

# *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.

## **M o r n i n g   V e r s e**

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.

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## **Waldorf Education at the High School Level**

The first Waldorf School in Stuttgart, Germany began with a Lower and Middle School. As children grew up through the grades, Rudolf Steiner helped to form the first Waldorf High School. Working with colleagues from many subject areas, he developed basic outlines for 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 craftsperson in their skill.

# I. Communication

## Communication That Builds Trust

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

Usually, what we really need is to hear the other's perspective. Therefore, the best step is to bring our concerns directly to the person or people involved. Although it can seem difficult, it's in such conversations that we can see a larger picture, develop connections, and restore trust.

Here are some steps to consider taking when you have an issue with another person:

1. Talk with them directly.
2. If you have a hard time approaching the other person, ask another person to come with you.
3. If someone comes to you with critical observations about another person, encourage them to speak with that person directly.
4. Check back later to see how it went.
5. If they are reluctant, offer to come along as a "third person," someone willing to facilitate their conversation.

Bringing our concerns directly to the person involved can also help to avoid spreading misinformation, and

underscores our conviction that people largely act out of good faith and sound intentions. Following these guidelines for building trust is especially helpful in our school community setting.

Remember that none of us have perfected the art of conversation. We improve through practice; we build skill with experience. By communicating honestly and listening with empathy, we can address our particular concerns while contributing to the overall health of our community.

### **Where to Take Questions & Concerns:**

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

- **Secretary** (Kate McGill): Report absences; questions about schedules, logistics, forms, etc.
- **Teachers**: Questions about individual class: assignments, grading, etc.
- **Advisor**: Individualized help problem solving and balancing academics, social life, health and home life.
- **Class Sponsor**: Concerns about social dynamics in your grade level.
- **Interim Student Assistance Coordinator** (Francine Adams): additional support with problem solving and balancing academics, social life, health and home life; referrals to outside professionals for

students with learning differences or emotional struggles.

- **Interim HS Chair** (Sarah Rem): Any and all questions and concerns that were not addressed by the previous faculty and staff. Questions, comments and concerns about school policies.
- **Interim School Chair** (Shanti McCarter): Questions and concerns related to faculty, curriculum or programs that were not addressed by the high school faculty and staff or Interim 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.

Adams, Francine	Student Assistance Coordinator	francine.adams@portlandwaldorf.org Extension 223
Averill, Corey	Music	corey.averill@portlandwaldorf.org Extension 216
Averill, Michelle	Music, HS Office Assistant	michelle.averill@portlandwaldorf.org Extension 216
Badger, Cathleen	English for International Students	cathleen.badger@portlandwaldorf.org
Beaton, Mary	Director of Administration	mary.beaton@portlandwaldorf.org
Bates, Jeremy	Mathematics	jeremy.bates@portlandwaldorf.org
Blanchard, Bec	Humanities	bec.blanchard@portlandwaldorf.org
Cavin, Wade	Science, Social Science	wade.cavin@portlandwaldorf.org
Churchill, Nina	Fine Arts	nina.churchill@portlandwaldorf.org
Fretz, Wibke	Humanities, German	wibke.fretz@portlandwaldorf.org
Johnson, Michael	Life Skills	michael.johnson@portlandwaldorf.org
Kaplan, Sabrina	Mathematics	sabrina.kaplan@portlandwaldorf.org
McGill, Kate	HS Secretary & Registrar	kate.mcgill@portlandwaldorf.org Extension 218
Myers, Thomas	Applied Arts	tom.myers@portlandwaldorf.org
McCarter, Shanti	Interim Faculty Chair	shanti.mccarter@portlandwaldorf.org Extension 220
Pomeroy, Katherine	Applied Arts	katherine.pomeroy@portlandwaldorf.org
Rem, Sarah	Interim HS Chair, Eurythmy	sarah.rem@portlandwaldorf.org Extension 223
Rogers, Jeannie	Drama	jeannie.rogers@portlandwaldorf.org
Shupack, Jamina	Mathematics, Living Lab	jamina.shupack@portlandwaldorf.org
UmanzorIsabel	Spanish	isabel.umanzor@portlandwaldorf.org
Wasko, Sam	Science, Mathematics	sam.wasko@portlandwaldorf.org
Zinn, Christopher	Humanities, College Advising	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 2017-2018*

Class of 2018, Grade 12: Christopher Zinn, Wibke Fretz

Class of 2019, Grade 11: Bec Blanchard, Isabel Umazor

Class of 2020, Grade 10: Jamina Shupack, Tom Myers

Class of 2017, Grade 12: Sarah Rem, Sam Wasko

### **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, Francine Adams, francine.adams@portlandwaldorf.org.

Michael Johnson is available by appointment to talk with students when worries or frustrations become significant enough to interfere with their success at school. Mr. Johnson teaches our Life Skills classes, and has experience as a social service worker and prevention specialist.

