



# Parent Handbook

Due to COVID-19 the handbook is subject to change

## ***Mission Statement***

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

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

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

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## **General Information**

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

## **School Hours**

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

Grade School & 5 Day Kindergarten and Wonder Garden:  
Mon, Tues, Wed, Fri                   8:00 a.m. – 3:15 p.m.  
Thurs                                       8:00 a.m. – 2:45 p.m.

### Early Childhood

Five Day     Monday through Friday  
Three Day   Monday, Tuesday, Wednesday  
Half-Day     8:00 a.m. – 12 p.m.

### After School Care Program: by pre-registration only

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

## **School Office Hours**

School Office Phone Hours during the school year:

Monday – Friday   8:00 a.m. – 3:30 p.m.  
Thursday           8:00 a.m. – 3:00 p.m.

## **Grade School Schedule**

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

## **Entering the School**

To be allowed in the building, all 4-year-olds and older must be masked. If you are picking up your child during the school day, please call ahead so we may have your child ready and waiting to leave the building. Approach the building through the front door at the steps using one of the parking spots labelled for mid-day pickup. This is a secure door, with a doorbell and camera. Parents and legal guardians should be prepared to identify themselves, as some office desks have no direct visual line to the entries. A staff member will buzz the door, at which point it may be opened. You may wait in the vestibule until your child is brought to you.

## **Absences**

All absences need to be reported to the School Office for health and safety reasons. You may leave a voice mail 262-646-7497 x10 clearly stating the child’s name, class and the reason for the absence. If it is due to illness state the symptoms such as sore throat, fever, etc.

## **Emergency Closing Information**

Our Inclement Weather Closings will be announced through: WISN Channel 4 and WTMJ radio, 620 AM, FACEBOOK and our website. A determination will be made by 6:30 a.m.

Parents are welcome to pick up their child early when conditions make travel from their area hazardous. Should the school decide to close before the end of the school day, we will announce through the above sources. If After Care Programs close early due to weather, you will be personally called to pick up your child.

## **After School Care Program**

The After Care Program serves children enrolled at the school needing care until 5:30 p.m. Monday through Friday. Charges apply.

Registration is required through the School Office.  
Please see After Care brochure for more information.

## **School Governance**

### **The Board of Trustees**

The Board of Trustees is responsible for the legal and financial health of the school. Membership of the board is made up of Prairie Hill parents, Prairie Hill Faculty, Alumni parents and persons from the wider community interested in the school. The Board of Trustees meets the fourth Tuesday of the month at 6:30 p.m. Board meetings are open to the school community. The Minutes will be posted in the Weekly Update.

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

#### **Executive**

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

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

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

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

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

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

Supports a Culture of Philanthropy within the school community. This committee oversees the various fundraising activities that support Prairie Hill, including:

- **Individual Giving** –Annual Appeal, major giving, donor engagement and stewardship.
- **Special Events** –Annual fundraising events including Yuletide and the Spring Auction.
- **Grant Writing** – Research opportunities, pursues grant money and fosters relationships with Foundations.
- **Other Fundraising** – Other funding activities including Grade 8 Class Trip fundraising.

### **Buildings and Grounds**

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

### **Committee on Trustees**

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

### **Circle of Colleagues**

The Circle of Colleagues is the body of teachers and administrative members that study and work together, striving to engender an atmosphere of support and collegiality. The Circle of Colleagues is responsible for developing and monitoring the programs, pedagogy, and personnel within the school according to the long-term interests of Prairie Hill. It also leads the governance of the school and makes decision along with the BOT. The Circle of Colleagues meets weekly on Thursday after dismissal to discuss the children and their needs and to coordinate the functioning of the school. Their work is further aided by the following Faculty Groups, which carry out various functions for the faculty.

### **Social/Cultural (Festivals)**

Oversees the cultural life of the school. This group plans the assemblies and oversees the festivals and other celebrations in our community.

### **Teacher Professional Development**

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

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

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

### **Early Childhood Department**

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

## **Grade School Department**

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

## **Parent Council**

Coordinates educational events that foster community spirit and educates our community on the principles of Waldorf educational philosophies. Meetings are open to the entire PHWS Community.

