



Cincinnati

Waldorf High School

cinciwaldorf.org

Student Handbook 2024-2025

The Cincinnati Waldorf High School

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A message from the High School Faculty and Administration to the High School Purpose and Philosophy as CWHS Student:

As a high school student, you are expected to actively participate in and contribute to your own education. Therefore, it is important that you begin to gain an understanding of the goals of this education as we, your teachers and administrators, see them. What follows is an expression of our educational ideals that we aspire to.

Our purpose is to prepare you to meet the challenges of our rapidly changing world. It is not enough to teach you today's skills and today's knowledge; rather, we must support you as you awaken to the capacities you will need to learn new skills and gain new understanding throughout your life: capacities for sound judgment, critical thinking and an abiding interest in the world and in learning.

Moreover, we will help you gain an awareness of yourself and others, out of which can arise sound moral judgment and the ideals which give your lives meaning and purpose. In short, we will help you develop a quick mind, character, and know how to integrate your heart into all you do.

The Cincinnati Waldorf High School prioritizes as its first to help you develop a keen interest in the world and a delight in your capacity for thought. A healthy development of such capacities for thought, one that puts you into a right relationship with the world, is grounded in direct experience and observation.

In the **sciences**, which are taught primarily in the laboratory and in the field, observation and experimentation with the phenomena are the basis for the development of the laws and theories that modern scientists use to make sense of their observations.

Similarly, in the **humanities and social sciences**, you will be taught using primary source materials: the original versions of the great works of literature and original historical documents. Starting from observation of the contents of a text, it is then possible to delve beneath the surface to ask what lies beyond the observable. How did this character become who he is? How have the events of ancient history shaped our current time? Is there an order, a lawfulness to the way things behave in nature and in society?

Writing is an important part of the curriculum in all subject areas as you keep notes, laboratory records and journals of your observations and use them to write reports, essays and poetry, creating in each case a document summarizing not only the content of the course but also your own understanding of it. You are thus engaged in constructing your own knowledge rather than being asked to learn and reflect back the contents of standard textbooks.

Work in the **arts** supports the academic curriculum by developing the capacity to solve problems creatively. Through the **creative arts** (such as drawing, modeling, painting and ceramics) we aim to help you cultivate imaginative thinking, perseverance and attention to detail. Practicing the **performing arts** (including music, choir and drama) develops self-discipline, focus and the ability to work effectively in a group. The practical arts (for example auto mechanics, woodworking and bookbinding) are intended to enable you to understand the world in a concrete way.

We, as teachers and administrators, see ourselves as facilitators of YOUR education and we want you to be fully involved in it. Our role is to help create the structure necessary to support a lively learning atmosphere where you can gain self-confidence and competence.

We also wish to foster a sense of individual responsibility and community. To that end, we hope to set an example for healthy social interactions between students by maintaining a respectful attitude towards students and towards one another, and by expecting the same of you. We want to create a safe space where the ideals of the community – care for all – can manifest.

Through these means we strive to attain the goal set forth in 1919 at the founding of the first Waldorf school:

“Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives.”

Values & Inclusiveness Policy:

Waldorf education acknowledges the spiritual nature of each individual, without teaching any doctrine or dogma. The Cincinnati Waldorf School is a non-religious school. Its aim is to help the developing human being find a way to true morality, with reverence for humanity and the natural world. Students over the course of their education will be introduced to diverse cultures and religions through story, celebrations and music.

Cincinnati Waldorf High School Racial Non-discrimination Policy:

The governing board of the Cincinnati Waldorf High School located at 6703 Madison Road, Cincinnati, Ohio 45227 in Ohio has adopted the following racial non-discriminatory policies.

The Cincinnati Waldorf High School recruits and admits students of any race, color, national and ethnic origin, religion, gender, gender identity, gender expression, sexual orientation, or weight, to all its rights, privileges, programs and activities.

