understanding and transparency about the school.

Welcome!

Amber Clayton, Chief Administrative Officer

Marcee Hansen, Pedagogical Director and Early Childhood Director

Dear Early Childhood families,

I am very excited to work with and support the EC teachers and families this year as the new Early Childhood Coordinator. I look forward to getting to know the parents and children at Cedarwood! Throughout the year, we will offer a variety of Parent Education offerings as well as Parent/Child Classes. I will help oversee the Extended Day program and am a point of contact for information sharing after 3 p.m. Please feel welcome to be in touch with me! afocarino@cedarwoodschoo.org

With love and gratitude,

Antonella Focarino (Miss Antonella)

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The Cedarwood Vision

Mission Statement

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

Our Values

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

Diversity, Equity and Inclusion

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

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

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

Non-Discrimination Policy

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

Accreditation

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

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

Licensing

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

School Information

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

Phone: 503-245-1477

Fax: 503-245-5405

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

School Office Hours

8:00am – 4:00pm Monday through Friday

School Hours

Early Childhood: Pre-Kindergarten & Kindergarten

BEFORE CARE* 7:30am-8:00am

DROP OFF 8:15am-8:30am

HALF DAY 8:30am-12:30pm

FULL DAY 8:30am-3:00pm

FULL DAY PICK UP 2:45pm-3:00pm

EXTENDED DAY** 3:00pm-6:00pm

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

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

Key Contacts

Early Childhood Program Contacts

Jule Sauton, Early Childhood Section Lead

jsauton@cedarwoodschool.org

Antonella Focarino, Early Childhood Coordinator

afocarino@cedarwoodschool.org

Marcee Hansen, Pedagogical Director/Early Childhood Director

mhansen@cedarwoodschool.org

Administrative Contacts

Amber Clayton, Interim Chief Administrative Officer

aclayton@cedarwoodschool.org

Meghan Keener, Office Manager

frontoffice@cedarwoodschool.org

Jo Wiersma, Registrar

jwiersma@cedarwoodschool.org

Erin Cooley, Director of Enrollment Management and Tuition Assistance

ecooley@cedarwoodschool.org

Paul Sardoch, Development Coordinator

psardoch@cedarwoodschool.org

Brandon Bednarek, Events Coordinator

bbedarek@cedarwoodschool.org

Vanessa Fuss, Marketing and Communications Coordinator

marketing@cedarwoodschool.org

Kenlyn Hodapp, Finance Director

khodapp@cedarwoodschool.org

Jeremy Smith, Facilities Director

jsmith@cedarwoodschool.org

| If you have questions about..... | Email..... |
|---|---|
| Administration or the Board of Trustees | Amber Clayton, interim Chief Administrative Officer at aclayton@cedarwoodschool.org |
| Academic programs, curriculum, faculty, and student support | Marcee Hansen, Pedagogical Director at mhansen@cedarwoodschool.org |
| Early Childhood Licensing | Antonella Focarino, Early Childhood Coordinator at afocarino@cedarwoodschool.org |
| Grades Extended Day, Break and Summer Camps | Jo Wiersma at jwiersma@cedarwoodschool.org |
| Attendance or absences, first aid, volunteer | frontoffice@cedarwoodschool.org (multiple |

| If you have questions about..... | Email..... |
|---|--|
| forms | people monitor this email) |
| Enrollment, tours, open houses, tuition assistance | Erin Cooley, Enrollment Director at ecooley@cedarwoodschoo.org |
| Fundraising, donations, the auction, or annual appeal | Paul Sardoch, Development Director at psardoch@cedarwoodschoo.org |
| Community events, festivals, Winter Faire | Brandon Bednarek, Events Coordinator at bbednarek@cedarwoodschoo.org |
| Marketing, communications, weekly and monthly newsletters | marketing@cedarwoodschoo.org (multiple people monitor this email) |
| Invoices, reimbursement, and budgets | Kenlyn Hodapp, Finance Director at khodapp@cedarwoodschoo.org |
| Buildings, facilities, grounds, or repair questions or requests | Jeremy Smith, Facilities Manager at jsmith@cedarwoodschoo.org |

Early Childhood Program Overview

The Cedarwood Waldorf School Early Childhood program offers a nourishing, homelike environment that supports the growth and development of the child in their formative years. Under the loving and gentle guidance of the teacher, the child's day is filled with songs, games, stories, movement and ample opportunities for unstructured play. Children learn to live and work harmoniously in community, cultivate a sense of wonder, a love of nature, and ultimately build a strong foundation for lifelong learning.

In Waldorf early childhood education, the teacher teaches through example. The teacher leads activities by inviting the child to imitate actions developing specific skills in order to cultivate independence and autonomy. A predictable and consistent rhythm provides children with the security needed to be fully present without the uncertainty of what comes next. This ensures the child feels safe to freely explore, take risks and engage creatively in their surroundings. The teacher observes the child's physicality and social development in their work and play; and supports the child in reaching developmental milestones.

Pre-Kindergarten

The Pre-Kindergarten provides the child with a homelike environment as they cross the threshold of entering the world without their grownups. The Pre-Kindergarten classroom mirrors the home through the daily activities of homemaking through the loving authority of the teacher and the warm and therapeutic physical space. The child meets the social world and is provided with activities that nourish their physical, emotional, social, and cognitive development. Many activities follow the course of the changing seasons with festivals celebrated at special points in the year.

The following activities are built into the curriculum:

- Creative play
- Cooking and baking
- Watercolor painting
- Beeswax crayon drawing
- Singing and rhymes
- Storytelling and puppetry
- Circle and movement

Physical Development

1. Bathrooming

In Pre-Kindergarten, children develop body cues through rhythmical and consistent bathroom times. The Pre-Kindergarten age child has met the milestone of bathrooming when accidents are minimal and they are able to communicate their bathroom needs.