## **Book Study**

Dawn Imes holds a weekly study group around Anthroposophy. Please contact Ms. Imes at [dimes@prairiehillwaldorf.org](mailto:dimes@prairiehillwaldorf.org) if interested.

## **Administration**

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

## **Enrollment & Marketing**

Develops ideas and activities to increase enrollment and work together with faculty to provide parent education and ensure community inclusion. Together, they oversee the marketing, advertising, outreach and public relations efforts of the school.

## **Accreditations and Affiliations**

Prairie Hill has been an accredited member of the Association of Waldorf Schools of North America (AWSNA) since 2006.

The school is also a member of the Waldorf Early Childhood Association of North America (WECAN).

In 2018, the school became an active member of the CHOICE school program within the Wisconsin Department of Education.

## **Parent Support**

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

## **Class Parents and Classroom Parents**

Developing a close relationship with your child's teacher will help you gain a more thorough understanding of Waldorf pedagogy. All parents are encouraged to get involved in the classroom. Parents provide practical, emotional and spiritual support for the teacher

and the class. The teacher will choose one or more Classroom Parents who take the lead in organizing parents' participation in various aspects of classroom life. The Classroom Parent works in close partnership with the teacher; and in some cases, may remain in this position for many years, or the teacher may appoint different Classroom Parents each year.

### **Responsibilities of Classroom Parents**

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

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

### **Qualities of a Classroom Parent**

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

## **Parent Volunteering**

Parents play extremely important roles in the overall success of Prairie Hill. One of the most important is through volunteering. Some opportunities may be altered due to Covid-19.

### **Administrative Volunteers**

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

### **Classroom Volunteers**

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

### **Committee Opportunities**

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

### **School-Wide Volunteering**

There are many other volunteer opportunities for parents, ranging from help with



coaching sports, costumes, gardening, festivals and fundraising. Many of these can be found in the Weekly Update.

### **School Work Days**

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

## **Parent and Teacher Relationship**

### **Channels of Communication**

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

#### **First Contact: Your Child's Teacher**

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

#### **Second Contact: Parent Liaison – Meg Link [mlink@prairiehillwaldorf.org](mailto:mlink@prairiehillwaldorf.org)**

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

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

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

### **Parent Evenings**

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

### **Parent-Teacher Conferences**

The partnership that is created and nurtured between teacher and parents plays a meaningful role in the healthy development of a child throughout the year. Part of growing this relationship occurs when time is dedicated for the mutual sharing of insights, observations, concerns and dialogue centered on the child. This is the reason that Prairie Hill Waldorf School commits four educational days, two in the fall and two in the spring, to formally scheduled Parent-Teacher Conferences. The conferences are 30 minutes long.

Although students do not have class on Parent-Teacher Conference days, these are work days for our teachers. Teachers are not required to reschedule conferences for families who cannot attend due to voluntary conflicts.

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

### **Student Reports**

Year-end reports for each grade school student, covering all aspects of a student's work for the year are available for pick-up in late June or mailed to the home. Similar reports are sent for children who completed their final kindergarten year. A copy of each report sent to the parent is kept in the student files. (*See Financial Policies-Tuition Payments regarding outstanding balances and release of reports.*)

