

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 should also read this handbook to be familiar with the policies and opportunities that support your education. Additionally, parents will want to read the Portland Waldorf School Parent Handbook. If you have questions about anything in this handbook, or have suggestions for its improvement, please don't hesitate to contact your Class Sponsor, Academic Advisor, or the High School Chair.

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.

Our Mission

Our aim is to work out of the insights of Rudolf Steiner to educate children for the whole of life. This school nurtures the imagination, cultivates the intellect, and recognizes the spirit of each child. In this way, children are strengthened individually and socially to meet the challenges of life.

Value Statement

Portland Waldorf School seeks to inspire in its students a life-long love of learning and reverence for life. Our teachers awaken students' imagination, engage their will, and develop their capacities for independent thinking. The school's rich and diverse curriculum fosters healthy physical development and nurtures innate artistic creativity. Teachers work to develop in students a sense of social responsibility and respect for others. Our school fosters social diversity in its community. Parental involvement is crucial to the school's success, and is supported through ongoing parent education.

Founded by Rudolf Steiner in 1919, Waldorf education has now expanded to a growing international association of over 1,000 Waldorf schools, and we benefit from our association's support and ongoing research in education, as we work towards the same ideals.

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 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 mankind.

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, the studies of the visual and performing arts, and of physical education, are seen as supports to learning in the sciences and the humanities, just as careful observation and attentiveness, as taught in the sciences and humanities, nourish the growing craftsman in their skill.

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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's 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 very last resort

- I will 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.

Consensus Decision Making

Decision making in our school is often done using consensus. Consensus originated in the Quaker tradition in which they believe that each person holds a piece of the truth and is responsible for sharing their piece of the truth during decision making. It places immense value on listening, speaking truthfully, personal reflection, and valuing every person's perspective, especially those who are able to speak concerns when everyone else is in agreement. This is a huge and admirable undertaking because, not only does it take more time and patience, but when done well, it enables a group in disagreement to find common ground and make a decision that everyone is able

to support in good conscience. The fact that our faculty, staff, and volunteer Board and Parent Council are willing to work in this challenging and inspiring way shows their dedication to healthy relationships and sets a beautiful example for the students and the society we live in.

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:

- **Secretary** (Kate McGill): Report absences; questions about schedules, logistics, forms, etc.
- **Teachers**: Questions about individual class: assignments, grading, etc.
- **Advisor**: Help problem solving for the individual student: balancing academics, social life, health and home life.
- **Class Sponsor**: Concerns about social dynamics in your grade level.
- **Student Assistance Coordinator** (Joshua Talbert): support for students with diagnosed learning, behavior or emotional differences. Referrals to outside professionals for academic or emotional assessments or support.
- **High School Chair** (Shanti McCarter): Any and all questions and concerns that were not addressed by the previous faculty and staff. Questions, comments and concerns about high school policies, faculty, curriculum or programs.
- **School Chair** (Jamie Quirk): Questions and concerns related to faculty, curriculum or programs that were not

addressed by the high school faculty and staff or High School Chair.

- **Interim Director of Administration** (Mary Beaton):
Matters relating to building, grounds, or financial issues.

Weekly News

High School News is emailed every Tuesday and at other times as needed. The Portland Waldorf School newsletter, The Heartbeat, is also available by email or can be found on our website at

<http://portlandwaldorf.org/heartbeat-archives/> (hard copies are mailed upon request). To reduce the use of paper, we have eliminated paper mailings whenever possible.

Voicemail

Since not all faculty have easy access to voicemail, please contact the High Office, (503) 654-2200 x218, and staff will either connect you to the teacher's voicemail or take a message for the teacher. Faculty members make every effort to return messages by email and voicemail within 24 business hours.

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. For example:
mary.smith@portlandwaldorf.org.

Averill, Corey	Music	corey.averill@portlandwaldorf.org
Averill, Michelle	Music,	michelle.averill@portlandwaldorf.org
Beaton, Mary	Director of	mary.beaton@portlandwaldorf.org
Bates, Jeremy	Administration Mathematics, Computer	jeremy.bates@portlandwaldorf.org
Blanchard, Bec	Technology Humanities	bec.blanchard@portlandwaldorf.org

Cavin, Wade	Science, Social Science	wade.cavin@portlandwaldorf.org
Churchill, Nina	Humanities, Fine Arts, Science	nina.churchill@portlandwaldorf.org
Fretz, Wibke	Humanities, German	wibke.fretz@portlandwaldorf.org
Johnson, Michael	Life Skills	michael.johnson@portlandwaldorf.org
McGill, Kate	HS Secretary & Registrar	kate.mcgill@portlandwaldorf.org
Myers, Thomas	Applied Arts	tom.myers@portlandwaldorf.org
McCarter, Shanti	HS Chair, College and Career Guidance	shanti.mccarter@portlandwaldorf.org
Pomeroy, Katherine	Applied Arts	katherine.pomeroy@portlandwaldorf.org
Quirk, Jamie	School Chair	jamie.quirk@portlandwaldorf.org
Rem, Sarah	Eurythmy	sarah.rem@portlandwaldorf.org
Rogers, Jeannie	Drama	jeannie.rogers@portlandwaldorf.org
Shupack, Jamina	Mathematics, Living Lab	jamina.shupack@portlandwaldorf.org
Stromberg, Marie	English for International Students	marie.stromberg@portlandwaldorf.org
Talbert, Joshua	Student Assistance Coordinator	joshua.talbert@portlandwaldorf.org
Umanzor, Isabel	Spanish	isabel.umanzor@portlandwaldorf.org
Warnock, Gavin	Science, Mathematics	gavin.warnock@portlandwaldorf.org
Wasko, Sam	Science, Mathematics	sam.wasko@portlandwaldorf.org
Zinn, Christopher	Humanities	christopher.zinn@portlandwaldorf.org

High School Resource Website

This is your go-to place for all information and resources you need related to the High School. The High School Resource website provides copies of the High School News email, the High School Handbook, Syllabi for all high school classes, instructions for using the Veracross database to check assignments and grades, forms and schedules that you need from the office, college counseling resources, and more. The Resource website is located at <http://portlandwaldorf.org/high-school-resources/>

Calendar

You can access a PDF of our year-at-a-glance events calendar, as well as see daily events and activities happening at PWS, by visiting this website: <http://portlandwaldorf.org/news-calendar/>.

Bulletin Boards

Check the bulletin board outside the High School Office for class lists, schedules, room changes and other information. Other school and community information is posted on the bulletin board across from the school store.

High School Assembly

Every Monday the entire high school meets for an all-school assembly. At the conclusion of each assembly, students, faculty, and staff may make announcements about upcoming events and activities for the month.