2. Movement

Movement develops motor skills, integrates the senses, and builds cooperation. In the classroom, fine motor skills are developed through cooking, painting, crafts, and clean-up to promote dexterity in hands and fingers. The teacher observes fine motor development through pencil grip, finger plays, and hand dominance.

Gross Motor skills are developed through circle time, plenty of time for creative play, time spent outdoors in nature. The teacher observes the development of gross motor movements through crawling, skipping, rolling, balancing, jumping, walking in a circle, impulse control, and spatial-awareness.

Social Emotional Development

1. Separation

The process of separation looks different for each child. In Pre-Kindergarten, the child is supported as they enter the world without their grownups. A child that has met the milestone of separation is able to enter the classroom with ease and move into the daily activity of the classroom independently and skillfully.

2. Self Care Practices

Children develop the capacity to independently get dressed, pack up their belongings, categorize and organize classroom and personal materials. Children will develop the ability to clean up messes, place dirty items in the laundry, and clean with a broom and dustpan. A basin of warm water inspires children to clean dishes, toys, tables and more. Children will learn to chop vegetables, set the table, and bring their dishes to the sink. Purposeful work gives the child a sense of purpose and belonging, and a multitude of benefits for their physical and cognitive development.

3. Group Care Practices and Communication

Children are supported in learning social skills—developing confidence, empathy and healthy conflict resolution. Scaffolding effective communication skills are a two-fold process: the child is supported in developing the ability to not only communicate their needs, but be receptive to the needs of others. In early childhood, children learn to use their words and collaborate through play.

Cognitive Development

1. Numeracy

Young children learn through imitation and the pre-kindergarten teacher strives to be worthy of imitation. Through imitating their teacher the child experiences pre-mathematics through cooking, baking, and setting the table for snack. Through experiential learning, children count, classify, and measure.

2. Scientific Inquiry

By observing nature through the seasons, children practice the observation skills necessary for scientific inquiry. In the Waldorf early childhood, we cultivate the ability to wonder and invent, to stay focused on a task, to experience different perspectives, and to solve problems independently and with others. Children emerge ready to follow their curiosity and pursue their enthusiasm for learning.

3. Literacy

We approach pre-literacy by developing a love of language through verse, song and story. Children hear and repeat complex sentence structures and rich vocabulary, which supports strong oral literacy skills which lays the foundation for future reading and writing.

4. Problem-solving Skills

Creative free play is foundational to children's healthy development. Self-initiated creative free play allows the child to practice and develop problem-solving skills, which supports intrinsic motivation and intellectual growth.

Moving from Pre-Kindergarten to Kindergarten

All of our Early Childhood classes are made up of mixed-age groups. We offer pre-kindergarten classes of children ages 3 to 5 and kindergarten classes of children ages 4 to 7. Children must be 3 years of age prior to attending our program. Pre-Kindergarten children who turn 4 by June 1st are eligible to move up to the kindergarten. In some cases, it may serve the child to be in the more protected space of the pre-kindergarten for another school year. This decision is made cooperatively with families and teachers.

Cedarwood Waldorf School follows the guideline of a child turning 6 before June 1st in order to be considered for 1st grade enrollment the following year. Readiness for entering the grade-school years is a multi-faceted consideration, of which chronological age is only one part. All children, especially those with spring birthdays even before June 1st, deserve careful and sensitive individual consideration to assure that readiness is consolidated in physical, cognitive, social, and emotional development. The goal of our Early Childhood teachers is to feel confident that each child will flourish in the next 12 years of education.

Kindergarten

The mixed age Kindergarten continues to support the growing child by building upon the foundational skills begun in our pre-kindergarten program. The Kindergarten curriculum meets the child gently and yet requires significantly more from them as we prepare them for their grade school experience. The activities presented are more sophisticated and complex. They require greater attention span, fine and gross motor skills, autonomy, independence and stronger interpersonal skills. The Kindergarten teacher supports the child's physical, emotional, social, and cognitive development through songs, stories, games, circles, crafts and close observation. Through this careful preparation and observation the

teacher prepares the child for grade school readiness. Our curriculum is inspired by the seasons and the cultural festivals that are celebrated throughout the year.

The following are examples of activities included in our curriculum:

- Creative play
- Purposeful work including: cooking and baking, gardening, woodworking and caring for our classroom environment
- Circle time including: movement journeys, singing, verses, poems, and finger plays
- Watercolor painting
- Coloring and drawing
- Modeling with beeswax
- Sewing, mending, finger knitting and finger weaving
- Seasonal crafts
- Storytelling, play-acting, and puppetry
- Outdoor play and exploration of the natural world

Physical Development

Movement develops motor skills, integrates the senses, and builds cooperation. In the classroom, fine motor skills are developed through cooking, painting, crafts, and clean-up to promote dexterity in hands and fingers. The teacher observes fine motor development through pencil grip, the ability to tie their shoes, and handwork projects.

Gross motor skills are developed through circle time, plenty of time for creative play, time spent outdoors in nature. The teacher observes the development of gross motor skills through jump rope, monkey bars, control of limbs in movement (proprioception), and ability to balance in stillness and when moving slowly (vestibular). Other gross motor milestones include hopping on one foot, galloping, skipping, climbing, jumping, shuffling, crossing the vertical and horizontal midlines.

Social Development

Children are supported in learning social skills—developing confidence, empathy and healthy conflict resolution skills. A predictable and consistent rhythm provides children with the freedom to be present without being unsure of what comes next. They are then free to explore, take risks and be creative. In early childhood, children learn to use their words, communicate their needs, and collaborate through play.

Self Care Practices

Children develop the capacity to get dressed independently, pack up their belongings, categorize and organize classroom and personal materials. Children will develop the ability to clean up messes, place dirty items in the laundry, clean with a broom and dustpan, and we definitely enjoy a basin of warm soapy water and rags for cleaning surfaces/toys/pretty much anything. Children learn to chop vegetables, set the table, and bring their dishes to the sink. Purposeful work gives the child a sense of

purpose and belonging, and also has a multitude of benefits for their physical and cognitive development.