## **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 the College Counselor in any grade level.

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 ACT test because it is now accepted by most schools and, we believe, provides a fairer and better test experience for our students. We prepare you for the

material in the ACT over the course of the curriculum and provide formal orientation to the ACT in the Junior year. 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. Overall, we stress that it's important to prepare for these tests while also emphasizing that your overall academic record, your letters of recommendation, and your own personal statements are equally important components of your college application.

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, 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 senior year 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.

The college admissions process and the career planning process are important stages of your educational journey. 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)*.

In the meantime, it is not too soon to begin your college and career research process through on-line or more traditional means. We can provide information and advice about college and career exploration, summer and gap year programs, information about standardized tests, and other resources. The college guidance handbook provides a comprehensive overview of the college guidance program including year-by-year advice for college planning. You are welcome to request an individual meeting at any time by contacting Christopher Zinn, our College Counselor, at [christopher.zinn@portlandwaldorf.org](mailto:christopher.zinn@portlandwaldorf.org)

### **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 send a Notice of Concern to your parents if you are tardy six or more times in any given quarter. If tardiness continues after the Notice of Concern, you will be asked to meet with the Discipline Committee which will determine further consequences if needed.

### *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.mcqjill@portlandwaldorf.org](mailto:kate.mcqjill@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*

<b>Type</b>	<b>Parent Responsibilities</b>	<b>Student Responsibilities</b>	<b>Academic Impact</b>
<b>Short Planned Absences</b> (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</u> to <u>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.
<b>Extended Planned Absences</b> (two or more days of school) e.g. college visits, weddings, family trips.	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.	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.	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><b>Unavoidable Absences</b> e.g. Illness or medical procedures, death in the family, meetings with school personnel.</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 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>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 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><b>Unexcused Absences</b> 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.</p>

We encourage you and your family to work closely with your Advisor when planning leaves of absence.

A student at school is required to attend all classes that day. If a student is found to be “skipping” class, he or she

will be referred to the Discipline Committee, which will decide on appropriate actions. Such actions could include suspension.

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, World Revolutions, Art History
Science	, Anatomy, Organic Chemistry, Thermodynamics, Geology

#### Track Classes

English	Grammar, Short Stories, Biography, Pacific Northwest Literature
Mathematics	Self-paced mathematics topics
Foreign Language	Spanish, German. ESL
Music Electives	Choir, Orchestra, African Drumming, 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	The Odyssey & Ancient Greece
History & Social Studies	Ancient History, US History, Civics
Science	Mechanics, Acids and Bases, Meteorology, Physiology

### Track Classes

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

### Art Blocks

Weaving, Woodworking & Marquetry,  
Fine Arts

### Wilderness Education

*To Be Human with the Animal Kingdom*  
Tracking

## GRADE 11

### Main Lesson Blocks

Literature	Parzival
History/Social Studies	The Middle East, Rome and the Middle Ages, 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	The Age of Discovery
Foreign Language	Spanish, ESL
Music Electives	Choir, Orchestra, African Drumming, Guitar
Movement	Eurythmy, Physical Education
Health and Wellness	Life Skills
Other	Post-graduation Planning, Living Lab

### Art Blocks

Blacksmithing, Book Arts, Fine Arts

### Electives

Living Lab, Art, Drama or Speech, Internship

### Wilderness Education

*To Be Human with the Plant World*  
Sustainable practices

## GRADE 12

### Main Lesson Blocks

Literature	Transcendentalism, Russian Literature
History & Social Studies	America in the Modern World, History of Architecture, Human Development
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, Research
Foreign Language	Spanish, German. ESL
Music Electives	Choir, Orchestra, African Drumming, Guitar
Movement	Eurythmy, Physical Education
Health and Wellness	Life Skills
Other	Post-graduation Planning

### Art Elective

Painting, Sculpture, Book Arts,  
Fiber Arts, Auto Mechanics

### Other Electives

Living Lab, Art, Drama or Speech, Internship

### Drama

Senior Play Production

### Senior Project

Individual project

### Wilderness Education

*To Be Human with Self and Cosmos*  
Culminating Wilderness Experience

## **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 Apprenticeship.
- Second set of options: Math or Apprenticeship.

