



Family Handbook

2009-2010

Portland Village School
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www.PortlandVillageSchool.org



PORTLAND VILLAGE SCHOOL

Family Handbook
2009 - 2010

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OTHER DOCUMENTS YOU MAY WANT TO READ

School By-Laws
Board of Directors Officer and Committee Descriptions
PVS Accountability Plan
Grievance Procedure
Newsletters

We hope that the information in this book will help make your year at PVS informed and enjoyable. Please come in at any time to clarify or to ask questions. Translations are available for families who need them.

We wish to express our deep gratitude to The Eugene Village School, Cedarwood Waldorf School, Portland Waldorf School, and all of the other Waldorf pioneers who have helped to make our work lighter. This Parent Handbook's production was much easier with the benefit of the work done previously in these and many other schools.



PVS Personnel 2009-2010

Teachers

Ana Lucia Mello	Lavender Kindergarten
Ruthanne Kendrick	Magnolia Kindergarten
Olivia Farrell	First Grade
Jessica Mohn-Johnsen	First Grade
Betty Baldwin	Second Grade
Christina Lowman	Second Grade
Melanie Walker	Third Grade
Thora Graham	Third Grade
Shannon McClure	Fourth Grade
Theresa Molter	Fifth Grade
Tammy Wagner	Sixth Grade
Joseph Wyatt	Spanish K-3
Alex Cornejo-Schimpfoessl	Spanish 4-6
Patricia Thom	Handwork

Heidi Vorst	Folk Dancing
Becky Kennedy (Parent Volunteer)	Physical Ed.
Sandy Davis	Special Education
Craig Dermer	Speech Pathologist

Teaching Assistants

Mindy Lee Hill	Lavender Kindergarten
Julie Rindone	Magnolia Kindergarten
Jessi Herbert	Handwork

Before/After Care

Emily Pitti	Co-Director
Orchid Jones	Office Manager

Administrative Staff

Jackie J Jaffe	Principal
Rebeckah Castillo	Office Manager
Shaney Broome	Office Assistant
Tracy Rimel	Business Manager

PVS Major Events Calendar

September

8- First Day of School	
9- Board Meeting	6:30-9:30 pm
22-Ladies' Clothing Swap	7-9 pm
29- PVPA Meeting	6:30-8:30 pm

October

3- Harvest Festival	11-3 pm
14- Board Meeting	6:30-9:30 pm
9- No School; Professional Development	
22- PVPA Meeting	6:30-8:30 pm
30- Family Dance	6:30-8:30 pm

November

6- No School; Holiday/Planning day	
10- Lantern Walk	5:30 pm
11- No School; Holiday	
18- Board Meeting	6:30-9:30 pm
19- PVPA Meeting	6:30-8:30 pm
24/25- No School; Parent Conferences	
26/27- No School; Holiday	

December

4-No School; Professional Development	
7-12 Book Fair	
10- Kindergarten Spiral Walk	5:00 pm
11-Grades Spiral Walk	During School Day
16- Board Meeting	6:30-9:30 pm
17- PVPA Meeting	6:30-8:30 pm
18- Winter Grades Assembly	1:45 pm
22-26/29-31- Winter Break	

January

4- Back to School	
10-Open House for Kindergarten	10-12 pm
13- Board Meeting	6:30-9:30 pm
15-Art Night	5:30-7 pm

21 PVPA Meeting	6:30-8:30 pm
18- No School; Holiday	

February

10- Board Meeting	6:30-9:30 pm
15- No School; Holiday	
18- Celebrate Asian Lunar New Year	
18- PVPA Meeting	6:30-8:30 pm
20-10-Open House for 1-3,5	10-12 pm
26-Art Night	5:30-7 pm
27-Family Dance	4-6 pm

March

10- Board Meeting	6:30-9:30 pm
15- No School; Parent Conferences by appt	
18- PVPA Meeting	6:30-8:30 pm
20- Kindergarten Earth Celebration (time TBA)	
19- Spring Grades Assembly	1:45 pm
22-26- No School; Spring Break	

April

2-No School-possible make-up snow day	
7- Board Meeting	6:30-9:30 pm
15- PVPA Meeting	6:30-8:30 pm
29- International Folk dancing Celebration	1:30 pm

May

8- 5th Grade Olympiad	
10-No School-possible make-up snow day	
12- Board Meeting	6:30-9:30 pm
18-21-Walker's 3rd Grade Class to Geercrest Farm	
25-28-4th Grade to Potlatch	
20- PVPA Meeting	6:30-8:30 pm
31- No School; Holiday	

June

1-4-Ms. Graham's 3rd Grade Class to Geercrest Farm	
9- Board Meeting	6:30-9:30 pm
11- Last Day of School/ Grades Assembly	1:45 pm



PVS Board of Directors

Portland Village School has the unique opportunity to be governed by its own Board of Directors. The Board of Directors establishes the school's policies and ensures the proper management and use of the school's assets and property. The Board ensures that the school properly employs the necessary corporate formalities to make its decisions, that it prepares and submits all required state and federal reports, and that it operates in compliance with relevant state and federal laws. The role of the Board does not include direct management of the daily operations of the school.

You can email any questions, concerns, or comments to the Board president at:

board@portlandvillageschool.org

Board Members

Allison BernatParent
Ben BrizuelaParent
Diane Garrett, TreasurerParent
Eric Brooks, PresidentParent
Kirsten Rayhawk, SecretaryParent
Lisa TowneParent
Melanie WalkerFaculty, Parent
Tim LydenParent

Meetings

All Board of Director meetings are open to the public, unless otherwise stated. Meetings are generally held the second Wednesday of each month from 6:30 to 9:30 at the school. Agendas are posted a week before the meeting on the website and at the school entrance.

