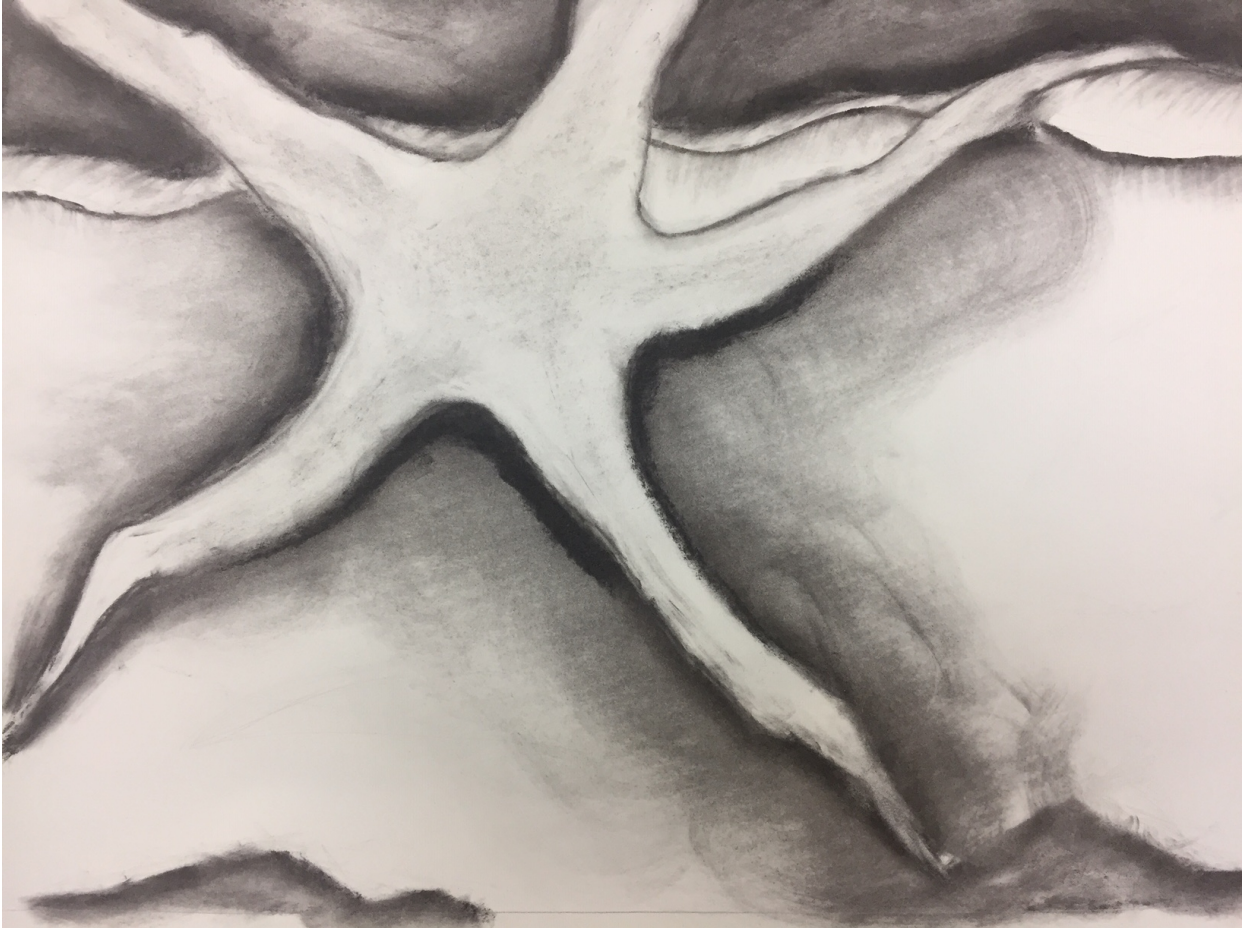


Portland Waldorf High School

Handbook for Students & Parents



REVISED AUGUST 2023

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Welcome

This book is for you, a student of Portland Waldorf High School, to know how the high school day is structured, what is expected of you in classes and on campus generally, and what you can expect from the school. Your parents are also expected to read this handbook to be familiar with the policies and opportunities that support your education. Additionally, parents are asked to read the [Portland Waldorf School Parent Handbook](#). We thank each of you for being an integral part of our shared community and values.

Morning Verse

I look into the world
In which the sun is shining,
In which the stars are sparkling,
In which the stones repose.

Where living plants are growing,
Where sentient beasts are living,
Where human souls on earth
Give dwelling to the spirit

I look into the soul
That lives within my being.
The world creator weaves
In sunlight and in soul light,
In world space there without,
In soul depths here within.

To thee, creator spirit,
I will now turn my heart,
To ask that strength and blessing,
For learning and for work,
May ever grow within me.

Rudolf Steiner
Morning Verse, Grades 5 - 12

Our Mission

Portland Waldorf School educates children for the whole of life in order to uplift humanity. Out of the insights of anthroposophy, the school nurtures the imagination, cultivates the intellect, and recognizes the unique spirit of each child in the community. In this way, children are surrounded by striving adults and strengthened individually and socially to meet the challenges of life. Students emerge as creative, independent thinkers who meet the world with initiative and purpose.

We commit to being a community that is inclusive of people of diverse culture, race, gender, sexual orientation, economic background, political view and spiritual orientation. To address the needs of our students and the issues of our current world, we commit to make ongoing innovations in our curriculum, festivals, policies, and practices in order to better reflect and support our current community.

We welcome open dialogue and acknowledge that mistakes and discomfort are sometimes part of the process, which also provide an opportunity for growth. We seek to embrace diversity because: only if we welcome and incorporate a variety of lived experiences can we become fully human.

Please [see our website for further information](#) about ongoing work towards greater Diversity, Equity, and Inclusion at Portland Waldorf School.

Core Values

1. Educate the whole self to be healthy and balanced
2. Honor place and care for our home
3. Nurture relationship and care for humanity
4. Connect with spirit through reverence and seeking our true purpose

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Waldorf Education at the High School Level

The first Waldorf School in Stuttgart, Germany began with a Lower and Middle School. As children grew up through the grades, Rudolf Steiner helped to form the first Waldorf High School. Working with colleagues from many subject areas, he developed basic outlines for a curriculum. Steiner wanted students to be exposed to a great variety of phenomena in the world of nature and culture and thereby learn to become independent thinkers. He wanted their thinking to be illuminated by the light of the heart, cultivated through the arts, and of service to humanity.

By fostering self-discipline, self-confidence, capacity for discernment, competency, and a lifelong desire to learn, a Waldorf High School strives to prepare students for higher education and the whole of life. The High School faculty is made up of teachers whose task is to help students to recognize and understand the distinct qualities of each subject they study, as well as the ways those subjects are linked together in the human being. In our school, studies of the visual and performing arts, as well as physical education, are seen as directly complementary and, in fact, integral to the learning which takes place in the sciences and the humanities. Similarly, careful observation and attentiveness, as taught in the sciences and humanities, nourish the growing artist, athlete, and craftsperson in their skill.

I. Communication

Communication That Builds Trust

Conversation brings us the wealth of other people's ideas and perspectives, and helps us to grow socially. It has great creative potential when we agree, but it is also especially important to use conversation when we experience conflict or disagreement with another person.

Usually, what we really need is to hear the other's perspective. Therefore, the best step is to bring our concerns directly to the person or people involved. Although it can seem difficult, it is in such conversations that we can see a larger picture, develop connections, and restore trust. Each member of our community is responsible for the culture of our school, and so we ask that everyone in our community strive for the following ideals:

When I feel in conflict with another person in this school to the degree that it is impacting my working relationship with them or causing me to want to speak to others about my feelings,

- I will have courage for the truth and address my concern to that person directly, or ask a neutral party or school employee to help me do so
- I will be sensitive to the other person's emotional needs, and if they are unable to receive my direct communication, I will give them time to process and then ask to meet again with an invitation that they have someone present to support them
- I will strive to always communicate my concerns in person, and to communicate via technology only as a final resort
- I will intentionally and deliberately choose to approach others with openness and curiosity about their perspective, a desire to identify our misunderstandings, and the goal of finding common ground
- I will listen to what others say, ask clarifying questions and reflect what I understood
- I will question my assumptions
- I will speak to others with kind and respectful words and tones
- I will practice empathy and forgiveness and support people in being new and better in each moment
- I will speak as clearly as possible and help others understand my perspective and intentions.

We are all striving beings and we are here to help each other in our growing process! We improve through practice; we build skill with experience. By communicating honestly and listening with empathy, we can address our particular concerns while contributing to the overall health of our community.

Where to Take Questions & Concerns:

When you have attempted to speak directly with someone about a concern and don't feel you were heard or understood, here are some people who can help you be heard and answer your questions:

- **Teachers:** Questions about individual class: assignments, grading, etc.
- **Advisor:** Assistance with problem-solving for you as an individual student: balancing academics, social life, health and home life.
- **Class Sponsor:** Support for the social health of your whole grade and class.
- **High School Office Administrator** (Alyssa Grass): Support for absence reporting/attendance communication, questions about calendar, schedules, logistics, forms, etc. The first stop for your questions, which will then be directed to the appropriate person.
- **Student Care Coordinator** (Rochelle Giametta): Support for students with diagnosed learning, behavioral or emotional differences. Referrals to outside professionals for academic or emotional assessments or support.
- **High School Assistant Director** (Sarah Rem): Questions, comments and concerns about Student Accountability, Advisors, high school programs and senior projects.
- **High School Director** (Nina Churchill): Questions, comments and concerns about high school pedagogy, curriculum or programs, faculty, or policies; any questions and concerns that were not addressed by the previous faculty and staff.
- **School Director** (Chiaki Uchiyama): Questions, comments or concerns about pedagogy, curriculum or programs that were not addressed by the HS Director and previous staff.

HS Faculty and Staff Contact Information

Every faculty and staff member has a school email address in the form of the first name, period, last name, @portlandwaldorf.org. A complete list of faculty and staff emails is located in Appendix 1 of this handbook.

PWS Student Email Addresses

PWS provides all High School students with a PWS email account to centralize your communication with teachers and staff. This should be the email account that you use for all school-related communication as well as for work completed electronically.

Students will receive a comprehensive orientation at the beginning of the school year to fully understand the intent and accompanying responsibilities associated with having a PWS Student email account. *In brief, here are some guiding principles:*

PWS Student Email Account Use Limited to Educational Purposes: As a student at PWHS, you acknowledge that access to the Internet via PWS equipment and resource networks is intended to serve and pursue educational goals and purposes.

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, PWS-approved personal research activities, or other purposes as defined by the PWS from time to time. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that they have a duty to use PWS equipment and resource networks only in a manner specified in the Policy.

High School Resource Page in PWSCoconnect

This is where you will find all information and resources you need related to the High School. The High School Resource website provides links to the High School Handbook and PWS Parent Handbook, instructions for using the PWSCoconnect database to check assignments and grades, forms and schedules, career and college counseling resources, the High School News email, and more. When you log in to PWSCoconnect, click Resources at the top of the web page.

Calendar

A calendar of school events is available in PWSCoconnect in the High School Resource Board. Upcoming events are also highlighted in the weekly High School News as well as the all-school bulletin.

Bulletin Boards

Check the hallway bulletin board next to the high school office for class lists, schedules, room changes and advisor lists. Check other hallway bulletin boards for club news, extracurricular opportunities, events, career & college guidance info, and other information. Other school and community information is posted on the bulletin board across from the school store in the main building. If you would like to post anything on a bulletin board, or around the school, please check first with the HS Office.

