



Urban Prairie Waldorf School 2018-19 Parent Handbook

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CONTACT INFORMATION

Phone: 312-733-5337

Email: administration@urbanprairie.org

Address: 1310 S. Ashland Ave., Chicago, IL 60608

Website: www.urbanprairie.org

All general questions can be directed to the administration email; the Administrative Assistant, Director of Finance and Operations, and Community Development Director all receive emails sent to this address.

INTRODUCTION

Welcome to Urban Prairie Waldorf School. This handbook contains a brief history of our school, the details of daily school life, and additional information about the structure of our school.

Please take the time to familiarize yourself with this handbook and refer to it as necessary throughout the year. Your e-signature on the tuition agreement indicates your willingness to abide by these policies as well as any updates that are communicated to the parent body throughout the academic year. The master copy of the handbook will be posted on the website under the “Parents” section.

GENERAL INFORMATION

Who Are We?

Urban Prairie is a vibrant and intentional community of educators and families who embrace the unique Waldorf curriculum, drawn from the philosophies of Rudolf Steiner.

Our Mission

Urban Prairie Waldorf School educates children by awakening a love of learning, encouraging reverence and wonder in the world, and nurturing the capacity to impart purpose and direction in their lives. Our curriculum is developmentally engaging, meets

the here and now, and prepares our students for an ever-changing future.

Our Vision

- We envision Urban Prairie at the leading edge of Waldorf education in America.
- We innovate on the ideas of Rudolf Steiner and contemporary pedagogical philosophy.
- Our school is a magnet for seekers and doers, who build a diverse and close-knit community that is connected by shared ideals.
- We strive for ecological and societal awareness .
- Our teaching contains the seeds for social transformation.

Inclusion and Equity Statement

Urban Prairie strives to be an affirming space that welcomes a diverse group of students, faculty, parents/guardians and community members. We are committed to developing the human potential of every student by providing an educational environment that is free from impediments to learning and a curriculum that offers windows into the experiences of others and mirrors to reflect their own life experiences.

We support inclusivity at our school by:

- Ongoing evaluation and development of Waldorf curriculum that reflects the richness of the human experience represented both in our school community and within our city.
- Faculty, Administration, and Board participation in relevant trainings (ie: Illinois Safe Schools and Seeking Educational Equity and Diversity), discussions, and studies.
- Providing gender-neutral bathroom facilities.
- Actively seeking and welcoming students and staff of many different races, ethnicities, nationalities, religions, socio-economic backgrounds, sexual orientations, gender expressions, physical ability and spiritual values.
- Promoting cultural awareness through parent education events, festivals, and other activities.
- Encouraging open dialogue among faculty, staff, and community members about implicit bias and systemic oppression.

History of Urban Prairie Waldorf School

Urban Prairie Waldorf School was born out of the dreams and hard work of many people. The Chicago area has long been home to a number of Waldorf schools, which, for the most part, did not serve the central and southern parts of the city. In 2005 City Garden Early Childhood Center opened in the Pilsen neighborhood on Chicago's near south

side, offering Waldorf education for preschoolers and kindergartners. This part of the city was prime for Waldorf education, and in a few short years the school grew from a handful of children to over 75 families and three classrooms.

In 2006, several parents of preschoolers attending City Garden decided to found a new school. Watching their three and four-year-olds, the parents could already see how Waldorf education sparks the imagination. As they weighed elementary school options, the parents did not want that spark to extinguish. They formed a Board of Directors, created a budget, hired a founding faculty, and set a start date.

Urban Prairie opened its doors to a 1st grade class of 12 students on September 9th, 2009, ninety years to the day of the opening of the first Waldorf school in Stuttgart, Germany. We look forward to celebrating 100 years of Waldorf education next year. We have grown significantly since opening our doors in a small storefront on S. Halsted Street, increasing from 12 families to over 100 families. In 2017, with strong support of our community, we purchased the 1310 S. Ashland building. We begin the 2018-19 in that new facility--growing in ten short years from a one-room school to a large building with a gym, woodworking facility, beautiful Early Childhood space, and classrooms to meet all of our programming needs.

DAILY LIFE OF THE SCHOOL

Grade School Practical Matters

Drop off and Pick up Times

Drop off Times: 7:40 – 7:55 am

Pick Up Times: 3:25 – 3:40 pm

Thursday Early Pick up

Pick up on Thursdays is 2:25 - 2:40 pm

Morning Drop off

Teachers will meet children in the playlot at 7:50, gather their classes and lead them inside by 7:55am. This allows students to be seated at their desks and ready to begin lessons at 8:00 am. We recommend dropping your child off by 7:45 am, providing ample time for your child to greet their schoolmates and be brought in by their teacher.

Children Unloading and Loading Zone Rules

If you wish to walk your child to the playlot, bring supplies, or visit outside of the designated drop-off or pick-up times, please see the parking instructions below.

Otherwise, please follow drop-off and pick-up instructions.

- You must drive east-bound on 13th Street in order to drop off or pick up your child.
- Drop-off and pick-up take place on 13th Street between Ashland and Simpson school.
- For everyone's safety, guardians are to remain in the car while school staff assist the children with the transition in and out of the car and to and from school.
- Cars continue to move forward in the line as cars exit the line. For the safety of the children, please exit at the front of the line only unless otherwise directed by a staff member or volunteer on duty.
- No parking or standing is permitted in this designated drop off and pick up area.
- If arriving by foot, bicycle, or scooter, drop child/children off at west door on 13th.
- Parents and guardians are not permitted in play lots during drop off and pick up.

Parking

During drop-off (AM) and pick- up (PM) or other school events there is street parking available on Hastings and 13th Street (adjacent to the school).

Punctuality

The beginning of class is a time when teachers weave the individual students into the whole fabric of the class, setting their group intentions for the day. Students who arrive late miss the this important beginning of morning lesson and disrupt the rest of the class. Please try to drop off your child by 7:45 am. Students will be considered tardy if:

- They have not arrived at the school before the doors close at 7:55am and/or
- They are not seated at their desks when school starts at 8:00 a.m.

If you are aware that your child will not arrive by 7:55am, you must contact the School Office at 312-733-5337 or via email at administration@urbanprairie.org as soon as possible.

Procedure for students who arrive after 7:55 am

Teachers will lead students inside by 7:55 am. After this time, the parent/guardian/driver must park and accompany late students to the front office to be checked in. Once the west door is closed all students and visitors must enter through the door on Ashland. Late students must:

- Be signed in at the front office by the parent or guardian dropping them off.
- Receive a tardy slip.
- Put their items in their cubby or locker, then place their hand on the window of the

classroom door and wait outside the room until the teacher greets them for the day.

Afternoon Pick up

Pick up is between 3:25 and 3:40 pm all days besides Thursdays; Thursday early pickup is between 2:25 and 2:40 pm. Late pickups can interrupt the rhythm of your child's day as well as school staff schedules. Any child not picked up by 3:40 pm will go to aftercare, and charges will apply.

For the safety of your children, guardians must notify administration if anyone else will be picking up their child or if a child is allowed to leave on their own. If the individual is not on your list of designated contacts, identification will be requested from that person at the time of pick up.

Early Pick-Up

For early pick-up, inform the administration and your class teacher by phone or email at least one school day prior. Your child or children will be waiting in the front office at one of the following designated early pick-up times:

10:00 am 11:20am 12:10pm 1:05pm 1:40pm 2:30pm

Aftercare

Urban Prairie's aftercare program runs from 3:30 until 6:00 pm each school day (2:30 until 6:00 pm on Thursdays) unless otherwise noted. Aftercare is held at the school and is run by the Aftercare staff and other staff of our school. Students will spend time inside as well as outside. Students signed up for aftercare will be picked up by Aftercare staff from their designated outdoor area at 3:25 pm (2:25 pm on Thursdays).

You may take advantage of reduced aftercare rates by enrolling your child in advance. Please see below:

- **Contract:** You may enter into a contract agreement with the school, setting the approximate number of hours your child will be in Aftercare per week for the school year. Parents/guardians will be charged for actual time spent in aftercare in 30 minute increments. Contracts can be changed or cancelled during the school year with 30-days notice. The cost for contracted aftercare is \$8/hour.
- Your contracted times will be reflected in the Aftercare Module in your BigSIS portal.
- **Drop-In:** The drop-in rate is \$13/hour and is charged in 30 minute increments. If your child will stay in aftercare on a drop-in basis you can sign them up in your BigSIS portal or notify administration by emailing aftercare@urbanprairie.org or calling 312-733-5337.
- All students must be picked up by 6:00 pm. Students picked up after 6:00 pm will

incur an automatic \$50 extra charge.

Building Access

Time	Access	Procedure
7:40 - 7:55am	West door will be open.	<ul style="list-style-type: none">• Students should stay outside until gathered by a teacher to enter the building at 7:55.• Parents may enter the building. Please proceed to the office to sign in and obtain a visitor's pass. Please sign-out in the office when leaving the building.
7:55 - 3:25	All doors locked. Enter through Ashland door.	<ul style="list-style-type: none">• Ring buzzer for access.• Please proceed to the office to sign in and obtain a visitor's pass. Please sign-out in the office when leaving the building.
3:25 - 3:40	West door will be open.	<ul style="list-style-type: none">• If you will be staying in the building, please sign in at the Main Office.
3:40 - 6:00	All doors locked. Ring buzzer to enter through Ashland or West door.	<ul style="list-style-type: none">• Aftercare children may be outside until approximately 4:15 and may be picked up there.• If picking up from inside or entering the building for any other reason, please ring buzzer for access.
6:00 - 9:00		<ul style="list-style-type: none">• If you are attending an evening event, you will be notified about which door to use.

Security and Threat Response

Director of Operations Peggy Lofgren is in regular contact with local police regarding security recommendations for our general operation. In the unlikely event that the school is threatened by a perpetrator with intent to hurt students, faculty or staff, the school faculty and staff are

trained in appropriate response methods (Run-Hide-Fight). This is a government-recommended method that gives individual teachers the latitude to assess a situation and take the action they deem the most likely to protect the students in their care. These responses could include a traditional lock-down (doors, locked, curtains drawn, students hiding in the corners of the room) or escape, through windows or out available doors. Each year the faculty will receive emergency response training during summer faculty meetings, and the approach will be shared with students in an appropriate way during the first month of school. Students will be taught to follow faculty instructions. Our goal is to help students escape a dangerous situation. Questions about security can be directed to Peggy Lofgren.

Inclement Weather Policy

There may be days when weather conditions make travel to and from school, or the school site itself, unsafe. The Administration will make a determination regarding inclement weather based on actual conditions, rather than forecasted conditions. There are three courses of action that may be taken: (1) school closure, (2) delayed start, and (3) early dismissal. Parents will be notified via email in the event of a snow day, other inclement weather or emergency situation. Following are the actions for notification that the school will take in each scenario:

School Closure

A decision will be made that school will not be held due to inclement weather conditions by 5:30 am or sooner if possible. If conditions seemingly warrant a school closure, guardians should check their email for information from the school. Notification of the school closure will be made via an email sent to the all-school listserv.

Delayed Start

By 5:30 am, a decision will be made that school will start later than usual. If conditions seemingly warrant a delayed start, guardians should check their email for information from the school. Notification of a delayed start, including the time school will begin, will be made via an email sent to any/all addresses on file for each family to via the all-school listserv.

Early Dismissal

There may be days when school must be dismissed early because of inclement weather conditions. If such a situation arises, families will be notified via e-mail to the all school listserv as soon as the decision to dismiss early has been made. It is vitally important on early dismissal days that the school has updated contact information (phone numbers, emergency contacts). The school will make all attempts to reach guardians, via email and telephone.