Students may only elect Apprenticeship once.

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 9-12.

## **General Academic Expectations**

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

## **Developing Academic Independence**

One of the faculty's goals is to help you build independence in organization, time management and personal responsibility. The faculty will provide greater support during the ninth grade adjustment and 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.

9<sup>th</sup> graders 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 access to Veracross log-in, 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 9<sup>th</sup> graders 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. 9<sup>th</sup> 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:

- 1) accumulates two late ML assignments or three late track assignments within a week,
- 2) receives an incomplete during a ML book check,
- 3) fails to submit a major assignment or
- 4) 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://portlandwaldorfhs.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 Assistance and Probation**

When you have two grades of D+ or lower or one failing grade at the end of a grading period, your Advisor will implement the following academic assistance measures:

- Meet with you and your parents
- Facilitate meeting with appropriate teacher(s)
- Report to High School faculty
- May assign you to regular attendance of Study Hall.
- May assign you to meet regularly with the Student Assistance Coordinator
- May notify parents of assignments or schedule weekly check-ins with you and your parents
- May curtail extracurricular activities
- Upon consultation with the Student Assistance Coordinator and High School Chair, may require a learning assessment at parent's expense
- Will record the measures taken and your level of follow through in your student file

If, in the following semester, you again receive two grades of D+ or lower or one failing grade, or your Advisor finds reason (such as no improvement), your Advisor will implement the following academic probation measures:

- Measures taken for academic assistance continue

- Student, teachers, and parents agree to a plan for improvement, which is placed in the student's file
- Student may not participate in extracurricular activities

If the student fails to meet the conditions of academic probation 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**

Cooperation and respect for everyone in our 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 to cooperation and respect for everyone in our community. Respect extends to all school facilities and property as well as to the property

of fellow students. If a student commits an infraction of good conduct, the Discipline Committee assesses the seriousness of the behavior and determines the appropriate consequence or disciplinary action.

### **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.

## **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.

## **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*

Cell phones and electronic devices, including headphones, must not be seen or heard during the school day (8:30 am to 3:45 pm). Headphones may be used with a teacher's permission only. You are expected to turn cell phones and electronic devices off. 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 more than three times, the Discipline Committee will notify the Advisor and the Advisor will notify the parents. On the fifth confiscation, the student will meet with the Discipline Committee and may be required to keep devices at home or check them in at the office each morning.

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.

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 curbs.

### **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 that you will act appropriately 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*

Second semester sophomores, and juniors and seniors 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*

A student who leaves campus without written permission on file, or who leaves at a time other than scheduled lunch breaks, or who leaves while his or her off-campus privileges are suspended, must attend, with his or her parent(s), a hearing with the Disciplinary Committee before returning to regular classes. The Committee may suspend the student for one day of classes (which will go on the student's permanent academic record) and suspend the student's off-campus privileges for a period to be determined.

## **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.

## **Social and Behavioral Issues**

The High School faculty expects you to partner with us in creating and maintaining a healthy social environment in the school. The faculty does not desire to police students. We encourage and rely on your personal initiative towards social responsibility and responsiveness to your inner moral convictions.

The High School faculty assumes that you intend to do your best in all areas of school life, and that any transgression of rules is a mistake that you will willingly take responsibility for and strive to learn from.

## **Social Inclusion and Bullying Philosophy**

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.

Bullying behavior is repeated aggressive behavior which creates distress in, and/or causes harm to, another. Bullying behavior includes any or all of the following: physical violence or threat of physical violence, verbal abuse, aggressive exclusion of another from a group activity, intimidation, interference with the property of

others, spreading malicious rumors, and/or incitement of others to carry out any of the aforementioned points.

### **Cyberbullying**

PWS prohibits acts of cyberbullying. Cyberbullying is the harming or harassing via information technology networks (emails, texting, social networks, etc.) in a repeated and deliberate manner. It can include posting rumors or gossip about a person on the internet, or it may go to the extent of personally identifying victims and publishing materials severely defaming and humiliating them. Cyberbullying of a PWS student by another PWS student or community member is strictly forbidden.

### **Prohibition of Harassment, Intimidation and Bullying**

Portland Waldorf School is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying.