High School Assembly & Class Meetings

All students and faculty of the High School meet on designated mornings at 8:30 for a short High School Assembly. At the conclusion of each assembly, students, faculty, and staff may make announcements about upcoming events and activities for the month. Please note that these meetings are an essential part of the school day and week; therefore, full attendance is expected and recorded promptly at the beginning of each meeting. The same attendance expectations apply to weekly Class Meetings held by the sponsors of each grade.

II. Support

Teachers

High School Study Halls will be guided by a lead teacher. If you are hoping to connect with a particular teacher during a study hall period, reach out to them proactively to see what their availability is. They may be able to pop into a study hall period from time to time to provide some support. Since not all teachers may be available during your study hall period, you may also email your teachers as necessary.

Advisors

Advisor's Responsibilities

Advisors are adult mentors who endeavor to build warm, professional, respectful and trustworthy relationships with their advisees. Your Advisor helps you keep track of and balance your academic progress, social well-being, and health. Advisors work very closely with other faculty to gather information from them about your progress, and to share, when appropriate, your experience with them. Your Advisor will also be a link between your parents and the school, keeping them in the loop about your progress.

Meetings with Your Advisor

Advisors meet briefly with students at the end of designated school days for a quick check-in and classroom clean-up. Advisors will meet their advisees for more in-depth conversations on a rotating basis. Advisees can always request a meeting during the Advisor time or at other times in the day. Advisors will meet with the Advisee's family as needed.

Choosing an Advisor

Beginning in tenth grade, students are invited to submit their preferences for Advisor, and those preferences are honored as much as possible. We encourage students to remain with the same Advisor as much as possible because the development of a longer term relationship helps your Advisor know you better and thus provide more insightful advice.

Changing Advisors

If you do not feel that you are able to work effectively with your Advisor, please speak to your Advisor and/or the Assistant HS Director, Ms. Rem, right away. We will do our best to accommodate mid-year changes.

Class Sponsors

Your Class Sponsors act as guides and advocates for your class, leading you in class meetings, holding parent evenings, attending class functions, and arranging group trips.

They assist your class in finding its center and serve as understanding listeners and guiding forces as your class progresses through high school.

Class Sponsors 2023-2024

Class of 2024, Grade 12: Shannon Casey and Justice Rosales

Class of 2025, Grade 11: Sarah Rem and Matt Kearis

Class of 2026, Grade 10: Tim Daulter and Kelly Maher

Class of 2027, Grade 9: Jeremy Bates and Millie Kimes

Academic and Emotional Support

The High School Student Care team includes the Student Care Coordinator and two high school teachers. This team works with the faculty, outside tutors, parents, and educational consultants to evaluate a student's needs, develop a learning plan, or recommend further educational assessment, if necessary. The Student Care Coordinator is an advocate for students with learning differences and helps students become self-advocates. If you or your parents need further information about educational support, please contact the Student Care Coordinator.

College and Career Counseling

As a school, we want to help you and your family explore and plan for your education and career path following high school. Ninth grade is not too early to begin thinking about your interests and goals and to begin your college and career research process at your own pace. Students and parents are always welcome to contact the High School Office to initiate a request for support and guidance in exploring college and career choices.

Many colleges and universities require applicants to submit scores from standardized admissions tests—principally the SAT or the ACT—as part of their application. We prepare students for the content in the SAT and ACT, not in a specific class but rather over the course of the entire curriculum. Students have the opportunities to take the PSAT on-site at PWS typically in both their 10th and 11th grade years. Most students take the SAT in the spring of their junior year, and sometimes take the test again in the fall of senior year if they desire to improve their scores. Standardized tests can be very important for some colleges, but others do not require them at all. Most colleges look at your overall academic record, your letters of recommendation, your test scores, your interview and your own personal statements when deciding admissions.

Active college exploration begins with the junior year and extends through the spring of senior year. While the primary responsibility rests with you and your family, you are welcome to make one-on-one appointments with the College & Career Guidance teacher, other subject teachers, or the High School Director to support your work through the application process, which extends from late September through March.

We are happy to assist your pursuit of your interest in any path: four-year college plan, gap year, community college, the trades, or others.

It helps a lot if you and your parents can work together on each part of the process. One of the first steps you can take toward college or career is to become the most accomplished and effective high school student you can be. This includes consciously seeking to strengthen your study habits and deepen your academic interests, as well as exploring extra-curricular activities and leadership opportunities. Valuable guidance toward this goal can be found in conversations with any adult who has had a career or attended college.

Conferences

Annual Parent/Student/Teacher conferences for all interested families typically take place in November, prior to Thanksgiving break. Additional conferences may be offered at other times in the school year, about which you will always be notified in advance. High School students are expected to attend these meetings with parent consent. Parents and students may schedule additional conferences with the student's Advisor or other teachers at any time. Students should contact their Advisor or the High School Office to arrange a conference.

Reports and Transcripts

Grade reports are published in PWSConnect four times each year, three weeks after the end of each quarter. You may request an official transcript from the High School Registrar with one week's notice.

Notices from Teachers

Teachers will send a Notice to the parent and student if a teacher is concerned about a student's progress in a specific class and feels there is information that is important for the family to know. This informs the parents of the need for extra support or supervision. A Notice may arrive as a brief auto-email that simply directs the parent to log-in to PWSConnect for further details, or the Notice may arrive as a more lengthy email describing the situation of concern.

III. Attendance

Attendance is important! Much of what we learn takes place in the classroom. Missing any high school class can seriously affect your ability to succeed in the class. Missing more than one day, especially of a morning lesson, can affect your understanding of the material, which can reduce your final grade. In some classes missed work (such as laboratory experiments, or group work) is difficult if not impossible to make up. Missing too many lessons can result in no credit for a class, in which case, if it is required for graduation or college admission, you will have to find a way to retake the class on your own time and at your own expense (for instance, in summer school or online.)

Class Schedules

- School begins at 8:30 am.
- School is dismissed at 3:45 pm on Monday, Wednesday and Friday, and 3:30 pm on Tuesday and Thursday.
- Morning lesson classes meet for 105 minutes daily, generally for four weeks.
- Fine and applied arts classes are taught in trimesters of ten or eleven weeks in Grades 9 through 11.
- Other track classes, such as mathematics, world language, music and eurythmy meet all year, and are divided into four quarters. In the Senior year, art and world language classes are also graded by quarter.
- The *Outdoor Education* and *Farm Week* programs are several day intensive courses at off-campus locations.

Punctuality

Punctuality in school is a social act and indicates your respect for your classmates and your teachers. You are responsible for arriving at all classes, assemblies, and other events on time. If you arrive late to school, you must report first to the High School Office for your arrival to be recorded, so that in case of an emergency we know that you are on campus.

Students are expected to be in class and ready to begin at or before 8:30 am. Therefore, we recommend that students plan their transportation to arrive at 8:20 am or earlier, so that the occasional traffic problem or late bus will not make you late.

If You Are Tardy

If you are late to class, go to the High School Office and request a late slip, then go directly to class and give the slip to your teacher.

If you know that you will arrive late to school/class for a pre-arranged reason, we request that **parents** please do the following:

- Email attendance@portlandwaldorf.org
- Specify the student's full name and grade in the subject line

- Specify the pre-arranged reason, such as a medical or dental appointment. These instances will be counted as excused late arrivals.

Frequent tardiness creates real challenges and, at the teacher's discretion, may adversely impact your grade. If late arrival becomes consistent or excessive, the school will communicate with both you and your parents. You may be asked to do Restorative Work and meet with the Accountability Committee.

Early Dismissal

You should only leave school before check-out for illness, injury, family emergency, or an important appointment that could not be scheduled during non-school hours.

If you are injured or feel ill during the school day, notify your teacher and go to the High School Office. First aid for injuries is also available at the Main Office in the Lower School.

If you are leaving school early for reasons other than illness, injury or emergency, we ask that you arrange for the early dismissal at least a day in advance. Please see the procedure for Planned Absences in the next section.

See the Extracurricular Activities section for details about early dismissal for sports.

Absences

Reporting an Absence

When you are absent, a parent must notify the High School Office of your absence and the reason for the absence by 9:00 am by emailing attendance@portlandwaldorf.org. Please include the student's full name and grade in the subject line. Alternately, a parent may call 503-654-2200 x218.

If you are not in your morning lesson class and we have not yet heard from your parents by 9am, Office staff will call to check on your whereabouts and to confirm that you are safe..

It is expected that students attend all classes and activities that are part of the school day. We encourage you and your family to work closely with your Advisor when planning leaves of absence.

Excused and Unexcused Absences

PWHS reserves the right to define any absence or tardy as "excused" or "unexcused". In the event a student is taken out of school without approval from the school, the parents and the student must assume full responsibility for this action and for any academic consequences. Neither the school nor the teachers will assume responsibility for special assignments, tests, or other measures to make up for what is missed in class during this

type of absence. Students are responsible for tests and assignments missed during absences.

- **Short, planned absences:** Parents please notify the HS Office with as much notice as possible, and at least 1 day prior to the absence. Students check in with impacted class teachers, complete and turn in the partial-day absence form (to the HS Office) before the planned absence. Makeup work will be the student's responsibility.
- **Extended planned absences:** Parents please notify the HS Office in writing, with the dates and reason for the absence, at least two weeks prior to the absence. Students must complete and turn in the Multi-Day Absence Form to the HS Office before the absence. If the absence (or consecutive absences) result in missing more than 20% of a course, earning credit may no longer be possible. The HS Director, Advisor, and Teacher will be in communication with the student and family at that point.
- **Unavoidable, unplanned absences:** Parents please notify the HS Office as soon as possible of the situation. Students should communicate with their teachers as soon as they are able (via email as necessary), and teachers will work with students to support a makeup work plan. A doctor's note may be required in some instances.
- **Unexcused absences:** If the above steps are not followed for student absences, at minimum, missed work may result in a zero without possibility of making up. Consecutive unexcused absences may also incur Restorative Work as well as parent communication and involvement.

Skipping Class

We are proud of our students for your commitment to your studies and therefore for your responsible and continuous presence in class. We know that your intent is to continue to be school leaders in this respect. As such, "skipping" or "cutting" class does not generally manifest as a larger issue at PWHS. If a student does skip or "cut" class once or twice, they are generally given one hour of Restorative Work per missed class. Students who skip class a third time are usually suspended, and suspensions go on the student's permanent record that is shared with other schools.

How Absences Affect Course Credit

You must attend at least 80% of class hours and receive a passing grade to be assured of receiving full credit for each course. Any student whose attendance is less than 80% may fail the course. Please note that course marking periods vary in length from four weeks (morning lessons) to eight weeks (math, world language, movement classes, etc.). Due to the unique nature of the morning lesson, any absences can be significantly disruptive to credits and the learning process. Missing four days of a four week morning lesson would be 20% of the course. Excused absences may be considered at the discretion of the teacher.

Failing courses or having reduced credit can result in a student falling below the required credits for graduation. Agreements for completing any necessary make-up

credits for graduation must be developed in writing with the Advisor and Registrar and approved by the High School Director.

Outdoor Program trips are treated as any other class and are recorded on the student's transcript worth .25 credits. Unexcused absences from an outdoor trip will result in a Fail. Illnesses and requests for alternative curriculum require a doctor's note.

Absences and After School Activities

To participate in any after-school activity (athletics, clubs, etc.), a student must have attended school fully that day. Pre-approved routine appointments that do not involve illness (such as dental appointments) are the exception. The school may give consideration for special circumstances on a case-by-case basis.

Extended or Contagious Health Conditions

In case of absence for medical reasons of five or more consecutive days, parents or guardians may be asked to present to the High School Office Administrator a physicians' written release attesting to the medical situation. For students whose absence from school is due to a contagious disease (e.g., hepatitis, mononucleosis), the student may be asked to provide a written medical release before returning to school.

