



Oregon Episcopal School

ALL-SCHOOL HANDBOOK

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INTRODUCTION

Welcome to Oregon Episcopal School! Please take the time to familiarize yourself with the All-School Handbook. It is intended to provide you with the policies and procedures that support the Mission, Vision, and Identity of OES, and that help build integrity, trust, and respect among all members of the school community.

IMPORTANT: Please take the time to familiarize yourself with this Handbook and refer to it as necessary throughout the school year. Your signature on your enrollment contract indicates your willingness to abide by these as well as any policy updates that are communicated to the parent body throughout the academic year. Parents agree to communicate these standards and responsibilities to their children. Additionally, Upper School students are expected to be familiar with the Upper School section of this handbook and to abide by its policies.

Following the All-School Handbook you will find Handbooks outlining specific procedures and norms for each division and the Residential program. Please familiarize yourself with information contained in each section(s) as relevant to you and your student(s).

Other important descriptive information can be found via the OES website (www.oes.edu) and in documentation provided to you by your student's Division leadership.

If you have questions, we recommend that you work first with your child's teacher and/or advisor. However, when you need to, we also urge you to call the appropriate Division Head with questions or concerns.

OES MISSION AND VISION

Oregon Episcopal School prepares students for higher education and lifelong learning by inspiring intellectual, physical, social, emotional, artistic, and spiritual growth so that they may realize their power for good as citizens of local and world communities.

Vision

Connecting people, ideas, and cultures to advance knowledge, create solutions, and enhance meaning.

Identity

Our Oregon home matters: Perched on the Pacific Rim, nestled between the ocean and the mountains, bordered by both natural wetlands and urban development, we nurture intrinsic curiosity about complex environments and people of diverse backgrounds, creating intentional connections and collaborative, sustainable solutions.

Our Episcopal tradition matters: Rooted in a rhythm of gathering and reflection, we educate toward a larger purpose—toward inclusion and respect, understanding and compassion, service and social justice, toward meaning and commitment beyond ourselves.

Our School philosophy matters: Grounded in the belief that the advancement of knowledge flows from open and rigorous inquiry, we cultivate the life of the mind and the whole person by connecting

questions with exploration and discovery, theories with scrutiny, expression with art, and self with subject.

Diversity & Values Statements

OES believes that diversity in our community is essential to the school's success and is a cornerstone of our presence in the local and global world. OES commits to raising awareness about differences, engaging in dialogue, and recognizing the courage it takes to see the world in new ways.

Drafted by a committee of students, parents, faculty, staff, and administrators in 2013 and approved by the OES Board of Trustees in May, 2014, OES articulates its commitment to diversity and inclusive community as follows:

- **Awareness:** Human differences matter. Recognizing and engaging the range of human thought, experience, and identity are essential to this school community.
- **Dialogue:** The extent to which the school commits to ongoing dialogue and effort towards inclusion will determine our ability to wholly fulfill the school's Mission and realize its Vision.
- **Courage:** OES recognizes that conversations about inclusive community require courage. Mistakes and times of discomfort are a part of the learning process.
- **Commitment:** The OES Board of Trustees recognizes its leadership role in creating an engaged community that:
 - Embraces and celebrates a diversity of people, voices, and perspectives.
 - Develops intercultural communication skills for local and global understanding and citizenship.
 - Understands historical privilege and power inequities, and challenges norms and systems that perpetuate exclusion.
 - Regularly evaluates and strengthens the school's practices of equity and inclusion.
 - Specific ways that we engage in the work include:
 - A commitment to ongoing intercultural competence professional development by school leadership, including the Board of Trustees and Administrative Team.
 - A training program in intercultural competence developed and facilitated by OES and required of all OES faculty and staff.
 - More than a decade of continuous support for faculty, staff, and students to attend the National Association of Independent Schools People of Color and Student Diversity Leadership Conferences.
 - Partnerships with leaders in creating inclusive community including Partners in Diversity and Beaverton School District.

We invite prospective students and parents to ask about our work and welcome new community members into this conversation.

ALL-SCHOOL POLICIES

1. Nondiscrimination Policy

Oregon Episcopal School does not discriminate on the basis of race, color, national or ethnic origin, religion, sex (including pregnancy), gender identity or expression, disability, age, sexual orientation, marital status, or other legally protected status in admission of otherwise qualified students or in providing access to the rights, privileges, programs, or activities generally available to students at the school, including administration of its educational policies, admissions policies, scholarship and financial aid programs, or athletic and other school-administered programs and activities.

ADA Statement

Oregon Episcopal School is committed to a diverse community, which includes providing reasonable accommodations in academics, residential housing, and other programs and services to address the disability-related needs of otherwise qualified students with disabilities. Although the school cannot offer special education programs for students with disabilities, OES is committed to providing reasonable accommodations to qualified students so that such students can participate in the school's programs.

Reasonable accommodations are modifications and interventions (excluding personal services) that are designed to enable students with disabilities to enjoy equal access to the full array of programs and supports offered at our school without creating an undue burden on OES, fundamentally altering the nature of an OES education, or lowering its standards.

Oregon Episcopal School similarly does not discriminate on the basis of race, color, sex (including pregnancy), religion, national or ethnic origin, age, sexual orientation, gender identity or expression, honorably discharged veteran or military status, marital status, sensory, mental or physical disability, genetic information, or any other status protected by local, state or federal law in the administration of its hiring and employment practices.

2. Safe School Policy

Oregon Episcopal School is committed to providing an environment in which all individuals, including students and employees, are safe. It is also committed to providing a climate that is conducive to learning. All students, whether in Lower, Middle, or Upper School, are required to comply with OES's statements on Diversity and Values.

The School also requires that all students act responsibly and with consideration toward each other. Oregon Episcopal School will not tolerate any behavior that threatens the emotional or physical safety of a student or which unreasonably interferes with the learning environment.

Because it is impossible to anticipate all behaviors that might be unacceptable, the following behaviors are only examples of the kind of behavior that will not be tolerated, and are not intended to be exclusive. Instead, think of them as a guide.

- **Possession of any weapon.** For this policy, weapons include any device which is or may be used to cause death or serious injury and includes guns; air guns; BB guns; explosives; knives; swords; metal knuckles; straight razors; noxious, irritating, incendiary or poisonous gases; or poison. (Small pocket knives may be permitted on outings such as camping trips but only with approval from the trip leader.)
- **Threats of violence.** This includes actual threats to engage in acts the cause or are likely to cause physical injury to another member of the school community, whether serious or made in jest but

reasonably perceived to be serious. It also includes implied threats of violence. For example, it includes the following statements: "I am going to kill you," "I am going to hurt you," "You should be scared," or "I am coming after you." Or even, in certain circumstances, "I am going to be watching you."

- **Physical injury.** This includes intentional acts that cause or are likely to cause physical injury to another member of the school community.
- **Ignoring fire safety rules.** No student may have an open flame; use matches or a lighter; burn candles of any kind; light incense; or use any device that produces a flame. (Exceptions will be made for educational purposes when the students are under supervision of instructors.)
- **Bullying.** This includes any type of behavior prohibited by our policy (see below), including cyberbullying.
- **Hazing.** This includes any type of behavior prohibited by our policy (see below).
- **Harassment.** This includes any type of ridicule or harassment prohibited by our policy (see below), including sexual harassment. This also includes sexual assault.
- Any other persistent, disruptive, or abusive conduct that unreasonably deprives other students of a safe or appropriate learning environment. This could include any behavior intended to or simply having the effect of making someone else unreasonably embarrassed, hurt, or socially alienated or excluded.

Discipline and Process

The overall purpose of this Safe School Policy is to provide a measure of safety and civility upon which all members of the community can depend. When individuals or groups step over a boundary and jeopardize the well-being of other students intentionally or unintentionally, they are subject to discipline.

The discipline for a violation of this policy will be decided on a case-by-case basis, depending on the age of the student, the severity of the offense, and the student's disciplinary history. The discipline can range from a warning or probation to expulsion.

As a general rule, the Division Head, in consultation with the Head of School, will make decisions regarding violations of this policy. In cases of violations in the Upper School, where appropriate, the matter may be referred to the Discipline Committee.

3. Child Abuse Policy

Oregon Episcopal School does not tolerate and unequivocally opposes any form of child abuse or neglect. OES follows all of Oregon's laws regarding prevention, identification and mandatory reporting of child abuse and sexual misconduct by school employees (see ORS Chapter 419B and ORS Chapter 339). These laws require that any employee having reasonable cause to believe that a child has suffered abuse, a person has abused a child, or a school employee has engaged in sexual misconduct with a student, must report or cause a report to be made to the appropriate authorities.

The purpose of the OES Child Abuse Policy is to ensure the safety of our students. With that in mind, this policy will define mandatory reporters and describe the reporting process. The policy is congruent with the OES Mission Statement and in full compliance with Oregon laws regarding prevention, identification and reporting of child abuse and sexual conduct by school employees.

Oregon's child abuse mandatory reporting laws define six categories of said 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 Oregon Episcopal School are mandatory reporters and are required by law to report suspected child abuse and sexual misconduct by an OES employee. As such, any school employee who suspects any abuse of any kind must report it to their division head or division counselor. The division counselor will assist the reporting employee to properly document the report and submit it to the Oregon Department of Human Services (Child Protective Services). The Head of School will be notified of all reports made. Copies of the current pertinent laws, addresses and telephone numbers of DHS (CPS) and other law enforcement agencies are on file in the Office of the Head of School, all division heads, all supervisors, the nurse, and all counselors.

Due to reporting requirements, a member of the faculty or staff is not permitted to maintain total confidentiality to a student (or parent) who informs him/her of a concern of sexual assault or sexual misconduct if the concern leads the employee to believe s/he has a duty to report the information.

Training on the prevention and identification of abuse and sexual conduct and on the legal obligations of school employees is provided on an annual basis for all OES school personnel. Separate training is also available for parents and/or guardians of OES students, and the students themselves (in an age appropriate manner).

If you, as a student, believe you have been abused by anyone in the OES community or otherwise, please seek out any OES adult who you trust (teacher, counselor, chaplain, coach, dean, division head, the Head of School, etc.) immediately, so that person may ensure your safety. OES will not discipline a student for initiating a report in good faith about suspected abuse or sexual misconduct by a school employee or suspected abuse by a student. OES will notify the person who initiated the report about actions taken by the school based on the report.

4. Harassment Prevention Policy

OES is committed to providing a place where our students can thrive. It is in the best interest of each individual and the school that we dedicate ourselves to creating an educational environment that promotes respect, dignity and equality and that is free from all forms of harassment, exploitation, intimidation, illegal discrimination and retaliation. These behaviors are demeaning to all persons involved; they are unacceptable conduct, and will not be tolerated.

OES expects all students, employees and members of the school community to conduct themselves in an appropriate and professional manner, with respect for the personal dignity of fellow students, employees and visitors. Students, employees and visitors come to OES from many different backgrounds and cultures, including different races, religions, sexual orientations and ethnic ancestries. The school encourages its members to seek to understand the differences and similarities among us and to appreciate the richness that such diversity provides to an educational community. Respect and understanding of the differences among people are important dimensions of education that continue throughout a lifetime.

All student and employees at OES are entitled to learn and work in an environment that is free of harassment. Harassment of any member of the school community by any other member of the school community or visitor to campus will not be tolerated. Harassment of any kind, whether intended or not,

is prohibited in our community. Anyone with a concern about harassment or retaliation should follow the procedures set forth under “What to Do If You Believe You Have Witnessed or Been Subjected to Harassment.”

Definitions:

- **Harassment** refers to unwelcome conduct or behavior that is personally offensive or threatening and that has the effect of impairing morale or a student’s emotional well-being, interfering with a student’s academic performance or participation in a co-curricular or extra-curricular activity, or which has the purpose or effect of creating an intimidating, hostile or offensive learning or social environment.
- **Sexual Harassment** includes unwelcome sexual advances (either verbal or physical), requests for sexual favors in exchange for benefits, and other unwelcome verbal or physical conduct of a sexual nature which affects a student’s emotional well-being, interferes with a student’s academic performance or participation in co-curricular or extra-curricular activities, or which has the purpose or effect of creating an intimidating, hostile or offensive educational environment.

Sexual harassment can include any unwelcome verbal, written or physical conduct that is directed at or related to a person’s gender and that interferes with a person’s learning or social environment.

Examples include, but are not limited to:

- Sexual gossip or personal comments of a sexual nature about someone’s clothing, body, or conduct;
- Sexually suggestive or foul language;
- Sexual or lewd jokes;
- Intimidating or suggestive remarks about an individual’s sexual orientation, gender identity or gender expression, whether actual or perceived;
- Whistling, leering, catcalling, or making other suggestive or insulting sounds, gestures or comments;
- Spreading rumors or lies of a sexual nature about someone;
- Making obscene, demeaning or abusive comments about an individual’s body or other personal characteristics;
- Obscene or sexually suggestive graffiti;
- Displaying or sending of sexually offensive or pornographic messages, pictures or objects;
- Audiotaping, videotaping, or otherwise recording individuals in sexual or other potentially embarrassing situations and/or forwarding or threatening to forward the recorded material to others;
- Offensive or unwelcome sexual flirtation or advances;
- Offensive or unwelcome touching, pinching, grabbing, kissing or hugging;
- Demanding sexual favors or forcing sexual activity;
- Stalking;
- Restraining someone’s movement in a sexual way; and
- Physical assault, including rape or any coerced or non-consensual sexual relations.

Sexual Misconduct by an OES Employee: It is a violation of this policy for any member of the faculty, administration or staff to make sexual advances toward or engage in sexual conduct with a student. Any and all sexual advances or conduct between adults and students is strictly prohibited.

- **Harassment Other Than Sexual Harassment.** Examples of non-sexual harassment include, but are not limited to:

- Conduct or comments that threaten physical violence;

- Offensive, unso-licited remarks such as slurs, jokes, and bigoted statements and questions;
- Unwelcome gestures or physical contact;
- Display or circulation of pictures, emails, texts, other written materials, items, or pictures degrading to anyone due to their gender, gender identity or expression, race, ethnicity, religion, age, disability, sexual orientation, or other legally protected status; and
- Verbal abuse or insults about or directed to any student or group thereof because of their relationship to any of the groups listed above.
- Racial, Color and National Origin Harassment is on the basis of a person's race, color or national origin and includes, but is not limited to, the use of nicknames emphasizing racial stereotypes; racial slurs; and derogatory comments or conduct directed at an individual's manner of speaking, national customs, surname, ethnic characteristics or language.
- Religious Harassment is on the basis of a person's religion or creed and includes, but is not limited to, the use of nicknames emphasizing religious stereotypes; religious slurs; and derogatory comments or conduct directed at an individual's religion, religious traditions, religious practices, religious symbols or religious clothing.
- Sexual Orientation Harassment is on the basis of a person's sexual orientation and includes, but is not limited to, name calling, using nicknames emphasizing sexual stereotypes, and imitating physical characteristics or mannerisms associated with a person's sexual orientation.
- Disability Harassment is based on a person's physical and/or mental disability and includes, but is not limited to, name calling, making derogatory references to the disabling condition, imitating manners of speech and/or movement associated with the dis-ability, or interfering with access to or use of necessary adaptive equipment or aides.

What to Do if You Believe You Have Witnessed or Been Subjected to Harassment

OES seeks to achieve a welcoming and respectful school environment free of hostility, intimidation, and harassment, including sexual harassment. A student who has concerns should follow the guidelines described below.

- **Seeking Advice.** At any time, you are encouraged to consult your advisor, your counselor, a dean, or the division head to make them aware of your concerns and to seek their advice.
- **Direct Communication.** If you feel that you (or someone you know) has been the target of harassment, or that someone is acting or speaking inappropriately and is making you (or someone you know) feel uncomfortable and/or angry, it may be possible for you to approach the individual, expressing your concerns as honestly and directly as you can, and request an end to the conduct.
- **A Formal Complaint.** If direct communication does not resolve the problem or you choose not to approach the individual directly, you may also initiate a formal complaint about the incident. Students should report a complaint, preferably in writing, to their advisor, a dean, or their Division Head.

The School's Complaint Process

If OES receives a complaint of harassment, or otherwise has reason to believe that harassment may have occurred, it will take steps to ensure that the matter is promptly investigated and addressed. Even if the student does not wish to formally file a complaint, OES may still take action if it learns of potential harassment.

Students are expected to cooperate fully in an investigation conducted by the school. Complaints will be maintained in confidence to the extent possible considering the school's obligation to take appropriate responsive action; however, we cannot guarantee total confidentiality to anyone involved in the investigation. The initiation of a complaint in good faith about behavior that may violate OES's

harassment policy will not adversely affect the educational assignments or study environment of the student. If a student initiated a complaint, that student and his/her parents will be notified when the investigation is concluded.

Protection against retaliation. Retaliation is a very serious violation of this policy. Retaliation is any form of intimidation, reprisal or harassment directed against a student who in good faith reports harassment, provides information during an investigation of such behaviors, or witnesses or has reliable information about such behavior. By way of example, retaliation can occur when peers of the student accused of harassment learn of the complaint and then mistreat the individual who made the complaint or other individuals who support the complainant. OES will not tolerate this inappropriate retaliatory behavior. Any student with a concern that s/he is being retaliated against should immediately bring it to the attention of their advisor, a dean, or the Division Head. Retaliation against any individual for reporting harassment, for participating in the investigations, or for supporting a student who has made a good faith complaint will not be tolerated and students who engage in retaliation will be subject to disciplinary action up to and including removal from school.

