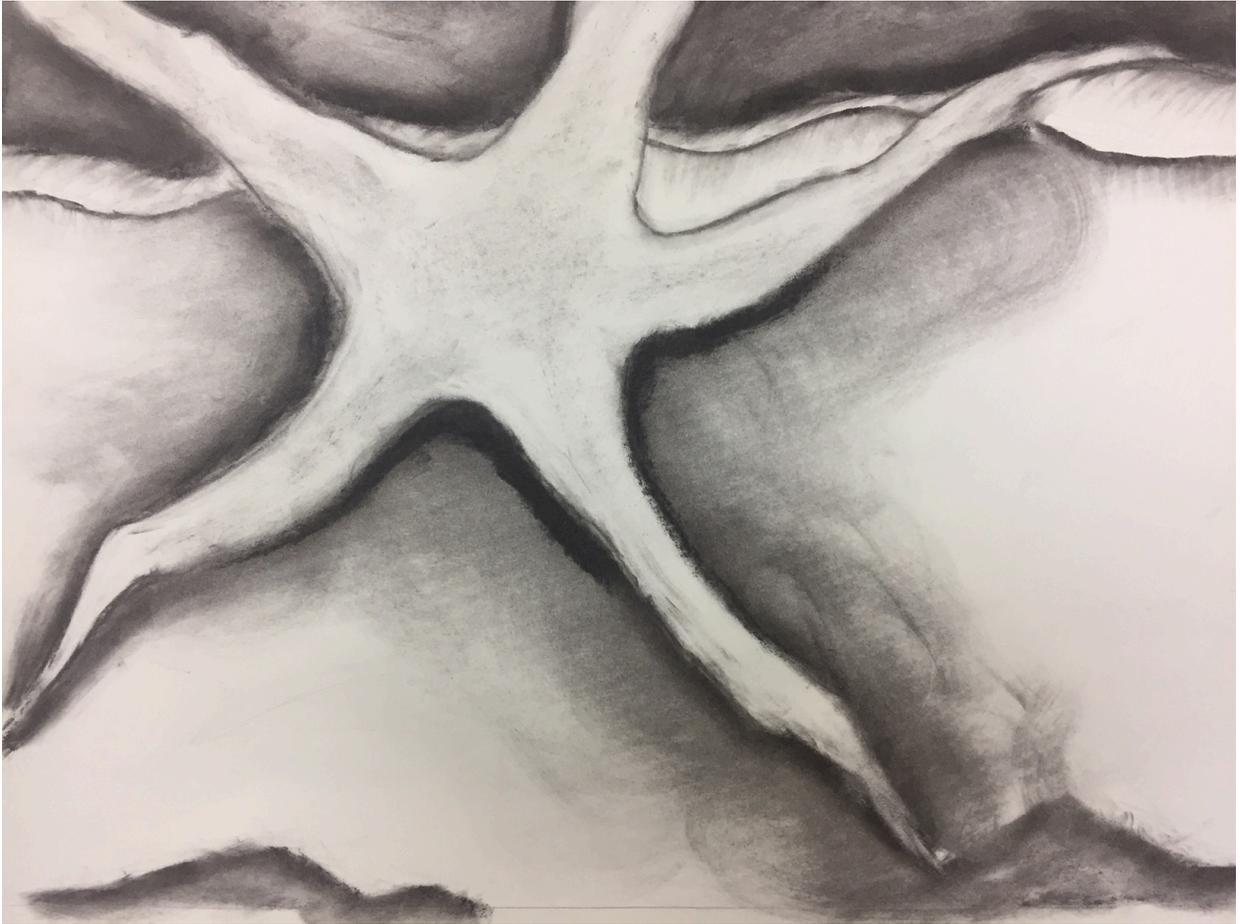


# **Portland Waldorf High School**

## Handbook for Students & Parents



REVISED July 2024

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# ***Welcome***

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

## Morning Verse

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

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

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

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

Rudolf Steiner  
Morning Verse, Grades 5-12

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# INTRODUCTION

(also found in the [All-School Parent Handbook](#))

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Portland Waldorf School embraces the opportunity to serve children and their families from all walks of life, from infancy through high school, building on Rudolf Steiner's transformative vision of the human being to educate toward a more equitable and sustainable society.

Portland Waldorf School seeks to inspire in its students a life-long love of learning and reverence for life. Our teachers awaken the 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.

Our 7.2 acre campus comprising wetlands, fields, streams, and gardens, stands at the intersection of city and country, drawing its strength from easy access to river and island, as well as farmland, forest, public transit and urban environments. From this diversity of experience its heart beats – where history meets innovation, culture meets nature, and family meets community.

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.

## MISSION STATEMENT

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

## VISION STATEMENT

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Portland Waldorf School's true purpose and therefore the purpose of all our joint efforts is to create a collaborative community that is striving to learn how we as human beings can create a better world. We want to assure our students and their families that the philosophy at the core of our mission, "nurturing the imagination, cultivating the intellect, and recognizing the unique spirit of each child in the community", remains the uniting force for all our endeavors.

## CORE VALUES

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- **Educate the whole self to be balanced and healthy**

Using a curriculum based on anthroposophy, we cultivate curiosity, creativity and problem solving through reflection and self-knowledge: unstructured play time for the young child, freedom from electronic media, a hands-on curriculum rich in the arts, different forms of movement, and self-defined and project-based activities.

- **Honor place and care for our home**

Defining “home” as our school and its grounds, our community and the planet, we practice an ethos of environmental sustainability and stewardship; robust outdoor education and field trips; learning the history of our land and the people who lived here before us; involving student in making and tending gardens; and a hands-on approach to nature study.

- **Nurture relationships and care for humanity**

The PWS program is based on the idea of fostering social renewal by focusing on developing healthy relationships within the classroom, with other Waldorf schools, and in the wider community; teaching the importance of listening, and, in conflict being an “upstander” rather than a bystander; and recognizing our responsibility to practice equity and social inclusion.

- **Connect with spirit through reverence and seeking our true purpose**

The image of the human as a spiritual being informs every aspect of the school. Teachers bring the children into their meditative life. We celebrate an array of seasonal festivals; teachers encourage a reverence for nature and awe for the world around us; and the curriculum covers many religions/spiritual practices and their cultural roots.

## HISTORY OF THE SCHOOL

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Portland Waldorf School (PWS) was founded in 1982 as the Morning Song School by a group of teachers and caregivers deeply invested in Waldorf education and the philosophies of Rudolf Steiner.

In 1999 the high school began with a group of students in the ninth grade. With each additional year the high school then added a class until the pioneer class graduated in 2003. As a result, PWS now has a full range of grades from Parent-Child classes through Grade 12.

In July 2002 PWS moved from its old site at 109 NE 50<sup>th</sup> Avenue in Portland, Oregon to a classic “WPA modern” middle school of 57,000 square feet located on 7.2 acres in downtown Milwaukie, Oregon. With this move, the school has grown to about 300 students and become a thriving center for children, their families, and adults interested in Waldorf education.

(See the Parent Handbook **School History/Intro to Waldorf Education** for a brief description of the Waldorf education movement.)

## LAND ACKNOWLEDGEMENT

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Portland Waldorf School recognizes that we are here because of sacrifices forced upon the original people of this land. We honor with gratitude the Multnomah, Kathlamet, Clackamas, Cowlitz, Siletz, Tumwater, Watlala bands of the Chinook, the Tualatin, Kalapuya and many other Tribal nations and people of the Willamette and Columbia River regions, who belong to and have cared for this land since time immemorial. We honor and pay our respects to the Native American people of this land, past, present and future.

## DIVERSITY, EQUITY & INCLUSION

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At Portland Waldorf School, we seek to create an inclusive community where our differences are both valued and acknowledged. Celebrating our shared humanity and striving to be our best selves is a priority.

We commit to being a community that is inclusive of people of diverse culture, race, gender, sexual orientation, age, ability, economic background, political view and spiritual orientation.

To address the needs of our students and the issues of our current world, we commit to making ongoing innovations in our curriculum, festivals, policies and practices in order to better reflect, support and expand our evolving community.

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

See our [website](#) for information about ongoing DEI work at PWS.

## NON-DISCRIMINATION POLICY

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Portland Waldorf School does not discriminate in the administration of its educational policies, admissions policies, scholarships, tuition adjustment programs or other school programs on the basis of race, color, creed, religion, sexual orientation, national or ethnic origin, age or disability that can be reasonably accommodated. Similarly, in its hiring and employment practices, PWS does not discriminate on the basis of race, color, creed, religion, sex, sexual orientation, national or ethnic origin, age, disability that can be reasonably accommodated, marital/parental status, uniformed service or veteran status, or any other legally protected characteristic or status.

We acknowledge that a diversity of ethnicities, nationalities, socioeconomic backgrounds, gender expressions, sexual orientations, learning differences, and life experiences within our community enhance our school's learning environment, and we are committed to cultivating equity and inclusion.

# GOVERNANCE

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PWS is a self-governing independent school that works with a collaborative leadership model. See descriptions and membership of the Board of Trustees, School Director, College, Leadership Team, High School Leadership Team and Steering Committee in the Parent Handbook.