## **Parent and School Community**

### **Parent Communication/School Publications**

- **Email and Address Updates:** Please remember to alert the School Office if your email or mailing address information changes.
- **Events Email:** These are occasional emails of upcoming school events that are open to the public. This email is sent to both parents as well as the greater community.
- **Paper Communication:** This year, any paper communication coming from the school, or your class teacher will be delivered by regular mail or directly by your child's teacher at pick-up.
- **The Weekly Update:** This weekly e-letter highlights key news, reminders and announcements. The Weekly Update will be emailed every Wednesday during the school year. **The Weekly Update is the central source for student and community information. Parents are asked to review it weekly when it arrives and keep it handy throughout the week.** This update will come from [jmalik@prairiehillwaldorf.org](mailto:jmalik@prairiehillwaldorf.org) or [news@prairiehillwaldorf.org](mailto:news@prairiehillwaldorf.org).
- **Bulletin Boards and Hallway Posting**
- **Family Mailboxes (not available currently)**
- **Special Communications & Materials Pick-up:** If a teacher or administrative member needs to get materials to you, instructions will be given on how to pick up or drop off through the front school entry. Park in labelled spaces near the front door/stairs and ring the doorbell.
- **Parent Library:** Prairie Hill provides a variety of literature relating to Waldorf education, home life and other parenting topics. The library is at the west end of the building. Books and audiotapes may be checked out for three weeks at a time.

# School Events

## **New Parent Orientation**

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

## **All-School Meetings**

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

## **Festivals**

Dates for festivals can be found in the school calendar. This year we will be working to re-imagine each festival to be mindful of the health and safety of the community during Covid-19.

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

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

## **Parent Education**

The events will be published in the Weekly Update.

## **Special Grade School Events**

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

## **Graduation**

The Grade 8 graduation is traditionally held after the last day of grade school. All Prairie Hill families are invited and encouraged to attend. Guests may view a special display of

the students' work representing their years at the school and attend a reception hosted by the school following the ceremony.

## **School Fundraising Events**

Prairie Hill intentionally sets a Tuition & Fee schedule that makes a Waldorf education accessible to a diverse population of students. Accordingly, Prairie Hill relies on fundraising activities and donations to supplement Tuition/Fee revenue and build a robust budget that supports all aspects of the school's daily operations as well as its future growth. Parents, faculty, staff and Board members are all expected to contribute their time, talent and resources to partner with us in strengthening Prairie Hill's mission.

### **Annual Appeal**

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

### **Yuletide Faire**

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

### **Spring Auction and Calendar Raffle**

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

### **School Store – The Bee Hive**

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

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

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

- **Box Tops for Education:** This General Mills foods program allows you scan receipts from items with Box Tops and earn money for the school.
- **Albrecht's Sentry Delafield Market Funds for Friends:** Receipts from Albrecht's Sentry food store, 3255 Golf Road, Delafield, may be dropped off in the main front entry. Receipts that are six months old are considered expired. Prairie Hill receives 1% of eligible receipt totals.
- **Amazon Smile:** Shop at [smile.amazon.com](https://smile.amazon.com) and select Prairie Hill as your donation

recipient to earn money for the school: 0.5% of purchase price of eligible purchases.

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

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

## **Policies & Procedures**

### **Absences**

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

**If your child is going to be absent due to illness, please leave a message for the School Office 262-646-7497 x10 by 9:00 a.m. and a note will be given to your child's class teacher.** A teacher may request a doctor's letter when a student is absent more than three days.

We ask that vacations be scheduled to coincide with the school's break days. Parent Teacher Conferences are not scheduled breaks. Any exceptions need to be cleared with the class teacher prior to scheduling.

Prairie Hill considers a student who misses one-fourth of a block as "significantly absent." A student who is absent 5 days from school's opening day to January 1<sup>st</sup> or 5 days from January 1<sup>st</sup> to school's last day is considered "excessively absent." In either case, the class teacher may seek the counsel of Tobias Care to determine how the lost skills will be remediated by the student's family; doing so may be conditional for re-enrollment.

### **Arrivals – Grade School**

New procedure: Morning Drop-off opens at 7:45 a.m. using the new traffic patterns and with students beginning their day outdoors. When starting inside due to weather, students arriving when the door is already closed must wait quietly in the hall. After verse is spoken, the teacher will open the door and invite them into the classroom. Any student entering the outside or indoor classroom after 8:00 a.m. is considered tardy. All grade school teachers keep a record of all tardiness and absences. These become part of each student's permanent record.

Arrivals after 8:10 a.m. need to park near the front door/steps in the labelled spots and use the doorbell to enter and be screened before their child may join the class.

