Oregon Episcopal School

2026-27
ALL-SCHOOL FAMILY HANDBOOK

(Revised August 2026)

TABLE OF CONTENTS

TABLE OF CONTENTS 1
INTRODUCTION 5
OES MISSION AND IDENTITY 5
Mission 5
Vision 5
Identity 6
OUR COMMITMENT TO JUSTICE 6
Important Terms 6
Organizational Commitments 7
Equity Principles 7
OES Essential Competencies 9
ALL-SCHOOL POLICIES 10
NONDISCRIMINATION POLICY 10
Students with Disabilities 10
Transgender/Non-Binary Students 10
MAJOR ALL-SCHOOL RULES 12
Possession of Any Weapon 12
ILLEGAL AND CONTROLLED SUBSTANCES 13
Alcohol, Nicotine, and other Drugs 13
Prescription Drugs 13
Fire Safety 14
Theft and Vandalism 14
Consequences and School Response 14
HARASSMENT, BULLYING & HAZING PREVENTION POLICY 15
Definitions 16
The School's Complaint Process 20
Teen Dating Violence 21
Sexual Assault or Sexual Misconduct by a Student 22
A Note About Confidentiality 23
Bullying 24
Hazing 25
Protection Against Retaliation 25
School Response 25
CHILD ABUSE & EDUCATOR SEXUAL MISCONDUCT REPORTING POLICY 26
Reporting Child Abuse & Neglect 26
Reporting Adult-Student Sexual Misconduct 27
DOMESTIC VIOLENCE REPORTING 28

Jurisdiction over Out-of-School Conduct 29
Investigations 29
Learning from Others' Mistakes 29
Attendance Policy 29
Stay on Campus 30
Planned Student Absences 30
Emergency/Health-Related Absences 30
Unexcused Absences and Tardiness 30
Medical Leave 30
Vacations 31
After-School Event Participation 31
HEALTH AND WELLNESS 32
OES FOOD AND ALLERGY POLICY 32
Family/Student Responsibility 33
School Lunch 34
Food from Home 34
EMERGENCY FORMS 34
STUDENT PHYSICALS 34
IMMUNIZATION RECORDS 34
MEDICATIONS AT SCHOOL 35
Residential Life – Student Health and Wellness 35
Medication Policy 36
CONCUSSION PROTOCOL 37
TECHNOLOGY 38
OES COMPUTER USE POLICY 38
Philosophy 38
NETWORK SERVICES POLICY 38
INTERNET ACCESS POLICY 38
Internet Access Limitations 39
Acceptable & Unacceptable Network Use 39
Acceptable & Unacceptable Email Use 40
Computer Software Code of Ethics 40
Laptops Brought from Home 41
Consequences 41
Disclaimers 41
LOANED EQUIPMENT POLICY 42
AI POLICY 42
Artificial Intelligence at Oregon Episcopal School 43
OTHER POLICIES 44
STUDENT INFORMATION & DECISION MAKING POLICY 44

Access to Student Records 44
Decision Making Regarding Students 45
THE OES BRAND: ADHERING TO PUBLIC IMAGE STANDARDS FOR THE SCHOOL 45
USING STUDENT LIKENESS AND IMAGES IN SCHOOL MATERIALS 46
GIFTS FOR EMPLOYEES POLICY 47
FUNDRAISING FOR OES AND OTHER NONPROFITS POLICY 47
DOGS ON CAMPUS POLICY 47
TUTORING POLICY 48
SCHOOL CLOSURES 48
PLAN FOR ACADEMIC CONTINUITY 49
RESPECT FOR PHYSICAL SPACES 49
LOWER SCHOOL 50
LOWER SCHOOL PHILOSOPHY 50
Lower School Community Agreements 51
Citizenship 51
Lower School Expectations 56
Restorative Practice 57
Health and Safety 58
Community Information 60
Homework 63
Field Trips 64
Uniform Policy 64
What Not to Bring to School 66
MIDDLE SCHOOL 67
Citizenship 67
Middle School Expectations 67
Technology Empowered Use Policy 70
Restorative Practice 71
Health and Safety 72
Community Information 73
UPPER SCHOOL 77
OES Honor Code 77
Community 77
Upper School Expectations 77
Late Work Policy 80
Late Work 80
Illegal Substances 81
The Student Conduct Process 84
Restorative Actions 84
Mandatory Drug and Alcohol Assessment 86

Restorative Council 86
Confidentiality 86
Reporting to Colleges 87
Health and Safety 87
Community Information 90
Whom to Contact When 92
RESIDENTIAL LIFE **99**
Program Information 99
OES Residential Community 99
OES MISSION 99
Values of Our Community 99
Preparedness for Living Away from Home 100
Parent Partnership 101
Policy for Program Change: Day and Boarding 101
Life in the Dorms 102
Study Hall Information & Guidelines 106
Academic Support and Tutors 108
Check-In / Curfew 110
Driving, Vehicle, and Transportation Policy 111
Visitation and Overnight Guests 112
Fire and Earthquake Safety and Drills 114
The Academic Day 114
Off Campus Permissions 117
Dorm Closures and Vacations 118
Student Health and Wellness 119
Medication Policy 120
Residential Life Expectations 126
Community Structures and Responsibilities 130
Common Space Guidelines 132
Special Programs 134

INTRODUCTION

Welcome to Oregon Episcopal School! Please take the time to familiarize yourself with the All-School Family Handbook and refer to it as necessary throughout the school year. IMPORTANT: This Handbook is for informational purposes. It is intended to provide you with the policies and procedures that support OES's Mission, Vision, and Identity of OES, to help build integrity, trust, and respect among all members of the school community. It is not intended to and does not constitute a contract or a binding promise. Rather, it is intended to be a general outline of our current policies and practices. No set of rules or guidelines can cover every conceivable situation that might arise at OES. There may be situations that require immediate or nonstandard responses and OES has the right to deviate from these policies, especially with respect to responses to student behavior and how to best serve learners . OES also has the right to update its policies during the school year. The policies and standards of conduct described below refer to parents and guardians, when applicable and to students from enrollment to graduation, students taking leave, and students who are enrolled in a study abroad program.

Your signature on your enrollment contract indicates your willingness to abide by these policies as well as any updates that are communicated to the parents and students throughout the academic year. Parents also agree to communicate these standards and responsibilities to their student(s). Following the All-School Handbook, you will find additional sections outlining specific procedures and norms for each division and the residential program. Please familiarize yourself and adhere to the information contained in each section relevant to you and your student(s). All students are expected to abide by the policies outlined herein. Middle and Upper School students have opportunities while at school to familiarize themselves with these policies. In addition, Upper School students are required to formally acknowledge these policies and commit to complying with them.

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

OES MISSION AND IDENTITY

Mission

Oregon Episcopal School educates students to realize their power for good as engaged citizens of the world.

Vision

In a dynamic, joyful community of scholars, OES ignites a passion for lifelong learning and empowers students to become the architects of their education. OES students navigate complexity, collaborate in partnership, and lead with purpose as the innovative, compassionate, ethical citizens the world urgently needs.

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 foster connections between people of diverse backgrounds.
- **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, and 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.

OUR COMMITMENT TO JUSTICE

As an Episcopal school, we are rooted in the values of compassion for our human family, the strength of dialogue to promote understanding, and a commitment to inclusion. Our Episcopal roots further challenge us to create an environment— both within and beyond our school—that recognizes each person's lived experiences and where everyone thrives and is valued. We recognize that we must actively work to create and strengthen a community steeped in diversity, equity, inclusion, and anti-racist actions. In order to grow our intentions of diversity, equity, inclusion, and anti-racism (DEIA) to actionable steps, we outline here our commitment to justice.

Important Terms

- **Diversity**: Diversity means all of the ways humans are different from one another, especially as these differences relate to social categories such as ability, class, color, ethnicity, gender identity, language, marital status, national origin, race, religion and sexual orientation. Diversity should not be used as a synonym for people of color, but should refer to a group consisting of multiple individuals who are different from each other in some socially categorized way.
- **Equity**: As an outcome, equity means the elimination of differential consequences based largely on one's social location such as race, class, and gender. As a process, it requires our

school community to address root causes of inequity, especially as they relate to race (racial equity), and not just the manifestations of inequity.

- **Inclusion**: Co-creating an environment where all individuals—especially those who have been historically and systematically excluded—feel accepted, safe, empowered, supported, and affirmed.
- **Anti-Racism**: Anti-racism approaches happen on both a systemic and individual level. At an educational institution, such as OES, anti-racism means actively working for racial equity in all areas of a school: for example, employment, curriculum, discipline, fundraising, and enrollment. An anti-racist school, among other things, is intentional in design and action as it keeps the impact and salience of race at the forefront of decisions and practices.

Organizational Commitments

We commit to:

- Anti-racism as both a philosophy and practice that benefits all.
- Actively build individual and collective capacity to grow in strength, understanding, and empowerment to act as anti-racist members of the OES community and beyond.
- Making decisions based on principles of diversity, equity, inclusion, and anti-racism (DEIA).
- Creating department-level plans of action that are designed to strengthen the OES movement towards principles of diversity, equity, inclusion, and anti-racism.
- Creating consistent, collaborative spaces in which all members of the OES community are heard, seen, and respected. OES leadership is responsible for seeking out, reflecting on, and responding to this feedback at regular intervals.

Equity Principles

We are guided by:

- **Accountable Leadership:** OES Leadership (Board of Trustees, Head of School, and Administrative Team) is responsible and accountable for facilitating and co-creating opportunities for the OES community to learn about and engage in topics of DEIA. OES Leadership is available to hold time and space to hear from community members and provide resources for ideas to move into action.
- **Self-Engagement:** Every member of the OES community (student, board member, family member, faculty/staff) is responsible for committing to engaging with topics of diversity, equity, inclusion, and antiracism, and acting with this learning in mind.
- **Beloved Community:** Every member of the OES community agrees to be accountable for cultivating an inclusive community, one where all members are accepted, safe, empowered, supported, and affirmed.

- **Justice-Based Decision-Making:** We make decisions based on diversity, equity, inclusion, and anti-racism principles, knowing that this benefits the entire community.
- **Next Steps/Call to Action:** We recognize that naming our organizational commitments and equity principles is just the first step in our collective journey to operationalize and embed this work within our organizational culture. This is a living document that requires us to apply these commitments and principles to our individual and collective work. Our school community's ongoing success in this work will require our continuous reflection, actions, and learning from all of the work that we move forward.

OES Essential Competencies

We strive to develop for all members of our community the opportunity and ability to:

- Cultivate curiosity and creativity
- Construct a strong foundation of knowledge and skills
- Design and apply solutions
- Listen actively and recognize perspectives beyond one's own
- Collaborate to broaden and deepen understanding
- Express ideas in multiple ways
- Build resilience and respond constructively to challenges
- Take responsibility for one's actions
- Value diversity and uphold the dignity of all people
- Act with courage and compassion to self and others

Parent-School Partnership: To ensure a strong and collaborative partnership with families and to support the safe and healthy development of children, OES parents and guardians are asked to partner with the school around the following principles:

- Directly communicating with the school and, when appropriate, other OES parents and guardians, with concerns about the health and safety of any child in the community.
- Compliance with laws designed to safeguard children, such as those governing health codes, social media, nonconsensual physical and/or sexual contact, and the use of alcohol and other drugs.
- Adherence to the Major School Rules and the community expectations that guide OES.
- Working from the assumption that the school and other parents/guardians are acting in good faith and in the best interest of all children.
- Engaging with the life of the school and supporting OES's mission and values.

If the Head of School determines in his sole discretion that a parent or guardian is not partnering with the school in a positive and constructive working relationship, OES may place restrictions on the individual's involvement with school activities or events or their presence on school property. If these restrictions prove to be insufficient, OES reserves the right to withdraw the parent/guardian's student from enrollment or decline to re-enroll the student for the next school year.

ALL-SCHOOL POLICIES

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, sexual orientation, 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.

Oregon Episcopal School similarly does not discriminate in its hiring or employment practices 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.

Students with Disabilities

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 requirements of otherwise qualified students with disabilities. Although the school does not 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 (including academic graduation requirements). The Head of School, in consultation with the appropriate Division Head, has the discretion to decide that a student should leave OES if the student cannot meet the school's academic requirements even with reasonable accommodations.

The school may require medical documentation of a student's disability; this information will be treated as confidential.

Transgender/Non-Binary Students

OES is committed to ensuring the safety, comfort, and healthy development of transgender and non-binary students. We seek to ease student's social integration and minimize any stigmatization.

- **Privacy/Confidentiality:** Students and families have the right to keep certain personal information confidential. To ensure the safety and well-being of the student, school personnel should not disclose a student's transgender status to others, including the student's parents/guardians, classmates, and/or other school personnel, unless (1) legally required to do so; or (2) the student has authorized such disclosure.
- **Names/Pronouns:** At OES, students may be addressed by the name and pronoun that corresponds to the gender identity to which they identify. Students are not required to obtain a court ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.
- **Forms/Official Records:** OES will change a student's official records to reflect a change in legal name or gender upon receipt of documentation, such as a court order or an amendment to a state- or federally-issued identification. To the extent that OES is not legally required to use a student's legal name and gender on school records or documents, OES will use the name and gender by which the student identifies. In situations where school staff or administrators are required by law to use or report a student's legal name or gender, such as for standardized testing, school staff will do what is necessary to avoid the inadvertent disclosure of such confidential information.
- **Team Room Accessibility:** Students who identify as transgender or gender nonconforming may use the team room or locker room that corresponds to their gender identity. Alternatively, they may request an alternate team room or changing space, which will be considered on a case-by-case basis with the goals of maximizing the student's social integration, safety and comfort, and minimizing any stigmatization of the student. In keeping with OES's commitment to inclusion, our new Athletic Center has single-stall, non-gendered restrooms and changing facilities on the ground floor of the building. Any student who has a need or desire for increased privacy, regardless of the underlying reason, will be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, etc.), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep their transgender status confidential.
- **Restroom Accessibility:** Students are allowed to use the restroom that corresponds to the gender with which they identify. Gender inclusive bathrooms are also available on campus for all students.
- **Overnight Activities and Off-Campus Trips:** OES will make every effort to ensure the safety and comfort of transgender and gender nonconforming students, maximize the student's social interaction and equal opportunity for participation, and minimize any stigmatization and isolation from the general student population. In most cases, students will be assigned to share overnight accommodations with students that share the student's gender identity. Any student who is transgender and who has a need or desire for increased privacy will be provided with reasonable sleeping arrangements.

MAJOR ALL-SCHOOL RULES

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 major school rules and with OES's Commitment to Justice.

OES also requires that all students act responsibly and with consideration toward each other. We will not tolerate any behavior that threatens the emotional or physical safety of a student or which unreasonably interferes with the learning environment. OES is dedicated to using Restorative Practice to help students learn from their mistakes and acknowledge the impact of their actions on others. Depending on the severity of a student's behavior, consequences, up to and including dismissal, may be considered and imposed.

The campus of Oregon Episcopal School is a "Safe School Zone." This includes all school buildings, school buses, and school property. As such, the unauthorized possession of a weapon or the unlawful manufacture, distribution, possession, or use of a controlled substance in or on any premises or property owned or controlled by the School is prohibited.

Because it is impossible to anticipate all behaviors that might be unacceptable, the following behaviors and articulations of Safety Policies and Major School Rules 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

Firearms and other weapons are strictly prohibited on OES campus. This prohibition applies to everyone who enters our campus, including concealed handgun licensees. 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; bows and arrows; metal knuckles; straight razors; noxious, irritating, incendiary or poisonous gasses; or poison. Moreover, props or game equipment which imitate or can easily be confused with weapons are also prohibited. Small pocket knives may be permitted on outings such as camping trips but only with approval from the trip leader. Exceptions may be made for educational purposes when the students are under supervision of instructors. These objects are wholly inappropriate in a school environment and create the potential for unintended harm. Any other object that is used in a threatening way is immediately subject to this rule. Students cannot use school resources, including EC3 to create weapons. Students found in violation of this rule may be restricted from using that space for a period of time. Weapons and objects in violation of this rule will be confiscated and families will be notified.

Depending on the severity of the event, OES may impose additional consequences, up to and including dismissal. If appropriate, we may also notify law enforcement.

ILLEGAL AND CONTROLLED SUBSTANCES

Alcohol, Nicotine, and other Drugs

The mission of OES's alcohol, nicotine, and other drug education programs 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.

It is illegal for anyone under the age of 21 to use alcohol, illegal drugs, or marijuana, all of which pose serious risks to physical and mental health and interfere with a student's ability to learn. It is also illegal for anyone under the age of 21 to buy or obtain tobacco, nicotine products, or other inhalant delivery systems (including non-tobacco inhalant products). Students may not possess, use, distribute, sell, or be under the influence of alcohol, illegal substances (including marijuana), tobacco, nicotine products, or other inhalant delivery systems during school hours or at school events. This includes vaping. Furthermore, students may not be in possession of drug paraphernalia of any kind on school property or at school events.

Students who seek help to address their or others' alcohol, nicotine, or other drug use will be supported by our counseling and health team. Seeking health care for substance use demonstrates responsible behavior. Students still must comply with school expectations regarding alcohol, nicotine, and other drugs while receiving assistance. If a violation is confirmed before or after the student requests assistance, the student's behavior will be addressed through the student conduct process which could result in suspension or dismissal or removal from clubs, organizations, extracurriculars, athletic teams, or other activities.

Prescription Drugs

It is illegal and not safe to misuse or misappropriate prescription drugs. Misuse includes either taking a prescription drug or being in possession of a prescription drug that has been prescribed for a different person. Misappropriation includes acquiring drugs from any source other than a student's healthcare provider or medical professional. It includes cases when a student provides prescription drugs to another student, even if for a legitimate medical issue (e.g. pain). Misuse can also include students taking their own prescription drugs in a manner or dosage that is not intended by the prescribing physician. Taking over-the-counter medications for non-medical use or

supplying it to other students is also strictly prohibited. Students involved in the misuse or misappropriation of prescription drugs will face consequences, up to and including dismissal.

Fire Safety

No student may have an open flame; use a match 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. OES may confiscate objects in violation of this rule and may also notify the student's parent/guardian.

Theft and Vandalism

Students should not take, borrow, and otherwise use another person's property without their permission. Vandalism—which includes defacing and/or destroying any school property or another person's personal property—is prohibited. Students who engage in vandalism or theft will face consequences, up to and including dismissal. If appropriate, OES may notify law enforcement. Students should use good judgment in protecting their possessions and information by keeping all personal belongings in lockers (for Middle and Upper School students) and making sure that electronic device passwords are secure and private.

Any other persistent, disruptive, or abusive conduct that unreasonably deprives other students of a safe or respectful learning environment is expressly prohibited. This could include any behavior intended to or simply having the effect of making someone else unreasonably embarrassed, hurt, socially alienated, or excluded.

Consequences and School Response

The overall purpose of Major School Rules is to provide a common understanding and to create a safe and inclusive learning environment. When individuals or groups cross a boundary and jeopardize the well-being of other students intentionally or unintentionally, they are subject to discipline. As noted above, OES is dedicated to using Restorative Practice to help students learn from their mistakes and acknowledge the impact of their actions on others.

The school response 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 history at OES. The consequences can range from a warning or probation to suspension or dismissal. The school reserves the right to take interim measures during the pendency of an investigation. OES does not permit attorneys to attend student interviews.

As a general rule, the Division Head, in consultation with the Head of School, will make decisions regarding violations of the above-stated Major School Rules.

HARASSMENT, BULLYING & HAZING PREVENTION POLICY

As a school that is committed to creating and maintaining an inclusive community through compassion and care, OES believes every student has the right to feel safe and respected. Bullying, hazing, and harassment of any kind—physical, verbal, nonverbal, visual, relational, and/or sexual harassment—will not be tolerated. Harassment is any abuse based on perceived or identified race, religion, sex, sexual orientation, gender identity and/or expression, national origin, ancestry, disability, or other legally protected characteristics. It includes verbal or written psychological or physical abuse, as well as equally damaging forms of harassment through graffiti, epithets, stereotyping, or any behavior—regardless of intent—that contributes to a hostile environment in which to live and learn. Harassment can occur if someone's conduct is reasonably offensive to someone else, even if it was not meant to be. Therefore, when an individual in the community is impacted by language or actions, OES will initiate the restorative process that seeks to promote the tenets of the OES Honor Code: accountability, safety, and respect.

This policy applies to all OES students. OES expects all students, employees, and members of the school community to conduct themselves in an appropriate 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 students and employees at OES are entitled to learn and work in an environment that is free of all forms of harassment, including bullying and hazing. 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. This policy applies to persons who are on or immediately adjacent to the school campus, at any school activity or program, or off campus but acting toward another student in a manner that creates a hostile environment for that student while at school or at a school activity or program. Please note that conduct that occurs off-campus or in virtual/ digital environments but impacts a student's educational environment is also subject to this policy.

Anyone with a concern about harassment or retaliation should follow the procedures set forth under the section, "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 or employee'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. Harassment includes intimidation, bullying and cyberbullying.
    - "Cyberbullying" means the use of any electronic communication device to harass, intimidate or bully.
    - "Harassment, intimidation or bullying" means any act that:
        - Substantially interferes with a student's educational benefits, opportunities, or performance;
        - Takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop;
        - Has the effect of:
            - Physically harming a student or damaging a student's property;
            - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
            - Creating a hostile educational environment, including interfering with the psychological well-being of a student; and
            - May be based on, but not be limited to, the protected class status of a person.
- **SEXUAL HARASSMENT** includes unwelcome sexual advances (either verbal or physical), demands or requests for sexual favors in exchange for benefits, and other unwelcome conduct of a sexual nature (verbal, nonverbal or physical) which affects a student's or employee's emotional well-being, interferes with a student's academic performance or participation in co-curricular or extra-curricular programs or activities, or creates 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.

This sexual harassment policy applies to:

- Sexual harassment of students by employees and other students;
- Sexual harassment of employees by students and other employees; and
- Sexual harassment of persons who are (a) on or immediately adjacent to school grounds; (b) at any school-sponsored activity or programs; or (c) off school property

if a student or employee acts towards the person in a manner that creates a hostile environment for the person while at school or at a school-sponsored activity or program.

Examples of sexual harassment include, but are not limited to:

- Sexual gossip or personal comments of a sexual nature about someone's clothing, body, or conduct;
- Creating and or sharing sexual images or video through the use of technology, including Artificial Intelligence
- 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 otherwise 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, or any adult volunteer, contractor or OES agent to make sexual advances toward or engage in sexual conduct with a student. Any and all sexual advances or

conduct between students and adults associated with OES is strictly prohibited and will be reported to the appropriate law enforcement agency.

- **HARASSMENT OTHER THAN SEXUAL HARASSMENT:**
    - 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 disability, or interfering with access to or use of necessary adaptive equipment or aides.
    - Microaggressions: Even statements and behaviors that are not intentionally hostile or physically threatening can be harmful and as damaging as explicit aggression. Though actions and comments that hurt other students or employees are not always overt or intentional, OES community members are expected to hold themselves and each other accountable for a negative impact on another student or group, regardless of whether the negative impact was intended or not. While mistakes and times of discomfort are a part of the learning process, when such incidents occur, each division will apply its policies and procedures in an age-appropriate manner to help students understand impact and restore relationships. Persistent incidents of this kind will be considered acts of bullying, hazing, and/or harassment.

Use of Words That Are Rooted in a History of Oppression:

As part of the commitment to the OES Commitment to Justice and to ensure an equitable learning environment for all, we strictly prohibit the verbal, written, or digital use of words that are rooted in a history of oppression (including, but not limited to, the n-word and the fa-word) by any

member of the OES community in any circumstance. Course materials and discussions of events in our world, past and present, will sometimes focus on mature and difficult subjects, such as racism, sexism, homophobia, and other forms of oppression. It is sometimes the case that the work we read expresses views or uses language that is offensive. We will strive to use these moments as opportunities for critical reflection and thinking, as well as identifying ways we can work towards justice. In such moments, it is important to respect the range of emotions we might feel in response: anger, fear, discomfort, anxiety, confusion, sadness, shame. We do not use the n-word, ch-word, fa-word, or any other words that have been used to marginalize, dehumanize, or harm others in academic or social conversations or in writing. We will examine the evolving language that individual groups have used toward the project of positive self-definition while also looking at how language has been used to marginalize and diminish specific identities. Use of words that are rooted in a history of oppression will be considered acts of bullying and/or harassment.

Examples of non-sexual harassment can come in many forms, including but not limited to the following verbal, written, and online examples:

- Use of the n-word;
- Conduct or comments that threaten physical violence;
- Offensive remarks such as slurs, off-color jokes, and bigoted statements or questions;
- Unwelcome physical contact or rude gestures;
- 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;
- Verbal abuse or insults about or directed to any student, employee, or group thereof because of their relationship to any of the groups listed above;
- Comments or "jokes" of a harassing or intimidating nature;
- Comments that make fun of, alienate, stereotype, or demean another based on racial, religious, gender, or sexual identity, class, sexual preference or any other identifiers;
- Verbal or online comments that demean or call attention to an individual's body or other personal characteristics; and
- Display or transmission of pictures, emails, texts or other written or visual items that are degrading to others, regardless of consent.

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, students are encouraged to consult their advisor, counselor, or the Division Head to make them aware of concerns and to seek 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, and if you feel comfortable and safe doing so, you can approach the individual to express your concerns honestly and directly and to request an end to the conduct. You may always choose to file a formal complaint without first approaching the person who has offended you.
- **Formal Complaint:** If direct communication does not resolve the problem or you choose not to approach the individual directly, you may initiate a formal complaint about the incident. Students should report a complaint, preferably in writing, to their advisor, Assistant Head, or their Division Head. You may also contact the Chair of the OES Audit Committee (the "Chair") verbally or in writing to make a report at any time. The Chair can be reached via email at confidential@oes.edu.

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 by the Head of School and/or his designee. Even if the student does not wish to formally file a complaint, OES may still take action if it learns of potential harassment that needs to be addressed.