Attendance

The experiential nature of Waldorf education makes it very difficult to make up missed work. The class works as a whole, and if one student is missing it can affect the work of all. We ask that doctor, dentist, and other appointments be made outside of school hours or during school breaks when possible. If you are aware in advance that your child will be absent from school, please notify the class teacher and Administration as soon as possible by calling 312-733-5337 or email administration@urbanprairie.org to notify the school and make arrangements to complete missed learning experiences.

Attendance is mandatory at all scheduled classes, festivals, performances, field trips, and class trips including those that take place outside of regular school hours. Exceptions must be approved by the class teacher. If a student is unable to participate in any subject class, the guardian must provide a signed note to the office. If the student is unable to participate regularly in a class, a doctor's note is required.

When there is no advance warning that your child must be absent, contact the school as early as possible at 312-733-5337 or via email at administration@urbanprairie.org to report the absence and the reason for it. This contact assures your child's safety and keeps the class teacher informed of their condition when there is illness. Depending on the illness, a doctor's note may be required for the student's return to school. If a student is absent for more than one day their absence should be noted by phone or email each day.

Attendance and Tardiness Record Keeping

In case of excessive absences or tardiness the student may be placed on academic probation, and the class teacher will determine the appropriate manner for the student's family to assist the student to make up work and skills deficits as a result of their absences.

This may necessitate academic tutoring at the family's expense. This may also result in the student being placed on probation. Successful completion of the teacher's recommended "Make-up Work" may be a condition for re-enrollment for the following year. Absences will be reviewed monthly, and if a student has excessive absences, the family may be contacted by Administration to address any concerns.

- Urban Prairie does not distinguish between excused and unexcused absences or tardies in our records. All absences and tardies (besides those excused schoolwide due to whether) become part of the student's permanent record.
- Note the exception of school closings, delayed starts, or early dismissals. These occurrences will not be noted on the students' records, however if there are a

significant number of hours missed, additional days or hours may be added to the end of the year.

Snack and Lunch

Snack

Students should bring a healthy snack for mid-morning break that falls within the guidelines of our allergy policy.

Lunch

If you do not purchase a lunch for your child through Green Monkey, they will need to bring a lunch from home. Please keep the following in mind as you prepare your child for their school day.

- Children will need a full water bottle daily
- Candy, gum soda, and foods high in refined sugar are not allowed
- No juice (whether in boxes or otherwise) at school
- **No nuts in any form** are allowed, see below for detailed allergy policy
- Trading of food is not allowed
- The school will provide a water fountain to refill water bottles.

We practice reusing and full-using first, before moving to recycling. Please send a lunch with containers that can be used repeatedly. This helps to teach your children to respect the environment and normalizes reuse. There are recycling bins as well as compost bins throughout the school. Teachers will encourage the students to use them for any compostable or recyclable items.

Hot/Cold Lunch Delivery Program

We are pleased to offer a hot lunch program through Green Monkey Catering. The program is optional and families wishing to participate will pay Green Monkey directly; the school is not involved in the financial transactions. Lunch is offered daily. Green Monkey handles dietary restrictions. For further information or questions regarding Green Monkey you may call them directly at 312-913-1355 or e-mail them at info@greenmonkeycatering.com

Forgotten Lunches

Parents/guardians may bring forgotten lunches to school to be left in the office, office staff will bring it to students. Snack is at 10:00 am and lunch is at 12:10 pm.

If bringing their lunch is not an option, faculty and staff will do their best to provide an appropriate snack, lunch will be provided in the form of Annie's frozen rice and beans

meal or similar.

School Supplies, Instruments, and Fees

Urban Prairie furnishes most of the classroom supplies to students. Parents may be asked to provide supplies for special projects, binders or other small items. If you rent an instrument through the school, then musical instrument fees are charged in addition to the supply fee for grades 3 and up.

Birthdays

Birthdays are celebrated in the class with a special observation. Please contact your child's teacher for more specific guidelines and to plan birthday celebrations. Please be considerate of students' feelings when planning out-of-school birthday parties. Classes have a close-knit social dynamic that goes beyond friendships. Please take this into consideration when planning birthday celebrations, we ask that parties include fewer than 5 class members or the whole class. Birthday party invitations should not be delivered at school.

Photography

Urban Prairie ceremonies and festivals are a time for families to reflect, enjoy the moment, and create lasting memories for the child, family, and community. With the assistance of Parent Council, Urban Prairie will organize members of our community to film and/or photograph events, which will be made available to families. Based on this, we ask that when attending any festival, assembly, or other school-wide event you refrain from using cameras/cell phones to photograph children.

Please do not post pictures to social media sites, blogs, or other websites of other guardians' children at school events without the express consent of those guardians.

Visiting the School

If a guardian desires to visit their child during the school day (both indoors and outdoors), we request that you notify the teacher or administrator at least one full school day in advance. This helps to preserve the space and integrity of the class. This applies during school hours as well as Aftercare. All visitors must sign in at the Administrative Office.

Custody Agreements

In situations in which a custody agreement exists, all relevant portions must be uploaded to the enrollment contract through BigSIS.

Parent Travel

If you will be out of town while your child is in school, we ask that you leave information with the class teacher and administration letting them know who will be caring for your child and how to contact them as well as how to get in touch with you in case of an emergency.

STUDENT DRESS AND CONDUCT GUIDELINES

Dress Guidelines (All Grades)

The Urban Prairie dress guidelines are designed to support a formal learning environment and create a respectful, reverent atmosphere. Our curriculum provides numerous physical activities throughout the day (both inside and out), and clothing should fit well while being sturdy enough to provide for optimal movement. Please keep the following dress guidelines in mind before your child leaves for school each morning.

Clothing & Footwear

- Please note that 1st and 2nd graders will need an extra set of clothes (including underwear), at school. Place these in a bag to stay in their cubby.
- Clothes should be clean, well-mended and well-fitted so students can move easily.
- We ask that students not wear clothing, shoes, or accessories with cartoon characters, advertising or media-oriented logos or slogans, or athletic team logos or jerseys. Any logos should be small enough that they can be covered by 2 adult fingers. Anything larger than that is inappropriate. Outerwear may have logos.
- All students need to have a pair of indoor shoes **with non-marking soles** which will remain at school. Students may not wear Eurhythmy shoes as indoor shoes.
- In order to assure movement, pants, skirts and shorts must stay up, not exposing underwear. Use a belt, if needed.
- Shoes should be supportive and light enough for the children to take part in the various movement activities throughout the day. We also ask that children wear socks. Please no flip-flops, slippers, crocs, or light-up shoes.
- Shorts and skirts must be long enough to assure unrestricted ease of movement. Students should wear shorts, leggings or tights under skirts to allow for maximum movement during classroom and outdoor activity.
- Shirts must allow for unrestricted movement without frequent adjustments. Strapless

shirts and midriff-baring shirts are not allowed.

· No hats are to be worn inside the school, including baseball hats. Hooded sweatshirts can be worn but the hood must stay down while inside.

Outdoor Wear

The children go outside everyday and should wear or bring appropriate clothing for any weather conditions that may occur while they are at school. Exceptions to this policy are severe conditions such as wind chill factor of -15 or greater. Without proper attire, students may miss outdoor recess or be asked to find items from the lost and found. The following attire is needed for weather conditions throughout the year:

For Rain:

Rain Pants
Rain Boots
Rain Coat

For Cold and Snow:

Warm boots
Snow Pants
Winter / Waterproof Coat
Mittens / Gloves
Scarf Hat
Thermal Underwear

See Middle School Handbook for additional guidelines for middle school students.

Special Events “Assembly Dress Code”

We ask that students dress more formally appropriately for special events such as the first day of school and assemblies (this includes dress tops, pants and shoes).

“Assembly dress” for students in grades 3 – 8 is white tops or shirts with black bottoms and black shoes. First and second graders may wear the outfit described above or any dressy outfit for assemblies. If “assembly dress” is required, guardians will be notified in advance. If an assembly or play requires different clothing, then parents will be notified prior to the event.

Code of Conduct

Urban Prairie strives to build an environment of mutual respect, reverence, and responsibility. Caring for each other and the environment is integral to our curriculum and is a vital aspect of students growing into responsible adults. When anyone is uncivil, disrespectful, or disruptive, the whole community is diminished. Everyone is entitled to a safe and supportive learning environment that includes respect for diverse cultures, backgrounds, and viewpoints. These overarching rules are meant to protect the health and safety of all students and provide a school environment that is conducive to learning:

- Speak and act in a courteous way toward students and adults.

- Treat your surroundings with respect.

We see mistakes as an opportunity to learn, and we take a developmental approach to behavioral issues. Early Childhood teachers educate students about polite manners and healthy boundaries. While in the grade school, teachers approach behavior issues as an expression of unmet needs and an opportunity to teach new skills. “Light touch” classroom management tools are often enough to guide a student. The Three Streams approach is based on the principles of restorative justice and social-emotional intelligence (please see Appendix C “Three Streams Guide.”).

Disciplinary Procedures

Urban Prairie seeks to cultivate an environment where students are supported not only through their learning but also any difficulties that arise. UPWS understands discipline to be a creative, positive and mutually-supporting relationship where the student is taught tools to control their own behavior. The Three Streams of Student Support are integral in this process. Teachers work collaboratively and with the Three Streams of Student Support to help students learn self-control as well as conflict-resolution skills. When there are behavioral challenges, the Guidance and Discipline Group will take the lead in supporting a child.

This group will work with faculty to ensure systematic use of a variety of classroom management techniques, such as helping students refocus their attention or redirect their behavior. The teachers will work with all students who need guidance in a respectful and effective way, taking the circumstances and age of the child into account. All disciplinary processes are conducted so that the privacy and rights of the individuals involved are protected.

In the beginning and throughout the school year, teachers will clearly communicate to the students and their guardians the guidelines and expectations for behavior. These expectations will change as the children mature through the grades. Questions about behavioral guidelines are best addressed with the class teacher. General questions about the Guidance and Discipline Group and the tools that they employ can be addressed to the Chair, Adriana Kondrat. Specific behavior incidents and interventions can be found Appendix B. Please also see Appendices C, D, and E for more specific information about the Three Streams of Student Support, Support Levels, and Incident Reports.

Behavior Incident Reports

When a student’s behavior is disruptive or harmful and has not been curtailed by redirection or basic classroom management tools, the behavior may warrant a Behavior

Incident Report. Please refer to [Appendix E](#) to see the list of incidents that will be documented.

Hate Speech warrants an Incident Report and is defined as speech, gesture, or writing that expresses prejudice or incites violence against a group or individual on the basis of their race, religion, ethnicity, nationality, sex, disability, sexual orientation, or gender identity. At UPWS, we strive to provide a safe learning environment for all students and as such, we seek to immediately address any such speech through a range of interventions based on the age of the student(s) involved.

Such reports will be written within 24 hours of the noted behavior, and the parent/guardian will be notified. Behavior Incident Reports about “Threshold Events” are maintained in student files. Behavior Incident Reports for other behaviors are not maintained in a student’s file, rather they are for the teachers’ and parents’/guardians’ information in order to support a change in behavior.

Threshold Events

We recognize that at times an egregious act of disrespect of property, people, community/environment and/or physical aggression may warrant an immediate reaction that bypasses student support levels. These are extreme cases of behavior within but not limited to the Behavior Incident Report categories listed above and in Appendix E.