Regular meetings are scheduled for the following Wednesdays:

2009

September 9
October 14
November 18
December 16

2010

January 13
February 10
March 10
April 14
May 12
June 9
July 14

Committees

The following board committees are established to further the work of the Board. Committee meetings and membership are open to parents of Portland Village School. Each committee will have at least one regular monthly meeting. The day, time, and location of meetings will be posted on the community bulletin board in the hallway of the school. Please contact the committee Contact Person if you would like to join a committee.

Committee	Contact Person
Fundraising	Ben Brizuela
Site	Tim Lyden
Finance	Tracy Rimel
Policy	Kirsten Rayhawk

Mission

The Portland Village School provides a developmentally appropriate, arts-integrated educational program designed to promote the growth and development of the whole child. This school fosters the intellect, nurtures the imagination, and recognizes the emotional

life of each child. We strive to create a community that cultivates respect for self and for the broader community. Our aim is to inspire children to live engaged and successful lives, prepared to meet the demands of their world.

Vision

We envision a school where the classrooms are calm and beautiful. They draw children in and inspire curiosity and a desire to learn. The visual environment is simple, artful, and free of logos and commercial influences. Respect and care for the larger world is modeled through the choice of ecologically-friendly materials. Outdoors the children tend gardens and have room to run and explore the natural world.

We envision a school where teachers are grounded in the educational philosophy of Rudolf Steiner, as well as contemporary educators. They embrace proven teaching methods and are creative, artistic, flexible, charismatic, and caring. Music, storytelling, movement, games, and art are central teaching methods through which they foster intellectual, emotional, physical, and social growth in their students.

We envision a school that provides a holistic, arts-integrated educational program, designed to promote the development of the head, heart and hands-the whole child. Our curriculum teaches through all of the senses as children engage in academics, music, art, handwork, cooking, movement, foreign language, and drama. Our school shepherds the emotional, sensory, and social life of children in ways appropriate to their development. We strive to cultivate children's

love of learning, and develop their ability to apply their knowledge in the world.

We envision a school which is organized and effective. Our staff works cooperatively to foster a culture of safety, self-responsibility, and pragmatic action. Our policies are designed to support the mission of the school, the teachers, and the important work that they do.

We envision a school which sees diversity as a benefit. Our faculty and students are a microcosm of our city, bringing with them keys to the cultural riches of all parts of our community. Our school seeks out, welcomes and values members from all of Portland's neighborhoods. Our faculty and staff value equal access to educational opportunity for children from all racial and socio-economic backgrounds

We envision a school that gives young people a sense of belonging to a community grounded in respect for people and the natural world. We practice collaborative conflict resolution and cultivate active appreciation of each individual. Our school organizes educational programs and activities that broaden our connection with the larger community.



Admissions

The Portland Village School is a non-tuition based government-funded public school and is open to anyone residing in the state of Oregon.

Students bring with them the per pupil expenditure from their home school districts.

PVS does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement.

Beginning in January each year, the school accepts applications for admission. Please contact the school for an application or download it from the school web-site: <http://portlandvillageschool.org/appProcess>.

The school conducts an annual admissions lottery in March to assign students to a waiting list for the following September. Priority is given to siblings of current students and then students residing in the Portland Public Schools district, but if spaces remain, students from outside the district will be enrolled. As openings occur, the top person on the wait list is offered the slot. Following the admissions lottery, parents/guardians are notified of acceptance or waiting list status.

The Portland Village School will open for the '09-10 school year with grades K-6, adding a grade each successive year with the goal of having two tracks of K-8 in the coming years. Enrollment for the 2009-2010 school year is approximately 265.

Volunteering At School

Parents/guardians and community members may volunteer for the school, either in school or at home. The administrative staff, teachers, Classroom

Parents/guardians and committee chairs are available to help you make connections.

Adults who want to work with students must complete a background check.

Fundraising

School-wide fundraising will focus primarily on organizing a successful annual appeal, auction and an active Scrip program.

Ideas for other school-wide fundraising are also encouraged and should be brought to the Fundraising Committee for consideration.

Each class may organize one fund raiser to raise money for a class trip or other major project.

All fundraising ideas and proposals must be vetted through the Fundraising Committee to avoid conflicts.



Communication

Good communication among parents/guardians, staff and the Board is essential.

Parent/Guardian-Teacher Communication

Education works best for the child when parents/guardians and teachers work together. Open and honest communication builds a healthy social life within the school. Ask your child's teacher what is the best way to communicate with him or her. It is helpful for teachers if parents/guardians keep in close contact with their child's teacher. For example: a serious illness, divorce or parent going back to work can impact everyone in the family, particularly children. Parent/guardian-teacher conferences will be held twice annually. The first is scheduled for all families, the second is by appointment. In addition, a formal report is created each year to document the progress of each child. This is discussed in the fall conference and sent home in March and June. In June, it includes a narrative. Additional conferences are available upon request with any member of the faculty at any time.

Classroom Communication

PVS is a very hands-on community. Teachers will post classroom specific information and interactive items (such as sign-ups and other volunteer requests) on the board outside each classroom as well as via email or on-line groups. Be sure to watch your class board, as it changes regularly.

Communication with Teachers

While teachers welcome greetings during drop-off and pick-up times, they are unable to discuss individual concerns with parents/guardians at this time. Leave your written messages in the teacher's office mailbox, send e-mail or make a phone call to set up a time for uninterrupted discussion. Please include your telephone number and the times you are most easily reached. The teacher will contact you to discuss the issue or set up a time to meet, if necessary. Please allow 48 hours for a teacher to reply to your request.