Cognitive Development

1. Literacy

Our approach to pre-literacy builds a foundation that supports deep comprehension and a lifelong joy of reading and language. Stories, songs, verse, and poetry build mental picturing, vocabulary, memory, and sentence structure and phonemic awareness.

2. Numeracy

Young children learn through imitation and the kindergarten teacher strives to be worthy of imitation. Through imitating their teacher the child experiences pre-mathematics through cooking, baking, and setting the table for snack. Through experiential learning, children count, classify and measure. Teacher-led games and activities promote an understanding of value and an interest in numeracy.

3. Scientific Inquiry

By observing nature through the seasons, children practice the observation skills necessary for scientific inquiry. In the Waldorf early childhood, we cultivate the ability to wonder and invent, to stay focused on a task, to experience different perspectives, and to solve problems independently and with others. Children emerge ready to follow their curiosity and pursue their enthusiasm for learning.

4. Problem-solving Skills

Creative free play is foundational to children's healthy development. Self-initiated creative free play allows the child to practice and develop problem-solving skills, which supports intrinsic motivation and intellectual growth.

Other developmental milestones in the kindergarten age child include imitating images in drawings, long and short term memory recall, loss of teeth, growth of limbs in proportion to head size, and the developing attention span.

Rising Grade 1: Observation

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

If your child's teacher has questions or concerns regarding a student's first grade readiness, they will discuss them with you and our Educational Support staff as early in the school year as possible. In some cases, the Early Childhood teachers may recommend an additional year of kindergarten for a

student. When families and faculty work in true partnership and communicate openly and honestly about the student's readiness, they strive to reach a decision that everyone is comfortable with regarding that student's ability to transition to the first grade.

Daily Rhythm

8:15 Drop Off Begins

8:30-12:30 Pre-Kindergarten and Kindergarten Classes

We offer mixed-age pre-kindergarten classes for children ages 3 to 5. Children in pre-kindergarten may attend for three days a week (Monday-Wednesday) or 5 days a week. We offer mixed-age kindergarten classes for children 4 by June 1st to 6½ years old. All kindergarten children attend 5 days a week.

12:30-3:00 Full Day Program

3:00-6:00 Woodland Garden (Extended Day)

Arrivals

Morning time is when children are most sensitive. Young children need to wake slowly and gently. We recommend a calm morning without rushing.

Before Care is offered daily beginning at 7:30am and is included in tuition. We ask that you sign up in advance each week by the Wednesday prior, so our teachers will be able to expect who may be coming. The signup form for Before Care can be found on the website at

<https://www.cedarwoodschool.org/before-after-school-programs>.

The school day begins promptly at 8:30am. When you arrive at school, please meet your class teacher at their designated drop off spot outdoors. Your teacher will greet each child and invite them to begin their school day.

Separation

While some children will simply hug their families goodbye, other children may be hesitant to leave their families at the start of the school day. Ideally, you will bring your child to school in the morning, they will walk to school on their own two feet holding their lunch and belongings. Ideally, your teacher will greet you and your child individually and then you will say goodbye and leave for the day. For many, this takes time and repetition.

Each child goes through separating from their caregivers in their own unique way and our task is to honor the child, yet offer the perfect amount of strengthening support toward the process. It is not unusual to have a few children who are resistant to saying goodbye to their families on the first days of school. We ask that adults trust that the child will be fine without their families by their side and know that this is an opportunity for the child's social growth and development.

Most often, once the separation is over and the family is out of sight, the child becomes free to experience our lovely and nurturing environment and begins to play with new friends. If your child is upset when you do say goodbye, it is unlikely that it will last much longer than a few minutes after you leave. Please trust that the teacher will be in touch with you as needed if your child remains upset. Please allow extra time for drop off during the first week of school to allow for this transition. Separating from caregivers is a huge milestone in the development of the child. As families you must be clear and know that your child will be supported and will have a wonderful time in school. Walking away is difficult and we do appreciate your trust. Please feel free to contact your teacher later in the day if you need additional support for this transition.

Late Arrivals

Please do your very best to arrive on time. Curriculum offerings and activities take place in the morning, as well as play and bonding between the children. It can be challenging for students to enter the classroom midmorning and integrate into play or an activity. Arriving on time will support your child in their social relationships and allow them to fully benefit from the offerings at school.

If you know in advance that you will be arriving at school after 8:30 am, please email the front office and copy your class teacher. When you arrive, go to the front office and our front office staff will check you in as tardy and direct you to your child's classroom. Help your child use the bathroom as they may have missed the bathroom train with their peers, put on their inside shoes, and organize their cubby. If your classroom door is closed, it means there is an activity inside that should not be disturbed. Please sit with your child in the hallway until your teacher opens the door to greet you at the next available transition. Thank you for helping to maintain the classroom environment and support all of the children and your child's teachers by not disturbing the class.

Dismissal

Please pick up your child promptly as they are ready to see you when their day is done. It gives your child a wonderful secure feeling when you are on time at the end of the school day. All children in the Early Childhood Program will be dismissed by teachers directly to an adult approved for pickup. If a child has not been picked up at dismissal, the child will remain with the teacher for 15 minutes before being brought to the Front Office. The Front Office will call the families/guardians and authorized pickups.

Our Full Day and Extended day programs are staffed and organized based on enrollment. Drop ins are not permitted. If you are in need of Full Day or Extended Day care, please contact our Enrollment Director to enroll in these programs. The Early Childhood Extended Day program begins on Monday, September 11, 2023.

Half day dismissal is at 12:30pm. Please enter through the main office and come downstairs to the Early Childhood wing. Your class teacher will dismiss your child to you in the hallway.

Full day dismissal is at 3:00 pm in Lair Hill Park.

Extended Day dismissal is flexible, but is no later than 6pm.