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

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

By fostering self-discipline, self-confidence, discernment, competency, and a lifelong desire to learn, a Waldorf High School strives to prepare students for higher education and life as a whole. The High School faculty consists of teachers whose task is to help students understand the distinct qualities of each subject they study, enabling them to gradually see the interconnectedness of all subjects as parts of a larger whole. This recognition stems from an understanding of human beings in relation to the world.

At our school, studies in various forms of art—including music, visual arts, applied arts, performing arts, and social arts—as well as different forms of movement education, enrich and deepen academic learning in math, science, and humanities in both aesthetic and kinesthetic manners. Similarly, academic development fosters students' cognitive capacity for strategy, compassionate understanding, effective communication, and inner articulation and discernment, which refines the growing artist, athlete, and craftsperson in their skill building.

## I. Communication

### Communication That Builds Trust

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

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

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

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

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

### Where to Take Questions & Concerns for HS Matters:

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

- **Teachers:** Questions about individual class: assignments, grading, etc.
- **Advisor:** Assistance with problem-solving for you as an individual student: balancing academics, social life, health and home life.
- **Class Sponsor(s):** Support for the social health of your whole grade and class.
- **High School Office Administrator** (Alyssa Grass): Support for absence reporting/attendance communication, questions about calendar, schedules, logistics, forms, etc. The first stop for your questions, which will then be directed to the appropriate person.
- **Student Care Coordinator** (Rochelle Giametta): Support for students with diagnosed

learning, behavioral or emotional differences. Referrals to outside professionals for academic or emotional assessments or support.

- **IT Manager** (Teresa Chou): Support for students with questions about their school emails and to PWSConnect.
- **High School Assistant Director** (Sarah Rem): Questions, comments and concerns about Student Accountability, Advisors, high school programs and senior projects.
- **High School Director** (Nina Churchill): Questions, comments and concerns about high school pedagogy, curriculum or programs, faculty, or policies; any questions and concerns that were not addressed by the previous faculty and staff.
- **School Director** (Chiaki Uchiyama): Questions, comments or concerns about pedagogy, curriculum or programs that were not addressed by the High School Director and previous staff.

Please note this list of possible recipients of queries is specific to HS matters. If you have questions regarding other areas or functions of the school, including finance, fundraising, safety, marketing, communication, etc., please refer to the PWS Parent Handbook for additional contact information and areas of function within the school.

### **High School Faculty and Staff Contact Information**

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

### **PWS Student Email Addresses**

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

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

PWS Student Email Account Use Limited to Educational Purposes: As a student at PWHS, you acknowledge that access to the Internet via PWS equipment and resource networks is intended to serve and pursue educational goals and purposes. "Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, PWS-approved personal research activities, or other purposes as defined by the PWS from time to time. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The student recognizes that they have a duty to use PWS equipment and resource networks only in a manner specified in the Policy.

### **High School Resource Page in PWSConnect**

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

## **Calendar**

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

## **Bulletin Boards**

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

## II. High School Structure of Support

### High School Faculty & Staff

Your first line of support are all your teachers, as well as our exceptional high school staff. One of the best habits to learn in high school is to be in communication with all your teachers and valued adults, getting to know them and being open to their feedback, observations and goals for you and your journey through high school.

One of the best ways to have this dialogue with your teachers is to utilize, to the fullest extent possible, the work time that teachers provide within their classes. Those moments are important times to raise and resolve any questions you may have before you embark further on your work.

While class work time is consistently offered within each individual class, there is further support offered by teachers during dedicated Study Hall classes, an important designated time within our weekly schedule.

Study Hall classes are led by various teachers, all with the shared expectations for the use of this precious time during the school day. As with other class periods, the expectations for Study Halls as outlined in their syllabi, including how a grade is determined for the class. In addition to having structured work time during Study Halls, if you are hoping to connect with a particular teacher during a study hall period, you may reach out to them proactively to see what their availability is. A teacher may be able to briefly join a study hall period from time to time to provide some support. Since not all teachers may be available during your Study Hall period it is essential that you keep in communication with your teacher, letting them know you have questions. Remember you may also email your teachers as necessary.

### Advisors

#### *Advisor's Responsibilities*

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

#### *Meetings with Your Advisor*

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

#### *Choosing an Advisor*

Beginning in tenth grade, students are invited to submit their preferences for Advisor, and those preferences are honored as much as possible. We encourage students to remain with the same Advisor as much as possible because the development of a longer term relationship helps your Advisor know you better and thus provide more insightful advice. Missing a scheduled advising period without prior communication with both the advisor and the school counts as an unexcused absence or cut class. Additionally, if a student misses the community cleaning without an excused absence, PWS reserves the right to assign additional in-school cleaning

responsibilities per our discretion and the incident may be addressed by the Accountability Committee.

### *Changing Advisors*

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

### **Class Sponsors**

Your Class Sponsors act as guides and advocates for your class, leading you in class meetings, holding parent evenings, attending class functions, and arranging group trips. They assist your class in finding its center and serve as understanding listeners and guiding forces as your class progresses through high school.

### **Class Sponsors 2024-2025**

Class of 2025, Grade 12: Sarah Rem and Matt Kearis  
Class of 2026, Grade 11: Tim Daulter and Shannon Casey  
Class of 2027, Grade 10: Milie Kimes and Kelly Maher  
Class of 2028, Grade 9: Jeremy Bates and Justice Rosales

### **Academic and Emotional Support**

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

### **College and Career Counseling**

As a school, we want to help you and your family explore and plan for your education and career path following high school. Ninth grade is not too early to begin thinking about your interests and goals and to begin your college and career research process at your own pace. Students and parents/caregivers are always welcome to contact the High School College Counselor, Ms. Churchill, to initiate a request for support and guidance in exploring college and career choices. There are also annual College & Career Guidance information evenings in October and March which include both our College Counselor and our College and Career Guidance teacher, Ms. Giametta.

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

all. Most colleges look at your overall academic record, your letters of recommendation, your test scores, your interview and your own personal statements when deciding admissions.

Active college exploration begins with the junior year and extends through the spring of senior year. While the primary responsibility rests with you and your family, you are welcome to make one-on-one appointments with the College & Career Guidance teacher, other subject teachers, or the High School Director to support your work through the application process, which extends from late September through March. We are happy to assist your pursuit of your interest in any path, whether a four-year college plan, gap year, community college, specialty trade training, or other.

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

### **Conferences**

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

### **Reports and Transcripts**

Grade reports are published in PWSConnect four times each year, three weeks after the end of each quarter. Grades for individual courses are posted in the school database as teachers complete grading of assignments, with final course grades being posted after the end of each course (depending on whether the class is Morning Lesson block, quarter-length class, trimester-length class or semester-length class). Grade Reports (Electronic Report Cards) and transcripts are published in PWSConnect quarterly, in November, February, April and late June. You may request an official transcript from the High School Registrar with one week's notice.

### **Notices from Teachers**

In addition to students keeping track of their own assignments via PWSConnect, the faculty is committed to providing students and parents/caregivers with a timely Notice of Concern for repeated late work or low grades.

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

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

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

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

### **III. Attendance**

Attendance is important! Much of what we learn takes place in the classroom. Missing any high school class can seriously affect your ability to succeed in the class. Missing more than one day, especially of a morning lesson, can affect your understanding of the material, which can reduce your final grade. In some classes missed work (such as laboratory experiments, or group work) is simply not possible to make up the experience. Missing too many lessons can result in reduced credit or no credit for a class. In order to retrieve the credit or failed grade for graduation requirements and credits, it becomes the responsibility of the student and family to retrieve the credit on your own time, outside of school, at your own expense (for instance, in summer school online courses). If you are in need of credit retrieval in math, this must be done during the summer before the following school year in order for you to stay with your grade. Please see Appendix 8, **Policy on Extended Absences and Academic Credits**.

#### **Class Schedules**

- School begins at 8:30am.
- School is dismissed at 3:45pm on Monday, Wednesday and Friday, and 3:30pm on Tuesday and Thursday.
- Morning lesson classes meet for 105 minutes M, T, W, and 120 minutes Th, F, generally for four weeks.
- Fine and applied arts classes are taught in trimesters of ten or eleven weeks in Grades 9 through 11.
- Other track classes, such as mathematics, world language, music and eurythmy meet all year, and are divided into semesters, with progress grades being given at the quarters. In the Senior year, art and world language classes are also graded by quarter.
- The Outdoor and Farm Week programs are multi-day intensive courses at off-campus locations.
- Project Week is also a multi-day required intensive immersion, which may take place off-campus at various locations.

#### **High School Assembly, Morning Singing & Class Meetings**

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

#### **Punctuality**

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

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

### *If You Are Tardy*

If you are late to class, go to the High School Office and request a late slip, then go directly to class and give the slip to your teacher. When you arrive to your classroom, enter silently and do not interrupt the class or teacher.

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

- Email [attendance@portlandwaldorf.org](mailto:attendance@portlandwaldorf.org)
- Specify the student's full name and grade in the subject line
- Specify the pre-arranged reason, such as a medical or dental appointment. These instances will be counted as excused late arrivals.

