

## Code of Conduct

### Introduction

Sacramento Waldorf School is made up of students, families, and educators who work together to develop and live a shared school vision. Adults in the community model, nurture, and teach attitudes that emphasize the values our learning promotes and develops. Each community member at Sacramento Waldorf School cares for our school by contributing to the school's operations and thoughtfully maintaining our physical environment.

A healthy school climate at Sacramento Waldorf School is created by norms, values, and expectations that support social, emotional, and physical safety in our community strives to be engaged and respectful. Our Waldorf pedagogy nurtures each student through the developmental stages of childhood and adolescence and supports families on this educational journey.

### Values

We are courageous.

We are kind.

We are respectful.

We are responsible.

### Statement of Community Expectations

Sacramento Waldorf School will consider violations of these expectations on a case-by-case basis and will respond to such breaches of trust based on two fundamental principles:

1. Sacramento Waldorf School is an educational institution where all students and adults exhibit and expect a high level of personal responsibility. All community members should assume that they teach, learn in, and contribute to a community in which members share a personal commitment to abide by this Statement of Community Expectations.
2. Membership in Sacramento Waldorf School's community is **a privilege, not a right**. Unwillingness or incapacity to live by these expectations requires a re-evaluation of the appropriateness of one's membership in the community.

### Anti-discrimination and Personal Respect

Sacramento Waldorf School is an inclusive community which does not discriminate on the basis of age, ability (cognitive or physical), religion or belief system, gender expression or identity, relationship status, national or ethnic origin, race, sex, sexual orientation, genetic information (including medical history), or socioeconomic status. Discrimination or harassment based on any of these attributes is considered a violation of the school's policies and will not be tolerated.

Please note: We follow local, state, and federal Health Department guidelines during public health emergencies and do not consider our requirement for community members to adhere to those guidelines a form of discrimination.

## **Environment and Health**

Each community member must endeavor to maintain a clean, orderly, and healthy environment at Sacramento Waldorf School. A good learning environment, and the community's pride in its campus, depend upon all individuals doing their best to respect and care for each other and for our campus. This includes protecting the health and safety of all individuals in our community, adhering to our commitment to use others' belongings (including school property) only with permission, and never engaging in theft, destruction, defacement, or other harmful action. Additionally, a healthy school climate at Sacramento Waldorf School includes understanding and adhering to the following.

### **Commitment to Anti-racism and Anti-oppression: Where We Stand**

Sacramento Waldorf School's mission recognizes that each student is a unique individual with body, soul, and spirit. When we fail to acknowledge and confront the material and spiritual impacts of racial and other injustices on children of all identities, we betray this mission. Our Faculty, Staff, Leadership, and Board consider racism and all forms of discrimination unacceptable. We fundamentally reject any view that questions an individual's equal value to others. We celebrate and uplift the goodness, beauty, and truth of the human experience in all its expressions, including but not limited to race, sex, gender identity, ethnicity, national origin, neurotype, documentation status, culture, sexual orientation, religion, age, socioeconomic status, and ability.

We acknowledge the urgent responsibility for institutions, especially schools, to act in support of justice and healing. As an independent Waldorf school, we assert that racism and patriarchy are at the foundation of injustice and inequity in our community.

Our pedagogy is founded on the guiding principles of Rudolf Steiner and has historically centered white European perspectives while failing to fully reflect the racial, ethnic, cultural, and other diversity of our school community and the world at large. Eurocentrism fails to educate members of our community in the ways necessary to fully equip them to be members of our current society, confronting injustices with deep historical roots. We denounce any racial doctrine attributed to or inferred from the ideas of Rudolf Steiner.

We offer our sincere commitment to deepening this work together and becoming more courageous in confronting injustice in the classroom, curriculum, and community.

(Approved jointly by College of Teachers and Board of Trustees: August 1, 2021)

### **Building Community in Difficult Times**

The COVID-19 pandemic and the ongoing national reckoning for justice, equity, and representation have presented new and unique opportunities and challenges to our school community. Working together on behalf of children means that we will often be involved in emotional conversations where the stakes feel high. How do we build and sustain a community in difficult times? More than ever, we are called to face questions that invite us to engage each other with deep compassion and understanding.