“Harassment, intimidation or bullying” means any intentionally communicated message or image — including those that are electronically transmitted — or any intentional verbal or physical act – including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, physical appearance, clothing or other apparel, socioeconomic status, weight, or other characteristic – when the message, image, or act:

1. Physically or mentally harms a student or damages the student's property;
2. Has the effect of substantially interfering with a student's education;
3. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

"Intentional act" refers to the individual's choice to engage in the act rather than its ultimate impact.

### *Behaviors/Expressions*

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of artistic, religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other school policies or building, classroom or program rules.

This policy is a component of Portland Waldorf School's commitment to creating and maintaining a safe, civil, respectful and inclusive learning community.

### *Sexual Harassment*

Sexual harassment can differ from other types of harassment. Sexual harassment includes conditioning any benefit (employment or educational) on submission to sexual demands, or verbal or physical behavior that unreasonably interferes with an individual's performance or creates a hostile, offensive, or intimidating environment. Behavior which may be considered sexual harassment ranges from licentious comments to gender stereotyping or discrimination. It must be defined within the context of the situation.

### *Interventions*

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, to prevent further incidents of harassment, intimidation or bullying by the perpetrator or others, and to restore a positive school climate.

PWS will consider the frequency of incidents, the developmental age of the student, and the severity of the conduct in determining appropriate intervention strategies. Interventions may include counseling, correcting behavior and discipline, and where appropriate, suspension, expulsion and law enforcement referrals.

### *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.

### *Reporting and Investigation Procedures*

Any employee, student, or parent who believes he or she is being harassed or subjected to intimidation or bullying, or who witnesses an incident of harassment, intimidation or bullying, should report it to the Faculty Chair or Administrative Chair. The matter will be promptly and thoroughly investigated.

All complaints will be investigated promptly. The identity of the student, employee, or parent making the complaint, as

well as the identity of the individual accused of harassment, will be kept as confidential as possible. If you are unable to report the matter to the Administrative Chair or Faculty Chair, or if you believe that inadequate action is being taken to resolve the conduct, you should contact the President of the Board of Trustees.

- A. Complaint is received verbally or in writing by the Faculty Chair or Administrative Chair.
- 1) In conversation with the person filing the complaint:
    - a. All specifics are gathered and documented.
    - b. Confidentiality and disclosure is discussed.  
Permission to use his or her name is sought, and if not granted, limitations on the ability to investigate are explained.
    - c. Process of investigation, possible outcomes and resolution are described.
    - d. If a student is involved, the parents/guardians are notified of allegation.
  - 2) While observing rights of due process, in conversation with the alleged harasser:
    - a. Describe allegations, and document the response.
    - b. Confidentiality and disclosure are discussed.
    - c. The process of investigation is described.
    - d. If a student is involved, the parent/ guardian is notified of the allegation.
  - 3) According to the discretion of the Faculty Chair or Administrative Chair:
    - a. If harassment is admitted or otherwise already proven, the appropriate response is determined and implemented.

- b. If it is already clear that no harassment took place and the complainant agrees, the process stops here, perhaps with a facilitated air-clearing discussion between the complainant and the alleged harasser.
- c. If it is not clear what actually happened, and the allegations, if true, would constitute harassment intimidation or bullying, the investigation continues. Outside authorities may be involved. The specific circumstances, including the seriousness of the allegations and the evidence brought to light would determine how the investigation is to proceed.

B. Conclude the investigation:

- 1) Document findings and reasons.
- 2) Determine what resolution and/or disciplinary action is necessary, if any. Consequences will match the seriousness or number of recurrences of the incident. Possible consequences may include, but are not limited to:
  - a. A meeting with the alleged harasser, alone or with parent/guardian
  - b. Harassment education
  - c. Counseling
  - d. Suspension
  - e. Expulsion
  - f. Referral to Law Enforcement
- 3) Decision is communicated to the complainant and, if appropriate, parents/guardians.
- 4) Decision is communicated to the alleged harasser and, if appropriate, parents/guardians.

## **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.

## Alcohol, Drug & Tobacco Policy

### Overview

The use of alcohol, drugs and tobacco 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. All High School faculty will be made aware if an individual student has been found, or admitted to, using substances.