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

### *Early Dismissal*

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

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

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

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

## **Absences**

### *Reporting an Absence*

When you are absent, a parent/caregiver must notify the High School Office of your absence and the reason for the absence by 9am by emailing [attendance@portlandwaldorf.org](mailto:attendance@portlandwaldorf.org). Please include the student's full name and grade in the subject line. Alternately, a parent/caregiver may call (503) 654-2200 ext 218.

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

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

### *Excused and Unexcused Absences*

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

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

### *Skipping Class*

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

### *How Absences Affect Course Credit*

When a student misses class due to a prolonged absence, it is sometimes possible for a student to earn only partial credit for a class. However, when absences are affecting your learning, work completion and overall skill development, your teacher will notify the High School Director of this potential and question. Generally, partial credit may be applicable if a student misses 20% or more of class days and remains on class level. In some cases, extensive absences may result in your failing the class. Failing courses or having reduced credit can result in a student falling below the required credits for graduation. When these situations arise, a conversation regarding options will include your teacher, Advisor, High School Director and Registrar. In the meantime, teachers will notify parents/caregivers of the impact of absences and potential credit adjustment. Agreements for completing any necessary make-up credits for graduation must be developed in writing with the Advisor and Registrar and approved by the High School Director.

Please note that course marking periods vary in length from 3-4 weeks (morning lessons) to eight weeks (quarters - Humanities tracks) to semesters (math, world language, movement classes, etc.). Due to the unique nature of the morning lesson, any absences can be significantly disruptive to credits and the learning process. Missing four days of a four week morning lesson would be 20% of the course. Excused absences may be considered at the discretion of the teacher.

Please see further information in the appendix 8 regarding the [Policy on Extended Absences and Associated Loss of Credits and Process for Credit Retrieval\\*](#). There you will find information on credit retrieval, graduation requirements, moving ahead with your grade, etc. If you have questions regarding any specifics, please check in with High School Leadership.

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

#### *Absences and After School Activities*

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

#### *Extended or Contagious Health Conditions*

In case of absence for medical reasons of five or more consecutive days, parents/caregivers may be asked to present to the High School Office a physician's written release attesting to the medical situation. For students whose absence from school is due to a contagious disease, 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 Director, who 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/caregivers are absent from the home, the parents/caregivers are asked to notify the High School Office of the name and contact information of the adult responsible for the student.

## **IV. Curriculum & Academic Responsibilities**

### **Why You Do It All**

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

### **General Academic Expectations**

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

### **Developing Academic Independence**

One of the faculty's goals is to help you build independence in organization, time management and personal responsibility. The faculty will provide greater support during the 9th Grade adjustment and incrementally release more responsibility to the students in the years to follow. Parents/caregivers are encouraged to do the same at home.

### **Effort and Balance in Learning**

Learning and well-being are supported by a balance of challenge alongside other moments of enjoyment. This balance can be a combination of academic learning, good sleep, time in nature, time alone, regular movement, and time with family and friends. Ensuring a healthy amount of time for sleep, play and quiet will pay high dividends in the student's life in and outside of the classroom.

As a group, the teachers aim for students to spend no more than 10-12 hours per week working on assignments at home, on average. This may vary from week to week and course to course, based on the student's personal strengths. This amount of time also takes into consideration each student's dedicated, focused and effective use of work time offered in class and during Study Hall periods. 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 to help them move more towards the center range of time for homework, and also to support individual goals for learning and challenge. For instance, if you are particularly brisk about a subject, the teacher may ask you to put more effort or depth into your work or help you to explore additional questions you may have. 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 tend to take less time with practice, but in upper grades the greater quality and depth of thinking and complexity of writing may cause the paper to take roughly the same amount of time as it did in Grade 9. The importance of learning how to achieve quality work is a very important goal.

## High School Student Supplies List

All students are asked to come to class prepared with the following supplies:

- Pens, pencils (including extras!) and erasers for note-taking
- 3-ring notebook with a 2" spine (suggested quantity: 1-2)
- Dividers with pockets
- Lots of loose-leaf, college-ruled lined paper
- A set of 24 colored pencils, for use at school and home.
- An 18" metal ruler
- For math classes: 1) A scientific calculator: functions should include powers, roots, and trigonometric functions. (Graphing calculators are not really necessary at most levels given the rise of web apps like Desmos; a laptop application is sufficient and permitted at the teacher's discretion.) Our suggested model is the Texas Instruments TI-30X, available new for around \$10. Please label both the calculator and its cover with your name! 2) A compass, for students in grades 10 and 11 (and Grade 9 Geometry students). A simple compass such as this one or this one (without many parts that can be lost) is best 3) A protractor for students studying Geometry on Graph paper
- A homework assignment planner that works well for the student and can be utilized daily
- Recommended: An 11 x 14" pad of drawing weight paper to have on hand. This item can generally be kept at home.
- Optional: A lock for your locker in the high school hallway. PWS is not responsible for items lost or stolen from lockers. If you decide to bring a lock, please notify the High School Office of the combination before its use.

## Honors Option

Students in grades 10-12 will have intermittent opportunities to pursue Honors within their courses of study, if the option is available and at the discretion of both their teacher and the student's advisor. The academic Honors option is built upon the expectation that students are deepening and furthering their academic interests, as well as building upon a foundation of previously established knowledge in a significant, substantive, and meaningful way, demonstrating excellence, rigor and curiosity.

Taking on the elevated responsibility and work of the Honors option should be carefully considered by the teacher, advisor and student. The Honors option is offered at the discretion of the teacher, and because it is furthering and deepening, the option is not available until 10th grade. Honors options will not be offered every block, class, or term, in keeping with the intention of this offering as an exceptional opportunity rather than the norm.

The demonstration of Honors level work, by definition, is work above and beyond the standard learning goals for the class. The expectations of Honors work are determined by the teacher and

may take different forms. Honors work may include: engaging material at a more advanced level, doing additional work in the curriculum, producing enhanced, additional final work for the class, or a group-based project rather than projects for individual students. Honors study requires a significant increase in time and effort from the student, and significant "rewards" for the endeavor in the form of additional knowledge and experience and skills, as well as the potential for a higher grade in the class. (If the Honors work does not meet expectations, the Honors designation will not be awarded.)

Honors work should not impede or affect the student's progress in any other classes and it cannot take priority over homework or assignments from other teachers or classes. For semester-long classes (math, eurythmy, world language - *if* the Honors option is offered, the student needs to demonstrate consistent excellence *all year* to earn the distinction.

Please note the following:

- If there is an Honors option, it will be noted on your course syllabus.
- If the student chooses to pursue Honors, they must complete this proposal form and give it to their teacher by the date indicated:  
[Proposal to Participate in Honors Work, 24-25 6.26.24](#) .
- If the Honors request is approved, the advisor must also sign, and both teacher and student should keep physical copies of the proposal. Students should communicate clearly with the teacher, asking any clarifying questions early in the course, regarding the additional time commitment, expectations, and parameters of engaging in Honors work.
- Students seeking honors must meet the following requirements:
  - Have an A- or higher average for prior classes in this subject (exceptions may be made on a case by case basis pending a proposal)
  - Complete the course with an A- grade or higher
  - Complete a written Honors Proposal Form, including why the student feels they are ready for this challenge (hard copies available in the hallway, digital copies on Connect)
  - As part of their work, students must demonstrate impeccable active listening and respect for peers, bring meaningful questions, and consistently go above and beyond in their daily participation in discussion. They may also bring in additional subject material.
- Currently, students who successively complete their Honors study receive a grade of 'H' along with their letter grade for the class (e.g. 'A-H'); the end result is that the student receives the same amount of credit for a class, but their grade is raised (and hence their GPA).

## Communicating Course Expectations

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

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

All syllabi can be found in PWSCconnect.

## Communicating Assignments

### *In Class*

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

### *In PWSConnect*

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

### *Assignment Planners*

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

## Grade Reporting

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

## Grading Scale

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

## Late Assignment Policy

Here is the general policy: in all courses, major assignments lose at least 10% for every day late,

minor assignments lose at least 5% for every day late, and any assignment may receive a zero if the teacher has stated this as their policy in the syllabus. Each teacher may add additional consequences for late work in their class. Please refer to the syllabus for individual classes.

### **Morning Lesson Assignments**

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

### **Study Hall**

While class work time is consistently offered within each individual class, there is further support offered by teachers during dedicated Study Hall classes, an important designated time within our weekly schedule.

Study Hall classes are led by various teachers, all with the shared expectations for the use of this precious time during the school day. As with other class periods, the expectations for Study Halls as outlined in their syllabi, including how a grade is determined for the class. In addition to having structured work time during Study Halls, if you are hoping to connect with a particular teacher during a study hall period, you may reach out to them proactively to see what their availability is. A teacher may be able to briefly join a study hall period from time to time to provide some support. Since not all teachers may be available during your Study Hall period, it is essential that you keep in communication with your teacher, letting them know you have questions or need personalized help. During Study Halls you may also independently work on school assignments, remembering not to disturb the silence or purpose of the class.