### **Arrivals – Early Childhood**

New procedure: The teachers will set up procedures for arrival of their students through the new drop-off/pick-up traffic pattern and share this information with the parents in their class. You can include a note at drop-off time if you need to share any necessary information about your child. **Do not drop off any form of medicine at morning check-in**, instead stop by or call the School Office.

## **Building Use**

Rental of the building is not allowed at this time.

## **Carpooling**

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

## **Cell Phone Usage**

Please be mindful, that the use of cell phones during drop-off or pick-up may endanger the safety of others.

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

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

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

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

## **Child Supervision**

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

## **Departures –**

**New procedure:** Your child's teacher will inform you as to the location of the class at the end of their school day, whether outside or inside, including instructions on how to pick them up.

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

## **Directory Use Policy**

The Prairie Hill Waldorf School Directory is intended for the private use of our school community and is not to be reproduced, sold, or used for solicitation. This pertains to email addresses as well. For your personal protection, the Prairie Hill Directory will not and should not be placed on a web accessible site.

## Discipline

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

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

### Lower School - discipline

#### PHWS LOWER SCHOOL DISCIPLINE POLICY

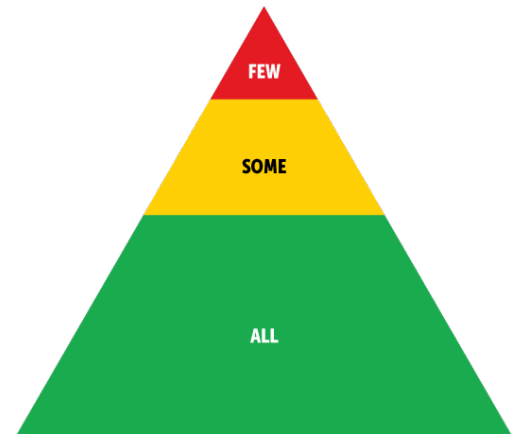
##### Tiers of Support

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

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

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

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



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

##### Tiers of Behavior

#### Tier 1-2-3 Behavior Examples

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

Tier 1	Tier 2	Tier 3
- Not complying to school rules and expectations: we are Safe, Respectful, and Responsible	-Continually not complying to school rules and expectations -Refusing to comply to	-Tier 2 behaviors continue despite interventions

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

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

### **Discipline – Middle School**

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

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

### **Discipline – Code of Respect**

1. I will be in my classroom at starting time and move immediately to my seat at the teacher's request.
2. I will be prepared for each class. I will have required materials for each class in the classroom.
3. I will bring each assignment neatly done on the day it is due.
4. I will listen respectfully to the person who "has the floor."
5. I will respond immediately and respectfully to the teacher's instructions.
6. I will respect other people and their property, and the school's property.
7. I will only eat or drink at designated times and places (no gum on school grounds).
8. I will clean up after myself in all situations.
9. I will observe the school dress code.
10. I will do my own work, not copy nor plagiarize from other sources.

## **Discipline – Disciplinary Process**

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

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

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

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

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

## **Discipline - Dismissals**

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

1. The primary reasons for dismissal would have to do with the discovery that the child’s needs or the needs of the class as a whole cannot be met by continued enrollment. Whether the problem is social, academic, emotional, or behavioral, there would be communications between the child’s teacher, the Tobias Care Group and the child’s parents before any formal action would be taken.
2. Dismissal would also stem from refusal on the part of the parents to uphold an agreed-upon Tuition Pledge Contract and tuition payment plan. This would take place only if the family refused to communicate with the school’s financial body regarding why payments had ceased. Continued enrollment or re-enrollment can be denied to any student if the school reasonably concludes that the actions of a parent or guardian are inconsistent with the establishment and/or maintenance of a positive working relationship between the school and the student’s parents or guardians.

## **Discipline - Weapons**

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

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

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

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

### **Suspension**

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

- Violent acts which physically hurt another person or deliberately destroy property
- Bringing illegal substances to school
- Bringing a weapon to school
- Any action that endangers the safety of another person
- Blatant defiance
- Theft or accessory to theft
- Leaving school grounds during school hours without permission
- Emotional or physical harassment of another school member (student or adult)
- An accumulated record of misconduct/detentions

A student may be suspended while the staff and parents are working together to resolve student or parent issues.