II. Support

Teachers

All or most of your teachers should be on campus during lunch and they welcome the opportunity to answer your questions, have deeper discussions about what you are studying, hear about a challenge you are facing, or just socialize. You may also email your teacher using the email addresses on pages 11 and 12.

Advisors

Advisor's Responsibilities

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. But the Advisor's primary goal is to ensure that you are seen for the whole person you are and that you feel supported as an individual.

Meetings with Your Advisor

Advisors meet briefly with students at the end of the day on Tuesdays and Thursdays for a quick check-in and classroom clean-up. Advisors will meet their advisees for more in-depth conversations on a rotating basis at the end of the day on Mondays and Wednesdays. 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

Following Ninth 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 him or her, or to the Student Assistance Coordinator or High School Chair right away.

Class Sponsors

Class Sponsors act as advocates for students, leading you in class meetings, holding parent evenings, attending class functions, facilitating fundraisers, 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 2018-2019

Class of 2019, Grade 12: Wibke Fretz, Sarah Rem
Class of 2020, Grade 11: Jamina Shupack, Liz Truesdall
Class of 2021, Grade 10: Sam Wasko, Nina Churchill
Class of 2022, Grade 9: Bec Blanchard, Gavin Warnock

Academic and Emotional Support

The High School Student Care team includes the Student Assistance 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 Assistance Coordinator is an advocate for students with learning differences and she helps students become self-advocates. If you or your parents need further information about educational support, please contact the Student Assistance

Coordinator, Josh Talbert,
Joshua.Talbert@portlandwaldorf.org.

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 request an individualized meeting with Shanti McCarter, our College Counselor, at shanti.mccarter@portlandwaldorf.org.

Many colleges and universities require applicants to submit scores from standardized admissions tests—principally the SAT (Scholastic Aptitude Test) or the ACT (American College Testing)—as part of their application. We prepare students for the SAT. We prepare you for the content in the SAT over the course of the curriculum. Most students take the SAT and ACT in the spring of their junior year, and often take the tests again in the fall of senior year to improve their scores. Students who plan to take the SAT are encouraged to enroll in the test prep class that we organize after school at PWS in January with a third party company. This class is paid for by parents, and allows students to get familiar and confident with the format and tricks of a standardized test. These tests can be very important for some college, but other colleges don't 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. Through classes, presentations, and individual and family meetings, you are guided through the application process, including:

developing a college search plan, exploring possible schools and programs, touring campuses, preparing college application essays, securing letters of recommendation, and completing the application process, including the Common Application.

In the fall of eleventh grade, you and your parents are invited to an evening presentation geared toward understanding the college application process. We host speakers in the areas of financial aid and college choice. In the spring, we encourage you to tour campuses and arrange your first on-campus interviews and to develop a career interest profile and résumé. We encourage families to schedule a college or career counseling appointment to discuss future plans. Our goal is to help students to identify colleges and programs that can meet their academic, personal, financial, and professional needs.

Fall of twelfth grade is dedicated to shepherding you through the college application and career planning process, both during designated class times and through individual meetings. We provide formal support for that process by providing counselor reports and academic transcripts, and by coordinating the teacher recommendation process. Nonetheless, primary responsibility rests with you and your family. You are welcome to make as many appointments as you need to work through the application process, which extends from late October 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 your Advisor, Sponsors and teachers, and in these excellent books: William H. Armstrong, *Study is Hard Work*, Cal Newport, *How to Become a Straight-A Student*, Andrew Roberts, *The Thinking Student's Guide to College: 75 Tips for Getting a Better Education*, and Kate L. Turabian, *A Manual for Writers* (Eighth Edition).

Conferences

Annual Parent/Student/Teacher conferences for all interested families typically take place in November, prior to Thanksgiving break. Additional conferences will be offered this year in April. 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 HS Secretary to arrange a conference.

Reports and Transcripts

Grade reports are mailed home twice a year, three weeks after the end of each semester. Mid-semester progress reports are also provided. You may request an official transcript from the High School Office with one week's notice.

Notice of Concern

Teachers will send a Notice of Concern to the parent and student if a teacher is concerned about a student's academic progress in a specific class. This informs the parents of the need for extra support or supervision of

academic performance. A Notice of Concern may arrive as a brief email that simply directs the parent to log-in to Veracross for further details, or the Notice of Concern may arrive as a more lengthy email describing the situation of concern. See “Communication about Late Assignments or Low Grades” for other incidents that trigger a Notice of Concern.

III. Attendance

Missing any high school class can seriously affect your ability to succeed in the class. Most academic classes meet only three times per week for 60 to 75 minutes, so a great deal of intensive and in-depth learning happens in each class. Missing more than one day, especially of a main 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 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 through Wednesday and Friday, and 2:45 pm on Thursday.
- Main lessons usually are either three or four weeks long.
- Track classes in mathematics, foreign language, music and movement meet all year, and are divided into two semesters. In the Senior year, art and foreign language classes are graded by quarter (eight weeks).
- Fine and applied arts classes are taught in trimesters of ten or eleven weeks in Grades 9 through 11.
- Other track classes generally run for eight weeks.
- The Wilderness Education and Farm Week programs are one-week 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. In addition, your late arrival must be recorded so that in case of an emergency the High School Office knows 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 them 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.

We request that parents notify the High School Office in advance if a student will arrive late for a pre-arranged reason, such as a medical or dental appointment. These instances will be counted as excused late arrivals.

Frequent tardiness is a serious problem that, at the teacher's discretion, may adversely impact your grade.

Your Advisor will keep track of your tardiness in the Behavior Report and will speak to you if there is a pattern. After five accounts of tardiness you will be asked to do Restorative Work and possibly meet with the Discipline 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 do not feel so ill that you need to go home, but you would like to rest for a short time, there is a resting area in the Main Office.

- Notify your teacher or class sponsor that you are ill or injured.
- Go to the High School Office and explain your situation,.
- The Office staff will contact your parents to make arrangements for you to go home if necessary. We must receive permission from your parents before you can leave campus early.
- If your family has an emergency, your parent should contact the Office.
- If your parent has sent a note excusing you early, present it to the High School Office. Office staff may call your parents to confirm.

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 (503-654-2200 x218, or email kate.mcgill@portlandwaldorf.org).

If you are not in your Main Lesson class, your teacher notes your absence in his or her attendance records and notifies the High School Office. The Office tells the Faculty and Staff which students have been reported absent. If we have not yet heard from your parents, Office staff will call to check on your whereabouts. It is important that your attendance record accurately reflect your actual attendance.