Discipline

OES's policy imposes stricter standards of behavior than those provided by law. Conduct need not meet the legal definition of harassment to violate the school's expectations for appropriate behavior and to be subject to discipline. Appropriate disciplinary actions will be taken against anyone (student or employee) found to have harassed another person (student or employee) under this policy. Some forms of harassment may be severe enough to be a violation of criminal law and/or be covered by mandatory reporting obligations, and may need to be reported to legal authorities. OES may discipline a student for inappropriate conduct even if it does not meet the legal definition of unlawful harassment. Any individual who violates this policy by engaging in the prohibited conduct—harassment, discrimination or retaliation—will be subject to appropriate disciplinary action. The matter may also be referred to the DC.

Sexual Assault Statement

Any student who believes she or he has been a victim of sexual assault should seek help immediately and report the incident to a trusted adult in the school community, including your advisor, a counselor, a dean, the school nurse, or any Division or Department Head.

Students should call 911 if they need or witness a need for immediate police and/or medical attention.

Sexual assault is non-consensual sexual contact and/or penetration by physical force, threat of bodily harm, or when the victim is incapable of giving consent by virtue of mental illness, mental disabilities, intoxication or being under the age of consent.

School employees have an obligation to report suspected sexual, physical and/or psychological abuse pursuant to mandatory child abuse reporting laws. A member of the faculty or staff is not permitted to maintain total confidentiality to a student (or parent) who informs him/her of an allegation of sexual assault or sexual misconduct if the allegation leads the employee to believe s/he has a duty to report the information. All employees of OES who become aware of any form of sexual assault are required to immediately report the information to the appropriate Division Head and the Head of School, even if it is only a suspicion and regardless of how they became aware of the matter. Reports of sexual assault are taken seriously with the safety and well-being of all students as the first priority. Sexual assault is an act of violence and is a crime in the state of Oregon.

Regardless of the actions taken by the authorities, the immediate focus of OES following such a report is to support all students in every way possible, including medical and psychological support as necessary. Upon learning of a possible sexual assault, OES may conduct its own investigation in order to ensure the

safety and security of the entire campus community. This investigation is separate from any criminal investigation by the police or any agency investigation by DHS. All students are required to participate in school investigations as members of the school community; failure to cooperate may lead to disciplinary action.

5. Jurisdiction over Out-of-School Conduct

Students should be aware that certain activities, even outside of school hours or off school property, may result in disciplinary action up to and including suspension and expulsion. Students may be subject to disciplinary consequences for misconduct which is, or may be, disruptive of the educational process, interferes with the work of the school, is contrary to the mission of the school, impinges on the rights of others in our community, or has a direct or immediate effect on the safety or welfare of students or other members of the school community. The student may be subject to discipline even if such conduct takes place off campus, during non-school hours or on breaks from school. Note that this includes electronic communications, which could subject the student to discipline even if the communications are made outside of school.

Investigations

Students are expected to cooperate fully in investigations conducted by the school. If a student refuses to participate or cooperate at any stage of an investigation for whatever reason, including but not limited to pending criminal charges, the school reserves the right to take action, including proceeding without a statement from the student, asking the student to leave school while the investigation is underway, or requiring the student to withdraw from school. OES's obligation to report a crime (such as a sex crime or other abuse subject to the mandatory child abuse reporting laws) does not end if the student withdraws. The school reserves the right to confiscate a student's cell phone if it contains inappropriate images that could be in violation of Oregon's criminal code.

Learning from Others' Mistakes

The school reserves the right to raise at a school meeting any issue of discipline regarding a student for the purpose of furthering the educational and learning experience of students and the school community overall.

Alcohol, Nicotine, and Other Drugs

The mission of OES's alcohol, nicotine, and other drug education program is to create and sustain a culture which, from its youngest members to its adults, supports and encourages non-use for students and safe, responsible, and legal use by adults; instills lifelong compassion and responsibility for self and others; creates awareness of health, safety, and accountability issues through comprehensive and age-appropriate education; continually evaluates the wellness of the community; and provides help for those whose health or well-being is at risk.

If any student comes forward with concerns about his/her own alcohol, nicotine or other drug use, the use will be dealt with as a counseling/health issue, not a disciplinary issue. Seeking health care for a substance abuse problem demonstrates responsible behavior. However, the student must comply with the school rules regarding alcohol, nicotine, and other drugs while receiving assistance. If a violation is confirmed before or after the student requests assistance, disciplinary action will result.

Use of alcohol, nicotine, and other drugs by OES students at school or any school-related events is not allowed. Specific disciplinary consequences for any such use may be found in the individual Lower, Middle, and Upper School sections of this handbook (see the Upper School Athletic Policy.) Any faculty

or staff members who suspect, have reason to believe, or knowledge about a student's drug or alcohol use are required to report their concerns to the OES administration in the appropriate division.

6. OES Food and Allergy Policy

OES recognizes that food allergies, in some instances, may be severe and even occasionally life-threatening. The foods most likely to cause allergic reactions are peanuts, tree nuts, dairy products, eggs, soy, wheat, fish, and shellfish. Although most food allergies produce symptoms that are uncomfortable, persons with allergies to the above-listed foods can suffer more serious consequences. OES has created this policy to reduce the likelihood of severe allergic reactions of students with known food allergies while at school.

OES is an “allergy aware” school. As such, the school will monitor food ingredients for peanut or nut products in an attempt to avoid serving foods with these ingredients in the dining halls during the school day hours.

Parents must submit written protocols for students with food allergies yearly. These protocols should identify the potential allergens and include instructions for treatment if needed for accidental exposure. The School Nurse will work with parents to implement reasonable protocols submitted by parents.

Information pertaining to a student's allergies will be handled confidentially by the School Nurse, and with priority for student safety. As such, information will be shared with the Director of Food Services, as well as appropriate individuals within the student's division:

- Beginning/Lower School: The Lower School Office, Classroom Teacher and LS Specialists.
- Middle School: The Middle School Office, the Grade Team Leader and the student's advisor.
- Upper School: The Upper School Office and the student advisor.
- For any student activity taking place off campus, the trip leader will be apprised of any allergies within the trip group.
- OES will work with the contracted Food Service Agency to reduce the likelihood that peanuts, tree nuts, or nut oil products are served during normal hours.
- All other foods served in the dining halls that may include other allergens such as dairy, egg, soy, wheat, fish or shellfish will be labeled by the contracted food agency.
- The contracted Food Service Agency may choose, at its discretion, appropriate vendors for food, but will not use foods that specifically list nut or peanut products on the ingredient label. (Parents and students may obtain lists of ingredients for any food served by contacting the Food Service Director.)
- OES will provide anaphylaxis education through on-line training, as well as through the required CPR/First Aid training for all employees.
- Students will provide their own emergency medications for school.
- OES will keep epinephrine on campus and in field trip first aid kits for treatment of an anaphylactic response.
- OES will work with its contracted Food Service Agency to provide food in the dining hall that all students may enjoy.
- In the case of a student with multiple or unusual allergies, OES may require the student/family to provide lunch and snacks to ensure the student's safety.
- OES will not sell nut products in school-sanctioned stores or vending machines.
- OES will request that parents not send snacks to school that contain peanuts, tree nuts, or nut oil products.
- OES will request that parents not send food that contain peanut or nut products on OES buses.

Please Note: OES will attempt to avoid serving food with nuts, but cannot guarantee that products with nuts will never be present at OES. Likewise, OES cannot monitor food brought to campus for personal consumption outside of the dining halls.

OES does not monitor products sold at athletic events or special student sales (such as bake sales), products brought for potlucks or celebrations, or food served on off-campus trips. Therefore, persons with severe food allergies must carefully monitor their food in these situations.

Parents/Student Responsibility

- Parents of students with allergies will submit to the School Nurse protocols designed to identify and treat a reaction if an exposure would occur.
- Parents of students with life-threatening allergies must provide OES with emergency medications along with the written emergency protocol a written medical treatment protocol in case of exposure. The School Nurse will maintain the medication and information.
- Parents are responsible to educate their child (in an age appropriate fashion) about managing his/her allergy at school, including, but not limited to, identifying safe foods by reviewing the weekly lunch menu together, and contacting the Food Service Director for ingredient listings.
- The OES School Nurse is available to offer educational resources to parents regarding allergy management.

If parents are uncertain about possible exposure to allergy-causing foods, they should contact the Director of Food Services for suggestions of alternative safe foods served.

Please Note: OES cannot guarantee that a student will never experience an allergy-related event while at school. OES is committed to student safety, and therefore has created this policy to reduce the risk that children with allergies will have an allergy-related event.

Food from Home

Due to the risk of foodborne illnesses and the potential for allergic reactions, the Washington County Health Department strongly discourages homemade foods being served in a school setting. For students' birthdays and other occasions, parents are asked to communicate plans with your child's teacher/advisor. If food is provided by parents for these occasions, they should be only store bought items. Occasionally there will be a classroom activity that involves students preparing foods under the supervision of a teacher. Teachers are instructed regarding safe food handling procedures.

Please note that Oregon Episcopal School is an "allergy aware" campus, meaning that nuts or nut products are not allowed in classroom or dining hall areas.

7. OES Computer Use Policy

OES offers each student and staff member access to the school's computer network. The following sections describe our philosophy and define what we consider acceptable and unacceptable uses of the network. This policy is subject to change as the network and computer services evolve.

Philosophy

In order for OES to provide the best educational experience possible, we offer access to, and instruction in, the use of the electronic tools which make it possible to process and store information on OES computers and servers, and communicate through the Internet. In addition to teaching the mechanics of these tools, we feel it is important that students discuss and understand their responsible and ethical use.

8. Network Services Policy

OES considers student behavior in the "virtual" world of computers as directly equivalent to actions in the real world. Students who abuse network privileges by knowingly accessing other's files, for example, will be subject to the same disciplinary procedures as if they had gone through another person's papers, locker or desk. Taking or using other people's computer files without permission will be treated the same as theft or plagiarism. It is important to note that simply finding an opportunity to take such actions does not absolve responsibility for those actions, in the same way that finding an unlocked door does not mean that responsibility for unauthorized entry is removed. We ask that all students respect the privacy of others' files and materials, and everyone must follow stated limits for file storage and occasionally wait for access to limited resources or peripherals.

9. Internet Access Policy

As with any other media (books, magazines, and other information), access to computers and the Internet can provide access to material that is inappropriate. OES has taken the following precautions to restrict access to objectionable materials:

OES informs all students about acceptable and unacceptable uses of the school network and the Internet, as defined in these sections. This is done directly in Lower School classes, and during Technology Partnership Workshops for Middle and Upper School students and parents.

OES has installed software to exclude content that is unacceptable on our local area network. This software is installed between the Internet and our internal network.

OES faculty and staff observe and supervise student Internet use as often as possible.

Internet Access Limitations

OES uses software that denies access to a list of Internet addresses known to contain material that is unacceptable. This software is normally effective in blocking access to pornographic and other inappropriate sites. This system isn't perfect, however, and students and staff members are encouraged to let us know about blocked sites that should be accessible. We can quickly grant access to such sites.

OES Internet access also limits or prevents the use of many file sharing and on-line gaming software programs. While these programs may be considered acceptable and used at home, in school and corporate environments they can cause havoc with network reliability and stability. Although not always the case, Internet file sharing programs can lead to the exchange of copyrighted music and software, severe viruses, and inappropriate materials or actions that can lead to serious consequences.

It is important to understand that technology and information on the Internet changes on a daily basis, and it is impossible to limit access to all objectionable materials or prevent all possible misuses. Industrious users may discover ways to access inappropriate sites or exchange copyrighted files. We firmly believe that the valuable information and interaction available on the Internet far outweigh the possibility that users may procure material or use online services that are not consistent with our educational goals. Additionally, these common issues strongly motivate us to address and discuss ethical and appropriate uses of technology, despite the ease or prevalence of misuse.

Acceptable & Unacceptable Network Use

The use of the OES network is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges and may lead to further disciplinary actions. OES network administrators reserve the right to close an account at any time if inappropriate use is suspected or in evidence. The administration,

faculty, and staff of OES may also request that system administrators deny, revoke, or suspend specific user accounts. Decisions in these matters will be guided, but not limited, to the list below.

The following is expected of all OES computer users:

- Be polite. Do not write or send abusive messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- Honor and protect the privacy of yourself and others (do not reveal passwords, home addresses, or phone numbers).
- Report any defects in system accounting or security to the network administrators.
- Do not use the network for any illegal activity, including violation of copyright or other contracts.
- Do not use the network for financial or commercial purposes.
- Do not degrade or disrupt equipment or system performance.
- Do not vandalize the data of others.
- Do not waste finite computer resources.
- Do not attempt to gain unauthorized access to information, resources, or entities.
- Do not invade the privacy of individuals.
- Do not use an account owned by another user.
- Do not forward personal communications without the author's consent.
- Do not post anonymous messages.
- Do not use the network to access or distribute objectionable or unacceptable materials.

Objectionable and/or unacceptable material includes, but is not restricted to, the following:

- Pornography
- Violence
- Hate
- Racism
- Harassment
- Sexism
- Exploitation
- Alcohol, nicotine, or other drugs

10. Online Privacy Policy

Protecting the privacy of students and respecting parental choices in this area are very important to OES. The ease of finding names through Internet search engines can make a student's name easier to locate than the publication of student information in other media forms.

On the public OES websites, Lower School students will be identified by first name only. Full names will not be published. Parents with questions or concerns about this policy should contact the Director of Communications.

In the Middle and Upper School, the same policy applies, unless an Internet Publication Permission Form is sent home to parents by a teacher. This enables teachers to ask permission to use a full name (and possible image) as part of a class project that may be published on the Internet. All parents will have the option to decline the use of the full name and/or accompanying image before any names or images are published online.

11. Computer Software Code of Ethics

All students, teachers, and staff shall use software only in accordance with its license agreement. Unless otherwise provided in the license, any duplication of copyrighted software, except for backup and

archival purposes, is a violation of the law. Any unauthorized duplication of copyrighted computer software violates the law and is contrary to OES standards of conduct. The following points are to be followed to comply with software license agreements:

- All software is to be used in accordance with its license agreements.
- No student, faculty, or staff member will make any unauthorized copies of any software under any circumstances.
- The School will not tolerate the use of any unauthorized copies of software at OES. Any person illegally reproducing software can be subject to civil and criminal penalties, including fines and imprisonment. OES does not condone illegal copying of software under any circumstances, and anyone who makes, uses or otherwise acquires unauthorized software shall be subject to disciplinary action.
- All software used on OES computers will be properly purchased through appropriate procedures.

12. Middle School and Ninth Grade Laptop Program Policy

In the Middle School and Ninth Grade, Apple laptops are provided to all students.

OES will handle all warranty claims and service on the laptops. Apple Computer determines if a claim is covered or not, with claims being covered if the failure occurred during normal use. Failed batteries, power supplies, hard drives, logic boards, and keyboards are covered if they fail during routine use.

If a laptop is accidentally dropped, lost, damaged or stolen, the repair or replacement will not be covered by warranty. Families may be asked to contribute up to 50 percent of the repair or replacement costs (not to exceed \$500) if this occurs. If a MacBook is deliberately harmed by a student (or damaged or lost repeatedly), a family may be asked to contribute 100 percent of the repair or replacement costs (not to exceed \$1000). The cases, which are issued with the computers, are designed to protect the laptops from common forms of accidental damage, which should reduce the frequency and severity of these events.

13. Laptops Brought from Home

In the Lower School, permission is required before laptops can be brought from home. The Upper School has a 1-to-1 laptop program which requires students in grades 10-12 to bring a laptop to school.

The main requirement for laptops brought from home is that anti-virus software is installed and consistently updated. The same should be done with operating systems, so that they are both protected from infection and unable to spread computer viruses and worms. Infected laptops brought from home that broadcast infections or spread infected files are our greatest concern.

OES expects laptops brought from home to be used responsibly. Laptops should not be used as "entertainment centers," and distracting games, movies, and music are discouraged. The presence of inappropriate materials on laptops brought from home (or Apple iPods, smartphones, or similar devices) may lead to disciplinary proceedings.

Consequences

Consequences for inappropriate use or abuse of computing resources or the Internet will be handled as disciplinary actions in each division. Please read the relevant sections in this handbook.

Disclaimers

Electronic mail (e-mail) and other files are not guaranteed to be private. OES reserves the right to monitor network usage, review information and files received or viewed by users, and review and disclose any information downloaded or messages sent or received on the school network. In summary, network administrators and school administration do have access to all mail and files stored on the school network and servers, and may review the same to ensure compliance with this policy.

OES makes no warranties with respect to the school network, and we specifically disclaim responsibility for files or student work that is lost due to disk failure, viruses, Internet access interruption, and all other system failures. OES also disclaims responsibility for any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of OES.

OES believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. But be warned that OES does not have control of the information on the Internet. While our intent is to make the Internet accessible to further the School's educational goals and objectives, it is impossible to completely restrict access to objectionable materials. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or offensive to some people.

OES makes no warranties with respect to the Internet, and we specifically disclaim responsibility for the content of any advice or information received by an OES network user from a source outside of OES, or any costs or charges incurred as a result of seeing or accepting such advice. OES also disclaims responsibility for any costs, injuries, liability or damages caused by the way the Internet is used by an OES computer user or the manner in which other users may communicate or interact with the OES computer user.

14. Loaned Equipment Policy

In order to enrich the educational experience of its students, Oregon Episcopal School purchases and maintains various types of equipment, including electronic devices such as cameras and camcorders, for use by faculty members and students. The school makes a significant investment in this equipment and wishes to ensure that as many students and teachers as possible have access to the equipment when they need it. It is therefore imperative that community members use these devices with great care and take responsibility to see that they are returned on time and in the same condition in which they were borrowed.

Students who borrow equipment from OES libraries or other school departments will be held responsible for replacement or repair costs if the equipment is lost or damaged.

15. Student Information & Decision Policies

Access to Student Information

OES respects its students' privacy and only allows access to individual student information in accordance with state and federal law. State and federal law grant a student's biological parents, adoptive parents or other legal guardians equal access to their child's student information, unless a court order specifically provides otherwise. If a child's biological parent, adoptive parent or legal guardian wishes to grant a third person (e.g., the student's step-parent) access to student information, he or she must provide OES with written authorization to provide confidential student information to the third party.