If you call the school to leave a message for a teacher, please be aware that they might not check their messages until the end of the day. Leave all urgent messages with the Office Manager or Assistant, so they can be communicated in a timely fashion.

Evenings are a time of rest and preparation for your child's teacher. Unless it is urgent, please direct your phone calls to the PVS office. 503.445.0056, ext. 10

Communication with Students

During the day you may leave messages for students in the office. These will be delivered when time allows. Students will be interrupted during class only for emergencies.

Parent/Guardian Mailboxes

Mailboxes are located in the hallway area and parents/guardians are expected to check them *at least* twice a week. Many important notices are distributed here.

The mailboxes are for official school communications only. Please check with Administration if you wish to post any non-school related information on the Community Board.

Class Parent/Guardian Evenings

Parent/Guardian Evenings offer the adults and teacher important opportunities to share information, get to know each-other better and to help build the class community. Each class will have a minimum of three meetings throughout the year. Subject teachers will be included in these meetings as appropriate. Child care will be provided for \$5 per event per child, unless a meeting begins at 7:00 pm or later, in which case child care will not be provided.

Posted information

In the front entryway, an easel lists upcoming dates or events of note.

The main hall at the school includes mailboxes for each student and several bulletin boards where announcements and minutes from meetings are posted. Teachers and the Administration aim to provide at least one week's notice of any upcoming events.

Information about school-wide events and activities is posted on the bulletin board across the hall from the family mail boxes and on the web-site's calendar <http://portlandvillageschool.org/calendar>. For major community events, an email message will also be sent. There is one additional community bulletin board in the north wing entrance to the build-



ing.

Classroom specific information is available on the boards outside each classroom. If you have items that you wish to post on the community board, please consult with the office for approval.

Newsletters and Publications

The PVS Newsletter is published monthly with the help of parent/guardian volunteers. It contains an updated calendar of events, information about various classes' activities, meeting summaries from the Board of Directors, updates from the volunteer groups and the Principal, and an outline of key information on preparing for school. The Newsletter goes out primarily by email and is also posted on the website. Hard copies are available by the parent/guardian mailboxes and in front of the office window. Article deadlines and contact are posted at the end of each newsletter.

A Family Directory is distributed each year to help parents/guardians and students stay in touch with one another by phone and e-mail. This information is confidential and must not be passed along to anyone outside the school or used for group mailings.

Please be sure to update any address, e-mail or phone number throughout the year so that we can stay in touch with you.

New Parent/Guardian Orientation

PVS will hold a parent/guardian orientation at the beginning of each school year. All new parents/guardians will want to attend this meeting as it covers important school news and information.

Portland Village Parent Association (PVPA)

Our Parent Association meets monthly, generally on the third Thursday of the month, from 6:30-8:30 pm. The schedule for these meetings can be found on page 2 and on the web-site calendar. The Parent Association helps coordinate many of the fundraising

projects for the school, festivals, and is involved in many of the other integral functions of the school. It is a great place to get involved.

Child care is provided for \$5 for the meeting per child.

All Parent/Guardian Education Evenings

PVS is committed to providing parent education evenings each year, to expand our understanding of Waldorf methodology and philosophy, both in the classroom and the home. As part of the Parent Association meetings, there is an hour of adult education from 6:30-7:30 pm.

Addressing Concerns, Getting Your Voice Heard

We encourage everyone in the school to go directly to the person involved to resolve problems as they arise. We discourage parents/guardians addressing concerns with classroom teachers other than their own.

If an issue cannot be resolved with the person directly, the next step is to involve the Principal to help mediate.

For concerns regarding the Principal, please contact the Board President at board@portlandvillageschool.org. Parents/guardians with questions about the school and its policies may turn to the Administrative Team.

Additional Questions/Concerns:

For questions/concerns regarding your child or your child's classroom, see your class teacher. For questions/concerns regarding day to day operations at the school, see Miss Rebeckah in the front office.

For questions/concerns regarding community events, or if you are interested in volunteering, see Annie Adams, the PVPA Chair.

For all other questions, see the Principal.

Release of Information

Directory information includes but is not limited to: the student's name, address, and telephone listing.

Certain student records are considered directory information and are not considered harmful or an invasion of privacy if released: photograph, date and place of birth, participation in recognized activities or sports, dates of attendance, degrees and awards received and most recent previous educational agency or institution attended.

Directory information may be released at the discretion of the administration for use in the following:

School publications
School videos
School web page
Media stories

Parents/guardians objecting to the release of information about their students in any of the above situations can indicate their preference on their child's registration form or in writing to the office.

As a general rule, PVS does not release phone numbers or addresses without family consent or identify students by name in photos appearing on web pages or broad reaching publications.

Schedules and Daily Logistics

Oregon Law requires children to attend school regularly. Parents/guardians are an essential factor in regular student attendance and are responsible for ensuring that children attend school regularly and are on time. PVS expects students to attend school daily to receive the maximum benefits of our program. Our attendance policy is included in the Appendix.

Arrivals and Departures

The school's main entrance is on the west end of the building on Delaware Avenue. This is the preferred entrance. We require the north and south side doors to be closed and locked at all times. The school building and classroom doors open at 8:30 am. School begins promptly at 8:45 am and attendance is taken.

In the morning, please accompany Kindergarten through third grade students to his/her classroom and pick him/her up there as well. The school day ends promptly at 3:00. Children who are not picked up on time will be escorted to After Care, and families will be billed accordingly. See information on the Before and After Care Program on page 10.