In addition, the school will not discriminate on the basis of race, color, gender, national and ethnic origin, religion, gender identity, gender expression, sexual orientation, or weight, in administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other school administered programs.

The Cincinnati Waldorf High School will not discriminate on the basis of race, color, national and ethnic origin, religion, gender, gender identity, gender expression, sexual orientation, or weight, in the hiring of its certified or non-certified personnel.

Any persons having knowledge of racial discriminatory practices in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletics and other school-administered programs should contact the Ohio Department of Education, Quality School Choice and Funding, Nonpublic Educational Options Programs, 25 South Front Street, Mail Stop 309, Columbus, Ohio 43215.

To uphold this policy, the Cincinnati Waldorf School will strive to provide a safe learning environment free of discrimination and harassment, and to promote the educational and social integration of all students.

Gender Identification Policy

Students can choose to use whatever bathroom with which they identify.

How to File a Complaint:

In the event a person feels their issue regarding the Cincinnati Waldorf School [Early Childhood Preschool, Kindergarten, Lower School Grades 1-8 or the High School] is not being adequately addressed at a local level, they can file a formal complaint by contacting the ODE directly.

Ohio Department of Education
Office of Early Learning and School Readiness
25 South Front Street

Columbus, Ohio 43215-4183
(P) 877-644-6338

contact.center@education.ohio.gov

All complaints made will be investigated before the issuance of a charter to the said school.

Student Code of Conduct:

We believe we are here to guide you into finding and aligning with your life calling. This will then help to support the greater world you will merge into after graduation. You are finding your way and sometimes you know what to do and other times not. We teachers and administrators will provide structure and guidance as needed to help lead you into your full freedom, calling, and responsibility. To that end, we will do our best to assist you in becoming clear about your goals and the consequences of your choices with the intention of helping you achieve them and/or helping you to find realistic alternatives.

This means that when there is a question about your behavior and/or choices, we will start by asking you to place your behavior and/or choices within the context of our common ideals as a learning community.

Among these ideals are:

- Respect for self and others
- Appreciation and tolerance of differences
- A commitment to participating in the learning process

By attending this school, you are affirming that you are committed to these ideals. If your behavior repeatedly falls short of this commitment we will address it in the ways outlined below.

It is our intention to keep our written rules to a minimum, with the understanding that all of our behavior at school, whether or not covered by a written rule, should be consistent with these ideals.

Respect and Courtesy:

It is vital that we cultivate an attitude of respect through our awareness and consideration of each other, and by manifesting our support of diversity. People with differing views, strengths and weaknesses create a rich, diverse community. We expect to have differences of opinion and to have energetic discussions carried out in an atmosphere of civility. In order to create this atmosphere and to promote our general safety and well-being, abusive language, physical violence, wrestling and weapons are not acceptable. Pranks and other forms of behavior that might be deemed hurtful are also not acceptable.

Physical Contact:

It is the Cincinnati Waldorf High School policy that physical signs of affection between students remain appropriate. Students will not kiss, sit on laps or engage in romantic hugging on campus at any time. This is an academic environment and such behavior is inappropriate. Holding hands and friendly, non-romantic hugging is permitted as long as it is respectful to others and the school.

Computer Use:

Computer use to facilitate academic work is encouraged. Computer use guidelines are expected to be followed at all times. Personal computers are not allowed at school unless approved and under the guidance of a teacher. Each student and a parent/guardian should sign a Computer Use Rules and Agreement form and return to the Main Office. Computer use is prohibited during lunch and break times.

Cell Phone Policy:

Cell phones during the school day are a major and unnecessary distraction. CWS has the following cell phone policy to ensure that all students are able to fully take part in academic lessons, social interactions, and all of the events of the school day.