Decision Making Regarding Students

State and federal law grant a student's biological parents, adoptive parents or other legal guardians' decision making authority in matters concerning their child's education and welfare, so these persons may equally participate in decisions regarding their child's education and experience at OES, unless a court order specifically provides otherwise. If a child's biological parent, adoptive parent or legal guardian wishes to grant a third person (e.g., the student's step-parent) the authority to make decisions regarding their child's education or experience at OES, the biological parent, adoptive parent or legal guardian must provide OES with a valid power of attorney or court order granting such authority to the third person. The power of attorney must be renewed every six (6) months.

16. Gifts for Faculty Policy

While we are very appreciative of the high regard in which students and their families hold their teachers and coaches, we are concerned that student affection and gratitude be expressed in a manner that doesn't divide families according to financial means. We do believe that it is best for all if gifts be a simple expression of thanks and affection. Therefore, we ask that gifts be restricted to very inexpensive and/or handmade items. We also suggest giving a book to the library in honor of or in memory of a teacher or coach, or you can designate that your annual OES Fund contribution be a tribute gift. We do ask that you not give gifts of significant monetary value. Our faculty and staff always welcome your kind words and personal appreciation of their efforts.

17. Solicitation for School Activities

All School and volunteer organization fundraising projects and/or events must be approved through the policy and procedures noted in the Gift Acceptance Policy established by the Board of Trustees before being added to the School's fundraising schedule.

No individual or group solicitation of funds may be undertaken by any department, class, team, club or individual on behalf of OES, its students, programs, constituencies, faculty, or other nonprofit organization without the prior approval of the Director of Advancement (as noted in the School's Gift Acceptance Policy.)

Approval from the Office of Advancement must be received before any scheduling, volunteer recruiting, grant writing, or communication with potential donors or third parties is initiated.

After a fundraising project is approved by the Office of Advancement, all associated materials must also be approved prior to their distribution. This will ensure that all fundraising materials meet IRS guidelines and present a consistent, quality image of the School. All gifts to the School should be mailed directly to the Office of Advancement, not to a volunteer's home or office unless prior approval is granted.

18. No Dog Policy

Dogs are not allowed in buildings, offices, or classrooms at OES. We ask visitors not to have dogs on campus at the beginning or end of the school day, even on a leash, and anywhere on the breezeway near the Lower and Beginning Schools. At other times, visitors, including parents, are welcome to bring dogs to the outside areas of campus on a leash, staying with the owner, and with the owner responsible for cleaning up waste. Please notify the receptionist if you have concerns about a dog on campus.

19. Tutoring Policy

If a student begins to fall behind the normal progress of a given class, tutoring may be required. Tutoring is not to be considered as an alternative to a scheduled class, but only as a complement; the cost is not included in regular tuition. Counselors as well as faculty can assist families in identifying appropriate tutors. The student's regular classroom teacher may not serve as the tutor. In no case will tutoring be arranged without the consent of the parent.

~ END OF ALL-SCHOOL HANDBOOK ~

LOWER SCHOOL HANDBOOK

I. Lower School Hours

The Lower School is open from 7:30 a.m. to 4:00 p.m. and Extension is open until 6:00 p.m. each school day.

Lower School Office Opens	7:30 a.m.
Early arrivals	7:30 a.m.
Buses arrive	7:45–7:50 a.m.
Bell	7:50 a.m.
School begins	7:50 a.m.
Pre-Kindergarten: half-day	7:50 a.m.–12:30 p.m.
Pre-Kindergarten: full day	7:50 a.m.–2:55 p.m.
Kindergarten, Primary, Grades 1–5	7:50 a.m.–2:55 p.m.
Extension: (Pre-K– Grade 5)	2:55–6:00 p.m.
Buses leave	3:10 p.m.
Lower School Office Closes	4:00 p.m.

Children should not be left on campus before 7:30 a.m. as there is no one on duty to supervise them. If you arrive early, you will need to wait with your child until supervision begins.

Students in Grades 1–5 who arrive between 7:30 and 7:50 a.m. should go to the Aardvark Community Park or the Gym, while younger children can gather in the commons outside their classroom. Teachers and teaching assistants supervise these areas. Doors lock automatically at 8:00 a.m. with the exception of the main entrance.

If you arrive after 8:00 a.m. (8:10 for Pre-K, Kindergarten, and Primary), you will need to sign your child in at the Lower School Office and escort your child to the classroom.

2. Lower School Philosophy

Oregon Episcopal School prepares students for higher education and lifelong learning by inspiring intellectual, physical, social, emotional, artistic, and spiritual growth so that they may realize their power for good as citizens of local and world communities.

In pursuit of this Mission, we strive to:

- Educate the whole child, balancing academic, social, physical, aesthetic, and spiritual growth.
- Provide an academic program that is challenging and responsive to the needs of individual students.
- Emphasize both the academic essentials and the OES Essential Competencies.
- Engage students in a cycle of inquiry that supports exploration, creation, connection, and commitment.
- Make learning active, experiential, and developmentally appropriate.
- Implement interdisciplinary, theme-based curriculum that helps children see the connections between their learning and the communities in which they live.
- Provide technology instruction so that children can access and communicate information effectively, confidently, and responsibly.
- Encourage students to ask questions, take risks, think critically, and make wise decisions and choices.

- Create opportunities for students to solve problems, including those with multiple solutions and those with no clear solutions.
- Construct a community of learners in which students work in cooperative learning teams.
- Engage students in meaningful service learning projects that are linked to the curriculum.
- Build a safe and nurturing community founded on partnerships among students, teachers, and parents.
- Provide support in times of struggle and share success with all.

At OES, we believe young children learn best through active involvement in a safe and nurturing environment. We view each child as a unique individual with his or her own pattern and timing of growth and development. We have designed a flexible inquiry-based curriculum allowing children to build on their prior knowledge and experiences.

Experiences are provided that stimulate learning in all developmental areas—physical, social, emotional, and cognitive. Our goal is to create a child-centered environment that fosters positive self-esteem, critical thinking skills, and an enthusiasm for learning.

3. Student Evaluations and Conferences

The goals of our evaluation system are to improve instruction, train students to assess their own progress and products, and inform parents of their child's progress. We use a variety of methods, depending on the child, the content or skill being assessed, and the purpose of the assessment. We assess mastery of knowledge, reasoning, skills, and products. We strive to define our expectations clearly and appropriately so that students know what they must do to show competence in a given area. We also strive to provide feedback to students that is useful and helps them learn how to learn. Students who learn confidently and competently to evaluate their own work usually become better performers as well.

Evaluation in the Beginning Years is based primarily on teacher observation and work samples, including a writing portfolio with evidence of beginning student self-reflection. Progress reports are coupled in the winter with parent-teacher conferences. Evaluation also helps inform parents of their child's progress.

First Grade report cards include developmental continuums for reading, writing, and spelling. Other subject areas, such as social studies, science, and social and emotional growth are included on a checklist of expected behaviors. Special subject teachers include a brief narrative describing their course of study and the child's response, and the classroom teacher also includes comments that address issues of attitude and effort. Students maintain a writing portfolio with evidence of self-evaluation. Two parent-teacher conferences are scheduled, in fall and winter, and report cards are sent home twice a year, in February and June.

Report cards for Second through Fifth Grade students include reading and writing continuums, a checklist of skills and a narrative portion. The narrative addresses individual strengths, accomplishments, and challenges. Two parent-teacher conferences are scheduled in fall and winter, and report cards are sent home twice a year in February and June. Additional individual conferences may be scheduled by teachers or parents upon request.

4. Homework

Parent's Role in Homework

We expect that parents will help establish good homework routines. Parents can review homework with their children to get a better understanding of concepts and conversations happening in

classrooms. Homework and other assignments should reflect the child's understanding and work. If children receive too much support, the resulting work does not reflect what the student is capable of doing on his or her own. Teachers use homework as a tool to assess student's progress and to adjust instruction to meet the child's needs.

Homework is assigned to reinforce the study habits and concepts taught at school. It not only gives practice in recently learned skills but also helps children learn to budget time and organize their activities. Homework is regularly assigned in Second through Fifth Grades, but the younger children are, at times, given work to do at home. We want your children to become successful and independent students.

Teacher's Role in Homework

Teachers will provide guidelines regarding the amount of time students are expected to do homework. Homework is not normally given on weekends; however, extra weekend work may be assigned to students who need to catch up on their work, and there may be long-term assignments that require additional work.

5. Ethics of Scholarship & Academic Integrity

In the Lower School we teach children in age-appropriate ways how to ensure that the academic work they present is their own. Over the years in the Lower School, children develop research skills that include: summarizing, synthesizing, paraphrasing, and citing of sources.

Cheating

We teach children from an early age that cheating can have serious consequences, including failing grades and/or expulsion from school. Cheating includes but is not limited to copying someone else's work or answers or presenting someone else's work as your own.

We teach children to ask for clarification around the expectations from his or her teacher regarding homework, group work, and projects.

Plagiarism

We teach children how to gather and process information, and we help them to keep others' ideas and information separate from their own ideas. Children develop these skills in age-appropriate ways as they mature. We also teach them that using another person or source's ideas or language without clear attribution is called "plagiarism" or literary theft. Plagiarism includes:

- getting someone else to do your writing
- copying someone else's work
- printing out data from electronic sources without crediting the author(s)
- copying and pasting work from electronic sources without crediting the author(s)
- presenting someone else's language or ideas as if they were your own

6. Attendance

Regular school attendance is required. It is important that students arrive on time and that they do not miss school unless they are ill. Students who are tardy feel rushed and frequently are not ready to settle down to work. Students need to be in their classrooms and ready to work by 7:55 a.m. A record of absences and tardiness is a part of each student's file.

Parents are asked to email the Lower School Office at lsattend@oes.edu by 8:00 a.m. on the day their child is absent or tardy. We ask that for extended absences you send a note to your child's teacher.

Medical and Dental Absences

We ask your help with non-medical, non-emergency absences. Excused absences, of course, are granted for illness or other emergencies. In these cases, students will be allowed time to make up work and the faculty will offer help, although it must be recognized that it is impossible to reconstruct the classroom learning situation once it has been missed.

Children being picked up in the middle of the school day for a doctor's appointment or illness will not be allowed to wait unsupervised on the covered walkway. The parent will need to check the child out in the Lower School Office and then pick the child up from the classroom.

Both the teacher and the Lower School Office staff need to know in advance of any such change in the regular routine. Identification may be required if a child is being released to someone unfamiliar to us. This is a precaution we need to enforce in order to provide security.

“Elective” Absences

As we hope you understand, “elective” absences are not condoned by the School. We do, however, recognize that there are situations when the educational benefit of the absence would convince us that the absence should be excused. In these cases, please approach the School well in advance of the absence so that special assignments can be made. If the trip is not considered educationally valuable, we cannot ask teachers to prepare assignments in advance. Of course, the homework will be available to students upon their return, but it will be the student's responsibility to make up any course requirements at the convenience of his or her teachers. If extra tutoring is required to bring the student to current status with the class, it will be the responsibility of the family to arrange for and provide the service.

As you schedule family trips and other excursions, we greatly appreciate your cooperation in not scheduling absences for your children during the school year. In an effort to help families plan vacations, we release the school year calendar well in advance. Please remember to avoid early departures and late returns from scheduled vacations as well.

After-School Plans

Be sure to let the Lower School Office know of any changes in regular after school plans for your child (including birthday parties, playdates with friends, scouting plans, etc.) We must be informed, either via a phone call, email, or written note, when bus or carpool changes are made or when someone different is picking up your child. Lower School staff will not let your child alter his or her customary after school plans without written or verbal permission from you. Please do not ask your child to convey the message verbally.

Email the Lower School at lsattend@oes.edu to report any changes in your child's after school plan. After 2:00 p.m., call the Lower School Office at 503-768-3143. Without direct instructions from you, we will send children home by the usual means or retain them in the Lower School Office until we can contact you.

Students who are not picked up by 3:05 p.m. will be taken to the Lower School Office to await their rides. If you will be later than 3:05 p.m., please call the Lower School Office so your child won't worry. After 3:15 pm, children left waiting will be checked into Extension. If you are detained and pick up your child after 3:15 p.m., there is a fee for Extension. We appreciate everyone being on time.

For safety reasons, students may not roam the campus unsupervised. If they must wait for a special lesson or activity, they should be registered in the Extension Program or be accompanied by a parent.

7. Health Procedures

Illness or Injury

We will call you if your child becomes ill or injured during the school day and is unable to participate in classroom activities. Our office staff and the school nurse will provide tender care until you are able to make arrangements to pick up your child. The Lower School Office, however, does not have the space or equipment to provide long-term care for sick children. Parents are encouraged to have options available if their child requires care at home during the school day.

Determining if a child is well enough to participate in the school day is sometimes a difficult decision. Obvious signs of illness and or communicability are: a fever above 100.4°, vomiting, diarrhea, some rashes and skin infections, red and/or swollen eye(s) or an eye with discharge, severe sore throat, active coughing, sneezing, and nasal drainage, or evidence of head lice, scabies, or ringworm. When these obvious signs are not evident, careful evaluation and judgment are required. The following guidelines may give assistance in making decisions regarding school attendance.

- Is the child well enough to benefit from and participate in all classroom activities?
- Is the child actively contagious to others?
- Would the child recuperate more quickly if kept at home for the day?
- Would the child's symptoms be a distraction to others in the classroom?
- If the child has had a fever, has his/her temperature been in the normal range for at least 24 hours?

Recess

Sometimes children bring notes from home asking for them to stay in at recess. Although on rare occasions a child may need to stay inside (for example, someone who is just back to school after a long illness or surgery), we ask all children to go out at recess for the fresh air and exercise. If a child is too ill with a cold or sore throat to bundle up and be outside for 20 to 30 minutes, then he or she should probably be at home. If the weather is too miserable for anyone to be out, then appropriate activities will be conducted indoors.

It is important for children to wear clothing appropriate to weather conditions, as they spend time outside during recess and traveling from building to building for special classes, chapel, and lunch. Since it is often much warmer by the end of the school day than it is in the morning, children might be happier with layers they can remove as they warm up.

Medication at School

When children need to take over-the-counter medicine at school, we will administer it, as long as we have the physician's current orders and the parents' written instructions. Bring the medicine in the original container with the label attached. Complete the form available in the Lower School Office or on the OES website. We will need the generic name of the medicine, dosage, time to be given each day, and dates to be administered. Do not send medicine to school for your child to keep and take on her or his own.

When your child requires a prescription medication to be given at school, it should be brought to the school office in the original pharmacy container. The pharmacy label provides the written health care provider's instructions that are required by the Oregon statute. As the parent, you will need to

complete the OES form that provides the faculty and staff with information needed to safely assist your child and gives them permission to do so. This form is available in the Lower School Office or on the OES website.

For the protection of all students, students may not carry or self-administer their own medications. Exceptions may be considered for students who require immediate access to asthma or anaphylaxis medications. Please contact the OES nurse if there are concerns regarding this policy.

Emergency First Aid

When students are injured during school hours and on campus, they are usually brought to the Lower School Office for simple first aid treatment. Health and emergency information on file is consulted before any treatment is given. If the injury is more serious than Lower School Office personnel are qualified to handle, the School Nurse is called. She will treat the child or provide advice as to further action. If the injured person is moved to a hospital, and a parent or their designee is not available, a School representative will accompany the child. With the exception of minor cases, the parent or guardian will be notified of treatment.

8. Emergency Forms

The school requires every family to have a complete and updated Emergency Authorization Form on file. The Form indicates relatives and friends to be notified and other important information in case of emergency. If any of the names or numbers change during the year, please call the school immediately so that records can be updated.

9. Student Records

The School maintains progress reports on all students. These include such things as records from previous schools, report cards, attendance, standardized test results, health records, and correspondence. Student records are used by the faculty and are open to inspection by the student's parents upon request. No one else has access to them without the consent of the administration, parents, or both, or as otherwise may be legally required.

10. Classroom Assignment

Assigning students to classes is an important job for any faculty. Getting the right mix of children means that many factors must be considered. At OES, where we have more than one self-contained classroom at each grade level, we try to maintain heterogeneous classes that have a balance of boys and girls. We consider both individual and collective needs and want to promote good relationships among the children. We have confidence in all our teachers and think that most children will do well with any of them.

Grade level teachers meet in May or June to group returning students and assign them to classes. These assignments are reviewed in August as summer enrollments are added. Parents are informed of their child's classroom assignment via an August mailing that contains all the information about the opening of school.

There are times when we are genuinely unaware of information from home that should be considered in class placements. Parents who have information they think would be useful should make an appointment with the Head of Lower School. Parental input is weighed along with such factors as academic ability, classroom department, and maturity. After weighing all available information, it is the School's job to make the final decision.

11. Field Trips

All classes go on field trips each year in conjunction with their programs of study. Each student is required to have a signed field trip permission form on file in the Lower School Office to go on these off-campus trips. Without one, a student may not participate. Parents are always notified of upcoming field trips via the Wednesday Express calendar and through written communication from the teachers.

12. Citizenship & Discipline

Guiding Principles

OES is a community of learners built upon partnerships, with guiding principles of respect and responsibility. We encourage self-discipline, consideration of others, a lifelong love of learning, sound ethical judgment, and pride in our School. We educate global citizens who are ready and willing to assume their shares of responsibility for the good of the entire community. We expect all members of the community to cultivate and nurture these values.

We believe:

- The first six weeks of school require adaptation.
- Children come to school with a unique set of experiences, backgrounds, and learning styles.
- We expect that children will make mistakes. We help them learn from their mistakes through problem solving, peer mediation, and conflict resolution skills.
- The behavior challenges of Pre-K students can be vastly different from those of Fifth Grade students.
- As children grow they will engage in different forms of behavior.
- Actions adults take to help students learn positive choices will vary from grade to grade.
- We provide on-going opportunities for students to practice and internalize these skills.
- Consequences need to be educational, not solely punitive.