To promote a healthy school culture, ensure privacy, and encourage kindness, empathy, and respect, we need points of agreement. These agreements support our school-related actions,

behavior, and interactions with others, online and in-person. Please note, this document does not change previously communicated safety protocols.

### **A Healthy School Culture**

Our ability to work together as a community will be tested. We must continue to build, nurture, and sustain our community and our commitment to diversity, equity, inclusion, and justice (DEIJ). Our collective participation in creating a respectful, courteous, and physically safe environment is critical. This is an opportunity to model for our children and students how to live respectfully with one another.

Meetings and other events foster human encounters. They are opportunities to learn about or deepen what we know about Waldorf education, hear about our students' experiences, and get to know each other. Discrimination and harassment on our campus or online platforms are never acceptable and undermine the social connections we seek to foster. This type of behavior includes actions that cause others to feel unsafe, including not abiding by communal rules for events or speaking disrespectfully to another community member who has opposing or diverse views.

### **Kindness and Respect**

We are diverse, and each faces unique challenges in life. As we strive to build a community, we invite compassion: pause before reacting, aim to increase self-awareness of biases, and assume the best of each person. We ask questions before we make assumptions. We embrace the best in each other, clearly communicate with one another, check in about what makes people (un)comfortable, and actively practice consent with others. We want everyone to feel safe and supported.

### **Privacy**

Medical information is private. Regarding identity, everyone has the right to self-identify. Because of the needless harm caused by assumptions and labels, we ask that all community members are respectful and considerate regarding choices related to health. Assuming, inferring, or labeling people can spread false and misleading information and cause irreparable harm to personal relationships and our community.

### **Empathy**

We live in highly stressful times. The national conversations on social justice and the COVID-19 pandemic are wide-ranging. One of the best ways to create connection and belonging is to practice patience and empathy. By focusing on our common ground (our children and their education), we hope to foster a sense of respect, understanding, and allyship in our community. How we respond during these challenging times will be the legacy we leave our children.

### **Belonging and Dignity in Our Classrooms at Sacramento Waldorf School**

"We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist." (Robert Jones, Jr., writer, and cultural critic)

As students, teachers, and learners in our classrooms, dialogue and disagreement are natural parts of the academic exploration of ideas. Disagreement is not a sign of social illness, but when we interact with one another—especially when we disagree—we must strive to live our values through the following norms:

- Be for each other: We need to watch and observe, not make assumptions, make space to speak up and step back; we need to make space and lift each other because our words matter. Use words well; if you cause harm, own it.
- Take responsibility for our actions: We must act thoughtfully with our words and actions, body language, or physical actions. If you cause harm, own it and make it right.
- Listen to understand: We must listen more than talk and realize the differences between dialogue and debate.

Teachers are supported & expected to engage in ongoing self-reflection with a focus on cultural responsiveness and developing healing-informed approaches to student needs and behavior.

**No one in the SWS community may be discriminated against on the basis of the following traits:**

- ability
- academic standing
- age
- country of origin
- ethnic background
- faith tradition, philosophy, or religion
- family configuration
- gender identity and expression
- native language(s) spoken
- neurotype
- physical appearance (inc. height/weight) or physical ability
- sex
- sexual orientation
- skin color
- Socioeconomic status, class, or caste

## Code Of Conduct and Discipline for All

At Sacramento Waldorf School, we emphasize a positive approach to all behavior. We develop a wholesome, nurturing environment by creating an atmosphere of peaceful cooperation where learning can occur. We aim to find common ground and recognize the inherent good in the other.

We expect students to speak and behave in a manner that demonstrates respect towards each other and our school: classmates, the property of others, teachers, parents, school property, and school buildings. (See “Kindness and Respect” section earlier in this document.)