Students must be signed out by an adult as they leave their classrooms at the end of the day. Older students (fourth grade and up), with written parent/guardian permission, may sign themselves out and leave school on their own.

Please be mindful of children in the parking lot.

Early Pick-up

In the event that you need to pick a child up from school early, please inform both the Office and the teacher, in advance. Check the child out at the office when you leave. It is important that we have an accurate count of students actually in the building in case of emergency.

Late Arrivals

If a child arrives after 8:45, s/he will find the door to her classroom closed and will need to sign in and pick up a pass from the school office in order to be admitted. Children are to wait quietly in the hall until their teacher invites them into the classroom.

Persistent tardiness and/or absences will result in a telephone call from a teacher or an administrator and/or a letter, which becomes part of the student's cumulative file. Regular absences and/or tardies might also necessitate a meeting between parents/guardians and the Principal or further problem solving and consequences.

Parking

There is parking in the south lot adjacent to the school and in the North lot on Farragut Street. We ask that you use these lots before on street parking, so as to minimize congestion in the neighborhood. As well, please refrain from parking in front of our

Schedules and Daily Logistics

(continued)

neighbors' houses, whenever possible.

The south parking lot is closed from 9-2:45, so that the children might play freely without concern for traffic. During these times, please use the north lot. As well, please adhere to the traffic signs. Please be aware that there might be changes to procedures throughout the year.

Carpools and Play Dates

If you need to make an early pick-up or a change in typical arrangements, please inform the office (phone, writing/email, verbal).

If anyone other than a parent/guardian is picking up your child, you must communicate this to the office

School Programs and Activities

Snack / Lunch

Free and reduced cost lunches are available to those who meet Federal and State guidelines. You can apply online at: <https://district.ode.state.or.us/apps/frlapp/default.aspx> to find out if you qualify. Lunches are provided by Organic Fresh Fingers. The meals are vegetarian, organic and come with the option of milk service.

Starting in January 2010, the cost is \$3.85 for a full priced meal and \$.40 for a reduced price meal.

At PVS, we emphasize healthy life-long eating habits. Students may bring a healthy morning snack and lunch from home or enroll in the school's hot lunch program. Please refrain from sending soda, gum, candy, or other high sugar items (juice).

No refrigeration or warming facilities are available. Students will bring home all trash and uneaten food, so please pack accordingly (re-closeable containers, bags for scraps...).

Field Trips

Parents/guardians of new students are asked to sign a blanket permission slip at the beginning of their first year authorizing their child to participate in local field trips during their time at PVS.

and classroom teacher. You can also ask to have these people added to your child's pick-up list at the office. These authorized people will be asked to show official identification when picking-up your child.

Students may not use office phones to make social plans. Please arrange play dates ahead of time and keep us informed.

Snow Days

Listen to TV, radio or check the internet to find out about school closings due to weather.

In extraordinary circumstances, a phone-tree will be initiated. We almost never close school early for any reason. If you become concerned about road conditions, you may pick your children up early. It is helpful to call ahead; especially if you're not sure where the class will be when you arrive.

Parents/guardians are notified via school mailbox or by the classroom teacher directly in advance of any upcoming trips and sometimes are required to sign an additional form for a specific trip. Some trips have fees associated with them. Because we want all children to participate, families who find the fees a hardship should speak directly with the Principal about making arrangements.

Subject Classes

Handwork, Spanish, Folk Dance, and Movement for grades 1-6, and Music (instructed by a specialist for 4th through 6th grades).

Lost and Found

The main lost and found is located in the north breezeway and, especially during the winter, will quickly grow out of control. Some classrooms have their own lost and found as well.

Please label children's clothing, especially outerwear, and check the lost and found frequently. The CCC will collect Lost and Found items at the end of each month and hold on to them there for two weeks before integrating them into their inventory.

Community Clothing Closet (CCC)

The PVS CCC is a volunteer-run clothing exchange program that trades school-aged and dress code appropriate clothing and outerwear for the PVS

School Programs (continued)

community. It is open on Wednesdays from 8:30-10:00 am. Trades are welcome but not required.

Your tax-deductible donations are always encouraged; you may drop them any time outside the CCC door.

Contact Amy Lyden at lydenmama@gmail.com with questions.

Before and After School

The school operates a daily, fee-based before and after-school program. Registration information is available by the office and on the web-site. Pre-regis-

tration is required at least 48 hours in advance. Both program fees include a light breakfast or snack. Before care begins at 7:30 a.m. while after care runs until 5:30. Each will be held in the castle All-school space.

The cost is \$5.50 per hour per child and will be prorated to the half-hour (always rounded up). Payment should be made out to PVS and given directly to the Program Head, or through PayPal, and is expected in advance or upon drop-off and pick-up.

Please see <http://portlandvillageschool.org/before-after-care> for the complete list of policies and other information.

School Activities

All activities at the school, except where restricted by age, are open to all students regardless of race, color, sex, religion, national origin, sexual orientation or disability.

Recess

Recess occurs two times daily; there is a snack recess and a lunch recess for all students, outside whenever possible. We go out in all kinds of weather and appropriate clothing is essential. Boots, gloves and jackets are required during the winter, and sturdy shoes are recommended all year. It is important that young children keep an extra set of clothing and socks stored in their cubby at school.

Please visit <http://portlandvillageschool.org/node/227> for a list of complete policies and guidelines.

Birthdays

Birthdays are special occasions and are celebrated in individual classrooms. Classes have a simple but special ceremony. It is often scheduled around the birthday date, at the discretion of the teacher. Parents/guardians please contact your teacher when your child's birthday is approaching.

Please keep invitations and conversations about birthday parties outside of school, unless the whole class is invited, and be sensitive to the feelings of others who are not invited when transporting groups from school to a party.