Extended Day

The Extended Day Program provides a gentle, home-like environment for the young child who stays at school beyond 3pm. Extended Day children have the opportunity to play with other children within the Early Childhood as all Early Childhood classes combine at the end of the day.

Extended Day Rhythm

3:00 - Outside play in Lair Hill Park

4:00 - Small snack and story time

5:00 - Indoor play

6:00 - End of day for extended day children.

Early Release for Special Events

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

- First days of school
- Micha-el Festival
- Grandfriends and Special Friends Day
- May Day
- Last Day of EC and Rainbow Bridge Ceremony

Pick Up Authorization

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

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

Supply List

We ask that all items that come to school are free of media and characters. Please label everything with your child's name. A sharpie pen works well.

All Children

Please bring to and leave at school the following items on the first day:

- Two extra changes of clothing organized in plastic ziploc bags
- Indoor shoes
- Raingear (two pairs of each recommended)
 - Rain jacket (or rainsuit)
 - Rain pants (or rainsuit)
 - Rain boots
- Winter Gear (please bring when the weather starts to get cold)
 - Warm coat
 - Warm hat
 - Gloves or mittens
 - Warm under layers
 - Warm socks

Please bring the following items each day:

- Water bottle
- Lunch box ([see below for shared food and snacks information](#))
- Backpack (big enough to carry the lunch box, water bottle, and any clothes that might get dirty during the day)

Full and Extended Day

- Crib size blanket for rest time nest

Snack and Lunch

Early Childhood classes prepare, cook, and share a healthful daily meal together. In order for teachers to ensure that every child is able to participate in this meal, we ask that families please keep the teacher apprised of any food allergies or dietary restrictions. Please communicate this information directly to your teacher and by updating information in your TADS account via myTADS.com. For any updates after the 14th of August please also alert the Front Office.

Teachers will provide families with a class menu and list of supplies that each student is expected to bring. This typically includes a mug and a lunch bag or basket and small food items such as fruits or vegetables.

In addition to these shared meals, families must also send their child to school with lunch and a separate snack for full/extended day children. Early Childhood teachers recommend sending whole foods such as fresh fruit and vegetables, cheese or nuts, a sandwich, or a thermos with a portion of a homemade meal. Students will use their individual water bottles for drinking, unless otherwise instructed by the class teacher.

Class teachers will provide regular updates about in-class cooking throughout the year, as daily routines, including menus, adapt with the changing of the seasons.

Toys and Other Personal Items

Children thrive in an environment of simplicity and beauty, absorbing all the impressions around them. Conscious care to children's playthings in the first six or seven years of life will provide a rewarding experience for children and families alike. We foster a child's imagination by choosing toys that do not limit their ability to play freely. Like food, toys nourish a child. A few simple, natural playthings will help enliven the child's creative play.

Please keep your child's toys and other playthings at home. Bringing toys to school can create challenges in the classroom environment.. Gum, candy, or jewelry of any kind should not be brought to school.

The following items are not allowed at school or extended day: toys, skateboards, skates, hardballs, baseball bats, electronic equipment, electronic beeping watches, electronic music sources, weapons (including pocket knives) of any kind or replica weapons, lighters, and matches.

Supporting Your Teacher and the School

Our Early Childhood teachers are committed to providing an environment that is nurturing, engaging, and filled with connection. We value building relationships that are built on the foundation of respect and care toward the self, one another, and the spaces we inhabit. Through these commitments and values is the pathway in which we guide children so that they may learn to navigate the world with grace and adaptability. We look forward to another wonderful year in guiding and teaching your children!

Lines of Communication

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

Your child's teacher is the first line of contact with the school. If there are any concerns or issues, it is important that they are communicated as soon as possible. You may be able to touch base briefly at drop off and pick up. For more detailed conversations, please email your teacher to schedule a time to speak over the phone, online, or in person. Our Early Childhood Section Leader, Pedagogical Director, and Early Childhood Coordinator may be included in any and all communications.

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

Please note that during the school day, teachers are with children and may not be able to get back to you quickly. Each teacher will share their preferred mode of communication for sharing information. Teachers have limited times for email and phone communication, typically in the late afternoons. If you have an emergency need to get a hold of a teacher, please contact the Front Office. Otherwise, please know that your teacher will get back to you within 24 hours.

Communicating with the Extended Day Teachers

Your child's class teacher is your first line of communication with the school. Your class teacher works closely with afternoon and extended day teachers, in collaboration with the Early Childhood section. During the school day, if you have an important message (for example you're running late, or someone

else is going to pick up your child), please email the front office and copy your class teacher and extended day teacher.

Direct Communication and Conflict Resolution

We ask that the first step in resolving conflicts is direct and respectful communication with each person directly involved to first discuss concerns or grievances. For concerns about class or school policy, please contact the class teacher. If this is not sufficient to resolve the issue, please reach out to the Pedagogical Director or our interim Chief Administrative Officer to determine next steps (a review or investigation may be appropriate to resolve the conflict).

Parent Evenings and Parent Teacher Conferences

Parent Evenings, or class meetings, occur four times a year. The first class meeting is an EC Parent Orientation evening at the beginning of the year. The last class meeting of the year will be an end of the year gathering to celebrate the completion of the school year. Two other class meetings will be scheduled throughout the year. Parent Evenings provide a special opportunity for teachers to share news about the class, student work, upcoming curriculum, and special activities in a large group forum where families can connect and commune around their class' shared experiences. At least one family or guardian per family is expected to attend every class meeting. Parent Evening schedules are provided directly by the class teacher. Childcare is not provided for Early Childhood children during Parent Evenings.

In addition to parent evenings, our Early Childhood Coordinator will offer opportunities during the year to provide additional information about our program, transitioning to the grades program in the future, and the value of a Waldorf Early Childhood program. Please check the Weekly during the year to plan for these offerings.