Role of Teachers in Citizenship & Discipline

In the Lower School we use the First Six Weeks of School program. This program helps students construct the rules, routines, and procedures of the classroom that are the cornerstones of good citizenship and community.

At the beginning of each school year, teachers and students develop a list of agreements or class rules. These agreements will center upon the core values of respect and responsibility. We expect that these lists will differ depending upon the grade and developmental stage of the children. Teachers will revisit these concepts in formal and informal lessons throughout the year.

The following examples are not intended to be comprehensive, but rather are a sampling of the types of statements that classes may generate.

Respect

- I. I Show Respect for Myself:
 - I follow the school dress code
 - I bring only learning tools to school
 - I support what I know is right
 - I am honest with myself
 - I make healthy choices

2. I Show Respect For Others:
 - I treat others the way I want to be treated
 - I accept and respect others' unique personalities and appearances
 - I include others
 - I speak kindly to others
 - I respect others' right to learn
 - I am honest with others

3. I Act Respectfully in All Areas of the School:
 - Classrooms
 - Halls
 - Lunchroom
 - Playground and playing fields
 - Restrooms
 - Assemblies and chapels

Responsibility

- I contribute to a positive learning atmosphere
- I act to solve school problems
- I am on time and where I should be
- I come prepared for classes and activities
- I take responsibility for my own actions

Role of Students in Citizenship & Discipline

- In addition to working with the teacher in the classroom to construct examples of respectful and responsible behavior, students will:
- Dress in uniform
- Arrive to school on time
- Bring all materials needed for learning
- Leave personal items, such as toys, electronic games, and cellphones at home
- Complete homework
- Take care of one another
- Take responsibility for their own behavior and actions
- Keep hallways, classrooms, common areas, dining commons, and library quiet and free from disruption
- Report to the teacher or another adult when they see another student being mistreated
- Remove themselves from situations where major school rules are being violated (unless a peer is in danger) at school activities, or in all situations where the School is represented. Students should seek immediate assistance from an adult in these situations.
- Students who ride the bus may have parent permission to listen to music or books on electronic devices with earphones. These devices, in addition to cell phones, must be kept in backpacks during the school day. Students are reminded that these devices may be taken out of their backpacks once they are safely on the bus.

Role of the School in Citizenship & Discipline

- Focus on the growth of our students

- Foster a sense of responsibility recognizing that children need increasing latitude as they begin to learn how to solve problems on their own
- Seek to solve the issue with the child, other children involved, teachers and/or parents
- Utilize the School's resources and work with other members of the faculty and staff to solve conflicts
- Communicate clearly and in a timely manner with parents about their child's progress, both academically and behaviorally, through meetings, phone calls, notes, or emails
- Call parents when there is a recurring or serious problem at school that is potentially harmful to the health, safety, or welfare of the child or others
- Apply consequences that vary depending upon the age of the child, intent, frequency, severity of the behavior, and the child's willingness to accept responsibility for his or her behavior
- Communicate consequences to parents

On rare occasions we may call parents to remove their child temporarily from school. Before making the decision to send a child home we first may implement such steps as:

- Issue verbal warnings
- Provide time-outs
- Consult with the counselor
- Problem-solve with the Assistant Heads of Lower School, teachers, and parents
- Discuss a plan of action with the Head of Lower School and the Lower School Team

Sending a child home is a measure we seldom use but one that is very effective in communicating to the child and family the limits necessary to ensure everyone's physical and emotional safety. When this occurs, the child and parents must meet with the Head of Lower School before re-admittance to the school.

Role of Parents in Citizenship & Discipline

- Help your child to problem solve.
- If your child reports an unsettling experience that occurred during their school day:
 - Remind yourself that the information your child has given may be a small part of a bigger story and processed through his or her lens only
 - Help broaden your child's perspective and problem-solve
- Ask questions such as:
 - "What did you do to contribute to the situation?"
 - "How would someone else involved describe what happened?"
 - "Why do you think it happened?"
 - "What did you do to problem solve?"
 - "What could you have done differently?" (Brainstorm options)
 - "Who can help you at school?" (Brainstorm options)
 - "What do you think you will do next time?" (Select options)

Successful Parent-Teacher Communication

In order to help children learn from their mistakes, it is essential that parents and teachers work as a team. On Back-to-School Night your child's teacher will share with you his or her preferred method(s) of communication. As a general rule, email is a great tool for exchanging routine information; however, a phone call or face-to-face discussion is better for more serious matters.

We suggest the following steps:

- Contact your child's teacher to gain a broader understanding of the situation.

- Communicate the information that you have received.
- Ask the teacher for clarifying information.
- Work as a team to brainstorm solutions.
- Provide your child with tools to successfully navigate future situations.

If another parent calls you with concerns about an incident that occurred in school, avoid triangulation by encouraging that parent to speak directly with the appropriate teacher or staff member. Talking with groups of parents whose children are not directly involved in the incident will more likely exacerbate a situation rather than help resolve the issue.

Please keep us informed if there are changes at home that might affect behavior at school. Events that go on at home can have an impact on a child's ability to function at school.

13. Major Rules of the Lower School

We believe children operate best in an environment where clear and consistent expectations and mutual respect are the norms. Rules are discussed and reinforced throughout the year. While children will make mistakes, our goal is to help students learn from them as they grow in self-awareness and self-control.

The following infractions are considered serious and could result in a range of consequences including dismissal from the school. Unless otherwise stated, these rules apply to conduct at all school-related events both on and off campus.

- Verbal abuse, physical abuse, bullying, or inappropriate physical touch.
- Lying, deceit, or other dishonest conduct
- Destruction of property belonging to the School, its personnel, or another student
- Stealing
- Inappropriate language
- Possession or use of weapons or any object that is used in a threatening manner

14. Discipline Consequences

Discipline in the Lower School is intended to be educational and not solely punitive. In deciding upon an appropriate consequence the classroom teacher, Assistant Heads of Lower School and the Head of Lower School will take into account such factors as the age of the child, intent, frequency and/or severity of misbehavior, and the child's willingness to accept responsibility for his/her behavior.

Possible Consequences

- Verbal warning
- Time out in the classroom
- Drawing a picture for a friend
- Face-to-face apology
- Letter of apology
- Letter to parents written by student
- Phone call to parents
- Loss of privileges- part or all of recess or choice time, missing field trip, computer
- Time out and restitution
- Confliction resolution reflection essay or letter
- Conversation with Assistant Heads of Lower School or Head of Lower School

- Behavioral contract
- Suspension
- In-school suspension
- Mid-day suspension, parent asked to take student home
- At-home suspension
- Post suspension: re-entry meeting with parents and Head of Lower School
- Letter to parents from Head of Lower School
- Non-renewal of contract
- Expulsion
- Other options as deemed appropriate

If you have questions about this policy please contact the Head of Lower School.

15. Bullying Prevention

At OES we teach children age-appropriate definitions of bullying. Behavior becomes bullying when it is targeted, repetitive, and intentional. Bullying can be both subtle and obvious.

From time to time, most children will experiment with some of the following behaviors:

- Spreading negative rumors about others
- Keeping certain people out of a "group"
- Making fun of the way someone looks, learns, speaks, or acts
- Teasing people in a mean way
- Making negative comments on race or gender
- Getting certain people to "gang up" on others
- Threats
- Punching, shoving, or hurting people physically

These behaviors become bullying when they are targeted, repetitive, and intentional.

Bullying also can happen online or electronically. Cyberbullying is when children bully each other using the internet, cell phones, or other cyber technology. This can include:

- Sending inappropriate or negative text, email, or instant messages
- Posting hurtful pictures or messages about others in blogs or on Web sites
- Using someone else's username for any purpose, including to spread rumors or lies

Bullying incidents tend to involve three parties: bullies, victims, and bystanders. At OES we teach children to recognize these roles and to brainstorm strategies they can use when they find themselves in a bullying situation.

Adapted from the US Department of Health and Human Services.

16. What Not to Bring to School

Students should not bring lighters, knives, or other weapons or weapon-like objects, radios, iPods, CD players, or electronic games. In general, toys from home are not allowed at school. If there is a toy which a student feels may be appropriate to bring to school, he or she should ask for permission from the Head of Lower School before bringing the toy to school.

Children should not bring candy or money to school, except for special events when the classroom teacher has granted permission, e.g.: book fair, a party, or a field trip. Use of a cell phone is not

permitted when at school or on a school function; in special situations, exceptions may be granted by the Head of Lower School.

17. Computer Use Policy

Students are encouraged to use computers and technology responsibly.

Things to keep in mind while using computers:

- Be polite in communication with others
- Use appropriate language
- Keep last names, addresses, and phone numbers off the Internet
- Keep passwords private
- Report any problems with the system or security to an adult
- Use computer time wisely
- Immediately report access to or use of inappropriate websites to an adult
- Use the color printers only with permission
- Use the computer for school-related work only
- Do not use games, social networks, or chats at school

We also ask that parents of Pre-Kindergarten, Kindergarten and Primary students refrain from using technology like cell phones and tablets in the first floor affinity commons or in Extension locations, with the goal of nurturing human relationships and social interactions in our youngest students.

18. Uniforms and School Clothing

Students in Pre-Kindergarten through Fifth Grades wear the OES school uniform on all school days (unless otherwise noted).

Uniform Policy

PANTS:	Tailored pants with zipper front (navy blue or khaki only); no jeans or jeans style, no patch pockets or cargo style.
SHORTS:	Tailored walking shorts with zipper front (navy blue, khaki, or Kirk plaid only); no jeans or cargo style.
SKIRTS, SKORTS:	Dennis Uniform Kirk plaid, navy blue, or khaki. Navy or white leggings, tights, or bike shorts may be worn under skirts.
DRESS:	Dennis Uniform short-sleeved light blue or navy polo dress; OES logo required; Kirk plaid shift dress. Kirk plaid A-line jumper. (Navy and Khaki jumpers are not authorized uniform dresses.)
SHIRTS:	Polo shirts in solid white, navy, light blue, or forest green; short or long sleeve polo shirts; jersey knit or pique; OES logo required.
SWEATERS:	Navy blue cardigan; OES logo required.
SWEATSHIRTS:	Solid navy blue, forest green, or light blue; OES logo required. No OES spirit wear.
FLEECE:	Navy or forest green fleece jackets; OES logo required.
SHOES:	Shoes must offer firm support and resist slipping for active play. Closed toe, closed heel, athletic type shoes (e.g., tennis shoes, walking shoes, sport shoes) are required.

No sandals, heelies, wheelies, clogs, Uggs, or blinkies, please. Boots may be worn on snow days only.

SOCKS: Socks are required.

JEWELRY: For safety reasons, only watches and studs for pierced ears. Please refrain from sending the Lower School students to school with necklaces, drop earrings, bracelets, multiple scrunchies worn as bracelets, rings, etc.

HEADWEAR: Hair bands should be white, navy, forest green, or Kirk plaid. No decorative scarves, sports caps or kerchiefs.

OUTERWEAR: Any coat or jacket may be worn for warmth outdoors.

Uniform Optional Days

Students are expected to be dressed in good taste. Clothing should be neat, clean, not torn, and appropriate to the classroom situation. Close-toed shoes are to be worn at all times. We ask that students do not expose midriffs or underwear. The following items are considered inappropriate: very short skirts and shorts, shirts with inappropriate words or graphics, or thin-strapless/strapless tops.

Purchase of Uniforms & Spirit Wear

The OES School Store offers a variety of spirit wear and uniform items with the OES logo, including polo shirts, cardigans, and sweatshirts, all Kirk plaid items and fleece, and rain jackets. In addition, pants, shorts, skorts, shirts, and sweaters can be purchased from Dennis Uniform Company at 105 S.E. Hawthorne Boulevard, Portland, OR 97214 (near Water Avenue), by telephone at 503-234-7431, or on the web at www.dennisuniform.com.

Some items may be ordered from the Lands' End School Uniforms catalog. Lands' End orders can be placed by telephone at 800-469-2222 or online at www.landsend.com/school. Ask for the School Uniform Catalog (the OES customer number is 9000-4611-1). In order to maintain color consistency, please order khaki items only from Dennis or Lands' End.

Lost & Found

The Lower School maintains a Lost and Found. All personal belongings should be labeled with last names including coats, jackets, sweaters, shoes, and other articles which children may take off during the course of the day. When the lost and found pile gets too large, unmarked and unclaimed items will be sent to a local charity.

Used Uniform Closet

Used uniforms in good condition are available for purchase in the Used Uniform Room. Contact the Lower School Office to make arrangements to purchase used uniforms. If you have outgrown items to donate, please bring them to the Lower School Office.

~ END OF LOWER SCHOOL HANDBOOK ~

MIDDLE SCHOOL HANDBOOK

I. Middle School Philosophy

Oregon Episcopal School prepares students for higher education and lifelong learning by inspiring intellectual, physical, social, emotional, artistic, and spiritual growth so that they may realize their power for good as citizens of local and world communities.

In pursuit of this Mission we strive to:

- Educate the whole child, and seek a curriculum balance of, intellectual, emotional, spiritual, moral, and physical development in a rigorous, varied, and exciting manner.
- Embrace, celebrate, and treasure the individuality of each student and teacher.
- Create an environment that prepares students for a world that requires independent thinking, collaboration, sensible risk taking, self-discipline, informed, thoughtful, and ethical decision-making, creativity, and self-confidence.
- Help students make interdisciplinary connections in their learning in order to make course studies relevant to their everyday lives.
- Create an atmosphere built on community spirit. Respect and responsibility are the basis of ethical thinking and the themes for our community building efforts.
- Provide service opportunities in order to support students in becoming responsible citizens of local and global communities.
- Provide opportunities for students to follow their spiritual paths within the framework of the Episcopal Tradition.
- Foster an atmosphere of partnership between students, teachers, and parents that provides support in times of challenge and celebrates times of success.
- Integrate a variety of technology uses throughout the curriculum.
- Create an environment that is one of caring, joy, and safety.
- Develop a sense of personal responsibility in each child.

2. Community Life

Morning Gathering

The Middle School begins four days a week with Gathering held in the Middle School Commons. The Gathering sets the tone for the day and builds a cohesive community base. Announcements are made, songs are sung, celebrations are held, and world events are discussed.

Advisory Program

Each student has the option of being a member of either a coed or gender specific advisory group. Each group is grade specific and includes eight to nine students plus a faculty member as an advisor. A student's advisor gets to know the student well and remains aware of the student's academic and personal progress and any challenges that may arise. The advisor is the liaison between the student's teachers and parents.

Advisory groups participate in activities designed to meet the needs of the group. Advisories plan and implement Chapel Programs, social activities, and service learning activities.

Advisories have a brief check-in on Tuesdays, Wednesdays, and Fridays with an extended meeting time on Mondays.

Parent Communications

Informal communication with parents is a way of life in the Middle School. Parents are invited to participate in Gathering, Chapel, and special social events.

More formal communications happen through the weekly Middle School Messenger which is emailed and placed on the OES website every other Wednesday. The Messenger is your best source of current information. Please take time to read it with your Middle Schooler.

All parents are asked to participate in a half-day Partnership Workshops in the fall to strengthen this school-home partnership. Parents are invited to Back to School Night in the fall to hear about the particular classes their child is taking. Three days are set aside in the fall and at the end of the first semester for structured parent conferences. Parents or teachers may request meetings with teachers at other times during the year as the need arises.

Parent Association Link (PAL)

Once a month at our PAL meeting, interested parents gather with the Head of the Middle School, the Middle School Counselors, and the Team Leaders to discuss unique aspects of parenting this age group. Please watch the Messenger for more details including date, time, place, and topic for discussion.

Social Activities

Special social events are held for all students several times during the year. These activities, such as socials, are planned by students with adult guidance. Look for details in the Middle School Messenger.

The year ends with a special celebration for the eighth-graders and their families which is planned and implemented by the eighth grade parents.

3. Service Learning?

We believe service to the community helps promote the worth and dignity of others to our students. Service is integral to the mission of OES. We seek to demonstrate the power of individual actions to improve our world through curricular-based projects and the encouragement of student, family, and employee initiatives. Our program inspires responsibility, develops leadership, encourages compassion, and broadens our awareness of the community beyond OES.

During the school year, three half-days are set aside for all Middle Schoolers to participate in Service with their cross-grade groups including an All-School event and Mt. Hood Climb Service Day. The students work on campus and in various social agencies throughout the Portland area. Each grade level also has a specific ongoing service project coordinated through the various curricula, which allows students to develop positive group cooperation skills while learning how they can make positive contributions to the community in which they live.

4. Student Evaluations and Conferences

Students are evaluated frequently, with evaluations communicated to parents via written comments, conferences, or phone conversations throughout the years. Letter grades are given each semester or at the end of a shorter rotation class.

The OES faculty places emphasis primarily on learning and on the progress each student makes as he or she strengthens skills and further realizes potential. Students and parents are urged to be more focused on the progress of the student than the letter grades issued.

Parent-Teacher-Student Conferences

The faculty has chosen late fall as a conference time to talk with parents about their child and her or his performance in school. This is also a chance for parents to talk with teachers concerning personal interests, aspirations, and challenges for their children, and to learn what the teacher's goals are for the year. First Semester Conferences are in February, and they offer a chance to reflect on the school year and look forward in order to set goals. These conferences are facilitated by the students based on the Essential Competencies.

Parents are welcome to talk with their child's teachers at other times as the need arises. If a meeting is desired, please make an advance appointment during school hours to avoid time conflicts.

The Head of Middle School, the Counselor, and the Advisors are also available by appointment to talk with parents, both during and after the school day.