Special Events

School-wide events are one of the ways that our community grows and stays strong. They are great oppor-

tunities to make connections with other parents/guardians and get involved in the school community.

Fall: The Harvest Festival

Winter: The Lantern Walk

Spring: International Folk Dance Celebration

Classes often present a play or host a special event. These will be scheduled and posted in the newsletter, on the easel at the front of the school, and in class letters. Smaller community events of all sorts are scheduled at least once each month. Look for: Classroom orientation meetings, potlucks, parties, dances, games night, parent/guardian workshops, and class performances.

At after-hours school events, the school's basic policies regarding student behavior - no running, shouting, climbing or going outdoors without an adult - remain in effect.

Parents/guardians are responsible for supervising their children at all times. Staff members are not on duty after 3:00. In the event that students' behavior become dangerous or distracting during an event, the activity will be stopped and parents/guardians will be asked to re-establish order before it resumes.

Gatherings

Gatherings are monthly assemblies designed for the students to build community and share informally with their peers. We announce perfect attendance and birthdays for the month as well. These are not open to the whole community; however, if you are on campus at the time, you are quite welcome.

Health and Well-Being

Health and Immunization Records

All new students and every kindergarten through eighth grade student needs to have an updated medical form, including immunization records, on file in the school office at the beginning of the school year. In addition, the school requires an updated Emergency Medical Information and Release Card for each child at the beginning of each year.

Medication

The school administrative staff may dispense prescription or over the counter medications to children during the school day only if a Medication Authorization form has been filled out by the parents/guardians or the prescribing physician. These forms are available at the office.

Medications, labeled and in their original packaging, must be left with the Office Manager rather than with the child and may be refrigerated if needed.

Medications must also be transported to and from school by an adult. If possible, we ask parents/guardians to adjust medication schedules if they can, to avoid the need for their administration during school.

A Healthy School Environment

No smoking by adults or students is permitted in or on school grounds. We also ask that you check in with school administration before using any cleansers, paints, etc. at school.

Community and Behavioral Expectations

Pet Policy

Pets are not allowed in the school at any time unless pre-approved by staff for educational purposes. Working service animals are always allowed.

Things to leave at home

PVS policy prohibits weapons of all kinds. See weapons policy in appendix. Toy or actual weapons,

Illness and Absence

Students who have a fever (100 degrees and above) may not remain in school and must stay home until the fever has been gone for 24 hours. This is for their own well-being and also for the well-being of their classmates. If your child will be absent due to illness, a parent/guardian must call the school by 8:30 am to inform the Office. Written documentation from a health professional is required for absences of more than 5 days. See the attached attendance policy for more detailed information.

Lice and Infectious Diseases

If lice or live nits are found, the child will be sent home and may not return until they are free from both.

Please check your children's heads before sending them back to school. Contact the Office or your doctor for instructions on how to check for lice and live nits. Good information on lice is available in the Family Corner or on-line at: <http://kidshealth.org> or <http://www.headlice.org>.

The Office will notify parents/guardians in writing if an infectious disease is found in the school or in a child's classroom, as per ODE and MESD guidelines. This notice will include a description of prominent symptoms and instructions on any action that needs to be taken by the parents/guardians.

electronic games and equipment, pocket knives, action figures, and trading cards such as Magic the Gathering and Pokemon should be left at home. Cell phones may be turned in at the office first thing and picked up at dismissal.

Dress Code

PVS is an educational environment. Therefore, we ask that students' dress and appearance reflect neatness, cleanliness, and modesty appropriateness for school activities and that clothing be neither distracting nor provocative. It is important to stress that a

typical day at PVS is full of many different kinds of physical activities and that clothing should always accommodate the active child and be appropriate for prevailing weather conditions. Since it is impossible to anticipate the ever-changing styles in clothing, the following suggestions are offered as guidelines:

Outside play is a part of the daily school routine. Students must come to school properly attired for outdoor activities in all kinds of weather and in clothing that allows for freedom of movement.

Footwear that allows for freedom of movement such as sneakers/athletic shoes is essential. Outdoor shoes should protect the feet and allow students to move freely during Physical Education and other outdoor activities. Wheelies are not allowed at school.

Warm and/or waterproof clothing should be worn on cold or rainy days as well as proper shoes for wet weather.

Children should wear plain clothes free of logos, cartoons, violent or other distracting visual images.

While sleeveless shirts may be worn to school, skimpy tops that expose midriffs, cleavage, and backs such as halter or cropped-tops are unacceptable. All underwear must be completely covered.

Transparent/see-through clothing may not be worn to school.

Skirts, shorts and skorts are acceptable as long as they allow freedom of movement without exposure. A good rule of thumb is that the hemline be no higher than the tips of the fingers (for skorts, skirts, and shorts) when the student is standing with arms down at their sides.

Pants and shorts should be in good condition and should fully cover underwear. Baggy, saggy trousers that expose the top of one's undergarments are unacceptable.

Moderate jewelry may be worn.

Natural hair color is strongly encouraged as dyes can become an educational distraction.

Hats, if brought to school may be worn on the playground or outside the school building only.

Consequences for Non-compliance with the Dress Code

Children who, upon arrival are determined to be in non-compliance with the Dress Code, will be asked to change into alternative clothing that are provided by families (each student should have a change of clothes at school). In cases of repeated non-compliance, parents/guardians will be contacted and asked to bring a change of appropriate clothing to school for their student(s).

Cultural practices will be honored in dress and jewelry as approved by the teachers.