**Parents and legal guardians are advised that serving alcohol or providing tobacco or illegal drugs to minors (those under the age of 21 in the case of alcohol and marijuana and under 18 in the case of tobacco) is illegal and, according to the laws of the State of Oregon, can result in arrest, prosecution, and incarceration. Consumption of any of these illegal substances and/or alcohol that takes place on private property, even without the permission or knowledge of the property owner, subjects the responsible adult(s) to the same penalties.**

## **Policy**

The school's response to drug and alcohol infractions is generally two-fold: intervention and discipline, depending on the individual situation. Nothing in this policy requires the school to follow either process. And nothing in this policy restricts the school's right to dismiss a student at any time for any reason. The school reserves the right at any time to require a student to undergo an outside evaluation and/or chemical assessment.

## **Intervention Process**

Intervention is a pathway of support for a student who is or may be using illegal substances. This may include a student who self-reports his/her use or a student who admits use when asked by a PWS employee. Once a student has admitted use, the school may choose to work with a student and their family to create a plan that would support abstinence while enrolled at PWHS, assuming the student and their family has demonstrated a serious commitment to the student's abstinence.

The following steps occur once use has been admitted:

- 1) The student and representatives from the school, which may include the Student Assistance Coordinator and the employee in whom the student confided, will meet to develop a plan to inform the student's parents before the end of the day, if possible.
- 2) The student, parents and representatives from the school which may include the Student Assistance Coordinator will meet to agree upon a plan to support abstinence and a way to assess and ensure continued abstinence. If the plan is not met by dates established by the school, the process will change from Intervention to Discipline (see below).

The Intervention process will conclude when parents, student, and representatives from the school agree that

the goals have been successfully achieved and the student can maintain success without further support.

The process of Intervention can be used by a student only once, and under limited circumstances, solely at the school's discretion. Infractions after Intervention will immediately change the process to Discipline. While in the process of Intervention, any behaviors by the student which violate our Alcohol, Drug and Tobacco policy will change the process to Discipline. The process of Intervention will not become part of a student's permanent record.

### **Sample Intervention Process Plan of Support**

When a student self admits substance use and the faculty decide to allow the student to enter the Intervention Process phase of our substance use policy, a comprehensive Plan of Support will be created with the goal of addressing all the issues that the student is dealing with at the time. Substance use is often a side effect of other struggles physically, socially, emotionally, and/or academically, so it is important that the student's entire wellbeing be taken into consideration. PWHS requires that the family hire outside professionals to provide things like drug assessments and counseling, psychological learning assessments and tutoring, emotional and social assessments and counseling. In some cases a family will be unable or unwilling to provide for their student the outside care that the school identifies is needed. In these cases, the school may offer several modified Plans of Support that do not address the comprehensive care of the student and may not be as beneficial or comfortable for the student to participate in, but allows the student to meet the school's expectation of sobriety which in turn allows the student to remain enrolled. The school never prefers a modified Plan of Support over a comprehensive Plan of Support because it doesn't address the

underlying causes and needs of the student; it does offers a way to accommodate the financial needs of a family, preferably for a limited period of time.

Here is a sample Plan of Support and the type of modification that might be offered.

### Scenario

- a) The student reports trouble with reading and teachers report writing assignments are brief with many writing mistakes.
- b) The student feels overwhelmed and wants to stay home and sleep.
- c) The student reports using marijuana on occasion.

### Comprehensive Plan of Support

- a) The student must complete a learning assessment to rule out Dyslexia or other learning differences, and work with a homework coach or doctor as indicated by the assessment.
- b) The student must have an evaluation of emotional wellbeing to rule out depression, and meet with a counseling as indicated by the assessment.
- c) The student must have a written drug assessment and meet with a drug counseling as indicated by the assessment.

### Alternative Plan of Support #1

- a) The student must have a written drug assessment and meet with a drug counseling as indicated by the assessment.

## Alternative Plan of Support #2

- a) The student must sign up with a local lab approved by the school in order to participate in random urinalysis testing for at least a year or until a more comprehensive plan of support is in place. If the tests come back positive for substance use two times, the student will either be expelled or required to complete the more comprehensive Plan of Support.

### **Suspected Substance Use**

If a PWS employee observes a convergence of indicators such as excessive tardiness, fatigue in class, inability to concentrate, or a marked downturn in academic performance or social behavior, the school will meet with the student to discuss possible causes.

If the student admits to being intoxicated in the moment, the Disciplinary process will be initiated. If the student admits to previous use, the school may offer the Intervention process or proceed directly to the Disciplinary process. If the school has reason to believe that a student is engaging in substance use but the student denies it, the school may request a meeting with the family to discuss the matter. The school may also require a chemical assessment before allowing the student to return to school. The appointment with the assessing agency must be made within 48 hours or the earliest date available. The parents and/or student will sign all releases necessary allowing the assessing agency or outside treatment center to confer with the school about assessment recommendations and follow up. The student and parent must agree to participate in any follow-up treatment recommended by the school and/or a professional treatment center. When recommended, the treatment must be scheduled to begin as soon as possible.