Student To Be Sent Home

While we strive to coach-up behavior and work through learning opportunities, there are situations in which a student’s behavior threatens their own safety or the safety of others or interferes with a safe and productive learning environment for others. The following behavior may lead to a student being sent home:

- Physical violence against peers, teachers, oneself, or property
- Leaving the designated area of the class without consent of the responsible adult
- Threats of violence against oneself or others,
- Conscious hate speech (Lower grades students may be sent home if they have already been taught on this topic and continue to use hate speech. Middle school students are conscious of the harm brought by hate speech and will be sent home for using such speech.)
- Possession of a weapon (including pocket knives) or illegal substance
- Conscious sexual breach of boundaries
- Threshold event as described above

In such cases, guardians will be contacted by Administration to pick a student up

immediately. If a guardian cannot be reached or is unable to pick the student up, then the Emergency Contact on file will be called.

Bullying and Cyberbullying

Bullying is written, verbal, or physical conduct, including electronic communication, that is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in, or benefit from, a program or activity of the school; or to create a hostile or abusive educational environment, adversely affecting a student's education, including acts of verbal, nonverbal, or physical aggression or intimidation. This includes bullying that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion, or another distinguishing characteristic. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates. Bullying is frequently referred to as harassment when it pertains to a characteristic protected by nondiscrimination laws. This behavior is not tolerated and can include any of the following:

- Physical abuse or hitting. Physical fighting may result in immediate suspension. Chronic or egregious fighting is grounds for dismissal.
- Verbal abuse or malicious or hurtful name-calling, verbal threats, or intimidation.
- Disrespect of a particular person's property or stealing.
- Incitement or getting someone else to carry out any of the above-listed actions.

Cyber-bullying is bullying through the use of technology or electronic devices and the internet. It includes, but is not limited to email, social networking, instant messages, text messages, and other postings whether on a website, social networking page, in a blog, or other electronic communication on or off school campus. Cyber-bullying may include but is not limited to:

- Posting slurs or rumors or other disparaging remarks about a student or community member on a website, social networking page, or blog.
- Sending email or messages that are mean or threatening or show ill-intent.
- Taking and/or sending embarrassing photographs of a student or posting misleading or fake photographs of a student or community member on a website, social networking page, or blog.

We take such behavior seriously. In Appendix B "Behavior Incidents, Interventions, and Consequences," bullying is categorized as a Level C behavior that will result in immediate, explicit intervention including disciplinary action, suspension, or dismissal.

Probation and Student Dismissal Process

The Three Streams of Student Support committees exist in order to support students through difficulties or hindrances that may be keeping them from thriving at school. Within this system, there are many tools available to faculty to support students; however, the toolbox is not limitless. Once faculty have determined that the available tools cannot meet the needs of a student, there is a possibility that Urban Prairie cannot serve the student. There are three key points to determine whether a student should remain at the school. These are social health, academic health, and parental support of Waldorf education, the teacher, and the school. Each aspect must be present for the school to best serve the child.

Social and Academic Health

The teacher identifies and documents classroom challenges and communicates with the guardians in a timely and respectful fashion as outlined in the Three Streams Guide (Appendix C) and Student Support Levels (Appendix D). If the challenges persist or progress to a higher support level, the teacher along with their colleagues will develop a plan of action with the parents. Once all parties agree to the plan and timeline, it is signed, and the student will be on a Support Plan. The faculty will monitor the situation and when the probationary period is complete, they will determine if the child and school are a good fit for each other. If the decision is reached that the child would be better served in an alternate educational environment, the faculty and administration will carry out this decision. Behaviors including but not limited to those listed in Level D (Appendix B) may be grounds for immediate dismissal.

Administrative Case (Parental Support)

An administrative case for dismissal occurs when a parent/guardian does not support Waldorf education, uphold our school policies, or support the authority of the teacher (class or special subject). Lack of support may be demonstrated by actions such as failure to respond to attempts to address certain issues or situations, inappropriate forms of communication with any representative of the school, and/or undermining the relationship of the teacher to the child. In situations such as these, the faculty member will fully document the situation and bring it to the attention of the Administration. If needed, the Administration will develop a plan and timeline to address the problems. Once all parties agree to the plan and timeline, it is signed, and the family will be, in effect, on probation. Administration will monitor the situation and when the probationary period is over will determine if the family and school are a good fit for each other. If the plan of action is not signed and returned to the school by the deadline or is signed and not carried out by the parent/guardian, then the situation is brought to the appropriate

faculty for review. Administration and faculty must come to an agreement regarding whether the student may remain at the school and under what conditions or whether and at what point the relationship with the student and enrollment is terminated.

MEDICAL POLICIES

Emergency Forms

Emergency contacts for each student must be up-to-date in BigSIS. Parents/guardians should review this each year to make sure they are up to date. Any special dietary or health concerns should be clearly documented with the students health forms and communicated directly to Administration. Insurance information should be updated in your BigSIS portal.

Medication Policy

If your child needs to take medication during the day, parents/guardians must provide a medication plan to the School Office. Under Illinois law, school personnel cannot administer medication to students with the exception of auto-injectable epinephrine (e.g. EpiPen®/EpiPen Jr.®). This includes prescription medicine, homeopathic medicine, aspirin – anything taken orally or by injection. In an extreme medical emergency, such as severe asthma attack, school personnel may administer medicine that has been provided by the guardian with written permission. In the event of a suspected serious allergic reaction, school personnel may administer injectable epinephrine if available. This is considered emergency first aid and would be accompanied by a call to 911, followed by a call to the parents/guardians. Students may self-administer medicine with written permission from medical staff or a parent/guardian to be kept on file at school. Please administer medication at home when possible.

Asthma

If your child has asthma, please let the Administration and the teacher know. We ask that you provide a copy of your child's asthma plan and bring medication to the Administrator's office with the medication plan. A backup inhaler should be left with the Administrator. Inform the classroom teacher and school administrator

- Provide the school with a copy of the most current Asthma Plan.
- Provide the Administrator with any medication and inhaler to be left at school when possible. Parents are responsible for ensuring that there is adequate medication remaining in the inhaler. This should be checked on a monthly basis.

Auto-injectable Epinephrine

Illinois law allows teachers to administer auto-injectable epinephrine to students in need. If your child needs an auto-injectable epinephrine with them at all times, you must provide two doses/injectors to the school. One will be kept in the office, and the other will be in the classroom or outside with your child's class at all times. Injectors must not be expired.

Cough Drops

Cough drops are permitted if they have been prescribed to manage ongoing symptoms and specify prescribed usage. Cough drops should be provided by the parent/guardian and kept with the class teacher or in the school office to be provided to the student upon request. These cough drops should never be shared with others.

Health forms and Immunizations Health Forms

- Each student must have a medical report on file.
- Health forms must be submitted for Kindergarten, 1st and 6th graders as well as any transfer students. Medical examination forms should be available from your child's doctor or from the Administration.
- The report must state that the student is in good physical condition, free from communicable and infectious diseases, and is immunized against childhood diseases.
- Students in 2nd and 6th grades have proof of dental examination prior to the completion of the school year. Your dentist should have these forms at their office.

Immunization Exemptions and Waivers

- Parents or legal guardians who object, for religious reasons, to their child being immunized for school entrance must submit a Certificate of Religious Exemption, which now must be signed by a health care provider. Certificates must be stated annually.
- Medical exemptions are also allowed and must be signed by a health care provider.
- Students who are not immunized may be excluded from school during outbreaks of specific communicable diseases following Center for Disease Control guidelines.
- For more details on immunization waivers got to: <http://www.nvic.org/Vaccine-Laws/state-vaccine-requirements/illinois.aspx>

Illness and School

Contagious Diseases

If your child has a reportable communicable disease such as;

- Chicken pox
- Mumps
- Measles
- Whooping cough

Contact the Administration immediately, and keep your child home from school. While maintaining confidentiality, we are legally required to notify the community if we have a student that contracts any of these diseases. Students will need a note from a licensed healthcare professional to return to school.

General Illness

Please keep sick children at home. Contagious diseases pass quickly through schools. Sick children have difficulty participating in school. Rest at home will support quicker recovery. Below are some symptom guidelines for keeping your child at home.

- Acute cold with sneezing, coughing and/or runny nose
- Sore throat and/or swollen glands
- Nausea, vomiting or diarrhea
- Listlessness, weakness, chills and headache
- A fever
- Eyes that show redness, puffiness, discharge, aversion to light
- Earache
- Parasitic infestation such as intestinal worms, lice or scabies (see below)

We ask that children be fever-free for 24 hours before returning to school.

Illness at School

A child who becomes ill at school will rest in a quiet area of the front office, and parents/guardians will be notified. If it becomes clear that the child is too ill to remain at school, we will contact the parents to pick up their child.

Illness and Recess

All children will be expected to go outside. We cannot accommodate children inside

during recess, as staff will be outside the building with the children. Please take this into consideration when making decisions about illness and school attendance.

Parasitic Infestations (intestinal worms, lice, scabies)

Students will not be allowed in school due to the extremely contagious nature of such parasites. Please notify the Administration immediately. Contracting parasites can happen to anyone and is not an indication of poor hygiene. In Illinois, it is legally mandatory that we notify the school community of these conditions, but the student will remain anonymous.

Lice

- Parents must notify the school if a child has nits/lice.
- Urban Prairie Administration will notify the community that a student has lice and request that all guardians check their child for lice and nits.
- If it is discovered that multiple children have lice or nits, Urban Prairie may contact a lice specialist in an effort to check all students. Parents will be notified if an outside service is called to assist.
- During an outbreak, children with long hair with or without lice/nits are asked to have hair pulled back to reduce the risk of contracting lice.
- If evidence of lice is found on a student, guardians will be notified immediately to pick up their child.
- Brushes, hats and other accessories which come in contact with hair should remain at home at all times.
- Students may return to school when they are nit-free or with a clearance from a medical professional.

Injuries at School

In the event of a mild injury at school, the student will be given simple first aid. This may include cleaning of a wound, antibiotic ointment, and a bandage. The parent/guardian will be called if it appears that the injury requires further attention and is more serious in nature. The adult who was supervising the injured child at the time of the accident will complete an accident report form which the parent/ guardian will be asked to sign at pick up. In the event of a more serious injury at school, school staff will call 911 if necessary and the parents/guardians.

Insurance

Our school insurance does not cover individual children in the event of accidents and

injuries. If your family is in need of health insurance please visit www.healthcare.gov.

Mandated Reporting

According to Illinois Law, all faculty and/or staff members are required to contact the Department of Children and Family Services in the case of suspected abuse. Any such situations will be handled with discretion and in accordance with the law. Visit: <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1460&ChapterID> for more information.

FOOD AND ENVIRONMENTAL ALLERGY POLICY

Urban Prairie Waldorf School (UPWS) is committed to providing a safe and nurturing environment for its community, Urban Prairie Waldorf School is committed to working in cooperation with parents/guardians, students, and their physicians to minimize risks to all students and faculty. Allergy management includes prevention, education, awareness, communication, and emergency response.

Goals

- To maintain the health and protect the safety of children and faculty who have life-threatening allergies or adverse reactions to foods and/or beverages; ensure the ability to participate in and benefit from the services, activities, or opportunities offered by the school; promote self-advocacy and competence in self-care.
- Implement preventive measures, interventions and individual health care plans for students with serious environmental allergies, food or beverage allergies, and food or beverage intolerances based on medically accurate information and evidence-based practices.