### **Communication about Late Assignments or Low Grades**

Grades for individual assignments will be posted in PWSCconnect. In most cases, you can look there to see the status of assignment submission and grades. Keep in mind that it takes time to enter assignments and grades. Remember to proactively check in with your teachers when you have questions or concerns. In addition to students keeping track of their own assignments via PWSCconnect, the faculty is committed to providing students and parents/caregivers with a timely Notice of Concern for repeated late work or low grades.

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

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

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

### **Academic Extensions**

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

Major Assignments: If you are absent or unable to turn in a major assignment, notify your teacher immediately and then complete an **Extension Request Form** (available in the hallway). You must have your teacher and advisor sign it and then submit it to the office. The form must be submitted 48 hours prior to when the assignment is due. Students should make sure to put a signed copy of the form in their teacher's hallway mailbox 48 hours prior to when the assignment is due.

## Academic Agreement Plans

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

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

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

## Academic Honesty

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

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

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

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

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

## Graduation Requirements

Over our full four-year curriculum at PWHS, the developmentally structured and rigorous pedagogy we offer intentionally exceeds the credits required of the Oregon State Diploma high school diploma.

<b>PWHS Diploma Credits Available</b>		<b>Oregon State Diploma</b>	
English	4.35/4.85	English	4.0
Social Studies	3.75	Social Studies	3.0
Science	3.75/4.25	Science	3.0
Math	4.75	Math	3.0
World Language	2.40	Other Credits (incl WL)	11.0
Other credits	11-12 credits		
(PE, Life Skills, Arts, Eurythmy, Drama, Music)			
PWHS Traditional Credits Earned - 32+ credits Total Required - 24 credits			

By completing the full curriculum, you will graduate with sufficient credits in these areas, and in some cases more credits. Aside from the excused credits listed in the following section, students are required to complete the full curriculum. *As such, meeting the minimum requirement does not mean that you may then opt out of courses.*

When a student fails or misses multiple courses in the same subject, their ability to succeed in more advanced content in the future may be impaired. See Appendix 8 **Policy on Extended Absences and Academic Credits** for further information:

### Making Up Credit

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

## Excused Credits

In consultation with a student's advisor, their teacher, the High School Director and school registrar, they may be excused from taking a class under certain circumstances. If the student is under the realm of Student Support, the Student Support Coordinator will also be consulted. Examples of circumstances warranting excused credits include the following:

1. A student may be excused from a course in consultation with the Student Support Committee as part of their Plan of Support, usually for the purpose of having study hall or tutoring. Students may be required to make up that missed subject outside of school at the family's expense.
2. Students absent for an approved International Exchange will not be required to make up classes scheduled during their absence unless the Exchange causes 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 High School Director.

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 High School Director, teacher and the student's Advisor.
4. Transfer students will not be required to make up classes normally taken during a period when the student was not enrolled at PWHS unless the student is lacking enough credits to meet the graduation requirement in a given subject.

## **V. Student Programs**

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

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

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

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

### **Requirements for Participation**

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

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

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

### **Athletics**

Portland Waldorf High School teams regularly compete in various sports, including volleyball, basketball, and ultimate frisbee. All teams are “no cut”, and all students are welcome and encouraged to play. Students are invited to participate in athletic teams that align with their gender identity. Sports offerings may be contingent upon student interest and minimum participant requirements.

- A student may participate in more than one sport in a given season with the approval of all coaches involved.

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

## Service Learning

Each student in Grades 9 through 12 engages in at least 30 hours of community service work with non-profit organizations of their choosing during each year of high school, for a minimum total of 120 cumulative hours for a 4-year PWHS student. One of the goals of the service program is to introduce students to the larger community, for students to meet new people and learn about the amazing work they do. Therefore, over the four years, students must increase the number of hours served outside of PWS.

### Grading Criteria

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

9th grade	30 hours, at least 15 outside of school
10th grade	30 hours, at least 20 outside of school
11th grade	30 hours, at least 25 outside of school
12th grade	30 hours, all hours outside of school

Of course, service at the school is always needed and greatly appreciated, so we hope that students will support the school and other non-profits even after required hours are completed. Class sponsors are available to assist students, especially those new to the high school, in finding service organizations to work with.

Students should follow these steps before starting a service project:

- Get Service Proposal form(s) from one of your class sponsors, from the high school hallway resources boxes, or from the PWSCoconnect database.
- Complete Part I of the form(s) and submit to one of your class sponsors no later than the November due date on the form.
- When the Sponsor signs your proposal, it has been approved, so you may begin your service project(s).
- At the end of each project, have the supervising adult sign Part II of your form.
- Complete Part III together with one of your class sponsors for final submission no later than the May due date on the form.
- Talk with one of your class sponsors if you are interested in sharing about your experience with peers and the high school community.
- Hours for a given year should be completed between the last day of school the previous year and the May due date for that year listed on the form. This means hours can be completed during the summer preceding the school year.

## International Exchange

During 10th or 11th grade, students may spend from 6 to 12 weeks abroad, typically attending classes at a Waldorf school in a country that speaks the language that the student has been studying. The student is expected to participate in classes comparable in academic content to

those required in PWS's curriculum. Students absent for an approved International Exchange will not be required to make up PWS classes scheduled during their absence unless the exchange causes 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 High School Director.

Students are required to complete an application in order to be considered for the International Exchange program. Students should talk with the International Exchange Coordinators at least six months prior to the date the student wishes to travel. The International Exchange Coordinators help students identify countries that they would like to visit on exchange and, in collaboration with their World Language teachers, support identifying and communicating with potential exchange partners.

For more information, please contact the International Exchange Coordinators in person or by emailing [exchange@portlandwaldorf.org](mailto:exchange@portlandwaldorf.org).

### **Senior Projects**

During senior year, students participate in an independent study program known as the Senior Project. At the end of 11th grade, students choose a project of interest, which meets the specified criteria, and submit a proposal to the Senior Project Coordinator. When approved, the student's course of study is mentored by a Faculty Guide and an outside mentor of the student's choosing. The Senior Project Coordinator will support students in managing their projects throughout the duration, as well as offer opportunities for presentation practice. The Senior Project concludes with a public presentation of both the process and product of the project, including a visual presentation board of quality and depth. An evaluation panel of teachers will listen to each presentation and give guidance and evaluation thereafter. Senior Project Guidelines will be provided to all 12th grade students and offer more detailed information.

### **Senior Skip Day**

The faculty generously allows the 12th grade students to choose one school day to skip school together as a group without consequence. In return, the faculty requires that the students show the same generosity by informing their class sponsors and all of their teachers in advance so that the teachers can plan their lessons accordingly. If the planned day is going to be detrimental to a class – for example a public performance is scheduled that involves the 12th grade, then the skip day will not be approved and the students will be asked to select a different date. Class funds may not be used for this activity.

### **Senior Surprise Day**

The goal of this tradition is for the 12th grade, in the last months of their senior year, to share some of the spirit, appreciation, humor and creativity they've developed through their years at our school. This time of 12th grade is marked by the seniors creating an experience or surprise for their teachers and younger high school peers. The event is only sanctioned by the school if the graduates have coordinated with their Class Sponsors in the following manner: informed their Sponsors of their specific plan, received approval from the Sponsors, are working within the dates and timeframe provided by their Sponsors, and are let into the building and supervised by their Sponsor(s) during the preparations and activity. Anything done in the building or on campus must not damage the grounds and facilities (including glitter) and must not disrupt the ability to hold classes in the physical space. Sponsors (and other faculty) may require that certain spaces be off-limits to this activity. Any damage caused to items, buildings or grounds during this

activity will be billed evenly to the families of the graduates. Class funds are not available for this activity and may not be used for this event. No use or incorporation of email or other electronic communication is allowed as part of this event.

## **VI. Student Conduct**

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

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

PWS reserves the right to consult the police and legal counsel on any issue and to involve the police for any incident that may be criminal in nature. Nothing in this policy in any way restricts PWS from immediately suspending or expelling a student, without following the policy and procedures set forth in this handbook, at the School's sole discretion.

### **Classroom Conduct**

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

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

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

### **Care of Our Campus**

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

- Be on time
- Clean up your desk and leave the room in an orderly state before proceeding to your next class or break

- Clean up and help store class materials at the end of class each day
- Recycle all paper products, cans, bottles, glass, and plastic containers
- Please do not mark, write on, or otherwise deface or damage the furniture, room, equipment, nature or any part of the school property.

## **Gender Identity**

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

Families are asked to provide the student's gender identity and preferred pronouns during admissions and to inform a faculty or staff member if their gender identity changes. If a student informs PWS of a change in their gender identity, the parents/caregivers will be informed of this change, but we will strive to work with the student to be part of the process of informing their parents/caregivers.

## **Use of Gender Segregated Facilities**

High school restrooms and gym locker rooms are shared by students, faculty and staff. Gym locker room restrooms should not be used by students outside of scheduled sports activities or practices.