Students are expected to cooperate fully in an investigation conducted by the school. OES does not permit attorneys or other third parties to attend student interviews. OES will maintain confidentiality of complaints to the extent possible without compromising the school's obligation to investigate fully and take appropriate responsive action. OES cannot guarantee total confidentiality to anyone involved in the investigation.

The school reserves the right to take interim measures during the pendency of an investigation. These measures could include but are not limited to increased supervision, stay-away or no-contact orders, changes to students' schedules, or removal from being physically present in class or extracurriculars.

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 initiates a complaint, that student (and, if appropriate, the student's parents) will be

notified when the investigation is concluded and told whether a violation of this policy was found to have occurred, to the extent allowable under student confidentiality laws.

Teen Dating Violence

Teen dating violence is unacceptable conduct that is strictly prohibited at OES.

"Teen dating violence" means

- A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
- Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

"Dating or dating relationship" means

- an ongoing social relationship of a romantic or intimate nature between two persons. It does not include a casual relationship or ordinary fraternization between two persons in a business or social context.

Students should report any incidents of teen dating violence to a trusted adult on the OES campus. OES employees are required to report to their department or Division Head any incidents of teen dating violence, including but not limited to incidents that take place at OES on school grounds, at school-sponsored activities or in vehicles used for school-provided transportation.

When a report of teen dating violence is received, OES will coordinate efforts to take actions necessary to ensure the student is protected and to promote a non-hostile learning environment by (1) providing resources for support measures to the student, and (2) taking all actions necessary to remove any potential future negative impact on the student.

OES provides age-appropriate education about teen dating violence for students in the Middle and Upper Schools. Likewise, school employees will receive annual training on the topic of teen dating violence.

Sexual Assault or Sexual Misconduct by a Student

OES promotes a "consent culture" – that is, a culture in which healthy relationships, respecting boundaries, and practicing consent are consistent social norms expected and understood at our school. Should a student violate our consent culture, their conduct will be addressed.
Sexual assault is unlawful and strictly prohibited at OES. Sexual assault is when sexual contact occurs without a student's consent because the student is under the influence of drugs or alcohol, is unconscious, or is pressured through physical force, coercion or explicit or implied threats.
Any act of sexual misconduct by a student is similarly prohibited at OES. Acts of sexual misconduct include, but are not limited to, causing another to engage in involuntary sexual acts; sexual exhibitionism; stalking; peeping or other voyeurism; non-consensual video or audiotaping of sexual activity; causing or trying to cause the incapacitation of another with the intent of initiating sexual activity with or upon that person after incapacitation, regardless of whether sexual activity actually takes place.

Any student who is a victim of sexual assault or sexual misconduct should seek help immediately and report the incident to a trusted adult in the school community, including their advisor, a counselor, the OES Nurse, Assistant Head, or any Division Head.

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

Students should report sexual assault or sexual misconduct that occurs within the school community to a trusted adult at OES. If the student making the report was engaged in conduct that violates OES's policies at the time of the incident being reported (for example, the student was using drugs or alcohol at an off-campus party), the school will give that student "amnesty" and not discipline the student who makes the report or causes the report to be made, provided the drug and alcohol policy violation is discovered as a result of the report and the reporting student did not contribute to the incident (for example, by giving another person alcohol or drugs without that person's knowledge and with the intent of causing that person to become incapacitated and vulnerable to the prohibited conduct). The same amnesty will be applied to students who participate in an investigation.

Reports of sexual assault and sexual misconduct are carefully investigated. If OES has reasonable belief that a crime may have been committed, the school will promptly notify law enforcement (and DHS if the conduct involves potential sexual abuse of a student under 18). Law enforcement typically does its own investigation and typically does not want the school to be investigating concurrently. The school will ordinarily not proceed with its own investigation until it has the local authorities' approval to do so. OES's investigation is separate from any investigation that might be conducted by the local authorities.

Provided OES can continue with its investigation, the school will typically investigate internally or engage the services of an outside investigator with experience in trauma-informed investigations to gather information about the allegations and generate findings. The school's investigation could involve separate interviews of the affected students and any witnesses, as well as a review of any evidence (such as texts, images, emails, social media posts, or other hard-copy or electronic communications between the students or their peers before or after the incident). The investigator will help determine if any school policies have been violated using a preponderance of the evidence standard (meaning there is a greater than 50% chance that the conduct occurred based on the evidence). The investigation will typically be overseen by the Head of School and the school's legal counsel.

OES encourages all affected students to participate and cooperate in its investigation process. The school will not force a student who has experienced sexual assault or abuse to participate in an investigation. The school will to the best of its ability conduct an investigation regardless of the survivor's participation. (If the student does not participate, however, this may inhibit OES's ability to conduct a thorough investigation.) Any student accused of sexual assault or abuse must participate in the investigation or will be asked to leave OES.

If a student initiates a complaint, that student and their parents will be notified when the investigation is initiated and concluded. The student will also be informed whether a violation of any school policies was found to have occurred, to the extent allowable under state and federal student confidentiality laws. (Privacy rights generally restrict the school from being able to discuss a student's disciplinary record with another student.) A summary of findings may be provided to the reporting or responding party, upon request. Disciplinary action will be taken against any student who is found to have violated school policies.

Independent of action taken by non-school authorities, the immediate focus of OES is to support all students, ensuring medical and psychological support as necessary. Upon learning of an alleged sexual assault or act of sexual misconduct, OES will take actions that reinforce the safety and security of the entire campus community.

A Note About Confidentiality

Sexual assault is an act of violence and is a crime. School employees have an obligation to report suspected sexual, physical, and/or psychological abuse of a student under 18 pursuant to mandatory child abuse reporting laws; sexual assault is a form of sexual abuse. Employees are not permitted to maintain total confidentiality to a student (or parent or other adult) who informs the employee of an allegation of sexual assault or sexual misconduct if the allegation causes the employee to have a reasonable suspicion of sexual abuse of a student under 18, since the employee has a duty to report. Within OES, reports or sexual assault or misconduct will be kept confidential to the extent possible. Students who make a report to the school may request that the school keep their identity

confidential and their name out of any internal investigation. Both the student making the report and the student accused of misconduct usually have a keen interest in maintaining confidentiality of an internal investigation, and the school respects that interest. However, if the school determines that steps should be taken to protect any students on campus, the school may use information from the report or the investigation to take intermediate steps to prevent further harm and in doing so, may need to disclose students' identities on a need-to-know basis.

Although OES makes reasonable efforts to comply with requests for confidentiality, it cannot guarantee that the school community (or certain members thereof) will not find out the identity of the individual who has made a report, or the student accused of misconduct.

Bullying

OES does not tolerate bullying or other intimidating or aggressive behavior among students, whether or not the individual is targeted or singled out because of their protected characteristics. Bullying refers to repeated inappropriate behavior, either direct or indirect, whether verbal, physical, virtual, or otherwise, conducted by one or more persons against another or others. Bullying includes conduct that may not be unlawful harassment but is nevertheless inappropriate in our community.

Examples of bullying include the following conduct:

- **Verbal bullying**: Slandering, ridiculing or maligning a person or their family; persistent name calling that is hurtful, insulting or humiliating; using a person as the butt of jokes; abusive and offensive remarks; excessive "prank" jokes or teasing of a student.
- **Physical bullying**: Pushing, shoving, kicking, poking, tripping, assault or threat of physical assault; damage to a student's work area or property.
- **Gesture bullying**: Nonverbal threatening gestures or glances that convey threatening messages.
- **Performance bullying**: Unwarranted or invalid criticism; blame without factual justification; excessive monitoring of another student's performance; sabotage of a student's work product.
- **Exclusion**: Socially or physically excluding or disregarding a student; treating a student differently than the rest of your class group.
- **General**: Any other conduct that a reasonable person would find hostile, offensive, threatening, intimidating, and/or humiliating.

Students should report any incidents of bullying to the Division Head, Assistant Head, or the Head of School. When a report of bullying is received, OES will coordinate efforts to take actions necessary to address the situation and if a student is found to be mistreating another student, we

will take appropriate action to stop the behavior. Any student who bullies another student will be subject to disciplinary action, up to and including dismissal.

Hazing

Students participating in school-related activities have a right to be safe and to be free of humiliation and intimidation. The OES community does not tolerate humiliating or potentially harmful "rites of passage" or "initiations." This includes any conduct, coercion, or intimidation used as initiation into an organization or group that endangers (or has the potential to endanger) the physical or emotional health of any student, employee, or other member of the OES community, regardless of the person's willingness to participate. This policy applies to conduct that occurs on or off school property, during or after school hours, and even if the person being hazed seems to consent. Some examples of prohibited hazing behaviors include performing odd tasks or chores for more senior students, sleep deprivation, physical exertion from unnecessary activities, verbal abuse, overexposure to cold or heat, forcing a student to consume alcohol or other substances, and activities that subject a student to intentional embarrassment and shame.
Students should report any incidents of hazing to the Division Head, Assistant Head, or the Head of School. When a report of hazing is received, OES will coordinate efforts to take actions necessary to address the situation and protect students from any harm.

Protection Against Retaliation

Retaliation is a violation of this policy and will not be tolerated. Retaliation is any form of intimidation, reprisal, or harassment directed against a student who in good faith reports harassment, bullying or hazing; 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 a student accused of harassment learn of the complaint and then mistreat the individual who made the complaint or other individuals who supported the complainant.
Any student with a concern of retaliation should immediately bring it to the attention of their advisor, Assistant Division Head , or Division Head. Retaliation against any individual for reporting behavior that may violate this policy, or for participating in an investigation, or for supporting a student who has made a good faith complaint, is a violation of school policy. Students who engage in retaliation will be subject to consequences, up to and including dismissal.

School Response

Any individual who violates this policy will be subject to appropriate disciplinary action. Some forms of harassment, bullying or hazing may be severe enough to be a violation of criminal law and/or be covered by mandatory reporting obligations and therefore may also need to be reported to local law enforcement.

CHILD ABUSE & EDUCATOR SEXUAL MISCONDUCT REPORTING 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 (1) a child (that is, a person under the age of 18) has suffered abuse, (2) a person has abused a child, or (3) a school employee, volunteer, contractor or agent has engaged in sexual misconduct with a student, must report or cause a report to be made to the appropriate authorities (for abuse or neglect) or to the Head of School (for sexual misconduct). A reasonable suspicion of abuse or misconduct is all that is necessary to report.

The purpose of this policy is to ensure the safety of our students. 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 misconduct by school employees.

Reporting Child Abuse & Neglect

Oregon's child abuse mandatory reporting laws define abuse as follows:

- Any assault, as defined in ORS chapter 163, of a child and any physical injury to a child which has been caused by other than accidental means, including any injury which appears to be at variance with the explanation given of the injury.
- Any mental injury to a child, which shall include only observable and substantial impairment of the child's mental or psychological ability to function caused by cruelty to the child, with due regard to the culture of the child.
- Rape of a child, which includes but is not limited to rape, sodomy, unlawful sexual penetration, and incest, as those acts are described in ORS chapter 163.
- Sexual abuse, as described in ORS chapter 163.
- Sexual exploitation, including but not limited to: (i) Contributing to the sexual delinquency of a minor, as defined in ORS chapter 163, and any other conduct which allows, employs, authorizes, permits, induces, or encourages a child to engage in the performing for people to observe or the photographing, filming, tape recording, or other exhibition which, in whole or in part, depicts sexual conduct or contact, as defined in ORS 167.002 or described in ORS 163.665 and 163.670, sexual abuse involving a child or rape of a child, but not including any conduct which is part of any investigation conducted pursuant to ORS 419B.020 or which is designed to serve educational or other legitimate purposes; and (ii) Allowing, permitting, encouraging or hiring a child to engage in prostitution as described in ORS 167.007 or a commercial sex act as defined in ORS

163.266, to purchase sex with a minor as described in ORS 163.413 or to engage in commercial sexual solicitation as described in ORS 167.008.

- Negligent treatment or maltreatment of a child, including but not limited to the failure to provide adequate food, clothing, shelter or medical care that is likely to endanger the health or welfare of the child.
- Threatened harm to a child, which means subjecting a child to a substantial risk of harm to the child's health or welfare.
- Buying or selling a person under 18 years of age as described in ORS 163.537.
- Permitting a person under 18 years of age to enter or remain in or upon premises where methamphetamines are being manufactured.
- Unlawful exposure to a controlled substance, as defined in ORS 475.005, or to the unlawful manufacturing of a cannabinoid extract, as defined in ORS 475B.015, that subjects a child to a substantial risk of harm to the child's health or safety.
- For our students in the Residential Life Program, and as defined by ORS 418.257, the definition of child abuse is broadened to not only include child abuse, sexual abuse and neglect (as defined above), but also unlawful restraint or seclusion, financial exploitation, and verbal abuse.

All OES employees are mandatory reporters. They are required by law to immediately report suspected child abuse to law enforcement or the Oregon Department of Human Services (DHS), also known as Child Protective Services (CPS). Employees will also thereafter notify the student's Division Head of any suspected child abuse or neglect, and the Divison Head will ensure that OES takes appropriate action to support the affected child.

Reporting Adult-Student Sexual Misconduct

Oregon's sexual misconduct laws define sexual misconduct as verbal or physical conduct (including verbal, written or electronic communications) by a school employee, contractor, volunteer or agent and involving a student, that falls under one or more of the following categories:

- Sexual advances or requests for sexual favors directed toward the student;
- Conduct of a sexual nature that are directed toward the student;
- Conduct of a sexual nature that has the effect of unreasonably interfering with the student's educational performance; or
- Conduct of a sexual nature that has the effect of creating an intimidating or hostile educational environment.

Sexual misconduct does not include touching or other physical contact that is necessitated by the nature of the employee's job duties or by the services provided by the contractor, agent or volunteer, and for which there is no sexual intent.

All OES employees are required by law to report suspected sexual misconduct by any OES employee, volunteer, contractor, or agent to the Head of School, who will then make a report to the applicable government agency and take other appropriate action. Any sexual misconduct that rises to suspected sexual abuse will be reported to law enforcement and/or DHS.

Independent of action taken to notify the appropriate authorities, the immediate focus of OES will be to support any affected student, including appropriate medical and psychological support. Any student who believes they have been abused by someone in the OES community (or outside of it) should seek out a trusted OES adult (advisor, teacher, counselor, chaplain, coach, Assistant Head, Division Head, Head of School, etc.) immediately, so that person may ensure that student's safety. OES will not discipline a student for initiating a report in good faith about suspected abuse or sexual misconduct.

Parents and guardians who believe an OES employee, volunteer, contractor, or agent has engaged in sexual misconduct with a student should report their concern to the Head of School.

Due to mandatory reporting requirements, an OES employee is not permitted to maintain total confidentiality to a student (or parent or other adult) who informs the employee of a concern of child abuse or sexual misconduct if the concern leads the employee to believe the information should be reported.

Copies of the current mandatory reporting laws, as well as addresses and telephone numbers for DHS and other law enforcement agencies, are on file with the Office of the Head of School, all Division Heads, all supervisors, the OES Nurse, and all counselors. Training on the prevention and identification of abuse and sexual misconduct, as well as the employees' reporting obligations, 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).

DOMESTIC VIOLENCE REPORTING

OES does not tolerate domestic violence. "Domestic violence" means the following abuse between family and household members:

- Attempting to cause or intentionally, knowingly or recklessly causing bodily injury;
- Intentionally, knowingly or recklessly placing another in fear of imminent bodily injury; and
- Causing another to engage in involuntary sexual relations by force or threat of force.

Students are encouraged to talk to a trusted adult at OES if they have any concerns about domestic violence in their household or another student's household. Employees are expected to report any suspicions of domestic violence to their department or Division Head. The school will then coordinate efforts to take any action necessary to ensure the affected student is safe and protected.

OES will provide age-appropriate education to its Middle and Upper School students on the prevention and recognition of, and reporting requirements for, domestic violence. Likewise, school employees will receive annual training on the topic of domestic violence.

Jurisdiction over Out-of-School Conduct

Students should be aware that certain activities, even outside of school hours and/or off school property, may result in a response by the school, up to and including suspension and dismissal. Students may be subject to consequences for conduct 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 consequences 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 consequences even if the communications are made outside of school, on or off the school's network, when using OES technology or privately-owned personal devices and/or personal social media accounts.

Investigations

With very limited exceptions, 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 the 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 is used in ways that violate major school rules and/or if the school reasonably believes that it contains inappropriate images or texts that could violate Oregon law.

Learning from Others' Mistakes

The school reserves the right to discuss at a school meeting the results of a disciplinary process or an investigation for purposes of transparency and/or furthering the educational and learning experience of the school community.

Attendance Policy

An important and necessary life skill for students is to be on time and to be responsible for their commitments. Regular and punctual attendance is critical to student success and is expected of all students. As partners in your child's education, it is essential for parents to support and reinforce punctuality and daily attendance. Arriving a few minutes early to greet one's friends and put away belongings is considered respectful practice, as late arrivals can disrupt their own learning and that of others.

Stay on Campus

Students in pre-kindergarten to grade 11 may not leave campus during the school day, which ends at various times in each division and no later than 3:15 p.m, unless a parent notifies the division Attendance Office in the Veracross Parent Portal. Any student who leaves campus must sign out in the divisional office / appropriate area before leaving campus and must check back in upon return. For grade 12 student rules, please see Off Campus Privileges.

Planned Student Absences

Although students are best served by being present in class during the entire duration of the term, there are situations when a student experiences an absence from school. Please refer to divisional sections for attendance policies.

Emergency/Health-Related Absences

If a student must miss school because of an illness or injury, doctor's appointment, or emergency, the parent/guardian should use the Veracross Parent Portal or, if necessary, notify the Administrative Assistant in the appropriate division as soon as possible, ideally before the beginning of classes.

Unexcused Absences and Tardiness

OES students are expected to attend every class, unless they have made prior arrangements or cannot attend due to an emergency or a health issue. Students are also expected to be punctual, recognizing that arriving late to school or to an individual class can be disruptive to the student's learning and to others. Persistent and unexcused tardiness may result in a formal review of a student's attendance and academic record and could include probationary status, loss of course credit, or withholding of a re-enrollment contract for the following year.

OES will work with families whose students must miss a significant amount of school. However, non-health-related absences in excess of ten (10) full days that are not pre-approved and excused by the School may warrant a full review of a student's attendance and overall academic record to determine appropriate next steps, up to and including probationary status, loss of course credit, or withholding of the re-enrollment contract for the following year.

Medical Leave

There are times when, as a result of a student's medical or emotional challenges, full immersion in the school program is not possible. At such times, the school works with students and families, to the extent reasonably possible, to accommodate a medical leave to support a student's well-being. The need for medical leave, which is granted at the discretion of the Divisional Administration and not for indefinite periods, must be certified in writing by an appropriate health care provider. The school reserves the right, in its discretion, to mandate a leave when a student's needs cannot adequately be met by OES, or when a student's continued enrollment may compromise the school's

ability to serve other students, or when a student poses significant risk to self or others, including, but not limited to, exhibiting or threatening suicidal or violent behavior.

In administering this policy, OES does not discriminate against qualified students with a disability. In particular, OES is committed to assuring that students with a disability enjoy equal access to, and an equal opportunity to participate in and benefit from, the programs and services offered by the School in compliance with federal and state nondiscrimination requirements. OES will reasonably accommodate students with medical and mental health conditions in accordance with applicable law and whenever appropriate will support reasonable accommodations that enable the student to remain enrolled in OES.

(Boarding students and families should refer to the Residential Life Section for additional details about our Medical Leave Policy.)

Vacations

OES has a generous vacation schedule and the dates of school vacations are posted well ahead of time on the website. Families are expected to plan vacations within the official school vacation dates posted on the All-School Calendar.

After-School Event Participation

Students who have afternoon or evening commitments with OES, such as athletics, arts (music, theater, etc.), and/or other extra-curricular activities, must be in school all day in order to participate, except under unusual circumstances and with the approval of the Division Head, Athletic Director, or other program director.

HEALTH AND WELLNESS

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, sesame, and shellfish. Although many food allergies produce symptoms that are relatively minor, 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 on an annual basis for students with food allergies. These protocols should identify the potential allergens and include instructions for treatment, if needed, for accidental exposure. The OES Nurse will work with parents to implement reasonable protocols submitted by parents. Such information is stored confidentially in the school's Magnus system. Information pertaining to a student's allergies will be handled confidentially by the OES 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:

- Lower School: The Lower School Office, Classroom Teacher, and Lower School Specialists.
- Middle School: The Middle School Office, Classroom teachers, and the student's advisor.
- Upper School: The Upper School Office and the student's 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 company to reduce the likelihood that peanuts, tree nuts, or nut oil products are served during school 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 service company.
- The contracted food service company 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 company's general manager.)
- Students will provide their own emergency medications for school.
- OES tries to keep back-up epinephrine auto-injectors in division offices and supplies back-up epinephrine auto-injectors on some backcountry overnight trips.

- OES will work with its contracted food service company to provide a variety of 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 the student's lunch and snacks to ensure safety.
- OES will not sell nut products in school-sanctioned stores or vending machines.
- OES requests that parents not send snacks to school that contain peanuts, tree nuts, or nut oil products.
- OES requests that parents not send foods that contain peanut or nut products on OES bus trips.

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 all food brought to campus for personal consumption outside of the dining halls.
OES cannot monitor all products sold at athletic events or special student sales (such as bake sales), products brought for potlucks, celebrations, religious activities, or food served on off-campus trips. Therefore, persons with severe food allergies must carefully monitor their food in these situations.

Family/Student Responsibility

- Parents of students with allergies will submit to school medical professionals' protocols designed to identify and treat a reaction if an exposure occurs.
- Parents of students with life-threatening allergies must provide OES with emergency medications along with the written emergency protocol if an exposure occurs. The OES Nurse will maintain the medication and information.
- Parents are responsible for educating their child (as age-appropriate) about managing the child's allergy at school, including, but not limited to, identifying safe foods by reviewing the weekly lunch menu together, and contacting the food service company's general manager for ingredient listings.
- The OES 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 food service company's general manager for suggestions of alternative safe foods served.
Please Note: 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. However, OES cannot guarantee that a student will never experience an allergy-related event while at school.

School Lunch

Our on-site food service company, Bon Appétit, provides a nutritious, well-balanced lunch to all students daily. Meals are served in the Lower School Common Hall for Pre-kindergarten, Kindergarten, Primary, Grades 1 and 2, and in the Main Dining Hall for grades 3 through 12. Menus are published weekly at oes.cafebonappetit.com.

Parents of children on a restricted diet may contact the on-site Bon Appétit General Manager to discuss problems or particular requirements. Students may bring their own food only with written permission from a parent and the child's physician.

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 their child's teacher/advisor. If food is provided by parents for these occasions, it should be store-bought. 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: Oregon Episcopal School is an "allergy aware" campus, meaning that nuts and nut products are not allowed in classroom or dining hall areas.

EMERGENCY FORMS

The School requires every family to maintain current emergency information via the Veracross Parent Portal. In addition, before participating in any practice or game, student-athletes must have on record a current physical examination and completed Magnus Health forms.

STUDENT PHYSICALS

OES students in Grades 7–12 are required to have a valid physical on file, completed by a physician and signed by both the parent and student. You can find all required forms in the Magnus Health portal. Students will not be allowed to participate in any OES activities, including sports, practices, and opening trips, without completing this form. OSAA guidelines require that this form be used. If applicable, please update your student's allergy, asthma, diabetes, and seizure action plans inside the Magnus health portal.

IMMUNIZATION RECORDS

Obtaining immunization records for all students is a part of the OES commitment to illness prevention and community wellness. Immunization documents are a required record per Washington County and Oregon Health Authority and must be submitted every school year.

Required immunizations from the state of Oregon can be reviewed here by grade. Up-to-date immunization records for your child should be uploaded to Magnus before the beginning of each school year.

MEDICATIONS AT SCHOOL

Parents and students are asked to provide the school with a list of all medications that the student currently takes, including prescription and nonprescription medication. School policy prohibits students from possessing or self-administering any medication while on campus or while on off-campus trips; exceptions may be made for emergency medications such as asthma inhalers, epinephrine auto-injectors, or insulin, as well as birth control or other medication previously approved by the nurse. In the case of a student who may require such medications, parents and students should consult with the OES Nurse to develop appropriate protocols. Upper School students may be permitted to self-carry and self-administer non-emergency medications during the school day if the required paperwork is completed and a parent confirms the student's maturity to do so responsibly. During the enrollment process, families complete a form giving permission for approved staff to administer specific over-the-counter medications. Students who receive over-the-counter medication while at school must ingest it in the presence of the staff member administering the medication. Self-administration of medication (e.g. inhalers, epinephrine autoinjectors) on campus or on school trips is approved on a case-by-case basis. Families can complete the required forms in Magnus and email health@oes.edu with any questions.

- Prescribed medications or additional over-the-counter medications must be in the original containers with the prescription or manufacturer's label attached.
- Sharing of medication (prescribed or over the counter) is prohibited and will be considered a violation of the school rules.
- 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.
- Non-FDA approved medicine (e.g. supplements, melatonin) requires a physician's note to be administered at school or on an overnight school trip.

Additional medication administration policies are required for Upper School students enrolled in the residential program; please see the Residential Life Section for details.

Residential Life – Student Health and Wellness

Health Services

In order to provide the best physical care and support for students, the OES Nurse is available for health assessment, education, and treatment during school days and after school. In the event that a student requires further assessment or treatment, the OES Nurse will assist in scheduling an appointment, communicating with the provider, arranging transportation, and coordinating care. The OES Nurse will communicate significant medical concerns with families.

Families are responsible for communicating past issues pertaining to social, emotional, mental, and physical health that might impact their student's experience at OES to the OES Nurse, counselor, and/or Assistant Director of Residential Life so that we may best support those in our care. While in our care, students should communicate directly with dorm and/or school staff about day-to-day needs and concerns that arise. If a parent anticipates sharing news that will be upsetting (death of a relative, for example) or if they have conversations in which a student is feeling stressed or anxious, we encourage families to reach out to a dorm staff member so we can support the student as necessary here on campus.