Requirements

- A student with a life threatening active history of allergies or adverse reaction to an environmental substance or food is required to submit the UPWS Allergy History & Action Plan (AHAP) before the start of the school year. A student that develops a new allergy during the school year must submit an updated AHAP as soon as possible. A student's healthcare provider must complete the AHAP with the guardian(s) or guardian/designee. This form can be downloaded from BigSis or obtained directly from the Administration. A student with a non-life threatening active history of allergies or adverse reactions to an environmental substance or food is asked to submit the UPWS Adverse Reaction to Food and Beverage (ARFB) before the start of the school year. This form may be completed by the student's healthcare provider or parent(s) or

guardian/designee. This form can be downloaded from BigSis or obtained directly from the Administration.

Process

The student's AHAP or ARFB will be utilized by the Administrator and student's classroom teacher to develop a prevention plan in collaboration with the student's parent/guardian as necessary. A prevention plan includes identifying substances that should be restricted from the classrooms and/or other areas in accordance with Prevention Plan, communicating these restrictions to all UPWS staff and parents, and reinforcing behaviors within the classroom and other areas as needed to prevent exposure to an allergen. The prevention plan shall be implemented at the beginning of the school year and may need to be updated as needed.

Emergency Response

Each year, UPWS staff will review the process for identifying, managing, and ensuring continuity of care for students with life-threatening allergic reactions. UPWS will stock auto-injector epinephrine at the school. The purpose of the stocked epinephrine is to make the medication available in emergencies to individuals without prior history of serious allergies who develop an anaphylactoid response or when a student's personal dose is found to be flawed or ineffective or not immediately available. As noted above, students with an active history of serious food or environmental allergies should provide two doses of auto-injector epinephrine to UPWS.

COMMUNITY LIFE OF THE SCHOOL

Parents /guardians are a vital part of the Urban Prairie community and are encouraged to actively participate in the life of our school. Parent/guardian involvement helps create a rich community environment that provides greater support for the students and their education.

Volunteering

Urban Prairie has a strong volunteering tradition. Parents pioneered the founding of this school and continue to provide a strong backbone of support for our efforts. Volunteers are expected to follow the same expectations we have of employees with regard to professionalism and confidentiality and may be required to have background checks. Here are some examples of ways to get involved as a volunteer:

- Classroom Volunteer - There will be many opportunities throughout the year to do something helpful for your child's class. It could be fixing up costumes for a festival,

chaperoning a field trip, or hosting a potluck for the parents in your class--just to name a few! Look for communications from your Room Parents about volunteer opportunities.

- School-wide Volunteer - Volunteer for school-wide projects such as clean-up days, all-school festivals, or performances. Seek out year-round opportunities with a committee within Parent Council for more consistent contributions.
- Outreach - Post flyers for school events; write online reviews about UPWS; invite friends to open houses, sign up for outreach events.
- Parent Ambassadors - Work with the Community Development Director to support open houses
- Serve as a Class Delegate to the Parent Council
- Room Parent - Work closely with the class teacher, assisting them in a variety of ways. Room parents are asked to facilitate communication between teachers and parents by relaying important information about classroom events and activities. They are regarded as the “turn to” resource for the classroom teacher and should be prepared to help in whatever ways will best serve the class. They may:
 - Help organize field trips, festivals, and other classroom events
 - Create or procure supplies and materials for the class
 - Organize other class volunteers

Parent Council

Parent Council coordinates parent/guardian activity with the intent of strengthening and supporting the life of the school, and help create a positive impact on the larger community. All parents/guardians are encouraged to take part, and all parents are automatically members.

A Parent Council Steering Committee coordinates the activities of the group.

Parent Council Areas of Focus include:

- Library - manages and provides volunteers for the school library
- Yearbook - helps to produce the annual yearbook
- Community Building - welcomes new families to the community, supports Teacher Appreciation Week and other events that bring our community together
- Nature and Wellness - promotes awareness and involvement in support of Earth Month in the Spring
- Food - prepares food for festivals and other community events; organizes theme-based dinners to bring parents together
- Makers' Guild - make fabric-based items needed in the classrooms

Class Delegates

Each class has Class Delegates to Parent Council who are charged with attending monthly Parent Council meetings and reaching out to individuals within their classrooms for help as needed in Parent Council or all-school activities and initiatives. Delegates volunteer for one year.

Adult Education Series

Community members can deepen their understanding of Waldorf education and child development through attending Adult Education events. The Administrative Weekly Update and the school calendar will announce these events which include Curriculum Evenings, All School Parent Meetings, guest lecturers, movie-screenings, book clubs, and more. To make suggestions or volunteer to coordinate an event, please contact the Director of Community Development. The greater our shared understanding of Waldorf education is, the greater our commitment will be to this community.

Festivals

Festivals connect us with the cycle of the year, creating ritual and celebration. As we celebrate the passage of the seasons through art, music and story, we deepen our connection to the working rhythms of nature. The purpose of the school's festival life is to give students a sense of orientation in time and bring the community together. The Festivals Committee has studied our festival calendar in hopes of distilling the nature of the festivals while adding others in order to be more representative of the diverse cultures, religious, and ethnic backgrounds of our families.

Some of our festivals are small, in-school events that may mark an occasion that is tied to the curriculum of a particular grade (ie Martinmas is celebrated by the 2nd grade as part of their study of saints and noble people). Other festivals, such as all-school assemblies, are for our school family. These assemblies are a way for students to share their works in progress. Evening musical and dramatic performances are somewhat more polished. Other larger festivals like the Festival of Courage (previously known as Michaelmas) are meant to include our broader community and neighbors.

The following is a list of all-school festivals and assemblies. Information on class-specific celebrations is provided by each class teacher.

Opening Ceremony marks the beginning of each new year at Urban Prairie Waldorf School. During this ceremony, we officially mark the beginning of the school year and warmly welcome the incoming first grade class into their eight-year journey with our community. Each first grader receives a rose in a tradition that is reversed at the end of

the year when each eighth grader receives a rose as they prepare to leave our school. This is an all school assembly. Parents are encouraged to attend. Priority seating will be reserved for first grade families.

Festival of Courage (previously called Michaelmas) is a festival common to almost all Waldorf schools. The story of St. Michael is one of goodness facing and overcoming adversity; St. Michael tames the dragon with his sword. Michaelmas is a festival of inner strength and initiative. It is about all of us, as individuals, finding the will to perform rightful deeds in the world. Students undertake meaningful work projects around the school and participate in a Michaelmas pageant. All families, along with the community, are invited to take part in this festival.

Halloween is celebrated on October 31st or the school day closest to October 31 if it falls on a weekend. Students wear or bring costumes that follow their teacher's recommendations and are usually drawn from their class curriculum. In keeping with our dress code, we ask that students not wear costumes depicting media, cartoons, or gruesome images.

Dia de los Muertos (Day of the Dead) is celebrated on the school day closest to November 1 with a memorial display (ofrenda) of loved ones who have passed over and related craft activities.

Harvest Feast and Assembly celebrate the bounty of the harvest; it falls on the Friday before Thanksgiving. The students help to prepare a shared lunch, and parents are invited for an all-school assembly to show works in progress.

Festival of Light (Winter Solstice) is celebrated by many cultures as shorter days and winter comes. In Christian cultures this festival is called Advent; Ancient Egyptians celebrated the Festival of Osiris; the Celts and Druids held great festivals of light and fire; and Jews celebrate Hanukkah.

Winter Spiral is a tradition to celebrate our inner light as the the darkest days fall upon us. Children are told a story by their class teacher and then proceed to walk a double spiral of pine boughs laid out on the floor. In the center, there sits a lit candle on a log, which the children light their own candles on. The path out is lined with gold stars, of which the children choose one to place their candle on. Placing a lit candle on the gold stars is symbolic of offering the highest part of ourselves in service to others. There is an in-school spiral as well as an evening community spiral.

MLK Day Festival of Compassion is an in-school assembly to honor civil rights leader, Martin Luther King, Jr., and others who have fought for peace and equality.

Chinese New Year, also known as the Spring Festival, is a widely celebrated festival which marks the beginning of the Chinese Lunar Calendar. Taking place over fifteen

days, it is a time spent with family welcoming the health and prosperity of the coming year, bringing about reconciliation and ushering in harmony. The children will participate in various activities associated with the festival which will culminate with an all-school assembly and sharing of work.

Festival of Renewal (recognizing Earth Day) is celebrated as a day to inspire appreciation and conservation of our natural resources. Students may have field trips to local sites of interest and then return to school to act as stewards of the park and the surrounding area.

On **Grandparents and Friends Day**, we welcome our community into the classroom.

May Faire is the ancient tradition of celebrating the arrival of summer. It is known as Beltane in Celtic lands and celebrated by the Romans with recognition of the goddess Flora. Dancing around the May Pole is a joyful experience, symbolic of the tree of life and fertility. This festival also includes an all-school potluck and games.

We end the year with a **Closing Ceremony** where we reflect on the events of the year and echoing Opening Ceremony, the first graders give roses to the graduating eighth graders. Families are invited to join us for this assembly. **Eighth Grade Graduation** honors the completion of 8th grade, celebrating the work of the graduating students and the contributions of their teachers.

Fundraising

Urban Prairie offers a variety of fundraising opportunities to support the mission of the school. This fundraising is critical to our annual budget, allowing us to provide a vibrant and well-rounded curriculum and plan for the future. Like most independent schools, the costs of running our school and creating a stable future may not be fully met with tuition dollars.

Annual Fund: The Annual Fund is an invitation to support the mission and vision of our school in a direct way. We strive for 100% participation from Board members, faculty, staff, and parents/guardians and encourage each family to give as generously as their circumstances allow.

Capital Campaign: Urban Prairie embarked on its first Capital Campaign in March 2017 in order to purchase and renovate the 1310 S. Ashland property. This campaign is ongoing as we seek to fulfill the long-term vision of our permanent home.

Events: The school occasionally holds events, galas, or concerts in support of the mission of the school.

SCHOOL AND FAMILY IN PARTNERSHIP

Enrolling your child in Urban Prairie initiates a partnership between your family and the school community. The goal of our education is to support your child's cognitive, social, and emotional development, and we can best do that when we work in partnership with you. Communication between teachers and parents/guardians forms an invaluable support structure beneath our students

Parent-Teacher Communication

There may be times when a parent/guardian would like to talk to a class teacher. Please be mindful that during the school day, including drop-off and pick-up, the teacher is on duty and cannot engage in lengthy discussions. Teachers will provide their class parents/guardians with office hours. It is best to email to find a mutually agreeable time for discussion unless a teacher has specified another preferred method of communication.

If parents/guardians need to take a concern further, they may contact one of the Co-Chairs of the Teacher Development Committee, Mat Riendeau or Megan Rotko. Please see the [Whom do I ask...Communications Chart](#) for further information.

Parent-Teacher Conferences

Parent-Teacher conferences are scheduled 2-3 times a year; the dates for the conferences are shown on the school calendar. These conferences offer a significant opportunity to learn about your child's progress. This is also an opportunity for teachers to learn about parents' concerns and questions. When possible, it is recommended that both parents attend these conferences. Parents should feel free to contact their class teacher whenever there is a question about their child's progress in school rather than waiting until the Parent-Teacher Conference.

The link to the online sign up system will be shared in the Administrative Weekly updates and class teacher communications prior to the scheduled conference days. Subject teachers are available for conferences upon request of the teacher or parent.

Mid-Year and Year-End Reports

Parents will receive written reports (through the BigSIS parent portal) from their class and special subject teachers in the middle of the year and at the end of the school year. These reports summarize the work done during the year, address the child's strengths and weaknesses, and offer suggestions for the future. In middle school, block reports will

also be sent home throughout the year.