5. Attendance

The Middle School Office should be telephoned at 503-768-3127 or emailed at msattend@oes.edu by 8:00 a.m. if your child will be absent from school. If the absence is not excused by 8:30 a.m., the administrative assistant will phone the parent to check on the student. Students are responsible for following up with their teachers to make up work following an absence.

Students who miss more than 10 classes per semester or 20 classes per year in any single course for any type of absence, including excused absences, may be required to do additional work at the discretion of individual teachers. When there are extenuating circumstances such as an extended illness, students and parents should contact the advisor and the appropriate Grade Team Leader for a review of the situation and the development of a plan to address the absences.

Medical & Dental Absences

Medical and dental appointments should be scheduled during vacation periods or after school hours. However, if absence from school is unavoidable, an email or phone call from parents to the Middle School Office indicating the reason for the absence, and the time of departure, and time of return is necessary. Students are asked to check in and out with the Middle School Office upon leaving and returning to school.

“Elective” Absences

Excused absences are granted for illnesses or other emergencies. In these cases, students will be allowed time to make up work, and the faculty will offer help although it must be recognized that it is impossible to reconstruct the classroom learning situation once it has been missed.

“Elective” absences are not condoned by the school. We do, however, recognize that there are rare situations when the educational benefit of the absence would convince us that the absence should be excused. In these cases, parents and students should contact teachers in advance of the absence so that assignments can be made available as much as possible. It will be the student's responsibility to make up any course requirements at the convenience of his or her teachers. If extra tutoring is required to bring the student to current status with the class, it will be the responsibility of the family to arrange for and provide the service.

In an effort to help families plan vacations, we include the school year calendar in enrollment/re-enrollment packets. Please remember to avoid early departures and late returns from scheduled vacations as well.

6. Academic Expectations

We expect that every student will have no less than 80% of her/his work completed and turned in on time. Each teacher will define what "on time" means for a particular class or project. We expect that a student will maintain no less than a "C" average in each class. Teachers will be in close communication with parents if a student is struggling academically in a class.

We do believe that with the academic and personal support available to students here at school and with the help and support of families, each student at OES can successfully meet these academic standards.

There may be students who are working with professionals in our outside community for whom accommodations to this policy must be made. Those accommodations will be made in collaboration with the parents, outside professionals, and the child's teachers.

The School maintains progress and behavioral records on all students. These include such things as admissions applications, records from previous schools, report cards, attendance, standardized test results, health records, and correspondence. Student records are used by the faculty and are open to inspection by the student's parents upon request. No one else has access to them without the consent of the administration, parents, or both, or as otherwise may be legally required.

7. Homework

We recognize that families today seem busier than ever and that children are engaged in more and more activities outside of school. We also recognize that you have chosen OES because you want the academic challenge and excellence we offer, and that we don't want to diminish the programs we have. We know that adequate sleep and avoidance of high stress increase learning and retention. Finally, we recognize that children need time to just be. As we cannot add more hours to the day, we use the following homework policy, trusting that it offers reasonable balance for students:

During the week, approximately 20 minutes of homework will be assigned for each class period. This means that students should have between 1½ to two hours of homework Monday through Thursday evenings.

No homework will be specifically assigned to sixth-graders for the weekend. No assignments will be due on Monday, nor will tests be scheduled for that day. It must be recognized that students may choose to work on the weekend if they wish to have an extended time to work on an individual or collaborative project. This time may also be needed to catch up on work missed.

Seventh and eighth graders will have more frequent weekend assignments.

Faculty will post homework on their class's Google calendar, and tests and quizzes will be posted on each grade's test and quiz calendar. Students and parents have access to these calendars through the Middle School Site online.

Homework will not be assigned during vacation periods.

We ask that parents join the partnership by making sure that students are not over scheduled, that there is quality time to complete assignments, to enjoy family activities, and to just be!

Students are asked to be prepared to participate in class activities; nothing is gained when an individual cannot take advantage of a discussion, lecture, or test due to lack of preparation. The class is also denied the valuable contributions a prepared student could have made. If a student has difficulty meeting homework assignments, she or he should discuss the problem with the teacher immediately.

8. Emergency Forms

The school requires every family to have a complete and updated Emergency Authorization Form on file. The Form indicates relatives and friends to be notified and other important information in case of emergency. If any of the names or numbers change during the year, please call the school immediately so that records can be updated.

9. Accidents and Illness

In case of accident or illness, a student is seen in the Middle School Office. If the injury or illness is minor, the student is allowed to rest for a short period of time. If the student is not able to return to class after that time, he or she is seen by the nurse to determine the next appropriate intervention. If a student is too ill or injured to continue with the school day, parents will be contacted and asked to take their child home. It is important that parents are available to consult by phone and to respond to the health needs of their child in a timely manner.

10. Field Trip and After-School Forms

All students are required to have the Field Trip Permission Form signed by their parents and on file in the Middle School Office. This form allows participation in all school hours field trips.

Additional permission forms will be required for after-school hours, weekend, or overnight trips, and they will be distributed as needed. OES reserves the right to deny a student's participation in any trip if the Division Head, in consultation with the school counselor and the school nurse, feels that the student is not physically or emotionally prepared to meet the challenges of the trip and/or may pose a threat to his/her own safety and/or the safety of others.

The school also requires parents to sign and return the After-School Plans Form, which explains what the student will do when dismissed from school at 3:00 p.m. This form is also kept on file in the Middle School Office.

11. Transportation from Off-Campus Activities

Students attending off-campus activities who have arrived with the school group are expected to return to OES with the group or leave with their parents. For an OES student to leave a game or school-sponsored or sanctioned activity with someone other than his or her parents, written parental permission is required.

Children who plan to go home with students or parents other than those listed on the After-School Plans form need written permission sent to the Middle School Office. Phone confirmation will be accepted only in special circumstances.

These rules are required for safety purposes. Please help us by following them. Remember to send written permission when your student will leave with someone other than you!

12. Visitors to the Middle School

Students are welcome to invite visitors to the school while it is in session—provided they obtain prior permission from the Head of the Middle School. Any school-aged visitor who arrives should check in at the Office.

All visitors of school age visiting the campus or participating in any school activities off-campus are subject to the same regulations applicable to OES students. As host, the OES student will remain with the visitor and be responsible for explaining school procedures and regulations, as well as for assuming responsibility for the visitor's activities and conduct.

13. Community Commitments

OES is a cooperative community which encourages self-discipline, sound moral judgment, pride in the school, and respect for self and others. The goal is to help students grow and learn from all of their experiences in and out of the classroom.

The School expects students to become citizens who are ready and willing to assume their share of responsibility for the good of the entire community.

Community Commitments:

- Respect yourself, others, and the environment
- Build relationships
- Recognize the impact of your actions
- Respond constructively
- Take responsibility

Students will respect school property and the property of others, and they are responsible for securing their personal property. Any loss of personal property should be reported immediately to the Head of Middle School. Students should not bring valuables to school, even if they are placed in a locked locker. Theft or intentional damage to property belonging to others may be considered cause for dismissal.

Any damage to school buildings, furnishings, or equipment, including jeopardizing the security of school buildings, will be charged directly to the student involved. Students shall be liable for damage to or loss of school property whether they have been directly or indirectly involved. A billing for such damage or loss of property will be made from the Business Office. In addition, students responsible for willful destruction or damage to school or others' property face disciplinary actions ranging from community work assignments to probation or dismissal.

Students are expected to keep their belongings in their lockers or cubbies when not in use. Any items found in the halls will be put in the lost and found. If a student has a chronic problem in this area, we will work with parents to find a workable solution.

Students are expected to be prepared and on time for all commitments.

14. Dress Guidelines

Our dress guidelines are intended to help guide students and families as they transition into Middle School and adolescence. The students in grades 6-8 are developmentally at an appropriate stage in their lives to explore their identity beyond school uniforms. We recognize that students are inundated with information from the media and popular culture about what they should be wearing, potentially making decisions about dress difficult and confusing. We see this time in their lives as an opportunity to learn how to be discerning about their clothing choices. As a school, we will support this education, and we

emphasize the importance of parents also having conversations with their children about what they are wearing to school.

Students are expected to be dressed according to the following guidelines: clothing should be appropriate for dynamic classroom situations. We ask that students wear neither clothing that exposes underwear or midriffs, nor strapless tops. Very short skirts and shorts are not appropriate for classroom activities and lab environments. Clothing and/or jewelry which promotes alcohol, nicotine, or other drug consumption, or which promotes violence, racism, or sexism is considered unacceptable. Shoes or sandals are to be worn at all times.

Any uncertainty about dress guidelines will be handled respectfully and privately on an individual basis. We see these conversations as an opportunity to engage with students in meaningful dialogue about what is appropriate dress in different settings.

Faculty members have the responsibility to require that students adhere to the guidelines. There may be days when students are expected to be more formally dressed. Students will be notified in advance when dress-up days will occur.

15. Major Rules of the Middle School

The following rules are considered major rules at OES and constitute fundamental expectations of behavior in our community. Breaking these rules is a very serious offense; a single infraction may be cause for dismissal from OES. Unless otherwise stated, these rules apply to conduct at all school-related events both on and off the OES campus.

- You must not violate any federal, state or local laws.
- Students have a responsibility to excuse themselves from situations where major school rules are being violated (unless a peer is in danger): at school activities or in all situations where the school is represented.
- You must respect the rights of others. Physical or verbal assault of another person, including acts or threats of violence, bullying, or hazing is prohibited. Any type of harassment, including sexual harassment, is prohibited.
- Students may not engage in exploitive or inappropriate sexual behavior, such as pressuring a student to do something of a sexual nature. Sexual harassment is prohibited.
- Students are expected to be honest. Lying, deceit, and any other dishonest conduct is unacceptable.
- Students are expected to treat other people's property with respect. Intentional destruction of property belonging to the school, its personnel, or another student is unacceptable. Students will be held financially responsible for any damage to school facilities.
- There will be no stealing. Out of respect for each other's privacy, students may not go into another person's locker without permission. Nothing may be borrowed or taken without permission of the owner. To do so is regarded as an act of stealing. Missing items should be reported to the Middle School Office as soon as a loss is discovered.
- Open flames, including smoking, incense or candle burning, is prohibited in any building on campus.
- Students may not possess or use firearms, other weapons, objects used in a threatening manner, or explosives.
- You must not be in the presence of alcohol or drugs while at OES. Students are not allowed to possess, use, or display alcohol, beverages containing alcohol (or the containers), nicotine, drug paraphernalia, marijuana, and/or other illicit or dangerous drugs of any kind. All prescription drugs used by a student must be registered with the School Nurse. Any drugs not registered will be considered illicit. Taking another student's prescription drug is a violation of our policy.
- Students are expected to be academically honest. Cheating is the theft of information from another student with or without that other person's knowledge or from a master answer source or the use

of a calculator when its use is not permitted. Cheating includes copying someone else's work or answers, presenting someone else's work as your own, knowingly providing without a teacher's permission work for someone else to copy or use for credit, getting answers from someone orally for "help" on a test or quiz, asking about a test before it is administered to one's own section, asking what problems or concepts were on a test or quiz, or bringing some kind of unauthorized "cheat" sheet to a quiz or test (such as writing on your hand, a sheet of notes, something on or in your calculator).

- Plagiarism will not be tolerated. Plagiarism is literary theft, or using another person or source's ideas or language without clear attribution. Plagiarism includes getting someone else to do your writing, copying someone else's work, including printing out data from electronic encyclopedias or resources, presenting someone else's language or ideas as if they were your own, or borrowing the order of an argument or someone else's selection of details or examples without attribution.
- Students are expected to use computers as outlined in the OES Acceptable Use Policy.
- Willful disobedience, open defiance, or insubordination of adult personnel, repeated use of profane or obscene language or gestures, or any other behavior that disrupts the campus environment, is unacceptable behavior.
- Students may not access any unauthorized spaces on campus or refuse to leave when asked to do so.
- Students are expected to report violations of school rules to the appropriate division or department head or, if they are not comfortable reporting the conduct to the head, to a staff or faculty member.
- Any behavior which may be deemed detrimental to Oregon Episcopal School, the OES community, any member of that community (self or others), or the spirit of that community is subject to disciplinary action. The action taken will necessarily reflect the seriousness of the violation.
- Young adolescence is a time when children are ready and desire to take more and more responsibility for their own behavior. The OES Middle School encourages the development of that sense of responsibility. It is also a time when children need more latitude as they begin to learn how to solve problems on their own.

For these reasons, parents of Middle Schoolers are not necessarily called every time there is a problem at school. Efforts are made to help children solve their own problems first before adults get involved. Obviously there are times when intervention by adults is necessary and immediate. Parents are called immediately in cases such as these: use of alcohol, nicotine, or other drugs, fighting, or anything that is potentially harmful to the health, safety, or welfare of the child or others. Parents will also be contacted if it appears their child is developing a pattern of undesirable behavior. We hope to balance your child's need to grow and your need for information.

If anyone has questions about this policy or would like to be called each time a child experiences difficulty, please call the Head of Middle School so we can accommodate you.

Please know that we are most concerned about the growth of your individual child. Please keep us informed if there are changes at home that might affect behavior at school. We are hopeful that this team effort will enable your child to make the best journey through young adolescence.

16. Disciplinary Process and Consequences

Our philosophy of discipline is based on the idea of restorative practice which includes educating students about appropriate behavior and making restitution and restoring relationships when misbehavior has occurred. Students are asked to engage in constructive conversations as needed to repair any harm that has been done and find ways to re-enter the community with respect when that occurs.

If an egregious misbehavior happens—one that is very rude, may be dangerous, or breaks one of the major rules—the student will speak to a Team Leader, advisor, or Head of the Middle School to determine next steps.

A student may be placed on probation depending on the seriousness of the offenses, the efforts made to change behaviors, the responsibility taken by the student for the behaviors, and the honesty shown by the student in dealing with the behaviors.

If a student is involved in an infraction of a major rule, e.g. stealing, physical abuse, leaving campus without permission, continued harassment, anything to do with illegal substances or weapons, etc., the student may be expelled or suspended or placed on probation for the following three months.

Students with extenuating circumstances may need to be under an individualized behavioral plan.

Probation

The term for behavioral probation will be determined by the Head of Middle School. It is a time for the student to undertake serious changes in behavior with the help of parents, faculty and the advisor. If the student successfully completes the probationary period, she/he will be returned to regular status. Probations should be a clear message that without a change in behavior, the student may be asked to leave OES.

If there is misbehavior during the probationary period, the parents will be asked to conference with us at each infraction. Because a student will have shown lack of responsibility by continuing to misbehave, the following guidelines for off-campus trips will be followed with each restitution.

- 1st: Student may go on field trips only if one of her/his parents accompanies the trip.
- 2nd: Student may not be allowed to go on off-campus trips.
- 3rd: Student may be asked to leave the OES community.

While we hope that we do not enter the more serious phases of this policy with any of our students, we want to be clear before the offenses happen.

Suspension or Expulsion

If probation is unsuccessful, or if a student is involved in an infraction of a major rule, e.g. stealing, physical abuse, leaving campus without permission, continued harassment, anything to do with illegal substances or weapons, etc., the student may be expelled or suspended at any time.

If you have questions about this policy please contact the Head of Middle School.

~ END OF MIDDLE SCHOOL HANDBOOK ~

UPPER SCHOOL HANDBOOK

I. Upper School Philosophy

In pursuit of OES's Mission and Vision, the Upper School strives to:

- Put our students' needs at the center of our decisions and actions.
- Educate the whole child, encouraging and supporting intellectual, physical, social, emotional, spiritual, and artistic development.
- Build students' responsibility and independence by balancing support and autonomy.
- Foster students' critical thinking, intellectual curiosity, creativity, collaboration, responsibility, leadership, ethical decision-making, and confidence.
- Develop students' ability to build and sustain community through open and meaningful dialogue, ethical choices, and care for others.
- Work with individual students with an eye to their growth and development as young adults in school and in the context of their broader lives.
- Encourage students to challenge themselves by exploring many areas of learning in order to discover their gifts and interests.
- Create a strong community built on the responsible, compassionate, and ethical actions of students, teachers, and families.
- Acknowledge, respect, and honor the differences in our community.
- Embrace our international community as an essential part of our identity.
- Live our Episcopal tradition by valuing reason as a way to true understanding, encouraging students and adults to pursue questions wherever they lead, striving for justice and peace among all people, and respecting the dignity of every human being.
- Create a challenging and exciting curriculum that prepares our students for higher education and lifelong learning.
- Help students achieve a healthy balance of academic pursuits, school activities, and life outside of school.
- Be passionately committed to our respective fields of study and our own intellectual growth in order to continually renew our teaching and inspire our students.

The policies and rules that follow are created by the Upper School Administration and are reviewed and revised in collaboration with the Upper School's Student Council's Policy Board.

2. Service Learning Policy

Service to others is basic to the education that takes place at OES. It is our goal to help students understand that we all have an obligation to contribute to the betterment of our community, and that through that involvement we help to foster a sense of community. As a way of encouraging students to be involved in their community, all students in the Upper School must complete a service requirement.

OES defines Service as learning and developing through active participation in thoughtfully organized volunteer experiences. These experiences must be unpaid and donated to a nonprofit organization and/or people who are truly in need.

Students are required to complete a three-fold service requirement made up of service to the school on campus, service to the community off campus, and two service learning projects. All ninth-graders are required to complete 20 hours of service to the community outside of the school between the end of 8th grade and the end of the first semester of 10th grade. By graduation, students are to complete an

additional 60 hours of service to the school on campus. Finally, students are required to complete two substantial service learning projects by May 1 of their senior year. Service projects should be discussed and approved by the Service Learning Coordinator before being completed.