Excused and Unexcused Absences

Type	Parent Responsibilities	Student Responsibilities	Academic Impact
Short Planned Absences (partial day or one day) e.g. doctor appointments	Parents must notify the HS Secretary of the reason for the absence <u>one day prior</u> to the absence so that the student has time to take the absence form around to their teachers before departing. If notice is not received the day before, it will be at the teacher’s discretion of whether the student can make up work and their grade may be negatively impacted.	Student is responsible for seeking out the teachers <u>before the absence to have the absence form signed</u> by teachers and on the day after absence to get instructions about making up missed work. Teacher is not responsible for tracking down the student. If the student does not check-in, or does not meet revised due dates, their grade will be negatively impacted.	Student’s grade can be negatively impacted dependent on whether notice is given on time and whether the student proactively follows up with missed work.

<p>Extended Planned Absences (two or more days of school) e.g. college visits, weddings, family trips.</p>	<p>Parents must notify the HS Secretary of the reason for the absence <u>two weeks prior</u> to the absence so that the student has time to take the absence form around to their teachers before departing. If notice is not received two weeks prior, it will be at the teacher's discretion whether the student can make up work and their grade may be negatively impacted.</p>	<p>Student must find all teachers and have them fill-in the <u>absence form</u>, and the completed form must be submitted to the HS Office <u>24 hours before the absence</u>. Student is responsible for seeking out the teachers ahead of absence and on the day after absence to get instructions about making up missed work. Teacher is not responsible for tracking down the student. If the student does not check-in, or does not meet revised due dates, their grade will be negatively impacted.</p>	<p>If the student misses more than 20% of a course for these sorts of absences, they will fail the course regardless of having completed all the homework.</p>
<p>Unavoidable Absences e.g. Illness or medical procedures, death in the family, meetings with</p>	<p>Parent must notify the HS Secretary of the reason for the absence <u>as soon as the absence is known</u>.</p>	<p>Excused if the parent notifies the school. A doctor's note may be required. Student must communicate with all teachers before absence if</p>	<p>Teachers will do all in their power to help the student make-up the missed material. Where make-up isn't possible, the school will</p>

<p>school personnel.</p>		<p>possible, or via email if possible, or on the day after absence to get instructions about making up missed work. Teacher is not responsible for tracking down the student. If the student does not check-in, or does not meet revised due dates, their grade will be negatively impacted.</p>	<p>consider adjusting credit or removing the course from the transcript rather than enforcing a low grade. However, if the student and parents do not follow up during or right after the absence, the student could potentially fail the course.</p>
<p>Unexcused Absences e.g. Skipping class or school. Early departure to a sporting event as a fan – even if parent approves. Failure of parent to notify school far enough in advance according to above policies.</p>		<p>Unexcused.</p>	<p>Anything missed during an unexcused absence receives a zero. Homework or tests that were due during an unexcused absence receive zero, even if they were emailed on-time. Each unexcused absence results in 1 hour of Restorative Work, and could result in suspension.</p>

A student is required to 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.

PWHS reserves the right to define any absence or tardy as “excused” or “unexcused,” regardless of written or oral parental approval. 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.

How Absences Affect Course Credit

You must attend at least 80% of class hours to be assured of receiving credit for each class. Any student whose attendance is less than 80% may lose credit for the class. Please note that classes vary in length from three weeks (certain main lessons) to sixteen weeks (math, foreign language, movement classes, etc.). Due to the unique nature of the Main Lesson, any absences from main lesson can be significantly disruptive to credits and the learning process.

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 Chair.

Outdoor trips are treated as any other class and are recorded on the student’s transcript. Unexcused absence from an outdoor trip will result in a Fail which could result in suspension from athletic activities.

Absences & After School Activities

To participate in any after-school activity (athletics, drama, eurythmy, music, 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 High School Chair 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 Chair 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 Chair. The High School Chair and the student's Advisor 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

GRADE 9

Main Lesson Blocks

Literature	Comedy and Tragedy
History & Social Studies	U.S. History, Art History, World Revolutions
Science	Anatomy, Geology, Organic Chemistry, Thermodynamics

Track Classes

English	Grammar, Short Story, Biography, Pacific Northwest Literature
Mathematics	Self-paced mathematics topics
Foreign Language	Spanish, German. ESL
Music Electives	Choir, Orchestra, Guitar
Movement	Eurythmy, Physical Education
Health and Wellness	Life Skills
Other	Drama, Living Lab

Art Blocks

Basketry, Coppersmithing, Fine Arts

Wilderness Education

To Be Human on the Earth
Survival Skills

Farm Program

Week-long internship on a working farm

GRADE 10

Main Lesson Blocks

Literature	Ancient Civilizations
History & Social Studies	US History, Civics, Sixteenth Century
Science	Mechanics, Acids and Bases, Meteorology, Physiology

Track Classes

English	American Literature, Poetry, African Literature, Creation Stories
Mathematics	Self-paced mathematics topics
Foreign Language	Spanish, German. ESL
Music Electives	Choir, Orchestra, Guitar
Movement	Eurythmy, Physical Education
Health and Wellness	Life Skills
Other	Drama, Computer Technology, Living Lab

Art Blocks	Weaving, Woodworking & Marquetry, Fine Arts
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Wilderness Education

To Be Human with the Animal Kingdom
Tracking

GRADE 11

Main Lesson Blocks

Literature	Parzival
History/Social Studies	Making of the Modern World, The Middle East, Music History
Mathematics	Projective Geometry
Science	Astronomy, Electricity & Magnetism, Botany, Chemistry

Track Classes

English	Dante and the Romantics, Cultural Identities, Shakespeare
Mathematics	Self-paced mathematics topics
History & Social Studies	Post World War History
Foreign Language	Spanish, German, ESL
Music Electives	Choir, Orchestra, Guitar
Movement	Eurythmy, Physical Education
Health and Wellness	Life Skills
Other	Career and College Guidance, Living Lab

Art Blocks

Blacksmithing, Book Arts,
Fine Arts

Electives (students may choose one)

Internship, Photography, Computer Technology, Auto Technology,
Urban Architecture and Landscape Design

Wilderness Education

To Be Human with the Plant World
Sustainable practices

GRADE 12

Main Lesson Blocks

Literature	Transcendentalist Literature, Russian Literature
History & Social Studies	America in the Modern World, Human Development, History of Architecture,
Science	Zoology, Biochemistry, Optics

Track Classes

English	Senior Research Essay
History & Social Studies	The Global Economy
Mathematics	Self-paced mathematics topics
Science Elective	Topics in Biology, Chemistry, Physics
Foreign Language	Spanish, ESL
Music Electives	Choir, Orchestra, Guitar
Movement	Eurythmy, Physical Education
Health and Wellness	Life Skills
Other	Career and College Guidance

Art Electives	Painting, Sculpture, Book Arts, Fiber Arts, Auto Mechanics
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Electives (students may choose one)

Internship, Photography, Computer Technology, Auto Technology,
Urban Architecture and Landscape Design

Drama	Senior Play Production
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Senior Project	Individual project
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Wilderness Education	<i>To Be Human with Self and Cosmos</i> Culminating Wilderness Experience
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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 expected to attend and complete every class, and to give each your best effort.