Appeals Process

Special allowances may be made for students whose absences are due to significant hardship or illness. These students are invited to document such circumstances to the High School Office Administrator. The High School Office Administrator and the student's Advisor, along with the HS Director, will then determine the appropriate credit and enrollment status.

Temporary Guardianship

In the event a student is temporarily not residing at home, or the parents or guardians are absent from the home, the parents or guardians are asked to notify the High School Office of the name and contact information of the adult responsible for the student.

IV. Curriculum & Academic Responsibilities

Why You Do It All

One of the gifts of the Waldorf curriculum is that it immerses you in the richness of the human experience. You don't just read about life in the Middle Ages, you enter the forge and experience their work, or you study botany by living outdoors. The requirement to participate in every subject area all four years ensures that your mind, body and heart are being challenged to stretch beyond your comfort zone, to try new things, and to understand something from one perspective and then another, and then another. Every moment of your four years is carefully crafted by your teachers to build your capacities and to round out your understanding of history, science, humanity and math. Therefore, you are required to attend and complete every class, and to give each your best effort.

General Academic Expectations

The PWHS faculty expects all enrolled students to carry and complete a full schedule of classes and to be capable of meeting the expectations of the high school curriculum. Assignments in class and at home are the ways in which students explore subjects and develop their knowledge and skills. You are expected to complete assignments and hand in work on time so that your reflections and explorations through assignments are directly following the work done in class.

Developing Academic Independence

One of the faculty's goals is to help you build independence in organization, time management and personal responsibility. The faculty will provide greater support during the Ninth Grade adjustment and incrementally release more responsibility to the students in the years to follow. Parents are encouraged to do the same at home.

Wellbeing is the foundation of learning.

Students under chronic amounts of stress show reduced memory retention, learning, creative thinking, and curiosity. Well-being is supported by good sleep, time in nature, time alone, regular movement, and time with family and friends. Research evidence shows that student well-being is one of the central tenets of a successful education. Ensuring a healthy amount of time for sleep, play and quiet will pay high dividends in the student's life in and outside of the classroom.

As a group, the teachers aim for students to spend no more than ten hours per week working on assignments at home. This may vary from week to week and course to course, based on the student's personal strengths. This goal is aimed at the middle range of the class, with the understanding that some students will finish their work more quickly and others may take longer.

If you find that your assignment time at home is much shorter or longer than this stated goal on a regular basis, please talk with your teacher(s) and Advisor. Teachers will work

with students on both ends of the spectrum to help them move more towards the center. For instance, if you are particularly fast, the teacher may ask you to put more effort or detail into your work or help you to design an honors project. If assignment time is lasting much longer than the stated goal, your teachers may encourage you to balance your drive towards perfection with physical and social activities or they may explore ideas for support or adjusted assignments.

It should also be remembered that over the four years of high school there will be a qualitative change in what we expect in student work. For example, writing an essay will take less time with practice, but in upper grades the greater quality and depth of thinking and complexity of writing should cause the paper to take roughly the same amount of time as it did in Grade Nine.

Honors Option

Academic Honors is an option given to students who would like to go deeper and further into a subject, being taught additional knowledge, skills and experiences.

Honors is intended to nourish the student's interest in furthering their learning and challenging their abilities in a particular class. It is up to each teacher to determine the Honors requirements for their classes. Teachers may offer a group-based Honors project rather than projects for individual students. Honors work can take many different forms — engaging material at a more advanced level, doing additional work in the curriculum, producing enhanced or additional final work for the class, etc. Overall, it is important that Honors study require a significant increase in time and effort from the student, and significant "rewards" for the endeavor in the form of additional knowledge, experience and skills, as well as a denotation of 'Honors' received and a higher overall grade in the class. Students must meet all requirements of a given Honors project and maintain an overall course grade of an A- or higher in order to receive the Honors credit.

Please follow the procedures below in presenting the Honors option to your students.

- Teachers will note on their syllabus if Honors is an option in that course. All students wanting to do Honors in a course must submit an Honors Proposal form to the teacher of that course (available in the HS Hallway and in PWSCONNECT). The general rule is that a student must have an A- average in prior classes of that same subject, and must maintain an A- or higher in the current course. The form will ask for proof of meeting the A- average, what you plan to do for Honors work and why you feel you are ready for the added challenge of Honors.
- If the Honors request is approved, the teacher will make a copy so that both student and teacher have a copy of the approved agreement. Teachers may encourage a student (and their parents) to not pursue Honors if they feel it will have an adverse impact on the student.
- Currently, students who successively complete their Honors study receive a grade of 'H' along with their letter grade for the class (e.g. 'A-H'); the end result is that the student receives the same amount of credit for a class, but their grade is raised (and hence their GPA).

A student who does not meet all expectations of the project will not be given the Honors ranking, regardless of how much time and effort they committed to the

project. If the course grade falls below A-, the work done for Honors will not convert to extra credit.

These policies apply to grades 10-12. Students are not eligible for Honors until the second semester of their ninth grade year.

Communicating Course Expectations

To support students in taking charge of their own work, High School faculty will provide clear expectations, deadlines and consequences for late or missed work. Each course in the High School has an up-to-date syllabus that includes the following information:

- Grading criteria and weight of each part of the grade (participation, tests, morning lesson book, homework, etc.)
- Late assignment policy
- Major assignment descriptions and due dates
- Teacher's contact information

All syllabi can be found in PWSConnect.

Communicating Assignments

In Class

All daily assignments will be spoken and written on the homework chalkboard in the classroom and posted in PWSConnect as well for students' continued reference.

In PWSConnect

All assignments will be entered into PWSConnect, where students and parents can view them by logging in to their accounts.

Assignment Planners

All students are encouraged to use an assignment planner. Students who consistently turn in late assignments may be required to use an assignment planner and be monitored by their Advisor. Teachers will check in and make time for the use of assignment planners, and there will often be more explicit instruction around their use in Study Hall periods.. Students are expected to gain growing independence with planner usage during Ninth Grade; teacher reminders will diminish over time.

Grade Reporting

Your work is evaluated and graded in order to provide you, your parents, and teachers with an accurate picture of your progress, accomplishments, and challenges. Grades are posted in the school database as teachers complete grading of assignments, and final course grades are posted there at the end of each course. Report cards and transcripts are published in PWSConnect quarterly, in November, February, April and late June.

Grading Rubric

Letter Grade	Percentage	Numeric Grade	With Honors
A+	Anything above 100	4.00	4.33
A	93-100	4.00	4.33
A-	90-92	3.67	4.00
B+	87-89	3.33	-
B	83-86	3.00	-
B-	80-82	2.67	-
C+	77-79	2.33	-
C	73-76	2.00	-
C-	70-72	1.67	-
D+	67-69	1.33	-
D	63-66	1.00	-
D-	60-62	0.67	-
F	Less than 60	0.00	-

Late Assignment Policy

Here is the general policy: In all courses, major assignments lose at least 10% for every day late, minor assignments lose at least 5% for every day late, and any assignment may receive a zero if the teacher has stated this as their policy in the syllabus. Each teacher may add additional consequences for late work in their class.

Morning Lesson Assignments

Morning lesson assignments will be collected or checked, with a corresponding grade or note in the database, throughout the morning lesson. For ninth graders, the teacher will check at least once per week. The frequency of assignment checks will lessen as students get older and become more skilled at time management. Students who continue to struggle with timely homework in the upper grades may have their homework checked on an individual basis or may be asked to work with a homework tutor.

Study Hall

All students will have weekly Study Hall periods, overseen by a HS teacher, wherein they can focus on their weekly assignments. Any student of any grade can request to meet with teachers to get more personalized help, or work independently on school work.

Communication about Late Assignments or Low Grades

Grades for individual assignments will be posted in PWSConnect, so you can look there at any time to see the status of assignment submission and grades. Keep in mind that it

can take teachers up to two school days to enter whether an assignment was late, up to five days to enter grades for minor assignments, and up to two weeks to enter grades for major assignments. In addition to students keeping track of their own assignments via PWSCConnect, the faculty is committed to providing students and parents with a timely Notice of Concern for repeated late work or low grades.

Teachers may email a Notice of Concern to the parents/guardians and Advisor when a student:

- accumulates multiple late morning lesson assignments or track assignments within a single week,
- receives an incomplete during a morning lesson major assignment check,
- fails to submit a major assignment or
- has a C- or lower in the course.

Teachers or Advisors may send Notices more frequently or for other reasons.

Academic Extensions

Minor Assignments: All extensions must be requested prior to the start of class. Email is best, even if you also speak to your teacher because then there is a written record of your request.

Major Assignments: If you are absent or unable to turn in a major assignment, notify your teacher immediately and then complete an **Extension Request Form**. You must have your teacher and advisor sign it and then submit it to the office. The form must be submitted 48 hours prior to when the assignment is due.

Academic Agreement Plans

When you have two grades of D+ or lower or one failing grade at the end of a grading period, the Student Care Coordinator will work with your Advisor and teachers to create an Academic Agreement Plan to share with you and your parents and have you sign. The agreement can include anything that your teachers and/or family believe will support your success. The agreement may include but is not limited to:

- Assigning you to meet regularly with the Student Care Coordinator
- Upon consultation with the Student Care Coordinator and High School Director, may require a learning assessment, tutoring or counseling at parents' expense,
- Reducing extracurricular activities
- Scheduling more regular check-ins between Advisor and student or parents
- Loss of off-campus privileges

If, in the following semester, you again receive two grades of D+ or lower, or one failing grade, or PWS finds reason (such as not complying with the prior agreements), a new agreement will be created with stronger supports and boundaries, and there will be a follow-up meeting with your family to determine best next steps.

Academic Honesty

The integrity of Portland Waldorf High School depends upon your honesty in academic work. Cheating, plagiarism, and misrepresentation or falsification of records or academic work are all violations of the Academic Honesty policy of our school. The following are examples of academic dishonesty. Other actions not listed here may also be considered academic dishonesty.

- **Cheating:** You may not use notes or study aids on a test without the permission of the teacher, copy another's work and submit that work in your own name, or hand in identical or similar papers for credit in more than one class without prior permission from teachers.
- **Plagiarism:** You may not present words, ideas, artistry, or data of another person as your own, including ideas gathered by Artificial Intelligence. This includes copying another's work (including unpublished material) without giving appropriate credit, or presenting another's opinions and ideas as your own. Credit must be given to the sources of opinions and ideas even when you have changed the original wording.
- **Misrepresentation or falsification of records:** You may not change documents affecting academic records, forge signatures or falsify information on an official academic document, grade report, letter of permission, or other official school document.

Any student who engages in academic dishonesty in any form will face the following consequences:

- First instance: fail assignment and parents notified
- Second instance: fail class and parents notified
- Third instance: fail class, parents notified and review by Discipline Committee for further action which may include suspension or expulsion

Written record of an offense will be placed in your student record and will be reported to the High School faculty.

Graduation Requirements

The following graduation requirements represent the minimum credits you must have in these subjects in order to receive a high school diploma from a public school in Oregon.

English	4.00
Social Studies	3.00
Mathematics	3.75 (Alg 1 and above + Math Morning Lessons)
Science	3.00
Other (Art, Health, WL, P.E.)	11.00
Total Credits	24.00

By completing the full curriculum, you will graduate with sufficient credits in these areas, and in some cases more credits. Aside from the excused credits listed in the

following section, students are required to complete the full curriculum. As such, meeting the minimum requirement does not mean that you may then opt out of courses.