Parent Teacher Conferences are an essential element of your child's education at Cedarwood. Teachers require these check-ins in order to ensure that they are doing everything they can to meet your child's needs most fully. Attendance at meetings with your child's class teacher is mandatory. Conferences occur in late autumn and early spring, with exact dates communicated in newsletters and in communication from the teacher. All families are required to attend a conference in the Fall. In the Spring, conferences are mandatory for first grade risers and kindergarten risers, and optional for children remaining in the pre-kindergarten or kindergarten in the following year.

Families will receive a narrative report from their teacher at the end of the school year. These reports are written for families and guardians. Please refrain from sharing this information with your child.

Volunteering

Many of the important connections that families make throughout the year are due, in part, to volunteer opportunities. We invite early childhood families to take part in any and all opportunities that are available. Volunteering at Cedarwood helps build community, connection, and a sense of purpose to support the school. Reach out to your class teacher, Parent Council or <https://www.cedarwoodschool.org/volunteer-guide> for ideas on how to get involved.

Updating Contact and Medical Information

The contact information listed in TADS (www.mytads.com) is used by teachers and the front office to contact families/guardians in case of absences, school closures, incidents and any emergencies. Please keep your phone number(s) and email address(es) current. TADS provides two types of permission for non-immediate family to pick up a student:

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

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

Please alert the Front Office to important changes that occur after the 13th of August so that your child's information is always up to date in their classroom emergency binder.

Allergies & Food Sensitivities

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

Immunizations

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

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

Medical Administration

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

Medical Information

All medical information, including immunizations, should be recorded and updated in TADS. Please keep your class teacher and the Front Office informed of any changes if your child develops any allergy or ongoing medical condition, dietary restrictions or suffers any injuries, including concussions. If you or your student require medical accommodations, please contact your class teacher and the Pedagogical Director to discuss options.

Absences

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

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

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

Sick and Injured Children

Cedarwood has no nurse or infirmary. If your child becomes ill while at school, you will be called to take your child home promptly. All families must have current and viable emergency numbers on file. Please keep emergency contact numbers up to date through TADS: <https://www.mytads.com/Accidents> Cedarwood is committed to providing a safe and healthy physical and social environment for children to learn and play. However, even with careful attention to safety, accidents can happen. If the child is able to return to class without difficulty, the teacher or office manager will notify the families about the accident by the end of the school day.

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

Illnesses

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

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

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

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

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

Prolonged Absences

In the unfortunate event that a student requires a medical leave of absence, either for physical or mental health reasons, families must notify the School as soon as possible with documentation from their doctor stating the need and specific recommendation for the duration and parameters of the child's leave. Depending on the circumstance, we may ask for a second, clearance letter from your doctor before your child returns to school. After that period of leave, for the benefit of everyone involved, we may also request that the student reintegrate into their full class schedule on a gradual basis. Please keep in mind that teachers are not required to provide makeup work in the event of prolonged absence due to travel or family vacation(s) during the school year.

PLEASE KEEP ILL STUDENTS OUT OF SCHOOL

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

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

Media Recommendations

(TV, videos, movies, audiotapes, CDs, computers, video games, iPods, etc.)

The American Academy of Pediatrics states that exposure to media, in all forms, produces harmful effects in children, even beyond the content of a given program or the time devoted to it. We have found that this influence significantly interferes with what the Waldorf early childhood curriculum has to offer the young child. Childhood is a time to learn through activity, nature, playing creatively and integrating socially. In order to enhance your child's development, we ask that you minimize or even eliminate the influence of media and technology from the young child's life. Please see below for [Electronic Communication and Media Guidelines](#).

Dress Code

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

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

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

Sleep

The quality of children's sleep has a deep effect on their well-being during the day. "Early to bed and early to rise" is a good rule of thumb. Children under the age of 7 generally require 12 hours of sleep in order to be fully rested for the activities of the following morning. A regular bedtime surrounded by a calming ritual is an important habit to establish for the young child. Your teacher will be happy to discuss bedtime routines with you if you have any questions.

Birthdays

Birthday celebrations are prepared with much care and reverence. Parents of the celebrating child are invited to attend the child's birthday story. A birthday treat is prepared in class or provided by the families of the birthday child and shared with the class during snack time. Your child's teacher will discuss all details with you.

Birthday celebrations are an exciting part of our annual rhythms, so we make an effort to celebrate each child's birthday over the course of the academic year. If your child's birthday falls on a weekend, holiday, or vacation, we will celebrate on the closest school day.

Festivals and School Celebrations

Festival life is an important aspect of Waldorf early childhood education. The Early Childhood participates in most all-school festivals, as well as some in individual classrooms. Festivals and cultural celebrations are one way we celebrate the cycles of the year and the natural world. They are also a way we celebrate and learn about the cultures and practices that belong to us and to others. Our level of participation is often on a smaller scale and more simplistic than in the grades. Some of the ways we recognize festivals and cultural celebrations include song, movement, story, crafting, food, classroom decor, and story books.

Some of the festivals celebrated in the Early Childhood in the past include:

- Rosh Hashanah (Jewish New Year)
- Micha-El (Festival of Courage)
- Diwali (Festival of Lights)
- Lantern Walk
- Dia de los Muertos (Day of the Dead)
- Chanukah
- Winter Spiral
- Kwanzaa
- Martin Luther King, Jr. Day
- Lunar New Year
- Black History Month
- Passover
- Easter
- May Day
- Ramadan
- Pride

Your class teacher will share any festivals or cultural celebrations that will be recognized in their individual classes. If there is a festival or cultural celebration close to your family or that is meaningful to your culture, your class teacher would love to hear from you and collaborate to bring this festival or cultural celebration to your child's class with authenticity in a developmentally and pedagogically appropriate way. Please don't hesitate to communicate with your teacher about festival life and any desire you may have to participate.