### **Probation**

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

- New students are admitted with a standard 60-day probation period during which the school evaluates its abilities to meet the student's needs.

- A student may be placed on disciplinary probation with a behavior contract as a consequence for a disciplinary infraction and/or consistent or serious disregard of school policy or as a result of two or more suspensions in a single semester.
- A student may also be placed on academic probation with an academic behavior contract.
- A student who has exceeded the limit of excused absences, unexcused absences, or tardy days for a given school year, is promoted to the next grade on a probationary basis with a continuing contract.

### **Expulsion**

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

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

### **Restriction from Sports Participation**

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

### **Due Process**

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

### **Parental Behavior at School**

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

### **Dress Code**

School is a place of work and play. We recognize that clothing is a means of stating one's identity; nevertheless, we ask that the children's clothing be neat, safe and appropriate for school. In the classroom, children need to be comfortable, both sitting and doing many forms of movement. On the playground, they need to have clothing that is appropriate for

all types of weather and comfortable for strenuous exercise. For grade school students, a pair of tennis shoes is required that will be worn exclusively inside the school (not to be used for outdoor play). This is for child safety and to protect the gym floor.

Clothes, shoes, lunch boxes and book bags should not display media messages or media pictures.

The following items are **not** appropriate at Prairie Hill:

- Theme t-shirts with cartoon characters, movie images, printed sayings or advertising, including large images and logos – writing must be no more than 2" square. Stripes, plaids and patterns less than 2 inches are acceptable.
- Shirts with sport themes or team logos (small apparel logos ok).
- Shorts unless the temperature is above 65 degrees at the beginning of the school day. If temperature is to go above 65 degrees during the school day, teacher may allow children to change into shorts. Shorts must be Bermuda length.
- Inappropriate skirt or short length i.e., hem length must reach below fingertips when hands are held down at student's side.
- Torn jeans (neatly patched pants are ok).
- Very baggy attire. Attire that falls below the heel.
- Tops with very thin shoulder straps – straps must be two-fingers wide. T-shirts that are see through, expose under garments or the midriff
- Shoes with platform soles, or shoes with heels higher than 2 inches (Our goal is safe movement during all activities of the school day.)
- Shoes and boots with flickering lights or with wheels; flip flops; Crocs. Sandals should be strapped around the foot and ankle.
- Body piercing other than pierced ears. Jewelry is best left at home.
- Wrist watches are not allowed until third grade, when telling time is introduced. At that time, analog watches are encouraged.
- Hats and hoods may not be worn in the school building during class time (unless approved by the teacher or Learning Support)
- Mohawks, shaved patterns, spikes or dyed hair (including temporary color)
- Prairie Hill spirit clothing MAY be worn.

When a faculty member finds clothing inappropriate for the classroom, he or she will inform the child or parent. The discipline policy and detention will apply in cases of repeated disregard for appropriate clothing.

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

## **Dress Code – Assemblies**

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

## **Electronic Amplification**

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

## **Electronic Devices**

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

## **Field Trips (when safely available)**

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

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

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

## **Financial Policies – Tuition Payments**

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



*make cash payments in excess of \$500.00.* A check or money order is greatly appreciated.

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

### **Phase I**

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

### **Phase II**

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

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

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

### **Tuition Adjustment**

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

### **Release of Information**

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

### **Transportation Contracts**

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

distance learning, these days are not included in the reimbursement. For more information, please contact the School Office.

### **Fundraising**

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

### **Graduation Requirements**

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

Requirements for Graduation from Prairie Hill Waldorf School:

- Completion of all lesson books as required by teachers.
- Completion of all homework as required by teachers.
- Mastery in all basic skill requirements (i.e., receiving passing scores or demonstrating acceptable competency as evaluated and required by teachers).
- Mastery and completion of all subject teacher requirements.
- Satisfaction of all attendance requirements in accordance with the school policies.