Parent/Guardian Evenings

Parent/Guardian Evenings are scheduled several times per year, and parents/guardians are strongly encouraged to attend all Parent/Guardian Evenings. The class teacher will determine the frequency of these meetings. Parent/Guardian Evenings are educational and social events. It is important for all families to know each other and for parents/guardians to work together to help the students grow and learn. At each Parent/Guardian Evening, the class teacher will present something of interest – it might be a lecture, a sample lesson, an in-depth discussion on a particular topic, an artistic project, etc. The idea is to give the parents/guardians a deeper appreciation and understanding of what the children are experiencing. There will be time to ask questions and share stories with other parents/guardians. If there are two parents/guardians in the household, we recommend that both try attending these evenings.

Media Policy (television, video games, smartphones and other handheld devices)

Waldorf education strives to nurture children’s growing capacities for imagination, independent thinking, healthy feeling, and active willing. Cultivating the imagination is necessary for the development of critical thinking. The fact that consuming media, including television, movies, video games, and computers, can interfere with the development of these capacities is well- documented. A reliance on ready-made pictures reduces a child’s ability to visualize both the written word (when reading) and the spoken word (when listening to stories or given imaginative pictures orally). Students accustomed to passively receiving impressions often have difficulty with the inner demands necessary to sustain imaginative thought. Media influences easily enter the classroom and the rest of the class is easily affected by any images or messages brought to them. Urban Prairie recommends that parents limit the exposure their children have to such media, especially during the school week.

Please contact your class teacher for media guidelines by grade. If you have questions on this topic or would like resources for further study, please discuss with your class teacher.

COMMUNICATION TOOLS

Directories and Listservs

A student directory is available on the school’s BigSIS portal

(www.urbanprairie.bigsis.com/portal/). Please only use the school directory for school and personal purposes. We do not allow the directory to be used for commercial purposes.

Our primary method for mass communication is via our class and school Google groups. Our three Google groups have distinct purposes:

Class listserv: Your family is included in the listserv group for your child's class which is used to communicate class weekly updates, news and conversations. The listserv address includes your teacher's name (upws_teacher's last name@googlegroups.com). Parents may post things of general interest to the rest of the class on this group.

Urban Prairie listserv: Faculty, Administration, and the Board use this all school listserv to send key information to all families in the school, important updates, school closures, etc. Parents cannot send emails to this list. The Administrative Weekly Update is sent to this group.

Bulletin Board: This Google group is for all Urban Prairie (and non- Urban Prairie upon request) community members to post information of general interest to the whole school. (i.e. Beach Days, organic food vendors in the community, etc.).

BigSis Portal

The BigSis portal (www.urbanprairie.bigsis.com/portal/) is used to for document management, school directory, school calendar, reports, attendance records, and donation management. Please familiarize yourself with your BigSis portal and contact Sophie Huckabay with any questions.

Newsletters

The Administration provides a weekly administrative update to keep you informed of important news and events. Past administrative updates can be accessed under the "Parents" tab on our website.

Social Media

UPWS maintains multiple social media sites for marketing and community-building. We invite you to subscribe to our public social media.

Facebook: <https://www.facebook.com/UrbanPrairieWaldorfSchool/>

Instagram: <https://www.instagram.com/urbanprairiewaldorfschool/>

INFORMATION PRIVACY AND INTERNAL COMMUNICATION

Information Privacy

UPWS holds data privacy and security in high regard and takes action to ensure that our students' data is handled securely. We do not disclose any personal information, except as permitted by law, such as to our attorneys and certain service providers. For example, contact information is shared with TADS when setting up payment agreements. The school uses the data only in service to your child's education and shares necessary personally identifiable information with carefully vetted third party service providers using secure data transfer methods in accordance with current industry best practices. We do not share your private data with third-party vendors for commercial purposes.

Student Files

The school maintains the following files for students:

- Guardian and Emergency Contact Information
 - Names
 - Address
 - Email address
 - Phone numbers
- Attendance
- Fees
- Medical Information
 - Health Conditions
 - Immunizations
 - Medications
 - Vision and Hearing Screening
 - Doctor of Record
- Learning Accommodations
- Disciplinary Incident Reports (only if incident leads to suspension or dismissal)
- Academic Data
 - Assessments
 - Mid-year and End of Year Reports
 - Transcripts
- Currently Checked-out Media

Internal Communication

Our teachers work in a collaborative way to provide the best possible educational experience for your child. They regularly communicate and share information with one another about students' experiences. This helps all faculty stay informed of any special circumstances affecting a student. Because of the importance of privacy and security, UPWS has chosen to manage internal communication primarily via secure third-party applications (such as Trello) rather than email. Any internal communication regarding a student strives to be objective and supportive of your child's successful experience at our school. Because it is an internal communication and not part of a student record, it is not shared with parents. Our faculty and parents work in close partnership. Class and Special Subject Teachers will contact you as needed, and as noted in the Three Streams Guide (Appendix C), there are many communication points built into any Three Streams support for a student.

ADULT COMMUNICATION POLICY

Whom do I ask...Communication Chart can be accessed [here](#).

Conscious Communication Guidelines and Civility Policy

Urban Prairie strives to foster healthy relationships between all members of our community. We ask all members of the Urban Prairie school community to make a personal commitment to undertaking direct and honest communication. The school must stand on a firm moral foundation, and this is best done in an atmosphere supported by trust and compassion.

Differences of opinion do arise and need to be acknowledged. While it is natural for concerns to arise within any community, such concerns should be communicated in a productive and constructive manner. When an issue or concern arises within the school community, we ask that the parties involved first talk directly with each other. We request that all persons engage in honest, respectful, and direct verbal and written communications and assume that all parties involved are invested in the best interests of the children. One of the twelve senses described by Rudolf Steiner is the sense of ego. This is not the sense of self but a cultivation of sensitivity to others.

We genuinely seek to create an environment that supports the growth of all the members of our community. The goal of communication should be to resolve conflicts in a way that ennobles both parties. We recognize that conflicts and concerns provide opportunities for learning. We encourage all persons involved in the resolution of a concern to consider the process an opportunity to be open to self-review and to the viewpoints of others.

The goal of conscious communication is that every UPWS parent/guardian:

- is able to speak their mind in a way that also takes into account the time and space of others and respects the boundaries, thoughts, and feelings of others;
- takes interest in others' opinions and strives for understanding without judgment;
- speaks in a way that is kind, true, and necessary (does it improve upon silence?);
- is responsible for the consequences of their words and actions.

How do we do this?

- Use "I" statements
- Ask curious questions
- Take responsibility for your feelings. No one can make you feel anything you do not choose to accept.
- Be aware of your personal assumptions and beliefs and strive to be neutral in your listening.
- Welcome and find peace with divergent viewpoints (agree to disagree).
- Be as succinct as possible.
- When in a group, engage in one conversation at a time.
- Keep discussion oriented towards solutions and the highest good.
- Focus conversation on people who are present.

Please remember that we are all at different places in our journey will this work, and we are all striving towards the same goal. "Sidewalk talk" that is gossipy in nature is destructive to the social fabric of the school community. Any concerns or comments that you have about the school can be best addressed by bringing them directly to a teacher or administrative employee. Administration will bring uncivil communication to the attention of the parties involved. Repeated incidents of incivility that lead to a breakdown in the partnership with the school may put a child's enrollment in question.

Netiquette Policy

"Netiquette" refers to etiquette and behavior guidelines for internet communications. Engaging in community discussions online, adding comments, posting on a blog or social media page is like talking in a shared meeting space. These guidelines apply to all community members who are posting events, topics, comments, and photos that represent or pertain to Urban Prairie.

Please be respectful. Many topics can be controversial, but it is important to be able to

disagree without being disagreeable and/or using obscenities. Focus comments on the issue at hand, and under no circumstances are community members to post anything with relation to the school or its employees that might be considered threatening, harassing, bullying, obscene, pornographic, sexist, or racist.

Individuals that break these guidelines will be notified by the school administration. If a parent repeatedly breaks these rules, then this action would be considered in violation of bullying, cyber-bullying, privacy and internet use policies.

ENROLLMENT

Non-discrimination in Enrollment

We actively seek and welcome students and staff of all races, ethnicities, nationalities, religions, socio-economic backgrounds, sexual orientations and spiritual values. Urban Prairie does not discriminate on the basis of race, color, nationality, ethnic origin, or physical ability in the administration of its educational policies, admissions policies, financial assistance programs, and other school-administered programs.

Exploratory Period

All new students enter the school on a three-month conditional basis. This allows our faculty time to discuss the initial adjustment with parents as well as identify any changes necessary to ensure the student's successful transition. The classroom teacher will meet with parents/guardians at the end of this period to discuss the student's progress. This period may be extended depending on the situation. If a student is asked to leave at the end of this period, the family will only be responsible for a prorated tuition to the date of dismissal.

Re-enrollment

In February, each family will receive a re-enrollment packet that will include a re-enrollment contract and information about the re-enrollment deposit and tuition for the following year. Re-enrollment is due by March 15. Families who are not up to date with payment of the current year's tuition will not be offered re-enrollment. After the March 15th due date for re-enrollment contracts and deposits, the school will open up spaces to families outside of the school. No child will be allowed to attend school without a signed contract and tuition agreement on file. Families who enroll after March 15 will be subject to a late fee.

Tuition

The tuition your family pays not only enables Urban Prairie Waldorf School to provide an outstanding Waldorf education for your child, but it also supports all aspects of the school's operations. Timely payment of tuition is important for the economic and educational health of the school. In order to meet salary and other financial obligations, the school counts on families to pay tuition on time. The tuition is set each winter by the board for the upcoming academic year. Budgetary demands, projected enrollment, and expected fundraising revenue are all factors in this decision.

Payment of Tuition

Urban Prairie has contracted with TADS, a tuition management vendor, to manage tuition payments. All payments will be made through TADS. Families can choose to pay tuition in full, semi-annually, or in nine monthly, or eleven monthly installments beginning in April.

A deposit of \$1,000 and the \$650 full supply fee are to be paid by March 15th. Families who do not re-enroll by March 15th will be charged a late fee. Any questions regarding tuition or the tuition vendor should be directed to the Director of Operations. Families who do not sign up for a payment plan through TADS by April 1st will be charged a late fee. It is important for the health of the school that families commit to pay their tuition – our main source of financial support for the school.

Tuition Assistance

We strive to make Urban Prairie a diverse community. To that end, families with demonstrated financial need may be eligible for assistance. Tuition assistance applications remain confidential and are reviewed by TADS, a third party tuition management company. The award amount (up to one-third of tuition) is determined by the tuition management company and members of the Tuition Assistance Committee.

Sibling Discounts

Tuition is reduced by 15% for the second and each additional sibling enrolled at UPWS. All students must pay the full supply fee.

Student Withdrawals and Refunds

There will be no reduction in tuition due to a student's inability to attend school because of illness, vacation, bad weather, suspension, expulsion, optional early dismissal days, or other reasons. If a student is asked to leave the school during the first ninety days of their enrollment, the family will only be responsible for a prorated tuition payment. Parents must notify the school in writing at least thirty days prior to withdrawing a

student. In the event that the student withdraws from Urban Prairie after the execution of this enrollment contract, then Urban Prairie shall collect tuition as follows:

- Withdrawal before June 1, 2018: Enrollment Tuition deposit of \$1000 + \$650 Supply Fee
- Withdrawal on or after June 1, 2018 and before September 3, 2018: 50% of Tuition + \$650 Supply Fee + 50% of the New Student Fee (if applicable)
- Withdrawal on or after September 4, 2018: 100% of Tuition + \$650 Supply Fee + \$500 New Student Fee (if applicable)

Notwithstanding the foregoing, upon dismissal or withdrawal of your child for any reason, all outstanding tuition and fees are immediately due and must be paid to the school.