We ask that parents/guardians and students honor and respect the PVS Dress Code. The need for frequent reminders to students to comply with the Dress Code can have a negative and erosive effect on the student-teacher relationship that can ultimately undermine the educational process. Parents/guardians please discuss the Dress Code with your student(s) and check in with them before you leave your homes in the morning to be sure that their choices of attire are in line with the school's requirements.

Current trends and fads will be addressed as they arise. The teachers have discretion to determine whether their students are in compliance with the PVS Dress Code. As necessary, teachers may have additional requirements with regard to student attire. Parents/guardians will always be notified of any change or modifications to the Dress Code in advance of their implementation.

Media Free Kindergarten and Early Grades

At PVS we have chosen to avoid the use of mediated tools of instruction at the younger grades (overhead projector, VCR, television, computers, videos, computer games). Our objective is to invoke children's imaginative powers and foster their direct experience of the world. The entire purpose of the Steiner inspired curriculum is to inspire the students' will and imagination by cultivating a sense of wonderment. We do this through our curriculum and through our teaching methods. Please support this commitment by

limiting your child's access to television, computers and other screen time to non-school days.

For these reasons, we ask you to protect your child from exposure to electronic media. You can encourage active play and alternatives to watching television, playing video games, or working on the computer. Activities such as reading, playing board games, or participating in sports or drama help your child become more imaginative and self-reliant. We address these issues at regular class meetings and encourage you to have the conversations at home, as well.

Community Expectations

PVS is built on a strong sense of community. All members of the school -- students, teachers, staff, parents, and community members - are encouraged and expected to demonstrate strong communication skills and respect for each other. From this community base, children learn to respect their peers, teachers, and school environment. Treating others with kindness and taking care of "our" school helps children, parents, and teachers define appropriate behaviors that meet those ends.

PVS is an inclusive and non-discriminatory community. If you feel that you have been discriminated on the basis of sex, race, color, national origin, sexual orientation or disability you should contact our Principal.

Parent/Guardian and Teacher Conduct

The following reminders will help us to work together to become good role models for our children:

The school is a work environment for children and adults. Please do not interrupt or distract the children and teachers as they pass by.

Social conversations are easily overheard and are distracting to teachers and students. Adult conversation should not take place in the hallways, bathrooms, or the office when children are present.

Children and teachers need safe and easy access to all doorways at all times. Please do not congregate in the doorways. If you see a class coming, please allow space for the class to pass by.

Parents may gently remind all children to follow con-

duct expectations and acknowledge good behavior when it is seen.

During assemblies and plays, please remember that the children are aware of you; please use this time to model the art of being present.

Adults in the school are asked to keep their cell phones silent in the building. This includes all assemblies, performances, school events and most importantly the hallway areas on a daily basis. Please be sure to check your cell phone and adjust the ring before you enter the building.

Student Behavior Policy/Discipline

Code of Conduct

Be Safe
Be Respectful
Be Responsible

We ask that parents/guardians review and discuss the following rules and their implications with their children.

When problems arise, the faculty and staff will remind students of the school's behavioral expectations, assist individuals in working out problems, and, when appropriate, address problems as a class. If a student is unable to benefit from this help and persists with inappropriate behavior, we will respond to the inappropriate behavior with natural or relevant logical consequences. Natural consequences are the results of our behavior or actions when no one intervenes: If a student does not eat breakfast, then they might be hungry before snack time arrives. Logical consequences involve adult intervention: If a student makes a mess in the bathroom, he or she will be instructed to help clean up the mess. The following considerations will guide decisions about appropriate disciplinary actions:

1. The severity of the act
2. The context of the situation in which it occurred
3. The frequency of the behavior
4. The individual needs of the child

Procedures

Each individual involved in the conflict will have the

opportunity to voice their part.

An important part of disciplinary action is to help the student rejoin their class community. Restorative action will be put in place as this helps children see themselves as part of a community whose members need their respect and kindness-and from whom they deserve respect and kindness in return.

Families will be notified of level 4 or 5 disciplinary actions by the school Principal, when necessary, and will be engaged according to the rubrics described on page 4 of the complete discipline policy.

These five levels may be used sequentially or bypassed depending on severity:

1. Children receive a reminder about a rule.
2. When a reminder is ineffective, the child is directed to take a break (the length of the break is determined by the needs of the child. It is time away from the activity, so the child can regain control and composure). Should these redirections become habitual or for extended periods of time, parents will be notified and a problem-solving conference will be required with the student.
3. Students will be excused to an alternate setting, with a note, when other preventive measures have not been successful and the student's behavior is interfering with the learning environment.
4. If the problem continues, the student will go to the office and meet with the Principal. Parents will be contacted, when necessary, if a student is sent to see the Principal as a result of a problem.
5. For more serious misbehavior and/or repeated misbehavior, a parent/teacher conference will be called. The Principal might be present at this meeting, and it might include developing a behavioral contract.

Parents will be asked to come and pick up any child who has been intentionally violent toward any other person in the school. This is documented as an out-of-school suspension.

Serious violation of the Core Values or repeated misbehavior may result in suspension from school to allow for recovery time at home. Please refer to the Portland Village School Disciplinary Rubric on page 6 of the complete discipline policy for definitions of and consequences for certain behaviors.

In the event that a student does not comply with a supervising adult's request to leave a learning environment, another staff member will attempt to remove the student. In some cases, the class will be relocated. If the student continues to resist, the Principal or designee will inform the family of the situation as soon as possible. The family may remove the student from the school setting, or the Principal or appropriately trained faculty member will physically assist the student to a safe, more appropriate environment.

In all cases, care will be taken to assure alignment with The Portland Village School Core Values.