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

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

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

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

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

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

## **Overnight Sleeping Arrangements**

In an effort to acknowledge the diversity of genders and sexual orientations that exist, PWHS does not create sleeping groups for overnight events based on gender. Groups are created based primarily on what we believe will create the best social health and social growth in the class, but we incorporate the request of individual students and parents/caregivers to ensure that students feel safe in their sleeping environment. If a student or parent/caregiver ever has a

concern regarding overnight sleeping arrangements, they should communicate proactively with the teachers in charge or trip leaders.

## **Dress Code**

It is the policy of the Portland Waldorf High School that each student and their parent/caregiver hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). PWS is responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

### *Core Values*

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

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

### *Universal Dress Code*

Students must wear:

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

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

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

### *Assembly Attire and Dress Code for Attending High School Classes in the Main Building*

For the high school, the description "Assembly Attire" refers to the expectation that high school students follow special guidelines for dress when we attend events and assemblies in the main building where we share spaces and hallways with younger students. This also includes attending any high school class in the main building, visiting the school store, the main office, etc. We are an example to whom the younger students will look.

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

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

### **Swearing & Derogatory Language**

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

#### *Consequences*

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

#### *Swearing in casual conversation*

- 1-4 times - Verbal reminders & possible parent/caregiver communication
- 5 times - Parents/caregivers informed & Restorative Work
- More than 5 times - Meeting with Accountability Committee & Parents/caregivers
- Continuation or inability to correct behavior can lead to suspension or expulsion.

### **Public Displays of Affection**

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

### **Personal Belongings and Lockers**

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

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

You are assigned a locker at the beginning of each academic year and you are responsible for upkeep and care of your locker. Lockers may not be defaced or treated carelessly. If you choose to lock your locker with a combination lock, you are required to provide a copy of the lock combination to the High School Office Administrator in case of emergency or concern about

locker contents. PWS is not responsible for items you bring to school, so please protect them as you see fit. Lockers are under the jurisdiction of school personnel and can be searched at any time if deemed necessary.

## **Lunch**

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

## **Other Behaviors**

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

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

## **Electronics Use**

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

All personal electronic devices — including cell phones, headphones, personal laptops, music listening devices and Smartwatches — must be in the student's locker or bag while on campus during the school day, from the time that you arrive until the time that you are leaving or preparing to leave each day. Computers may be used in class only with teacher permission. Please note that students are expected to turn cell phones and personal electronic devices off or on silent mode, and have them off of their person, while at school. If an urgent communication need arises during the school day, students may use the High School Office phone or verbally request to retrieve their cell phone and make a call in the High School Office. Parents/caregivers can reach students by calling the High School Office at (503) 654-2200 ext 218 and asking to either relay a message, speak directly with the student, or have a call back from the student. If students need to use their cell phone after the school day has ended, they can do so in the parking lot behind the high school (as opposed to the greater campus areas shared with the lower grades students).

Beyond the circumstances stated above, phones and electronic devices that are used inappropriately or without permission during school hours will be confiscated and held in the High School Office until the end of the day. If the policy is persistently not honored by a student, the Accountability Committee will work with both the student and parents/caregivers to support the necessary change.

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

\*Only students with a pre-approved accommodation to do so may, with teacher permission, listen to music during study hall or work-time — using headphones connected to their computer,

their personal dedicated music player, or their mobile phone. However, they may not access any other functions or features on their device such as access to the web, social media (including texting) games, email, photos, additional apps that are not directly related to class. Students with this accommodation are expected to honor these rules conscientiously, and failure to do so may result in the temporary or permanent revoking of this accommodation.

#### *Personal Electronic Devices at School Events*

No phones are allowed at school required events. Some of these events take place outside of regular school hours but, because they are school sanctioned and students are required to be there, cell phones are not permitted:

- Music Concerts
- Eurythmy Performances
- Senior Self Portrait Evening
- Outdoor Trips
- Senior Project Presentations
- Sports Day
- All HS Service Work Days
- Restorative Work Days
- Promotion & Graduation Ceremonies
- Open Houses
- Field Trips
- Project Week
- Assemblies

At optional events — ones which do not require student attendance but are still school-related — cell phone use will be monitored but phones will not be confiscated.

- Sports related events such as games and practices
- Dances & socials
- Festivals outside school hours (i.e; May Faire, Harvest Festival)
- All-school CARE parties
- Winter Market
- Senior Play

#### *Laptops and Personal Computer Devices*

Laptops in the HS, whether personal or school owned, are used only with teacher permission. It is not required for students to own a personal laptop as the school has a set of Chromebooks that students can borrow from during the school day. That said, PWS does not have enough computers for every student in the high school, so it is recommended to purchase your own computer if possible. It will eventually be necessary for students to have access to a computer outside of school since teachers may require multi-draft papers to be typed as an assignment. When you use a school computer, you must return it to the computer cart in the High School Office when done, and you may not leave your work on a school computer, nor alter in any way the set-up and configuration of the computer, without explicit and direct permission from a teacher. Use of a proxy server on a personal computer is not allowed at school.

Students may use their personal laptop in any class or lunch study hall if the teacher gives permission, but laptops will be confiscated and held in the office until the end of the day if they

are misused. Parents/caregivers should keep in mind that their student will be bringing their computer to school and storing it in their locker or back-pack at their own risk. The school is not responsible for lost or damaged personal computers.

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

Students with particular learning differences who may benefit from heightened computer use should communicate with the Student Support Coordinator. Please note that all messaging notifications will need to be turned off on any laptop, email account or messaging service during school hours.

### **Restricted Items**

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

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

### **Skateboards, Rollerblades, etc.**

Skateboarding, blading and similar activities are prohibited on campus due to the potential damage done to property. We appreciate our student body for helping to care for our campus in this way.

### **Parking Policy**

We encourage PWHS students to take public transportation whenever feasible, not only to reduce our collective carbon footprint, but also to reduce the pressure on our limited parking areas. **The Monroe parking lot at the south end of campus remains the school's primary parking and drop-off/pick-up area.**

**NEW THIS YEAR:** Beginning in the 2024-25 school year, high school students who drive to school may **park only in the Monroe Street lot**, which remains the school's primary parking lot and drop off/pick-up area. The **Harrison Street parking lot** (located behind the HS on the east side of the property and accessed from SE Harrison Street) is **intended for parents/caregivers of infants and toddlers during drop off/pick up, as well as individuals with physical limitations.** While we recognize that proximity is convenient for all, reserving this lot for those with the greatest need is a gesture of kindness and consideration that we, as a whole school, promote. Thank you for your support in utilizing the appropriate parking lot.

Please remember that parking in fire lanes or leaving vehicles unattended in loading zones on or off campus at any time of the day is prohibited. Please do not stop for loading/unloading in the driveway to the Harrison parking lot or on the street next to the driveway behind the high school. Additionally, students and all drivers are expected to obey neighborhood parking restrictions and to be considerate of the people who live or work on the street on which they are parked.

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

### **Campus Boundaries**

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

### **High School Open Campus Policy**

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

#### *Leaving Campus*

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

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

#### *Automobile Use*

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

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

## *Consequences*

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

## **Community Health**

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

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

## **Accountability Committee**

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

## **Accountability Philosophy**

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

## **Behavior Report**

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

### *Possible Consequences of Accountability Actions*

- **Meeting** with the other people involved
- **Apology** to other people involved
- **Writing:** For example, a student may be asked to write a reflection on the situation, or do research on the behavior they demonstrated (i.e., sexting, marijuana use, etc.)

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

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

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

- Any Aggressive Behaviors as defined in this handbook
- Leaving campus without permission (see Campus Boundaries section).
- Smoking on school grounds at any time, or off-campus during school hours
- Use of or being under the influence of an illegal substance during school, on campus or during school events
- Being dishonest: lying, stealing, cheating, or plagiarism
- Vandalism or destruction of school property
- Not attending a scheduled class or required school event without first obtaining permission to miss the class or event
- Being present in building after hours without supervision or permission
- Possession of firearms, weapons of any kind, or explosives
- Use of obscene, inappropriate or anti-social language
- Fighting, physical violence, or any kind of psychological intimidation
- Loitering on railroad land, jumping on trains, or related behavior

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

**Probation/Behavior Contract:** A signed contract between a student, their parents/caregivers 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 probationary contract is violated or unfulfilled.
- A suspension is not successfully resolved.

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

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

## **Non-Discrimination Policy**

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

Any employee, student, or parent/caregiver who believes he or she is being subjected to discrimination, or who witnesses an incident of discrimination, should immediately report it to High School Leadership. If appropriate, high school staff will help with direct communication. If the issue is not adequately resolved, or direct communication is not appropriate, the issue will be brought to the School Director so that the matter can be promptly investigated and appropriate action taken in accordance with the procedures for investigating incidents of harassment, intimidation, and bullying. Please also see the Non-Discrimination policy on page 8 of this handbook.

## **Alcohol, Drug and Tobacco Policy**

### **Overview**

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

Cause for Inquiry: Since substance use does not usually appear in concrete terms in school, PWS reserves the right to take the actions described below based on teacher observations that raise concern or based on credible reports from other students and parents/caregivers, even if those reports are anonymous. We believe this is the best approach to support healthy choices in our student body by taking a strong stance against substance use as a school. The goal of this process is to provide support and consequences in a fair and thoughtful manner that protects

the whole community and each individual. If a student is ever found to be knowingly falsely accusing another student they will be subject to discipline, up to and including expulsion.