Failure to Pay Tuition

If a family is having difficulty paying tuition, they should contact the Director of Operations and Finance as soon as possible to discuss the situation. If a payment is missed, our tuition vendor, TADS, will contact the family to arrange for payment. When payments are 30 days late, the family will receive a written notice stating their TADS account is past due, and they must pay the balance due or contact the Administrator to make any arrangements outside of their TADS agreement. After 60 days of non-payment on a past due balance or no payment arrangements have been agreed upon with the Administrator the student must remain home from school until TADS records the payment. Students may not participate in any extracurricular activities if fees are not paid in full (after school programs and lessons). They may attend aftercare. Mid-Year or Year-end reports will not be sent out until accounts are paid in full. Urban Prairie will not send records to another educational institution until all accounts are paid in full. All unpaid tuition and fees will be pursued through a collection process.

Appendix A:

SCHOOL ORGANIZATION

Urban Prairie is a collaboratively-led institution. This means that the three leadership bodies (Administrative Leadership Team, Faculty, and Board of Trustees) work together to carrying out the mission and vision of the school.

Administrative Leadership Team:

Urban Prairie's Administration is based on a Leadership Team model that reflects the values of our school by supporting both a high quality education for our students and the strong community that we seek. A fully developed administration of a Waldorf school holds what is known as the Rights Realm. The Administration responsible for upholding the rights of the individual (parents, students, teachers) with the organization of the school. The Administrative Leadership Team is responsible for enacting the policy, plans, and budgets approved by the Board of Trustees and faculty. Team Members are ex officio members of the Board of Trustees. Our Leadership Team includes:

- Director of Operations and Finance: Peggy Lofgren, peggy.lofgren@urbanprairie.org

The day-to-day operations of the school including finance, human resources, facilities, and adherence to state and federal regulations are handled by the Director of Operations

- Director of Community Development: Heather Berhalter, heather.berhalter@urbanprairie.org

The Community Development Director supports the strong community fabric that creates social and fiscal health and supports the growth of the school. This includes marketing our school to prospective families, welcoming new students and their families to our school, creating opportunities for families to participate in the community life of our school, and building a fundraising program.

- Pedagogical Director: The Pedagogical Director oversees all curricular matters and faculty support inside and outside of the classroom. Currently this position is unfilled, and the work is delegated to the Teacher Development Committee.

Questions about the Administration or the Rights Realm should be directed to administration@urbanprairie.org or via phone at 312-733-5337.

Board of Trustees

The Board of Trustees of Urban Prairie is responsible for the Economic Realm. The Board maintains the fiscal and legal health of the school and oversees long-term strategic planning. The Board keeps the school's values, mission, and vision central in all of its processes. All long-term planning initiatives are based on identified goals developed with the school's mission in mind, using input from various stakeholders, including teachers, administration, and parents.

The Board is made up of parents, teachers, and community members. Members of the Administrative Leadership Team are ex-officio members of the Board. Faculty may nominate one additional Board member if they like. Nominations are considered and voted on each year by the Trustees. Board terms are initially one year and run from the beginning of July to the end of June, following our fiscal year. Subsequent terms run for two years. Officers are elected annually. The Board of Trustees strives for consensus decision-making whenever possible, seeking input from our faculty and parents when appropriate. Individuals who take on leadership roles for the school do so in the spirit of servant leadership, guided by the principle of service to the whole. Urban Prairie exists by virtue of the support of a wide community of parents and friends and all who share our values, mission, and vision of Waldorf education. The health and growth of our school depends on the strength of these relationships.

Current standing Board committees include: American Waldorf Schools of North American Accreditation, Board Development, Executive, Facility, and Finance. The Board also has task groups focused on areas in need of strategic planning.

- Board President: Peg Kern, peg.kern@urbanprairie.org
- Board Vice-President: Michael Levine, michael.levine@urbanprairie.org

Additional Board contacts may be found on the school website.

Board meetings are held on the second Thursday of each month. Agendas including relevant study materials are available in the administrative weekly update. Minutes can be found on the school website. Questions or comments for the Board can be brought to the Board President.

Faculty

The faculty is responsible for overseeing daily classroom and curricular activities. Class teachers remain with their class each year unless otherwise noted. Special subject teachers bring their content to students in all relevant grades. Class teachers work with the subject teachers to create an integrated education plan for the students. This area of

the school is called the Cultural Realm, and the Faculty are the primary holders of this realm that includes all aspects of education at UPWS. The Faculty is generally led by the Pedagogical Chair. For this year, as noted above, the faculty will share the pedagogical chair duties.

Class Teachers

The best way to contact teachers is via email. You can find all teacher contact information on our website on in the BigSIS directory. They will respond to email inquiries within 2 school days. In an urgent situation, you should contact the school during school hours at 312-733-5337.

Faculty Committees

While classroom teaching is central to education, there are many other aspects that go into the Urban Prairie experience. Much of the work outside of the classroom is taken up by faculty committees. The following committees are mandated by the faculty for the 2018/19 school year:

Festivals Committee - Chair Hannah Avellone

This committee is charged with planning, coordinating, and implementing all school-wide assemblies and community events pedagogically associated with Waldorf festivals during the school year. Through these festivals, the school cultivates community among children, teachers, parents and friends. Our goal through these community festivals is to connect us with the cycle of the year through festivals, creating ritual and celebration inspired by traditions from cultures the world over that have for centuries marked the turning points of the year.

Hiring Committee - Chair Peggy Lofgren

This committee is tasked with hiring for all open positions at Urban Prairie. The committee consists of designated class and special subject teachers and the Director of Operations. Committee members review applications, participate in interviews, and make hiring decisions.

Teacher Development Committee

This committee oversees the mentoring and evaluation process for faculty, provides curricular insights and resources to teachers, and meets with parents as needed to discuss any questions regarding a student's classroom experience that cannot be resolved with the class teacher or special subject teacher (as outlined in the ["Whom do I ask...Communication Chart"](#)).

The Three Streams of Student Support

UPWS is committed to providing a safe environment for students to learn and grow into healthy and responsible citizens. The Three Streams of Student Support provide a structure for this environment and enables faculty and staff to better assist students who are having difficulties educationally, socially, and behaviorally. This work is based on Kim John Payne's thoughts on student development and pulls heavily from the ideas of restorative justice and social-emotional intelligence. (See Three Streams Guide, Appendix C.)

Student Support Executive Group

This is an administrative leadership committee created to plan, coordinate, and implement collaboration and accountability for the school's Three Streams program. The group consists of the Chairs of each of the Three Streams groups.

- **Social Inclusion Group - Chair Jillian Miller**

The Social Inclusion Group helps students who are having difficulties with social issues. These difficulties may include but are not limited to excluding/being excluded, bullying/being bullied, teasing/being teased, etc. This group assists and nurtures an environment of mutual respect, safety, and inclusion. This includes fostering a healthy understanding of conflict and resolution strategies.

- **Care Group - Chair Candace Choma**

The Care Group strives to support the needs of UPWS students who are experiencing challenges to their development and academic success. This group supports teachers and parents in meeting students' individual needs and offers suggestions for therapeutic support. Group members draw on Rudolf Steiner's indications on child development, Waldorf pedagogy, relationships to the wellness community, and their own study of relevant topics to this work.

- **Guidance and Discipline Group - Chair Adriana Kondrat**

The Guidance & Discipline Group provides restorative and inclusion-based support to students in need of guidance. The Group also assists teachers in finding appropriate ways to redirect students who are having difficulty integrating into the classroom and school culture. Methodologies may include but are not limited to mentoring, recess/aftercare plans, and weekly check-ins. Central to this work is building a culture based on a no-blame, no-shame approach.

Interim Leadership Team

This coordinating body is tasked with providing healthy, effective leadership capacity and structure until the school's long-term leadership needs and governance structure have been determined and put in place. This team consists of members of the Board of Trustees, Administration, and Faculty who meet regularly to review the needs of and issues facing the school and determine the realm of the school best suited to address those needs.

Appendix B: Behaviors, Interventions, and Consequences

Level A

Behavioral Incident	Available Interventions and Consequences
<ul style="list-style-type: none"> ● Running and/or making excessive noise in the hall or building ● Engagement in behavior that is disruptive to the orderly process of classroom instruction ● Tardiness to school or class ● Unauthorized use or possession of cellular telephones or other information technology devices ● Initiating or participating in any unacceptable physical actions 	<p>Faculty reorientation using “Three Streams” Level 1 + Support (refer to “Three Streams” Support Levels) or other UPWS methods.</p>

Level B

Behavior Incident	Available Interventions and Consequences
<ul style="list-style-type: none"> ● Persistent Engagement in any behavior that is disruptive to the orderly process of classroom instruction ● Persistent tardiness to school or class (3 or more incidents per semester) ● Persistent initiating or participating in any unacceptable physical actions towards self or others. ● Loitering in an unauthorized place in the school or on school grounds ● Failing to attend class without a valid excuse ● Leaving the classroom without permission ● Disregard for the instructions or direction of school personnel causing interruption to other students’ participation in school activities ● Plagiarizing, cheating and/or copying the work of another student or other source ● Exhibiting or publishing any profane, obscene, indecent, libelous, hateful, materials, or using such language or gestures ● Unauthorized use of the school tools/ equipment 	<ul style="list-style-type: none"> ● Documented communication to student’s guardian(s) ● Faculty referral to “Three Streams” services and the “Student Support Executive Group” (SSEG). ● Two week observation of student ● SSEG forms student plan and timeline to address behaviors. ● Faculty lead reorientation of student using “Three Streams” Level 1,2,3 + support (refer to “Three Streams” Support Levels) or other UPWS methods. ● Recommended instructive, corrective, or restorative response ● <i>Possible request for a Support Circle</i> ● <i>Possible Incident Report</i> ● <i>Possible request for outside assessment</i> ● <i>Possible “Three Streams” recommended intervention (ex: “No Blame Meeting)</i>

Level C

Behavior Incident	Available Interventions and Consequences
<ul style="list-style-type: none"> ● Second or more documented incident of a Level A or B behavior ● Fighting – physical contact between two or more people with intent to harm. ● Threat to harm self or others ● Profane, obscene, indecent, libelous, hateful materials, or hate speech ● Unauthorized possession (physical control over, such as contained in clothing, lockers, bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters ● Unauthorized possession and/or use of a tool or tools ● Persistent inappropriate or egregious use of school tools/equipment ● Leaving the school without permission ● Bullying behaviors – (see Anti-Bullying Policy for full definition before assigning an intervention or consequence) ● Use of cellular telephones, social media, or other forms of digital communication (on or off school property) or other information technology device to harass, incite violence, or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings (visual or audio) ● Sexual Harassment (see Sexual Harassment Guidelines) 	<ul style="list-style-type: none"> ● Documented communication to student's guardian(s) ● Documented Incident Report ● "Three Streams" services and the "Student Support Executive Group" (SSEG). ● Two week observation of student ● SSEG forms student plan and timeline to address behaviors/incidents ● Faculty, Outside professional, or guardian lead reorientation of student using "Three Streams" Level 1,2,3,4 + support (refer to "Three Streams") ● <i>Request for a Support Circle</i> ● <i>Possible request for outside assessment</i> ● <i>Possible request for professional assessment before returning to school</i> ● <i>Possible "Three Streams" recommended intervention (ex: "No Blame Meeting")</i> ● <i>Possible request for student to be picked up from school</i>

*Requests for or pressure to engage in sexual activities or touching; sexual assault; and/or sexual or gender-based jokes, comments, gestures, drawings, text messages and photographs that create a hostile learning environment are considered "sexual harassment."