Curriculum: A Holistic Approach to Academics

The school's educational model involves a holistic approach to engaging children intellectually, emotionally and physically. This means your child will receive a rich tapestry of art, music, and movement instruction. In kindergarten and the early grades academics will be introduced through song and story; there will be minimal, if any, worksheets, drills, or homework. (see appendix for Critical Elements of Classroom Practice at PVS)

Classroom Assignment and Looping

The looping model is K, 1st-4th grade and 5th-8th grade. Changing Loops: Teachers will be able to apply to follow students into the next loop through a rigorous evaluation and hiring process. While the policy does allow for this, the intent is to support and maintain the defined loops.

Evaluation

Evaluation of a student's progress is multi-faceted. Teachers use observation and discussion, in combination with developmentally appropriate assessment, to identify student strengths and next steps. Photos,

videos, note taking, student-created work, and recordings have all been used to measure growth and development in addition to paperwork. Teachers share detailed narratives about each student and review samples of their work at parent/guardian teacher conferences. The school uses its own developmental academic competency standards and performance based assessment system in addition to an externally developed reading assessment. Starting in third grade, students will take the Oregon Assessment of Knowledge and Skills (OAKS) as required by the state.

Appendix A: Statement of Understanding

Portland Village School Statement of Understanding

The Portland Village School is a unique learning environment that differs significantly from a traditional public school. We ask that you affirm your understanding and support of the following policies and concepts.

A Spirit of Parent Involvement

I understand PVS is a young school that needs the enthusiasm and support of its parent body. I will volunteer as I am able. This includes opportunities to help with projects such as landscaping, fundraising, and chaperoning field trips.

A Holistic Approach to Academics

I understand that the school's educational model involves a holistic approach to children by engaging them intellectually, emotionally and physically. This means my child will receive a rich tapestry of art, music, and movement instruction. In kindergarten and the early grades academics will be introduced through song and story; there will be minimal, if any, worksheets, drills, or homework. Oftentimes, home study will include household responsibilities, family-based activities, and reading or story-telling. While the school has bridged the Oregon standards with Waldorf pedagogy, not all state standards are taught at

the state's prescribed schedule.

A Dress Code Focused on Simplicity

We expect that children will come to school in plain clothes free of logos, cartoons, violence or other distracting visual images. Students' clothing and shoes should be warm, simple, and appropriate for daily indoor and outdoor active play. Children will be outdoors in all types of weather, so please make sure they have appropriate clothing. As well, we ask that students in kindergarten through third grade keep a spare set of appropriate clothing at school.

Media Free Kindergarten and Early Grades

At Portland Village School we have chosen to avoid the use of technological tools of instruction (overhead projector, VCR, television, computers, videos, computer games). Our objective is to foster children's direct experience of the world. Please support this commitment by limiting your child's screen time (television, computers, etc.) to non-school days.

Nutrition

At the Portland Village School, we emphasize balanced, healthy life-long eating habits. Students may bring a healthy morning snack and lunch from home (please no candy, soda or excessive sweets) or sign up for the school's hot lunch program. The hot lunch program at Portland Village School complies with the federally sponsored Free and Reduced program guidelines.

Appendix B: Weapons and Controlled Substance Policy

The PVS Weapons and Controlled Substance Policy conform to state law:

Oregon Law (ORS 339.250 (6)) "Notwithstanding subsection (5) of this section, a school district shall have a policy that requires the expulsion from school for a period of not less than one year of any student who is determined to have: (A) Brought a weapon to

a school, to school property under the jurisdiction of the district or to an activity under the jurisdiction of the school district; (B) Possessed, concealed or used a weapon in a school or on school property or at an activity under the jurisdiction of the district; or (C) Brought to or possessed, concealed or used a weapon at an interscholastic activity administered by a The PVS Weapons and Controlled Substance Policy conform to state law:

Oregon Law (ORS 339.250 (6)) "Notwithstanding subsection (5) of this section, a school district shall have a policy that requires the expulsion from school for a period of not less than one year of any student who is determined to have: (A) Brought a weapon to a school, to school property under the jurisdiction of

Appendix C: Educational Approach

The Portland Village School bases its program on three specific principles of education: (1) Subject Integration, (2) Teaching to the Whole Child, and (3) Children as Broad Capability Learners.

Subject Integration

Our educational approach is multi-disciplinary, centered around a 3-4 week subject unit called the Main Lesson Block. At Portland Village School, academic studies will be integrated across disciplines such as art, science, math, and history. For example, students in a seventh grade main lesson history block on the Renaissance Period may be studying the lives and times of Da Vinci, Michelangelo and Rafael, while at the same time creating their own "text-books", complete with their own writings (in calligraphy) and drawings. Earlier in the day they might practice 3-part recorder music and recite poetry from the Renaissance, and later the same day, study the laws of perspective in Math class. The next day they would apply those laws in their own drawings or paintings.

Teaching to the Whole Child

Waldorf methods emphasize understanding the 3-fold nature of the human being as a seminal idea in teaching. These ideas are now being supported by the most contemporary research in the learning sciences. An education which addresses the head (cognitive), heart

the district or to an activity under the jurisdiction of the school district; (B) Possessed, concealed or used a weapon in a school or on school property or at an activity under the jurisdiction of the district; or (C) Brought to or possessed, concealed or used a weapon at an interscholastic activity administered by a voluntary organization approved by the State Board of Education under ORS 339.430."

ORS 161.015 determines that a "'Dangerous weapon'" means any weapon, device, instrument, material or substance which under the circumstances in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or serious physical injury."