Outside of school hours, dorm families will monitor and provide for student health needs in consultation with the OES Nurse. Urgent care and emergency care are available locally and dorm parents will accompany any student requiring urgent or emergency medical care during evening and weekends. Families will be notified once the student is receiving care.

Medication Policy

To promote the health and safety of our students, OES requires that students and their families follow these guidelines concerning medications. It is also essential that families and students communicate with the OES Nurse about students' current health and wellbeing, as well as prior conditions that could impact their health or participation in programming while at OES.

Students may not keep medication of any kind in their rooms. All medications— either prescription or over the counter—need to be checked in with the OES Nurse or dorm parent immediately upon arrival on campus.

Over the Counter Medication

All over the counter medication, including vitamins and supplements, will be controlled and dispensed by adults. Students are required to pick up and ingest all medications in the dorm office or OES Nurse's office, except when given special permission by the OES Nurse.

CONCUSSION PROTOCOL

A concussion is a traumatic injury to the brain that results in a temporary loss of normal function and manifests in symptoms such as fogginess, fatigue, or memory issues. OES follows standard OSAA protocols developed with information from Oregon School Activities Association (OSAA), Center on Brain Injury Research and Training (CBIRT), and the Centers for Disease Control and Prevention (CDC) to educate school personnel, parents, and students about appropriate concussion management. This OES Concussion Protocol outlines school policy as it pertains to a return to academic learning as well as return to physical activity following a concussion. All athletic department staff, Physical Education teachers, and coaches are required to complete yearly training on procedures for managing sports-related concussions. Oregon law also mandates that student athletes who exhibit signs, symptoms, or behaviors consistent with a concussion, or who have been diagnosed with a concussion, are not allowed to participate in any athletic event or training until a medical release is obtained.

TECHNOLOGY

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 to communicate via 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.

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 consequences 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 one is relieved of responsibility for unauthorized entry. We ask that all students respect the privacy of others' files and materials. Everyone must follow stated limits for file storage and occasionally wait for access to limited resources or peripherals.

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, in Middle School Technology classes, and during Technology Partnership Workshops for Middle and Upper School students and parents.

OES has installed software that excludes content on campus and at home. On family-owned devices, excluded content is only controlled while devices are connected to our campus network.

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 is not foolproof, however, and sometimes sites are blocked that are not actually objectionable. 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 at home, in school 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.

Because technology and information on the Internet changes so rapidly, 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 revocation of those privileges, and may lead to additional consequences. 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:

- Do not write or send abusive messages to others.
- Follow the academic integrity expectations published by faculty, including use of Artificial Intelligence
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- Do not use laptops or other devices to clone phones in an effort to circumvent the phone policy
- 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 or unethical activity, including violation of copyright or other contracts.
- Do not use a hotspot from a personal device in other to circumvent the content filters
- 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 provide false information to gain access to internet sites/software/applications with age limitations
- 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 generate, distribute, or edit images of students, staff, or faculty without their consent. This includes creating "deepfake" images using AI technology.
- 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 (including sexting or sending physically-revealing images)
    - Violence
    - Hate
    - Racism
    - Harassment
    - Sexism
    - Exploitation
    - Information relating to the sale or acquisition of alcohol, nicotine, or other drugs
- Do not present text/work created by someone or something else (including AI) as your own

Acceptable & Unacceptable Email Use

OES email accounts may not be used for the distribution of any literature, petitions or surveys, fundraising, or requests of support for any political, charitable, religious, or other cause, or for the sale of merchandise or raffle tickets, with the exception of school-sponsored programs. Mass distribution email (i.e., emails to all students or all employees) should only be used for the news and business of the School. It should not be used to promote personal causes or financial interests, or to forward chain emails or other attachments.

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.

Laptops Brought from Home

In the Lower School, permission is required before laptops can be brought from home. Students in grades 6 to 8 receive devices issued by OES. The Upper School requires students to bring a laptop to school.

For laptops brought from home, anti-virus software must be 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 a serious concern.

OES expects laptops brought from home to be used responsibly. Laptops should not be used as "entertainment centers"; distracting games, movies, and music are discouraged. The presence of inappropriate materials on laptops or other personal internet connected devices brought from home may lead to age-appropriate consequences as outlined in each divisional section of this Handbook.

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 and other school policies.

OES makes no warranties with respect to the school network and specifically disclaims 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. Be forewarned 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.

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 for use by faculty members and students. The school makes a significant investment in this equipment and strives 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.

AI POLICY

Artificial Intelligence at Oregon Episcopal School

OES recognizes that Artificial Intelligence (AI) is a disruptive technology that affects students, faculty, staff, administrators, parents and everyone who interacts with our community members. This technology is changing our work, our learning, and our day-to-day life. OES has been examining such changes and exploring our responses in congruence with our mission, values and strategic plan. We recognize that AI has enormous potential to enhance student education and school work while acknowledging that it has the potential to undermine some of what we most value (sustainability, critical thinking, creativity, equity and inclusion, for example.) We understand that we cannot control how AI is created or whether AI is in our school or in our lives. OES will be responsive to the presence and evolution of AI. Our school is committed to learning this technology in order to make informed choices congruent with our values and our effort to educate students to realize their power for good.

Cultivating our humanity directs and grounds our intellectual pursuits, including the effort to learn and use, or limit our use of AI. We will continue to prioritize the human to human connections in applied authentic intelligence while we learn about AI. OES will prioritize the responsible integration of artificial intelligence while strengthening human centered skills.

Informed by our mission, values, and commitment to Inquiry and life-long learning, we will use the following general principles to explore AI use at OES.

- Using inquiry: Taking a curious stance, asking questions to seek answers with a goal of learning experientially, iterating, reflecting, and revising.
- Centering our humanity: We will exert our human skills as we use AI (as we upload information into generative AI tools and as we utilize the products generated by AI.) Our "human skills" are the skills we already teach at OES (problem solving, creativity, collaboration, disciplined effort, skepticism, agency, etc.)
- Using our critical thinking: We will use a critical stance in our use of this technology, and we will teach critical thinking to our students in relation to their use of AI and others' use of AI.
- Using our power for good: We will integrate our school's values in our use and consideration of AI, namely, justice, sustainability, equity, and ethical behavior.
- Empowerment through learning: Faculty, staff and students will ethically explore uses of AI. We will become literate in this technology so we can determine if, when, and how we might use it. We will empower ourselves and our students to identify how AI may augment our work and learning.

- Lifelong learning: AI will evolve very rapidly; we commit ourselves to ongoing learning and adaptation to the changes that AI will bring to our work. OES will foster and facilitate professional development on and off campus.

When considering the use or teaching of AI we will refer to our existing mission, values, policies and guidelines rather than create standalone responses to this technology.

A complete set of guidelines on AI for all school community members can be read here.

OTHER POLICIES

STUDENT INFORMATION & DECISION MAKING POLICY

Access to Student Records

OES respects its students' privacy and only allows access to individual student information and education records in accordance with state and federal law. OES may disclose a student's "directory information" (meaning information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed), but all other personally identifiable information about the student is confidential and will only be disclosed with the student and parents' consent.

A student's parents or other legal guardians have equal access to their minor child's student records unless a court order specifically revokes such rights. Any court order terminating or limiting parental rights should be provided to the appropriate Division Head and the Business Office. If a child's parent or legal guardian wishes to grant a third person (e.g., the student's step-parent) access to student records, the parent/guardian must provide OES with written authorization to share the records with the third party.

When a student reaches the age of 18, the rights accorded to parents/guardians and the consent required of them to allow access to education records transfer from the parents/guardians to the student. If the student remains a dependent for tax purposes, however, then OES may continue to disclose information from the student's education records to the parents/guardians of the student.

Parents and students 18 and older may contact the Business Office to inspect and review education records, and request correction of the student's education records, in accordance with Oregon law. Parents and students 18 and older may also limit OES's release of directory information of the

student by notifying the Business Office in writing that they do not want such information to be designated as directory information.

Decision Making Regarding Students

State and federal laws grant a student's parents or other legal guardians' decision-making authority in matters concerning their child's education and welfare, so these persons may participate equally in decisions regarding their child's education and experience at OES unless a court order specifically provides otherwise. Any court order terminating or limiting parental rights should be provided to the appropriate Division Head and the Business Office. If a child's parent or legal guardian wishes to grant a third person (e.g., the student's stepparent) the authority to make decisions regarding their child's education or experience at OES, the parent or legal guardian must provide OES with a valid power of attorney or court order granting such authority to the third person.

When a student reaches the age of 18, OES will continue to communicate with the parents/guardians as if the student were still a minor, provided the student gives the school written consent for any matter for which the law requires the student's consent. Parents/guardians remain financially responsible for the student's education at OES under the terms of the enrollment contract, regardless of the student turning 18 years of age.

THE OES BRAND: ADHERING TO PUBLIC IMAGE STANDARDS FOR THE SCHOOL

Any public-facing use of the OES name, logo, or other school-affiliated branded marks must be authorized prior to use and only by working with the OES Marketing & Communications office. Access to high resolution OES logos and other branded visual assets are exclusively available through this office and only shared at the team's discretion. The Marketing & Communications department is charged with the creation, dissemination, and quality control of all school-related information available to the general public.

This request for permission to use the school's brand includes the creation of digital and printed media in all forms (websites, social media, brochures, signage, etc), the manufacturing of any apparel (including spirit wear, fan gear, and uniforms), and the ordering of any gifts or merchandise displaying the OES name and/or any of our logo marks. All public-facing school-related websites, blogs, social media accounts, and YouTube channels must be appropriate in content and cleared for public distribution. Depending on the nature of the content, the use of official OES brand assets may be granted, but only by working in partnership with the Marketing & Communications office

In order to protect the OES brand, the creation of any product with the school's name or image independently and without the collaboration of the Marketing & Communications team is strictly prohibited and may result in a loss of time and resources due to the need for the products to be

recreated through the proper channels. Please reach out with any questions or to discuss a potential new project with the Marketing & Communications team by contacting communications@oes.edu.

USING STUDENT LIKENESS AND IMAGES IN SCHOOL MATERIALS

In an effort to engage current parents and guardians in the daily life of our school, and in the work of attracting the interest of prospective families, the OES Marketing & Communications strives to show imagery of student life in as many joyful, educational, and authentic ways possible. We intentionally work to write stories, share news, and capture images that show our community actively engaged in our mission.

We proudly share the stories, images and accomplishments of our students, employees, and alumni through these communication channels and promotional materials:

- School Website
- Aardvark e-newsletter
- Divisional e-newsletters
- Printed materials (OES Magazine, flyers, postcards, posters)
- Emails and videos created to interest prospective families and inspire donors
- Social media channels (Facebook, Instagram, and YouTube)
- Paid advertising (print and digital)
- Photography
- Press releases
- Responses to media inquiries

We respect the fact that students and their parents have the right to choose whether to have a student's image be used in helping to tell the OES story. In nearly all cases, we do not display or print a student's name with their image as our materials are designed to show programs in action versus calling attention to an individual student. If we think the story or publication would be more powerful if we included identifying information, permission from the student and/or parent/guardian is acquired before use.

Please note: If you choose to not give permission, OES will use its best efforts not to include your student in any identifiable way in our promotional materials. However, your student's image may still be included in formal group shots such as class/grade group pictures, team photos, and pictures showing clusters of students in group participation for events.

Please also note that any images or videos are the sole property of OES and you have no right or title to such items. You waive all rights to inspect and approve the finished product and marketing

materials, their use, or such visual, written or audio copy as may be used in connection therewith. You agree to release OES from any and all liability arising from or in connection with the taking, use, publication or dissemination of such materials. You understand and agree that you have no rights to any royalties, compensation, or other benefits derived from any such image—except the satisfaction of knowing that you are helping OES promote its school community!

We look forward to working with you on how best to share the good news of our community. Please contact Karen Crandal, Director of Strategic Communications, if you have any questions, crandalk@oes.edu, 503-416-9370.

If you do not want to give OES permission to feature your student for the purposes stated above, just notify us by email at communications@oes.edu and we will manually adjust our records to honor your wishes so that images of your student will not be included in any of our outreach materials. This applies only to the upcoming/current school year, if you have opted-out previously you still need to email us each school year.

GIFTS FOR EMPLOYEES POLICY

Our faculty and staff always welcome your kind words and personal appreciation of their efforts. We ask that families not give gifts of significant monetary value to individual employees. While we appreciate the high regard in which students and their families often hold their teachers and coaches, we believe that it is best for gifts to be a simple expression of thanks and affection. Therefore, we ask that gifts be restricted to inexpensive and/or handmade items. Alternatively, we suggest giving a book to the library in honor of, or in memory of, a teacher or coach, or you can designate your annual OES Fund contribution as a tribute gift.

FUNDRAISING FOR OES AND OTHER NONPROFITS POLICY

Prior written approval of the Office of Advancement is necessary before any 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. Student fundraising is generally discouraged, except through specific endeavors vetted, facilitated, and approved by the community engagement coordinator at each division. All associated materials must also be approved prior to their distribution.

DOGS ON CAMPUS POLICY

Dogs are not allowed in buildings, offices, classrooms, or on any of the athletic fields 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 sidewalks near the Lower School. At other times, visitors, including parents, are welcome to bring dogs to the outside areas of campus on a leash, staying with the owner. The

owner is responsible for cleaning up any waste. Service animals are allowed on campus, subject to prior notice whenever possible and in appropriate compliance with local, state and federal laws.

TUTORING POLICY

If a student begins to fall behind the normal progress of a given class, tutoring may be an appropriate option for families. However, tutoring should not be considered as an alternative to first seeking support from the student's teacher; rather, it should be viewed as a complement to the support of the classroom teacher, when necessary. It is important for families to disclose the use of tutors with the school so we can work in partnership with them in support of the student and to clarify boundaries to ensure the student's academic integrity.

The cost of tutoring is not included in regular tuition and is the responsibility of the family. Student support personnel, as well as faculty, can assist families in identifying appropriate tutors. *Except with permission of the Division Head,* 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.

SCHOOL CLOSURES

Occasionally, snow or other weather conditions require closure or delayed opening of school. Decisions about whether to close school are based on conditions throughout the metropolitan area. The administration recognizes that conditions vary from place to place, so we encourage families to make travel decisions based on conditions in their neighborhood.

If school is closed for the day, or delayed, this decision will be posted on our website, as well as on broadcast media and social media by 6 a.m. Closure may take one of three forms:

- **No School:** School will resume the following day unless announced otherwise by the next morning.
- **Delayed Start:** If it appears that conditions will ease, school will convene two hours late. Please continue to monitor reports as unanticipated worsening of conditions may necessitate closure.
- **Early Closure:** Should safety-threatening conditions develop during the day, students will be sent home early. Parents of Lower and Middle School students will be notified by telephone, and students will be supervised at school until they are picked up. Please be sure that the school offices have all of your current contact numbers so you can be easily contacted in these situations. Upper School students will be responsible for making their own arrangements, but may stay at school until they can be picked up.
- **Closure Notification:** OES will notify families of school closures on the school website, Veracross Parent Portal and local media outlets.

PLAN FOR ACADEMIC CONTINUITY

In the case of unplanned, single-day closures due to inclement weather, students in all three divisions will not receive additional work for that day. (In other words, students will have a good old-fashioned "snow day.")

In the event of a multi-day closure of school, OES will adopt the following approach:

- **Day 2 of a School Closure**: In the event that OES is closed for a second consecutive day:
    - **Lower School:** teachers will use this day as a planning day
    - **Middle/Upper School:** teachers will post asynchronous work online
- **Day 3 of a School Closure**: In the event that OES is closed for a third consecutive day:
    - **Lower School:** teachers will communicate via email with families regarding what age-appropriate work can be done from home
    - **Middle/Upper School:** teachers will post additional work online by 9:00 a.m. In addition, teachers are expected to be available to students during their regularly-scheduled class period. Instruction may be synchronous, asynchronous, or a combination of both.
- In the unlikely event that school is closed for four or more consecutive days, we will follow Day 3 protocols and may also explore other ways to address missed class days, including changes to the calendar.

RESPECT FOR PHYSICAL SPACES

Classrooms, hallways, and other public spaces are important parts of the OES learning environment. As a result, students should treat those spaces with respect. Except in areas designated by the Division Head, students should ask permission before putting anything on the walls or in other public spaces, including posters, flyers, etc.

LOWER SCHOOL

LOWER SCHOOL PHILOSOPHY

In Lower School, we believe young children learn best through active involvement in a safe, inclusive, and nurturing environment. We view each student as a unique individual with a distinctive pattern and timing of growth and development. We have designed a flexible, inquiry-based curriculum allowing students to build on their prior knowledge and experiences.

OES provides experiences that stimulate learning in all developmental areas—physical, social, emotional, and cognitive. Our goal is to create a student-centered environment that fosters personal growth, critical thinking, and an enthusiasm for learning.

In pursuit of the OES mission, we strive to:

- Educate the whole student, 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 competencies and the Lower School Cornerstones.
- Teach students the foundational skills of academic learning.
- Engage students in a cycle of inquiry that supports exploration, connection, creation, commitment to demonstrating understanding and reflection.
- Make learning active, experiential, and developmentally appropriate.
- Implement an interdisciplinary curriculum that helps students see the connections between their learning and the communities in which they live.
- 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.
- Develop a community of learners in which students work in cooperative learning teams.
- Engage students in meaningful community engagement projects that are related 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.

Lower School Community Agreements

As members of the OES and Lower School communities, we follow the Lower School Agreements as guiding principles for our words and actions both on and off the OES campus as representatives of OES.

Inspired by the OES Honor Code and Middle School Community Commitments, the Lower School Agreements similarly guide our efforts in Lower School: We strive to make school Fun, Kind, Fair and Safe for everyone each day.

Citizenship

Guiding Principles

OES is a community of learners built upon partnerships, with guiding principles of respect, responsibility, and kindness. We encourage self-discipline, consideration of others, a lifelong love of learning, sound ethical judgment, and pride in our school. We educate 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.
- Students come to school with a unique set of experiences, backgrounds, and learning styles.
- We expect that students will make mistakes. We help them learn from their mistakes through problem-solving and conflict resolution skills.
- The behavior challenges of Pre-Kindergarten students can be vastly different from those of grade 5 students.
- As students 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 ongoing opportunities for students to practice and internalize skills.
- When students make mistakes that damage their relationships or trust with the school, teachers or peers, we will engage with them in a process that aims to both educate and repair such relationships and trust. While such education and repair is differentiated for each student and the relevant circumstances, we aim to be consistent and supportive in the immediate and long-term.

Role of Teachers in Citizenship

In the Lower School, we use the First Six Weeks of School and RULER program from the Yale Center for Emotional Intelligence. These programs help 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 charter of agreements or class rules. These agreements will center upon the core values of respect, responsibility, and kindness. 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.
Teachers also include self-awareness tools, problem-solving language and strategies in their ongoing instruction with the goal of building an effective toolbox of strategies for children to utilize in social or personal dilemmas.

Role of Students in Citizenship

In addition to working with the teacher in the classroom to construct examples of respectful and responsible behavior, students will:

- Dress according to school uniform policy.
- Arrive at school on time.
- Leave personal items that distract from learning (such as toys, electronic games, and cellphones) at home.
- Learn each day.
- Help keep everyone safe.
- Respect one's self and others.
- Build friendships.
- Ask for help when needed.
- Take responsibility for words and actions.
- Choose kindness.
- Intervene or report to the teacher or another adult when they see another student being mistreated or a major school rule being violated.

Role of the School in Citizenship

We are committed to:

- Focus on the growth of our students.
- Foster a sense of responsibility recognizing that students need increasing latitude as they begin to learn how to solve problems on their own.
- Seek to solve the issue with the student, other students involved, teachers and/or parents/guardians.
- 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/guardians about their child's progress, both academically and behaviorally, through meetings, phone calls, notes, or emails.

- Call parents/guardians when there is a recurring or serious problem at school that is potentially harmful to the health, safety, or welfare of their child or others.
- Apply teaching or consequences that vary depending upon the age of the student, intent, frequency, severity of the behavior, and the student's willingness to accept responsibility for the behavior.
- Communicate consequences or teachable moments to parents/guardians.
- On rare occasions we may call parents/guardians to remove their child temporarily from school. Before making the decision to send a student home we first may implement such steps as:
    - Provide alternate activities or in-school settings.
    - Utilize strategies and tools for conflict resolution and self-regulation
    - Consult with the counselor.
    - Problem-solve with the Assistant Heads of Lower School, teachers, and parents/guardians.
    - Discuss a plan of action with the Head of Lower School, the Lower School team, and the parents/guardians.

Sending a student home is a measure we seldom use but one that is very effective in communicating to the student and family the limits necessary to ensure everyone's physical and emotional safety. When the student is required to take time away from the community, either in or out of school, the student has time to process what has happened, to consider how to repair harm and restore trust, and to plan next steps to thoughtfully re-enter the community. As needed, the school will also create a long-term plan, with the partnership of parents/guardians, to address necessary changes in behavior. When this occurs, the student and parents/guardians must meet with the Head of Lower School and/or Assistant Head before re-admittance to the school.

Depending on the nature of a behavior, the consequences are up to the discretion of the Head of Lower School and Head of School if a student will be put on probation, suspended, or dismissed.

Behavior Plan

In addition to time away from the community, a student may be placed on a behavior plan, an opportunity for the student to undertake serious changes in behavior with the help of parents, faculty, the Student Support Team, and sometimes including additional outside support. Behavior plans should be a clear message that without a change in behavior, the student may lose privileges or be asked to leave OES.
If a student fails to meet the expectations of a behavior plan, the student may lose school privileges including, but not limited to, the ability to participate in special events, field trips, after school activities, or access to technology on campus.

Suspension or Dismissal

If the behavior plan is unsuccessful, if a student fails to learn from repeated violations of the Community Commitments, or if a student is involved in an infraction of a Major School Rule, the student may be suspended or dismissed at any time.

Role of Parents/Guardians in Citizenship

- 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 your child's lens only.
    - Help broaden your child's perspective and problem-solve.
    - Contact the teacher if further questions or concerns remain.
- Ask questions such as:
    - "What happened?"
    - "What were you thinking at the time?"
    - "What have you thought about since?"
    - "Who has been affected by what happened?"
    - "What do you think you need to do to make things right?"
    - "Who can help you at school?"
    - "What do you think you will do next time?"

Successful Parent/Guardian-Teacher Communication

In order to help students learn from their mistakes, it is essential that parents/guardians, teachers, and the school work as a team. On Back-to-School Night, your child's teacher will share with you any 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/guardian calls you with concerns about an incident that occurred during school, avoid triangulation by encouraging that parent/guardian to speak directly with the appropriate teacher or staff member. Talking with groups of parents/guardians whose children are not directly involved in the incident will more likely exacerbate a situation than help resolve the issue.

Please keep the school 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.

Student Support in Lower School

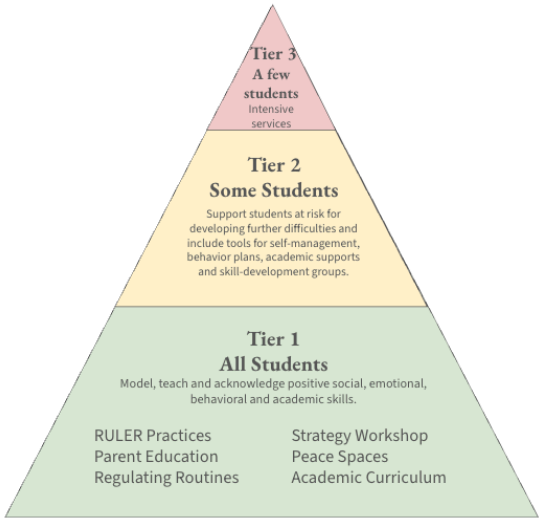
The Lower School is committed to educating and supporting diverse student learning profiles, and ensuring continuity and equity in our student supports. The Multi-Tiered System of Supports (MTSS) framework focuses on supporting OES students' academic, social, emotional and behavioral growth and success. MTSS is proactive, preventative, and data-driven, and promotes early identification of students who may need additional support.

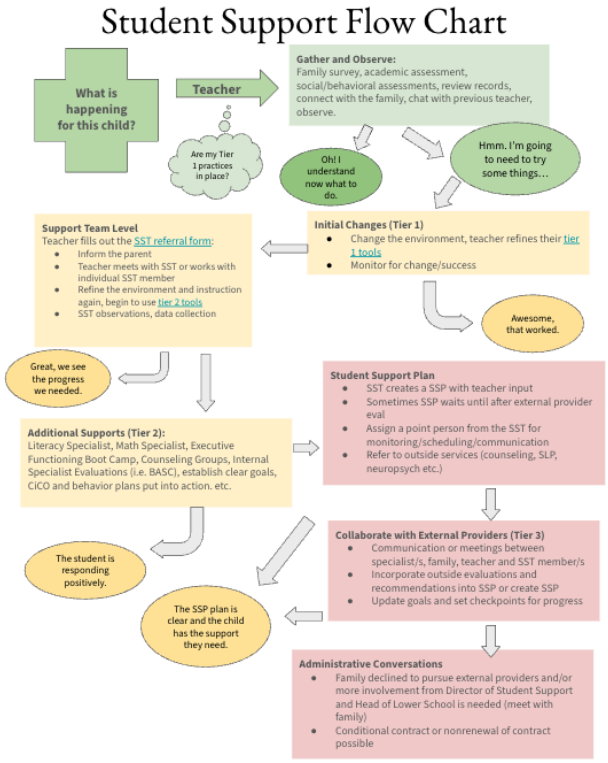
Tier 1: academic, social, emotional, and behavioral curriculum for *all* students.

Tier 2: academic, social, emotional, and behavioral interventions and/or supports are available for students who are identified as requiring some additional interventions and supports beyond the Tier 1 curriculum. For example, attending a small group with the School Counselor, or an intervention group with the Literacy or Math Specialist.