Excused Credits

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

1. Most twelfth grade students may choose from the following options:
 - First set of options: Foreign Language, Science Elective or Internship.
 - Second set of options: Math or Internship.
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 Foreign Exchange Coordinator.
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, and the Student Assistant Coordinator.

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 he or she is lacking enough credits to meet the state requirement in a given subject.

Graduation Requirements

The following graduation requirements represent the minimum credits you must have in order to receive a high school diploma. By completing the full curriculum, you will graduate with more credits than the minimum listed here. Aside from the excused credits listed above, you are required to complete the full curriculum, so meeting the following minimum requirement does not mean that you may then opt out of courses.

Over four years, a student may not fail more than one course (one semester in the case of a year-long course) in each discipline (Humanities, Math, Science, Foreign Language, Arts, Music, Eurythmy, Physical Education, Other).

Making Up Credit

A student who fails to meet these requirements may write a proposal to the High School Chair to determine a program of studies to make up the missing credits.

Assignment Load

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.

Our guidelines for time spent doing assignments at home each week are as follows:

Main Lesson	275 minutes
Math	135 minutes
Humanities	110 minutes
Foreign Language	80 minutes
Total per Week	10 hours

Honors Option

Teachers will note on their syllabus if Honors is an option in the class.

If all Honors students in the class are being held to the same type of honors project, the guidelines for that work will be available in Veracross.

If a teacher provides personalized Honors projects for each student, then the student must submit a completed Honors Project Form to the teacher for approval so that both the student and teacher have a copy of the agreed upon expectations.

Students must have an A- or higher in the course to be eligible for honors, but teachers may encourage a student (and their parents) to not pursue honors if they feel it will have a negative impact on the student.

A student who does not meet all expectations of the project and maintain a course grade of A- or higher will not be given the honors ranking, regardless of how much time and effort they committed to the project.

These policies apply to grades 9 through 12.

General Academic Expectations

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 increasingly less support in the years to follow. Parents are encouraged to do the same at home.

Communicating Course Expectations

To support students taking charge of their own work, high school faculty will provide clear expectations, deadlines and consequences.

Syllabi

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, main lesson book, homework, etc.)
- Late assignment policy
- Major assignment descriptions and due dates
- Teacher's contact information

All syllabi can be found at

<http://portlandwaldorf.org/high-school-resources/>.

Communicating Assignments

In Class

All daily assignments will be spoken to you and written on the homework chalkboard in the classroom and preserved there until the following morning. For more detailed assignments the teacher may give you a handout and write, "See handout" on the chalk board.

In Veracross

All assignments will be entered into our Veracross database which students can view by logging in to their family's Veracross account.

Assignment Planners

All students are encouraged to use an assignment planner. Students who suffer from chronic late work may be required to use an assignment planner and be monitored by their Advisor.

Ninth grade students are required to use the school-issued assignment planner. Your teachers will check and coach you on use of the assignment planner, and there will be weekly checks on whether you are using it correctly. Descriptions of assignments should include:

- Due date
- Course name (i.e. ML, Humanities, Math, etc.)
- Description of the assignment (i.e. page numbers, topic, etc.)

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 at the end of each course. For instructions on using Veracross and login access, visit <https://portlandwaldorfhs.wordpress.com/veracross/>.

Report cards are mailed to parents in mid-February and at the end of 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	0.0	-

Consequences for Late Assignments

It is always possible that a late assignment can receive a zero grade. The consequences for late assignments vary from course to course. The description of each course's late policy can be found in the syllabi posted here <https://portlandwaldorfhs.wordpress.com/syllabi/>. Despite these differences, there is a unified minimum consequence for late work, described below, that all teachers have agreed to. These unified consequences vary by age of students.

Definitions:

Major Assignments include, but are not limited to, assignments that are worth 10% or more of the course grade. These tend to be: main lesson books, exams, research projects, presentations, and longer essays with multiple drafts.

Minor Assignments include, but are not limited to, assignments that are worth less than 10% of the course grade. These tend to be daily: worksheets, reading assignments, quizzes, and short writings.

Grade Deduction

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 when late. Each teacher may add additional consequences for late work in their class. Consult each course's syllabus for additional course specific consequences.

Last Day of Course – Late Work Not Accepted

Any work not submitted by the last day of a course will receive a zero grade.

Even if you are sick on the last day of the course, your parents must deliver the assignment to the school for credit. Turn in what you have completed so far – remember, even a partially complete assignment that receives an F grade (0%-59%) can add points to your overall course grade and make the difference between passing and failing the course.

If your main lesson book or other major assignment will not be finished on time, contact your teacher prior to the due date. If your teacher feels that you meet the conditions for an Academic Extension, you will have extra time to complete the assignment (see Academic Extensions section). Keep in mind that extensions may compromise your next main lesson block.

Main Lesson Book Checks

Main lesson book pages and projects will be collected or checked, and graded, throughout the main lesson. For

Ninth Grade students this will happen multiple times each week. The frequency of book checks will lessen as you 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 hire a homework tutor.

Study Hall

During every lunch period a quiet room for study will be designated. Any student may voluntarily use this room for study. Students required to attend study hall will also use this room.

Required Study Hall

When any assignment in any class is not submitted on time, your grade will drop and you may be assigned to the next lunch study hall which you are then required to attend. 9th graders are assigned to study hall for all late assignments.

Teachers will inform the student of the assigned study hall and write the student's name in the Study Hall Binder in the HS Office. The study hall monitor will note which students attend and for what length of time

Required study hall lasts 20 minutes. Students may eat first, but must report to the study hall room within 15 minutes after the start of lunch. No food is allowed during required study hall.

If the student fails to attend the assigned Study Hall, the teacher will email a Notice of Concern to the parent in addition to applying any grade deduction associated with their late assignment policy.

Communication about Late Assignments or Low Grades

Grades for individual assignments will be posted in Veracross, so you can look there to see which assignments

have not been turned in. Keep in mind that it can take teachers up to 48 hours to enter whether an assignment was late, and up to two weeks to enter grades for larger assignments. In addition to students keeping track of their own assignments via Veracross, the faculty is committed to providing students and parents with a timely Notice of Concern for repeated late work or low grades.