The Accountability Committee will follow up on any concerns or reports as described above.

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

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

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

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

#### Support vs. Accountability Procedures

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

Accountability Procedures: Consequences span a range starting with a conversation with teachers, reporting to parents/caregivers and potentially requiring professional treatment (at the parents'/caregivers' expense), research and writing, loss of off campus privileges, loss of participation in performances, athletics or other school-sponsored activities, doing Restorative Work, suspension, and potentially expulsion. Consequences are decided based on what the faculty feel is best for the wellbeing of the student and the rest of the student body, which varies from situation to situation.

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

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

## **Prescription Drugs**

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

## **Tobacco Use & Vaping**

Private schools may not permit persons under 21 to possess tobacco products while present on school grounds unless lawfully prescribed (ORS §339.883). Smoking is prohibited on the PWS campus at all times, off-campus during school hours, and is prohibited at all school-sponsored events. Students who are 18 must also observe this prohibition and will be subject to action from the Accountability Committee. Students who are in violation of the prohibition against smoking will be subject to accountability procedures.

## **Aggressive Behavior**

This section is focused on aggressive behavior from one person to another that is inappropriate and unacceptable in the Portland Waldorf School community. Aggressive behavior — whether based on ignorance, thoughtlessness or conscious intent — is against the ideals of social inclusivity and mutual respect that are among the underlying principles of social relations at PWS. If aggressive behavior arises, it will be addressed, with the goal of stopping the behavior and diffusing the causes and underlying social dynamics (if applicable) that lead to it. PWS can and will address aggressive behavior incidents at school events. For conduct occurring outside of school or school events, our reach and responsibility are understandably limited. While we value being informed — and have the right/authority to inquire — about conduct occurring outside of school that may impact a student's or students' wellbeing and ability to access their education, it is ultimately the primary responsibility of parents/caregivers and students to appropriately and wholly address conduct outside of school, including incidents occurring through texting, chats, social media, etc. The school is not responsible for and does not have an obligation to investigate student conduct outside of school sponsored activities.

Most policy infractions occurring at school will be addressed by the faculty and High School Accountability Committee, but other school administrators may also be involved in addressing violations of the aggressive behaviors policies. When appropriate, and in almost all cases *other than* those involving allegations of sexual assault, teen dating violence or domestic violence, both the alleged aggressor and the alleged victim will be asked to meet together in person, with a team of at least two PWS employees, to hear one another's experiences and to try to find a mutually acceptable path forward wherein both parties feel supported and safe in continuing to access their education at PWS. PWS employees will have a responsibility to contact law enforcement in certain instances and contexts, including but not limited to suspected child abuse or domestic violence, reports of alleged sexual assault, and instances when any criminal conduct is suspected or alleged.

This section will focus on Sexual Harassment and Teen Dating Violence. Please turn to Appendix 5 of this handbook for detailed definitions of other types of aggressive behavior, including bullying; harassment; hate speech; physical violence, and unintentional aggressive behaviors.

## Sexual Harassment

Sexual harassment of any kind is prohibited at PWS, whether on PWS school grounds, at any PWS-sponsored programs, activities, or events, or in vehicles transporting to PWS activities or events. Per Oregon state statutory definitions, sexual harassment includes:

- i) A demand or a request for sexual favors in exchange for benefits.
- ii) Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that
  - 1) interferes with a student's educational activity or program,
  - 2) interferes with a school or staff member's ability to perform their job, or
  - 3) creates an intimidating, offensive, or hostile environment.
- iii) **Sexual Assault.** Sexual assault is when sexual contact occurs without a person's consent because the person is: (1) Under the influence of drugs or alcohol; (2) Unconscious; (3) Coerced; or (4) Pressured through physical force or explicit or implied threats.

Sexual harassment does *not* include:

- i) Conduct that is necessary because of a job duty of a school staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent.
- (ii) Conduct that a person perceives is offensive, if the perception is based entirely on another person's personal expression of sexual orientation or gender identity.

PWS takes allegations of any form of sexual harassment very seriously, and further defines specific examples of sexual harassment below. All of these behaviors are prohibited at PWS, PWS events and on social media, including through the use of technology. Please be aware that this is not an exhaustive list:

- A demand or request for sexual favors in exchange for benefits;
- Unwelcome conduct of a sexual nature that is physical, verbal or nonverbal, including that which is transmitted via text or internet, and that interferes with a student's educational program or activity or that creates an intimidating, offensive or hostile educational environment;
- Unwelcome sexually suggestive movements, speech, notes, gifts, touch, or other unwanted sexual advances, verbal or physical sexual actions, either one time or repeated over time, including those transmitted via technology
- Sending or soliciting sexually explicit text messages ("sexting") or emails; sending, receiving, or forwarding sexually explicit messages, photographs, or images of oneself or others to others, typically using cell phones or other technology, without express and unequivocal consent.
- Keeping and/or sharing a photo of someone without their top or bottoms, or of their genitals, nipples or buttocks, without their express and unequivocal consent.
- Subjecting another to sexual touch without their consent, including non-consensual kissing, touching in a sexual manner, attempted rape or rape.
- Talking about one's body or someone else's body in a sexual manner in school or over social media.
- Exposing one's body without a top or bottoms; exposing one's genitals, nipples or buttock.
- Subjecting others to pornography viewing in school.
- Social conversation of a sexual nature, including jokes, intentional mistruths or speculation about another person's sexual activity or sexual orientation.
- Displaying or making sexually explicit drawings, on books, paper, furniture or other school property, which is vandalism.

- Stalking.
- Falsely accusing another student of sexual behaviors.

### *Consent*

It is the expectation that any romantic or sexual contact between students shall be based on mutual consent. If there is not clear and mutual consent, the behavior may be treated as sexually aggressive behavior in violation of school policy. Consent is a clear and unambiguous agreement, expressed outwardly through mutually understandable words or actions, to engage in a particular activity. No response is not consent. Consent can be withdrawn by either party at any point. Consent must be voluntarily given and may not be valid if a person is being subjected to actions or behaviors that elicit emotional, psychological, physical, reputational, or financial pressure, threat, intimidation, or fear (coercion or force). Consent to engage in one activity, or past agreement to engage in a particular activity, cannot be presumed to constitute consent to engage in a different activity or to engage again in an activity. Consent cannot be validly given by a person who is incapacitated.

### **Teen Dating Violence**

In 2021 the Oregon State Senate passed [SB 197](#). This decision states that all Oregon Schools, private and public, are required to provide information and have a policy related to teen dating violence and domestic violence, among other forms of abuse.

- In this context “dating” or “dating relationship” means an ongoing social relationship of a romantic or intimate nature between two persons.
- “Dating” and “dating relationship” does not include a casual relationship or ordinary fraternization/socializing between two persons in a business or social context.
- “Teen dating violence” means a pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or (B) Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.
- “Domestic violence” is defined as abuse being between family and household members.

### **Teen Dating Policy and Reporting Procedure at PWS**

- Teen dating violence is unacceptable and is prohibited at our school. Each student has the right to a safe learning environment.
  - Employees of the school are to respond and report any incidents of teen dating violence that:
    - Take place at the school
    - Take place on school grounds
    - Take place at school-sponsored activities
    - Take place in vehicles used for school-provided transportation
- When a report of teen dating violence is received or observed by any of our teachers or staff, the report will be taken to the High School Director for grades 9 through 12 and the School Director for grades 7 through 8 and the Leadership Team will be notified.

- PWS will incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12 and for school employees.

### **Reporting and Response Procedure for Sexual Harassment, Teen Dating Violence or Domestic Violence Allegations**

- Reports of sexual harassment, teen dating violence or domestic violence should be made to any PWS employee, who will immediately take the report to the school Leadership Team.
- The High School Director (for grades 9-12) and the School Director (for grades 7-8) are designated to receive complaints and the Leadership Team will be notified.
- Reporting and potential conflicts of interest: Should a reporter have a conflict of interest with regard to any individual involved in the alleged teen dating violence incident, they should follow all stated procedures to make the report and then understand that the Leadership Team will follow protocols to lead the school response thereafter.
- Directors and potential conflicts of interest: Should a member of the Leadership Team have a conflict of interest with regard to any individual involved in the alleged teen dating violence incident, they should recuse themselves fully and immediately from the school's response.
- Once a report is made, the High School Director and/or School Director will notify the allegedly involved students and parents/caregivers of the pertinent school policies and procedures.
- School leadership will promptly begin the inquiry. Parents/caregivers will be notified of the nature of any report involving their student. School leadership will promptly arrange such meetings as may be necessary with all concerned parties. The parties will have an opportunity to submit information and names of possible witnesses. All findings and communication related to the report will be documented in writing.
- School leadership will notify the reporter and parents as appropriate, in writing, when the inquiry is concluded and a decision regarding disciplinary action, as warranted, is determined.
- When a report is received, the school will coordinate efforts to take any action necessary to ensure the student is protected and to promote a safe and equitable learning environment, including:
  - Providing resources for support measures to the student;
  - Taking any actions that are necessary to remove potential future impact on the student, but that are not retaliatory against the student or the staff member who reported to the School Director or other employee.
  - Inquiries will be made into all reports about behavior that may violate school policies.
  - The initiation of a report, and the participation in an inquiry in good faith about behavior that may violate school policies, may not adversely affect the educational assignments or any terms or conditions of employment or of work or educational environment of the person who initiated the report or who participated in the inquiry.
  - Any student\* directly involved in the reported incident, as well as the student's parents/caregivers, shall be notified:
    - When the inquiry is initiated and concluded;
    - As to whether a violation of policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

\*Any enrolled student at PWS, even over the age of 18, consents to have information shared with their parents or caregivers by nature of their enrollment contract with the school.