When a student fails or misses multiple courses in the same subject, their ability to succeed in more advanced content in the future may be impaired. With this in mind, the family is responsible for asking the teachers of that Department for a list of content that was missed so that the student can either take a make-up class outside of school or study the topics independently to prepare for future courses.

Making Up Credit

A student who fails to meet the diploma requirements will be required to make up the missing credits at the family's expense. The family is responsible for finding an accredited institution that offers the credits needed and must provide information about the institution and course to PWS for approval. Without PWS approval, the credits may not be accepted for the PWS transcript for graduation.

Excused Credits

Students may be excused from taking a class for the following reasons:

1. A student is excused from a course by the Student Care Committee as part of their Plan of Support, usually for the purpose of having study hall or tutoring. The student would typically be excused from World Language, music, or physical education. Students may be required to make up that subject outside of school at the family's expense. Contact the Student Care Coordinator for more details.
2. Students absent for an approved foreign exchange will not be required to make up classes scheduled during their absence unless the Exchange caused them to fall below the state requirement for that subject. Credit for work done abroad is granted on a case-by-case basis with the approval of the faculty.
3. A student who is unable to attend a substantial portion of a class because of an extended, excused absence from school, such as illness or another absence approved by the faculty, may be excused from the class with the consent of the teacher, the student's Adviser, the Student Care Coordinator, and the High School Chair.
4. Transfer students will not be required to make up classes normally taken during a period when the student was not enrolled at PWHS unless the student is lacking enough credits to meet the graduation requirement in a given subject

V. Student Programs

Student Activities is the umbrella organization, overseen by Student Council, which aims to include numerous committees with wide membership to improve the quality of life at PWHS. Talk to your Class Rep or the Student Activities Faculty Advisor for more information or to get involved.

Student Council has the goal of facilitating communication between students, faculty and the community, and of addressing student concerns as well as citizen concerns. It also has the responsibility of facilitating the success of Student Activities. Representatives elected by each class generally meet weekly.

Student Ambassadors support the school by hosting visiting students, assisting at school functions, and representing PWHS at Outreach events. Any student can participate and it is great training for event coordination, customer service, public speaking, leadership, and more. Students must volunteer at least eight hours as a Student Ambassador to receive a certificate of membership.

Clubs are available based on student interest and the availability of a faculty or adult club sponsor. Activities have included Model UN, Culture Club, BIPOC (Black, Indigenous, and People of Color) Club, Genders & Sexualities Alliance, cooking, Eurythmy Troupe, drama, yearbook, bowling, photography, chess, Dungeons and Dragons, and a student newspaper. To learn what clubs are available or to start a new club, talk to the Student Activities Faculty Advisor.

Requirements for Participation

In order to participate in extracurricular activities, a student must maintain regular school attendance and a grade point average of 2.5 in the prior term. All major assignments and morning lesson books in the current term must be at or above a C.

In order to participate in any extracurricular activity on a given day, including competitions or practices, a student must have attended a full day of school that day. The school may give consideration for special circumstances on a case-by-case basis.

Students who must leave school early due to an athletic or other extracurricular event must turn in a completed partial-day absence form prior to departure signed by each teacher whose class will be missed, to the High School Office Administrator. Forms may be obtained in the High School Office. Students are generally not permitted to leave school early to attend sporting events as fans.

Athletics

Portland Waldorf High School teams regularly compete in various sports, including volleyball, basketball, and ultimate frisbee. Sports offerings may be contingent upon student interest and minimum participant requirements.

- A student may participate in more than one sport in a given season with the approval of all coaches involved.
- We require a health history and physical examination every two years, within the first week of practice, for all sports team participation. Contact the Athletic Director if you need a new form.
- An individual user fee is required for sports team participation to help pay for various athletic expenses which are not part of the school's operating budget. User fees vary by sport.
- Requirements for participation: See the previous section: requirements for participation in extracurricular activities.

Service Learning

Each student in Grades 9, 10 and 11 engages in at least 16 hours of community service work with non-profit organizations of their choosing. Grade 12 students complete at least 8 hours of service work with non-profit organization(s), which may be integrated with their Senior Project. One of the goals of the service program is to introduce you to the larger community, for you to meet new people and learn about the amazing work they do. Therefore, over the four years you must increase the number of hours that you serve outside of PWS.

Grading Criteria

- To receive credit, *students must meet all due dates and complete their required projects.*
- Percentage of hours that must be completed outside of PWS:

9th	25% completed outside of PWS
10th	50% completed outside of PWS
11th	75% completed outside of PWS
12th	100% completed outside of PWS

Of course your service at the school is always needed and greatly appreciated, so we hope that you will support the school and other non-profits even after your hours are complete. Your Sponsor is available to assist students, especially ninth graders, in finding service organizations to work with.

Follow these steps before starting your service project:

- Get a Service Proposal form from one of your class sponsors, from the HS Hallway resources boxes, or from the PWSConnect database.
- Complete the form and submit it to your Sponsor no later than the November due date on the form.

- When the Sponsor signs your proposal, it has been approved, so you may begin your service project.
- At the end of the project, have the supervising adult sign your form.
- Submit the completed form to one of your class sponsors no later than the May due date on the form.
- Arrange a time with your class sponsors to present your experience to your class in Class Meeting.
- Hours for a given year may only be completed between the last day of school the previous year and the May due date for that year listed on the form. This means hours can be completed during the summer preceding the school year.

International Exchange

During tenth or eleventh grade, students may spend from six to twelve weeks abroad, typically attending classes at a Waldorf school in a country that speaks the language that the PWHS student has been studying. The student is expected to participate in classes comparable in academic content to those required in PWHS's curriculum. Students are required to complete an application in order to be considered for the International Exchange program. Students should talk with the International Exchange Coordinator at least six months prior to the date the student wishes to travel. The International Exchange Coordinator helps students identify countries that they would like to visit on exchange and arranges matches with international students who wish to initiate an exchange at PWHS.

For more information, please contact the International Exchange Coordinator.

Senior Projects

During your senior year, you participate in an independent study program. You will choose a project of interest to you and submit a proposal to the Senior Project Coordinator. When approved, your course of study is mentored by your Faculty Guide and an outside mentor of your choosing. The Senior Project Coordinator will support you in managing your project throughout its duration, as well as offer opportunities for presentation practice. The Senior Project concludes with a public presentation of your process and the product of the project. An evaluation panel of teachers will listen to your presentation and give guidance and evaluation thereafter. Senior Project Guidelines will be provided to all 12th grade students and offer more detailed information.

Senior Skip Day

The faculty generously allows the 12th grade students to choose one school day to skip school together without consequence. In return, the faculty requires that the students show the same generosity by informing their class sponsors and all of their teachers at least 24 hours in advance so that the teachers can plan their lessons accordingly. If the

planned day is going to be detrimental to a class – for example a public performance is scheduled that involves the 12th grade, then the skip day will not be approved and the students will be asked to select a different date. Class funds may not be used for this activity.

Senior Prank Day

The goal of this tradition is for the 12th grade, in the last months of their senior year, to share some of the spirit, appreciation, humor and creativity they've developed through their years at our school. This time of 12th grade is marked by the seniors creating an experience or prank, for their teachers and younger high school peers. The prank is only sanctioned by the school if the graduates have coordinated with their class sponsors in the following manner: informed their Sponsors of their specific plan, received approval from the Sponsors, are working within the dates and timeframe provided by their Sponsors, and are let into the building and supervised by their Sponsor(s) during the Prank. Anything done in the building or on campus must not damage the grounds and facilities (including glitter) and must not disrupt the ability to hold classes in the physical space. Sponsors (and other faculty) may require that certain spaces be off-limits to this activity. Any damage caused to items, building or grounds during the prank will be billed evenly to the families of the graduates. Class funds may not be used for this activity. No use or incorporation of email or other electronic communication is allowed as part of the class prank.

VI. Student Conduct

Exercising personal freedom within the agreements of this community and showing kindness and respect to everyone in the community are strong values of Portland Waldorf High School. Students, faculty and staff work together in a relationship of respect, trust, and honesty. All of your work and activities should reflect this commitment. Respect extends to all school facilities and property as well as to the property of others in the school community.

The High School faculty assumes that you intend to do your best in all areas of school life, and that any transgression of good conduct is a mistake that you will willingly take responsibility for and strive to learn from. If a student commits an infraction of good conduct, the Accountability Committee assesses the seriousness of the behavior and determines the appropriate consequence. The Accountability Committee strives to help students learn from their mistakes and make amends with anyone they have harmed. Conflicts between two or more students are often not one-sided and therefore students are encouraged to sit together to hear each other's experience, take ownership for their part in the conflict and make amends.

PWS reserves the right to consult the police and legal counsel on any issue and to involve the police for any incident that may be criminal in nature. Nothing in this policy

in any way restricts PWS from immediately suspending or expelling a student, without following the policy and procedures set forth in this handbook, at the School's sole discretion.

Classroom Conduct

- Be on time
- No gum at any time during school hours
- No food, drink or eating unless specifically allowed by the teacher
- Engage in respectful behavior to all
- Honor the Electronics policy at all times (no electronic devices unless specifically allowed by the teacher)
- Do not mark, write on, or otherwise deface the furniture, room, wall, bulletin board or any surface

Students may be sent out of the classroom if they are disrupting the class and are unable to adjust their behavior when it is pointed out. If a student is welcomed back into the classroom and the behavior continues, the student may be sent home for the remainder of the day.

The Student Accountability Committee will review documented behavior reports regularly and determine if a meeting with a student is necessary. A meeting will be called for a single extreme incident or for a concerning recurrence of smaller incidents. Following the meeting, the Student Accountability Committee will inform the student and parents of the incident and any consequence(s), and will file this information in the student's confidential record.

Care of Our Campus

Students, faculty, and staff participate in keeping our campus clean and orderly. Respect for school property and care of our facility and grounds are important student responsibilities. The following is expected of all PWHS students:

- Clean up your desk and leave the room in an orderly state before proceeding to your next class or break
- Clean up and help store class materials at the end of class each day
- Recycle all paper products, cans, bottles, glass, and plastic containers
- Please do not mark, write on, or otherwise deface or damage the furniture, room, equipment, nature or any part of the school property.

Gender Identity

Definition: **Gender identity** is the personal sense of one's own gender. Gender identity can correlate with assigned sex at birth or can differ from it.

Families are asked to provide the student's gender identity and preferred pronouns during admissions and to inform a faculty or staff member if their gender identity changes. If a student informs PWS of a change in their gender identity, the parents will

be informed of this change, but we will strive to work with the student to be part of the process of informing their parents.

Use of Gender Segregated Facilities

High school restrooms and gym locker rooms are shared by students, faculty and staff.

With respect to all restrooms, locker rooms and changing facilities, recording devices (including but not limited to cell phones, cameras, computers, etc.) are not allowed. All sexual behaviors (consensual or not) are not allowed.

With respect to all restrooms, only one student may be in a private stall or room at a given time. Students may not expose their genitalia, nipples or buttocks except in the privacy of enclosed stalls. Students not in the stall may not violate the privacy of enclosed stalls in any way.

Violation of any of these policies will result in serious consequences, including the possibility of suspension or expulsion which goes on the student's permanent record.

In the High School building there are two private restrooms that are fully enclosed with a single toilet and sink. Their doors face into the gendered restrooms. Any student who is uncomfortable using the gendered stalls for any reason may use the private restroom that corresponds with their gender identity.

PWS will strive to incorporate single-user facilities and greater privacy into new construction or renovation, and to assess ways to increase privacy for all students in existing Facilities.

Please see Appendix 3 of this handbook for the text of the document and policy guidance which PWS used in creating this policy.