Teachers will immediately email a Notice of Concern to the parents and Advisor each time the student:

- accumulates two late ML assignments or three late track assignments within a week,
- receives an incomplete during a ML book check,
- fails to submit a major assignment or
- has a C- or lower in the class.

Late Assignments in Multiple Classes:

Advisors will email a Notice of Concern to the parents if they see that a student has submitted four or more late assignments in one week to any combination of classes.

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

Academic Extensions

The faculty recognizes that there are instances where extreme external circumstances (family emergency, medical problems) may cause you to be absent and/or prevent you from completing an assignment on time. In such cases, you can request an extension of the due date because of hardship. Students with documented learning differences may be held to different expectations as an accommodation - details will be specified in their Plan of Support. All requests for extension must be submitted

ahead of time. There are clear procedures to follow described below.

Minor Assignments

If you are absent and unable to turn in a minor assignment (daily homework), you should consult the course syllabus for directions about requesting an extension. Be sure to communicate directly and promptly with the teacher, following the directions on the syllabus. All extensions must be requested prior to the start of class.

Major Assignments:

An extension for major assignments will not be accepted without prior permission from the teacher. The Request for Extension form is available in the High School Office and on the website

<https://portlandwaldorfhhs.wordpress.com/forms/>, and must be submitted at least 48 hours in advance of the deadline. This permission cannot be granted except for significant reasons including (but not limited to) student illness (with parental notification) or family emergency (with parental notification). Failure to meet these requirements will make the assignment late and thus be subject to the Late Assignment policy consequences defined in the previous section. If there is any uncertainty about the policy, it is your responsibility to ask the teacher for clarity and direction prior to the deadline.

All formal requests for extension of major assignments will be reported to and reviewed by your teacher, Advisor, and the Student Assistance Coordinator. This group of three faculty members will decide the new due date and any consequences for the lateness. If there is a pattern of late and incomplete work, further action to support you may be called for.

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 Assistance Coordinator will work with you 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:

- Scheduling more regular check-ins between Advisor and parents
- Assigning you to regular attendance of Study Hall.
- Assigning you to meet regularly with the Student Assistance Coordinator
- Curtailing extracurricular activities
- Upon consultation with the Student Assistance Coordinator and High School Chair, may require a learning assessment at parent's expense, tutoring or counseling
- 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 another meeting with your family. In this second meeting the questions will be raised as to whether PWS and you are a good fit for each other.

If the student fails to meet the conditions of Academic Agreement Plans by the third grading period, faculty members and parents will meet to decide appropriate

remedial steps which may include asking the student to withdraw or expulsion.

Math Class Grading

Students must pass each unit of mathematics with a 70% on the proficiency exam and a 65% overall unit grade in order to progress to the next unit. Students are permitted to re-take tests and/or turn in a revised journal to acquire/demonstrate mastery in each unit.

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. 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 found guilty of academic dishonesty in any form will face the following consequences:

- First offense: fail assignment and parents notified
- Second offense: fail class and parents notified
- Third offense: fail assignment and 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.

V. Student Conduct

Exercising personal freedom within the agreements of this community and showing kindness and respect to everyone in the community are two of the core 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 Discipline Committee assesses the seriousness of the behavior and determines the appropriate consequence. The Discipline Committee strives to help students learn from their mistakes and make amends with anyone they have harmed. Conflicts between two or more students is 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 or drink unless specifically allowed by the teacher
- Exhibit respectful behavior to all
- Beanies are the only approved head covering for warmth in the classroom
- No electronic devices
- Do not mark, write on, or otherwise deface the furniture

Students will be sent out of the classroom if they are disrupting the class and are unable to adjust their behavior when it is pointed out. Disrupting the class includes but is not limited to: interrupting the teaching or other students, actions or sounds that are distracting, comments that are inappropriate for the topic at hand, crude or insulting comments or actions, vandalism, eating in class, physical contact that is harmful or not welcome, sleeping, and standing, walking around or leaving class without permission. The teacher will describe the incident on the Behavior Report and submit it to the office. If a student is welcomed back into the classroom and the behavior continues, the student will be sent home for the remainder of the day.

The Discipline Committee will review the report each week and decide if a meeting with the student is necessary. A meeting will be called for a single extreme incident or for a concerning number of smaller incidents. Following the meeting, the Discipline Committee will determine what type of consequence is appropriate, if any. The Discipline Committee will inform the student and parents of the incident and consequence, and will file this information in the student's 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.

Clean up your desk and leave the classroom 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

Dress Code

The high school's dress code is designed to honor the desire of high school students to express themselves and the faculty's desire for students to practice self-expression within the natural limits that are created by being part of a diverse school community.

- Hats are allowed inside the high school halls if they do not obstruct visibility of the student's eyes. Only beanies are allowed during class, in cold weather, if the teacher approves. No hats are allowed when students enter the lower school building.
- The school prohibits clothing or displays that are sexually suggestive; drug, alcohol or tobacco related; vulgar or insulting; or demeaning to a particular person or group.
- Shoes must be worn at all times, with footwear being appropriate to the class you are in.
- Midriffs and butt cheeks must be covered.
- Clothing must not be overly revealing.

Dress Code When in the Lower School or Outside

You are required to adhere to the Lower School dress code during visits to the Lower School building or the grounds surrounding the Lower School building, whether for classes, festivals or other purpose. In addition to the high school dress, the Lower School dress code prohibits:

- Shorts, dresses, and skirts shorter than 4 inches above the knee, including slits and holes above this length
- Clothing with writing or images, or logos that can't be covered by two fingers
- Exposed cleavage and undergarments
- Strapless and spaghetti strap tops

Assembly Attire

You are asked to dress nicely for All-School assemblies.

Consult your sponsors if you have further questions about the dress code.

Consequences

Students out of dress code will be asked to change their clothing to comply with the dress code. If a student is unwilling to comply, they will be sent home.

Swearing & Derogatory Language

It is not appropriate for teachers or 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 Discipline Committee and possible suspension. Repeated offense could result in expulsion.

Swearing in casual conversation

- Once or twice - reminder and note on Behavior Report.
- Thrice – Discipline Committee notifies your Advisor who meets with you to work out a plan for helping you change your habit.
- More than thrice – meet with Discipline Committee.

Repeated offense over multiple days can start with reminder or can jump to heavier consequence based on what is best for your transformation.

Continuation or inability to correct behavior can lead to expulsion.

Public Displays of Affection

We strive to create a friendly, comfortable and inclusive social environment in our high school. Holding hands, hugs and pecks 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. These include, but are not limited to:

- “making out”
- touching of anyone's private body parts

Teachers will remind couples 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 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 Secretary.