### **Written Notification When a Complaint is Filed**

- When a staff member, student or, if applicable, the student's parents/caregivers file a report or complaint alleging behavior that may violate sexual harassment or teen dating violence policies, the staff member, student or student's parents/caregivers shall receive a written notification setting forth:
  - The rights of the student, student's parents/caregivers, staff member, person or person's parents/caregivers who filed the complaint
  - Information about the internal complaint processes available through the school that the student, student's parents, staff member, person or person's parents who filed the complaint may pursue, including the person designated by the school for receiving complaints
  - Notice that civil and criminal remedies that are not provided by the school may be available to the student, student's parents/caregivers, staff member, person or person's parents/caregivers through the legal system and that those remedies may be subject to statutes of limitation.
  - Information about services available to the student or staff member through the school, including any student support services.
  - Information about the privacy rights of the student, staff member or person and legally recognized exceptions to those rights for internal complaint processes and services available through the school.
  - Information about, and contact information for, state and community-based services and resources that are available to persons who have experienced sexual harassment.
  - Notice that students who report information about possible prohibited conduct and students who participate in an investigation under a policy adopted as provided by this section may not be disciplined for violations of the school's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.
  - The written notification required by must:
    - Be written in plain language that is easy to understand
    - Use print that is of a color, size and font that allow the notification to be easily read
    - Be made available to students, students' parents/caregivers, staff members and members of the public at the school's office and on the website of the school.

### **Education on Teen Dating Violence and Reporting:**

- PWS will create, display and regularly renew posters containing information regarding teen dating violence and domestic violence that will include at least one toll-free hotline telephone number that a student may call to obtain information and help regarding teen dating violence or domestic violence.

- PWS will incorporate age-appropriate education about teen dating violence and domestic violence into new or existing curriculum for students in grades 7 through 12 and school employees.

## **Inquiry Procedure for Behavior Incidents Occurring at School**

Please See Appendix 6 of this handbook for a detailed description of the inquiry procedure for incidents occurring at school.

### Retaliation/False Allegations

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

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

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

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

## **Mandatory Reporting of Child Abuse**

PWS is subject to Oregon's mandatory child abuse reporting laws, which require that any employee having reasonable cause to believe that a child with whom they come into contact has suffered abuse, or that any person with whom the employee comes into contact has abused a child, must report or cause a report to be made.

Oregon laws define six categories of abuse:

**Physical Abuse:** Deliberate, non-accidental physical injury.

**Psychological Abuse (mental injury):** Extreme and/or repeated conduct which is isolating, frightening, intimidating, and undermining self-worth.

**Sexual Abuse:** Sexual contact/involvement between a child or teen younger than 18 years and an adult who has greater knowledge, authority, power, and resources.

**Physical Neglect:** Extreme and/or repeated failure on the part of the caretaker to meet the child's physical needs, to such a degree that a child's health and safety are endangered, including the need for adequate supervision.

**Threat of Harm:** Subjecting a child to a substantial risk of harm to the child's health or welfare.

**Child Selling:** Buying, selling, or trading for legal or physical custody of a child.

All employees of PWS are mandatory reporters and are required by law to report child abuse. As such, any school employee who has reason to suspect any abuse of any kind must report it to a Department of Human Services Office or a law enforcement agency. (For reference, see pertinent laws, addresses and telephone numbers of DHS and other law enforcement agencies [here](#).) Employees must also report allegations of abuse or sexual conduct to the PWS

Designated Licensed Administrator (the School Director) who is responsible to ensure that the school follows up on those reports as required by law.

PWS provides training on mandatory reporting to all PWS faculty and staff upon hire and on a regular basis to ensure employee understanding and responsibility for Oregon law and this requirement.

Call 855-503-SAFE (7233) to report abuse or neglect of a child in Oregon.  
If someone is being hurt or is in danger right now, call 911.

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

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

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

### **Confidentiality and its Limits**

The utmost discretion will be used, consistent with the requirements of the law, in the conduct of the inquiry. The identity of the student, employee, or parent/caregiver making the report, as well as the identity of the alleged victim and the individual accused, will be kept confidential to the greatest extent possible while following legal guidelines. The names of people involved will not be shared with other people involved unless the person gives permission for their name to be shared.

That said, whenever possible and appropriate, the school will request that the people involved be willing to come together to find resolution together. If the people involved are not willing to come together, the ability of PWS employees to facilitate resolution and provide appropriate consequences will be greatly hindered and, in some cases, impossible to carry out. In cases involving sexual harassment/assault allegations, the students will *not* be expected to come together if either student is reluctant or feels unsafe to do so.

## **VII. Administrative Matters**

### **Building Hours**

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

### **Snow and Emergency Closures**

Decisions about school closure due to weather or other emergency situations will be made by 6:30am. Closures will be communicated to families through text message, and will also be posted on our website and included in our recorded phone message.

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

### **Medications**

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

### **Visitors in the High School**

*(See the [Parent Handbook](#) for the full Visitor Policy)*

All visitors in the high school are required to check in at the High School Office and wear a visitor's badge while on campus. The faculty discourages visits that are not arranged previously with the High School Leadership Team (or through the Admissions Department). An occasional visit by a friend of a student may be considered when that student has obtained approval from the High School Leadership Team and when each of the teachers whose class the visitor is planning to attend has been consulted and has indicated that the visit will be nondisruptive.

### **Policy and Procedure Change**

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

## Appendices

### Appendix 1: High School Faculty and Staff Contact Information

Name	Department/Sponsors	Email Address
Bates, Jeremy	Mathematics Grade 9 Co-Sponsor	<a href="mailto:jeremy.bates@portlandwaldorf.org">jeremy.bates@portlandwaldorf.org</a>
Bell, Conor	Outdoor Program	<a href="mailto:conor.bell@portlandwaldorf.org">conor.bell@portlandwaldorf.org</a>
Berg, Virginia	Humanities	<a href="mailto:virginia.berg@portlandwaldorf.org">virginia.berg@portlandwaldorf.org</a>
Birnie, Thomas	German	<a href="mailto:thomas.birnie@portlandwaldorf.org">thomas.birnie@portlandwaldorf.org</a>
Casey, Shannon	Science Grade 11 Co-Sponsor	<a href="mailto:shannon.casey@portlandwaldorf.org">shannon.casey@portlandwaldorf.org</a>
Chou, Teresa	HS Office Registrar & IT	<a href="mailto:teresa.chou@portlandwaldorf.org">teresa.chou@portlandwaldorf.org</a> (503) 654-2200 ext 217
Churchill, Nina	HS Director, Humanities, Fine Arts	<a href="mailto:nina.churchill@portlandwaldorf.org">nina.churchill@portlandwaldorf.org</a> (503) 654-2200 ext 221
Daulter, Tim	Science, Mathematics\ Grade 11 Co-Sponsor	<a href="mailto:tim.daulter@portlandwaldorf.org">tim.daulter@portlandwaldorf.org</a>
Giametta, Rochelle	Student Support Coord.; Life Skills; CCG	<a href="mailto:rochelle.giametta@portlandwaldorf.org">rochelle.giametta@portlandwaldorf.org</a> (503) 654-2200 ext 223
Grass, Alyssa	HS Office Administrator	<a href="mailto:alyssa.grass@portlandwaldorf.org">alyssa.grass@portlandwaldorf.org</a> (503) 654-2200 ext 218
Katzman, Jeff	Handwork Gr 9 - 11	<a href="mailto:jeff.katzman@portlandwaldorf.org">jeff.katzman@portlandwaldorf.org</a>
Kearis, Matthew	Humanities, Guitar Grade 12 Co-Sponsor	<a href="mailto:matthew.kearis@portlandwaldorf.org">matthew.kearis@portlandwaldorf.org</a>
Kimes, Millie	Mathematics Grade 10 Co-Sponsor	<a href="mailto:millie.kimes@portlandwaldorf.org">millie.kimes@portlandwaldorf.org</a>
Maher, Kelly	Humanities Grade 10 Co-Sponsor	<a href="mailto:kelly.maher@portlandwaldorf.org">kelly.maher@portlandwaldorf.org</a>
Myers, Thomas	Applied Arts	<a href="mailto:tom.myers@portlandwaldorf.org">tom.myers@portlandwaldorf.org</a>
Redner, Aaron	Orchestra/Strings	<a href="mailto:aaron.redner@portlandwaldorf.org">aaron.redner@portlandwaldorf.org</a>
Rogers, Jeannie	Senior Play	<a href="mailto:jeannie.rogers@portlandwaldorf.org">jeannie.rogers@portlandwaldorf.org</a>
Rosales, Justice	Movement, Athletics, Grade 9 Co-Sponsor	<a href="mailto:justice.rosales@portlandwaldorf.org">justice.rosales@portlandwaldorf.org</a>
Rem, Sarah	Eurythmy, Senior Projects, Grade 12 Co-Sponsor	<a href="mailto:sarah.rem@portlandwaldorf.org">sarah.rem@portlandwaldorf.org</a>
Sommerville, Joshua	Choir	<a href="mailto:joshua.sommerville@portlandwaldorf.org">joshua.sommerville@portlandwaldorf.org</a>
Umanzor, Isabel	Spanish, International Exchange	<a href="mailto:isabel.umanzor@portlandwaldorf.org">isabel.umanzor@portlandwaldorf.org</a>
Ye, Guodong	Mathematics, Mandarin	<a href="mailto:guodong.ye@portlandwaldorf.org">guodong.ye@portlandwaldorf.org</a>
Zinn, Christopher	Humanities	<a href="mailto:christopher.zinn@portlandwaldorf.org">christopher.zinn@portlandwaldorf.org</a>