Tier 3: additional supports are indicated beyond OES Tier 2 interventions/supports that require expertise from providers in the community, including, but not limited to services such as psychotherapy, a neuropsychological evaluation, tutoring, an occupational therapy evaluation, a speech-language evaluation, or consultation with a pediatrician. When a student is referred for external provider services in the community, the family is responsible for the cost of any indicated services. A student who requires Tier 3 interventions/supports will have an OES Student Support Plan that is developed in collaboration with parents/guardians that includes appropriate accommodations, interventions, and services in support of a student's educational growth.

Our MTSS framework enables us to focus on the best interest of each student and the school community as a whole. Although we are committed to supporting all students at OES, if a student's educational needs cannot be met at OES, parents/guardians will be asked to seek out another school setting for their child.





Lower School Expectations

We believe students 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 students will make mistakes, our goal is to help students learn from them as they grow in self-awareness and self-control.

All policies and rules in the All-School Handbook also apply to Lower School students. Infractions of the Major School Rules may result in a range of consequences including dismissal from the school. Unless otherwise stated, these rules apply to conduct at school-related events on and off campus. They also apply to students' online communications when they negatively impact the OES community.

Responsible Use of Technology

See the All-School Handbook Technology Section, which includes policies on the following topics:

- Network Services
- Internet Access
- Online Privacy
- Computer Software Code of Ethics
- Laptops Brought From Home
- Loaned Equipment

Lower School students are encouraged to use technology responsibly and to be respectful digital citizens. Things to keep in mind while using technology:

- 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 technology time wisely.
- Immediately report access to or use of inappropriate websites to an adult.
- Use the technology for school-related work only.
- Use school supported programs and applications only.

We ask that parents limit the use of their own technology (such as cell phones and tablets) in the affinity commons or in Extension locations, with the goal of nurturing face-to-face social interactions and deepening relationships among our students.

Restorative Practice

OES expects that students and adults take seriously their commitment to the values of honesty, safety, and respect, and work to be self-disciplined, as well as accountable when in violation of the community agreement norms. Should students stumble in their efforts to meet these ideals, the Lower School rules and procedures are intended to, whenever possible, restore an individual to good standing in the community while maintaining the integrity of our values. OES reserves the right to make changes and modifications to these guidelines, as necessary.

Discipline in the Lower School is intended to be educational and skill-building. We define discipline as teaching and consequence as "that which happens after"; frequent consequences involve planning actions intended to resolve a problem or to make amends. Students are involved in the process of repairing harm. 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 such behavior.

Possible Consequences

- Teaching a strategy the child is not yet applying;
- Action to make amends or repair harm;
- 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 or email to parents or parent conference;

- Loss of privileges (e.g., part or all of recess or choice time, missing field trip, computer);
- Time out and restitution;
- Conflict resolution reflection essay or letter;
- Conversation with Assistant Heads of Lower School or Head of Lower School;
- Behavioral contract;
- In-school suspension; mid-day or full-day at-home suspension;
- Post suspension: re-entry meeting with parents, Head and Assistant Head of Lower School;
- Letter to parents from Head of Lower School;
- Non-renewal of contract;
- Dismissal; and
- Other options as deemed appropriate.

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

Health and Safety

Emergency Forms

The School requires every family to maintain current Emergency Information via the Veracross Parent Portal. The form indicates relatives and friends to be notified and other important information in case of emergency. If any of the names or phone numbers of emergency contacts change during the year, please update this information immediately through the Veracross Parent Portal. For information about student physicals and immunizations, please see the All-School Handbook.

Medication at School

When children need to take over-the-counter medicine at school, we will administer it, so long as we have the physician's current orders and the parents' written instructions. Please 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 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 self-administer.

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 (as required by Oregon law). As the parent, you will need to complete the Magnus Health form in the Veracross Parent Portal that provides the faculty and staff with information needed to safely assist your child and gives them permission to do so.

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.

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 OES 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 whether a child is well enough to participate in the school day is sometimes a difficult decision for a parent to make. Obvious signs of illness and or communicability that indicate the child should remain home are: fever above 100°, 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 the temperature been in the normal range for at least 24 hours without fever-reducing medication?

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 OES Nurse may be called to provide advice or treatment. If the injured student is moved to a hospital, and a parent or their emergency contact 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.

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, a child who is just back to school after a long illness or surgery), we ask all children to go out at recess for 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 that child should

probably be at home. If the weather is extreme enough for anyone to be out, then appropriate activities will be conducted indoors.

Community Information

Lower School Hours

The Lower School is open from 7:30 a.m. to 3:00 p.m. and Extension is open until 5:30 p.m. each school day.

Lower School Office Opens	7:30 a.m.
Arrival Begins	7:30 a.m.
Buses arrive	7:45 a.m. to 7:50 a.m.
School begins	8:00 a.m.
Pre-Kindergarten: half-day	8:00 a.m. to 12:30 p.m.
Pre-Kindergarten: full day	8:00 a.m. to 3:00 p.m.
K, Primary, Grades 1–5	8:00 a.m. to 3:00 p.m.
Extension: (Pre-K– Grade 5)	3:00 p.m. to 5.30 p.m.
Buses leave	3:20 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 must wait with your child until supervision begins.

If you arrive after 8 a.m. you must contact the Lower School Office, and then escort your child to the Lower School front door.

Early Release at 2:00 each Wednesday

Lower School will start at 8:00 every day. Every Wednesday Lower School will end at 2:00. Supervision will be offered for students needing to remain at school from 2:00 - 3:00. Extension and After School classes will be offered from 2:00 to5:30. OES buses will run on the usual schedule. Faculty will use the time from 2:00 - 4:00 pm to engage in professional development and collaborative planning.

Parents may choose from the following after school plan options each Wednesday:

- Pick up student at 2:00 pm
- Pick-up student at 3:00 pm after child participates in interim care from 2:00 - 3:00
- Student rides the OES bus leaving campus at 3:20 pm
- Student participates in the After School and Extension Program and is picked up between 3:30 and 5:30

Attendance

See All-School Policies section on Attendance Policy which includes policies on the following sections:

- Attendance Philosophy
- Planned Student Absences

- Emergency/Health-Related Absences
- Unexcused Absences
- Vacations

Regular school attendance in Lower School is required. It is important that students arrive on time and that they do not miss school unless they are ill or injured. Students who are tardy feel rushed and frequently are not ready to settle down to work. A record of absences and tardiness is a part of each student's file.

Be sure to let the Lower School Office know via the School Pass application on the day their child is absent or tardy, ideally first thing in the morning. We ask that for extended absences, you send a note to your child's teacher, as well as notifying the Lower School Office via School Pass.

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 not possible to reconstruct the classroom learning environment once it has been missed.

Parents must notify the office when their child is being picked up in the middle of the school day for a doctor's appointment or illness.

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

"Elective" Absences

Elective absences are not condoned by the School. We greatly appreciate your cooperation in not scheduling absences for your children during the school year, including family trips and excursions. In an effort to help families plan vacations, we post the school year calendar well in advance. Please remember to avoid early departures and late returns from the school's vacation schedule, as well. We do, however, recognize that there are situations when the educational benefit of the absence is significant. 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 will not ask teachers to prepare assignments in advance. The homework will be available to students upon their return, and it will be the student's responsibility to make up any course requirements. 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.

After-School Plans

Be sure to let the Lower School Office know via the School Pass application of any changes in regular after-school plans for your child (including birthday parties, playdates with friends, etc.). This includes bus or carpool changes or when someone different is picking up your child. Lower School staff will not let your child alter any customary after-school plans without written or verbal permission from you. Please do not ask your child to convey the message verbally.

Use the School Pass application to report any changes in your child's after school plan. After 2 p.m., call the Lower School Office directly 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 reach you.

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 or caregiver.

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 students. 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 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 by May 1st so it can be considered during the class placement process. Parental input is weighed along with such factors as academic ability, classroom deportment, and maturity. After weighing all available information, it is the school's role to make the final decision.

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 projects. 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.

The Lower School Learning Reports are organized around our Lower School Cornerstones and the OES Essential Competencies. Exploring these two links will help you learn more about these foundational guideposts of our program. The learning reports group learning outcomes (our overall goals) and learning indicators (the things we observe that indicate progress toward those goals) by Cornerstone and list the related Essential Competencies. The narrative comments address individual strengths, accomplishments, and challenges.

Two parent–teacher conferences are scheduled in fall and winter, and learning reports are sent home twice a year, in February and June. Additional individual conferences may be scheduled by teachers or parents upon request.

Student Records

The school maintains progress reports on all students. These include such information 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.

Homework

Homework is assigned to reinforce the study habits and concepts taught at school. It also gives practice in recently learned skills. Homework is regularly assigned in grades 2 through 5; younger children are, at times, given work to do at home. We want your children to become successful and independent students.

Parents/ Guardians' Role in Homework

We expect that parents will help establish good homework routines. Parents/ guardians 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 independently.

Teachers' 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.

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 Veracross Parent Portal to go on these off-campus trips. Without one, a student may not participate. Parents are notified of upcoming field trips through written communication from the teachers.

Uniform Policy

Students in Pre-Kindergarten through grade 5 wear the OES school uniform on all school days (unless otherwise noted; see Uniform Optional Days). Acceptable uniform items:

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:	Kirk plaid, navy blue, or khaki. Navy or white leggings, tights, or bike shorts may be worn under skirts.
DRESS:	Short-sleeved green, plaid, or navy jumper dress; OES logo required.
SHIRTS:	Polo shirts in solid white, navy, 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 or forest green; 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-toed, closed-heel, athletic-type shoes (e.g., tennis shoes, walking shoes, sport shoes) are required. No sandals, heelys, 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 are allowed. Please refrain from sending Lower School students to school with necklaces, drop earrings, bracelets, multiple scrunchies worn as bracelets, rings, etc.
HEADWEAR:	Hair accessories should be white, navy, forest green, or Kirk plaid. No sports caps or head wear, except for religious purposes. When in Chapel, students should remove hats or hoods, except in religious or cultural observance.
OUTERWEAR:	Any coat or jacket may be worn for warmth outdoors. Hats may be worn outside for sun protection or warmth.

Uniform Optional Days

Clothing should be neat, clean, not torn, and appropriate to the classroom situation. Close-toed and closed-heeled shoes are to be worn at all times. The following items are considered inappropriate: very short skirts and shorts, shirts with language or offensive graphics, or thin-strapped/strapless tops.

Purchase of Uniforms & Spirit Wear

Lower School uniforms can be purchased online via Tommy Hilfiger (School # FPS-OREG01) and/or Lands' End (School # 900046111). There are sample sizes available in the Used Uniform Closet to try on.

Throughout the school year, you will start to notice a pop-up Spirit Store presence with select branded items for sale at many campus events, including athletics games, performances, and community gatherings. To shop online, go to www.oes.edu/store to see what we have available for purchase. While we cannot offer shipping at this time, you can choose a day and time to pick up your items right on campus at your convenience. Contact schoolstore@oes.edu with any questions for how to acquire your favorite gear. We are regularly adding new inventory so please let us know if you have any special requests.

Lost & Found

The Lower School maintains a Lost and Found. All personal belongings should be labeled with last names, as should coats, jackets, sweaters, shoes, and other articles which children may take off during the course of the day. Periodically, unmarked and unclaimed items will be donated to local organizations. Parents will be informed in the LS Express several weeks before lost and found items are donated.

Used Uniform Closet

The Used Uniform closet (UU) is located in Room 10 (the green door) under Fariss Hall, and will be open from 7:30am-4pm M-F starting on 8/21. The UU has a selection of gently used uniforms that families have donated as they are outgrown. All uniforms here are free for LS families!

We continue to take donations of outgrown uniforms. Any used uniform items should be in good usable condition and free of rips, holes, and paint/marker stains before donating back to the school. As you prepare your children’s clothing for school, please take the time to clearly label any clothing with your child’s first and last name. This applies to both OES and non-OES clothing, particularly outerwear (jackets, sweatshirts, etc). Personalized fabric labels that stay on after washing are highly recommended.

Outdoor Clothing

It is important for children to wear clothing appropriate to weather conditions, as they will spend time outside exploring the campus, 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. Please label your child's clothing with their name.

What Not to Bring to School

Students should not bring lighters, knives, or other weapons or weapon-like objects to school.

Students should not bring personal electronics such as cell phones, smart watches, or handheld electronic devices to school.

In general, toys from home are not allowed at school. If there is a toy that a student feels may be appropriate to bring to school, the student should ask for permission from the Head or Assistant 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., a book fair, party, or field trip.)

Use of a cell phone is not permitted when at school or on a school trip; in special situations, exceptions may be granted by the Head of Lower School.

MIDDLE SCHOOL

Citizenship

The Middle School program is committed to creating an inclusive culture of compassion and empathy, responsible risk-taking, and teaching and learning. As members of the OES and Middle School communities, we follow the Community Commitments as guiding principles for our words and actions on and off the OES campus as representatives of OES.

Community Commitments

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

OES expects that students take the Community Commitments seriously. As part of our work of creating an inclusive community, students will be asked to reflect on their behavior and take accountability for their words and actions. As we build community together, we anticipate there can be conflict and differences, and we rely on restorative practices to repair relationships in the community while maintaining the integrity of our values.

Middle School Expectations

All policies and rules in the All-School Handbook also apply to Middle School students. Failure to follow the Community Commitments may result in a range of consequences including dismissal from the school. Unless otherwise stated, these expectations apply to conduct at school, as well as at all school-related events on and off campus. They also apply to students' online communications when they negatively impact the OES community.

Academic Integrity

By placing their name on a piece of work, students assert that the work is entirely their own and that any ideas and language taken from others are properly cited. Academic integrity is the cornerstone of teaching and learning—teachers must be able to evaluate accurately how much each student has learned and how each student can improve; therefore, breaches of academic integrity of any kind undermines the atmosphere of trust in the classroom and compromises the school's integrity. OES expects that each student will work to understand the complexity and importance of and commit to the highest standards of academic integrity. Some violations of the expectation for academic integrity include, but are not limited to:

- Looking at another person's quiz or exam during an assessment period.
- Asking about what is on a test that another student has already taken.

- Telling another student an answer to a problem that the student is supposed to do independently.
- Using a resource that is not permitted for an assignment or assessment—for example, a study card, notes, tutor, electronic device, or translator.
- Helping others cheat and/or encouraging others to be dishonest and irresponsible.
- Talking to another student during a test or exam or sharing information with others after the exam.
- Artificial Intelligence (AI)-enabled tools are a broad and emerging category that should, like all other technology tools, always be used to maintain a student's academic integrity and support their learning process. A student should only use these tools in alignment with a teacher's stated expectations for AI use in a given context (within a class, on an assignment, for a period of time, etc.), and only within that tool's Terms of Service Agreements.

A teacher will explicitly state when AI tools are allowed on assignments, otherwise students are to assume that AI tools are not allowed on assignments. If there are any questions about whether a tool is appropriate for an assignment, reach out to the teacher before using the tool. Usage of tools which break these agreements are treated as breaches of academic integrity and will be handled according to our policies.

Plagiarism

Academic plagiarism occurs when students use others' words, ideas, or work without attribution. Students should bring any questions they might have about what constitutes plagiarism to their teachers. Some examples of plagiarism include, but are not limited to:

- Using text, literary or historical analysis, or factual information or ideas from another source without quotation marks or attribution.
- Using the ideas and language of other sources without appropriate citation, even when reworded.
- Representing the words or ideas of another person as their own.
- Seeking to earn credit for work and ideas that are not their own.
- Submitting a document that was the product of group effort/group thinking (e.g., a lab or Google doc) as solely their own.
- Not adhering to the AI academic integrity expectations of the division and specific class

If a teacher suspects that any part of a student's work breaches academic integrity, the teacher will meet with the student to understand what happened. If the teacher concludes that the student violated the commitment to academic integrity, the teacher will provide an alternative opportunity for the student to demonstrate evidence of learning in alignment with class expectations.

Teachers will also refer all cases of academic integrity to the Assistant Head, who will gather relevant information in order to determine an appropriate response. We will also inform parents of any incidents of plagiarism or breaches of academic integrity.

Theft and Vandalism

We expect students to respect the property of individuals, both on and off the school campus. Theft and vandalism are destructive acts that undermine the community's trust and violate expectations for respect and safety. Vandalism includes defacing and/or destroying any school or other personal property

.

Any student who damages school buildings or school property, including jeopardizing the security of school buildings, may be held financially responsible for the destruction. In addition, students responsible for willful destruction or damage to school or others' property will face consequences ranging from community work assignments, to probation, or dismissal.

Students should use good judgment in protecting their possessions and information by keeping and securing all personal belongings in lockers, not bringing valuables to school, and making sure that electronic device passwords are secure and private. Out of respect for each other's privacy, students may not go into another person's locker without permission. Missing items should be reported to the student's advisor or the Assistant Head.

Responsible Use of Technology

We expect students to use technology to support their learning and skill development while adhering to their commitment to honesty, safety, and respect when using devices. Students can practice being responsible and ethical digital citizens by following guidelines that include, but are not limited to:

- Cell phones and personal devices, like smartwatches, should not be used at all in the Middle School, from 7:30 a.m. to 5:30 p.m. unless as directed by a teacher or staff member. Any calls home can be made with the landline phone at the Middle School office, and only communication regarding transportation is allowed on phones after school with permission. Students who violate these expectations risk losing the privilege to carry or bring a phone to campus.
- Non academic use such as recreational gaming and social media are not allowed during the school day on a personal or school-owned device.
- Taking someone else's device and using it for any purposes without the owner's permission is not allowed.
- Impersonating or assuming another person's identity or under another user's account or identity is considered identity theft.
- Students should never post anonymously online.

- Students should not post personal sensitive information about themselves or others. This includes ID numbers, addresses, birthdates, or other details that could enable identity theft or put people at risk.
- Any online bullying or harassing behavior or identity based harm should be reported to an advisor, teacher, Assistant Head, or Division Head whether it occurs during school hours or outside of school.
- Always ask permission to record classes, meetings, or private conversations, and obtain everyone's consent.
- All school-owned devices must be treated with care and respect as outlined by the Middle School Educational Tech Coordinator. School-owned devices should never be left unattended. Should there be any damage or loss to the device owned by the school, the student's family will be responsible for the cost of repair or replacement as needed. See the Middle School Empowered Use Policy -below for more information.

Sexting and Posting Sexually-Explicit Images on the Internet

"Sexting" is sending or receiving a nude, lewd, or sexually explicit image of a person on a cell phone or other electronic device. If the person in the image is under 18 years of age, it is illegal under Oregon law to send, receive, forward or keep such an image (regardless of consent).
Posting nude, lewd, or sexually explicit images of a person on any social media platform, or otherwise distributing the image (for example, in hard-copy, text or email), without the consent of the person in the image—regardless of the person's age—is also illegal.

Technology Empowered Use Policy

Middle School students receive devices issued by OES. OES will handle all warranty claims and service on the devices. 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 device is accidentally dropped, lost, damaged, or stolen, the repair or replacement is not 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 device 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 $1,000). The cases, which are issued with the devices, are designed to protect the devices from common forms of accidental damage, which should reduce the frequency and severity of these events.

The commitment to honesty, respect, and safety and the willingness to hold oneself accountable for meeting that commitment—as stated in the Community Commitments—extends to online interactions; online bullying, harassment, and hazing are considered violations of a major school rule or policy. Those who violate these policies, classroom expectations, or applicable state and

federal laws are subject to loss of access to a school-owned device, loss of network or computer use privileges, and other consequences.

See the All-School Handbook for more detailed information about the:

- Network Services Policy
- Internet Access Policy
- Online Privacy Policy
- Computer Software Code of Ethics
- Laptops Brought from Home
- Loaned Equipment Policy

Restorative Practice

Guided by the Community Commitments, which expect commitment to principles of honesty, safety, and respect, as well as accountability for individual actions and choices, OES seeks to uphold the integrity of the school, to foster community responsibility for the maintenance of a safe and positive environment, and to help students develop the resilience necessary to grow and learn from mistakes.

The Middle School philosophy of restorative practice seeks to educate students about appropriate behavior and provides opportunities for restitution to restore relationships. Every student and situation is unique, and we will consider the nature of the offense, the efforts made to change behavior, the responsibility taken by the student, and the honesty shown by the student. We will partner with parents to support students and communicate accordingly.

Should students fail to honor the Middle School Community Commitments, they will engage in the following steps as determined by each unique situation:

- The student will engage in a restorative conversation with any of the following people: a teacher, an advisor, the Assistant Head, or the Head of Middle School. The student will have an opportunity to reflect on the impact of their actions, consider how to repair any harm done, and plan how to change behavior in the future using the following restorative questions:
    - What happened?
    - What were you thinking at the time?
    - What have you thought about since?
    - Who has been affected by what you have done? In what way/s?
    - What do you think you need to do to make things right?
- If the behavior is more serious because it breaks a Major School Rule or policy, or it reveals a concerning pattern of behavior, the student may be required to take time away from the community either in or out of school to process what has happened, consider how to repair harm and restore trust, and plan next steps to thoughtfully re-enter the community. As

needed, the school will also create a long-term plan, with the partnership of the family, to address necessary changes in behavior.

- Depending on the nature of a behavior, the consequences are up to the discretion of the Head of Middle School and Head of School if a student will be put on probation, suspended, or dismissed.

Behavior Plan

Depending on the nature of the situation, a student may be placed on a behavior plan, an opportunity for the student to undertake serious changes in behavior with the help of parents, faculty, the school counselor, the advisor, and sometimes including additional outside support. Behavior plans should be a clear message that without a change in behavior, the student may lose privileges or be asked to leave OES.

If a student fails to meet the expectations of a behavior plan, the student may lose school privileges including, but not limited to, the ability to participate in athletics events or field trips, or access to technology on campus.

Suspension or Dismissal

If the behavior plan is unsuccessful, if a student fails to learn from repeated violations of the Community Commitments, or if a student is involved in an infraction of a Major School Rule, the student may be suspended or dismissed at any time.

Health and Safety

Emergency Forms

The School requires every family to maintain current Emergency Information via the Veracross Parent Portal. The form indicates relatives and friends to be notified and other important information in case of emergency. If any of the names or phone numbers of emergency contacts change during the year, please update this information through the Parent Portal immediately.

For information about student physicals, please see the All-School Handbook.

Medications at School

Parents and students are required to provide the Middle School with a list of all medications that the student currently takes, including prescription and nonprescription medication through the Magnus Health portal. All prescription drugs used by a Middle School student must be registered in Magnus. Unless approved by the OES Nurse , all prescription medications should remain at the Middle School Main Office. School policy prohibits students from self-administering any medication; exceptions may be made for emergency medications such as asthma inhalers, epinephrine auto-injectors, or insulin. In the case of a student who may require such medications,

parents and students should consult with the OES Nurse to develop appropriate measures. During the enrollment process, families complete a form in the Magnus Health portal giving permission for approved staff to administer specific over-the-counter medications. Students who receive over-the-counter medications while at school must do so in the presence of the staff member who administers it.

Prescribed medications or additional over-the-counter medications must be in the original containers with the prescription or manufacturer's label attached.

Sharing of medication is prohibited and will be considered a violation of the Illegal and Controlled Substances Policy in the All-School Handbook.

Students may not self-administer prescription medicines for pain, psychiatric medicines, or medications used in the treatment of learning disabilities 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 and medic. The OES Nurse will help develop a plan for convenient administration of medicine while at school.

Accidents or Illness

In case of an 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, the student will be seen by the OES Nurse or other designee to determine the next appropriate intervention. If a student is too ill or injured to continue with the school day, the family will be contacted and asked to take their child home. It is important that families are available to consult by phone and to respond to the health needs of their child in a timely manner. If a student returns to school following an injury that will impact their ability to participate in regular activities in the school day, the OES Nurse and the Middle School office need to have a note on file from a doctor explaining the accommodations necessary for that child.

Community Information

Parent Resources

You can find all the following parent resources either in the Veracross Parent Portal or on the OES Middle School Site:

- The Middle School Messenger comes out every other week and contains calendar information and reminders about upcoming programs and events in the Middle School.
- To figure out whom to go to for what, read Whom to Contact in the Middle School available on the Middle School section of the OES website

Middle School Hours

The Middle School building is open from 7:30 a.m. to 5:30 p.m. Monday through Friday. Students may enter the building at 7:30 a.m., and Gathering begins at 8:00 a.m., with the exception of Wednesday, when there is a late start, and classes begin at 8:45 a.m. Students on campus from 7:30 a.m. to 5:30 p.m., or during a Middle School event, need to be supervised by an OES employee at all times. This includes before and after school in any OES buildings, on the field, or anywhere on campus.

The school day ends at 3:15 p.m. and students can leave to catch a school bus, be picked up at carpool, walk home, meet with a teacher until 3:45 p.m., go to athletics or music practices, or check into the Extension program. Any student remaining on campus who is not with a teacher or coach must check into Extension by 3:30 p.m. Extension is open until 5:30 p.m., and students in Extension should leave campus by 5:30 p.m. unless involved in a supervised school activity.

Attendance and Absences

Please let the Middle School Office know of your student's absence by reporting it in the Veracross Parent Portal. If the absence is not excused by 8:30 a.m., an administrative assistant will phone the family to check on the student. Students are responsible for following up with their teachers to make up work following an absence.

Medical and dental appointments should be scheduled during vacation periods or after school hours. However, if absence from school is unavoidable, families must enter that absence in the Veracross Parent Portal indicating the reason for the absence, the time of departure, and the time of return. Students are asked to check in and out with the Middle School Office upon leaving and returning to school.

It is critical for students to be present and on time to their school day and their classes. If a student develops a pattern of tardiness, absences, or leaving school early (not including an OES event), an email will be sent home, and the advisor will have a conversation with the student and family as needed. If a pattern persists, the student and family can expect further conversation to address this concern and create a plan for success that ensures the student's attendance improves.