Campus service for which students may fulfill their on-campus requirement includes tending the student store, assisting teachers in the Lower School, and serving as department or library aides. Off-campus service, which is done for nonprofit agencies or people in need in the community beyond OES, may include activities such as volunteering at nursing homes, parks, or hospitals, working as a counselor at Outdoor School or in AASK, participating in international service programs, or serving meals to homeless people.

Service is also an element of many trips, and the entire Upper School participates in a full day of service to the Portland community each May for Mount Hood Climb Service Day.

3. Attendance

Students are expected to attend all classes and school-day events. It is difficult for a student to make up work or gather information missed during absences, and absences put additional burdens on faculty. Teachers willingly give extra help in the case of excused absences, but it is impossible to reconstruct the classroom learning situation once it has been missed.

If a student will be absent, a parent or guardian must telephone the attendance coordinator by 8:30 a.m. that day at 503-768-3169 or ausattend@oes.edu. The attendance coordinator reports all absences to faculty. If a student is not listed as excused on the day's absence roster, but is later excused by a parent or guardian, the student will be responsible for following up with the attendance coordinator and teachers in order to be allowed to make up missing work and avoid penalties for an unexcused absence.

Students who have been absent one or two days are asked to contact teachers or a classmate for information about assignments. For longer absences the student's advisor or Dean of Students will assist with gathering materials and assignments to send home.

Attendance Expectation

Students who miss more than 10 classes per semester or 20 classes per year in any single course for any type of absence, including excused absences and off-campus school activities, may be required to do additional work and, at the discretion of individual teachers, may have attendance included as a factor in grading for that course.

When there are extenuating circumstances such as an extended illness, students and parents should contact the advisor and a Dean of Students for a review of the situation and the development of a plan to address the absences.

Excused Absences

Excused absences will be granted for illness, emergencies, medical appointments that cannot be scheduled outside the school day, and for pre-approved college visits. Absences for other reasons are strongly discouraged and must be cleared in advance with a Dean of Students or the Head of Upper School. Absences for school linked activities (i.e. Discovery, field trips, science research) must also be cleared in advance by a Dean of Students or Head of Upper School.

Medical and Dental Appointments

Medical and dental appointments should be scheduled during student open blocks, vacation periods, or after-school hours. However, if absence from school is necessary, a call or e-mail from parents to the

Upper School attendance coordinator prior to the time of absence is required. The student must check in at the Upper School Office when arriving or departing during the school day.

“Elective” Absences

The Upper School does not approve of early departures, late returns, or extended absences during a term for family vacations, nor are teachers expected to provide extra help or assignments for such absences. Families planning trips are asked to avoid scheduling absences during the school year. In an effort to help families plan vacations, we include the school year calendar in enrollment/re-enrollment packets.

We do, however, recognize that there are rare situations when the educational benefit of the absence would convince us that the absence should be excused. In these cases, please approach the school well in advance of the absence so that special assignments can be made. Of course, the homework will be available to students upon their return, but it will be the student’s responsibility to make up any course requirements at the convenience of his or her teachers. If extra tutoring is required to bring the student to current status with the class, it will be the responsibility of the family to arrange for and provide that service.

Final Assessment Attendance

Absences during final assessments at the end of each semester compromise the educational experience. As a result, we discourage parents from pulling students during exams for reasons other than illness and emergency. In such cases when elective absences occur, responsibility for arranging make up exams lies with the student and parents, and scheduling is at the discretion of the teacher.

Attendance and After-School Event Participation

Students who have afternoon or evening commitments, such as a game, a performance, or a practice, must be in school all day in order to participate in that game, performance, or practice. A student or activity coordinator may ask for special permission to attend the activity from the Head of the Upper School, a Dean of Students, or (in the case of dorm students) the Associate Head of Upper School.

There is no supervision of day students after 3:45 p.m. on school days except in the Upper School Library and in the Dorms (when hosted by a dorm student). Other school facilities (unsupervised) are available to day students until 6:00 p.m. Students should leave campus by 6:00 p.m. unless involved in a supervised school activity.

Attendance Review

If a teacher, advisor, or Dean of Students becomes concerned about a student’s attendance record, the parents will be notified, and that student will be required to meet with his or her advisor and a Dean of Students to consider ways to improve attendance. Parents or dorm parents will be encouraged to participate in this meeting.

4. Academic Program

Fall Semester	September 7 through January 26
Spring Semester	January 30 through June 15

Although each student may have an individualized schedule depending upon her or his background and choice of classes, the normal academic course load is five or six classes. Every student should have one unscheduled, "open" period each day to use the library, talk with teachers, and meet with friends.

The daily schedule of classes is made up of a rotating block schedule. Students take their five or six classes during six rotating blocks, labeled A-F, and one fixed block (G). Please see the schedule included at the beginning of this section for more details.

Courses in nearly a dozen disciplines and some interdisciplinary topics comprise the program. In addition, special offerings like Service Learning, Discovery, Winterim, Activities, and College Decisions provide the opportunity for each student to become involved directly in the life of the school community and the community-at-large, and to engage in experiential education.

More detailed information about the Upper School curriculum can be found elsewhere on this website.

5. Academic Semester Away from OES

OES believes in the potential positive value for students to participate in accredited semester away programs domestically or abroad. As a result, OES supports up to two rising juniors per semester to pursue academic programs away from school for either fall or spring semester.

Students and families interested in taking a semester away from OES for study abroad or a domestic program should contact the Head of Upper School no later than February 1st of the year prior to the intended absence. Students interested in a semester away should prepare a written statement about why they would like to pursue a semester away and where they intend to apply. In the case that more than two students per semester are accepted into semester programs, the Head of School and Head of Upper School, in consultation with the Admissions and Business Offices, will decide on increasing the number of students allowed to participate.

OES recommends that students select programs accredited through an association and that the program issues a transcript for work completed. OES does not give credit for semester programs offered by other institutions but will include a transcript of coursework completed along with the OES transcript. Coursework completed at an accredited program may be applied toward OES graduation requirements pending approval by OES administration.

OES remains committed to students even when studying away domestically or abroad and continues to provide services including academic advising, college counseling, and scheduling. Families with students away for one semester will be responsible for 60% of tuition for the year. Families will need to submit the Enrollment Contract and Deposit according to the regular re-enrollment timeline in late January/early February. Upon acceptance into a semester away program, a new Enrollment Contract will be issued reflecting the adjusted tuition.

Note: students interested in taking a full year away from OES to pursue other study should coordinate with the Head of Upper School and the Admissions Office prior to re-enrollment in February.

6. Requirements for Graduation

A "Diploma" signifies completion of the course and other requirements below (21 minimum total) and is awarded to qualifying students. Unless special permission is given, students need to be enrolled in five or six classes each semester.

Minimum Course Requirements Include:

English	4 credits (includes 9th grade Humanities)
Language	2 credits in one language (through 2nd-year course)
Mathematics	3 credits (at least through Advanced Algebra)

Science	2 credits (Physics, Biology)
	3 credits (Physics, Chemistry, Biology)
History	2 credits (Humanities, U.S. History)
Philosophy & Religion	1 credit (two semester courses)
Arts	2 credits
Physical Education:	1/2 credit (2 1/2 credits if no sport included)
Health:	1/2 credit
Electives:	3.5 credits (to be chosen from departmental offerings)

Other Requirements

Activity Program. The Activity co-curricular program exists in order to enrich the Upper School whole student experience. Activity accomplishes this goal by providing opportunities for student and faculty experimentation, innovation, and leadership. Activities enable the sharing of expertise outside of a faculty member's or a student's normal academic arena, and they frequently benefit the school community at large. Broader student-faculty-community bonds often result. Departments may also use Activities as a way of expanding their offerings in ways that enhance the overall curricular program.

Unlike the academic calendar, Activity is scheduled into three, 10 or 11 week trimesters:

Fall	1st day of school through Winter Break
Winter	Winter Break through Spring Break
Spring	Spring Break through last day of school

Freshmen are required to participate in an activity all three trimesters; Sophomores are required to participate in an activity two trimesters; Juniors are required to participate in an activity one trimester. Seniors are encouraged, but not required, to participate.

Students enrolled in an academic course during the activity period will have the activity requirement waived for the semester of enrollment upon the successful completion (passing grade) of the academic course.

Octoberim. Satisfactory completion of the health and well-being curriculum.

Service Learning. Satisfactory participation in the service learning program. (See full program description in the "Community Life" section.)

Winterim. Satisfactory involvement in full- or half-day Winterim courses. (See full program description in the Experiential Education section.)

College Decisions. Successful completion of the College Decisions program in Eleventh Grade. (See full program description in the "Programs" section.)

A "Graduation Certificate" is awarded in unusual cases to a student who has not met the full distribution requirements of OES but has passed at least five courses during each semester of attendance, has attended for at least two full semesters, and has earned at least 21 high school credits from OES and/or another accredited secondary institution.

7. The Ethics of Scholarship and the Role of Academic Integrity

Educational communities thrive on trust. Parents and students trust teachers to challenge students at an appropriate level and to find teaching methods that will foster students' success in meeting those challenges. Teachers, in turn, must be able to trust that students are doing their own work so that we know clearly how well ideas and skills are being taught, and how sustainable the workload is. Good things come with honest and open communication.

The OES Upper School honors the diversity of values, learning styles, cultures, and traditions of its student body. We understand that there are a variety of approaches to studying and writing, and that there are many ways to do scholarly and creative work. Some involve creative collaboration, some involve research and investigation, but most involve communication with an intended audience.

Good-faith scholarship means understanding the context of one's studies and being open about the work one is doing--for example, whether it is intended as original research, as summary or review of other people's scholarship, or simply as a summary of knowledge widely held. When scholars claim to do original research, their audiences expect honesty about what sources and methods they used and what influences they had; the scholars are obligated to document that information. It is difficult to do one's own research if one cannot trust the validity and good faith of other people's work.

In addition to the benefits that the community enjoys from ethical scholarship and academic integrity, OES has a responsibility to teach students about the real consequences of academic dishonesty in the United States, both in the workplace and in higher education. Academic dishonesty can result in expulsion from school or the loss of one's job. While organizations, publications, or employers utilize a variety of different policies about such details as citation conventions, the use of footnotes and such, some basic guidelines are universal enough for every student to learn to follow.

One of the most basic expectations in academic circles is that a student does his or her own writing. There are many circumstances in which we encourage creative collaboration (group projects, editing, giving and receiving critical feedback), but when a student puts his or her name to a piece of work, the school expects that writing to reflect the student's own ideas, argument, and phrasing. Turning in work partially or wholly written by another person but representing it as entirely one's own, whether done intentionally or not, is a form of academic dishonesty known as plagiarism.

8. Student Assessment and Conferences

Although the educational system in this country makes grading a necessity, the Upper School faculty are concerned primarily with student learning and with the progress students make in strengthening skills, thus further realizing their full potential. We believe that narrative reports give a better picture of a student's work than a letter grade alone can give.

Teachers write narrative reports that describe performance and progress four times a year, at the middle and end of each semester: November, January, April, and June. In addition, teachers may write Interim Reports whenever a student's work in a class is not satisfactory, deserves special mention, if the student fails a major assessment, or if the student has a cumulative grade of C- or below. Interim Reports are sent to the parents and the student.

Course grades are reported at the end of each semester (January and June). Semester and final grades are printed on the final transcript but only the final grade (for yearlong courses) is used to calculate the grade point average. Teachers of seniors will update families at a Parent-Student-Teacher conference in late November and report grades later in the fall in order to collect information for college applications (where applicable). Final transcripts are sent to colleges within three weeks of a student's graduation from OES.

Parent-Student-Teacher Conferences

Conferences allow parents, advisors, teachers, and students to share information, collaborate, devise strategies, and celebrate successes.

Parent-teacher conferences, which students are encouraged to attend, are held in late October for seniors, in November for freshmen, new sophomores, and juniors. Conferences for returning sophomores and juniors are held in February. Course reports are mailed before November and February conferences. Families are given advance notice of the conference schedule.

Parents are encouraged to communicate with their child's teachers, advisor, and Dean(s) of Students at other times as the need arises, and advisors can organize meetings with teachers.

The Head of Upper School, the Associate Head of Upper School, the Dean(s) of Students, the Academic Specialist, Counselor, and Chaplain are available by appointment to talk with parents in preparation for or in response to a conference.

9. Course Registration

The Head of Upper School and the Associate Head of Upper School for Academics are responsible for establishing course registration procedures. Advisors guide students through the registration process. The school notifies parents of registration deadlines and expectations. Parental approval is required for course registration.

10. Drop/Add Policy

Students may drop or add courses through a process managed by the Associate Head of Upper School for Academics. It is unlikely that a student will be allowed to enroll in a new course after the first two weeks of school.

Students must remain in the class they are planning to drop, including attending classes and doing the work, until officially notified that a switch may take place.

Students have until Thanksgiving to drop a fall semester or yearlong course, and until Spring Break for a second semester course. Withdrawing from a course after Thanksgiving (fall semester) or Spring Break (spring semester) will be allowed only under exceptional circumstances and requires the recommendation and approval of the student's teacher, advisor, parents, Department Chair, and the Head of Upper School. In general, approved withdrawals after Thanksgiving/Spring Break will be noted on the transcript as follows: date of withdrawal, grade at date of withdrawal, and notation of no credit.

11. Homework

The purpose of work assigned outside of class is to give students the opportunity to reflect on and practice new concepts and material, to be introduced to new content and ideas, and to think material through in order to develop questions.

The Upper School faculty and staff have found that our most successful students are those who develop a regular homework system, including making judicious use of unscheduled time during and after school as well as establishing optimal conditions for study. Students are encouraged to use open periods to do homework and meet with teachers and peers. The Upper School library is open until 6 p.m. Monday through Thursday for those who would like a quiet, supervised place for study during or after school. The school Academic Specialist and Counselor are both happy to offer study strategies and study skills advice to our students.

If a student is struggling with their assignment load in a particular class, the student is expected to discuss those struggles directly with the teacher. In addition, the Academic Advisor and Dean of Students are resources for a student for homework concerns in a single or multiple classes.

12. International Student Program

English Language Support

The goal of the English Language Support (ELS) program is to support those international students who, because of developing English skills, are not yet prepared to enroll in the standard curriculum for their grade level. In ELS, students learn the academic, cultural, and English language skills needed to fully transition into mainstream OES classes. They also learn to work independently and successfully within these classes.

International Student

Graduation Requirements

- Carry a full academic course load as determined by the student's advisor and English Language Support (ELS) Director.
- Enroll in and successfully complete five courses per semester each year of enrollment.
- Take the TOEFL when required by the ELS Coordinator during the ninth and tenth grades. The internet-based TOEFL (iBT) is offered four times during the academic year on OES' campus. Eleventh and twelfth grade students must take the internet-based TOEFL as often as is recommended by the ELS Coordinator and/or their college counselors.
- Be enrolled in ELS classes until approval of release by the ELS Coordinator is secured. This decision is based on TOEFL scores, academic performance and recommendations of the student's teachers and advisor. Students should expect to complete the full sequence of ELS courses unless the requirement is waived by the ELS Coordinator. Students whose English proficiency is marginal may be requested to continue some kind of additional ELS work. Requirements will be determined by the ELS Coordinator in cooperation with the student's advisor and the grade level Dean.
- Complete all OES graduation requirements as stated in the Upper School Handbook. Students take the following ELS courses: ELS 9 Academic English Support (World Languages credit), ELS English 9 (English credit), ELS American Studies (History credit), and ELS 10 (World Languages credit).

International students who are interested in being competitive for selective American colleges need to know that by their junior year, they should:

- Have earned an 80 on the iBT;
- Be enrolled in standard courses in the OES curriculum; and
- Be preparing for the SAT tests--the standard college entrance tests in the United States.
- If they are not able to meet these standards, their college options will be limited.

13. Athletics & Sports

Commitment and Guidelines

Commitment. Students who choose to come out for sports must understand the commitment of the program. They should review the schedule as well as the practice times so they can commit to the entire season.

Practice Time. Practices are scheduled for two hours a day during the school year. The practices will take place between 3:20 p.m. and 6:15 p.m. A Saturday or Sunday practice can be called if approved by the Director of Athletics.

Practice Rules. Students are expected to attend practice. The second unexcused absence earns the student a one-game suspension. The third unexcused absence will force the student off the team. Students who wish to be excused must see the coach personally, have an excused absence on the daily absentee list, or see the Director of Athletics. A student player who is injured must come to practice and watch or be excused by the coach or the Director of Athletics.

Participation. A student must be in school all day in order to participate in practice or games. While it is the policy of the school that students attend school all day in order to participate in after-school activities, including sports, we recognize that there may be short-term, excused absences during the school day, e.g. doctors' appointments, which do not violate the spirit of the rule and which comply with the OSAA rule that a student should be in class at least half a day. In these cases, and if the student has attended at least half of his or her commitments for the day (including community events such as chapel and X period), the student may obtain permission from the Upper School Head, a Dean of Students, or the Residence Director to participate. It is the responsibility of the student, not the coach or activity director, to seek such permission. Failure to do so can result in future restriction of participation, as well as potential league penalties for athletic teams.

Sportsmanship

OES conducts an extensive interscholastic athletic program in the belief that competitive team experiences contribute significantly to the development of character and school spirit. Sportsmanship and fair play are important parts of this training.

OES expects its coaches, players, faculty, staff, and students to represent the School in a manner that is respectful of others on and off the field of play. It is our aim and desire that we develop and maintain the highest standards of courtesy, control of emotions, good sportsmanship, and the ability to act as good hosts and guests.

OES encourages and endorses the enthusiastic support of parents and friends of the School. In the process, we expect adults to uphold the same high standards that we ask of our students.

OES will not tolerate any spectator, either student or adult, whose behavior is disrespectful toward players, officials, coaches, or other spectators. Neither will OES permit any type of spectator behavior that either detracts from the proper conduct of the game or disadvantages a player or team. Thus, all concerned will have the opportunity to look forward to our athletic contests and enjoy them to the fullest extent.