## Appendix 2: Restorative Work

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

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

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

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

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

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

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

### **Appendix 3: Gender Segregated Facilities - Policy Guidance**

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

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

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

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

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

#### *Policy Guidance: Legal and Civil Rights Foundation*

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

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

Marco A. Hernandez

District Judge

U.S. District Court for Oregon

July 24, 2018”

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

## Appendix 4: Definitions of Aggressive Behaviors

### Other Types of Aggressive Behaviors

The following are further types of aggressive behaviors, not previously defined in this handbook, that are prohibited at PWS.

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

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

Bullying can take different forms, including:

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

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

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

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

Unintentional Aggressive Behaviors: Individuals might unintentionally act in a manner that others experience as aggressive behavior. Attempts to justify such behavior as a 'prank' or 'joke' do not change its aggressive nature if the behavior has caused someone else emotional, physical or psychological discomfort or harm. Aggressive behavior of this kind will be reported and responded to in the same way as other aggressive behaviors.

### *Addressing Aggressive Behavior*

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

### *Consequences for Aggressive Behaviors:*

See "Possible Consequences", under the Behavior Report section of this handbook.

### *Process for Reporting Aggressive Behavior*

See the Reporting and Inquiry section of this handbook.

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

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

### Outside of school use with no evident influence in school

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

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

Requiring Urinalysis = unlikely

Informing parents/caregivers = likely

Consequence = unlikely

### Outside of school use with behaviors that endanger the student

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

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

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

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

Required Urinalysis = possible

Suspension and Expulsion = unlikely

## Outside of school use with behaviors that endanger other students

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

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

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

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

Required Urinalysis = very likely

Suspension = very likely

Expulsion = very possible

## In-School influence of substances

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

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

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

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

Required Urinalysis = very likely

Suspension = likely

Expulsion = possible

## In-School use of substances

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

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

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

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

Required Urinalysis = very likely

Suspension = very likely

Expulsion = possible, especially if peers were harmed

PWS reserves the right to consult or involve Police authorities for any substance use incidents.

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

#### Students Accompanying Other Students that are Intoxicated or in Possession of an Illegal Substance

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

### **Appendix 6: Inquiry Procedure for Behavior Incidents occurring at school**

1. Reports are received verbally or in writing.
2. Determine who should follow up on the complaint and the extent of the inquiry:
  - a. Most reports will be processed through the Accountability Committee (AC) with the Accountability Committee Chair (ACC) managing the following process.
  - b. If the complaint involves *aggressive social behaviors* as defined above or *danger of any kind toward another person*, including threats of danger, the situation will be taken to the School Director immediately and the School Director (or someone they have designated) takes over management of the situation and executes the following steps. In these situations, the School Director may appoint a person to be the liaison between the School and the alleged victim and family. This person will check in on the family frequently to show support and update them on the process (informed by the School Director) so that the School Director can remain focused on the inquiry.
  - c. No other employee should take action or speak on behalf of the school without first consulting the School Director.
3. The ACC/School Director and another colleague meets with the person filing the report:
  - a. All specifics are gathered and documented.
  - b. Confidentiality and disclosure is discussed. Permission to use the reporting person's name is sought, and if not granted, limitations on the ability to investigate are explained.
  - c. Process of inquiry, possible outcomes and resolution are described.
  - d. The parents/caregivers of the reporting student are notified of allegations.
4. The ACC/School Director and another colleague meet with the alleged aggressor. While observing rights of due process, the ACC/School Director:
  - a. Describes allegations and document the response.
  - b. Discusses confidentiality and disclosure are discussed.
  - c. Describes the process of investigation.
  - d. Notifies the parents/caregivers of the alleged aggressor of the allegation.
5. According to the discretion of the ACC and AC/School Director:

- a. If fault is admitted or otherwise already proven, the appropriate response is determined, implemented and documented.
  - b. If it is already clear that no fault took place and the reporter agrees, the process stops here, perhaps with a facilitated air-clearing discussion between the reporter and the alleged aggressor. The ACC/School Director documents this.
  - c. If it is not clear what actually happened, and the allegations, if true, pose harm to the school community, the investigation continues. Outside authorities may be involved, especially in cases of possible criminal nature. The specific circumstances, including the seriousness of the allegations and the evidence brought to light would determine how the investigation is to proceed.
6. Conclude the inquiry:
- a. ACC/School Director documents inquiry process, findings and reasons.
  - b. ACC and AC/School Director determines what resolution and/or disciplinary action is necessary, if any. Consequences will match the seriousness or recurrence of the incident. See Possible Consequences below.
  - c. Students and parents/caregivers will be informed of consequences for their child only and will be notified that the process in the handbook has been followed and is complete. For the sake of confidentiality, families will not be informed of consequences given to other students.

## **Appendix 7: Resources Outside of PWS That Help Students**

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

### **Pregnancy or Rape**

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

#### **Sexual Assault Resource Center**

24 hour support line: (503) 640-5311

[www.sarcOregon.org/](http://www.sarcOregon.org/)

#### **Planned Parenthood**

[www.plannedparenthood.org/get-care/our-services](http://www.plannedparenthood.org/get-care/our-services)

Text: 774-636 to ask questions.

### **Suicidal Thoughts**

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

#### **Oregon Suicide & Crisis Hotline**

[www.Suicide.org](http://www.Suicide.org)

24 hour support line: (800) 273-TALK or (800) SUICIDE

Text: 1-800-799-4TTY

## **Appendix 8: Policy on Extended Absences and Academic Credits**

The following is an approved policy and process for extended absences and loss of credits.. School Leadership reserves the right to consider situations and circumstances on a

case-by-case basis, including any question of social promotion (a student remaining with a grade/class) and graduation status:

1. While some class' credits can be furloughed and still allow a student to stay with their grade, there are others that must be completed in order for a student to remain on track to stay with their grade. Although the skills missed in some classes *might* be repeated in others (English, Social Studies, some Sciences), that is not guaranteed. However, in math skills classes (apart from math Morning Lessons) we cannot support a student in advancing with their class if their missed work from the year is not made up over the summer. During the school year, we require that our students participate in our math classes within their social grade/the grade they are advancing with (not outside math classes or credits). This will require that any student be caught up in math credits and math skills to enter the appropriate math level for their grade in the next school year.
2. As far as English, Social Studies and Science credits, it is ideal that those credits be retrieved before a student continues with their class so they may remain on track for graduation. If all credits are not retrieved before moving on in September (aside from math), please be aware that a student may not ultimately have the necessary credits to graduate with their class.
3. If sufficient credits have not been made up by graduation, then no diploma will be given until credits have been earned (post graduation). However, this would not prevent a student from participating in graduation with their class. (A specific date following graduation will be given as a deadline for completing the necessary credits. If the credits are not completed by that time, PWS will no longer grant a high school diploma.)
4. Retrieval of all credits are the responsibility of the family and must be obtained through an accredited institution who can issue credits transferable to our school.
5. In summary, failure to earn credits may only affect graduation status and not social promotion, and credits are the responsibility of the family to retrieve. The school does not have the resources to offer additional courses for credit. For example, if a student fails 9th grade they can likely still enroll in 10th grade, even if they are short in credits. However, if sufficient credits have not been made up by graduation, then no diploma will be given until credits have been earned. If failure to complete a class affects skills and capacities needed for a subsequent class, a High School Director approved support plan (for credit and skill retrieval) will need to be in place prior to the continuing curriculum. This is particularly applicable to grade specific math skills (as opposed to math ML's).
6. Again, Leadership retains the option to consider the parameters of this policy on a case-by-case basis, including a student's grade level fit and status, and our capacity to continue to serve each student.

**Credits:**

*Cover Art: Oliver Pauling, Grade 12*

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