Overnight Sleeping Arrangements

In an effort to acknowledge the diversity of genders and sexual orientations that exist in our student body, PWHS does not create sleeping groups for overnight events based on gender. Groups are created based primarily on what we believe will create the best social health and social growth in the class, but we incorporate the request of individual students and parents to ensure that students feel safe in their sleeping environment. If a student or parent ever has a concern regarding overnight sleeping arrangements, they should communicate proactively with the teachers in charge or trip leaders.

Dress Code

It is the policy of the Portland Waldorf High School that each student and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). PWS is

responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

Core Values

In relation to student dress, our core values are the following:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- Students have the right to be treated equitably. Dress code enforcement will not create disparities or marginalize any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

Universal Dress Code

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear.

Students may not wear clothing, costumes, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote (illegal or violent) conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;
- Demonstrate hate group association/affiliation and/or use hate speech or derogatory language or images targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material;
- Cover the student's eyes or face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose); or
- Demonstrate gang association/affiliation.

Assembly attire and Dress Code for Attending HS Classes in the Main Building

For the high school, the description "Assembly Attire" refers to the expectation that high school students follow special guidelines for dress when we attend events and assemblies in the main building where we share spaces and hallways with younger students. This also includes

attending any high school class in the main building, visiting the school store, the main office, etc. We are an example to whom the younger students will look.

The goal of this expectation is to honor the dress code of the grade school, which may mean making some changes to ordinary high school dress. A teacher may remind you, though it is expected that you also take responsibility for this awareness on your own.

- Shirts and top layers should cover the torso, including the back, midriff, chest and stomach. Hats are asked to be left in the high school building. Clothing worn in the main building needs to be free of commercial elements (this means free of writing, numbers, advertisements or licensed images, except for Wolf Pack and school-sponsored activities). Larger images permitted in the HS Dress code should be covered when in the Main Building.

Swearing & Derogatory Language

It is not appropriate for students to swear or use derogatory language during school hours or on school property unless it is in the context of academic instruction with teacher approval (e.g., reading a poem or quotation).

Consequences

Swearing at a person: You will be sent home immediately, followed up by a meeting with the Accountability Committee to determine an appropriate course of action.. Repeated offenses could result in suspension or expulsion.

Swearing in casual conversation

- 1-2 times - reminder and note on Behavior Report.
- 4 times - Parent informed
- 5 times - Restorative Work.
- More than 5 times - Meeting with Accountability Committee & Parents
- Continuation or inability to correct behavior can lead to suspension or expulsion.

Public Displays of Affection

We strive to create a friendly, comfortable and inclusive social environment in our high school. Holding hands, hugs and kisses on the cheek are universal signs of friendship and affection toward another person. Public displays of affection that can create an uncomfortable or exclusive atmosphere are *not allowed* on campus or during school hours. If behaviors are deemed exclusive, faculty will ask the students to stop. Teachers will remind students that this sort of affection is not allowed in school the first few times, and will call a meeting with the students and their parents if the behavior persists.

Personal Belongings and Lockers

In order to present an orderly appearance in the hallways and to comply with safety requirements, you must store all personal belongings in your locker or on a backpack hook during class time. Musical instruments may be stored in the Music Room. Any other items which do not fit in your locker should be carried to your classes or stored in an approved area with the permission of the High School Office Administrator.

Items left in the hallway will be placed in the HS Lost and Found.

You are assigned a locker at the beginning of each academic year and you are responsible for upkeep and care of your locker. Lockers may not be defaced or treated carelessly. If you choose to lock your locker with a combination lock, you are required to provide a copy of the lock combination to the High School Office Administrator in case of emergency or concern about locker contents. PWS is not responsible for items you bring to school, so please protect them as you see fit. Lockers are under the jurisdiction of school personnel and can be searched at any time if deemed necessary.

Lunch

You will need to bring lunch and a snack for the school day, unless you have off-campus privileges. All students are allowed to use the refrigerator and microwave, space permitting. A limited supply of plates, cups, and eating utensils is available in the HS kitchenette, but students are asked to bring their own plates and cutlery whenever possible. You are responsible for washing your own dishes and keeping eating areas clean.

Other Behaviors

Some behaviors that are not listed elsewhere in this handbook that could involve discipline include: failure to do one's clean-up task, rudeness, disobedience, excessive arguing, or lying.

During school hours, students may not be in closed spaces, without visibility, unless by a teacher's permission

Electronics Use

PWHS is an educational community which thrives on person-to-person interaction among students, teachers, and staff. Our electronics use policy is designed to foster a humane educational environment and community for all students and their teachers.

All personal electronic devices — including cell phones, headphones, personal laptops, music listening devices and Smartwatches — must be in the student's locker or bag while on campus during the school day (8:30 am to 3:30/3:45 pm). Computers may be used in class at the teacher's discretion.

Please note that students are expected to turn cell phones and personal electronic devices off while at school. If an urgent communication need arises during the school day, students may use the HS Office phone or verbally request to retrieve their cell phone and make a call in the HS Office. Parents can reach students by calling the HS Office at (503)654-2200 ext 218 and asking to either relay a message, speak directly with the student, or have a call back from the student. If students need to use their cell phone after the school day has ended, they can do so in the parking lot behind the High School. (as opposed to the greater campus areas shared with the lower grades students.)

Beyond the circumstances stated above, phones and electronic devices that are used inappropriately during school hours will be confiscated and held in the HS Office until the end of the day. If the policy is persistently not honored by a student, the Accountability Committee will work with both the student and parents to support the necessary change.

Generally, we ask that students take care of charging their personal electronic devices at home. Charging devices for the purpose of transportation or emergency situations may be permitted in the office at employee discretion.

*Only students with a pre-approved accommodation to do so may, with teacher permission, listen to music during study hall or work-time — using headphones connected to their computer, their personal dedicated music player, or their mobile phone. However, they may not access any other functions or features on their device such as access to the web, social media (including texting) games, email, photos, additional apps that are not directly related to class. Students with this accommodation are expected to honor these rules conscientiously, and failure to do so may result in the temporary or permanent revoking of this accommodation.

Laptops and Personal Computer Devices

It is not required for students to own a personal laptop as the school has a set of Chromebooks that students can borrow from during the school day. That said, PWS does not have enough computers for every student in the high school, so it is recommended to purchase your own computer if possible. It will eventually be necessary for students to have access to a computer outside of school since teachers may require multi-draft papers to be typed as an assignment.

When you use a school computer, you must return it to the computer cart in the HS Office when done, and you may not leave your work on a school computer, nor alter in any way the set-up and configuration of the computer, without explicit and direct permission from a teacher. Use of a proxy server on a personal computer is not allowed at school.

Students may use their personal laptop in any class or lunch study hall if the teacher gives permission, but laptops will be confiscated and held in the office until the end of the day if they are misused. Parents should keep in mind that their student will be bringing their computer to school and storing it in their locker or back-pack at their own risk. The school is not responsible for lost or damaged personal computers.

Students are responsible for printing papers at home. While the school has one printer that students are allowed to use for academic papers, students are responsible for making sure their paper is printed before the start of class. If for any reason the school printer is not available or out of order, the student is still responsible for submitting their paper on time, so plan ahead. Computer and printer problems are generally not acceptable excuses for late work. Work may not be turned in electronically (in lieu of physical format) without express permission from the teacher.

Students with particular learning differences who may benefit from heightened computer use should communicate with the Student Care Coordinator.

Restricted Items

It is a felony to possess a firearm in a private school building (Or. Rev. Stat. §166.360 and 166.370.) You are not permitted to bring or use the following items on campus, except as provided by the school and used under the direct supervision of a teacher: fire igniting equipment such as matches, lighter, or lighter fuels; aerosols; flammable substances; weapons or toys such as knives or guns. You are not permitted to bring or use any illegal items or substances on campus. The school reserves the right to suspend or expel anyone for serious transgression of this policy.

An exception is made for knives made in blacksmithing or brought to school because of wilderness trip preparation. These knives must remain in lockers or be securely packed with other trip gear and should not appear in the hallway, classrooms or at any time outside of teacher sanctioned use.

Skateboards, Rollerblades, etc.

Skateboarding, blading and similar activities are prohibited on campus between the hours of 8 am and 5:30 pm on school days. At other times, skateboarding is permitted on sidewalks and paths only, and restricted from other areas due to the potential damage done to stairs and curbs.

Parking Policy

We encourage PWHS students to take public transportation whenever feasible, not only to reduce our collective carbon footprint, but to reduce the pressure on our limited parking facilities. Students who drive to school may park in either the Monroe Street or Harrison Street school parking lots, in any open, non-reserved spaces. Students are expected to obey neighborhood parking restrictions and to be considerate of the people who live or work on the street on which they are parked.

PWS strives to be considerate to our neighbors, and we are committed to traffic safety in our community. As you are a member of that community, we need your conscientious collaboration. We request that everyone be particularly mindful in making our parking and drop-off/pick-up process not only courteous but safe for our arriving and departing students, families and our Milwaukie neighbors each school day.

Campus Boundaries

Campus boundaries are Monroe Street, 21st Avenue, Harrison Street, and ten feet west of the railroad and light rail tracks (students may not go on the train tracks nor the gravel surrounding it).

High School Open Campus Policy

PWS is not responsible for students' safety during off-campus snack and lunch breaks. The faculty expects PWHS students to follow school rules and be a positive representative of PWS while off campus. If students are seen or reported misbehaving, an investigation will follow with appropriate consequences. Off-campus privileges can be revoked at any time at the discretion of the faculty for academic or disciplinary reasons with one day's notice. The policy is as follows:

Leaving Campus

Beginning in 10th grade after the conclusion of the first quarter, students in good academic standing with written parental permission may walk off campus during snack and lunch times. It is a privilege gained from responsible behavior both academically and socially. After two tardies to the class after snack or lunch, off-campus privileges may be suspended for that individual until the Accountability Committee restores the privilege. After the first semester, the number of tardies will revert to the general tardy policy, and will still be assessed by the Accountability Committee. Any student who must leave campus at any other time must have permission from the High School Office before leaving.

Students are not supervised when they are off-campus at lunchtime. Parents are asked to sign a permission form for off-campus privileges every year.

Automobile Use

Seniors who meet all the appropriate criteria, and whose parents have submitted the permission form, are permitted to drive or ride off campus by car during snack and lunch breaks. Open Campus offers only snack and lunchtime privileges, and does not grant permission to leave campus at other times for other reasons.

Students in Grades 9, 10 and 11 are not allowed to drive themselves off campus or ride as passengers in cars driven by other students during regular school hours, without special permission from the High School Office Administrator.

Consequences

Leaving campus without written permission on file, while off-campus privileges are suspended, without properly signing out, or at a time other than scheduled lunch breaks will result in a meeting with the Accountability Committee which will determine consequences. This violation will likely result in suspension of the student's off-campus privileges for a period to be determined, and could result in suspension, which will go on the student's permanent academic record.

Community Health

The High School faculty needs you to partner with us in creating and maintaining a healthy social environment in the school. We encourage and rely on your personal initiative towards social responsibility and responsiveness to your inner moral convictions. If you know of someone being harmed and don't report it to an adult, that person might not get the help they need.

The faculty is committed to promoting a spirit of social inclusion where each person is accepted and respected and where negative, harmful behaviors such as student-to-student teasing and bullying are quickly addressed.

Accountability Committee

School rules are designed to support our community in showing respect to each other and to our school property. When a student intentionally disregards school rules, they are causing harm to others or the facilities in varying degrees and therefore need to be held accountable for accepting responsibility, making amends, and restoring the health of the relationships or facilities that were damaged. This accountability is important in supporting a safe and respectful school environment. To manage this important work, we have an Accountability Committee, composed of high school faculty, which oversees the investigation of misbehaviors and decides what consequences will best support the student and community in healing and learning from the experience.