For all students, we address that which is necessary for each individual child in striving to assist his/her unique, healthy learning. Allowances are made when it is for the benefit of the student.

### **Gum**

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

## **Health Policies**

**The Health Room Card for Emergency or Illness will be due the week of August 23 as part of your child's enrollment at Prairie Hill.** These cards are confidential, serve as the parent permission for emergency medical care and contacts for pick-up when children become ill during the school day. They are in compliance with HIPPA regulations.

### **Medication & Doctors Orders**

If your child needs to take allergy medication, an inhaler or epi-pen during school hours or on a school field trip, please contact the School Office for the proper consent forms to remain on file as guidelines on medication administration. *Children who need cough medicines ibuprofen or other medications to relieve their symptoms, or children who are*

*generally unwell, may not come to school until they are without symptoms or have a physician's note.*

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

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

### **Vomiting or/and Diarrhea**

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

### **Restricted Participation**

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

### **State of Wisconsin Requirements**

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

1. Each child is observed upon arrival each day for symptoms of illness or injury.
2. The **Health Room Card for Emergency or Illness** and the **Immunization Card** must be returned to the school by the August Supply & Form Drop off day.
3. Food and other allergies need to be made known to the school staff.
4. Children with sore throats, fever, inflammation or draining of the eyes, rash, vomiting, diarrhea, lice or any communicable illness, shall not be brought to school.

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

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

1. In case of illness and/or injury, parents will be contacted by the Health Room Coordinator, the School Office or Administrator, or the child's teacher to inform them of the action taken by the school.

2. The child will be provided with a cot and blanket away from other children, if they can be safely moved, and within sight and hearing of a staff member
3. If parents cannot be immediately contacted, the instruction on the **Health Room Emergency Card** will be followed. At least one contact person listed on the Health Room Emergency Card will be available for immediate pick-up of the child.
4. First aid will be administered until the parents, designated other adult, or in emergency situations the Emergency Medical Services (EMS) 911 arrive at the school.

If part of the child's treatment requires antibiotics, the child may return 24 hours after their first dose of antibiotic. Your cooperation with the above procedures is necessary to keep our children and faculty safe and healthy.

### **Head Lice Policies**

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

#### School/Faculty/Staff Procedure:

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

#### Family Procedure:

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

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

# Learning Support Program

## Learning Support

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

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

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

## Student Support Requirements

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

## Library

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

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

## Lost & Found

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

## Lunches, Snacks & Treats

In the Early Childhood Department, a morning snack and lunch are included; the supply fee covers the cost. Grade School children should bring a snack every day in addition to their lunches. Please help your child to pack his or her own snack and lunch with an

awareness of their need for a balanced, nutritious diet. Please do not pack candy, soda, or other items with large, refined sugar content.

To maintain a healthy nutritional environment for our students, no candy is allowed during the regular school day. This includes the students bringing in candy on Valentine's Day and other celebrations.

### **Media**

Regardless of the age of their child, parents are strongly encouraged to become aware of the growing body of research about the negative effects of exposure to electronic media and devices on children's brain development, social interactions, and learning capabilities. Electronically mediated experience includes use of computers, iPads, tablets and video games, smart phone usage, television, DVDs, CDs, iPods, etc. Prairie Hill strongly encourages limited exposure to television and other media devices (or no exposure depending on the age of the child).

### **Non-Harassment Policy**

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

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

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

### **Pets on School Grounds**

**Pets are to be kept in the car.** At the discretion of the teacher, there may be days when pets attend for show and tell, animal studies or other special events. If you need to walk your pet, please park at the edge of the field and use the grassy space along Silvernail Road, cleaning up afterwards. The children frequently roll and play in the grassy areas and field, so please keep them clean.