Field Trips

All students are required to have the Field Trip Permission Form signed by their parents through the Veracross Parent Portal. This form allows participation in all field trips.

Additional permission forms may be required for after-school hours, weekend, or overnight trips, and they will be distributed as needed or completed within the Parent Portal. OES reserves the right to deny a student's participation on any trip if the Division Head, in consultation with the school counselor and the OES Nurse, determines that the student is not physically or emotionally

prepared to meet the challenges of the trip and/or may pose a threat to the student's own safety and/or the safety of others.

Off Campus Transportation

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.

Homework

The Middle School uses the following homework policies to encourage students to do their best on their work and also create limits on the amount of work they are doing outside of school.

- During the week, approximately 20 to 30 minutes of homework will be assigned for each class period. This means that students should have approximately 1.5 hours of homework each night at most.
- Faculty will post homework on Toddle, the Middle School learning management system, and tests and quizzes will be posted on each grade's test and quiz calendar. Students will also be encouraged to use paper planners to track homework and due dates. All homework for the week is posted by Monday morning of that week.
- Homework will not be assigned during vacation periods.
- We ask that parents are in partnership with the school by making sure that students are not over-scheduled and that they have quality time to focus on completing assignments.
- If a student has difficulty completing homework assignments, the student should discuss the problem with the teacher immediately.
- We encourage students to be the point of contact with the teacher if they are struggling or have questions about a class.

Dress Guidelines

The Middle School dress guidelines are intended to guide students and families as they transition into Middle School and adolescence. The students in grades 6 to 8 are developmentally at an appropriate stage in their lives to explore their identity beyond school uniforms and learn to be discerning about their clothing choices. We recognize that students are inundated with information from the media and popular culture about what they should be wearing, making decisions about dressing stressful and confusing. We emphasize the importance of parents also having conversations with their children about what students wear to school.

Students are expected to be dressed according to the following guidelines:

- Students should always wear clothing that allows them to fully participate in class activities, e.g., being prepared to go on the high ropes course or wearing sneakers for P.E.
- We ask that students do not wear clothing that exposes areas normally covered by undergarments.

- Clothing and/or jewelry which displays images and/or language related to violence, sex, drugs, alcohol, profanity, and hate speech are forbidden.
- Shoes, tops, and bottoms are to be worn at all times.
- When in Chapel, students should remove hats or hoods, except in religious or cultural observance.
- Students will be expected to have a separate change of athletic clothing for PE. We want to encourage good hygiene and appropriate athletic clothing to fully participate.

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.

There may be events when students are expected to be more formally dressed, and they will be notified in advance of these events.

UPPER SCHOOL

*Information about the OES Upper School curriculum, academic policies, and graduation requirements can be found in the Upper School Academics area of the OES website and in the **OES Curriculum Guide** posted there.*

*Expectations and policies specific to student life in the dorms can be found in **the Residential Life Section of the All-School Handbook**.*

OES Honor Code

Written and adopted by the Student Council in 2018, the Honor Code is the basis for every school rule and guides our efforts to use our power for good at school and beyond:

"As a member of the Oregon Episcopal School community, I commit to honesty, safety, accountability, and respect for others in my academic, extracurricular, and social pursuits."

OES expects that students and adults take seriously their commitment to the values of honesty, safety, and respect, and work to be self-disciplined and accountable when in violation of the community's expectations. Should students stumble in their efforts to meet these ideals, the Upper School expectations and disciplinary procedures are intended to, whenever possible, restore an individual to good standing in the community while maintaining the integrity of our values. OES reserves the right to make changes and modifications to these guidelines as necessary.

Community

Creating and maintaining a safe and inclusive learning community requires that each individual contribute positively by respecting oneself and others, as well as the spaces, property, and buildings the school provides. As part of the commitment to the Honor Code, OES students are expected to be respectful to others at all times, including when representing OES off campus. As guests and hosts, OES students are expected to model and hold each other accountable for good judgment to their peers and other schools by engaging in behavior that demonstrates the values of the school as well as to the Major School Rules.

Upper School Expectations

All policies and expectations in the All-School Handbook also apply to Upper School students. Infractions of the Major School Rules may result in a range of consequences aligned with our restorative practice, and could result in dismissal from the school. Unless otherwise stated, these rules apply to conduct at school-related events on and off campus. They also apply to students' online communications when they negatively impact the OES community. The policies apply from the time a student is enrolled, through their graduation, including break periods and summer.

Academic Integrity

By placing their name on a piece of work, students assert that the work is entirely their own and that any ideas and language taken from others are properly cited. Academic Integrity is the cornerstone of teaching and learning—teachers must be able to evaluate accurately how much each student has learned and how each student can improve; therefore, breaches of academic integrity of any kind undermines the atmosphere of trust in the classroom and compromises the school's integrity. OES expects that each student will work to understand the complexity and importance of and commit to the highest standards of Academic Integrity.

Some violations of the expectations for Academic Integrity include, but are not limited to:

- Talking to another student during an assessment or sharing information with others after the exam.
- Sharing answers that are expected to be found independently.
- Using a resource that is not permitted for an assignment or assessment—for example, Artificial Intelligence, answer guides, a study card, notes, tutor, calculator, or translator.
- Employing a tutor for a specific course or subject area without informing the school and the teacher.
- Missing class to avoid a test or assessment due date.
- Having any electronic device out during an exam without the direct permission of a teacher.
- Submitting work assigned and assessed in one class for credit in another without clear teacher acknowledgment and approval.
- Professing to have turned in assignments that are not actually complete.
- Plagiarism.
- Soliciting someone else to complete an assignment on your behalf.
- Continuing to work on a submitted assignment without the permission of the teacher.
- Sharing Google files with students in different sections of the same course or in the following years without explicit permission to do from the teacher.

Artificial Intelligence-Enabled Tools

Artificial Intelligence (AI)-enabled tools are a broad and emerging category that should, like all other technology tools, always be used to maintain a student's academic integrity and support their learning process. A student should only use these tools in alignment with a teacher's stated expectations for AI use in a given context (within a class, on an assignment, for a period of time, etc.), and only within that tool's Terms of Service Agreements.

As the teacher determines what is or is not acceptable use of AI on any given assignment, it is the student's responsibility to fully understand teacher expectations on AI use, through direct conversation, if necessary. Breaches of conduct around AI-use are treated as breaches of academic integrity and will be handled according to these policies.

Plagiarism

Plagiarism occurs when students use others' words, ideas, or work without attribution, whether in writing, lab work, problem sets, visual arts, or other media. This includes material created by generative artificial intelligence tools, regardless of whether the source material is copied directly or modified by the student. Students should understand that citing sources adds credibility to their work and is critical to learning and growth.

Students should bring any questions about what constitutes plagiarism to their teachers and/or Assistant Head of Upper School for Academics. Some examples of plagiarism include, but are not limited to:

- Using text, literary or historical analysis, or factual information or ideas from another source without quotation marks or attribution.
- Using the ideas and language of other sources without appropriate citation, even when re-worded.
- Representing the words or ideas of another person as their own, including academic tutors or family members.
- Seeking to earn credit for work and ideas that are not their own.
- Submitting a document that was the product of group effort/group thinking (e.g., a lab or GoogleDoc) as solely their own.
- Obtaining and using data, ideas, or answers from other students without the consent of the teacher.
- Fabricating data.
- Misrepresenting to a teacher the status of an evaluated assignment or other academic work, or lying to a teacher in an academic context.

If a teacher suspects that any part of a student's work includes any breaches of academic integrity, the teacher will meet with the student to understand what happened. If the teacher, in consultation with the Assistant Head of Upper School for Academics, concludes that the student violated the commitment to Academic Integrity, the teachers will communicate what happened and what the student is expected to do according to course and department guidelines. Violations of the expectation for Academic Integrity will be referred to the Assistant Head of Upper School for Academics, who will gather relevant information from the teacher, student, and student's advisor to determine the nature and extent of the incident, as well as any past disciplinary incidents, and then, in consultation with the Assistant Head of Upper School for Community, determine subsequent action, which might include referral to the Honor Council.

Late Work Policy

Rationale

The late work policy aims to promote accountability among students, encouraging them to take responsibility for their work and to meet deadlines. It ensures fairness and equity by applying consistent guidelines to all students. Additionally, it fosters time management skills, motivating students to plan and allocate sufficient time for their assessments. This approach facilitates learning and academic growth by allowing timely teacher feedback and opportunities for improvement. Moreover, the policy streamlines assessment and feedback processes, enabling teachers to focus on meaningful assessments and efficient planning. Overall, it benefits both students and teachers in creating a conducive learning environment.

Missed or Late Assignments

If a student misses a summative assessment for any reason, they must complete the Extension Form in the student portal before taking the assessment.

Requesting Extensions

When students anticipate needing more time to complete an assessment (not for in-class assessments like exams and quizzes), they will complete the Extension Form in the student portal and follow the process below. Students will be permitted one extension a semester across all of their classes. After they complete the form they will be notified that they have no more extensions for the semester.

Student Responsibilities/Role:

- Request an extension of the deadline (24 hours in advance)
- Provide a reason for the request
- Propose a new deadline within three days of the original deadline
- Address the reason for the request and actions to be taken to avoid being late again

Once the student completes the form, the information will be sent to the student's teacher, advisor, support team, and parents/caregivers. If any adjustments are needed, the teacher may send a follow-up email. If the work remains incomplete after three days, the student will use their next class block to complete it to the best of their ability in order to receive feedback and move on in the class.

Late Work

If a student has already used their one allowed extension for the semester, any additional late work will be penalized by one-third of a letter grade (for example, from an A to an A-, or from a B+ to a B) for each day it is late, including weekends. In rare circumstances exceptions to this will be approved by the Assistant Head of Upper School for Academics.

Illegal Substances

Alcohol, Illegal Drugs, Marijuana, Tobacco

It is illegal for anyone under the age of 21 to purchase, obtain, or possess alcohol, tobacco/nicotine, vape or inhalant products, or cannabis/marijuana products. These substances, along with other forms of illegal drugs or misused prescribed medication, pose serious risks to physical and mental health and interfere with a student's ability to learn. Students may not possess, use, distribute, or sell, or be under the influence of alcohol, illegal substances, cannabis/marijuana or other cannabis-derived products, tobacco or nicotine products, or inhalant delivery systems during school hours or at school events. This includes nicotine and non-nicotine vaping, e-cigarettes, and JUULs. Furthermore, students may not be in possession of drug, alcohol, or nicotine paraphernalia of any kind on school property, during school hours, or at on- and off-campus school events. Providing prohibited substances to other students is a harmful act that affects the whole community and is also a crime. Students caught in possession of these prohibited substances or paraphernalia on or near campus or at any school event (on or off campus) will face consequences determined by the Assistant Head of Upper School for Community which may include referral to the Honor Council or result in suspension or dismissal.

Any verifiable on- or off-campus use of alcohol, nicotine, or other drugs will be subject to the Upper School Restorative Practices.

In keeping with the School's Jurisdiction over Out-of-School Conduct, any violation of these student expectations, even that which takes place outside of school hours or off school property, may result in disciplinary action up to and including loss of a leadership position, suspension, and dismissal.

Students concerned about their own drug or alcohol abuse should seek help from the Counseling Department, their advisor, the Assistant Head of Upper School for Community, or a medical professional. The student will receive counseling, referrals, and as much helpful intervention as the school is able to provide. The school will treat concerns brought forward by students about their own abuse of alcohol or drugs as confidential counseling/health issues, provided that students are not already under investigation for violating the Illegal and Controlled Substances Policy. Students must comply with school rules regarding alcohol and drugs while receiving assistance. See Medical Leave for more details.

Prescription Drugs

Per the All-School policy, all prescription drugs brought to campus and/or on school trips must be indicated in Magnus. It is illegal to misuse or misappropriate prescription drugs. Misuse includes either taking a prescription drug or being in possession of a prescription drug that has been

prescribed for a different person. Misappropriation includes acquiring drugs from any source other than a student's healthcare provider or medical professional. It also includes cases when a student provides prescription drugs to another student. Misuse can also include students taking their own prescription drug in a manner or dosage that is not intended by the prescribing health care provider. Students involved in the misuse or misappropriation of prescription drugs will face consequences determined by the Assistant Head of Upper School for Community, which may include referral to the Honor Council.

Students who have been prescribed cannabis or THC products are not exempt from the Illegal Substances policy and are encouraged to work directly with school administrators to find alternative treatments. The school will treat concerns brought forward by students about their own use of prescribed cannabis or THC products as counseling/health issues, provided that students are not already under investigation for violating the Illegal and Controlled Substances Policy.

Family Responsibility

OES seeks to be in partnership with families in support of responsible and safe student behavior off campus. We encourage all parents to set rules in their home that keep their children and other students safe when they visit. In addition to rules that promote general safety, parents should especially be aware of the potential serious harm as a result of student alcohol or drug use that may occur at private parties, including drug overdose, alcohol toxicity, drunk driving, and sexual assault. It is illegal for parents to host or facilitate parties at their home or elsewhere off campus where alcohol or drugs are consumed by students. The school expects families to adhere to the law. Should parents choose to host such a party, they should expect to assume legal liability for any and all behavior that occurs, consistent with applicable laws. The school does not approve of such events and these behaviors may be addressed by school leadership. Parent, guardian, or host-family permission does not grant exemption from school policy.

Responsible Use of Technology

Students are expected to use technology to support their learning and skill development while adhering to their commitment to honesty, safety, and respect when using laptops and other devices. Students can practice being responsible and ethical digital citizens by following these guidelines:

- Keep recreational game playing and social networking out of the classroom.
- Do not impersonate or assume another person's identity or use another user's account or identity.
- Avoid posting anonymously.
- Keep sensitive information private: identification numbers, addresses, birthdates, or other details that could enable identity theft or put you or your friends at risk.
- Report online bullying or harassing behavior to an advisor or the Assistant Head of Upper School for Community.

- Ask permission and obtain consent from everyone before recording anyone in any context, including, but not limited to classes, meetings, or private conversations.
- Do not post photos or videos of others without their knowledge and consent.
- OES email may not be used for the distribution of any literature, petitions or surveys, fundraising, or requests for support for any political, charitable, religious, or other cause, or for the sale of merchandise or raffle tickets, with the exception of school-sponsored programs. Mass distribution email (i.e., emails to all students or all employees) should only be used for the news and business of the school. It should not be used to promote personal causes or financial interests, or to forward chain emails or attachments.

Students may not create anonymous online accounts that target students or OES staff or that repost anonymous feedback from students. Students who wish to provide feedback to the school or peers should work with their advisor or elected student representatives to appropriately share their concern.

The commitment to honesty, respect, and safety and the willingness to hold oneself accountable for meeting that commitment—as stated in the Honor Code—extends to online interactions; online bullying, harassment, and hazing are considered violations of a major school rule. Students and adults are encouraged to review the school's Responsible Use Agreement, which provides information about user expectations regarding email, network, and Internet compliance. Those who violate the School's Acceptable Use Policy, classroom expectations, or applicable state and federal laws are subject to loss of network and computer use privileges, as well as disciplinary actions, including, but not limited to, the consequences found in the Disciplinary Process section of the Responsible Use Agreement. Violations may also result in criminal prosecution, if appropriate.

Sexting and Posting Sexually-Explicit Images on the Internet

"Sexting" means sending or receiving a nude, lewd, or sexually explicit image of a person on a cell phone or other personal device. Creating a sexually-explicit likeness of another student is a violation of our sexual harassment policy. Sexting is prohibited between or among OES students. In addition, if the person in the image is under 18 years of age, it is illegal under Oregon law to send, receive, forward, or keep such an image (regardless of consent). Unlawful sexting may be reported to law enforcement.

Posting nude, lewd or sexually explicit images of a person or images created as a likeness of a person on any social media platform, or otherwise distributing the image (for example, via hard-copy or through email), without the consent of the person in the image—regardless of the person's age—is against OES policy and can be illegal. This action may also be reported to law enforcement.

Sexual Intimacy

The Upper School is composed of students who may range in age and span many cultures, beliefs, and values. While the school recognizes that romantic relationships may involve consensual sexual intimacy and that sexual curiosity during adolescence is common, OES is committed to creating a learning environment characterized by safety, trust, and respect for all. For this reason, sexual intimacy is not permitted either on campus or off campus at school-sponsored events or trips. OES offers education about sex and sexuality through the Health and Wellness program, and provides a range of counseling and advising resources, with the related goals of fostering thoughtful decision-making and encouraging students to postpone sexual activity.

This position is informed by our commitment to our students' well-being and right to be free of unwanted exposure to others' sexually intimate behavior. Responses to such behavior may include, but are not limited to, conversations with the students involved, communication with the students' dorm parent, referral to the OES Nurse or counselor, consultation with the Assistant Head of Upper School for Community, and parental notification.

Students should note that the age of consent in Oregon is 18 and that students under the age of 18 are unable to give consent to certain sexual activity. Certain sexually intimate behaviors involving an individual under the age of 18 may violate state laws, and school personnel are generally required to report such instances in their capacity as mandatory reporters of child abuse.

The Student Conduct Process

Guided by the Honor Code, which expects commitment to principles of honesty, safety, and respect as well as accountability for individual actions and choices, the upper school student conduct process seeks to uphold the integrity of the school, to foster community responsibility for the maintenance of a safe and positive environment, to help students grow and learn from mistakes.

Our community expects that students are committed to the growth of self and others and that every individual is working to make positive choices that show respect for others and contribute to a positive learning environment

Violations of student expectations and/or the Honor Code will be reported to the Assistant Head of Upper School for Community, who initiates the restorative student conduct process. In issuing consequences, OES strives to balance fairness and consistency with intentional development of the individual's skills.

Restorative Actions

Community Repair

When students violate school rules or demonstrate patterns of behavior that do not align with student expectations, they may be required to engage in a restorative repair process. The student's advisor is notified so that the student and the advisor can work together to repair any harm and build the skills necessary to avoid future consequences. Our process is designed to tend to the health of the OES Upper School Community by helping those who have harmed the community do the following things:

1) Understand and take accountability for their actions
2) Repair harm caused
3) Take appropriate steps to prevent future harm

The Assistant Head of Upper School for Community oversees the student conduct process and coordinates with advisors to ensure accountability and support.

Community Values Letters

A Community Values Letter is an official letter issued to a student whose behavior (academic or otherwise) does not reflect the values of the school. A Community Values Letter serves as a notification to the student's family and the student's advisor that clearly defines the values of the community and describes how the student's behavior can be improved. Continued unwanted behaviors will result in more significant responses, including work with the Restorative Council.

Suspension

Being a part of OES's community requires a commitment to the expectations and values that guide learning. In some cases, the problematic behavior of a student may necessitate temporary removal from the community or from the classroom; at OES, this temporary removal is called a suspension. As part of taking accountability for actions that negatively impact the community, a suspended student is not allowed to participate in the life of the school for a designated amount of time. Students may also be asked to document their development of skills in the areas that led to their suspension. Examples of this include completing an anger management course, a period of substance use counseling, or a bias-prevention training program. Suspended students are not permitted on campus or at OES events held on or off campus, or allowed to engage in virtual or online OES programs, without the permission of the Assistant Head of Upper School for Community or a designee. Suspended students are responsible for adhering to course deadlines for assignments and major assessments and will not be granted extensions. Suspension may be reportable to colleges.

Repeat Infractions

Repeat violations of community expectations, no matter how small, initiate further restorative actions including, but not limited to, referral to Restorative Council, even if such infractions on

their own would not necessarily warrant that action. The advisor and Assistant Head of Upper School for Community closely monitor student growth following all community violations.

Dismissal

In the event that a student's behavior demonstrates an unwillingness or inability to meet the community's expectations and to commit to the values identified by the Honor Code, a student is subject to dismissal from school. The Head of School determines if dismissal is an appropriate consequence.This can be following repeated incidents that have led to restorative action or an isolated infraction, including but not limited to, violating the school's Major Rules. Upon dismissal, the student's family will be required to fulfill their contractual obligation to complete payment of the year's tuition. Dismissal may be reportable to Colleges, per the OES's College Counseling policy.

Mandatory Drug and Alcohol Assessment

OES may require a student to participate in a mandatory drug and alcohol assessment as a condition of remaining enrolled at OES or participating in the community. The nature of this assessment will be determined by the upper school counselor in consultation with the Assistant Head of Upper School for Community, Head of Upper School, and Associate Head of School. As always, OES seeks to partner with families in this process.

Restorative Council

The Restorative Council, which is composed of students and overseen by the Assistant Head of Upper School for Community, is an important collaboration that affirms OES's commitment to a restorative, community-based approach to addressing community expectations. The Restorative Council helps students reflect on and learn from their actions, with the goal of helping students develop the skills necessary to be successful members of the OES community. The Restorative Council convenes upon a student's violation(s) of the Honor Code and/or major school rule(s), including those that may lead to dismissal. The goal of the Restorative Council is to ensure accountability for actions that violate the Honor Code and to, whenever possible, restore the student to good standing in the community. As such, student participation in the process is necessary. In the event that a student refuses participation, restoration and/or consequences for the original action will be determined by the Assistant Head of Upper School for Community or a designee.

Confidentiality

The Restorative Council is a volunteer, co-curricular activity of students and adults. It acts to review and consider the policy violation and recommend a pathway of repair. Maintaining confidentiality of all proceedings is a requirement for participating on the Restorative Council; breach of this confidence may result in dismissal from the Restorative Council and possible restorative action.

Reporting to Colleges

Oregon Episcopal School expects students to respond truthfully to questions about their disciplinary history on college and post-graduation program applications. Reportable offenses include conduct that results in suspension or dismissal as well as serious and/or repeated academic integrity violations.
If a reportable violation occurs after the submission of applications, the student is expected to submit a statement within two weeks of the disciplinary decision or a longer timeframe determined by OES. If a student with a violation is dismissed or withdraws during or after the submission of their college applications, OES will notify those colleges of the student's violations and departure.

It is the student's responsibility to follow all reporting obligations for colleges and post-graduation programs that request information about their disciplinary history. Many colleges expect the student's school to confirm and corroborate reportable disciplinary violations. In the unusual situation that a student does not report a violation in a timely and/or accurate way to colleges, OES may independently report violations to the student's colleges without consulting the student and may also take additional disciplinary action. When a college does not require disclosure of a student's disciplinary history, OES may nevertheless notify a college about the violation if the school believes it is in the college's best interest to be informed of the student's disciplinary history. If a college contacts the college counseling office about a disciplinary situation a student has reported, the school will respond with a factual report of the incident(s).

Health and Safety

See the Health and Wellness section of the All-School Handbook for details about medications, physicals, forms, and vaccinations.

Medical Leave

There are times when, as a result of medical or emotional challenges, full immersion in the school program is not possible. At such times, the Upper School works with students and families, to the extent reasonably possible, to accommodate a medical leave to support a student's well-being. The need for medical leave, which is granted at the discretion of the Upper School Administration and not for indefinite periods, must be certified in writing by an appropriate health care provider. The school reserves the right, in its discretion, to mandate a leave when a student's needs cannot adequately be met by OES, or when a student's continued enrollment may compromise the school's ability to serve other students, or when a student poses significant risk to self or others, including, but not limited to, exhibiting or threatening suicidal or violent behavior.

In administering this policy, OES does not discriminate against qualified students with a disability.

In particular, OES is committed to assuring that students with a disability enjoy equal access to, and an equal opportunity to participate in and benefit from, the programs and services offered by the School in compliance with federal and state nondiscrimination requirements. OES will reasonably accommodate students with medical and mental health conditions in accordance with applicable law and whenever appropriate will support reasonable accommodations that enable the student to remain enrolled in OES.

(Boarding students and families should refer to the Residential Life Section for additional details about our Medical Leave Policy.)

Requirements for Medical Leave

- The student will receive ongoing treatment by a medical professional appropriate to the student's condition.
- The family will engage in ongoing and regular communication and cooperation with the school about the student's treatment and the school's expectations during the medical leave.
- The student and family will comply with conditions set by the school.
- In consideration of the potential impact on the student and the community, students on medical leave are typically not permitted to return to campus for social, extracurricular, athletic, or cultural events during their leave. Exceptions can be made with permission from the head of upper school.

Academic Expectations for Medical Leave

If circumstances allow, students on Medical Leave may continue some academic work during their absence. However, because contact with teachers and other students in the classroom is considered an integral part of the academic experience at OES, continuing work while on leave is considered a temporary measure only. The viability of a student's continued work will be reviewed throughout the leave, and the school has the discretion to grade the student on a pass/ no pass scale or withdraw a student from any classes.

Return to School

The school has the ultimate discretion on deciding whether and when a student may return from leave. In order for a student on medical leave to return to school, the family will first need to provide documentation from the current health care provider certifying the student's ability to return to school, with or without reasonable accommodations. In addition, families must sign a Release of Information (ROI)in order to ensure communication between the outside physician or psychological consultant and the school. This communication will assist the school in making decisions about the student's return. The school reserves the right to send the student to a health care provider of its choice for a second opinion certifying the student's ability to return to school, and to base its decision whether to allow the student to return on the second opinion. Assuming the student is able to return to school, the student and family must meet with US administration

prior to the student returning to campus to establish a re-entry plan for classes and if appropriate, to agree to a safety plan designed by the counselor and/or medical professional.

Concussion Protocol

A concussion is a traumatic injury to the brain that results in a temporary loss of normal function and manifests in symptoms such as fogginess, fatigue, or memory issues. OES follows standard OSAA protocols developed with information from the Oregon School Activities Association (OSAA), Center on Brain Injury Research and Training (CBIRT), and the Centers for Disease Control and Prevention (CDC) to educate school personnel, parents, and students about appropriate concussion management. This OES Concussion Protocol outlines school policy as it pertains to a return to academic learning as well as return-to-physical activity following a concussion. All athletic department staff and coaches are required to complete yearly training of procedures for managing sports-related concussions. Oregon law also mandates that student-athletes who exhibit signs, symptoms, or behaviors consistent with a concussion, or who have been diagnosed with a concussion, not participate in any athletic event or training until medical release is obtained.