Accountability Philosophy

The focus of the decision-making process is always the question "what is best for the students in the context of the school environment?" We make these decisions using as much information as we can gather in a reasonable time. Much of this information is about particular students and is not shared with anyone but the parents of the student involved. Every decision we make is in the spirit of learning. We choose from a wide range of consequences depending on the nature of the error or infraction, the context, and the needs of the students involved. The consequences chosen for infractions are held in strict confidence by the school.

Behavior Report

In each class, teachers keep a log of attendance, late homework, and class behavior. This information is shared via notices on PWS Connect. These notices, shared with advisors, teachers and parents, help to identify patterns that may need support from your advisor or teacher. Your advisor can follow up with you and your parents as needed.

Possible Consequences

- **Meeting** with the other people involved
- **Apology** to other people involved
- **Writing:** For example, a student may be asked to write a reflection on the situation, or do research on the behavior they demonstrated (i.e. sexting, marijuana use, etc.)
- **Education** about how your behaviors can be harmful to you, how they can hurt others, and how to avoid doing those behavior again
- **Loss of Privileges** such as off-campus privilege, participation in athletics, attendance at after-school events, etc.
- **Restorative Work:** See Appendix 3 on page 86.
- **Out-of-school professional help** (e.g. assessment, counseling)
- **Send Home** is when a student is asked to return home if it is in their best interest or that of other students and/or the school. A parent or guardian will be notified immediately. Any situation in which someone is sent home will be reviewed by the Accountability Committee and may result in a suspension. A send home is not recorded in the student's permanent file.
- **In-school Suspension** is time spent at school, not attending classes and not interacting with peers. Often this time is combined with writing or Restorative Work.
- **Out-of-school Suspension** is time spent at home, not attending classes. Often this time is combined with writing or Restorative Work.

The committee will determine how long a suspension will be and under what conditions the student will be allowed to return to classes. Members of the Accountability Committee will subsequently meet with the student, their parent or guardian and the student's Advisor before the student's re-entry to school. Suspension will be recorded in the student's permanent file.

Grounds for a suspension include, but are not limited to:

- Any Aggressive Behaviors as defined in this handbook
- Leaving campus without permission (see Campus Boundaries section).
- Smoking on school grounds at any time, or off-campus during school hours

- o Use of or being under the influence of an illegal substance during school, on campus or during school events
- o Being dishonest: lying, stealing, cheating, or plagiarism
- o Vandalism or destruction of school property
- o Not attending a scheduled class or required school event without first obtaining permission to miss the class or event
- o Being present in building after hours without supervision or permission
- o Possession of firearms, weapons of any kind, or explosives
- o Use of obscene, inappropriate or anti-social language
- o Fighting, physical violence, or any kind of psychological intimidation
- o Loitering on railroad land, jumping on trains, or related behavior

Referral to Police: For any behavior that may be criminal in nature and any aggressive behaviors (especially of a sexual nature or cyberbullying), PWS may involve law enforcement. In general, the police are an important partner in keeping our students and community safe and PWS may consult with the police regarding incidents that threaten the safety of students or the community.

Probation/Behavior Contract: A signed contract between a student, their parents or guardians and the school that exists for a designated period of time.

Expulsion: Portland Waldorf School reserves the right to expel a student given the following circumstances:

- o The student's behavior is destructive to the life of the school or the student does not willingly abide by the rules of the school.
- o The faculty determines that the student's presence poses a threat to the emotional or physical safety of others or self.
- o A probationary contract is violated or unfulfilled.
- o A suspension is not successfully resolved.

Mandatory withdrawal may be required for a student who is not academically or socially suited to the curriculum or the school.

Nothing in this policy in any way restricts the School from immediately suspending or expelling a student, without following the policy and procedures set forth above, at the School's sole discretion

Non-discrimination Policy

PWS is committed to equal opportunity for all students and all staff and endeavors to provide an environment at its facilities wherein human dignity prevails.

It is PWS policy that no one shall be treated differently, separately, or have any action directly affecting him or her taken on the basis of race, religion, national origin, marital

status, sex, sexual orientation, gender identity, or disability where a person is otherwise qualified or could be with reasonable accommodation. It is our fundamental principle that every person is entitled to be treated with dignity and to be evaluated on their skills and abilities without regard to their immutable characteristics. PWS will make reasonable accommodation for religious beliefs. Discrimination means treatment that reflects prejudice or differential treatment on a basis other than individual merit.

Any employee, student, or parent who believes he or she is being subjected to discrimination, or who witnesses an incident of discrimination, should immediately report it to High School Leadership. If appropriate, High School staff will help with direct communication. If the issue is not adequately resolved, or direct communication is not appropriate, the issue will be brought to the School Director so that the matter can be promptly investigated and appropriate action taken in accordance with the procedures for investigating incidents of harassment, intimidation, and bullying.

Aggressive Behavior

This section is focused on aggressive behavior from one person to another that is inappropriate and unacceptable in the Portland Waldorf School community, all of which will be referred to as “aggressive behaviors” for the rest of this document. PWS can address incidents at school events. We rely on parents and students to address incidents outside of school, including those occurring through texting, chats, social media, etc. Most policy infractions occurring at school will be addressed by the faculty and High School Accountability Committee, but other school administrators and possibly the police may be involved in addressing violations of the aggressive behaviors policy. Aggressive behaviors that occur based on ignorance, thoughtlessness or conscious intent are against the ideals of social inclusivity and mutual respect that are among the underlying principles of social relations at PWS. If aggressive behavior arises, it will be addressed, with the goal of stopping the behavior and diffusing the causes and underlying social dynamics that lead to it.

In almost all cases other than those involving allegations of sexual assault, both the aggressor and the victim will be asked to meet together in person with a PWS employee as facilitator to hear the other person’s experience and feelings and to try to find a mutually acceptable resolution.

Please turn to Appendix 5 of this handbook for detailed definitions of types of aggressive behavior, including bullying; harassment; hate speech; physical violence; unintentional aggressive behaviors; and sexually aggressive behaviors.

Consent

PWS takes all forms of sexually aggressive behaviors very seriously. It is the expectation that any romantic or sexual contact between students shall be based on mutual consent. If there is not clear and mutual consent, the behavior may be treated as sexually aggressive behavior in violation of school policy. Consent is a clear and

unambiguous agreement, expressed outwardly through mutually understandable words or actions, to engage in a particular activity. No response is not consent. Consent can be withdrawn by either party at any point. Consent must be voluntarily given and may not be valid if a person is being subjected to actions or behaviors that elicit emotional, psychological, physical, reputational, or financial pressure, threat, intimidation, or fear (coercion or force). Consent to engage in one activity, or past agreement to engage in a particular activity, cannot be presumed to constitute consent to engage in a different activity or to engage again in an activity. Consent cannot be validly given by a person who is incapacitated.

Addressing Aggressive Behavior

Individuals who believe they have been a victim of, or are aware of aggressive behaviors occurring at school, should immediately report the alleged incident to a Portland Waldorf School administrator or faculty member. In all situations of aggressive behavior, the School Director will be notified immediately and will manage the investigation, decision making, and reporting following the philosophy and procedures described in this handbook. Nothing in this policy requires the school to respond in a specific way.

Consequences for Aggressive Behaviors:

See, "Possible Consequences" under previous Behavior Report heading

Process for Reporting Aggressive Behavior

See the subsequent section,, "Reporting and Investigation"

Nothing in this policy in any way restricts the School from involving police or immediately suspending or expelling a student, without following the policy and procedures set forth above, at the School's sole discretion.

Alcohol, Drug and Tobacco Policy

Overview

The use of alcohol, drugs and tobacco, including the use of prescription medications (referred to as substances in this handbook) in any manner or by any person other than in accordance with how the prescription medication has been prescribed hinders the development of the very capacities we guide our students to develop. In healthy human development, the young person's well-being, social awareness and active thinking enhance and sustain one another. As Waldorf teachers, our work can be effective only when all of these qualities are nurtured. For adolescents especially, these substances are physically debilitating, socially destructive and damaging to the subtle process of perception and thought. In addition, they can lead to substance dependence. We believe it is incumbent upon the entire school community to promote the health and well-being of the young people in our care. The school reserves the right to inform high school faculty of a concern about student use of substances as necessary and as in the best interest of the student and the school.

Cause for Investigation: Since substance use does not usually appear in concrete terms in school, PWS reserves the right to take the actions described below based on teacher observations that raise concern or based on credible reports from other students and parents, even if those reports are anonymous. We believe this is the best approach to support healthy choices in our student body by taking a strong stance against substance use as a school. The goal of this process is to provide support and consequences in a fair and thoughtful manner that protects the whole community and each individual. If a student is ever found to be knowingly falsely accusing another student they will be subject to discipline, up to and including expulsion.

The Accountability Committee will investigate any concerns or reports as described above.

Self-Disclosure: If during the investigation a student discloses that they are using substances,

- Their parents will be informed
- They may be asked to get professional support care at the parent's expense
- They are unlikely to be given discipline consequences (see more specific situations below).

Denial of Use: If during the investigation the student denies use,

- The parents will be informed
- If the school determines that there is still reasonable suspicion, the school may require a urinalysis.
- The student may be asked to get professional support care at the parent's expense
- The student will be given discipline consequences if the urinalysis comes back positive for substance use.

Support vs. Accountability Procedures

The school's response to non-adherence to substance use policies is generally two-fold: support for ending substance use or support combined with accountability follow-up, depending on the individual situation. Nothing in this policy requires the school to respond in any specific way nor restricts the school's right to expel a student at any time for any legal reason. The school reserves the right at any time to require a student to undergo an outside evaluation.

Accountability Procedures: Consequences span a range starting with a conversation with teachers, reporting to parents and potentially requiring professional treatment (at the parents' expense), research and writing, loss of off campus privileges, loss of participation in performances, athletics or other school-sponsored activities, doing Restorative Work, suspension, and potentially expulsion. Consequences are decided

based on what the faculty feel is best for the wellbeing of the student and the rest of the student body, which varies from situation to situation.

Urinalysis: If students are asked to get a urinalysis under the conditions described below, parents will be asked to pick up their student immediately from school and take them directly to a clinic for a urinalysis. Parents will be asked to have the clinic share the results directly with the school. While we recognize that this request can feel punitive and invasive, it is the only way for the school to have more concrete information when a student doesn't self-disclose. Requiring urinalysis means that it is always in the student's best interest to self-disclose if they have used substances.

The seriousness of consequences for substance issues increases when the student or parent is uncooperative with the intervention or accountability process, when substance issues come up multiple times, and/or when the substance use impacts the school day or endangers the wellbeing of the student or other students.

Prescription Drugs

If a student is taking prescription drugs at school, the High School Office Administrator and the student's Advisor must be notified by the parent. In most cases, the drugs are to be held in the Main Office, with a specified school employee monitoring their use.

Tobacco Use & Vaping

Private schools may not permit persons under 18 to possess tobacco products while present on school grounds unless lawfully prescribed (§339.883). Smoking is prohibited on the PWS campus at all times, off-campus during school hours, and is prohibited at all school-sponsored events. Students who are 18 must also observe this prohibition and will be subject to action from the Accountability Committee. Students who are in violation of the prohibition against smoking will be subject to accountability procedures.

Reporting and Investigation

Mandatory Reporting

All faculty and staff are required by law to report to the Department of Human Services (DHS) and/or the police (DHS & Police share with each other reports they receive) if they learn that a student is being harmed or is in danger of being harmed.