### **Possession of Drugs or Alcohol and Intoxication**

When a student is found to be in possession of drugs and alcohol (including in the student's locker and personal possessions) or found to be presently intoxicated, the Disciplinary process will be initiated.

### **Students Accompanying Other Students that are Intoxicated or in Possession**

When a student is found 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.

### **Disciplinary Process**

1. Immediate suspension from school and other school activities, for no fewer than two days and possibly longer. Students will receive no credit for school work missed during the suspension.
2. Parents or legal guardians will be immediately contacted, and asked to take the student home.
3. A suspension will become part of the student's permanent record.

While the school may suspend or dismiss a student for possession or use of drugs or alcohol at the school's sole discretion at any time regardless of whether the offense is a "first offense" or later offense, the following generally describes the procedure the school may follow:

#### **First Offense:**

- a. As soon as is feasible, ideally within 48 hours, a meeting will take place with the student, parents, and representatives of the school, which may include the

Discipline Committee, Student Assistance Coordinator and the student's advisor.

- b. A chemical assessment by an Oregon certified chemical use counselor or agency will be required, to be scheduled within 48 hours or the earliest date available, at the expense of the parents or guardians, concluding with a written report with the counselor's assessment and recommendations. The parents and/or student will sign all releases necessary allowing the assessing agency or outside treatment center to confer with the school about assessment recommendations and follow up. The student and parent must agree to participate in any follow-up treatment recommended by the school and/or a professional treatment center. When recommended, the treatment must be scheduled to begin as soon as possible. Proof of treatment completion must be received by the school for the student to continue at the school. In addition, the student will be barred from off-campus lunch privileges and from performing, competing, and/or representing the school in any school-sponsored activities until the student has satisfied all agency or counselor recommendations

**Second Offense:**

- a. As soon as is feasible, ideally within 48 hours, a meeting will take place with the student, parents, and representatives of the school which may include the Discipline Committee, Student Assistance Coordinator and the student's advisor.
- b. The student must attend, and complete, an approved substance abuse treatment program at the expense of the parents or guardians, to begin within 3 weeks. In addition, the student will be barred from off-campus lunch privileges for the remainder of the year, and performing, competing, and/or representing the school in any school-sponsored activities until the school determines it is appropriate for the student to do so.

**Third Offense:**

The student will be brought before the Discipline Committee and will

**Immediate expulsion:**

If at any point during the Disciplinary process, the student and / or family do not follow the requests made by the school, the student will be immediately expelled.

**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**

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.

**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 with your parents as needed.

**Discipline Committee**

The Discipline Committee monitors the Behavior Report every week to look for concerning patterns or serious misbehavior. The Discipline Committee will convene as

noted in this handbook, or if a teacher, Advisor or staff member requests the help of the committee. 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. Repeated or more serious lapses in behavior result in a conference with the student, his or her parents or guardian, the student's Advisor and the Discipline Committee. Continued lapses lead to probation or suspension. Failure to resolve difficulties could lead to expulsion.

### *Definitions*

*Loss of Privileges:* A student may lose privileges as a consequence for some misdeed. Examples of privileges that could be lost are: off-campus privilege, participation in athletics, attendance at after-school events, etc.

*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.

*Suspension* is a consequence determined by the Discipline Committee following the review of an incident. The Discipline Committee will meet as soon as possible with the student and other parties involved to review the incident. The committee will determine whether the behavior warrants a suspension, how long the suspension will be, and under what conditions the student will be

allowed to return to school. The student will then be asked to return home if the committee determines that he/she should be suspended. If it is a suspension, 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 except as noted in the Drug and Alcohol policy.

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

- 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
- Harassment or bullying behavior
- Loitering on the railroad tracks, jumping on trains, or related behavior

*Probation:* 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

## VI. Student Programs

*Student Activities* is the umbrella organization, overseen by Student Council, which aims to include numerous committees with wide membership to improve the quality of life at PWHS. Talk to your Class Rep or the Student Activities 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 9<sup>th</sup> 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 and Apprenticeship**

For more information, visit

<https://portlandwaldorfhs.wordpress.com/>

## **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, Mr. Zinn. 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.

*Credits:*

*Cover Art: Kobe Layton*

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