Medical Separations

A medical separation is reserved for students who, for reasons of serious injury or illness, cannot meet the requirements of the Upper School, with or without a reasonable accommodation. Conditions that might warrant medical separations include but are not limited to: incapacitating physical, mental, or emotional illness or injury; serious drug or alcohol problems; or any medical condition requiring more treatment, support, supervision, and care than the school can provide. Following a medical separation, the student is welcome to apply for readmission to OES, if and when the student is once again able to meet the requirements of the school.

Emergency Forms

Every family is required to maintain current emergency information with the school. Before participating in any practices or games, student-athletes must have a record of current physical examination and emergency information on file in the Magnus Health Portal. For more details, see the All-School Handbook.

Residence Requirement

While enrolled at OES, students must reside with parents or legal guardians or be a part of the Boarding Program, unless the student is legally emancipated. A boarding student is not permitted to become a day student except in very limited circumstances. Please contact the Dean of Residential Life and the Head of Upper School to discuss a transfer from boarding to day status; the decision is at the sole discretion of the school.

Community Information

Upper School Building Hours

- 7:30 a.m.– 5:00 p.m.

What's Open When

- Academic buildings are open to Upper School students starting at 7:30 a.m. and are closed at 5:00 p.m. unless participating in a supervised school activity.
- On school days, there is no supervision of day students after 3:45 p.m., except in the Upper School Library (which closes at 5:00 p.m.) and in the Dorms, when the student is hosted by a dorm student.
- Fariss Hall Fitness Center is open to all students from 8:00 a.m. to 6:00 p.m.
- The EC3 Center is open to students from 8:00 a.m. to 5:00 p.m.
- The Dining Hall is currently not open to day students for breakfast or dinner unless specifically invited for an event.
- After 3:10 p.m. and on weekends, students are not allowed in classrooms, unless supervised by an OES adult. Dorm faculty cannot supervise day students except for those students who are participating in the Backyard Exchange Program.

- SPARC is not an open facility and should not be used without explicit permission from the Athletic Director.
- See Residential Life Section for off-hours privileges for dorm students.

Parking and Driving

In addition to state and local driving regulations, student drivers must observe the following rules on campus:

- Do not exceed the maximum speed limit of 10 miles per hour anywhere on campus.
- Always yield to pedestrian traffic.
- All vehicles must be registered with the Upper School office.
- Display the parking decal on the rearview mirror of the registered car.
- Seniors may park only in the designated lot next to the practice field.
- Non-senior students who have registered their vehicles may park only at SPARC.
- Student drivers may not drive behind the Middle School except after 6 p.m. and on weekends.
- Student drivers may never drive through the access road between the dorms for any reason.
- To minimize traffic in the residential Montclair neighborhood, drivers should use alternative routes, such as Scholls Ferry Road and/or Garden Home Road.
- 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 their family or legal guardian, or as part of a driver education course.
- Bicycles, skateboards, or scooters must be parked (and locked if applicable) in the racks in the Drinkward Center.
- Students are required to wear helmets when riding bicycles, skateboards, scooters, or other such modes of transportation.

Rule violations should be reported immediately to the Assistant Head of Upper School for Community and may result in any or all of the following consequences: warning, parental notification, community repair, suspension of campus driving privileges, or referral to the Honor Council.

Backyard Exchange (BYE) in the Dorms

Upper School day students are encouraged to stay overnight in the dorms for up to two weeks each year at no charge. Visiting students follow the daily schedule and expectations of boarding students, including attending study hall, family dinner, dorm meetings, and weekend activities. They also enjoy the privileges of dorm students, including access to OES campus facilities under the discretion and supervision of the dorm staff.

BYE is a great opportunity to experience independence and dorm living in anticipation of the college years and life beyond high school. Students or families interested in learning more about this program should contact the Assistant Director of Residential Life.

Whom to Contact When

In order to promote the development of the skill of self-advocacy, students are encouraged to directly communicate questions and concerns to their teachers, counselor, advisor, dorm parent, and other adults in the community. If there is a concern in a particular class, whether about homework, grades or progress, it is best that the student meets with the teacher first, as this is the primary relationship. If, after this step, it is determined that more support is needed, the student should consult the advisor, who might also involve the Assistant Head of Upper School for Academics, the department chair, the Counselor, the Learning Resource Coordinator, or the Dorm Academics Resource Team (DART). In the event that parents or guardians have questions or concerns of their own, the advisor and/or dorm parent is always a good starting point, followed by the Assistant Head of Upper School for Academics and the Head of Upper School. For a complete list of whom to contact and when, see the Upper School contacts list.

Field Trips

All parents/guardians sign Field Trip and Overnight Permission forms during re-enrollment/enrollment. Additional permission forms will be distributed as necessary. Student safety on all trips is the primary goal; therefore, in the event of medical, emotional, or behavioral concerns that call into question whether the student is prepared to meet the challenges of the trip and/or may pose a threat to their own safety or that of others, the student will not be allowed to go on the trip.

Dress Code

The Upper School dress code reflects the spirit of respect and inclusivity we value as a learning community, and seeks to promote student well-being and individuality. Students are accountable for choosing clothing that is conducive to a learning environment and follows health standards. Students are expected to follow the listed guidance:

- Students may not wear clothing that displays images and/or words related to violence, sex, drugs, alcohol, profanity, pornography, and hate speech.
- Shoes, tops, and bottoms must be worn at all times.
- Clothing must cover undergarments and/or areas normally covered by undergarments.
- Students must change clothes in restrooms and not in public spaces.
- Students should always follow dress expectations for specific classes as requested by a teacher (protective eyewear in science or closed-toe shoes in the tech arts, for example).
- When in Chapel, students should remove hats or hoods, except in religious or cultural observance.

Students are expected to comply with any OES employees request to address a violation of the dress code. Repeated and/or significant dress code violations may result in more serious consequences, including notification of parents or referral to the Restorative Council.

Student Elections and Leadership

The Upper School takes seriously the student commitment to leadership and engagement. There are many opportunities for students to be active leaders of athletic teams, affinity groups, clubs, and activities. Boarding students can apply to be Prefects (please see Residential Life Section of the All-School Handbook for more details), and all students in grades 9 to 12 can run for elected office in one of the three branches of student government: Policy Board, Community Board, or Honor Council. Students cannot serve in more than one branch in a given school year. Each spring, students elect a Student Body President for a year-long term. Elections are overseen by the Assistant Head of Upper School for Community in partnership with the Policy Board Faculty Advisor.

Cell Phone Policy

Possession and use of cell phones at school is a privilege, not a right or necessity. Cell phones must be powered off and stored away (i.e. not on a person's body or within reaching distance) as soon as a student arrives on campus and remain off and away until the end of the school day at 3:10 p.m. Student cell phone use at extracurricular activities will be determined by the adult in charge of that program or activity.

Use of cell phones is not permitted during Chapel, Open Block, community times, or Gathering, unless explicitly invited for the purposes of that activity.

Headphones (including wireless headphones like AirPods) should only be used when connected to a laptop, not a cell phone. Students are asked to be mindful that headphones can isolate them from the community and limit spontaneous interaction. Non-medically necessary headphone use during instructional or communal time is not permitted.

Smart watches must be set to "school mode" or silenced, ensuring that they do not disrupt the learning environment.

If a student is found using their cell phone during restricted times, they will receive a warning. After three warnings, the student and their parents will receive an email notification, and the student will be required to turn in their phone or smart device to the office at the start of the day for a period of two weeks. The student may pick up their phone at the end of the school day. Failure to turn in the phone or repeated infractions will lead to increased consequences, including referral to the Honor Council for community repair or other disciplinary actions.

Faculty and staff may temporarily confiscate cell phones or other electronic devices that are being used in ways that interfere with students' individual and collaborative learning or violate community expectations. If deemed necessary by the faculty or staff member, they can request that a student turn their device into the Upper School office for the remainder of the school day, even if a student has not yet received three warnings.

Absences and Attendance

Students are expected to attend all classes and school-day community events, including Activity, Gathering, Chapel, and Advisory. In the event of a full or partial-day absence, a parent or guardian must report their student's absence via the Veracross Parent Portal. Boarding students may only be excused by the Nurse, Assistant Director of Residential Life, or Director of Residential Life. The attendance coordinator reports all absences to faculty. Students who are absent should contact both their advisor and their teachers directly to inquire about missed assignments, assessments, or other content for which they are responsible.

Arrive on Time

Upper School classes begin promptly at 8:25 a.m. on all days except designated late start Wednesdays and Thursdays, when classes begin at 9:10 a.m. Arriving a few minutes early to greet friends and put away belongings is considered respectful practice, as late arrivals disrupt the learning of others. Students arriving late to school are expected to sign in with the attendance office, located in the library. Please see the excessive tardies policy below.

Stay on Campus

Students may not leave campus during the school day, which ends at 3:10 p.m. If a student has an unavoidable appointment during the school day, a parent must notify the Attendance Office in advance via the Veracross Parent Portal. Students who leave campus for appointments must sign out at the reception desk at the main entrance before leaving campus and sign back in when they return. Students are not permitted to arrive late or leave early due to Open Blocks.

Off-Campus Privileges

Seniors may leave the campus alone or with other seniors during lunch when they have no other obligations. All students with off-campus privileges must sign out before they leave and sign in upon their return. Students with off-campus privileges may not bring back food for students in grades 9 to 11. Abuse of the privilege, including leaving campus with students in grades 9 to 11, will result in its loss. OES does not assume responsibility for students driving other students.

Planned Student Absences

Although students are best served by being present in class during the entire duration of the term, there are situations when students may experience an extended absence from school. In circumstances when a student is unable to be present at school, students are responsible for the classwork they miss and the assignments that are due. Ideally students will complete work they will miss prior to their absence. If they are unable to complete the work prior to their departure, they must complete it on the day they return to school. Students who anticipate missing three or more consecutive days from school or OES programming must meet with their advisor and each teacher to create a plan for managing the workload in each class.

Excessive Absences

Students who are absent more than 10 classes/semester in a single course, regardless of the reason except an approved medical leave, will not receive credit for the course and will receive a Withdraw Fail (WF) on their transcript.

Excessive absences from community time events, including Advisory, Activity, Chapel, and Gathering could result in a referral to the Assistant Head of Upper School for Community for further action.

Absences in excess of 10 school days that are not due to a medical leave may warrant a full review of a student's attendance and overall academic record to determine appropriate next steps, up to and including probationary status, or withholding of the re-enrollment contract for the following year. *Please see the All-School Handbook for additional attendance policy information.*

Excessive Tardies

OES students are expected to be punctual, recognizing that arriving late to school or to an individual class can be disruptive to the student's learning and to others. Students must be in the classroom and ready to begin when the second bell rings and attendance is taken. If a student arrives after the bell rings, they are considered tardy no matter how long after class they arrive.
After 40 minutes late to a class they are considered absent.
After three tardies in a given course, the student, advisor, and parent will receive a notification.
After seven, a student will meet with their advisor to address their pattern of lateness.

Persistent and unexcused tardiness may result in a formal review of a student's attendance and academic record and could include probationary status, loss of course credit, or withholding of a re-enrollment contract for the following year.

After-School Event Participation

Students who have afternoon or evening commitments through OES, such as extracurricular activities, dances, or theater, must be in school all day in order to participate, unless they have a medical appointment with a note from the doctor.

Athletic Attendance

The OES Athletic Program sees developing responsibility for self and others as a key component of participation. Students who choose to join an OES team are committing to attending all practices and games for the entire season and are expected to be present whenever possible, even when injured. Any anticipated absences must be communicated ahead of time to the coach.

Students must be in school all day in order to participate in practice or games. Occasionally, there may be short-term absences during the school day (e.g., a doctor's appointment) which do not violate the spirit of the rule. In such instances, students are responsible for obtaining permission from the Directors of Athletics.

Deliveries to Campus

To ensure safety for all students, students are not allowed to order food for delivery to campus at any time. Seniors who leave campus for lunch may not bring back food for themselves or other students.

Families needing to get an item to a student during the school day (8:25 a.m. to 3:10 p.m.) should go to the Main Office in the Upper School building.

School Dance Expectations

School dances, which are chaperoned by members of the faculty and administration, are opportunities for students to socialize. All school rules apply, and, as is the case with all-school functions, alcohol, drugs, weapons, and illegal substances are prohibited. Failing to follow these policies or any reasonable request from a chaperone at a school dance may result in restriction from future dances and disciplinary action.

- Any student who comes to a dance intoxicated, is under the influence of drugs, or brings illegal drugs or alcohol to a dance, is in violation of student expectations.
- Once students leave a dance, they may not return.
- OES dress code applies during dances; students who are not in compliance will be asked to change or leave the dance.
- Students who choose to attend a school dance must maintain the same level of respect toward classmates and adult chaperones that they would show at any other school function.
- Sexually explicit dance moves are not permitted at dances.
- Songs played must be clean versions and students may not sing lyrics that might be perceived as slurs, including those that use words that could reasonably offend others, such as racially derogatory terms or other profanity or vulgar language.
- Guests must be registered and accompanied by the OES student who invited them. Guests must comply with the community expectations.
- Students in grade 8 are not permitted at OES dances, nor are guests over age 20 or who have graduated from high school.

RESIDENTIAL LIFE

Program Information

Contact Information:
Dorm Cell Phone: 503-515-5797
Director's Office: 503-416-9487

Mailing Address:
Student's Name
OES Dorms
6300 SW Nicol Road
Portland, Oregon 97223

Residential Life Administration:
Director of Residential Life: Meredith Primm
Assistant Director of Residential Life: Peter Buonincontro

OES Residential Community

OES MISSION

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.

Values of Our Community

Our residential community provides a transformative educational experience in which students grow, gain a greater understanding of themselves and their responsibilities in the greater community, and develop independence. As an inclusive learning community, we support students physically, emotionally, and intellectually; foster joy in learning and living with others; and ensure that all feel safe. Therefore, we expect members of the community to:

- Open their minds and hearts to the views and experiences of others, creating space for all to belong and to thrive;
- Practice the values that nurture healthy relationships: respect, honesty, and compassion in particular;
- Risk and reflect in the pursuit of continual growth;
- Exercise responsible citizenship through local and global engagement, service, and environmental stewardship; and
- Commit to high standards of scholarship and personal conduct.

Each student is required to know and comply with our expectations and rules. No one should expect to be preemptively warned to adhere to them, and an assertion of ignorance of a rule will not be accepted as an excuse for a violation of it. Rules and policies may be modified or amended during the school year. Such changes, if and when they are made, will be publicized to the community.

All students have access to the dorms, restrooms, and school facilities that correspond with their gender identity and expression. Our current housing system is binary, and students are placed in female or male dorms. If you have any questions, concerns, or individual requests, please contact the Director of Residential Life.

Preparedness for Living Away from Home

A student builds autonomy and independence while engaging in our Residential Life program. At OES, we believe that students must enter our program with a baseline set of skills in order to best find success while living in the residential halls.

Students must be able to demonstrate:
Self-Management:

- Engage in basic self-care and hygiene
- Practice good sleep hygiene (including regulating sleep habits and waking up by their own power)
- Maintain a healthy living environment and common spaces
- Maintain academic and personal schedules and obligations
- Use school resources (health, wellness, academic) for assistance when needed

Intrapersonal Skills:

- Share a room and live with another residential student
- Live amongst and share common spaces with fellow students
- Establish healthy boundaries with peers and Residential Life staff
- Express feelings, emotions, and ideas clearly

Living In Community:

- Willingness to try new things
- Make positive decisions for self and for others
- Respond to diversity by building empathy, respect, understanding, and connection

Parent Partnership

Parents are encouraged to be active in their student's education and life at OES, and to remain in communication with their student's dorm parent, other Residential Life staff, and Upper School advisors and faculty. We see ourselves as partners in supporting and parenting dorm students while they are in our care. Parents are also expected to be aware of OES rules, policies, and educational philosophy, and to support their students in following our expectations. If a parent has a question about a rule or needs to ask for an exception to a policy, they should contact the Assistant Director or Director of Residential Life.

Parents should contact dorm parents or administrators with questions, concerns, and/or helpful information about their student. A dorm parent is available during non-school hours by calling the dorm cell phone (503-515-5797). During school hours, parents should contact the Director of Residential Life (503-416-9487). OES uses a professional interpretation and translation service, if needed, which can be used on short notice, as well as for planned conversations.

Parents are always welcome to provide information to or seek information from the dorm parent, dorm administrators, academic advisor, OES Nurse, Upper School counselor, International Student Resource Coordinator or Learning Resource Coordinator. Families are also welcome to visit campus and can make arrangements ahead of time to meet with teachers and administrators. Finally, if a student has a complex problem to solve relating to travel, finances, special visa needs, or requires assistance from a consulate or embassy, students and families should contact the Assistant Director of Residential Life for in-town support.

We ask that the following expectations are acknowledged and honored:

- Contacting the school personally, rather than through a consultant or agent upon completion of the admissions process
- Reaching out directly to Residential Life once students are in the care of the School; not contacting other departments to ask that a message be forwarded
- Using my student's advisor and/or dorm parent as primary contact between the School and my family
- Encouraging my student to engage in self-advocacy and take responsibility for their actions, words, and obligations
- Not pushing or demanding for students to take online classes or test prep that directly impacts their ability to engage with the Residential Life community, sleep hygiene, or OES academic commitments

Policy for Program Change: Day and Boarding

Students applying to Oregon Episcopal School are admitted as either Day or Boarding students. To preserve the integrity of both programs, ensure residential spaces serve committed participants, and to protect the best interests of students in these programs, this policy outlines the conditions under which a one-time program change may be considered. It also clarifies expectations for legal guardianship and required timelines.

Change Request Eligibility

One-time change only: A student may request to move from boarding to day (or vice versa), **or** from 5-day boarding to 7-day boarding only once during their time at OES. Approval is not guaranteed and is contingent upon availability in the requested program and the School's capacity to support a student's continued success.

Deadline and Timing

Change Request Deadline: February 1 of the academic year prior to the desired change. Example: for the 2027-2028 school year, complete application and documentation must be submitted by February 1, 2027. Requests submitted after February 1 or during the academic year will not be considered, except under documented extenuating circumstances (e.g., medical or family emergencies), and only as space permits.

Legal Guardianship Requirement

Day students must live with a parent or legal guardian within the school's approved geographic area. The local parent/guardian must hold one of the following statuses: U.S. citizenship, Green Card (permanent residency), or valid employment-based or nonimmigrant work visa. A tourist visa does not meet this requirement. Guardianship must be formalized through full legal custody or court-appointed guardianship. No exceptions will be made for informal arrangements, such as living with family friends.

Process

Submit a written request to change a student's status to the Office of Admissions. The Office of Admissions will share the documentation required that must be completed and submitted by February 1. Final decisions rest with School administration. The request will have a response from the School by March 1.

Fees and Financials

Approved changes constitute acceptance of any tuition or fee differences between programs. Approval granted by the School constitutes acceptance of any difference in the tuition due for the respective program. No refund or proration of fees will be offered after June 1.

Life in the Dorms

Amenities

Rooms are supplied with a bed, mattress, desk, desk chair, window coverings, and overhead lighting. Each room has a closet, a set of shelves, and drawers. Students are advised not to bring additional furniture. Students should furnish their own bedding and pillows.

Room Guidelines

Rooms should be kept reasonably clean and neat at all times, and they will be checked by Residential Faculty for cleanliness on a weekly basis. Dormitory rooms and their furnishings, except those a student brings from home, are the property of OES, and at the end of the year they should be in the condition in which they started the year.

The following guidelines apply to all dormitory rooms for the safety, privacy, and well-being of each student as well as the good of the community:

- All food items should be stored in sealed containers or in a refrigerator.
- Rooms should be kept unlocked whenever a student is in the room.
- Students may enter another student's room only with permission and when that student is present.
- Students may not remove or damage window coverings.
- Power strips must be surge protected.
- Students may only use approved wall adhesive and hooks available in the dorm office.
- Self-adhesive LED light strips can be mounted with approved wall adhesive or hooks, not with the self-adhesive backing on the lights.
- Empty alcoholic beverage containers, drug paraphernalia, lewd or offensive images, or other illicit items may not be used to decorate rooms.
- Beds must remain in their original location at all times.
- Student decorations and poster/art content may not contain derogatory images or language.
- Pets are not permitted.

Fire Safety Precautions

- Tapestries may be used if hung flush against the wall and at least 18" from the ceiling.
- Closet doors should remain closed.
- The hallways outside rooms must remain clear of all belongings, including shoes.
- Burning candles and/or incense is not permitted in dormitory rooms. If a student wishes to perform a cultural or spiritual practice that involves incense or fire, that student should contact the Director of Residential Life.
- Power strips must be surge protected. No extension cords may be used in student rooms.
- Fire-fighting equipment should not be tampered or covered with in any way. This applies to smoke detectors as well as fire extinguishers.

Additional Items/Appliances

- Allowed: Computers, one monitor (no larger than 27”), stereos, docking stations, clocks, fans, hair dryers, hair irons, electric razors, battery-powered holiday light strings, mini-refrigerators*, electric water kettle, and radios
- Not Allowed: Electric heat lamps, halogen lamps, extension cords, extra video screens/monitors, plug-in air fresheners, cooking devices including, but not limited to, toasters, stoves, microwaves, hot plates, electric soup pots, and fry pans.

**Refrigerators must be plugged directly into an outlet (not a power strip) and students will clean them out at regular intervals. Refrigerators must be cleaned out during breaks or in the event of a student’s prolonged absence.*

Safety and Privacy

All external dormitory doors are electronically locked and controlled. Upon arrival each student is issued and then subsequently responsible for a fob, which provides access to their dormitories and other buildings during approved times, and a room key. Students are expected to use their key and fob and should not give it to anyone else to use for any reason, including other dorm students. Students will be asked to show their keys and fobs to dorm parents at regular intervals, and must report lost or missing keys and fobs to dorm parents immediately.

To help protect personal property, each room has been equipped with a lockable drawer and closet. Students are required to have a lock for one or both of these spaces and should use them to keep valuables, cash, and important documents. Students should keep their doors locked when they are not in their rooms, and should not enter another student’s room in their absence. OES is not responsible for items that are lost or stolen.

Theft is rare, but students should exercise common sense in deciding whether to bring valuables from home. Marking common items with one’s name, labeling food items in the common fridges, keeping track of one’s belongings, tending to laundry, and not leaving money visible or in obvious locations are all advisable practices. While we encourage privacy, we also value safety and community-building. As such, students are expected to keep their doors unlocked when they are in their rooms.

OES employs a security service to patrol the school grounds on nights and weekends. We are committed to maintaining a safe campus and ask that students and families immediately report anything of concern to a dorm parent or administrator.

Deliveries to Campus

Students may order food deliveries to campus on Friday from 4:00 - 9:30 p.m., and Saturday from 9:00 a.m. - 9:30 p.m. No other days may students order food deliveries to campus. Students found

in violation of this policy will have their food confiscated and will lose the privilege to order food moving forward.

Occupancy and Room Changes

Dormitory rooms are assigned for the entire school year and are not available for use during vacations. Students may host other students for sleepovers only within certain guidelines (see Overnight Guests). Students may not stay late at the start of or return early from vacations. If a student needs a local host when the dorms are closed, they should contact the Assistant Director of Residential Life.

Room Inspection

For reasons pertaining to health and fire safety, students are expected to keep their rooms clean. Dorm staff inspects the rooms weekly to check that they meet current cleanliness standards. Prior to departing for a weekend or other obligation, students must be sure their room is clean and ready for weekly room inspection. Being off campus does not excuse a student from room inspection. Failure to meet room inspection standards will result in a loss of privileges.

Rooms are also inspected at the end of the year and are expected to be cleaned and free of all belongings, trash, and recycling. Rooms that require significant cleaning may incur a cleaning charge. Damage to rooms or school-issued furniture may result in fines for repair or replacement.

Room Searches

Dorm staff may enter a student's room if there is a concern about that student's whereabouts or safety. On rare occasions, circumstances may warrant a formal search for prohibited items in a student's room. In most cases, dormitory staff will conduct the search accompanied by the Assistant Director of Residential Life or the Director of Residential Life, ideally with the student present. There may be cases where a search must be done without the student present. Students will be informed that a search has taken place and what, if any, items were removed.

Study Hall

On four school nights, Sunday, Monday, Tuesday, and Thursday, Study Hall occurs from 7 p.m. to 9 p.m. Once study hall begins, quiet hours are in effect until 7 a.m. the following morning. All students are required to participate in Study Hall in the Upper School, unless they have applied and been approved for Independent Study Hall.

There is no Study Hall on Wednesday nights to make time and space for family dinner and dorm community time, but students are expected to maintain quiet hours and complete their school work on their own on Wednesday evenings. This is an opportunity for students to develop and practice independent time management and study skills; students are invited to work in the lounges together on homework and shared projects.

Families should not contact students during Study Hall Hours, unless their child has Independent Study Hall, or in case of emergency. Families should contact the dorm phone at (503) 515-5797 during these hours if needed.

Study Hall Information & Guidelines

- Students should arrive by 7:00 p.m., stay until 9:00 p.m., and cannot return to the dorms.
- Students should complete OES school work during study hall and should not schedule outside online courses or tutoring during this time.

- Students in proctored study hall will turn in their cell phones for the duration.
- There are multiple work spaces available for student use, and students should use these spaces for which they are intended.
- A study hall proctor will be on Study Hall duty; when needed, they will help students make healthy study choices, and students are expected to follow their recommendations.
- Students who return to campus during Study Hall hours from athletic events or school activities should go straight to Study Hall.
- Students should clean up after themselves and be sure their spaces are in good condition before they leave.
- Repeated violations of the rules and expectations will result in restriction of residential privileges.