If we know the identity of the student victim then we are required by law to report the identity of the student victim, the reporting student (if known and different from the victim) and the accused student (if known).

PWS also reports all harm or danger of harm of a student to that student's parent/guardian. PWS faculty and staff will always strive to inform the student of upcoming conversations with the student's parent/guardian prior to speaking with the parent/guardian, and will often invite the student to speak to their parent/guardian first if they wish.

Aside from reporting to DHS/police, we will respect the request of the victim and reporting student to remain anonymous during any in school investigation to the best of our ability. When the alleged victim wishes to remain anonymous and/or is not willing to sit with the accused student, PWS's ability to further investigate an issue may be limited. We will always strive to support the victim and reporting student to the fullest extent possible. See Appendix 7 of this handbook for referrals to organizations outside of PWS that can help students.

Confidentiality and Its Limits

The utmost discretion will be used, consistent with the requirements of the law, in the conduct of the investigation. The identity of the student, employee, or parent making the complaint, as well as the identity of the victim and the individual accused, will be kept confidential to the greatest extent possible while following legal guidelines. The names of people involved will not be shared with other people involved unless the person gives permission for their name to be shared. That said, the school will almost always request that the people involved be willing to come together to find resolution together. If the people involved are not willing to come together, the ability of PWS employees to facilitate resolution and provide appropriate consequences will be greatly hampered and, in some cases, impossible to carry out. In cases involving sexually aggressive behaviors, the students will not be expected to come together if either student is reluctant or feels unsafe to do so. In such situations, PWS will provide support to both students and continue to investigate the situation in accordance with this policy and any legal counsel.

Investigation Procedure

Please See Appendix 6 of this handbook for a detailed description of the investigation procedure.

If conflicts of Interest arise with the School Director, or if you believe the School Director is not following school policy regarding the matter you've reported, you should report to [the Board Chair](#). If you have questions or concerns about the school policy that are not adequately addressed by the School Director, please bring your concern to your advisor or class sponsor, and they will support the articulation of next steps. For more information regarding the School's policies in this area, students are encouraged to meet with an administrator of their choice.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate consequences. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of this policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, a person found to knowingly report or corroborate false allegations will be subject to appropriate consequences.

In the event a complaint of harassment is found to be false or otherwise without a reasonable basis, appropriate disciplinary measures may be taken against the student or employee who brought the complaint. While this is in no way intended to discourage any employee or student who believes he/she has been the victim of harassment from bringing a complaint, PWS recognizes that a charge of harassment can cause serious damage to the reputation and personal character of the accused.

Nothing in this policy requires the school to respond to incidents in a specific way.

VII. Administrative Matters

Building Hours

Building hours are 8:15 am to 4:00 pm. The building is locked at 4:00. Students may remain at school if supervised by an adult employee of the school during club meetings and other activities. PWS can assume no responsibility for supervision of students before and after school hours except at regularly scheduled and supervised activities. For your safety and for campus security, no students should remain on campus without being supervised by a faculty or staff member.

Snow and Emergency Closures

Decisions about school closure due to weather or other emergency situations will be made by 6 am. Closures will be communicated to families through text message, and will also be posted on our website and included in our recorded phone message.

We ask that students complete electronic assignments during emergency closures for snow, smoke, etc. Teachers will have the option to email or post electronic assignments to families on such days and will do so by 9 am. Students should check PWSConnect and/or their PWS email accounts after 9 am and have their student complete those assignments by the date indicated in the e-assignment. Students will be held accountable for this work being complete and turned in by the stated deadline, barring any extenuating circumstances (to be communicated to the teacher at the earliest opportunity).

Medications

Portland Waldorf School does not carry any medication. In order for your child to receive medication, it must be provided to the school. Medications can be dispensed by the Main Office only if the appropriate instructions and permission form are completed in PWSConnect. Parents are required to complete this form in August each year. Please call the High School Office or the Main Office if you wish to update those instructions.

Visitor Policy

All visitors are required to notify the High School Office and obtain prior permission from the High School Office Administrator. The faculty discourages visits that are not arranged through the Admissions Office. An occasional visit by a friend of a student may be considered when that student has obtained written permission from the High School Office Administrator and each of the teachers whose class the visitor is planning to attend. Forms for this purpose are available in the High School Office.

Policy and Procedure Change

Portland Waldorf School reserves the right to change the policies and procedures described in this handbook at any time.

Appendices

Appendix 1: HS Faculty and Staff Contact Information

Name	Department or Title	Email Address
Bates, Jeremy	Mathematics Grade 9 Sponsor	jeremy.bates@portlandwaldorf.org (503)654-2200 Extension
Bell, Conor	Outdoor Program Coordinator	conor.bell@portlandwaldorf.org (503)654-2200 Extension
Berg, Virginia	Humanities	virginia.berg@portlandwaldorf.org (503)654-2200 Extension
Birnie, Thomas	German	thomas.birnie@portlandwaldorf.org (503)654-2200 Extension
Casey, Shannon	Science Grade 12 Sponsor	shannon.casey@portlandwaldorf.org (503)654-2200 Extension
Chou, Teresa	HS Office Registrar & IT Manager	teresa.chou@portlandwaldorf.org (503)654-2200 Extension 217
Churchill, Nina	HS Director, Humanities, Fine Arts	nina.churchill@portlandwaldorf.org (503)654-2200 Extension
Daulter, Tim	Science, Mathematics\ Grade 10 Sponsor	tim.daulter@portlandwaldorf.org (503)654-2200 Extension
Giametta, Rochelle	Student Care Coordinator; Life Skills	rochelle.giametta@portlandwaldorf.org (503)654-2200 Extension
Grass, Alyssa	HS Office Administrator	alyssa.grass@portlandwaldorf.org (503)654-2200 Extension
Katzman, Jeff	Handwork	jeff.katzman@portlandwaldorf.org (503)654-2200 Extension
Kearis, Matthew	Humanities, Guitar Grade 11 Sponsor	matthew.kearis@portlandwaldorf.org (503)654-2200 Extension
Kimes, Millie	Mathematics Grade 9 Sponsor	millie.kimes@portlandwaldorf.org (503)654-2200 Extension
Maher, Kelly	Humanities Grade 10 Sponsor	kelly.maher@portlandwaldorf.org (503)654-2200 Extension
Myers, Thomas	Applied Arts	tom.myers@portlandwaldorf.org (503)654-2200 Extension
Redner, Aaron	Music Director	aaron.redner@portlandwaldorf.org (503)654-2200 Extension
Rogers, Jeannie	Senior Play Director	jeannie.rogers@portlandwaldorf.org
Rosales, Justice	Movement, Athletic Director, Grade 12 Sponsor	justice.rosales@portlandwaldorf.org (503)654-2200 Extension
Rem, Sarah	Eurythmy, Senior Projects, Grade 11 Sponsor	sarah.rem@portlandwaldorf.org (503)654-2200 Extension
Sommerville, Joshua	Choir	joshua.sommerville@portlandwaldorf.org (503)654-2200 Extension
Umanzor, Isabel	Spanish, International Exchange	isabel.umanzor@portlandwaldorf.org (503)654-2200 Extension
Ye, Guodong	Mathematics, Mandarin	quodong.ye@portlandwaldorf.org (503)654-2200 Extension
Zinn, Christopher	Humanities	christopher.zinn@portlandwaldorf.org

Appendix 2: Restorative Work

School rules are designed to support our community in showing respect to each other and to our school property. When a student intentionally disregards school rules, they cause harm to others or the facilities to varying degrees. With this in mind, we have created a monthly time for students to do Restorative Work to allow students to improve the school in some way to make amends for the harm they have done. The work will be in direct relation to the inappropriate behavior whenever possible, but when a logical consequence is not available, the work will involve physical repair and improvement of our facilities and grounds. This accountability is important in supporting a safe and respectful school environment.

Restorative Work will be scheduled during the first week of the month. Dates and times will be posted and communicated to the students and parents directly from the Accountability Committee. All other commitments must be canceled for that hour. Missing Restorative Work without a valid reason provided by the parent will result in two hours of Restorative Work the following months. If a student acquires multiple hours of Restorative Work, a work date will be scheduled during a school break to give back in a more substantial way. If Restorative Work hours have not been completed by the last day of school, the student will be required to do work over the summer or hours will be added to the student's community service requirement, depending on which arrangement is easier for school staff. If the student is in the 12th grade, they must complete hours before getting a diploma.

The Accountability Committee may assign Restorative Work whenever they feel it is an appropriate consequence for behavior, and they might combine Restorative Work with other consequences.

The following common policy infractions automatically result in Restorative Work as shown below:

- **Tardy:** After 3 times being tardy, a notice will be provided to the Advisor and parents. After the 5th tardy to class, the student will be given an hour of Restorative Work, and an hour of restorative work for every 5 tardies thereafter.
- **Gum chewing, foul language, minor disruptions:** 3 = Advisor and parents notified. 5 = restorative work. Every 3 thereafter = Restorative Work.
- **Cell phone use during school hours and incidents of not following tech policy:** 3 = Advisor and parents notified. 5 = restorative work. 6 = Phone must be turned in at the office daily, and restorative work for every confiscation thereafter.
- **Skipping class:** The student will meet with the Accountability Committee; student will be assigned Restorative Work after the first skipped class and possible suspension thereafter.
- **Damage to school property:** The student will meet with the Accountability Committee; student will be assigned Restorative Work after the first instance of property damage, and possible suspension thereafter.

Parents and students will be notified of the Restorative Work date via email the week prior to the Restorative Work day.

Behavior incident tallying will start over with a clean slate at the beginning of each school year except for plagiarism and cheating, aggressive behavior and suspensions. These are part of a student's four-year record.

Appendix 3: Gender Segregated Facilities - Policy Guidance

Following is the document used in creating our policy with regard to use of gender segregated facilities.

“With respect to all restrooms, locker rooms, or changing facilities, all students shall have access to facilities that correspond to their gender identity. Schools may maintain separate restrooms, locker rooms or changing facilities for male and female students, provided they allow all students equal access to facilities that are consistent with the student’s gender identity.

Students, including non-binary students, should determine which facilities are consistent with their gender identity. Any student who is uncomfortable using a shared gender-segregated facility, regardless of the reason, shall, upon the student’s request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a secure privacy partition (not a curtain), provision to use a nearby private restroom or office, or a separate changing schedule.

Such alternatives shall only be provided to a student upon that student’s request. Requiring a transgender or gender nonconforming student to use a separate space against their wishes threatens to stigmatize the student and disclose their transgender status to others.

Under no circumstances may students be required to use gender segregated facilities that are inconsistent with their gender identity. Schools shall designate all facilities designed to be used by only one person at a time as accessible to all students regardless of gender. However, under no circumstances shall a student be required to use a single-user facility because they are transgender, non-binary or gender nonconforming.

Policy Guidance: Legal and Civil Rights Foundation

This policy guidance is based on civil rights protections established in the Oregon Equality Act (2008) and on *Parents for Privacy, et al., v. Dallas School District No. 2, et al.*, (2018):

“Forcing transgender students to use facilities inconsistent with their gender identity would undoubtedly harm those students and prevent them from equally accessing educational opportunities and resources. Such an injunction or District policy would punish transgender students for their gender nonconformity and constitute a form of sex-stereotyping... the Oregon Court of Appeals has held that denying access to public accommodations because someone is transgender violates Oregon public accommodations law. A policy that segregates school facilities based on biological sex and prevents transgender students from accessing facilities that align with their gender identity violates Oregon law.”