Parent Council

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

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

Closures

We strive to balance the need for continuity of care and prioritize the safety of the children in our program. In the rare occasion that two or more of a class's teachers are absent simultaneously, the school reserves the right to close the class until the lead teacher and or assistant are able to return. The school prioritizes care for the full day of school. In the circumstance that full day staffing is necessary, the school may close the extended day program to prioritize staffing the full day program.

You will receive any closure notifications from Cedarwood via cell phone, text, and/or email if the school is closed for the day or if there is a delayed start. Cedarwood Waldorf School follows Portland Public School (PPS) protocol for closures and delayed openings when Cedarwood and PPS are both open and in normal session. Delayed starts are typically a two hour delay. Although you may check the PPS website alert pod for closures and delays, please rely on Cedarwood notifications as your primary source of information. Our calendar is not the same as PPS, and there may be instances when our closures and/or delays do not align with those of PPS. Reasons for closures or delays may include, but are not limited to snow, ice, air quality, wildfire/smoke, and electrical or other utility emergencies.

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

Expectations for Parents

Our expectations of all families at CWS include the following:

- Packing hearty lunches and snacks
- Providing opportunities for healthy play and plenty of rest for your child(ren)
- Keeping your child(ren) home when they are sick to nurture their healing and keep the community healthy
- Communicating directly and honestly/openly with your student's teachers and the school administration
- Adhering to all school policies, including our Direct Communication Policy
- Serving as role models for students through our words and deeds
- Complying with all requirements for school forms (e.g., emergency contact & medical authorization forms, vaccination records, permission slips for field trips, chaperone background checks, and re-enrollment contracts) by their due dates
- Actively participating in Annual Appeal, Winter Faire, Auction, and other school fundraising activities
- Attending class meetings and all school meetings

- Staying informed on current issues/events by reading the Weekly, Monthly, and other email notices
- Participating in ongoing adult education events
- Prioritizing involvement in campus life including volunteering and festival life.

Diversity, Equity, Inclusion, and Justice

In the Cedarwood Early Child Program, children explore the ever-widening age-appropriate lens through which to view themselves and the world around them. We believe children thrive when they see themselves reflected in their school environment, and when they have experiences of those different from them. With anthroposophical pedagogy at the heart of our work, the Cedarwood Early Childhood brings Diversity, Equity, Inclusion and Justice to our youngest children in the following ways:

- Expanding festival celebrations to include an acknowledgement or celebration of Diwali, Black History Month, MLK Day, Pride Month, Kwanzaa, Dia De Los Muertos, Lunar New Year, and Chanukah among others.
- Applying a DEIJ lens to all school festivals and events.
- Incorporating books and teachable moments in the classroom that address the following explorations of identity in age-appropriate ways: skin color, family structure, ability and neurodivergence, gender identity, nationality, languages, and other forms of identity development.
- Implementing restorative practices in moments of conflict between children or among adults. If harm has been done, repair and accountability is modeled.
- We strive to interrupt stereotypes in daily curriculum, including a diverse representation of identities and self-expressions in circle and story.
- As colleagues, we strive to make a space of equanimity where all voices can be heard and can contribute towards a common vision.
- As teachers we strive to meet the needs of the students in an equitable way so that each student has the resources and tools needed to thrive and be fulfilled.
- As a program we strive to be inclusive in our approaches in family education and agreements by balancing respect and acknowledgement of family culture with the health of the child.
- We strive to incorporate anti-bias approaches into our inner development work, especially in the realm of cultivating equanimity.

Cedarwood Waldorf School and Cedarwood Faculty are committed to the ongoing journey of building a culture of belonging. With an understanding that DEIJ work is ongoing and mistakes will occur, we encourage feedback and are prepared to engage in dialogue with the wider community as we all carry this work collectively.

Camps

Cedarwood offers Early Childhood camps during fall break, the second week of spring break and over the summer.

Early Childhood School Break Camps

These days are modeled to follow a rhythm that supports the young child in an imaginative and creative way that resembles the daily rhythm of our Early Childhood program. Each day lovingly nourishes the child's developing coordination, cooperation and creativity. Your child will enjoy days filled with singing, crafting, story-telling, and plenty of time for indoor and outdoor free playtime. During break camp please pack an extra snack as food is not provided at camp. Our Early Childhood camps are taught by our dedicated assistants in one of our beautiful Early Childhood classrooms.

Early Childhood Summer Camps

Summer is an expansive time to enjoy long, golden summer days and a respite from the busyness of the bustling school year. At Cedarwood summer camp we offer a dreamy, yet engaging program that celebrates that golden magic of summertime. There are cooling water activities to soothe the senses, stories to enrich the imagination, and simple craft activities to awaken growing capacities and curiosities. We offer (up to) two mixed-aged cohorts from ages three to seven. Registration closes when cohorts are full and we will offer a waitlist if necessary.

Electronic Communication and Media Guidelines

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

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

Cell Phones

We strive to create an atmosphere in which students and teachers are free from the oversaturation of media they experience outside of school. This supports the work teachers do in the classroom by

creating an environment in which the entire school building exists in harmony with the principles behind Waldorf education. With this in mind, we ask that families and caregivers put away their cell phones when picking up or dropping off their children or volunteering at Cedarwood.

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

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

Class Google Groups

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

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

Email Suggestions

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

- Emails sent to an @cedarwoodschool.org email address are owned by the organization and are not considered confidential to the recipient. Please keep in mind that your email may be read by other members of the organization.

- If you find yourself reacting emotionally to an email, best practice is to ask for an offline conversation at that point, or to wait at least 24 hours before responding to a heated e-mail. If you need more time to get information or to craft a response, reply that you got the message and if possible, give some idea of when you can get back to the person.
- To avoid extended chains of responses, place the class or group address in the BCC line, then address the email to all recipients, so recipients know who received the email. Example: “Dear Class of 202x”
- Be judicious about using “reply all”. Use sparingly and only when essential to convey information to all, or if requested to do so.
- Consider including only one subject per email...create multiple emails if needed. Use the keywords of your message in the Subject line so it can easily be searched for later. If the topic of an email changes, or you forward it, please make sure the subject line is changed and/or is still precise.