Health and Safety

Students must have a physical examination prior to Ninth and Eleventh Grades. Physicals are also required of students new to OES. Before a student may participate in any practice or game, the required physical examination form and an Emergency Information Form must be on file.

To ensure athlete safety:

- Students will warm up before practices and games.
- OES will provide suitable and well-maintained sports facilities.
- Coaches will enforce the rules of safety.
- Coaches will have players' Emergency Information Forms at practices and games.
- Alcohol, Nicotine, and Other Drug Policies for Athletics.

The OES Athletic Department believes that student athletes, as student leaders, should be expected to behave in an exemplary manner which serves as a model to their peers.

Any verifiable use of alcohol, nicotine, or other drugs by an athlete will result in the following consequences. This includes non-school-related events, weekends and vacations, excluding summer vacation. These consequences will occur regardless of the recommendations of the Upper School Discipline Committee (DC).

The first violation of this policy will result in the following consequences:

- The student will be suspended from the next two contests. The student will participate in practices and be present at the contests, but may not participate.
- A student who violates the school's alcohol and illicit drug policy must obtain a drug/-alcohol assessment by a trained professional.
- A student who violates the school's nicotine policy must comply with the requirements in the Major Rules section of the handbook.

The second violation of this policy within the year will result in the following consequence:

- The student will be asked to leave the team.

Should a third violation occur, the student will:

- Appear before a review board including at least the Athletic Director and the Coach.
- The consequences could include permanent suspension from participation in sports at OES.

If any students come forward with concern about their own alcohol, nicotine, or other drug use, the use will be dealt with as a health issue, not a disciplinary issue. Seeking health care for a substance abuse problem demonstrates responsible behavior. However, the student must comply with the school rules regarding alcohol, nicotine, and other drugs while receiving assistance. If a violation is confirmed before or after the student requests assistance, disciplinary action will result.

(See Behavioral Expectations for substance abuse information.)

Letters

Coaches will set their own standards for giving athletic letters to Varsity players and give their procedure to the Director of Athletics. Coaches look for loyalty, attitude, and diligence from players to whom they wish to award a letter. The coaches will turn in a list of players who will receive letters to the Director of Athletics at least one week before the completion of each season.

14. Policies and Procedures of the Upper School

This section describes some Upper School policies. It should be used in conjunction with the All-School Policies and Upper School Behavioral Expectations.

Parking

Students driving to school must register their car in the Upper School office and have an OES parking sticker clearly displayed in the rearview mirror. Seniors may only park in the designated areas in the lot next to the practice field or at SPARC unless granted permission to park elsewhere by the Upper School Office. All other students may only park at SPARC unless granted permission to park elsewhere.

Computer and Technology Use

Computer Network

All Upper School students are given user accounts, dedicated account storage, collaboration space, internet access, and an email address within school network services. Network and internet use policies are defined in the OES Computer Use Policy in the All-School Handbook.

All buildings on campus are connected to our network, including a connection in each dorm room. Computers designated for student use are located in the computer labs, libraries, and classrooms. Network printers, including color laser printers, are provided for use by students for printing projects and papers.

OES students have access to Microsoft Office XP on all school-owned computers. Many academic departments have course or discipline-specific software on the network for student use.

Inappropriate Use of Computers

A student who uses the computer system inappropriately may be subject to probation, suspension, or dismissal depending upon the nature of the infraction. For more information on computer use and what constitutes inappropriate use, please see the OES Computer Use Policy in the All School section of this handbook.

Electronic Games

Playing games on school computers or personal technology like laptops and phones is incompatible with the appropriate use of school time, facilities, and equipment. Games that contain violence, sexually explicit content or inappropriate language are not allowed. Students are expected to refrain from electronic gaming during the school day so that they can take advantage of time to work on school related activities with peers, teachers, or on their own.

Cell Phones, Telephone Calls, and Personal Messages

Student possession and use of cell phones at school is a privilege, not a right or necessity. Students are welcome to use school phones in empty classrooms to make local calls. Moreover, the Upper School Office will accept urgent calls (about serious health matters, injuries, unavoidable delays) and will see that messages are posted outside the Upper School Office (or delivered, in an emergency).

(See the Behavioral Expectations section for consequences for cell phone misuse.)

Because cell phones frequently cause distraction in classes, meetings and quiet work spaces, students are required to leave their phones in their lockers or school bags (silenced) during classes, Chapel, meetings, Gathering, and in the library. Teachers may confiscate cell phones that they see or hear, and will deliver those phones to the Upper School Office for the student to retrieve at the end of the school day. A student who repeatedly misuses a cell phone will be asked to leave his or her phone at home for a period of time, or to leave it with the Upper School Office, advisor, or a Dean of Students during the school day. Continued violations of cell phone policies may result in additional disciplinary consequences.

Residence Requirement

The school expects that all students either live with their local families or in the residence hall. Residential students can only change to being day students by reapplying and being accepted to the day program for the following academic year. Requests for exemptions from residential requirements should be directed to the Head of Upper School.

Field Trips

All students are required to have the Field Trip Permission Form signed by their parents or guardian and on file in the Upper School Office. This form allows your child to participate in off-campus activities on school days during the academic year. Additional permission forms are required for weekend or overnight trips and will be distributed as needed. OES reserves the right to deny a student's participation in any trip if the Head of Upper School, in consultation with the school counselor and school nurse, feels that the student is not physically or emotionally prepared to meet the challenges of the trip and/or may pose a threat to his/her own safety and/or the safety of others.

Visitors to the Upper School

Students wishing to host visitors during the school day should obtain permission in advance from a Dean of Students, the Associate Head of the Upper School, or the Head of Upper School. If the visitor is a prospective student, arrangements should be made through the Admissions Office. All visitors must check in at the Upper School Office. Visitors are expected to follow school rules. As host, the OES student will remain with the visitor and be responsible for explaining school rules and expectations.

Medications at School

The school has written physician orders that direct faculty and staff in safe, appropriate use of specific over-the-counter medications for mild conditions such as headaches, pain from minor illness or injury, or minor allergic reactions.

All students at OES have a parent-signed form on file that specifies which medications may be given.

We encourage students to seek adult assistance from staff or the nurse if they need an over-the-counter medicine while at school. If your student does need to bring medication to school for self-administration, please follow these conditions:

- Students may carry enough medication for one day's dosage.
- Medications must be in the original container with the prescription or manufacturer's label attached. Please do not send medication in plastic bags or other improvised containers.
- Sharing of medication is prohibited.
- Students may not self-administer prescription medicines for pain, psychiatric medicines, or medications used in the treatment of learning disorders while at school. If doses are needed at school or while on an OES trip, these medications must be checked in with the OES nurse or trip leader. The OES nurse will help develop a plan for convenient administration of medicine while at school.

Emergency Form and Update

At the beginning of the year, the School requires every family to complete or update Emergency Information. This is done via the online School Forms website, in the process indicating relatives and friends to be notified in case of emergency. If any of the names or numbers change during the year, parents should update the information via the Parent Portal, which can be accessed from the OES website. Parents who do not have access to the internet should call the Upper School Office immediately so that emergency contact records can be updated.

No student will be permitted to participate in any school activity (including sports) unless an up-to-date Emergency Information Form is on file in the Upper School Office.

15. Citizenship and Discipline

The Upper School's expectations as to behavior are explained in this section of the handbook. It is the responsibility of students and parents to read, understand, and follow these policies.

Oregon Episcopal School is a cooperative community that encourages self-discipline, sound moral judgment, pride in the school, and respect for self and others. Our goal is to help students grow and learn from all of their experiences inside and outside of the classroom.

OES is an international school committed to diversity, and continues to seek and welcome students of different racial, ethnic, and religious backgrounds. Students are expected to respect and celebrate multicultural and individual differences.

Respect and responsibility provide the base for all our expectations. We expect that all members of the community will:

- Demonstrate respect for self, others, and the environment
- Support what they know is right
- Be healthy
- Be honest with themselves and others
- Use appropriate language
- Act to solve school problems
- Meet commitments
- Accept responsibility for their own actions

Any behavior which may be deemed detrimental to OES, the OES community, to any member of this community (self or others), or to the spirit of this community is subject to disciplinary action. The action taken will necessarily reflect the seriousness of the violation.

16. Behavioral Expectations

This part of the Handbook is organized into the following sections:

- Major Rules and Consequences
- Minor Rules and Consequences
- Disciplinary Processes
- The Discipline Committee

Each rule is accompanied by general procedures and a brief description of possible consequences. See the Disciplinary Processes section for a more complete list of consequences that may follow rule violations.

Major Rules and Consequences

The following rules are considered major rules at OES and constitute fundamental expectations of behavior in our community. Breaking any of these rules is a very serious offense and will result in disciplinary action and possible separation from the school. For a violation of major rules, the school usually convenes the Discipline Committee, hereinafter, "DC" (explained here), but there may be occasions when the school chooses to make decision without the input of the DC. Even a single infraction of a major rule may be cause for dismissal from OES. Unless otherwise stated, these rules apply to conduct at all school-related events both on and off campus.

Students are expected to report violations of school rules to the appropriate division or department head or, if they are not comfortable reporting the conduct to the head, to a staff or faculty member.

Students have a responsibility to excuse themselves from situations where major school rules are being violated (unless a peer is in danger) at school activities or in all situations where OES is represented.

Students are required to observe all federal, state, and local laws on and off campus and while attending school-related activities.

- ***Dishonesty***

Rule: You are expected to be honest. Any type of deceitful behavior, including without limitation lying, cheating, plagiarism or theft, is unacceptable.

Explanation: Honesty is required at all times in this community (including during an investigation).

Consequences: Acts of dishonesty will be reported to a Dean of Students and the Head of the Upper School. The Dean of Students will confer with affected parties, investigate, and determine appropriate consequences. Particularly serious acts of dishonesty may be referred to the DC.

- ***Academic Dishonesty***

Rule: Students may not engage in any form of dishonesty in their academic work. Students with any questions about plagiarism or other forms of academic dishonesty should always ask their teachers for guidance.

Explanation: Academic dishonesty includes but is not limited to the following:

- intentionally presenting someone else's language, ideas, analysis, data, images, or work as your own and failing to provide proper citation to the original source
- providing work for someone else to copy or use for credit
- copying someone else's work or answers on any type of assignment or assessment
- getting answers from someone for a test or quiz or from a master answer source
- asking what problems or concepts were on a test or quiz
- bringing some kind of unauthorized "cheat sheet" to a quiz or test (such as writing on the hand, electronic or handwritten notes, or something on or in a calculator)

Citation requirements, specifically: Students will comply with all department and course-specific rules regarding proper citation of sources. When a student fails to comply with applicable citation rules, the student's teacher will determine (independently or in consultation with other faculty):

- a) whether the student intentionally omitted the citation(s) with the intent to deceive and take credit for someone else's work; or
- b) whether the student negligently omitted the citation(s) without an intent to deceive and take credit for someone else's work

If a student intentionally fails to cite sources with an intent to deceive, that conduct will constitute Academic Dishonesty. If a student negligently fails to cite sources with no intent to deceive, that conduct will constitute a citation error and the teacher will assign academic consequences as appropriate.

Academic Consequences: When a teacher determines that a student has engaged in Academic Dishonesty, the teacher will write an Interim that explains the violation and the academic consequences. The Interim will be copied to the advisor, Dean(s) of Students, Discipline Committee (DC) Chair, and Department Chair.

Meeting with Dean of Students and DC Chair: The Dean(s) of Students and DC Chair will meet with the student. The Dean and DC Chair, in consultation with the Head of Upper School, will determine whether the student's Academic Dishonesty will be referred to the DC. Particularly

egregious or multiple cases of Academic Dishonesty are more likely to be referred to the DC. If the case is not referred to the DC, the student will receive a formal, written warning that notifies the student and family that a second case of Academic Dishonesty would likely be referred to the DC.

- **Theft**

Rule: Students may not take or remove property that belongs to someone else without their permission.

Explanation: Do not take something that does not belong to you. Stealing includes the misappropriation of tangible and intangible property (e.g., a computer password) that belongs to another. Out of respect for one another's privacy, students may not open another student's purse or backpack, go into another student's locker, or enter another student's room without permission. Nothing may be borrowed or taken without permission of the owner. To do so is regarded as an act of stealing. Missing items should be reported to the Upper School Office as soon as a loss is discovered. To minimize the chance of theft, personal belongings should be labeled clearly (especially phones, personal electronic devices, calculators, textbooks, and articles of clothing), and lockers should be locked.

Consequences: Rule violations will be reported to a Dean of Students and the Head of Upper School. If they determine an incident of stealing has occurred, parents will be notified and the case will likely be referred to the DC.

- **Fire Safety, Weapons, and Flammable Materials**

Rule: Students may not have open flames, use matches or a lighter, burn candles of any kind, light incense, or use any device that produces a flame. (The only exception to this rule is when the student is under the supervision of instructors, such as in the Chemistry Department). Students are not allowed to use or have custody of weapons, firearms, or explosives of any kind on campus.

Explanation: The prohibition of fire includes smoking or incense or candle burning in all buildings. Candle burning or incense may be permitted in the chapel when there is adult supervision. The prohibition of firearms and weapons includes any device which may be used to cause death or serious injury.

Examples of prohibited weapons include: guns, explosives, incendiary materials (gas or liquids), poison, knives, switch blades, bows and arrows, metal knuckles, straight razors, noxious or poisonous gases, or swords.

Consequences: Because violations of fire and weapon rules may pose a serious threat to the immediate safety of our community, rule violations will be reported to a Dean of Students and the Head of the Upper School. Consequences may include any or all of the following:

- Immediate suspension or expulsion
- Confiscation of dangerous materials
- Notification of parents and police
- Removal of the student from contact with other students until a risk-assessment interview can be conducted
- Referral to the DC

- **Bullying**

Rule: Bullying is unacceptable.

Explanation: Bullying occurs when a student is the target of negative actions, usually in the form of intentional, repeated hurtful acts, words or other behavior such as:

- Intimidating by name-calling or threatening in a manner that puts someone down or is cruel;
- Deliberately excluding or shunning someone as a way to humiliate or demean them;
- Spreading rumors about someone as a way to socially alienate them;
- Spitting, hitting, slapping, pushing, punching and other engaging in other physical aggression or conduct that causes bodily harm;
- Sexually harassing conduct; and
- Hazing activities.

Cyberbullying is a form of bullying and is also prohibited. Cyberbullying is a form of bullying that is conducted through the use of technology or electronic devices such as cell phones, computers, email, instant messaging, text messaging, social media, Internet posts and other electronic media.

Any student who believes that s/he has been the victim of bullying should report the incident immediately.

Consequences: Rule violations will be reported to a Dean of Students and the Head of Upper School. If they determine an incident involving bullying has occurred, the case will most likely be referred to the DC.

- **Hazing**

Rule: Hazing will not be tolerated.

Explanation: Hazing is defined as any conduct, coercion, or intimidation used as a method of initiation into a student organization or team that is likely to endanger the physical or mental health of any student. Hazing is against the law. Keep in mind that conduct can be deemed hazing regardless of a person's willingness to participate in the act of hazing.

Any student who believes that s/he has been the victim of hazing should report the incident immediately.

Consequences: Rule violations will be reported to a Dean of Students and the Head of Upper School. If they determine an incident involving bullying has occurred, the case will most likely be referred to the DC.

- **Harassment**

Rule: Harassment will not be tolerated at OES. Harassment refers to unwelcome conduct or behavior that is personally offensive or threatening and that has the effect of impairing morale, interfering with a student's educational performance, or creating an intimidating, hostile or offensive educational environment.

Explanation: Forms of harassment include but are not limited to verbal abuse, written abuse, online abuse, and physical abuse. Examples of harassment include conduct or comments that threaten physical violence; offensive, unsolicited remarks; unwelcome gestures or physical contact; display or circulation of written materials, items or pictures degrading any gender, racial, ethnic, religious, age, disability or other legally protected status; and verbal abuse or insults about or directed to any student or group of students because of their relationship to any person or groups with a legally protected status, including those listed in the school's non-discrimination policy.

Prohibited harassment can be sexual in nature. Sexual harassment includes unwelcome sexual advances, request for sexual favors, and verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an

individual's academic standing or opportunities; (2) submission or rejection of such conduct by an individual is used for the basis for school-related decisions affecting that individual; or (3) such conduct has the purpose or effect of unreasonably interfering by creating an intimidating, hostile, or offensive environment.

Please refer to the All School Harassment Policy for a more detailed policy that describes the type of conduct that is prohibited and sets forth the school's complaint process for anyone who believes they have experienced or witnessed harassment.

Consequences: Rule violations will be reported to a Dean of Students and the Head of Upper School. If they determine an incident involving harassment has occurred, the case will most likely be referred to the DC. Incidents involving allegations of sexual assault will most likely not be referred to the DC.

- ***Nicotine and Tobacco***

Rule: Students may not possess, use, or distribute nicotine or tobacco.

Explanation: Because of the health hazard accompanying the use of tobacco and nicotine, OES prohibits the possession, use and distribution of all nicotine delivery systems or tobacco products, including but not limited to e-cigarettes and vaporizers. Students seeking to quit using tobacco or nicotine products are allowed to use nicotine patches or gum under the care of a licensed health provider.

Consequences: Rule violations will be reported to a Dean of Students and the Head of Upper School. If they determine an incident involving nicotine or tobacco has occurred, parents will be notified and the case will most likely be referred to the DC.

- ***Alcohol and Drugs***

Rule: Students may not possess, use, purchase, sell, distribute or display alcohol or illegal drugs, either on or off campus. In addition, students who choose to remain present when alcohol and other drug rules are being broken may be subject to disciplinary action.