### Our Approach to Developing Self-Discipline

Conflict and the urge to push boundaries are a normal part of being human and of child development. Sacramento Waldorf School seeks to guide students so they can begin to develop the self-discipline and social skills they will need to participate fully and productively in society. The adults caring for our students are responsible for their own inner work to develop the capacity to be culturally responsive and to create healing-informed spaces for learning. Each teacher explicitly teaches the expectations of their classroom, which are in alignment with this Code of Conduct. Our approach to developing self-discipline rests on our developmentally aligned Waldorf pedagogy, which unfolds in the classroom and the community in daily, weekly, monthly, and yearly rhythms. Trust is built through this rhythm and is central to creating and supporting positive behavior, including developing a sense of responsibility to one another.

### List of Expected Behaviors & Behaviors Requiring Intervention

	<b>Expected Behavior</b>	<b>Warning &amp; Reteaching</b>	<b>Minor</b>	<b>Major</b>
	Acting in accord with school values; a cooperative manner respectful of school and classmates	Teacher handles; documentation possible but not required	Teacher handles & documents behavior (including TLC to inform parents/guardians)	Referral form for Student Support may be completed and/or parent communication and/or administrator support (including application of Bias Incident Protocol)
<b>Inappropriate Language</b>	Language that is socially appropriate and respectful	Offensive remarks or gestures in a casual manner	Repeated pattern of any inappropriate language	Language used to harass, intimidate, show defiance, create an unsafe climate
<b>Fighting &amp; Physical Aggression</b>	Respect for others' personal space  Walking away from and reporting conflicts	Rough play	Pre-fight aggressive posturing, wrestling, or bumping into others who do not wish to play	Hitting or kicking; encouraging another to fight, retaliating

<b>Defiance, Disrespect, &amp; Noncompliance</b>	Acting in a cooperative manner respectful of school and classmates  Responding appropriately when addressed	Passive refusal to participate, extremely slow in response to request, testing the limit	Ignoring reasonable request to stop low-level disruption, overt refusal to participate	Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation
<b>Disruption</b>	Turn taking Contributing appropriately to class discussions and activities	Noise making, outside talk, attention seeking behaviors, bothering others	Repeated pattern of disruptive behaviors	Behavior that stops learning in class, defiant repetition of behaviors following correction
<b>Harassment, Teasing, &amp; Taunting</b>	Language that honors and validates others and their values/beliefs /person	Annoying on purpose, altering names, teasing too far	Put-downs, threatening and/or disrespectful body language or posturing; targeting insults	Threat/extortion; speech targeting a protected class; continued pattern of minor offenses; continued proximity after separation; cyber-bullying/intimidation
<b>Property Damage</b>	Use equipment in manner it was intended; return items to appropriate places	Not returning items to appropriate places	Thoughtlessly or accidentally damaging property	Theft, purposefully damaging or defacing property
<b>Lying, Cheating, &amp; Theft</b>	Produce authentic work; honesty in speech and actions	Borrowing without asking; intentionally breaking rules in bad faith	Taking another's property, refusing to return a borrowed item; copying others' work and claiming as one's own	Taking another's property (significant sentimental or monetary value), not telling the truth when it involves someone's personal safety or property damage; repeated instances of plagiarism

			(refer to HS handbook for plagiarism policy)	and academic dishonesty
<b>Possession of a controlled or illegal item</b>	Never using or making inappropriate references to controlled substances or weapons	Inappropriate drug, alcohol, and/or weapon references	Repeated inappropriate drug references, talking about use of actual or look- alike weapons in violent ways towards a community member	Under the influence, possession, distribution, paraphernalia of drugs or possession of actual or look-alike weapons or making threats to cause harm using a weapon.

## **Behavior Intervention Process**

Our tiered approach ([supplement with graphics can be found here](#)) to behavior interventions includes the following steps that are taken to support positive changes in social behavior.

1. Warning (for minor, one-time behaviors)
2. Redirection (for minor one-time behaviors)
3. Repair (for major behaviors & repeated minor behaviors)
4. Separation from the Classroom (for major behaviors & repeated minor behaviors)
5. Reintegration Plan; timelines will vary for reconciliation process

A Behavior Contract is created with teachers, parents, and students; further violations of a Behavior Contract will result in suspension and/or dismissal from SWS.