Marco A. Hernandez

District Judge

U.S. District Court for Oregon

July 24, 2018”

(Adapted with gratitude from the TransActive Gender Project at Lewis & Clark Graduate School of Education & Counseling)

Appendix 4: Definitions of Aggressive Behaviors

Types of Aggressive Behaviors

The following are types of aggressive behaviors that are prohibited at PWS.

Bullying is aggressive, non-consensual behavior that is severe or repeated over time, and that causes someone else emotional, physical or psychological discomfort or harm and involves a real or perceived power imbalance. According to the United States Department of Education (USDOE), www.stopbullying.gov/whatis-bullying/definition/index.html, bullying generally involves the following characteristics:

- o An Imbalance of Power: Students who bully others use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- o The Intent to Cause Harm: Determining the intent of an individual who demonstrates bullying behaviors may not be possible. The perception of the person who is the target of those behaviors will also be considered.
- o Repetition: Bullying behaviors generally happen more than once or have the potential to happen more than once. However, one instance of bullying can be sufficient to violate this policy.

Bullying can take different forms, including:

- o Physical bullying: using physical force, aggression or the threat of physical harm against another person (e.g. hitting).
- o Verbal bullying: using words to verbally attack someone (e.g. name-calling).
- o Social/relational bullying: trying to hurt someone through excluding them, spreading rumors, or ignoring them.
- o Cyberbullying: using electronic media (e.g. texts, email, social media, YouTube) to threaten, embarrass, intimidate, or exclude someone, or to damage their reputation (e.g. threatening someone in a text, posting a picture of someone on social media without their permission, posting something (true or false) about another person).

Harassment is bullying behavior that is in part based on or motivated by a person's protected class, including but not limited to race, color, religion, sex, sexual orientation, gender identity, national origin, economic status, or disability.

Hate Speech is speech expressing hate of a specific group of people, calling another person an offensive or demeaning name, or using racial or ethnic slurs.

Physical Violence is an act attempting to cause, or resulting in, pain and/or physical injury.

Unintentional Aggressive Behaviors Individuals might unintentionally act in a manner that others experience as aggressive behavior. Attempts to justify such behavior as a 'prank' or 'joke' do not change its aggressive nature if the behavior has caused someone else emotional, physical or psychological discomfort or harm.

A. Types of sexually aggressive behaviors

PWS takes all forms of sexually aggressive behaviors very seriously. Following is a definition of some forms of sexually aggressive behaviors:

- o Sexual Harassment is unwelcomed sexually suggestive movements, speech, notes, gifts, touch, or other unwanted sexual advances or other verbal or physical sexual actions, either one time or repeated over time.
- o Sending sexually explicit text messages or emails: sending, receiving, or forwarding sexually explicit messages, photographs, or images of oneself or others to others, typically using cell phones or other technology.
- o Sexual Assault is subjecting the victim to sexual touching without their consent. These crimes can range from non-consensual kissing or touching in a sexual manner to attempted rape or rape.
- o Rape is sexual penetration of another person, with any object, without their consent.

Examples of sexually aggressive behaviors that are prohibited at PWS, PWS events and on social media, including through the use of technology (this is not an exhaustive list):

- o Talking about your body or someone else's body in a sexual manner in school or over social media.
- o Sexually suggestive gestures, movements, actions in school or on social media.
- o Describing in school or over social media to a student what sexual acts you want to do to them or want them to do to you.
- o Touching another student's body in a sexual manner. Exposing one's body without a top or bottoms.
- o Exposing one's genitals, nipples or buttocks.
- o Looking at pornography in school.
- o Requesting a photo of someone without their top or bottoms, or of their genitals, nipples or buttocks.
- o Keeping a photo of someone without their top or bottoms, or of their genitals, nipples or buttocks.
- o Showing or sharing photos/videos with other people of another person who does not have on their top or bottom or are exposing their genitals, nipples or buttocks.
- o Gossip of a sexual nature, including lies or speculation about another person's sexual activity or sexual orientation.
- o Displaying sexually explicit drawings or vandalism.
- o Making inappropriate jokes of a sexual nature.
- o Making unwanted or offensive sexual gestures to another student.
- o Making unwanted physical contact with another person in a sexual manner.
- o Stalking.
- o Making unwanted or offensive sexual advances.
- o Sexual assault of another student.
- o Falsely accusing another student of sexual behaviors.

Appendix 5: Responses to Cases of Reported or Suspected Substance Abuse

Outside of school use with no evident influence in school

Example: we hear there was a party at which students were using substances and several students are named as using a substance without any other potentially dangerous behaviors in addition to the substance use.

Responses may include but are not limited to: no response; meeting to ask if they are using and to advise them of the dangers of use. If there is a meeting, their parents will be notified of the conversation.

Requiring Urinalysis = unlikely

Informing parents = likely

Consequence = unlikely

Outside of school use with behaviors that endanger the student

Example: the student is reported as driving or doing another dangerous activity under the influence.

Responses may include but are not limited to: conversation and report to parents and/or required Urinalysis with option to self-admit.

If the student self-admits, and this is the first instance, support may include but is not limited to: required Urinalysis, required therapy.

If Urinalysis comes back positive for substance use, the student will be asked to get support as listed above and consequences will be assigned discipline consequences which may include but are not limited to: research and writing and/or future urinalysis. Suspension and expulsion are possible but unlikely.

Required Urinalysis = possible

Suspension and Expulsion = unlikely

Outside of school use with behaviors that endanger other students

Example: an intoxicated student drives other students in a car, the student sells substances to other students, or distributes substances in a dangerous manner (i.e. misrepresenting the substance to the other student).

Responses will likely include but are not limited to: conversation and report to parents and urinalysis with option to self-admit.

If the student self-admits, and this is the first instance, the consequences are likely to be lighter than a urinalysis with positive results.

If positive urinalysis, the consequences may include but are not limited to: required substance assessment and therapy, apology to other students and their parents, Restorative Work, and/or Suspension. Expulsion is a likely outcome depending on the circumstances.

Required Urinalysis = very likely

Suspension = very likely

Expulsion = very possible

In-School influence of substances

Example: Decreased motivation, grades dropping, anti-social behaviors, talking about or glamorizing drugs in school, encouraging other students to use drugs.

Responses will likely include but are not limited to: conversation and report to parents and Urinalysis with option to self-admit.

If the student self-admits, and this is the first instance, support required may include but is not limited: to a writing assignment, a drug analysis, professional therapy. Suspension is a possibility especially if behavior negatively impacts other students.

If positive urinalysis, the consequences will likely include but are not limited to: suspension and support as listed above. Expulsion is a possibility, especially if repeat offenses or negatively impacting peers.

Required Urinalysis = very likely

Suspension = likely

Expulsion = possible

In-School use of substances

Example: showing up to school under the influence of substances, bringing drugs to school, and giving or selling drugs to another student. Creating circumstances in which another student could consume a substance without their awareness, or misrepresenting substances given to another student, could be the most serious infraction of this rule.

Responses will likely include but are not limited to: conversation and report to parents; Urinalysis with option to self-admit and search of the student's belongings for substances.

If the student self-admits, and this is the first instance, the consequences are likely to be lighter than if a student's urinalysis has positive results.

If positive urinalysis, the consequences will likely include but are not limited to Suspension, professional drug assessment, and/or therapy. Expulsion is a possibility, especially if repeat offenses or negatively impacting peers.

Required Urinalysis = very likely

Suspension = very likely

Expulsion = possible, especially if peers were harmed

PWS reserves the right to consult or involve Police authorities for any substance use incidents. Nothing in this policy in any way restricts the School from immediately suspending or expelling a student, without following the policy and procedures set forth above, at the School's sole discretion

Students Accompanying Other Students that are Intoxicated or in Possession of an illegal substance

If a student is in the company of other students who are using drugs or alcohol in violation of this policy, the student is expected to leave the situation as soon as possible in a safe manner. When a student is in the company of other students who are either in possession of drugs and alcohol or are presently intoxicated, the accompanying student(s) may be included in the Accountability process. If the school finds no evidence that the accompanying student was using or in possession of drugs or alcohol, the accompanying student may still receive consequences because of the choice to remain in the company of other student(s) using drugs or alcohol.

Appendix 6: Investigation Procedure for incidents occurring at school

1. Complaints are received verbally or in writing.
2. Determine who should do the investigation:
 - a. Most reports will be processed through the Accountability Committee (AC) with the Accountability Committee Chair (ACC) managing the following process.
 - b. If the complaint involves *aggressive social behaviors* as defined above or *danger of any kind toward another person*, including threats of danger, the situation will be taken to the School Director immediately and the School Director (or someone they have designated) takes over management of the situation and executes the following steps. In these situations, the School Director may appoint a person to be the liaison between the School and the alleged victim and family. This person will check in on the family frequently to show support and update them on the process (informed by the School Director) so that the School Director can remain focused on the investigation.
 - c. No other employee should take action or speak on behalf of the school without first consulting the School Director.
3. The ACC/School Director and another colleague meets with the person filing the complaint:
 - a. All specifics are gathered and documented.
 - b. Confidentiality and disclosure is discussed. Permission to use the reporting person's name is sought, and if not granted, limitations on the ability to investigate are explained.
 - c. Process of investigation, possible outcomes and resolution are described.
 - d. The parents/guardians of the reporting student are notified of allegations.
4. The ACC/School Director and another colleague meet with the alleged aggressor. While observing rights of due process, the ACC/School Director:
 - a. Describes allegations and document the response.
 - b. Discusses confidentiality and disclosure are discussed.
 - c. Describes the process of investigation.
 - d. Notifies the parents/ guardians of the alleged aggressor of the allegation.
5. According to the discretion of the ACC and AC/School Director:
 - a. If fault is admitted or otherwise already proven, the appropriate response is determined, implemented and documented.
 - b. If it is already clear that no fault took place and the complainant agrees, the process stops here, perhaps with a facilitated air-clearing discussion between the complainant and the alleged aggressor. The ACC/School Director documents this.
 - c. If it is not clear what actually happened, and the allegations, if true, pose harm to the school community, the investigation continues. Outside authorities may be involved, especially in cases of possible criminal nature. The specific circumstances, including the seriousness of the allegations and the evidence brought to light would determine how the investigation is to proceed.
6. Conclude the investigation:
 - a. ACC/School Director documents investigation process, findings and reasons.
 - b. ACC and AC/School Director determines what resolution and/or disciplinary action is necessary, if any. Consequences will match the seriousness or recurrence of the incident. See Possible Consequences below.
 - c. Students and parents will be informed of consequences for their child only and will be notified that the process in the handbook has been followed and is complete. For the sake of confidentiality, families will not be informed of consequences given to other students.

*PWS will not investigate incidents occurring outside of school involving students or families, whether they be of reported substance/alcohol abuse, aggressive behavior, or otherwise.

Appendix 7: Resources Outside of PWS That Help Students

Reminder: All school employees are mandatory reporters (see definition on page 89).

Pregnancy or Rape

If you believe you might be pregnant or you've been raped, please talk with a trusted adult and/or visit a medical provider as soon as possible. Here are two resources that can help you find care.

Sexual Assault Resource Center

24 hour support line: 503-640-5311

www.sarcoregon.org/

Planned Parenthood

www.plannedparenthood.org/get-care/our-services

Text: 774-636 to ask questions.

Suicidal Thoughts

If you are experiencing suicidal thoughts, please talk with your parent or guardian and/or visit a medical provider immediately. The following is a resource that can help you find care.

Oregon Suicide & Crisis Hotline

www.Suicide.org

24 hour support line: 1-800-273-TALK or 1-800-SUICIDE

Text: 1-800-799-4TTY

Credits:

Cover Art: *Oliver Pauling, Grade 11*

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