Media Policy

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

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

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

Campus Guidelines

Transportation and Parking

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

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

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

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

Dogs And Other Pets

Cedarwood and Lair Hill Park require pets to be on leash at all times. Pets are not allowed in the school building unless approved for a class event with the permission of the teachers. Service dogs are permitted in the building per the Americans with Disabilities Act (ADA).

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

Elevator Use

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

Restroom Use by Adults

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

Trash and Recycling

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

Behavior Expectations

At Cedarwood, we strive to create an environment that invites children to safely engage in social and physical spaces within the warm guidance of their teachers. We emphasize the importance of social emotional development to foster the child's sense of security so that they may navigate their environment with curiosity, discovery, and joy. We see the child as a whole human being. We do not perceive children's behavior to be all of who they are. We see a child's behavior as a communication to us that we strive to meet.

In the early childhood setting, we seek to form verbal conflict resolution skills, advocacy for oneself and others, and restorative justice when harm has been done. If support is needed when a child is expressing a behavior of note, teachers intervene, redirect and remove a child from the situation if necessary. Teachers work collaboratively with each other, the children's families, and the administration to uphold the responsibility of keeping the children safe in our care.

Recess and Playground Behavior

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

There are three important aspects to playground behavior:

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

Courteous interactions between students, staff, faculty and families is the standard that we aim to facilitate at all times. Students are expected to behave responsively to all faculty and staff in the observance of safety boundaries designated by the school. The behavior of students towards our neighbors, public park users, park employees, and playground users should also be kind and respectful. Everyone that contributes to Cedarwood directly, and shares our public spaces is a member of the community as well and should be treated as an extended member in terms of our consideration towards them. Children at play are encouraged to engage with each other conscientiously and be mindful of the value found in inclusivity with their peers.

Safety is crucial, with this in mind when and where climbing is allowed on the play structures, care should be exercised in doing so cautiously and in view of teachers. It's important to keep the playground clean and pick up trash; let's leave it just as good if not better than we found it. Return ropes, balls, and other equipment to the school after use. Due to the fact that we share the space with

the community, students may not play unattended in the park before or after school. Students must be supervised even in the school courtyard.

Do not climb trees or fences in the park and play in the ivy-covered slopes is not allowed for student safety. No skateboards, skates, roller blades, or bicycles are allowed in the park during school hours, except for designated events. Injuries and social difficulties should be reported immediately.

There is no “rough housing” at Cedarwood Waldorf School. No shoving, hitting, slapping or rowdy behavior is allowed, nor is throwing things or hanging out of the windows.

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

Incidents

A challenging behavior is considered an incident when it jeopardizes the safety of the child, the safety of another child, school property, the class, or the teacher. The teacher will assess the impact of the behavior based on the following factors: physical and emotional impact on the student who was harmed, emotional condition of the student who caused the harm, background and cause of the incident.

Incidents include:

- Bodily harm (biting, hitting, scratching, kicking)
- Running away
 - A child leaves the school premises unsupervised
 - A child leaves the early childhood wing unsupervised
 - A child runs away from the premises outdoors and does not return when the teacher calls.
- Inappropriate touching

Physical Misconduct in the Early Childhood

We understand that physical misconduct such as biting or hitting can be a signal of stress or frustration from young children in particular. When physical misconduct occurs in our Early Childhood classes, we work to support any and all involved parties. We seek to remedy the underlying causes of the issue. Minor impulsive physical reactions are typically addressed in school, without the need to call the families.

However, for intentional and/or repeated physical misconduct that seriously harms another student or teacher (i.e. biting which renders broken skin or leaves a clear red mark), families will be contacted, and children may be sent home for the day. All incidents are documented, parents are required to sign and acknowledge and documentation is filed per our licensing requirements.

Inappropriate Touching

All inappropriate touching that is observed by a faculty member must be immediately reported to the Pedagogical Director and the interim Chief Administrative Officer, as well as to the families/caregivers of all children involved. Behaviors that are problematic and must be addressed include: coercing other students to engage in sexualized contact or conduct; showing students and/or encouraging other students to touch or display genitals.

When a child's behavior appears to be more than harmless curiosity, sexual behaviors may pose a risk to the safety and well-being of the child and other children, and can signal possible physical or sexual abuse or exposure to sexual activity.

Sexual behavior problems in young children include any that:

- Occur frequently and cannot be redirected.
- Cause emotional or physical pain or injury to themselves or others.
- Are associated with physical aggression.
- Involve coercion or force.
- Simulate adult sexual acts.

EC personnel must try to prevent inappropriate behavior as much as possible by keeping all children under close supervision at all times.

A faculty member who becomes aware of the incident must immediately separate the student who was involved in inappropriate touching from the other students, assess the safety of the situation and the impact of the incident, and act accordingly.

Incident Procedures

When an incident occurs:

1. The teacher will consult with the Pedagogical Director.
2. The families/caregivers will receive a phone call from the Pedagogical Director or the teacher. Based on the teacher's assessment and in partnership with the families, the child or children involved in the incident may be requested to go home earlier in the day. This would come as a suggestion from the teacher or the Pedagogical Director to best support the child.
3. The child or children who were involved in the incident will be in close watch throughout the day of the incident. This may result in separating a child who caused harm and from a child who was harmed.
 - a. The incident will be documented and sent to the Pedagogical Director.
 - b. Incident reports are filed in a secure drive by the Pedagogical Director.
 - c. The Pedagogical Director will review the incident and follow up with teachers and families as needed.