Items left in the hallway will be confiscated and kept in the possession of the High School Secretary or High School Chair. Upon retrieval of the item, you will receive a mark in the Behavior Report. For every three marks, the Discipline Committee will meet with you to assign a consequence.

You are assigned a locker at the beginning of each academic year, and you are responsible for upkeep of your locker. Lockers may not be defaced. You are encouraged to lock your locker with a combination lock, and are required to provide a copy of the lock combination to the High School Secretary in case of emergency or concern about locker contents. Lockers are under the jurisdiction of school personnel and can be searched at any time if deemed necessary. If the lock combination on file is not correct, school personnel may cut the lock at your expense.

Lunch

You will need to bring a lunch and a snack for the school day. 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. You are responsible for washing your own dishes and keeping eating areas clean. You may also be expected to assist with specific cleaning chores at the end of lunch, as directed by faculty or staff.

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.

Campus Boundaries & Off-Campus Privileges

Campus boundaries are Monroe Street, 21st Avenue, Harrison Street, and ten feet west of the railroad and light rail tracks

Off-campus privilege is offered beginning after the second semester of the Tenth Grade year with parental approval. It is a privilege gained from responsible behavior both academically and socially. Any teacher may revoke it with one day's notice.

During school hours, students may not be in 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.

Cell Phones and Other Electronic Devices

All electronic devices, including cell phones and headphones, must not be used, seen or heard during the school day (8:30 am to 3:45 pm). You are expected to turn cell phones and electronic devices off. Computers and cell phones may be used in class with the teacher's permission, and in the Herodotus study hall during lunch for homework purposes only, but not in the hallways. With the teacher's permission, students may use non-bluetooth headphones to listen to music playing devices that only function as audio devices and do not have internet capability, games, texting, email, apps, photos, or anything else that is distracting during class. Each time a student wants to listen to music, with an approved device, they must receive permission from the teacher of that class, and they must place the device on

top of the desk where it is visible to the teacher. For suggestions of approved devices, please contact shanti.mccarter@portlandwaldorf.org.

With permission, cell phones can be used briefly in the High School Office to make arrangements, not to socialize. Parents needing to get a message to you may call the High School Secretary and leave a message. Use of electronics before and after school must be kept within the high school building and must not be offensive or disruptive to other students and staff still on campus.

Phones and electronic devices that are heard or seen during school hours will be confiscated without warning and held in the office until the end of the day. If an electronic device is confiscated five times, you will be required to do Restorative Work. If Restorative Work is not effective in changing the behavior, the student will meet with the Discipline Committee and may be required to check the phone in at the office each morning for a determined amount of time.

You are not permitted to recharge cell phones and digital devices at school. If you do, the devices will be confiscated.

Laptops and Personal Computer Devices

It is not necessary for students to own a personal laptop while attending PWHS because any computer work required during school hours can be done on the school's laptops. That said, 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.

You may use the school's computers in specific classes for specific purposes as instructed by your teachers. However, 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.

In the computer classes, students will be using Open Source software on the school computers. Many students like to bring their own laptops because they are often faster and have more sophisticated software than the school computers. Students are permitted to bring their own laptops for this purpose, but it is not required. 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 seen at any other time in the day. 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 not valid excuses for late work. Work may not be turned in electronically without express permission from the teacher. Laptops may only be used at lunch if you are in the supervised study hall room, and only for approved school purposes.

Students with particular learning challenges (such as dyslexia) may request an exception to the policy if using a computer will provide them with a long-term educational

benefit. The request should be addressed to the Student Assistance Coordinator.

The Internet

During the school day (8:30 am-3:45 pm), you are not allowed to access the internet with any device unless specifically instructed to do so as part of a class activity, or with a teacher's specific permission. Violation of this policy will result in your device being confiscated and you can retrieve it from the High School Secretary at the end of the day. If it is confiscated more than twice, it will be held until a parent is able to retrieve it in person. Chronic violations will be addressed by the Discipline Committee.

Restricted Items

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 you 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 because of the damage done to stairs and curb.

Parking Policy

We encourage you to take public transportation, not only to reduce our collective carbon footprint, but to reduce the pressure on our limited parking facilities. Four spaces are available for students at the north end of the Harrison Street lot (to be managed by the Student Council) and students may park in any open, non-reserved spaces in the Monroe Street Lot. Students who drive to school 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.

High School Open Campus Policy

PWS is not responsible for your safety during off-campus lunch breaks. The faculty expects you to follow school rules and be a positive representative of PWS while off campus, but if you 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. The policy is as follows:

Leaving Campus

Beginning in the second semester of sophomore year, students in good academic standing with written parental permission may walk off campus during lunch times (not break or class times unless accompanied by faculty or staff). Any student who must leave for any other reason

must have permission from the High School Office before leaving.

Automobile Use

Seniors who meet all the appropriate criteria, and have submitted signed parent permission, are permitted to drive or ride off campus by car during lunch breaks. Open Campus offers only 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.

Consequences

Leaving campus without written permission on file, or at a time other than scheduled lunch breaks, or while your off-campus privileges are suspended, will result in a meeting with the Disciplinary Committee which will determine your consequences. This violation will likely result 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).

Students and Employment

If you must look for employment during the school year, do so cautiously to avoid scheduling conflicts and unnecessary stress. In choosing a job, keep in mind that you will not be excused from class or assignments for the purpose of attending work.

VI. 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 and Consequences

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 a Discipline Committee, comprised of the High School Chair and two high school faculty, that oversees the investigation of misbehaviors and decides what consequences will best support the student and community in healing and learning from the experience.

Discipline 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 infraction, the context of the infraction and on 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 collated in the school's database and shared with your Advisor weekly. This weekly report is known as the Behavior Report, and it helps your Advisor see patterns in your behavior so that 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 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 A.

- Out-of-school professional help (e.g. assessment, counseling)
- Send Home is when a student is asked to return home if it is in his/her best interest or that of other students and/or the school. A parent or guardian will be notified immediately. All send homes are reviewed by the Discipline 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.
- Suspension is time spent at home instead of attending classes. The committee will determine how long the suspension will be and under what conditions the student will be allowed to return to school. Members of the Discipline Committee will subsequently meet with the student, his/her parent or guardian and the student's Advisor before the student's re-entry to school. The suspension will be recorded in the student's permanent file.

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

- Any Aggressive Social 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
- Being dishonest, including lying, stealing, cheating, plagiarism, or copying the work of other students
- Vandalism

- Not attending a scheduled class or High School event without first obtaining permission to miss the class or event
- Being present in building after hours without supervision or permission
- Possession of firearms, weapons of any kind, or explosives
- Use of obscene, inappropriate or anti-social language
- Fighting, physical violence, or any kind of psychological intimidation
- Loitering on the railroad tracks, 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:

- 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.