(affective), and hands (behavioral) is essential. The cognitive approach, so often emphasized in schools today, simply falls short in meeting the broader needs of diverse groups of students. Not all children can be successful learners with a cognitive approach, and more importantly-such an approach ignores other aspects of the child. By acknowledging and directly teaching to these other aspects, we support the growth and development of the whole child. By nurturing the affective and behavioral development of the child we are actually harnessing, complementing, and enhancing the child's cognitive growth.

Gardner's Multiple Intelligence Theory (1983) proposed seven, (more recently nine), distinctive categories or "intelligences" which can be useful in mapping and guiding development of the broad range of abilities which humans possess. Both models support what most teachers and observers of human nature already know: people are gifted and challenged in diverse ways. Acknowledging this multi-faceted aspect of children, and using lesson plans which meet these diverse learning styles, is currently drawing strong interest from educators around the country. There is also increasing acceptance of the idea that children learn through their bodies as well as through their brains. Math skills, for instance, can be taught through rhythmical and coordinated group movement exercises, and counting practiced through cooking and knitting, while children's natural energy can be funneled into fun, challenging physical activities during Morning Movement, in preparation for a focused academic activity period. This integration of move-

ment, music and drama is central to The Portland Village School's holistic approach and places it at the forefront of current educational research and methodology.

Children as Broad Capability Learners

Children at a very young age can learn to speak a foreign language with a perfect accent by being exposed to a native speaker on a regular basis. The National Association of Language teachers recognizes that children who learn second languages before the age of eleven do so with a specific and more productive part of their brain. All language learning will carry on in this area of the brain if second language study continues, which makes it that much easier for students to learn. We plan a strong Spanish language program to begin in kindergarten. Similarly, children's capacities as artists, musicians, authors, and poets are much greater than generally believed. Regular practice of those activities produces abilities which are quite remarkable and impressive. In addition to drawing on children's natural creativity, Portland Village School will emphasize practical learning. Through the grades, children will be taught genuine life skills such as cooking, gardening, bread making, carpentry, knitting, sewing, and wood-working. This emphasis on doing real life work gives children a strong confidence in dealing with the world around them.

Proven Curriculum and Pedagogy

The curriculum and pedagogy of The Portland Village School will be based on the Waldorf model as adapt-

ed by the Village School in Eugene, Oregon. The (Eugene) Village School is a public charter school which opened its doors in the fall of 2000 and has recently been re-chartered by Eugene's 4J School District for another five years. Despite being a Title I school, The Village School outperformed both District and State averages as measured by mandated standardized testing. In last year's 8th grade assessments, they held a remarkable 34 percentage-point lead in both reading and math over Oregon state averages. Compared to their local District averages, they held a 21 percentage-point lead in reading and a 23 percentage-point lead in math. The Village School also helped to support the development of The Lighthouse Charter School (2002) in North Bend, which uses its methods successfully. The Portland Village School will benefit from the experience gained in the Village School's successful five-year track record.

Our founding group is convinced there is a valuable potential synergy between Waldorf methods and the modern mainstream public education tradition. The public school approach to standards-based education will complement and strengthen the Waldorf pedagogical tradition. The cultural, socio-economic, and racial diversity of the public school system will broaden and enrich the predominantly private-school-based history of Waldorf education in the United States.

Appendix D: Attendance Policy

Oregon law requires parents/guardians to see that children between the ages of 7 and 18 years attend school regularly. Schools will inform parents/guardians of student absences.

Parents/guardians are encouraged to contact the school if there is a concern about absenteeism. When a student's attendance is so erratic that he or she is not benefiting from the educational program, the principal or designee will notify the student and parent/guardian of appropriate alternative programs.

State law requires schools to withdraw students who

are absent ten (10) consecutive school days for any reason. Their position in the school will be forfeited upon mandatory withdrawal.

Reference: OAR 581.023.0006(11)(c)

Excused Absences From School

Absences for student sickness, family sickness requiring the student's presence, religious holidays, death in a family or absences prearranged with staff approval are excused upon notification from parents/guardians. Parents/guardians must explain a student absence in a signed letter or by a telephone call within three (3) days of the absence or it will be counted as unexcused. Parents/guardians may submit the signed letter in their home language if English is not used at home.

Making Up Assignments Due To Absences From School

Students are allowed to make up assignments for an excused absence and receive credit. However, students are expected to make up assignments for unexcused absences for their own benefit, but depending on the individual circumstances and the school standards, may or may not receive credit. Student grades may not be lowered solely due to absences. (For information regarding homework during suspension, see "Suspension Procedures" in the Discipline Policy).

Students are required to stay at home if they have a quarantined illness or condition. Before returning to school after such an illness or condition, a student should obtain a doctor's permission to do so.

Reference: 4.10.012-AD

Procedures For Reporting A Student's Absence

1. Please call the school by 8:30 a.m. to report any absences. 503.445.0056
2. A note signed by a parent or guardian ordinarily is required for any tardiness or absence.
3. If a student has had an illness of a communicable nature (flu, chicken pox, measles, hepatitis A, scarlet fever, pink eye, impetigo, lice, boils, etc.), he/she must remain at home until well and present a doctor's authorization for return to school.
4. If a student has a fever, they may not return to school until 24 hours after the fever has broken without fever reducing aids. Assistance for low-income families is available from the Multnomah County access clinics. For information on diagnosis of communicable diseases or permits for returning to school call Multnomah Education Service District Health Department.
5. Parents/Guardians are urged to make medical or dental appointments after school hours to minimize the loss of school time.
6. Requests to leave school for any reason ordinarily must be presented in writing prior to the planned absence and signed by the parent or guardian.

The 1993 Oregon Legislature authorized principals to issue court citations to parents/guardians if their children fail to attend school regularly.

The Portland Village School

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