Level D

Behavioral Incident	Available Interventions and Consequences
<ul style="list-style-type: none"> ● 2 or more incidents of level C ● Possible Violations of Criminal Law <ul style="list-style-type: none"> ○ Gambling ○ Forgery ○ False activation of a fire alarm ○ Extortion ○ Assault ○ Vandalism or criminal damage to property that costs less than \$500 ○ Battery or aiding or abetting in the commission of a battery which does not result in a physical injury ○ Fighting – more than two people and/or involves serious injury ○ Theft or possession of stolen property that costs less than \$150 ○ Possession, use, sale, or distribution of fireworks ○ Trespassing on UPWS property ○ Use of intimidation, credible threats of violence, coercion, or persistent severe bullying ○ Inappropriate sexual conduct ○ Violation or possession of alcohol or narcotics in school or at a school related function or before school or before a school related function 	<ul style="list-style-type: none"> ● Possible grounds for immediate expulsion

Appendix C: Three Streams of Student Support Guide

What is the Three Streams of Student Support?

Urban Prairie Waldorf School is committed to providing a safe environment for students to learn and grow into healthy and responsible citizens. The Three Streams of Student Support provide a structure for creating this environment and enable us to assist students who are having difficulties educationally, socially, or behaviorally.

Social and emotional health provide a sound foundation for academic learning. When a student is “disoriented,” their learning and perhaps the learning of their peers can be compromised. This “disorientation” can take many forms. Perhaps a student’s difficulty lies in the social realm (“They’re not playing with me.”), the behavior realm (frequently talking out of turn and at the wrong time), or in the education support realm (“I need more time to finish.”). No matter the form of disorientation, Urban Prairie Waldorf School is committed to supporting students to “reorient” and move towards greater social and emotional health.

This work is based on the work of Kim John Payne, who is respected worldwide for helping children, parents, and teachers navigate challenge as well as conflict. This work is also rooted in principles of restorative justice and non-violent communication.

UNDERLYING PREMISES OF THE THREE STREAMS WORK:

- **Accountability rather than blame.** When things are going wrong we must set them right. Each person involved can take some responsibility.
- **Empathy is key to success in life.** Our interventions seek to build empathy in the children so that they can learn to stand in one another’s shoes.
- **A child who misbehaves is a disoriented child.** If we realize that a child who is pushing the behavioral boundaries is disoriented, we approach the child differently—less punitively—than we do when we see their behaviors as intentionally naughty or disruptive.

- **Conflict is a necessary part of being human.** If we expect that we can remove all conflict from our children’s lives we set ourselves up for frustration. Conflict is a given, and most of us have learned our greatest lessons from the conflicts we’ve experienced. Our task is to let children know that we are there, guiding them through their conflicts so that they may learn constructive lessons from them.

- **Our task is to remove hindrances to learning.** Children who experience learning challenges present us with a riddle: What is the key that unlocks their capacities? As educators and parents our work is to seek these keys and support the child to find areas of success.

- **We begin with implicit approaches before moving to explicit approaches.**

You will often see the words “implicit” and “explicit” as you read through this handbook. Implicit means “not directly expressed.” In other words, it’s a process that is there, but the children are not necessarily aware of it. The Waldorf curriculum is rich in implicit approaches to social and emotional challenges. In fact, much of the Three Streams work is not apparent to the parent body or the students because it is implicit—embedded in the stories, pictures, artwork, speech, music, drama, and rhythms of the lessons. When the teacher tells the class a story about a character who could never forgive, and describes the hardships this caused him in his working life, this is an example of using a pedagogical story to address the difficulties that one or more of the students is experiencing.

On the other hand, an explicit approach directly addresses a situation in the class or with an individual child. Explicit approaches range from “light touch” (“Children, is this a raising our hands and taking turns time, or is it a speaking out time?”) to “heavy touch,” which might be a behavior change plan for an individual child.

When we support a child, we begin with the lightest touch possible. If that doesn’t work, we move on to more explicit, heavier-touch approaches.

THE CODE OF COMPASSION

The Code of Compassion is considered annually by the Student Action Committee and represents the guiding principles of the school.

C – Carefully consider yourself, and your surrounding when making a decision.

O – Offer respect to yourself, your peers, and your teachers.

M – Make an effort to be your best self.

P – Participate in classes as best you can.

A – Accept others as they are, and encourage them to grow.

S – Speak with good intentions.

S – Stand up for everyone, yourself included.

I – Inspire others to do good work.

O – Open yourself to others' points of view.

N – Never treat others in a way you wouldn't want to be treated.

The Code of Compassion is simple enough to be understood by a young child, yet it contains all the issues with which a middle school student might wrestle. It informs our guidelines for working with the children and their interactions with each other. Teachers use the Code of Compassion throughout the grades to build the students' awareness of appropriate conduct. In the upper grades, the students have discussions about examples of responsibility, respect, kindness, and safety. They present their ideas to younger grades and at a school assembly.

The Code of Compassion and the Conscious Communication Guidelines form the foundation of our adult communication as well. We have guidelines for faculty work, parent-teacher communication, and Board of Trustees work. Each set of guidelines includes specifics such as:

- Give each other the benefit of the doubt.
- Use respectful language.
- Don't interrupt.

We develop the guidelines by starting with the Code of Compassion.

THREE STREAMS ORGANIZATION

The student support work is organized into three “streams,” or groups, which address three categories of challenges students may experience. In addition there is a Student Support Executive Committee (SSEG) that provides oversight. A Student Action Committee (SAC) assists with Three Streams work.

STUDENT SUPPORT EXECUTIVE GROUP (SSEG)

When a student is exhibiting challenges in the classroom or in campus social settings they are referred to the SSEG who will decide which of the groups (one or more) will best serve to support the student.

CARE AND THERAPEUTIC GROUP (CTG)

The Care Group observes, gains understanding of, and provides support for students experiencing challenges to learning and academic success. This group offers suggestions for therapeutic support for students. This can include special education considerations.

GUIDANCE AND DISCIPLINE GROUP (G&D)

A student is directed to the G&D when faculty members and administrators observe that the student is pushing the school's behavioral boundaries. A student who misbehaves is a “disoriented” student. G&D helps teachers and administrators provide clear and firm guidance so that students can reorient themselves and find their footing at school.

SOCIAL INCLUSION GROUP (SIG)

Students are brought to the SIG when they are having difficulties in the social realm. These difficulties may be noticed by teachers at recess or in the classroom and may include (but are not limited to) non-inclusion, excluding/being excluded, and bullying/being bullied, teasing/being teased.

THE STUDENT ACTION COMMITTEE (SAC)

Student participation is an important element of the Three Streams approach. These upper grade students meet weekly to train as student mentors and helpers in the Three Streams of Student Support. They learn conflict resolution skills and reflect upon their own experiences to bring understanding and empathy to their work with the younger students. The SAC takes an active role in supporting the younger students at recess under the guidance and supervision of a teacher within the Three Streams committees. They are asked to lead by example and to take an active role in contributing to the healthy social life of the school and community. In addition to regular meetings, they lead student trainings in the classroom, conduct assemblies, lead role-playing and skits in younger classes, mentor younger classes, and participate in Circles of Friendship or No Blame Meetings. (Please see the glossary for explanations of these terms.) Each year they work with the school's Code of Compassion.

THE THREE STREAMS PROCESS

The student support process aims to move the student's experience from challenge to resolution. It is a transparent process. Though we cannot resolve all difficulties to the satisfaction of all parties, we strive to address them promptly as they arise and to keep parents informed of our progress through the process.

Here's how it works:

1. A student comes to our attention.

The Three Streams process begins when a faculty member notices that a child is "out of the flow" socially, behaviorally, or academically. Parents, teachers, and students each hold a valuable window into the child's experience. Parents or guardians know better than anyone how the child is at home. Teachers have the most direct experience of the child at school. Often, a student sees things that the adults do not. Here are examples of how the process might work:

- A teacher brings the child to the attention of the faculty or the SSEG after noticing that the child is experiencing persistent challenges that are not addressed by the various implicit strategies.
- A parent notices his or her child is experiencing social, learning, or behavioral challenges. The parent describes what he or she is seeing to the teacher. The teacher observes the child more closely with the parent's perspective in mind and, after working with a range of implicit strategies, brings the child to the SSEG if the challenges persist.

In the case of a severe problem, the student moves immediately to the more explicit steps in the process.

2. Communication Point.

The teacher reports to the parent (or back to the parent if the parent brought the matter to the teacher initially) to let them know what is happening at school and how the school is addressing the student's needs. When a Three Streams group takes up work with a child, the parent is notified.

3. The child's teacher(s) meet with the members of either the Care & Therapeutic, Guidance & Discipline, or Social Inclusion Group.

When a student's challenges are not alleviated by implicit approaches and the child is accepted into one of the streams, the teacher meets with the appropriate stream to develop a plan to support the child. A Support Circle may be scheduled for the child at this point. (Support Circles are described in the glossary.)

4. Communication Point.

The teacher or a member of the Three Streams team notifies the parents of the plan: "Here's what we are going to try."

5. After two to three weeks, the teacher reports back to the Care & Therapeutic, Guidance & Discipline, or Social Inclusion Group.

If the situation has been resolved, the process is complete. If it has not, the teacher meets again with the appropriate stream either to extend the plan or to create a new one. Parents are informed of the new plan by either the teacher or a member of the Three Streams team.

6. Communication.

The teacher, or a member of the Three Streams Team, notifies the parent as to whether the child's issue is resolved or not. If not, and there is a new response plan, the parents hear what new responses will be tried by the teacher.

These steps are repeated until resolution has been reached. If resolution is slow in coming, the original supporting group may call upon help from the other two "streams."

THE RESPONSE PLAN—Implicit to Explicit Approach



THE SUPPORT PLAN—AN IMPLICIT TO EXPLICIT APPROACH

The Support Plan is key to moving a student toward resolution. Each stream of the Student Support work has a compendium of tools to draw upon throughout the Student Support process.

IMPLICIT APPROACHES:

There are many pro-active supports built into the curriculum. They are implicit—the student is not consciously aware of them. These are our “lightest touch” approaches. They are embedded in our stories, music, art, speech, drama, therapeutic movement, developmental aspects of the curriculum, and daily rhythms.

Our curriculum begins by meeting children at their developmental stage. Classrooms are designed to keep social and sensory complexity low, with a high level of form and predictability. The various arts provide opportunities for learning through modalities other than the head. Each of the arts encourages a quality of listening to the other. Pedagogical stories tell of characters that experience struggles, and picture what works for them and what does not. Each day is rich in beneficial movement and a rhythm that moves in and out of focused work. The implicit strategies serve to diminish the need for explicit interventions.

LIGHTEST TOUCH EXPLICIT (“directly expressed”) APPROACHES:

These approaches work with the whole class. Students are aware of them, but barely. They blend into the fabric of the day. Examples are (see the glossary for explanations of these terms):

- Buddy systems
- Politeness and courtesy
- Connected Classroom
- Calling Out scale
- Rainbow Value
- Preview and Review (whole class)

EXPLICIT APPROACHES, FROM LIGHT TO HEAVY TOUCH:

If classroom strategies are not orienting a student to productive learning and relationships, the teacher begins to work more directly with the individual student. When we work with the individual, we are truly in the explicit realm. These approaches still include a range from light to heavy touch. Examples are:

- Selective seating
- Support Circle
- DADD (Disapprove, Affirm, Discover, Do-over)
- A visit to the quiet room for a “reorientation”
- A visit to another classroom for a “reorientation”
- Behavior Change Plan
- No Blame Meeting
- Circle of Friendship
- Support from the Student Action Committee
- Check In and Go/Stay
- Goals and Achievements Plan

THE SUPPORT CIRCLE—A MODERATE TOUCH INTERVENTION

A Support Circle is often included in a student’s support plan. It is a meeting of the adults in the child’s life. It is facilitated and is one hour and fifteen minutes long. It is attended by the child’s guardian, the child’s teacher or teachers, and a member(s) of the supporting “stream.” The aim of the meeting is to find ways to build upon the child’s successes. A Support Circle may be requested by a teacher or a parent, and it is coordinated by a member of SSEG. There is follow-up as needed.