- The faculty determines that the student's presence poses a threat to the emotional or physical safety of others or self.
- A probational contract is violated or unfulfilled.
- A suspension is not successfully resolved.

Mandatory withdrawal may be required for a student who is not academically 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 his or her class teacher. If appropriate, the teacher 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 Faculty Chair or Administrative Chair 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. Most policy infractions previously mentioned will be addressed by the faculty and High School Discipline 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.

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:

- **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.
- **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.
- **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:

- **Physical bullying:** using physical force, aggression or the threat of physical harm against another person (e.g. hitting).
- **Verbal bullying:** using words to verbally attack someone (e.g. name-calling).
- **Social/relational bullying:** trying to hurt someone through excluding them, spreading rumors, or ignoring them.

- 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 of any sort is not allowed at PWS

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.

Sexually aggressive behaviors

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

- Sexual harassment is unwelcomed sexually suggestive movements, speech, notes, gifts, touch, or other unwanted sexual advances or other verbal or physical sexual contact, either one time or repeated over time.

- Sexting: sending, receiving, or forwarding sexually explicit messages, photographs, or images of oneself or others to others, typically using cell phones or other technology.
- 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.

Rape is sexual penetration of another person, with any object, without their consent.

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

- Talking about your body or someone else's body in a sexual manner in school or over social media.
- Sexually suggestive gestures, movements, actions in school or on social media.
- 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.
- Touching another student's body in a sexual manner. This includes "grinding" at a dance.
- Exposing one's genitals, breasts, or buttocks at school.
- Looking at porn in school.
- Sending a nude photo of yourself to another student.
- Requesting nude photos from another student.
- Keeping a nude photo of another student.

- Showing or sharing nude photos/videos of another student with other students in any format.
- Gossip of a sexual nature, including lies or speculation about another person's sexual activity or sexual orientation.
- Displaying sexually explicit drawings or vandalism.
- Making inappropriate jokes of a sexual nature.
- Making unwanted or offensive sexual gestures to another student.
- Making unwanted physical contact with another person in a sexual manner.
- Stalking.
- Making unwanted or offensive sexual advances.
- Sexual assault of another student.
- Falsely accusing another student of sexual behaviors.

Consent

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 a 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, should immediately report the alleged incident to a Portland Waldorf School administrator or faculty member. In all situations of aggressive behavior, the School Chair will be notified immediately and will manage the investigation, decision making and reporting following the philosophy and procedures described in this handbook.

Consequences for Aggressive Behaviors: See page 68
“Possible Consequences.”

Process for Reporting Aggressive Behavior: See page 84
“Reporting & 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 in any manner or by any person other than in accordance with how the prescription medication has been prescribed, (referred to as substances in this handbook) 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. To that end, we expect each student to make the commitment to abstain from alcohol, drugs and tobacco year-round while a student at PWHS, and that parents support all of our students in this commitment. 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 Discipline Committee will investigate any concerns or reports as described above.

Self-Admittance

If during the investigation a student self-admits,

- 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. Discipline

The school's response to substance infractions is generally two-fold: support for ending substance use or support combined with discipline, depending on the individual situation. Nothing in this policy requires the school to respond in any specific way. And nothing in this policy 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.

Discipline

Consequences span a range starting with a conversation with teachers and report to parents and potentially requiring professional treatment (at the parent's expense), research and writing, loss of off campus privileges, loss of participation in performances, competing and/or representing the school in 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 which costs approximately \$50. 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-admit. Requiring urinalysis means that it is always in the student's best interest to self-admit if they have used substances.

The seriousness of consequences for substance issues increases when the student or parent is uncooperative with the intervention or discipline 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.

Examples of How the School Is Likely to Respond

1. 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
2. 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 self-admit, and first time, 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 that may include but are is not limited to: research and writing and/or future urinalysis. Suspension and expulsion are possible but unlikely.

- Required Urinalysis = possible
 - Suspension and Expulsion = unlikely
3. Outside of school use with behaviors that endanger other students

Example:

The 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 self-admit and first time, 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

4. 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 self-admit, and first time, 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 impacted other students.

If positive urinalysis, the consequence 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

5. 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 self-admit and first time, the consequences are likely to be lighter than if a student's urinalysis has positive results.

If positive urinalysis, the consequence 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

1. Students Accompanying Other Students that are Intoxicated or in Possession

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 Discipline 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.

Prescription Drugs

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

Tobacco Use & Vaping

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 Discipline Committee. Students who are in violation of the prohibition against smoking will be subject to discipline.

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).

Aside from reporting to DHS or 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 investigate and issue discipline consequences is greatly limited. We will always provide support to the victim and reporting student.

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 as confidential as possible. 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 sit together to find resolution together. If the people involved are not willing to sit 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 sit together if either student is reluctant to do so. In such situations, PWS will provide support to both students and continue to investigate the situation in accordance with this policy.

Investigation Procedure

- Complaint is received verbally or in writing.
- Determine who should do the investigation:
 - Most reports will be processed through the Discipline Committee (DC) with the Discipline Committee Chair (DCC) managing the following process.
 - 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 Chair immediately and the School Chair (or someone they have designated) takes over

management of the situation and executes the following steps. In these situations, the School Chair appoints 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 process (informed by the School Chair) so that the School Chair can remain focused on the investigation.

- No other employee should take action or speak on behalf of the school without first consulting the School Chair.
- The DCC/School Chair and another colleague meets with the person filing the complaint:
 - All specifics are gathered and documented.
 - 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.
 - Process of investigation, possible outcomes and resolution are described.
 - The parents/guardians of the reporting student are notified of allegation.
- The DCC/School Chair and another colleague meets with the alleged aggressor. While observing rights of due process, the DCC/School Chair:
 - Describes allegations and document the response.
 - Discusses confidentiality and disclosure are discussed.

- Describes the process of investigation.
- Notifies the parents/ guardians of the alleged aggressor of the allegation.
- According to the discretion of the DCC and DC/School Chair:
- If fault is admitted or otherwise already proven, the appropriate response is determined, implemented and documented.
- 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 DCC/School Chair documents this.
- 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.
- Conclude the investigation:
 - DCC/School Chair documents investigation process, findings and reasons.
 - DCC and DC/School Chair 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.

- In extreme cases, especially those resulting in an expulsion, the College of Teachers will be consulted for approval of the proposed consequence.
- 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.

Conflicts of Interest with the School Chair, or your belief that the School Chair is not following school policy regarding the matter you've reported, should be reported to the Board Chair. If you have questions or concerns about the school policy that are not adequately addressed by the School Chair, you should contact the College Chair.