### **Photo Release**

A designated Prairie Hill employee or photographers contracted by PHWS may take photographs of students and/or their work while they are in the classroom, on field trips,

at events, or during performances. These pictures may be used in various school publications and marketing materials (including brochures and advertisements) and/or the school website or related social media platforms including Facebook, and the school blog. In addition, representatives of the media may be interested in a story relating to Prairie Hill and may wish to interview, photograph, or videotape Prairie Hill students. Prairie Hill makes every reasonable effort to supervise interactions between students and the media/photographers. All parents are required to sign a release regarding photographs and videos of their child(ren), called the Media and Photographic Release Form.

## **Playground**

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

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

## **Playground – Rules**

Attire:

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

*Winter Attire:*

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

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

### **Playground – Winter Rules**

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

### **Recycling**

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

### **Re-Enrollment**

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

### **School Security**

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



front entry/steps. All visitors, including parents and their children must wear a mask to enter the school. This entry is also used as our contactless pick-up area.

### **Social Inclusion, Response Plan, and Parent Letter**

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

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

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

### **Social Inclusion Response Plan**

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

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

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

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

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

- Contact the parents of the child(ren) involved to notify them of the serious or repeated social issues. The Tobias Care Group will mail the Social Inclusion Parent Letter to the parents.

- Meet with a representative from Tobias Care Group. Together with the class teacher, they will discuss further interventions and strategies to address the student's issue and set a date for review. This step may or may not result in a formal Care Plan.
- Class Teacher will continue to record related incidents and check-in, informally, with a Tobias representative once a week.

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

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

**Communication with Parents**

Dear Prairie Hill Parents:

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

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

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

While working to support the healthy social development of the children, Prairie Hill Waldorf School recognizes that social conflict is an integral part of human growth and development, which must be guided rather than avoided. Our school strives to help children learn how to resolve and learn from conflicts. When the naturally integrated social support tools fail to prevent persistent social conflict between individual students or groups, the Social Inclusion Response Plan provides a framework for Teachers to follow, in reporting and addressing patterns of bullying and/or targeting is observed within the school. If you have any further questions about this process, please feel free to contact your child's class teacher, who is working closely with Tobias Care Group.  
Sincerely, Tobias Care Group

### **Smoking**

Smoking is not permitted on school grounds at any time.

### **Snow Closings**

See Emergency Closing Information under General Information

### **Sports Program**

The afterschool sports programs of volleyball, basketball and track are open to students enrolled in Grades 5 – 8. Criteria for eligibility include meeting scholastic and personal conduct standards. If a student neglects class or homework, or fails to uphold the Code of Respect, participation in the sports programs may be denied. If a player receives a detention, the student will miss the next game.

### **Teacher Office Hours**

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

### **Toys**

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

### **Videotaping or Recording School Events**

**Please DO NOT video record or take pictures during school events such as class plays, festival performances, and certain ceremonies and assemblies.**

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

### **Our Reasoning:**

Prairie Hill Waldorf School offers an environment where children can grow and develop at their own pace, and where family members can form meaningful connections. Our policy

regarding photography, video recording, and sharing reflect our best attempts to create a space where adults can connect, and children can express themselves fully, remain present in the moment, and feel comfortable sharing their work with the larger community. A child's work is to learn, and school is their place of work. Every project and performance they share with you represents a moment in time on the continuum of who they are becoming. We invite you to honor the real work your children are involved in when they perform for the school community by giving them your full attention. Every learning process involves the risk of exposing our weaknesses, and some children are more easily discouraged than others. Being aware that photography or videorecording is happening can cause some children increased performance anxiety. There are school events—such as the Festival of Lights, and classroom activities—such as the morning verse, where no photography of any kind is allowed. This is to help honor the mood of reverence these moments create, and to show respect for the solemnity of these times of inward focus.

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

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

## **Visitation Policy**

### **Visitor Policy**

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

### **General Procedures**

- Classroom visits require prior approval by the teacher of that class.
- All visitors must register with the front office upon their arrival for that day and wear a visitor's badge during their visit.
- All visitors must support the mood that is cultivated in the school (electronic devices, including mobile phones, must be turned off, etc.)
- Any teacher reserves the right to accept or deny classroom visits by anyone in the best interests of the class as a whole.

### **Adult School Visitors**

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

### **Student-Aged Visitors**

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