In general, cell phone devices are not permitted to be used on campus during school hours. CWS recognizes that some older Grades students and certainly High School students may need to have a phone at school to use during after school times therefore the following rules must be honored and followed:

- Students will turn off their phones and keep them put away in backpacks or lockers during the school day.
- Some teachers may prefer to set up a system in the classroom for students to place their phones. If this is the case the phone will still be turned off and unused during the school day.
- Students **will not** use their cell phone in any way or at any time during the school day*. This means no texting, calling, social media use, etc. at any time. If a student has a need to make a phone call, they can receive permission from their teacher to go to the main office to use the office phone.
 - *High School Exception: High School students are permitted to use their phones without expressed permission between classes but are asked to do so in good judgment.
 - *Medical Purposes: Students with medical conditions that require monitoring while at school, are permitted to use their cell phones for these purposes only. Parents/guardians will arrange this with the school prior to cell phone use in this way.
- Students in CWS After Care are to follow the same cell phone policy that is in place during the school day.
- High School Exception: High school students staying after school for clubs, sports, etc. may use their cell phones to communicate with their carpool drivers or parents/guardians and to listen to music with headphones/air pods, etc. High School students are not to use their phones for social media purposes or to watch videos, play games or browse the internet during these times.
- This cell phone policy applies to field trips (day trips and overnights) unless the circumstances of the trip require otherwise which the school will determine.

The following steps will be taken if a student is not honoring the school cell phone policy*:

1. 1st Offense: Reminder to not have the device out. Faculty members will take the device to the main office. The student must stop by the Main Office at the end of the school day to retrieve their cell phone.
2. 2nd Offense: Reminder to not have the device out. Faculty members will take the device to the main office. The student must stop by the Main Office at the end of the school day to retrieve their cell phone. The parent/guardian will be notified about the incident.
3. 3rd Offense: Faculty members will take the device to the main office. The parent/guardian will be notified. The cell phone will be picked up by the parent/guardian at the end of the school day.

If a student has 3 or more violations, the student will be required to drop off their device to the main office upon arrival and retrieve it at dismissal on each school day for 6-8 weeks.

*High School Exception: High School Faculty may decide a plan for a High School student that is more individually specific to the inappropriate cell phone use situation.

Music and Headphones Policy:

Music used to enhance a lesson is a pedagogical decision made by the faculty. Music during downtime in class is at the discretion of the teacher and should be community music only, chosen or approved by the teacher. Headphones are not to be worn during school hours. Noise canceling headphones can be used when approved by faculty and with a parent note, but must remain unplugged from any device (including not connected via bluetooth).

Grading:

Letter grades and brief write ups from Main Lesson, Math, Art and Subject teachers will be assigned to all students. Grading percentages will be as follows:

97-100% = A+ 93-96% = A 90-92% = A
87-89% = B+ 83-86% = B 80-82% = B
77-79% = C+ 73-76% = C 70-72% = C
67-69% = D+ 63-66% = D 60-62% = D

Below 60 = F

Some subject classes for example, Eurythmy classes will issue Pass/Fail and written descriptions for each student. Teachers will create and distribute a syllabus for each class explaining expectations for the length of each course so that students are informed of their expectations in advance.

High School (Grades 9-12) Absence Policy

Timeliness and Attendance: Because of the interactive and experiential nature of Waldorf education, it is essential that students be present and on time for each class. Arriving late is disruptive and discourteous. Students are expected to remain in class for the duration of the period unless given permission to leave. The flow of a lecture, the understanding of a concept and the mood of a class are all disrupted when someone enters or leaves the classroom.

- The parent/guardian must contact the main office and the student's teacher on or before 8:30 am if a student is going to be absent for part or all of the day. If there is no communication about a student absence, the school will contact parent/guardian to verify the safety of the student.