GLOSSARY OF APPROACHES:

Buddy System. The use of predominantly older students and on a case-by-case basis younger students to be friends and mentors to a class or a student.

Calling Out Scale. Assigning a number (1, 2, or 3) to a call-out and using a hand signal to alert a child to his or her call-out. One is “the right

thing at the right time,” two is “the right thing at the wrong time,” and three is “the wrong thing at the wrong time.”

Change Plan. A meeting with a child, an adult, and a student buddy (see above) to explore what isn’t working and how we might make it better.

Check-in and Go. A student who is having difficulty during a transition to another class, the bathroom, or recess is asked to check in with the teacher before proceeding to the destination. During this brief check-in the student reviews the agreed-upon goals for the transition.

Check-in and Stay. A student who has experienced repeated difficulty during a transition or at recess is asked to check in with the teacher and stay within a determined area so that the teacher is within close proximity to supervise the student.

Circle of Friendship. A small group of people who are on the lookout for a child in need. It may include an empathetic classmate, teachers, and middle school students.

Connected Classroom. An approach to the lesson by the teacher that begins with warm connection, moves to direction, and ends with review and closing.

DADD. An approach to behavior that is out of line. It begins with disapproval (D) of the behavior and affirmation (A) of the person, followed by discovery (D—“What’s going on today?”), and a do-over (D—“Let’s try that again.”). This approach is covered in detail in Kim John Payne’s book, “The Soul of Disciple.”

Middle School Proactive Support. Under the direction of the SIG, middle school students may proactively work with some classes or small groups in order to build relationships. These relationships may come into play if there is a child or group of children who need social support.

Explicit strategies. Strategies that are directly expressed and apparent to students, like a “No Blame meeting.”

Goals and Achievements Plan. An agreement between a student and teacher to work on a particular behavior. It assigns a numeric value to how well a student has done. Both teacher and student set a goal and both track progress.

Implicit strategies: Strategies that are not directly expressed or apparent to the student.

No Blame Meeting: Based on a restorative justice model, this is a facilitated meeting amongst all parties involved in a social conflict or discipline issue. Each student has an assigned middle school helper.

Preview and Review: A description of what is coming (preview) or a look at what just happened (review). A preview reduces anxiety, and a review helps a child to understand the effects of his or her actions. Previews and Reviews can consider long or short periods of time (the coming school day, what just happened) depending upon the age of the child.

Quiet Room: A place for a disoriented child to go for a “re-set.”

Response Plan: A teacher’s plan for meeting a child’s needs.

Selective seating: This can refer to the child’s position in the room in relation to the teacher, the teacher’s choice of desk partners for the child, or a seating location with fewer possibilities for distraction.

Support Circle: A facilitated meeting of adults to focus on the needs of a child.

Rainbow Volume: A visual scale in the classroom that demonstrates for students what type of classroom activity is occurring and what the appropriate noise level is.

Work with the Code of Compassion: Explicit instruction in the meaning of the Code of Compassion. May be done by the teacher or the middle school students.

Appendix C: Student Support Levels

Appendix D: UPWS Student Support Levels

The Student Support Program has developed support levels that are meant to assist the teacher in finding ways to deal with concerns that are impacting a child’s learning process or the learning environment at school.

In identifying and working with student concerns, it is important to recognize the work of the teachers in the process. Teachers routinely document observations where there may be social, academic or behavior concerns. The observations may be shared with parents and teachers as well as soliciting feedback from all concerned.

<p>Support Level 1: Implicit</p> <p>Pedagogical Approach. Imitation, Pedagogical Story, Art, Drama/movement, and/or Play</p> <p>Class and Family Habit is reiterated throughout process</p>		
Discipline and Guidance	Social Inclusion	Care
<ul style="list-style-type: none"> · Decision Diamond · Politeness and Courtesy · Preview/Review · Class Transition Plan · Call-Out Scale · Moving to Desk at back of room · Movement Breaks · Quiet Room 	<ul style="list-style-type: none"> · Conversation with child · Crossing the line · Teasing definition · Playground conduct · DADD 	<ul style="list-style-type: none"> Movement exercises Games Painting/Art activities
<p>Parents may be informed</p>		

If this is unsuccessful in bringing change in 3-4 weeks...

Support Level 2: Referral

D&G strategies	Social Inclusion	Care Group
<ul style="list-style-type: none"> · The teacher will write a referral to the SSEG. · SSEG will decide appropriate stream(s) needed to address concerns in areas of academics, behavior, developmental, or social issues. · SSEG will decide if a Holding Team needs to be established at this time or later. The holding team will include the class teacher, subject teacher and one other teacher to work with the child and report to parents. The Holding Team will copy SSEG on emails or report to them weekly. · A point person may be appointed to coordinate communication. · Recommendations will be made and a timeline established. · Additional teacher observations requested 		

If this is unsuccessful in bringing change in 2-3 weeks...

Support Level 3: Meetings

<ul style="list-style-type: none"> · Possible meetings for the Class Teacher and the SSEG member discuss the student's situation 		
D&G strategies	Social Inclusion	Care Group
<p>Implemented in approximately the following order:</p> <ul style="list-style-type: none"> · Conversations with the student · D.A.D.D · Change Plan · "The Way We See It" · Individual Preview/Review 	<ul style="list-style-type: none"> · Change Plan · Class Meeting · The Way We See It 	<ul style="list-style-type: none"> · Conversations with student · Classroom observations · Teacher conversations · Child study. · Documentation – including classroom documentation, birth history, referrals, and observations from child study. · Possible assessments to screen for indications of learning needs

Continued from Level 3: A Support Circle Meeting maybe called with the parents.

If this is unsuccessful in bringing change in 2-3 weeks...

Support Level 4: Support

- Strategies are implemented

D&G strategies	Social Inclusion	Care Group
<ul style="list-style-type: none"> · Behavior Change Plan · Simple Restorative Meeting · Alternate Desk Seating for a longer period of time · Check In and Go 	<ul style="list-style-type: none"> · Social Coaching · Circle of Friendship · Simple No Blame Meeting · Individual Transition & Recess Plan 	<ul style="list-style-type: none"> · Small group work · Pullouts with specific goals
Moderate Supervision		

If this is unsuccessful in bringing change in 2-3 weeks...

Support Level 5: Intervention

D&G strategies	Social Inclusion	Care Group
<ul style="list-style-type: none"> · Goals & Achievement Card · Check In and Stay · In-School Suspension · Alternate Day Plan 	<ul style="list-style-type: none"> · Goals & Achievement Card · Individual Transition & Recess Plan 	<ul style="list-style-type: none"> · Remedial work · Extra lesson · IEP
Close supervision		Outside professional referrals Counseling Additional Therapies

If this is unsuccessful in bringing change in 2-3 weeks...

Support Level 6: Re-evaluating/Concluding		
D&G strategies	Social Inclusion	Care Group
<ul style="list-style-type: none"> · Full Restorative Meeting · Restricted Access to the Playground · Solo Transitions · Alternative Placement 	<ul style="list-style-type: none"> · Full No Blame Meeting · Restricted Access to Playground · Solo Transitions 	<ul style="list-style-type: none"> · Alternative Educational Placement
<p>If the above have brought no resolution, Interim Leadership Team and parents are informed and appropriate next steps, including the possibility of suspension and/or conditional enrollment or school dismissal may be implemented.</p>		

Threshold Events		
<p>We recognize that at times an egregious act such as disrespect of property, people, community/environment and physical aggression may warrant an immediate reaction that bypasses response levels. Please see Behavior Guidelines for more complete list.</p>		
D&G strategies	Social Inclusion	Care Group
<ul style="list-style-type: none"> · Disrespectful to other students, teachers · Disrespect of property 	<ul style="list-style-type: none"> · Serious Media Policy infractions · Sexual Harassment 	<ul style="list-style-type: none"> · Self harm

Support Level 7: Explore Returning to School

D&G strategies	Social Inclusion	Care Group
<ul style="list-style-type: none"> · D&G will develop a plan for re-entry 	<ul style="list-style-type: none"> · Address recommendations 	<ul style="list-style-type: none"> · Address progress of recommendations such as outside therapies.
<p>Alternative conditions for returning to school</p> <ul style="list-style-type: none"> · Limited day attendance · Support level 3 – student is given social inclusion or care therapeutic group support · Support level 4 – student is given moderate behavior and guidance support · Utilizing Support Levels 3 – 5 as needed for re-integration 		
<p>Class Teacher in conjunction with the SSEG may see it necessary not to follow the order of responses laid out above, or take other steps not outlined here</p>		

Appendix E: Incident Report

Please find the Behavior Incident Report [here](#).

Appendix F: Field Trips

Field trips are an important part of the grade school curriculum offering students a chance to work together and experience subject matter firsthand. Students may attend overnight field trips in addition to day trips as determined by the class teacher. Parents must sign a travel authorization form in order for their child to participate in field trips.

These trips are chaperoned by the class teacher and selected parents (as deemed necessary by the teacher). The chaperones will be oriented by the class teacher and will undergo a background check. Chaperones act as representatives of the school, assuming role modeling and mentoring relationships with students. All chaperones must adhere to the following policies:

- The class teacher leads the trip. Chaperones are asked to assist and follow the lead of the class teacher and be available to help manage practical tasks so that the teacher can attend to the pedagogical work of the trip.
- Make an effort to engage as many of the children as possible on the trip. In addition to sharing this experience with your child, this is a wonderful opportunity to get to know other children in the class. Please make your best effort not to show favoritism.
- Approach children with a kind heart and without passing judgment. If you have any concerns about a child or group of children, please bring your concerns to the class teacher. If you believe a child is in need of discipline beyond simple redirection, please make the class teacher aware of this also.
- Show respect for the rules of each location that we visit. It helps us to make a good impression for future trips and teaches the children respect for space and hosts through your positive example.
- As a chaperone, you have the fantastic opportunity to assist the children in their experience of nature and culture without the intervention of media. Except in the event of an emergency, chaperones should not contact UPWS or community members during the trip. During the trip, please also refrain from posting any images or information on social media regarding the trip. Reporting to other parents about the trip is not permitted and undermines the trust and integrity of the group. If needed, the teacher will contact the designated contact person back home.

Chaperones may not engage in:

- use of foul language.
- activities that distract from the tasks of the group. This includes use of email, texting, and social media, which may distract from chaperoning responsibilities. If you must use a cell phone, please do so out of sight of the children except in an emergency.
- gossip about children, other parents, or UPWS community members.
- overstepping disciplinary boundaries. Please leave discipline to the class teacher, but do inform the children if you see unacceptable or unsafe behavior.

Appendix G:

School Song:

For the seed of love within us,
For the beauty all around us,
For the strength of truth before us,
Praises sing to all.

School Verse:

To wonder at beauty,
Stand guard over truth,
Look up to the noble, and
Resolve on the good.
This leadeth us truly to purpose in living,
To right in our doing,
To peace in our feeling,
To light in our thinking,
And teaches us trust in the working of God
In all that there is in the width of the world
And the depth of the soul.
(Rudolf Steiner)