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 discipline. 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 discipline.

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.

VI. Student Programs

Student Activities

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 Advisor, Sarah Rem, 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, and more. Students must volunteer at least 8 hours as a Student Ambassador to receive a certificate of membership.

National Honor Society: The purpose of the National Honor Society is to support enthusiasm for learning, desire to render service, willingness to be a leader, and development of character. To be nominated for membership in the Honor Society, a student must be a sophomore or above, have a 3.3 or above GPA and be in good standing. Once nominated, the student must make a commitment to NHS service and learning projects and also to taking on a leadership role in the high school. In addition, the student should manifest good character. The NHS Faculty Council decides all questions of membership in NHS.

Clubs are available based on student interest and the availability of a faculty or adult club sponsor. Activities have included Eurythmy Troupe, drama, yearbook production, bowling, National Honor Society, and a student newspaper. To learn what clubs are available or to start a new club, talk to the Student Activities Advisor, Sarah Rem.

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 main lesson books in the current term must be at or above a C. If a student fails to meet any of these requirements, it is the responsibility of the HS Secretary (in regard to attendance and GPA) or teacher (in regards to major assignments) to inform the Athletic Director or Club Organizer directly so that the student can be withheld from participation.

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 High School Chair 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 present an approval form, signed by each teacher whose class will be missed, to the High School Secretary prior to departure. Forms may be obtained in the High School Office. Students are not permitted to leave school early to attend sporting events as fans.

Athletics

Portland Waldorf High School teams regularly compete in volleyball, cross-country, basketball, and track and field through the Oregon School Activities Association.

A student may participate in more than one sport in a given season with the approval of all coaches involved. However, one sport must be designated the student's primary sport. When a conflict in competition or practice times arises, the primary sport will take precedence.

We require a health history and physical examination every two years, within the first week of practice, for all sports team participation.

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.

Community Service

Each student in Grades 9, 10 and 11 performs two service projects of eight hours each with non-profit organizations of their choosing. Grade 12 performs one eight-hour service project, 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 do outside of PWS.

Grade	Percentage of hours that must be completed outside of PWS
9	25%
10	50%
11	75%
12	100%

Of course your service at the school is always needed and greatly appreciated, so we hope you will support the school and other non-profits even after your hours are complete.

In addition, students participate in two all-school Service Days in the Milwaukie or greater Portland community. Your Sponsor is available to assist students, especially 9th graders, in finding service organizations to work with.

Follow these steps before starting your service project:

Get a Service Proposal form from the office or on this website <https://portlandwaldorfhs.wordpress.com/forms/>

Complete the form and submit it to your Sponsor no later than November 2, 2016.

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 your Sponsor no later than May 16, 2017.

Arrange a time with your Sponsor to present your experience to your class in Class Meeting.

International Exchange

During 10th or 11th 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 Foreign Exchange program. Students should talk with the Foreign Exchange Coordinator at least six months prior to the date the student wishes to travel. The Foreign Exchange Coordinator helps students identify countries that they would like to visit on exchange and arranges matches with foreign students who wish to initiate an exchange at PWHS. For more information, please speak to Wibke Fretz, Foreign Exchange Coordinator.

Internships

For more information, contact wibke.fretz@portlandwaldorf.org

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, Ms. Rem. When approved, your course of study is mentored by your faculty Guide and an outside mentor of your choosing. The Senior Project concludes with a public presentation of your process and the product of the project. An evaluation team is assigned to each student. The team meets with you before and after your presentation to give guidance and evaluation. Senior Project Guidelines, available in the High School Office, provide more detailed information.

Senior Skip Day

The faculty generously allows the Seniors to choose one school day to skip school together without consequence. In return, the faculty requires that the Seniors show the same generosity by informing their Sponsors and all 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 Seniors, then the skip day will not be approved and the students will be asked to select a different date.

Senior Art Installation

The goal of this tradition is for the seniors to show off the creativity they've developed at Waldorf, to celebrate being out of school, and to leave behind a bit of their character for the younger students to admire and clean-up. The art installation is only sanctioned by the school if the graduates have informed their Sponsor of their plan, have received approval from the Sponsor, and are let into the building and supervised by their Sponsor during the art installation. No glitter may be used in the art. All art that would impede routine classes must be possible to clean-up within a 30 minute time frame. Any damage caused to items, building or grounds during the installation will be billed evenly to the families of the graduates. Anyone found breaking and entering will be prosecuted according to the law. Class funds may not be used for this activity.

VII. Administrative Matters

Building Hours

Building hours are 8:00 am to 4:30 pm. The building is locked at 4:30. The school 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 can 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 snow days. Teachers will have the option to email electronic assignments to families on snow days and will do so by 9 am. Families will be expected to check their email after 9 am and have their student complete those assignments by the end of the day or 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. If the family does not have internet service, the family should contact the teacher or a classmate by phone to get the assignments. This new policy will help students keep learning and moving through the curriculum despite weather closures.

Pain Relievers and Homeopathic Remedies

Acetaminophen, ibuprofen, aspirin, and homeopathic remedies may be dispensed if parental consent is on file. Please contact the HS Office for a form.

Visitor Policy

All visitors are required to notify the HS Office and obtain prior permission from the HS Chair. 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 Chair 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 High School reserves the right to change the policies and procedures described in this handbook at any time.

Appendix A

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 in varying degrees. With this in mind, we've 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've done. The work will be linked 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 held on the first Wednesday of every month for one hour immediately after school. 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 weekend work date will be created to give back in a more substantial way.

The Discipline Committee may assign Restorative Work whenever they feel it is an appropriate consequence for the 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, the Advisor will talk with the student about their tardiness. After 4 the Advisor

talks to the student and notifies the parents. After the 5th tardy to class they are given an hour of Restorative Work, and an hour of restorative work for every 3 tardies after that.

- Gum chewing: 3 = Advisor. 4 = parents notified. 5 = restorative work. Every 3 after = Restorative Work.
- Cell phone use during school hours: 3 = Advisor. 4 = parents notified. 5 = restorative work. 6 = Phone must be turned in at office and restorative work for every confiscation after that.
- Foul Language: 3 = Advisor. 4 = parents notified. 5 = restorative work.
- Cut class: Restorative Work after first cut class and possible suspension after that.
- Damage to school property: Restorative Work after first instance of property damage.

Parents and students will be notified of the Restorative Work date via email and the list of students assigned to Restorative Work will be posted on the office bulletin board the week prior to the Restorative Work day.

Behavior incident tallying will start over with a clean slate at the beginning of each semester.

Parts of this handbook were copied from the Sacramento Waldorf High School with permission from Paul Carlson.