- The parent/guardian must call on or before 8:30 am the day of the absence in order for it to be considered an excused absence.
- If a student is absent more than 3 consecutive days, a doctor's note upon the student's return is needed in addition to the daily calls for absence.
- If the parent/guardian does *not* call in, and there is no doctor's note for absences exceeding 3 days then the student will be given no credit for the work that was missed and will only get partial credit for any tests needed to be made up at the discretion of the teacher.
- Prolonged absences (for any reason) may severely impair the ability to attain the objectives of courses, and may result in loss of credit.
- **At the discretion of the instructor, if a student is absent for more than 15% of any given course, the student may not be given credit for the course.**
- If a student is **absent for 30% of the class (30% of a block or 30% of a quarter of a track class), the student will automatically fail the course.** *(Parents may initiate an appeal for review by the faculty to consider unique circumstances.)*

High School (Grades 9-12) Tardy Policy

- The school day begins promptly at 8:30 am.
- **If a student is tardy, then the student must report to the Front Office before going to class.**
- A pattern of frequent tardiness (30% of the time) is cause for concern and will result in a conference to discuss and remedy the difficulty.
- At the discretion of the instructor, a student who is late more than 30% of the time to a course may not receive credit.
- **A student who is late more than 50% of the time to a course will NOT receive credit for the course.**
- We encourage students and families to schedule medical appointments and family vacations so that students do not miss school.
- If a student is picked up from school anytime before the school day is over/dismissal (3:30 pm) the parent/guardian must communicate this to the front office in advance.
- If a student is of driving age a parent/guardian must notify the school prior to the student leaving early.

Unusual events for prolonged absence (bereavement, etc): If a student knows in advance that they will be absent for three or more days, the parent/guardian must notify the Front Office by phone or email, at least one week before the absence. It is the student's responsibility to make up any missed work due to absence or tardiness.

High School Dismissal

- Students are self-dismissed at 3:30. All students will exit the building by 3:40 unless they are approved for staying for an afterschool club, tutoring, or event.
- High School faculty oversee dismissal until 3:40. At that time and when students exit the building, there is no more supervision and are now the full responsibility of the student's family.
- Students can be picked up by families in the parking lot, walk or bike home, take the bus, etc.

Academic Guidelines

Course Expectations:

The requirements to receive credit for any given course will be outlined by the teacher of that course. These requirements will consist of some combination of the following:

- Mastery of subject material
- Completion of assigned work on time
- Participation in classes
- Proper citation of work that is not one's own and teacher approved use of Artificial Intelligence (i.e. chatGPT, etc)

Partial Credit:

50% of credit may also be awarded in situations that may not warrant full credit, such as:

- Illness for a portion of the class
- Passing the lab portion of a class but not the main lesson portion
- Approved extended absence for a portion of the class
- On exchange for a portion of the class

Half credit will only be given if a student has completed at least 50% of the class and will be used only when a student has worked, participated and completed between half and all of the work in a class, but is not able to gain full credit because too much work was missed.

Student not meeting academic requirements:

In the event that a teacher finds that a student is not meeting some or all of these requirements, the following steps will be taken to help him or her to succeed:

- The teacher will work with the student to try to remedy the problems. This may include a study hall at lunch or after school.
- If necessary, the teacher will inform the student's parent(s)/guardian(s), usually by sending a progress report home, and enlist their help in supporting the student. We may ask parent(s)/guardian(s) to provide tutoring or counseling.
- If necessary, a meeting will be convened with the student, the student's parent(s)/guardian(s) and the High School faculty to try to find ways to support the student.

If a teacher concludes that a student did not meet the requirements of the course, despite the efforts to help, the teacher has the option of not giving credit for the course. This becomes part of the student's permanent record and may require repetition of the course outside of the regular school schedule. A student may receive a mentor and be put on academic probation (See *Probationary Guidelines*). It may jeopardize a student's qualification for a high school diploma, and it may jeopardize the student's place in the school.