- d. All reports are reviewed by the Pedagogical Director/Early Childhood Director, Chief Administrative Officer, Early Childhood Coordinator and Enrollment Director monthly.
4. If there are other children involved, the families of those children will receive a phone call and be notified of the incident.
5. If the child engages in an incident again, the child's families will be consulted and the child may be sent home on the day of the incident, and time away from school may be recommended until a Personalized Education Plan is finalized with the agreement of the teacher, Pedagogical Director, and families/caregivers.
6. The school and the families/caregivers of the child involved in the incident will meet to form a Personalized Education Plan. Psychological evaluation, reduction in school time, occupational therapy, or play therapy may be recommended.
7. Progress will be measured in 3 week intervals. Parents will receive weekly reports from the teacher updating the families on the child's progress. These communications may be in the form of a weekly written report, a weekly oral report, or daily check ins at drop off/pick up.
8. If the child goes a consecutive four weeks (20 school days) without an incident occurring and shows tangible improvement in their general behavior, we will go back to step one if an incident occurs again.
9. If the challenging behavior has not decreased and all prior methods of support prove unsuccessful, the child will be dismissed from the pre-kindergarten or kindergarten. Cedarwood Waldorf School will release the enrollment contract, and all or part of any prepaid tuition will be refunded.

Parents are encouraged to report any concerns or questions regarding social and behavioral issues to the child's teacher, the Pedagogical Director, and/or the Chief Administrative Officer. This communication will be reviewed by the Pedagogical Director and any subsequent action will be determined according to this policy.

In the instance that all prior methods of support prove unsuccessful, Cedarwood Waldorf School reserves the right to suspend any child from the program for a specified period of time, or to terminate any child's enrollment, which is viewed as a last resort.

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

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

Financial Guidelines

Tuition & Payment Policy

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

The deadline for re-enrollment is March 15, 2024. Re-enrollment and tuition agreements submitted after March 15 at midnight may be subject to a non-refundable late processing fee. Enrollment is not guaranteed for tuition agreements submitted after the deadline.

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

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

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

Fundraising and Donations

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

Early Withdrawal

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

Tuition Assistance

Choosing a Waldorf education for your children is an investment in their childhood and in their future. Thank you for your commitment to your children's education. Cedarwood Waldorf School values a diverse community and strives to provide tuition assistance to make a Waldorf education accessible to more families. A tuition assistance award offsets the overall cost of tuition for families who might not otherwise be able to afford a Cedarwood education.

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

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

Special Circumstances Funds

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

Payment Expectations

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

Families finance a Cedarwood education in many ways in addition to payments from monthly household cash flow and tuition assistance. These may include assistance from family members or

use of a credit card, a home equity or other loan, or the sale or refinancing of an asset. In setting tuition assistance awards, and in fairness to all, we expect families to prioritize payments for their child's education at Cedarwood over other discretionary expenses.

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

Gift Giving

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

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

Safety Information

Background Checks

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

Certified CPR and First Aid Personnel

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

Emergency Drill Procedures

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

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

Safety Inspections

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

Visitors

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

Occasionally, former students may wish to visit the school. Families should contact that child's former teacher, or teacher whom they wish to visit, to request permission and to set up the process to arrange a visit. Cedarwood has a Visiting Student form that needs to be filled out for all unenrolled students who are visiting the campus.

Appendices

Appendix 1: History of Cedarwood Waldorf School

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

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

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

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

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

The addition of full- and extended-day programming, a full-time differentiated learning specialist, break camps, and an unwavering commitment to Tuition Assistance have allowed us to serve a broader cross-section of families than ever before. We have now seen over 250 eighth graders pass through our doors and move on into wholehearted lives as powerful, vibrant members of their communities. Our

reach is growing, bringing the benefits of an education for peace to far-flung corners of the world and to new generations here in the heart of Portland.

Appendix 2: Waldorf Education

The first Waldorf school was founded in Stuttgart, Germany in 1919. It was based on the work of Rudolf Steiner (1861-1925), an Austrian-born scientist, educator, artist, and philosopher. Steiner founded his curriculum in the belief that it was critical to call forth all of the child's innate capacities, not just academic or particular vocational skills. He established his first school for the children of the employees at a local factory. Starting from this single school, Waldorf education has become one of the most rapidly growing school movements in the world today. In 2019 Waldorf education celebrated its 100th anniversary with over 1050 Waldorf schools worldwide and 1800 Waldorf Early Childhood programs. We strive to implement a Waldorf curriculum that adheres to the core principles of Waldorf education while also meeting the needs of today's children in an urban setting. We believe that the curriculum, designed in 1919, contains important insights into the academic, emotional, and spiritual development of children, and seek to deepen and renew it through our engagement with contemporary insights, educational theory, and equity work.

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

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

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

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

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

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

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

Appendix 3: Core Principles of the Association of Waldorf Schools of North America (AWSNA)

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

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

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

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

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

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

The educational program is developed out of this understanding. Core components of the educational program include the student-teacher relationship; the artistic approach; working from experience to concept; working from whole to parts; use of rhythm and repetition; and observation as the foundation for assessment. Each approach is tailored to meet the students in each phase of child development. Thus, it is essential that teachers have formal preparation in Waldorf pedagogy or are engaged in such preparation.

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

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

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

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

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

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

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

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

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

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

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

Appendix 4: Cedarwood Governance

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

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

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

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

Appendix 5: Harassment And Bullying

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

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

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

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

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

Definition of Bullying

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

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

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

Forms of Bullying

Verbal

- Persistent taunting or hurtful teasing of others with put-downs and name-calling
- Mocking or ridiculing another person's ideas, appearance, abilities or work

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

Physical

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

Relational

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

What about Bystanders?

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

The Role of Adults in the Community

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

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

- Refrain from bullying of any kind, for any reason
- Treat others with respect and kindness

- Include instead of exclude or ignore
- Intervene if it's safe, or tell someone who can
- Report inappropriate behavior to a teacher, who is then required to report to the Pedagogical Director, or directly to the Head of School

Addressing Parent Concerns About Conflict and Bullying

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

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