Explanation: OES believes the use of alcohol and other drugs by students interferes with healthy adolescent development. OES also has a duty to abide by state and federal laws and to require its students to do the same. OES's alcohol and drug policy covers alcoholic beverages, alcoholic beverage containers, drug paraphernalia, marijuana, and illicit (meaning illegal) drugs of any kind. Any over-the-counter or prescription drug used for a purpose other than its primary indication will be considered illicit. Taking another student's prescription drug is a violation of our policy.

If any student comes forward with concerns about his or her own abuse of alcohol or drugs, the use will be dealt with as a counseling/health issue, not a disciplinary issue (provided the student is not already under investigation for violating this policy). However, the student must comply with school rules regarding alcohol and drugs while receiving assistance.

Consequences: Rule violations will be reported to a Dean of Students and the Head of Upper School. If they determine an incident involving alcohol or drugs abuse has occurred, parents will be notified and the case will most likely be referred to the DC.

- ***Vandalism***

Rule: Students may not intentionally or recklessly destroy, deface or damage property belonging to another person or to OES.

Explanation: Property destruction or damage includes, but is not limited to, markings with indelible material (e.g., permanent ink), damage to physical integrity (e.g., ripping, tearing, or breaking), and using property (e.g., a computer) in a reckless manner that causes harm.

Consequences: Rule violations will be reported to a Dean of Students and the Head of Upper School. If they determine vandalism has occurred, parents will be notified and consequences will be determined (including possible referral to the DC). The student may be required to replace or pay for the damaged property.

- ***Misuse of Computers or the Network***

Rule: Students must abide by the All School Computer Policy and the Upper School Computer Policy at all times and not abuse their privileges.

Explanation: The use of the OES network, OES computer resources (computers and printers, e.g.), and personal computers at OES are all privileges, not rights. Examples of computer or network misuse include (without limitation) illegal activity, harassment and vandalism of the data of another. See the All School and Upper School Computer Policies for more examples.

Consequences: Rule violations will be reported to a Dean of Students, the Head of the Upper School, and the Upper School Technology Coordinator. Consequences may include temporary or permanent loss of computer privileges and referral to the DC.

Minor Rules and Consequences

The following rules are considered minor rules at OES, although they still constitute serious behavioral expectations in our community. Single violations may be handled on a case-by-case basis by teachers or other adults in the community and may not necessarily involve a Dean of Students or the Head of Upper School. Repeated or egregious violations of minor rules, however, may result in meetings with the Head of Upper School, Dean of Students and possible referrals to the DC. Unless otherwise stated, these rules apply to conduct at all school-related events both on and off the OES campus.

Students may also be referred to the DC for continued lack of response to minor disciplinary measures, willful disobedience, open defiance of or insubordination to adult personnel, repeated use of profane or obscene language or gestures, or any other behavior that disrupts the campus environment.

- ***Cell Phone Usage***

Rule: There will be no inappropriate use of cell phones.

Explanation: Student possession and use of cell phones at school is a privilege, not a right or necessity. Because cell phones cause distraction in classes, meetings and quiet work spaces, students are required to silence their phones and refrain from using them in any way during classes, Chapel, meetings, Gathering, and in the library.

Consequences: Teachers may confiscate cell phones that are being used inappropriately, and violations will be reported to a Dean of Students. Consequences may include confiscation of phones, temporary or permanent suspension of cell phone privileges, notification of parents, TimeBack, or referral to the DC.

- ***Upper School Dress Code***

Rule: Students should wear clothing that lets them participate in all aspects of school and follows health standards. Shirts and shoes must be worn at all times.

Students may not wear clothing with images or messages that promote illegal behavior, violence, or discrimination (racism, sexism, etc.).

Students may not wear clothing that significantly exposes undergarments or areas normally covered by undergarments.

Explanation: As a learning environment, OES supports student autonomy and responsibility. Our dress code aims to balance individual expression with community norms--even when those norms don't align with fashion trends. We also expect students to be responsible for reasonable and foreseeable consequences of their choices.

Any community member with a concern about an individual's clothing should confer with a Dean. It is the Dean's responsibility to follow up as is appropriate.

Consequences: A Dean's follow up plan may include, but not be limited to, the following:

- A private and respectful conversation between an adult and the student about his/her dress choices;
- Informing the advisor and/or parents about the conversation; or
- A request from a Dean that the student change his or her clothing.
- Repeated and/or significant dress code violations may result in more serious consequences, including notification of parents or referral to the DC.

- ***Off-Campus Privileges***

Rule: Except seniors, students must remain on campus during the day.

Explanation: OES is a closed campus during the day for all students except seniors, who have the privilege of leaving campus during school hours when they have no obligations. Seniors may leave campus alone or with other seniors. Seniors who leave campus with underclassmen are subject to the same consequences as the underclassmen. During the week of final exams, at the end of each semester, non-seniors may go off campus with the permission of a parent. Juniors may receive off-campus privileges if they apply for them during the second semester of their junior year. The privileges will be given or revoked according to a decision of the Upper School faculty.

Consequences: Rule violations should be reported to a Dean of Students and will be handled on a case-by-case basis. Consequences may include any or all of the following: suspension or revocation of off-campus privileges, TimeBack, or referral to the DC.

- ***Parking and Driving***

Rule: Student drivers must observe all OES driving and parking rules on campus as well as state and local driving regulations.

Explanation: The OES parking lot and driveways are congested areas that are shared by both vehicles and pedestrians. To make the campus as safe as possible, drivers are required to observe the following rules:

- Drive slowly (10 mph) and with caution.
- Always yield to foot traffic.
- Student drivers must display a parking decal on their vehicles (this can be obtained through the Upper School Office).
- Seniors may only park in the designated lot next to the practice field unless granted permission to park elsewhere by the Upper School Office.
- Underclassmen may only park at SPARC Park unless granted permission to park elsewhere by the Upper School Office.

- Student drivers may not drive up the road to the dorm or along the service drive to the gym, except after 6 p.m. and on weekends.
- To ensure the safety of our children and families, as well as families in the Montclair neighborhood, drivers must strictly observe the 25 mph speed limit on Nicol Road.
- To minimize traffic in the Montclair neighborhood, drivers should avoid Willowmere Drive and Westgate Way and use Scholls Ferry Road instead.
- Dorm students may not bring motor vehicles to school or maintain motor vehicles in the local area while they are residing in the dorms. Dorm students may not drive motor vehicles at any time except in the company of a parent.

Consequences: Rule violations should be reported immediately to a Dean of Students and may result in any or all of the following consequences: A warning, parental notification, TimeBack, suspension of driving privileges, or referral to the DC.

- ***Unexcused Absences***

Rule: Student absences must be excused by a parent or guardian.

Explanation: Parents or guardians should notify the Upper School that a student will be absent on or before the day on which the absence occurs. If a student is excused after the absence, the student is required to bring a note to class from the Upper School office.

Consequences: Unexcused absences shall be reported to a Dean of Students, parents will be notified, and a TimeBack will likely be assigned. In addition, teachers may assign consequences of their own design that are particular to the class that is missed. Students who skip classes repeatedly may be referred to the DC.

Disciplinary Consequences and Processes

Students who violate any school rule described above may be subject to any or all of the following consequences.

- ***Timeback***

It is important that students be present for obligations during the academic school day (classes, Gathering, advisory, Chapel, X Period, etc.) and that they use time appropriately (by being attentive and respectful). Missing school obligations will likely result in a Timeback.

The intended outcome of a Timeback is for students to understand that:

- There are consequences for failing to meet school obligations.
- Failing to meet obligations detracts from their experience and the experience of the community.
- There are appropriate and more constructive ways to address the circumstances that gave rise to the behavior that resulted in this consequence.

Timeback is assigned for:

- Unexcused Absences. Timeback will be used primarily when students are absent from class or another required event without an excuse. If a student has an unexcused absence, he or she will be assigned a Timeback automatically (communicated via email), but may appeal to the appropriate Dean of Students. The Dean of Students will be responsible for communicating with the student's advisor (and family, if necessary) and will decide whether additional consequences are warranted.

- Tardies. Teachers may assign Timeback as a consequence for multiple tardies as long as he/she has a clear, written, published policy. Teachers must warn students that the next tardy will result in a Timeback before assigning one.
- Other Rule Violations. When any faculty or staff member observes student misbehavior or any rule violation, he/she should speak to the student directly and report the incident to the appropriate Dean of Students with requests and/or recommendations for consequences. Timeback is an option for other violations but not the default consequence.

Timeback occurs at 3:15 p.m. on Tuesday and Friday each week and will last 60 minutes unless a student qualifies for a time reduction (see below). Students will serve Timeback within a week of the offense. Students will be automatically assigned to the next scheduled Timeback but may attend the one after that session if they present the reasons why a delay is warranted to a Dean of Students.

In order to achieve the outcomes of Timeback, students will sit in silence and write a reflection that answers a set of questions designed to draw out why the Timeback was earned. A student may reduce his/her Timeback session from 60 to 30 minutes by completing a reflection before the assigned Timeback time and having it approved by his/her Dean of Students or the Head of Upper School.

- **Suspension**

There are three types of suspension:

1. In-school suspension:

- In-school suspension, a more serious consequence than TimeBack, restricts a student's freedom during the academic day:
- Students will check in at the appropriate place at the beginning and end of each period of in-school suspension.
- Students will spend all free periods, including activity period and lunch, in this location. Students with more than 15 minutes of free time (because of a class getting out early, for example) must report to in-school suspension.
- Students are expected to be prompt. In-school suspension is a school obligation, and missing it will be handled accordingly.
- Students are expected to do schoolwork, read, or write letters during this time.
- Students may not eat, drink, or sleep during this time.
- Students may not receive visits from friends during this time.
- Students may not leave campus at any time during the school day.
- Students leave campus when their school obligations are completed.

2. On-campus full suspension:

On-campus full suspension is a more serious consequence than in-school suspension and restricts a student's contact with other students but holds the student accountable for being in a specific location and not having free time. It is the on-campus equivalent of suspension from school.

Students are expected to come to school from 8:00 a.m. to 2:50 p.m. and sit in a designated location. Students may not talk to other students at any point during the day. They may not participate in extra-curricular activities. They may not use cell phones, pagers, email, or any other communication device. They may use this time to work quietly, read or do other activities directed by staff. Students should go to the lunchroom ten minutes before Upper School lunch begins and bring their lunch back to their post, avoiding contact with Upper School students. Unless an appointment with faculty has been pre-arranged they should leave the Upper School promptly.

3. Suspension from school or residence halls:

Suspension from school is one of the most serious consequences shy of expulsion. Students may not come to campus or any school events for the duration of their suspension from school. They may work with teachers over the phone or through email and they may complete their work that is assigned during that time period. They may not participate in any extracurricular events. They may meet with teachers if they have a specific appointment arranged.

- **Probation**

Probation serves as a warning that a student's behavior, if continued or repeated, may result in disciplinary consequences up to and including expulsion. Probation may include a loss of privileges and a plan of remediation. Terms of probation are set out for each particular case by the Head of Upper School.

- **Dismissal**

A single infraction of a major school rule or a pattern or practice of lesser infractions may lead to the dismissal of a student from OES. Student behavior that is detrimental or disruptive to the school community may lead to dismissal at any time.

- **Mandatory Drug and Alcohol Assessment**

If indicated, a student may be required to undergo a mandatory drug and alcohol assessment conducted by a school-approved service provider as a condition of being able to continue attending OES. A written evaluation must be sent to a designated Upper School counselor.

- **Possible School Activity and Sports Restrictions**

Rule infractions may lead to temporary or permanent exclusion from school activities and sports.

- **Notification of Colleges**

OES will notify colleges of major disciplinary infractions (i.e., those resulting in out-of-school suspension or dismissal) at the time of a student's application. If a serious discipline infraction occurs after college application forms have been sent, OES and the student will notify the colleges to which the student has applied.

The Discipline Committee

The Discipline Committee ("DC") exists to provide appropriate consequences for inappropriate actions, and to help maintain a safe and healthy community. Four or five elected students and four or five appointed faculty members (depending on gender and day/boarding representation) constitute the DC. One of the faculty members will chair the committee. The DC may convene to deal with any rule infractions by a student.

- **DC Representative Job Description**

A student representative to the DC:

- Must know the rules of the School and be willing to uphold them.
- Must be able to keep confidentiality.
- Must be able to be objective.
- Must be confident enough to express opinions.

- Must be able to withstand potential peer pressure.
- Must be flexible enough to drop everything when a meeting is called.
- Must understand that meetings generally last 3–4 hours, and must be able to arrange transportation.
- Must be able to work with a team of faculty and peers.

Process Leading to Committee

1. A rule violation is at issue.
2. DC Chair, Dean of Students, teacher, student, or other person brings issue to Head of Upper School.
3. Head of Upper School, DC Chair, and others concerned find facts, determine whether DC meets.
4. Advisor and designated Upper School counselor are notified of meeting and procedures.
5. Parents are notified. Parents may attend DC meetings but are not entitled to speak, except that they may make a private presentation to the Committee for their child at the end of the meeting.
6. Student chooses faculty representative, who must be an OES faculty member and may be the student's advisor. The faculty member will assist and advise the student in DC proceedings but is not required to advocate for the student's position before the DC.
7. DC convenes. The Head of Upper School or the Head of School may attend DC meetings as non-voting observers at their discretion.

Process in Committee

All proceedings before the DC are confidential. When a DC convenes, the Chair reminds members of the guidelines: Everything said here stays here; this is a deliberative committee trying to make a fair recommendation. The Chair reminds all parties to stay within the building until they are excused. The process continues as follows:

- Chair explains situation in brief to the Committee. The following are called before the Committee: person or report which has brought the behavior at issue to the attention of the Committee; the student whose behavior is at issue; the student's faculty representative and any parent observer, if present.
- The behavior at issue is described to the Committee.
- The student whose behavior is at issue speaks to the Committee.
- Anyone with related information will speak to the Committee and leave.
- The faculty representative may speak to the Committee.
- A person bringing the behavior to the Committee's attention may speak to the Committee alone.
- The student whose behavior is at issue may speak to the Committee alone. (Faculty representative may or may not be present.)
- The faculty representative may speak to the Committee alone.
- The parent, if present, may speak to the Committee alone.
- The Committee will deliberate and decide on a recommendation to submit to the Head of Upper School.
- The Head of Upper School hears recommendation. He or she may ask questions about deliberations, reasons for certain consequences.

At any point in this process, the Committee may choose to speak alone with any individuals involved. The student whose behavior is at issue may have his or her faculty representative present. Committee members may ask questions of those appearing before the Committee. Those who are not committee members who wish to ask a question of someone other than a Committee member must write that question on paper, and the Committee Chair will determine whether to ask it.

The Committee reserves the right to alter the procedure according to the case and as it deems appropriate. In unusual circumstances, the Committee may reconvene in a single day to make a final decision. The goal is to complete the deliberation in one session.

The Committee will make its recommendation for consequences to the Head of Upper School based on the information made available. Any student who chooses not to cooperate with the Committee waives his or her right to be heard. The recommendations may range from no action to dismissal from OES. The final decision rests with the Head of Upper School, who, in consultation with the Head of School, may accept, reject, or modify the Committee's recommendation. The decision of the Head of Upper School is final, binding and subject to no further appeal. The Head of Upper School or Dean of Students will deliver the accepted response.

If requested by the DC, all faculty and students are required to come forward with truthful information relevant to a disciplinary proceeding. In appropriate cases, a member of the DC may compile a short, written statement of the case which, if accurate, may be signed and accepted by the student whose behavior is at issue to expedite the process.

17. Awards and Honors

- ***Alumni Award***

This Award is given annually by vote of the faculty to a senior who, through the three-fold aspects of academic accomplishment, demonstrated leadership, and loyalty, has promoted the ideals and growth of Oregon Episcopal School.

- ***The Bishop Dagwell Award***

This recognition is awarded annually by the faculty to the young man in the Senior Class who best reflects the dedication, intelligence, and service seen in the life of Benjamin Dunlap Dagwell, Fifth Bishop of Oregon and benefactor of Oregon Episcopal School. Recalling his example, the recipient of this award shows particular promise of continuing the use of his talents in the service of others.

- ***The Mary Rodney Award***

This award is presented annually by the faculty to the young woman in the Senior Class who best reflects the intelligence, energy, and self-direction of Mary Rodney, a founder of St. Helens Hall. As her life was devoted in a remarkable way to the education of girls, the recipient of this award shows particular promise of continuing the use of her talents in the service of others.

- ***The Head of School Award***

The Head of School Award is given annually to the senior who has been an Oregon Episcopal School student for at least two years, who has taken the most rigorous curriculum, and has the highest cumulative grade point average.

- ***The Patron's Award***

The Patron's Award is given annually by vote of the Faculty to the student who has demonstrated the most exemplary positive participation in the life of the School. He or she has made a difference, just as patrons and benefactors of the School have made a difference. OES owes its excellence in part to such selfless supporters, adult and student alike.

- ***J. Milne Manson Award***

This award is given in memory of J. Milne Manson, M.D., father of former Headmaster, The Rev. Canon Malcolm Manson, and honors a student whose unusual growth in any or all areas of School life reflects credit on both the student's own efforts and those of the student's teachers.

- ***Susan E. McClave Award***

This award is given annually to a member of the OES Senior Class who, in the opinion of the Upper School faculty, best exemplifies a giving spirit toward others. In further defining giving spirit this award seeks to recognize an instinctive and selfless personal quality that is understanding of and sensitive to the human needs of others. In addition, this award recognizes a gentleness of spirit that responds by befriending others and participating actively in the OES community.

- ***Student Body Award***

Established by students in 1998, the Student Body Award is both student-funded and student-selected. This award will be given annually to a member of the Upper School Student Body who, in the eyes of the students, has consistently demonstrated respect, honesty, and integrity as well as a caring attitude throughout his or her time at OES. The recipient is a role model with a positive attitude, and an overall commitment to peers.

~ END OF UPPER SCHOOL HANDBOOK ~