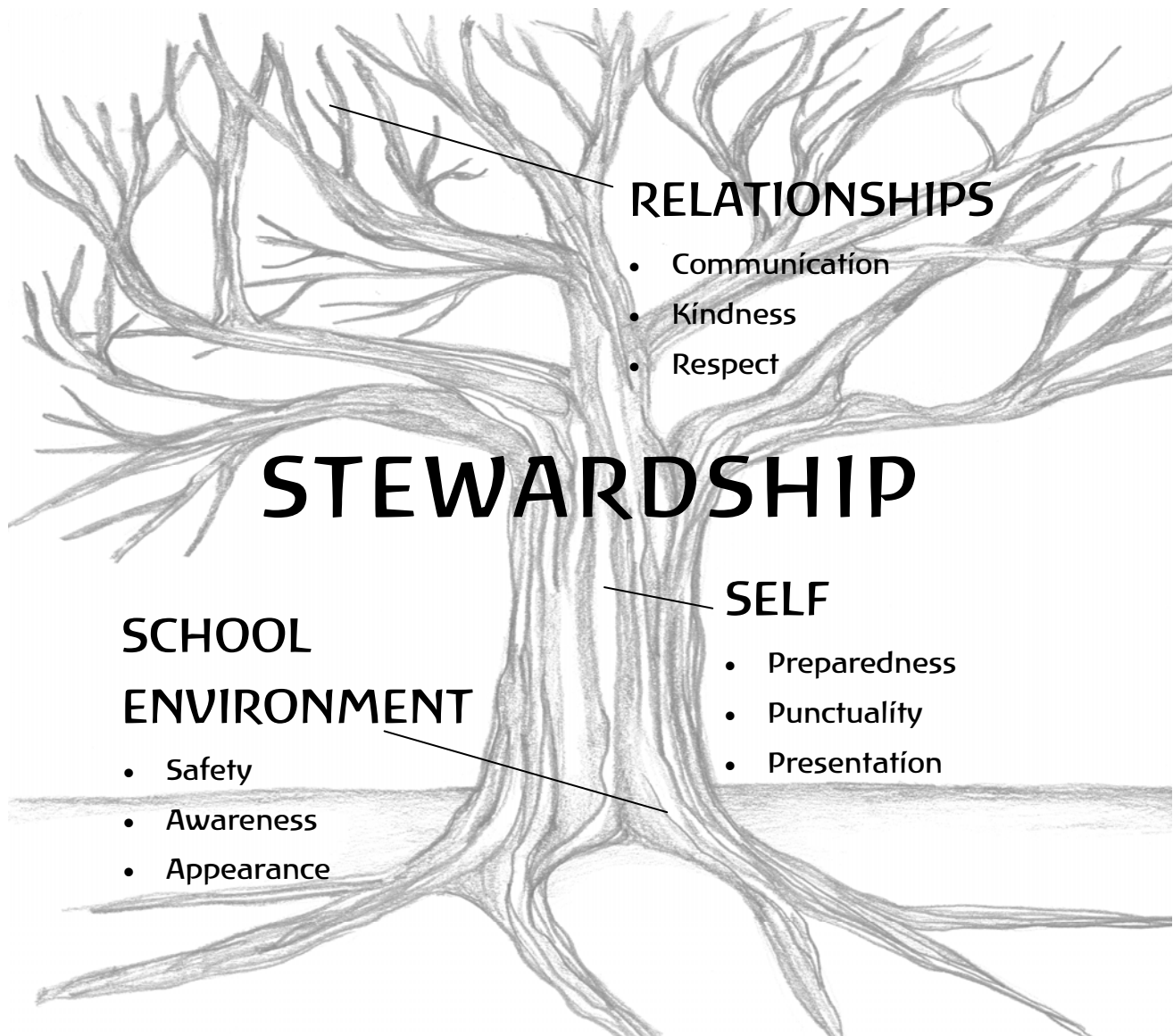


Waldorf School of Princeton Community Code of Conduct

Rev. 4/9/14

Waldorf School of Princeton strives to cultivate a community of *stewardship*, the intersection of care and accountability, where each member plays an important role in sustaining a thriving school through conscientiousness and collaboration. When each individual works to model behavior worthy of imitation on a regular basis, it is easier for each individual to fully participate in the life of the school. By signing an enrollment or employment contract, parents and staff agree to embrace and uphold these values, and to participate as full members of our community.



As parents, students, and employees, we recognize that mutual respect and support lie at the heart of all relationships. We embrace the following values in our continued work to nurture these relationships; doing so enriches the school in every way. The policies outlined in our Community Handbook are examples of how these values are made visible in our everyday behavior.

Stewardship of Self

We strive to behave in ways that are worthy of imitation, and to be a positive influence on others.

Preparedness: As parents, students, and teachers, we pay attention to the requirements of each school-related interaction—arriving ready to learn, participate, or teach, having completed any necessary independent tasks beforehand. We endeavor to complete tasks when required, and take initiative to read and understand any guidelines or instructions given.

Punctuality: We strive to arrive on time to class, events, and meetings (including pickup) out of respect for others' schedules, and as evidence of our own dedication to our commitments and intentions. This shows mindfulness and a consideration for the needs of the group.

Presentation: We believe that taking care in how one dresses, grooms, speaks, and acts around others has a direct impact on the learning environment as well as the social environment. Attention to presentation also means greeting others with a smile, and speaking kindly and thoughtfully even in mundane interactions.

Stewardship of Relationships

We strive to see the unique spirit in each individual, and to honor that spirit with kindness, respect, and consideration.

Communication: We embrace qualities such as honesty, clarity, and timeliness, as well as being open and forthcoming even about our own missteps, as these qualities are evidence of personal character and are essential to true relationship. We take initiative to stay informed, whether it's attending a meeting, reading an e-mail, or reading a letter. As parents, students, and staff, we honor one another by practicing good communication in both directions (sending and receiving).

Kindness: We practice kindness with each other, and are mindful and inclusive of one another's feelings. Though a simple concept on the surface, in the context of sustained and mutually fruitful relationships, it embodies other ideas, such as grace and forgiveness, patience and gratitude. The Golden Rule is key here: In all things, we strive to do unto others as we would have done unto us.

Respect: We respect others' time and property, but also respond with sensitivity, support each others' initiatives in service of a cohesive community, and acknowledge one another's roles in the interwoven fabric of our school. In a school where all students respect one another, bullying cannot be a problem. When parents and teachers respect one another, our children learn from this.

Stewardship of School Environment

We strive to sustain the usefulness and beauty not only of the school grounds, but of the indoor spaces as well.

Safety: As students and adults, we watch out for personal safety and the safety of others, and do not conduct ourselves in any way that might cause harm. We take responsibility for learning the rules designed to protect personal safety at school, and we adhere to them.

Awareness: Awareness of the school environment includes attention to cleanliness, orderliness, conservation, and aesthetics—both inside the school buildings and on school grounds—so that all may use and enjoy our shared space for years to come. For example, we strive to be conscious of noise levels, dropped trash, or the use of restricted devices. We are committed to caring for the earth both in-

side and outside of school boundaries, and conduct ourselves in a conscious way: aiding the school's recycling efforts, not letting the water run unnecessarily, and composting are just some examples.

Appearance: We are lucky to have a beautiful school, inside and out, and we have a beautiful school because of the countless, sometimes unpaid hours of all who have shared in its care and continue to do so. As a community we take pride in our appearance both to one another and to the outside world as a model of Waldorf Education.