## **Supplemental Documents for Behavioral Support**

[HS Handbook](#)

[Bias Incident Protocol Process](#)

[Title IX information](#)

[AB500 Code of Conduct](#)



## **Appendix A: Early Childhood Expectations**

In the Preschool and Kindergartens, Faculty will take the time to make sure all students are heard and well cared for. Teachers will support each child at any time during school hours, making sure everyone feels supported, appreciated and recognized. Teachers will help the children who exhibit inappropriate behavior by calmly modeling behaviors that are appropriate and safe in the classroom.

The Faculty will help students verbalize their feelings and facilitate conflict resolution and problem solving in an age-appropriate way when necessary.

Teachers are supported and expected to engage in ongoing self-reflection, developing healing-informed approaches to students needs and behavior. The Early Childhood Faculty and Staff use a variety of age-appropriate and research-based behavior intervention strategies that include the following:

- Warning, warming, and re-teaching
- Maintaining realistic expectations of children
- Providing clear and simple limits/boundaries
- Preventive practices
- Modeling appropriate behavior
- Positive redirection
- Conflict resolution/Problem solving techniques
- Providing logical and natural consequences for children's actions

### **Minor Incidents**

The Early Childhood Faculty and Staff strive to maintain consistent and open communication with families about their students' progress. You will be notified of minor behavioral incidents in the following ways: email, telephone, written communication, or in person. If minor behavioral incidents continue to occur, you will be asked to attend a meeting to discuss the incidents and their possible causes. The connection between home and school is especially important, and children must understand that the adults in their lives are in a supportive partnership.

### **Major Incidents**

Should a child's behavior become a concern, making an impact on the child's ability to learn and be with others and/or negatively impacting the safety of the class, Parents/Guardians will be contacted, and a meeting will be scheduled with the teacher and the Lower School Administrator. Teachers will reach out to the Student Support Team when a situation becomes unmanageable in the classroom setting and additional support is needed for the child.

## **Appendix B: High School Expectations**

We acknowledge the school's responsibility to act in support of justice and healing. We hold each student as an individual with unique personal, social, and educational needs. On this foundation, the school considers every disciplinary situation individually and responds in ways that establish a reasonable and understandable connection between the behavior and the resulting consequences, thus offering students the opportunity to learn from their mistakes.

### **High School Guidance Committee**

Sacramento Waldorf School's High School Guidance Committee reviews and monitors students' social and behavioral concerns. The High School Guidance Committee is comprised of the High School Administrator and at least two High School Faculty members serving a two-year minimum term.

### **Sacramento Waldorf High School Community Standards**

Sacramento Waldorf School standards are intended to support a positive learning environment, maximize student achievement, and prepare students for social engagement in the world.

- Sacramento Waldorf School disciplines with dignity, consistency, and an understanding of student's developmental stages.
- We respect and seek to understand the complex nature of the causes of a student's choices, judgment, and behavior.
- Taking responsibility and being accountable for one's behavior is in the best interest of each student and the school community.

Sacramento Waldorf High School's approach to discipline is based, in every case, on the following commitments:

- Identify the violation of a community standard
- Identify the harm done by this violation
- Make reparations for the harm (i.e., to trust, to property)
- Ensure that repeat violations do not occur (i.e., a common consequence or response)

Sacramento Waldorf High School's approach to discipline seeks to

- Help students come to a genuine understanding of the importance and integrity of the community standards in question (via restorative conversations, direct teaching, reading, and conversation with mentors in the school community)
- Help students restore the trust between themselves and those impacted by their actions
- Repair harm through a restorative process that considers impacted parties' and the communities' need for repair

## **Disciplinary Process**

Most Code of Conduct breaches are referred to the High School Guidance Committee. The Guidance Committee will meet with affected parties to decide whether an infraction occurred and the associated consequences. Incidents of bias are handled in coordination with the Bias Incident Protocol Team. Incidents of sexual harassment are managed under [the school's Title IX process](#).

Any work with Guidance Committee is meant to engage in a restorative process with the parties involved. In circumstances where responsibility is not taken and/or repair is not able to occur, the student may be disenrolled.

Link to High School Safety Policy & include aspects needed in this document (Gabrielle Jones & High School Administrator)