Early Study Hall

Students can apply for Early Study Hall if they have an event (athletic or other, typically at OES) that conflicts with study hall hours. To apply, students should fill out the Early Study Hall Request Form by 4pm the day before (Friday at 4pm for Sunday requests) with the pertinent information. DART will either approve or deny their request. Early Study Hall will be completed in the dorms after school under dorm parent on duty supervision.

Independent Study Hall Information & Guidelines

10th, 11th, and 12th-graders who apply for independent Study Hall may be given the privilege and responsibility to manage their own study time. Prefects are granted Independent Study Hall because their leadership role in the dorm requires flexibility.

- Students can apply for Independent Study Hall by completing an application with DART (Dorm Academic Resource Team) .
- 11th and 12th graders may apply after the first quarter, and 10th graders may apply after the third quarter. First year students are not eligible to apply for independent study hall during their first year at OES.
- Applications are accepted & approved on a rolling basis.
- In collaboration with the student's advisor and dorm parent, DART will determine if a student is granted Independent Study Hall.
- Once approved, a student is not guaranteed Independent Study Hall for the following school year; DART will review each student's academic standing and use of Independent Study Hall from the previous year to determine if they'll begin the new school year with Independent Study Hall.

Students can earn and maintain the privilege of Independent Study Hall by:

- Demonstrating good habits with meeting deadlines, self-advocacy, problem-solving, and general academic communications.

- Maintaining academic integrity and upholding the Upper School Honor Code.
- Communicating with the appropriate teacher(s) and DART about their use of any tutors.
- Responding to any interim with a written action plan submitted to dorm administration.
- Showing responsibility in the use of their time by not distracting other students during Study Hall hours, and continuing to perform well academically.
- Following technology use and lights out expectations in the dorms.

During Independent Study Hall, students can:

- Be in their rooms or in the lounges of both dorms if they maintain quiet hour expectations.
- Choose to attend Study Hall if they adhere to Study Hall expectations (see above). The only exception is that they do not have to stay the entire time.
- Sign out to places on campus until 9:00 p.m. (with dorm parent approval).

At any time, if a student does not adhere to Independent Study Hall expectations or if their advisor, dorm parent, or DART deems it necessary for their academic success, they can be required to attend Study Hall for a determined duration of time.

Academic Support and Tutors

At times, our students may want or require additional academic support beyond the classroom time. OES offers several programs and people that are the best first choices and provided at no additional cost to students. These resources are specifically trained in OES's model of learning and understand what teachers are asking and expecting. Tutors should only be considered once these resources have been thoroughly used and after consultation with DART. These resources include, but are not limited to, peer academic mentors, peer study groups, advisors, and learning resource coordinators.

Tutors

OES has several tutors available for referral that have been approved by our academic departments, and these tutors should be considered first if a tutor is needed. If a student is considering outside of OES academic support, they should schedule an appointment with DART to determine if that tutor fits with OES's academic program. Students who fail to report tutors or other academic support resources will be considered in violation of our Academic Integrity policy.

All tutors should:

- Establish communication and work closely with the student's OES teacher(s) in the relevant subject area(s).
- Continue to support the students' English language learning and contact the International Student Resource Coordinator about English language support needs (if applicable).
- Be in regular contact with DART.
- Schedule meetings outside of Study Hall and other OES obligations.

Additional Coursework and AP Course Policies

In order to thrive at OES, students need to be focused on their OES academic, extracurricular, and social endeavors. Enrolling in additional coursework, including AP courses online, is detrimental to their success as a student and community member of our program. Students are not permitted to take additional coursework online or otherwise, except for SAT/ACT and TOEFL preparation courses. If you have questions about this policy, please contact the Head of Upper School.

Technology

While technology is a positive and integral part of a student's academic and extracurricular life at OES and in the dorms, students in the dorms are expected to follow OES technology guidelines, use technology in healthy and productive ways, and develop and practice appropriate technology skills and boundaries. *As dorm students, the improper use of technology or gaining access to content through the use of a VPN or mobile hotspot does not exempt a student from our campus appropriate use expectations listed above.*

Open Tech

Students who request Open Tech should demonstrate healthy study and sleep habits, good time management strategies, and effective boundaries with technology, in addition to consistent adherence to dorm rules and policies.

Students with Open Tech may store cell phones, tablets, laptops, and other devices in their rooms after 10:30 p.m., but they are expected to be off tech after 10:30 p.m. and with their lights out and in bed by 11:00pm.

At any time, if a student does not adhere to open tech expectations, or if it's deemed necessary for their health and wellbeing and/or academic success, they will be required to turn in their tech overnight or on the weekends.

Closed Tech

To help students develop and maintain good technology and sleep habits, all students who do not have Open Tech must turn in all cell phones, tablets, laptops, and other internet-connected devices to their designated tech turn-in space before 10:30 p.m on school nights, Sunday-Thursday. The dorm parent or prefect on duty will check in each student's tech.

To help with sleep hygiene, students are permitted to have devices that don't connect to the internet, like alarm clocks and sound machines.

Laptops and cell phones will be secured in the charging station and available for pick-up after 7 a.m. Cell phones should be powered off.

Late Tech & Late Lights

If a student needs to use their technology past 10:30 p.m. (but no later than 11 p.m.), or needs to keep their lights on past 11 p.m. (but no later than 11:30 p.m.), they should make a plan with the dorm parent on duty by 9:30 p.m. The dorm parent can deny or approve the request or offer an alternative solution in collaboration with the student.

If a student is approved for late tech, they are required to work on their tech in a community space (the dorm office or either lounge) and must promptly turn their tech in by 11 p.m. to the dorm parent on duty.

Late tech and late light requests cannot be made on Sunday nights since students have had the weekend to complete their school work.

Tech Refreshes

At times throughout the school year, the whole dorm community (those with open & closed tech) will be required to turn in their technology for a determined duration of time. These tech refreshes are intended to build community relationships, and encourage a reset with technology use and boundaries.

Check-In / Curfew

Sunday through Thursday, all students must be in their respective dorms and checked in with the dorm parent on duty by 10:30 p.m. On Friday and Saturday nights, 9th and 10th graders must be back on campus by 11 p.m.; 11th and 12th graders by midnight. All students must be checked in to their respective dorms by midnight.

Students are responsible for checking in with the dorm parent on duty, and once they have checked in, they may not leave their dorm building until the next morning (6 a.m. at the earliest, unless traveling at break times). Leaving the dorm building after check in is a serious violation of dorm rules and expectations and will result in significant consequences and loss of privileges.

In Room and Lights Out

On school nights, students are expected to be in their rooms for the night by 10:30 p.m. They should use this time to wind down, to get ready for bed, and be off technology, unless they have requested Late Lights. Seniors may leave their rooms after 10:30 p.m. to shower, use the restroom, or go to the dorm office.

In order to get the required amount of sleep doctors recommend for healthy brain development, and to be prepared for the rigors of the academic day, students must have lights out and be in bed by 11 p.m. unless they have been granted Late Lights.

Internet Access and Computer Use

All dorm rooms are equipped with wireless Internet. The OES Information Technology (IT) Department helps students with laptop setup and with maintaining network connections in the academic buildings and dorms.

Students have Internet access in the dorms before and after the school day from 6 a.m. until 10:30 p.m. (any Late Lights work will be offline). We restrict certain types of Internet use through the use of web filters in the dorm and academic buildings during school hours, study hall, and on the weekends to promote student health and wellness, to discourage long hours of gaming and other screen time activities, to encourage participation in our activity programs, and to encourage face-to-face communication and engagement.

OES uses software and web filters that restrict access to sites known to contain inappropriate material, including pornographic sites. While the school does its best to block all inappropriate sites, due to the nature of the Internet, it is impossible to restrict access to all objectionable materials. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or offensive to some people.

As dorm students, the improper use of technology or gaining access to content through the use of a VPN or mobile hotspot does not exempt a student from our campus appropriate use expectations listed above.

For more information on computer use, see the All-School and Upper School Acceptable Use Policies.

Driving, Vehicle, and Transportation Policy

Dorm student use of a vehicle without permission is not permitted. No dorm student may have a vehicle at school and any dorm student who keeps a vehicle within a 30–mile radius of the school, except at the student's home, will be considered in violation of this rule. A dorm student may drive a vehicle only when accompanied by that student's parent or legal guardian. No other student, except siblings, may ride in the vehicle that a dorm student is driving without permission from the Director of Residential Life. Students may ride in OES vehicles with OES employees, or, in rare occasions, a private vehicle of an OES employee. Students may take public transportation, taxis, or rideshares (if they meet mandated age requirements; see below). Hitchhiking is not permitted under any circumstances.

Open Driving

If a parent/guardian has given permission through our Boarding Permissions form, students may ride in a private vehicle with day students, day families, cab companies, and other non-OES adults with specific parental permission and consent. Dorm staff will use their discretion when approving sign-outs that include transportation by vehicle.

Closed Driving

Students with closed driving may only drive with their families or legal guardians, OES employees, a licensed and insured cab or shuttle company, or an adult that has been designated by families.

Transportation and Rideshare

Students often use public transportation and private cab companies to travel outside of the neighborhoods adjacent to campus. For information about how to purchase TriMet tickets for the bus, light-rail, and commuter train, see https://trimet.org/fares/youth.htm. There are also several cab companies in the area that are easy to contact and use.

Transportation for medical, dental, or counseling appointments are coordinated by the OES Nurse. Students needing transportation for academic reasons or for personal needs may submit a ride request. While we cannot accommodate all requests, dorm parents do their best to support the needs of our students and if they cannot drive a student, they can help arrange transportation and charge the student's account. For school-related transportation needs we often arrange rides with day families and students, OES employees, or a private taxi company.

Transportation to and from the airport, train, or bus station on designated days before and after breaks is provided free of charge. Students may be required to wait at the airport longer than usual before they depart or after they arrive to accommodate all transportation needs during these busy travel times. Students who leave early or arrive late and miss required dorm or Upper School programming will need to make and pay for their own transportation. The Director of Residential Life or another dorm parent can assist students in making arrangements, if needed.

In accordance with state laws, only students who are 18 or older or are riding with someone 18 or older and who have permission from their families, can use a rideshare company such as Uber or Lyft. Students found in violation of this policy may lose off-campus privileges for a period of time or other consequences through the conduct process.

Visitation and Overnight Guests

Lounge Visitation

All day students are welcome to visit with peers in dorm lounges, except after 7:30 p.m. on school nights. Day students should be hosted by a dorm student or check in with the dorm parent on duty. Non-OES guests (students, alumni, and families) are welcome to socialize in the lounges with a

dorm student, but are not allowed in dorm rooms or hallways without permission from the dorm parent on duty.

**Students may use the lounges to study independently or in groups during study hall hours with permission from the dorm parent on duty.*

In-Room Visitation

In-room visitation promotes learning, friendship, partner or group study, and community among students. All students have the privilege to visit rooms when the occupant of the room is present and during the posted hours. Day students and other visitors must sign in and out with the dorm parent on duty. Students should expect periodic visits from the dorm parent on duty. Licensing requirements do not allow non-OES student or family visitors, including alumni, over the age of 18 in dorm rooms.

Students are expected to conduct themselves according to the Upper School Honor Code and in a way that honors our commitment to creating a residential environment characterized by safety, trust, inclusivity, and respect for all. While a dorm room may feel more private than the lounges, it remains a shared space in which community members should feel comfortable entering or walking by. It is not an appropriate space for sexually intimate behavior or behavior that makes roommates or others feel unwelcome. Additionally, during study and quiet hours, hallways must remain quiet. During visitation, the door must remain fully open and lights on regardless of the relationship status of students. Students should behave in a manner that is respectful of roommates and others in the hallway. Students found misusing the privilege or in violation of the In-Room Visitation Policy may lose the privilege for a period of time and/or face disciplinary consequences.

<u>In-Room Visitation Hours (for double-occupancy rooms)</u>
Monday-Thursday 5 p.m. to 7 p.m.; 9:30 p.m. to 10:30 p.m.
Friday 5 p.m. to 10:30 p.m.
Saturday 10 a.m. to 10:30 p.m.
Sunday 10 a.m. to 7 p.m.

<u>Co-ed Visitation Hours (in room and on hallways, regardless of room occupancy)</u>

Monday-Thursday 5 p.m. to 7 p.m. with permission from dorm parent on duty
Friday 5 p.m. to 10:30 p.m. with permission from dorm parent on duty
Saturday 10 a.m. to 10:30 p.m. with permission from dorm parent on duty
Sunday 10 a.m. to 7 p.m. with permission from dorm parent on duty

Overnight Guests (not through Backyard Exchange)

Students wishing to host an overnight OES day student on a weekend night may request permission from the Director of Residential Life, and the guest's parent must contact the dorm parent on duty to provide parental permission by 5 p.m. the night of the requested stay. Consistent with the roommate agreement, students who wish to host a sleepover guest must obtain their roommate's permission as well. A day student guest is expected to follow all rules of the program and the host is ultimately responsible for ensuring that they do so. The host is also expected to accompany their guest at all times.

Outside guest sleepovers are not permitted except under special circumstances and only with the permission of the Assistant Director of Residential Life or Director of Residential Life. No outside guests over the age of 18 are ever permitted to stay in the dorms overnight, including alumni.

Fire and Earthquake Safety and Drills

To ensure maximum safety, everyone should be familiar with the evacuation procedures for their dorm building and any other facilities in which they spend extended periods of time. Drills will be run by the Safety Team to measure timing and efficacy of evacuation. Students are expected to comply with all fire and earthquake drill instructions.

In case of fire, smoke, earthquake, or any alarm sounding in the dormitory, students should:

- Pull the fire alarm immediately if there is an active fire (as opposed to smoke from something burning in the toaster or microwave).
- Leave the building quickly via the nearest available exit. Evacuation routes are posted in each dormitory. Doors to rooms should be left unlocked during evacuation. Make no attempt to save personal belongings.
- Assemble outside the building at prearranged areas so that a roll call can be taken by prefects and dorm parents.
- Assuming it is safe to do so, dorm parents on duty and maintenance staff will check all rooms as students exit the buildings to make sure everyone is out.

The Academic Day

Breakfast Check-In

In order to build healthy morning habits and routines, all students, except seniors, are required to check-in with the breakfast check-in coordinator in the dining hall by 8:10 a.m. Monday through Friday, and by 8:40 a.m. on late start days (alternating Wednesdays and Thursdays). Excessive tardiness to breakfast check-in will result in a loss of privileges. Seniors who miss their first period class more than once or who are repeatedly tardy to first period will be required to attend breakfast check-in for a period of time.

Daily Attendance

Students are expected to attend school unless they have been excused by the OES Nurse or Director of Residential Life. Families and guardians cannot excuse a student from school without first consulting with the Director of Residential Life (*Please see Upper School Medical Excuse Policy*). Students are expected to arrive at all required aspects of the OES Upper School and Residential Life program on time, prepared, and ready to participate as needed. Required programs include classes, athletics practices and events, co-curricular obligations, Dorm Family Dinner, Dorm Community Meeting, Study Hall, and other Upper School and All-School events. Missing Residential Life or Upper School programming may indicate the need for greater attention to a student's well-being and quality of life, and may result in disciplinary and/or academic consequences (*Please see Upper School Attendance Policy for more details*).

Access to Dorms During School Day

Seniors who have earned dorm access privileges are allowed to access their respective dorm building during lunch and open blocks. Students in 9th, 10th, or 11th grade, and students in 12th grade who have lost dorm access, are not allowed to enter the dorms between 8:25 a.m. and 3:10 p.m. for any reason. Anyone who does not follow these expectations will face disciplinary consequences and repeated infractions will cause all seniors to lose access to the dorms.

After October 1, students in 9th, 10th, and 11th grade who require access to the dorms in an urgent situation may check out a fob from the Residential Life office in the Upper School. Students who make a habit of checking out the fob or who do not return it in a timely manner will lose that privilege.

Family Dinner and Dorm Meeting

Wednesday evenings are reserved for family dinner and the dorm community meeting. Students are required to attend both and should plan all other activities and commitments around these two weekly events. Students need to be in the dining hall and sitting with their family by 6 p.m. and attend the meeting that follows and lasts until approximately 7:15 p.m. Students who are repeatedly late to dinner or miss the community meeting will need to meet with their dorm parent to recommit to the program and will likely lose other privileges. Coaches and other OES faculty and staff are aware of these commitments and will allow students to leave activities early on Wednesday in order to attend family dinner.

Approximately once a month, students will be asked to dress formally for Wednesday night dinner. These special evenings are typically centered on celebrating an American or international holiday, and have become important traditions in the dorms. Students should plan to bring an outfit or two that is significantly more formal than their everyday clothes. This may mean a jacket, collared shirt, dress pants, a dress or nice skirt, blouses, or formal dress that is traditional to a student's home

country and/or culture. These outfits will also be appropriate for other formal events at OES, including science fairs, college interviews, and school-sponsored dances.

Afternoon and Evening Attendance

In order to encourage participation in athletics, the performing arts, and other extracurricular activities OES offers—as well as outdoor activities and socializing —dorm parents strongly discourage online gaming in rooms, or watching television and movies in the lounge or on laptops in rooms on Monday through Thursday afternoons. Students should expect the dorm parent on duty to check rooms in the afternoon and encourage students who are gaming or watching TV to engage in other activities, such as using the Fariss Hall fitness center, resting, studying, socializing with friends, playing pool or table tennis, or reading.

Regularly scheduled afternoon or evening athletic practices or events, performing arts or music events, study hall, dorm meetings, and evening jobs take precedence over all other appointments. Whenever possible, students are expected to inform dorm parents well in advance of possible conflicts and seek to avoid conflicts. Students should not schedule tutoring, test prep classes, or other appointments without consulting their dorm parent or Residential Life administration.

Evening jobs take place on Sunday nights and are run by the prefects. Students are expected to participate and follow prefect or dorm parent expectations around cleaning the communal spaces. Occasionally, students will be asked to perform various chores other afternoons or evenings if the facilities require attention.

Absences

In order to thrive in our academic, residential, and extracurricular programs, permission to be away from school is rarely granted, and only then in accordance with rules established by the Upper School and Residential Life faculty and administration. No binding commitments or transportation arrangements should be made until the student has discussed their plans with OES. Families should contact their child's academic advisor or dorm parent to discuss any non-school-sponsored absences in advance, including college visits, family weddings, special holidays, and personal trips.

Requests to be absent from school must demonstrate that the benefits of such an absence clearly outweigh the disadvantages of being away. A detailed request must be made to the Director of Residential Life well in advance of the departure date. For details about the permission process, students should consult with the Assistant Head of Upper School for Academics. Students with special needs or talents who anticipate prolonged or multiple absences must meet with their advisor and the Assistant Head of Upper School for Academics to outline a plan that serves their needs and accommodates the expectations of both the Upper School and Residential Life programs.

Unexcused Absences

For more details on Attendance and Absences, please see the Upper School Section.

Off Campus Permissions

For safety reasons, students are considered off campus if they exit campus over the bridge on Nicol Road, through the SPARC gate into the Frank Estates, or past the SPARC gate onto Oleson Road. The wetlands are off limits without supervision from an OES staff member. Failure to follow these expectations will result in loss of off-campus privileges and/or disciplinary action.

Sign-Out

When leaving campus, students must be accompanied by at least one other person. Students in grade 12 and those in the fourth quarter of grade 11 may request independent sign-out privileges.

Students who wish to leave campus must sign out individually, and in person, with the dorm parent on duty before leaving campus, and provide information about their mode of transportation, destination, and return time. Students who need to request a sign-out before the end of the school day should sign out the night before or during the day with a dorm administrator. During weekday afternoons, students who do not have other obligations may sign out for the Raleigh Hills/Garden Home neighborhoods (15 to 20 minute walk from campus). On weekends, students may sign out to destinations outside of these neighborhoods, but still within the Portland area.

Overnight Sign-out

Students who have written permission from their families may sign out overnight with family, local guardians, and OES families on weekend nights. In order to fully transition into the boarding community, new students and those in grade 9 may sign out overnight on weekends only after the first weekend in October, and may take two weekends off campus in the first semester and three in the second.

Returning students in grades 10, 11, and 12 may sign out after the second full weekend once classes begin, and take up to three weekends off campus in the first semester, and four in the second. College visits and other OES obligations do not count towards these totals.

If a parent would like to take their student out of the dorms during the school week or for an extended period of time, they need to contact the Director of Residential Life. We have found that extended leaves from the program to stay with families locally rarely improves performance on standardized tests, science projects, assessments, or other major academic experiences. Furthermore, the distraction, disruption, and change in routine is usually detrimental.

Routine overnight requests should be made to the dorm parent on duty or a dorm administrator. Weekend requests, initiated by the student and approved by the dorm parent and/or Director, must be submitted by Wednesday at 4 p.m. for the coming weekend and must contain accurate destinations, mode of transportation, and a contact phone number other than the student's cell phone. Students staying off campus overnight must have permission from their families or guardians, as well as the hosts. Hosts must call the dorm phone and speak to the dorm parent on duty before the student departs campus. Weekends begin after a student's last commitment on Friday and end by room check on Sunday (5 p.m.). Students who wish to miss room check and/or return after Study Hall begins on Sunday evening must obtain permission from the Director of Residential Life and have their room clean prior to departure from campus.

School night sign-out past 9 p.m. or overnight sign-out is granted rarely and requires a conversation with the Director of Residential Life and special permission from families.

Change of Plans

Any change of plans during sign-out or overnight sign-out must be communicated over the phone with the dorm parent on duty. This includes change in destination, or change in departure or return times. Failure to do so will result in the loss of overnight or sign-out privileges for a period of time.

On-Campus Weekends

Several weekends a year are designated as on-campus weekends during which overnight sign-outs will not be granted. These include community retreat weekends in January and June. Information about these weekends will be shared well in advance and families should not make plans for students that will interfere with events on these weekends.

Leaves

Please see the Upper School Section for information about extended absences.

Dorm Closures and Vacations

The dorms are closed for opening trips, Thanksgiving, and Winter and Spring breaks. The dates and specific times for those closures can be found on the All-School Calendar on the OES website. In order to accommodate transportation needs and ensure student safety, students are required to submit travel plans well in advance of these closures. Overnight sign-out and sign-in procedures, as well as dorm closure expectations, are required during these vacations.

Families are expected to confirm and verify student travel plans and support our policies and expectations. It is required that students spend these vacations with families, legal or local guardians, or approved adults aged 21 and older. Overnight trips which place students in situations where no adult is present to supervise are not permitted except in limited pre-approved

circumstances. In these rare cases, including college visits or other situations, families/guardians are required to give written permission (faxed or emailed) that verifies understanding of the risks associated with such a trip. In some cases a phone call with the Director of Residential Life confirming the plans will be required.

Students who cannot travel home for school year vacations may request a local OES host family. These families are background-checked and have students actively enrolled at OES.
Students should not leave early or return late from these closures. Families are strongly encouraged to make sure all travel for vacations are within the posted dates. Transportation will not be provided for students who leave early or return late, and there will likely be academic consequences, as well. Students who have excessive absences due to leaving early or returning late on long weekends or during dorm closures will need to meet with their advisor, dorm parent, and Director of Residential Life about their commitment to the Upper School and Residential Life program. Questions about this policy should be directed to the Director of Residential Life.

Student Health and Wellness

Health Services

In order to provide the best physical care and support for students, the OES Nurse is available for health assessment, education, and treatment during school days and after school. In the event that a student requires further assessment or treatment, the OES Nurse will assist in scheduling an appointment, communicating with the provider, arranging transportation, and coordinating care. The OES Nurse will communicate medical concerns with families.

Families are responsible for communicating past issues pertaining to social, emotional, mental, and physical health that might impact their student's experience at OES to the OES Nurse, counselor, and/or Assistant Director of Residential Life so that we may best support those in our care. While in our care, students should communicate directly with dorm and/or school staff about day-to-day needs and concerns that arise. If a parent anticipates sharing news that will be upsetting (death of a relative, for example) or if they have conversations in which a student is feeling stressed or anxious, we encourage families to reach out to a dorm staff member so we can support the student as necessary here on campus.

Outside of school hours, dorm families will monitor and provide for student health needs in consultation with the OES Nurse. Urgent care and emergency care are available locally and dorm parents will accompany any student requiring urgent or emergency medical care during evening and weekends. Families will be notified once the student is receiving care.

How to Contact Us

OES Nurse Office Line: 503-416-9300

OES Nurse Cell Phone: 503-757-7040

Health Insurance

All students in our Residential Life program are required to have health insurance that covers routine medical care in the state of Oregon. This will not only guarantee access to necessary healthcare services but also provide financial protection in the event of unforeseen medical situations. Domestic students may be asked to share benefits brochures so the school can verify insurance coverage. OES participates in United Healthcare Student Resources to provide medical insurance, which is required for all international boarding students. International students whose families reside outside of the United States and who are not employed by a United States employer will be automatically enrolled in United Healthcare during the OES enrollment process. Domestic students are required to provide their own health insurance. Families are responsible through student account billing for any costs not covered by insurance.

Medication Policy

To promote the health and safety of our students, OES requires that students and their families follow these guidelines concerning medications. It is also essential that families and students communicate with the OES Nurse about students' current health and wellbeing, as well as prior conditions that could impact their health or participation in programming while at OES.

Students may not keep medication of any kind in their rooms. All medications— either prescription or over the counter—need to be checked in with the OES Nurse or dorm parent immediately upon arrival on campus.

Over the Counter Medication

All over the counter medication, including vitamins and supplements, will be controlled and dispensed by adults. Students are required to pick up and ingest all medications in the dorm office or OES Nurse's office, except when given special permission by the OES Nurse.

Prescription and Emergency Medication

OES policy mandates that the OES Nurse be notified of all prescription medications that students plan to bring to school. Furthermore, OES requires that students prescribed psychotropic medications inform the OES Nurse of their treatment and bring their medication to the OES Nurse's office at the beginning of each term or at initiation of treatment. The conditions these medications may be used to treat include, but are not limited to, ADD, anxiety, and depression. All psychotropic medication will be stored in a secured area of the dorm office or OES Nurse's office. Families must inform the OES Nurse if a student is being monitored or treated, or is taking medication, for a protected chronic or serious medical condition or for ADD, ADHD, or another learning disability; or for a psychiatric condition. Families (and students, in some cases) may need to authorize treatment providers to disclose information to the nurse and/or counselor. In addition,

the OES Nurse and counselor may determine that the disclosure of a student's medical, psychological, and psychiatric information with faculty and others is reasonably necessary and helpful to: (1) the student's health, well-being, safety, education, and full participation in the community; or (2) other students' health, well-being, safety, education, and full participation in the community; or (3) the OES community's safety and well-being. As a condition of enrollment, families and students agree to provide all the required information and to sign any written authorizations agents of OES determine are necessary to permit OES to obtain or share health information described above.

Students will pick up their medications according to the dispensing schedule determined by the OES Nurse and Assistant Director of Residential Life. Students are responsible for remembering to pick up daily medication and are required to ingest all medications in either the dorm office, the OES Nurse's office, or in the presence of dorm staff or the OES Nurse. All discontinued medications will be destroyed after 30 days. *The sharing or selling of such medications by students with other students is dangerous, illegal, and constitutes a violation of a Major School Rule.*

Counseling Services

The Upper School counselor is available to assist students with the variety of challenges, changes, and concerns that develop during adolescence and during school, including anxiety, depression, interpersonal conflicts, achievement conflicts, and concerns about social choices. Students and families are encouraged to seek out a counselor regarding personal or emotional concerns involving a student. The counselor provides support in cooperation with the OES Nurse, residential faculty, advisors, and Upper School administration.

If short-term or long-term treatment is needed, students will be referred to appropriate privately licensed professionals in the community. Families are notified if ongoing treatment or support is needed or if issues of safety arise. When students start treatment, families and students are required to sign a consent for disclosure form so that our counselor may communicate with the outside provider in order to provide the best care for students in our program. Partnership with families and outside care providers is essential for student support in the Residential Life program; refusal to sign the disclosure form may put the student's participation in the boarding program at risk.

Psychiatric consultation is also available to students who request medication evaluations and diagnostic consultations. Students who are prescribed medication will also have occasional check-ins with the Upper School counselor.

Medical Excuses

Students too ill to attend classes during the school day will remain in the sick room for rest, observation, or treatment. Medical and sports excuses are only given for classes or sports missed due to significant illness or injury. Only the OES Nurse or Director/Assistant Director of Residential

Life can excuse a student from classes, athletics, or other school commitments, and retroactive medical excuses are not given. Parents may not email or call to excuse their student without first speaking to the OES Nurse. Occasionally, following an examination and determination by the OES Nurse, students may be excused from the sick room to their room for the day; in such cases, the OES Nurse will notify the Upper School office and the dorm faculty. Families are not routinely contacted concerning their child's non-urgent medical care and treatment, but should feel free to be in touch with the OES Nurse if they have any questions or need any further information.

Sports Medicine and Concussion

The Athletic Training Office, located in the Farris Hall Fitness Center, is staffed by a certified athletic trainer who is available daily for the assessment and treatment of sports-related injuries. The Athletic Training Room is open by appointment throughout the school day and Monday through Friday from 3:10 to 6 p.m. The ImPACT concussion program, a computer-based neurocognitive testing program, is administered to all students and is used in the evaluation of head injuries.

Policy on Sharing of Health Information

OES recognizes that information regarding student health is highly sensitive and works to maintain appropriate confidentiality. Students need to be able to trust treatment providers and health advisors with sensitive private information about their personal health history and behaviors.

Of equal importance, of course, is the School's obligation to provide for the student's safety, security, and well-being, as well as the safety, security, and well-being of other students and the community in general. In this light, the School must have full and accurate information about each student's health and must occasionally share a student's health information with others, including parents or guardians, dorm parents, and other school employees on a need-to-know basis.

Medical Leaves

The Residential Life program generally follows the Upper School Medical Leave policy; however, the Residential Life program has additional requirements regarding medical leaves for boarding students.

The treatment for certain medical and psychological conditions and behaviors are best handled outside the boarding school setting. Severe depression, eating disorders, suicide ideation or attempts, self-injury, and substance abuse disorders are examples of such conditions and generally require more treatment, support, supervision, and guidance than the Residential Life program can provide. In some situations, these conditions and behaviors may also create undue disruption in the community and Residential Life of the School. Should such a situation arise, OES may require a medical leave of absence or a medical separation.

A voluntary or mandated medical leave of absence may be authorized by the OES Nurse, the counselor, and/or the Director of Residential Life in consultation with the student's advisor to address physical or emotional illnesses that, in their judgment, cannot be adequately treated in the dorm setting. These same staff members will determine whether and under what conditions students may return to the boarding program. Each medical leave is designed to address the needs of an individual student, and the goal of a medical leave is to enable students to return to the dorms with an increased opportunity for academic and social success. Students should take the time needed to achieve this goal. In administering this policy, OES does not discriminate against qualified students with a disability. In particular, OES is committed to assuring that students with a disability enjoy equal access to, and an equal opportunity to participate in and benefit from, the programs and services offered by the School in compliance with federal and state nondiscrimination requirements. OES will reasonably accommodate students with medical and mental health conditions in accordance with applicable law and whenever appropriate will support reasonable accommodations that enable the student to remain enrolled in OES.

A medical leave is granted by OES for the management of a physical or emotional illness that:

- Interferes with a student's ability to participate in the program;
- Has an undue negative impact on others; and/or
- Is beyond the practical limits of care that the Residential Life program can provide.

The decision concerning whether a student is to be placed on a medical leave shall be made by the Leave Team, which includes the Director of Residential Life, Assistant Head of Upper School for Academics, and the Assistant Head of Upper School for Community, in consultation with the Head of Upper School and Associate Head of School. The Leave Team also determines the length of the leave and what conditions must be met in order to return (e.g., relevant assessments, counseling, educational activities, etc.) as outlined below. The Leave Team works closely with the nurse and counselor, and in all such cases will actively consult with the student and, where appropriate, with the student's family for the purpose of procuring their input into the decision. Determining the expectations and structure of a medical leave, and how best to meet the needs of the student in accordance with the existing standards of the program, is an interactive process between the student, family, and the program.

Basis for Deciding

The Leave Team may make its determination on the basis of:

- An assessment by the OES Nurse and/or counselor;
- The student's clinical needs as assessed by an outside provider;
- Careful consideration of the student's safety and well-being;
- The student's possible impact on the safety and well-being of the community;
- The student's capacity to participate in the residential and academic program of the school with or without accommodation;

- OES's ability to provide appropriate care; and
- Information received from the student and the student's family concerning the student's condition, needs, and preferences.

Duration

OES will determine the duration of the medical leave and the minimum length of absence. Because every student's situation is different, the length of recommended leave will be determined individually.

What is Required

Once a student has been placed on medical leave, the student and family will receive a letter outlining the expectations and requirements with respect to the medical leave. Letters are individualized and may include specific criteria, conditions, and behavioral expectations relevant to the student's needs and the reasons that informed the medical leave. In general, there are three requirements during the medical leave:

- The student will receive ongoing treatment by the OES Nurse appropriate to the student's condition;
- The family will engage in ongoing and regular communication and cooperation with the School about the student's treatment and the School's expectations during the medical leave;
- The student and family will comply with other conditions that the School articulates in the medical leave letter.

Returning from a Medical Leave

Return from a medical leave is not guaranteed. OES gives significant weight to documentation from the student's treatment providers regarding the student's ability to function academically and safely at school with or without accommodation. OES will exercise the right to make a final decision about a student's return to campus and reserves the right to obtain a second opinion from a provider of its choice. The Leave Team shall determine whether and under what circumstances a student should return to School or be medically separated from the School. The Leave Team then forwards a recommendation to the Head of School.

Factors that inform the Leave Team's recommendation include: The student's and the family's compliance with the requirements of the leave; the student's clinical needs; safety considerations; impact on the well-being of the community; the student's capacity to participate in the residential and academic program of the School with or without accommodation; and the School's ability to provide appropriate care. In order for the School to consider a request to return from a medical leave:

- All necessary information as specified in the medical leave letter must be forwarded to the School by the deadlines outlined in the letter;

- The student must demonstrate an ability to participate safely in the program of the School with or without reasonable accommodation, and the School must determine it has the ability to provide the appropriate treatment, support, and supervision required for the student to return and participate in school;
- The student must satisfy any condition or behavioral expectations placed on the student in connection with their return from a medical leave;
- Failure to comply with the foregoing requirements may result in a continuation of the student's medical leave or in a medical separation.

Medical Separations

A medical separation from OES is authorized by the Head of School following a recommendation by the Leave Team. Although a medical separation involves the loss of a student's place at OES, it leaves open the possibility of application for readmission. Therefore, a medical separation is to be distinguished from withdrawal or dismissal. A medical separation is reserved for the student who, for reasons of illness, cannot meet the requirements of the OES Residential Life program, with or without a reasonable accommodation. Conditions that might warrant medical separations include but are not limited to: incapacitating physical or emotional illness; serious drug or alcohol problems; or any condition requiring more treatment, support, supervision, and care than the Residential Life program can provide.

Residential Life Expectations

All Major School Rules listed in the All-School Handbook and Upper School Section apply to dorm students. Dorm students and visiting day students are also expected to follow the rules, policies, and expectations relevant to the Residential Life program outlined herein, knowing also that no handbook could possibly cover all of the contingencies or all inappropriate behavior.

The expectations of the Residential Life program have been established to ensure the health and safety of all dorm students so that they may succeed in their academic, extracurricular, social, and personal endeavors. These rules are established for teenagers in a communal living setting and they may be at times more stringent than those enforced at home due to the nature of our community. Students are expected to be in compliance with the expectations and rules at all times. *Dorm staff may remove certain barriers to compliance with expectations, such as technology, thoughtfully working with students to create the skills needed to self-manage these distractions. Dorm staff may also add in additional check-ins or limitations to signing out off campus, much in the way parents would in their own homes.*

Major Dorm Rules

While all Residential Life policies are important, violating the following policies are a violation of Major Dorm Rules and will result in disciplinary consequences. In some cases a single violation or repeated violations may result in a student being referred to the Honor Council.

- Complying with Federal, State, and Local Laws
- Bullying, Hazing, and Harassment
- Sexual Harassment and Misconduct
- Illegal Substances
- Check-In and Curfew
- Driving, Vehicle, and Transportation Policy
- Fire and Earthquake Safety and Drills
- Sign-Out and Overnight Sign-Out
- Acceptable Use Policy
- Sexual Intimacy

Community Expectations

When students fail to uphold the community expectations, they will have a conversation with the prefect or dorm parent who observes the situation, their dorm parent, or a dorm administrator, and depending on the severity or type of infraction, will face appropriate consequences. Repeated inability to uphold community expectations will result in increased consequences and may include conversations with the student's advisor, Assistant Director of Residential Life, or Director of Residential Life about the student's commitment to remaining a boarding student.

Community Expectations include, but are not limited to, the following:

- Not returning to the dorms between 8:25 a.m. and 3:10 p.m. (except for seniors with that privilege)
- Staying in the dorm and in room after nightly check-in
- Following Study Hall expectations
- Keeping the door unlocked when present in room
- Turning off technology after 10:30 p.m.
- Turning off lights after 11 p.m. (exceptions for Late Lights)
- Following in-room or co-ed visitation policies
- Not using offensive or derogatory language
- Maintaining quiet hours
- Being respectful, cooperative, and honest
- Maintaining a clean room
- Completing evening job
- Protecting private or school property
- Using English / common language in common spaces
- Attending and being on time for breakfast check-in, family dinner, and/or community meeting
- Attending dorm activities when signed up

- Attending scheduled meetings and/or appointments related to the dorms or Upper School program
- Returning on time to the group on a dorm trip, store run, or activity
- Carrying one's key and fob, and producing it when asked by dorm parent
- Using senior privileges appropriately

Sexual Intimacy

Sexual intimacy is a complicated issue in a boarding school composed of students who may range in age from 13 to 20, and who span a full range of cultures, beliefs, and values. While we recognize that romantic relationships may involve consensual sexual intimacy and that sexual curiosity during adolescence is common, OES is committed to creating a learning and residential environment characterized by safety, trust, and respect for all. For this reason, sexual intimacy is not permitted either on campus (including but not limited to in the dorms) or off campus at school-sponsored events or trips. OES offers education about sex and sexuality through the Health and Wellness program, and provides a range of counseling and advising resources, with the related goals of fostering thoughtful decision-making and encouraging students to postpone sexual activity.

If and when it occurs, sexually intimate behavior should not infringe on the privacy or rights of others, victimize a person or group, or compromise the integrity of our community. This position is informed by our commitment to our students' well-being and right to be free of unwanted exposure to others' sexually intimate behavior. Responses to such behavior may include, but are not limited to, faculty conversations with the students involved, communication with the students' dorm parent, referral to the OES Nurse or counselor, disciplinary action in consultation with the Assistant Head of Upper School for Community, and parental notification.

Students should note that the age of consent in Oregon is 18 and that students under the age of 18 are unable to give consent to certain sexual activity. Certain sexually intimate behaviors involving an individual under the age of 18 may violate state laws, and school personnel are generally required to report such instances to state or local authorities if they reasonably suspect sexual abuse (as that term is defined under Oregon law). *Students should also review OES All-School policy pertaining to sexual harassment and misconduct.*

Online Correspondence and Relationships

For the safety and security of all students in our program, the OES Residential Life program does not support or condone online correspondence that results in in-person meetings with persons the student has only met online. This includes correspondence on any social media platform or meet-ups that are a result of anonymous/strangers connecting via Internet websites or phone applications. Regardless of what behaviors/permissions students may be accustomed to in their own home when they are supervised by their parents/guardians, this policy applies to all students in the OES Residential Life program at all times.

This policy includes, but is not limited to:

- The use of any online dating apps, websites, or other platforms for correspondence, regardless whether it is for platonic friendships, romantic relationships, or financial relationships.
- The use of platforms such as Facebook, Instagram, Craigslist, or Nextdoor to purchase or sell items that would result in an in-person meet up.

Additionally, in accordance with DHS policy, students in the OES Residential Life program are not permitted to deliberately seek contact for personal relationships with any persons over the age of 18 who are not direct members of the OES community (OES students, OES parents, OES guardians, OES faculty/staff).

Participation in activities listed above may pose a direct safety risk to the student, as well as the entire dorm community. Participation in any of the activities listed above will be a violation of this policy and will result in immediate disciplinary action. At minimum, this disciplinary action will include a suspension from the OES Residential Life program.

Restorative Actions

Violations of major dorm or school rules and repeated failure to uphold community expectations will result in referral to the Assistant Director of Residential Life and/or the Director of Residential Life who will consult with Residential Life staff, advisors, and upper school administration when appropriate. OES's restorative process seeks to uphold the integrity of the school, to foster community responsibility for the maintenance of a safe and positive environment, to help students develop the resilience necessary to grow and learn from mistakes, and to restore the student to the community.

Our community expects that members are each committed to the growth of self and others and that every individual is working to make positive choices that show respect for others and contribute to an environment of trust and inclusivity. The processes that follow violations of the community rules rely on the understanding that being a part of OES requires personal accountability in the goal of creating a school where every member can assume mutual respect, safety, and trust.

In issuing consequences, OES strives to balance fairness and consistency with a recognition of the individual circumstances.

Disciplinary Actions

Campus Restriction

Students who have been restricted to campus may not sign out, except on an approved dorm activity. Students may use the gym, Fariss Hall, SPARC, and other facilities, but may not access the wetlands, woods, or cross Vermont Street on Nicol Road.

Dorm Restriction

Students who are dorm-restricted must stay within sight of their respective dorm, are not allowed off campus at any time, and lose co-ed lounge and in-room visitation privileges.

Community Values Letter

A Community Values Letter is issued to students whose behavior in the dorms demonstrates an unwillingness or inability to fully commit to the values of the Residential Life program or the Honor Code. This letter is issued by the Director of Residential Life and is consistent with the Community Values Letter detailed in the Upper School Restorative Practice section of the Handbook. A Community Values Letter serves as an official notification that the student's behavior was not consistent with the values of our Residential Life program and that any further such action will result in more significant consequences, including a referral to the Honor Council.

Probation

Probation is a period of time designated by the dorm administration during which a student's behavior is closely monitored as a result of disciplinary action.

Suspension from Residence Halls

Some violations of rules are serious enough to result in removal from the dorm community for a period of time. In these instances, the dorm administration will work with the student's family to find a suitable living arrangement with a host family or a local guardian. OES reserves the right to immediately remove a student from the dorm community if that individual's behavior puts the community at imminent risk.

Dismissal

In the event that a student's behavior demonstrates either unwillingness or inability to live within the community's expectations and to commit to the values identified by the Residential Life program and the Upper School Honor Code, a student is subject to dismissal from school. This can be following repeated incidents that have led to disciplinary action or an isolated infraction, including, but not limited to, violating the school's major rules. Upon dismissal, the family's contractual obligation to complete payment of the year's tuition is unaffected for the duration of the school year.

Community Structures and Responsibilities

Dorm Families

Each student is assigned to a dorm family led by a dorm parent. Family groups eat dinner together on Wednesdays and occasionally take outings together as a group. The dorm parent acts as the main point of contact with each student's family or legal guardian, family representatives, academic advisor, and teachers. We highly encourage families to call or email dorm parents with concerns or questions. Interpretation and translation services are available as needed.

Prefect Groups

All students are assigned to a prefect group led by a grade 11 or 12 prefect. These groups meet occasionally to discuss issues of importance in the dorms, complete evening jobs together, and go on activities as a group. Students are encouraged to use their prefect as a resource, and prefects will regularly check-in with students to offer support around academic, social, or emotional concerns.

Environmental Sustainability

All community members are expected to be conscious of their use of resources and to minimize waste. Students should bring a water bottle and/or reusable cup, as well as reusable tableware if they plan on making and consuming food in the dorms. Students should consider the impact of their choices when using resources such as electricity, water, paper products, and other items. We encourage students to recycle as much as possible. Students should turn off lights when they leave their room, bathroom, and shower rooms.

Bicycles and Storage Shed

The Residential Life program maintains several bikes and keeps them in a storage shed behind Rodney House. Students may sign out a bike and helmet with the dorm parent on duty. Students may bring their own bikes to campus and store them in the shed if there is available space. Students are required to wear helmets when riding bicycles, skateboards, scooters, or other such modes of transportation. Students may access the storage shed for tools and other equipment under the supervision of a dorm parent.

Evening Jobs

Every Wednesday and Sunday evening after study hall, the prefect on duty that week will gather their prefect group in order to clean their respective dorm building. The list of evening job expectations is posted in both buildings and the dorm parent on duty will inspect the buildings to confirm the jobs have been completed in a satisfactory manner. Failure to show up or complete evening jobs, or refusal to comply with prefect or dorm parent instructions, will result in disciplinary consequences.

Roommates

The Residential Life staff place students in rooms and with roommates whom we believe will best serve the needs of all students, while also considering requests made annually by returning students. As part of our emphasis on building communication and intercultural skills, we make every effort to avoid placing students of the same nationality together. Single rooms are reserved for students in leadership positions, and even then may not always be available.

Early in the year, we engage roommates in a process of communicating their needs and preferences and assist students in writing roommate agreements. Living in close proximity with others naturally comes with challenges. We encourage and support students in direct communication and conflict resolution. A student should seek out their dorm parent, prefect, advisor, counselor, the Assistant Director of Residential Life, or the Director of Residential Life if they need support with a roommate challenge. Roommate changes are rare as the focus of the Residential Program is to learn skills of communal living, communication, and conflict resolution.

Common Space Guidelines

Lounges

The lounges are a communal space where dorm students and their guests should feel comfortable socializing and relaxing. Students are responsible for cleaning up after themselves and for making sure the space is inclusive by setting a positive and welcoming tone, using common language, and inviting others to participate in games and activities. Television and video game hours and expectations are posted in both lounges.

Bathrooms and Shower Rooms

The bathrooms and shower rooms are cleaned daily during the week by a professional custodian. It is the students' responsibility to keep these rooms free of personal belongings and to tidy the spaces after using them. This may include wiping the toilet seat, and/or disposing of toilet paper, paper towels, hygiene products, and other trash appropriately. Students should reasonably clean the shower stalls after use to remove hair and excess shower products in respect for whoever uses the stall afterwards. If a dorm student has a particular need or concern about bathrooms and shower rooms, they should contact the Director for Residential Life.

Laundry Facilities

In the interest of student health and wellness, students are expected to regularly do laundry to maintain hygiene. Bed linens should be washed weekly. Students have access to laundry facilities in each dorm building with multiple machines that are free to operate. Students should comply with posted signs about laundry room expectations and immediately report any damages, leaks, or machine issues to the dorm parent on duty. To prevent lost items students should be mindful of

their laundry and return promptly to remove it from machines and the laundry room. Clothing or other belongings left for extended periods of time will be donated to the lost and found.
The staff laundry room in Rodney House is not for student use at any time.

Kitchenettes and Office Kitchen

Each dorm building is equipped with a kitchenette that has a sink, microwave, counter-space, and storage. Students are responsible for cleaning and maintaining the space. All small kitchen appliances, such as rice cookers and electric kettles, should be used in this space and not in rooms.

The office kitchen, which is equipped with a refrigerator and freezer, stovetop, oven, sink, and counter space, is available for student use under the supervision of dorm parents. Students who use the kitchen are responsible for cleaning after themselves, reporting maintenance issues to the dorm parent on duty immediately, and requesting supplies. The dorms provide some cooking utensils and equipment for use in the office kitchen only.

The use of the kitchenettes and office kitchen is a privilege. If any of the spaces are not used in accordance with posted signs, they will be closed for a period of time to students.

Athletic Facilities (Fariss Hall, Gym, SPARC, turf and practice fields)

Boarding students enjoy the privilege of after-hours access to many facilities on campus. Students are expected to comply with all rules and expectations of those spaces and be trained to access them as necessary. Students may temporarily check out a key from the dorm parent on duty in order to access locked buildings and are responsible for returning the key in a timely manner.

Weekend and after-hours access to Fariss Hall requires special training from the Athletic Trainer. Training is offered several times at the beginning of the year. Students must be in groups of three or more when using weight training or cardiovascular equipment in Fariss Hall. They should also bring a cell phone, report any damages or injuries to the dorm parent on duty, turn off all lights, and clean up after themselves before they leave. Students may not prop the door or allow anyone inside who is not a dorm student or OES employee.

Academic Buildings (outside of school hours)

If the study rooms in the dormitories are occupied, students may request to use classrooms in the language wing for academic purposes after hours and on weekends. Dorm parents will supervise use of the rooms and students are expected to respect the space and equipment, and clean up after themselves.

Dining Hall

Students may access the dining hall only during posted meal times. They are expected to bus their dishes, cups, and utensils in the appropriate bins, clean their tables, and comply with all requests made by the kitchen staff. Students may not bring any dishes, cups, mugs, or utensils back to the dorms, unless they have special permission from the dorm parent on duty, and they are expected to return those to the dining hall bus bins at the next meal. Laptop use is not permitted at meals, except for breakfast when students may use them to complete school work.

Dorm Office

Students are welcome in the dorm office when the dorm parent on duty is supervising the space. Students are allowed to use the office kitchen only when a dorm parent is present.

Special Programs

Activities

The Residential Life activity program is designed to create community, nurture curiosity and interest in the city of Portland and surrounding regions, and provide fun and engaging opportunities for students. At least one activity is typically offered every weekend by a dorm parent and/or students. An activity involves at least five students and uses an inclusive sign-up process. A variety of low- or no-cost activities are offered throughout the year. The dorms support the activity program for those activities that do cost by paying 50 percent of the cost of the activity for each student (up to $25). The student's portion will be charged to their account. If tickets or charges must be paid in advance, the student will be charged if they do not attend and do not find a replacement.

Backyard Exchange Program (BYE)

Upper School day students are encouraged to stay overnight in the dorms for up to two weeks at no charge. Visiting students follow the daily schedule and expectations of boarding students, including attending Study Hall, family dinner, dorm meetings, and weekend activities. They also enjoy the privileges of dorm students, including access to OES campus facilities under the discretion and supervision of the dorm staff. Visiting students stay with ambassadors or prefects in their rooms, or, in the case of students in grades 11 and 12, who are frequent BYE guests to Rodney House, an Ambassador Room.

Student Leadership

The Residential Life program has several formal leadership positions which allow students to support various aspects of the program, collaborate with dorm staff and administration, engage in peer leadership, and develop and practice leadership skills.

Ambassador Program

Dorm Ambassadors are student leaders who serve the OES dorms by hosting visitors and prospective students, participating in Admissions and Residential Life events, and being representatives of the dorms in the larger OES community. They support the Backyard Exchange (BYE) program by hosting day students, and occasionally host Admissions or exchange-program visitors as well. Ambassadors maintain a welcoming, supportive atmosphere for visitors of the program. Ambassadors are chosen as best representations of OES for their social skills, high fluency and usage of English, academic performance, and organizational and collaborative skills. Ambassadors develop leadership skills, work closely with the Dorm Ambassador Coordinator, and provide a vital service to our school and to OES's Residential Life Program.

Honor Council and Student Council Representatives

Dorm students are elected through the Upper School election process to serve on the Upper School Honor Council and to seats on the Student Council's Policy and Community Boards. Dorm students are also encouraged to run as their grade level representatives and for all other positions on student council, including Student Body President.

Prefect Program

Prefects are students in grades 11 and 12 who have been carefully selected to support other students, build community in their dorms, and serve as respected role models in the community. They live alongside fellow students and provide peer support. Prefects work closely with dormitory faculty to create a safe, healthy environment for learning and growth. They are expected to promote, support, and follow all the rules and expectations of the Upper School and Residential Life programs. In cases where a prefect is not fulfilling expectations of the position, or if they are in violation of a major school rule, they may be put on probation or lose their status as a prefect in addition to other consequences through the disciplinary process.

End of OES All-School Handbook