Main Lesson Books:

The main lesson book is one of the key elements of the curriculum. It is assumed that every student will make their best effort to present well written material in an artistically pleasing presentation under the guidance of the teacher. Considerable freedom is generally given to express oneself within this context, but the following guidelines are mandatory unless otherwise specified by the teacher:

- Text written in cursive
- Same color ink throughout the book
- Margins on every page
- Spelling mistakes corrected
- Title page
- Use of flowing ink pens

Community Service Requirements:

In order to graduate from CWHHS, students must complete and log 25 hours of community service *per* academic year. The logged hours must be signed off by a supervising adult and include their name and contact information. Community Service Hour Logs are available in the Main Office and should be returned to the Office Administrator and reviewed by the High School Chair upon completion each year.

At minimum, 20% of those hours (>5 hours per year) must involve direct human interaction (e.g. volunteering at CWS Lower School events, working with individuals with developmental challenges, community activism, nursing home volunteering, etc.).

A non-exhaustive list of other community service work options could include environmental cleanup, helping to fix up the school, art installations, and/or intern-type work in a local business.

Any work directly related to what is already expected as part of the school curriculum, or regular chores at home, do not count toward the 25 hours/yr.

HS Policy on Cheating:

We will not condone nor will we tolerate any student submitting work that is not produced solely by the student's own initiative.

The following behaviors may be considered as possible acts of cheating: plagiarism, talking during an exam, copying another's test/assignment, allowing others to copy your work, roving eyes, open books or notebooks during an exam, crib sheets/ cheat sheets, passing notes during an exam, copying electronic files and printing another student's work, having someone do your assignment for you (homework, project, book report), stealing exams, selling exams, altering a grade (in grade book, on a computer, on a report card), taking an exam for someone else, using bribery/blackmail/threats, intimidation in pursuit of a better grade.

Note that we consider any student who provides their own work to another student to be cheating – this includes the sharing of your completed work (assignments or main lesson book pages), positioning tests so that another student can have easy access, or in any other way doing the work for another student.

One area that is especially important to consider at CWHHS is how to make up work fairly when you have missed class. In the High School it is never appropriate for you to take another student's main lesson book page, or other homework, and copy it. Instead you should always start your efforts to make up your work with a conversation with the teacher in the class you missed. They can guide you on the best way to address the missing work, including possibly working with the teacher at lunch, reading support materials, or being asked to use another student's notes from the class presentation.

If a student is suspected of cheating we will use the following process:

- A. The class teacher and the High School Chair and/or Faculty Chair will meet and have a conversation with the student and parents.

- B. If the conversation substantiates the cheating then the class teacher, High School Chair and Faculty Chair will take the following steps:
- a. If a first offense, the student will receive a “0” on the test or assignment and the student will be asked to inform his or her parents of the act of cheating – faculty will follow up with a conversation with the parents.
 - b. If a second offense the student will receive a “0” on the test or assignment, may receive no credit in the class, a follow-up conversation with parents will be held, and the student will likely be placed on academic and disciplinary probation.
 - c. Any further cheating will be handled through a plan made as part of the probationary agreement – this could include reporting of the behavior on college applications.

Absence from Lessons:

It is expected that students will make every effort to attend school regularly. This is particularly important in the main lesson, where the teacher delivers new content orally every day. When a class is missed, it is the student’s responsibility to make up for the absence, with the guidance of the teacher. See section on *Timeliness and Attendance* for more information on this topic.

Plagiarism and Website Use Policy:

The internet can be a rich and interesting place to research classroom topics and find resources for written assignments and papers. However, the ease with which a student can copy and paste data from a site to their own paper or work, can often tempt a student into plagiarism. Students are expected to provide sources and citations for all materials taken from others, whether electronic or a published book, magazine or video. Students should provide sources and full citations for:

- Direct quotations from another person, whether published or unpublished
- Graphics – such as charts, photographs and drawings – from a source
- An idea taken from the work of another person
- Data and facts given by another person, whether published or unpublished

Artificial Intelligence (AI):

AI and software like this is growing fast. CWHS is in an ongoing process of discernment for how to best use this tool. As of now, we hold to the following*:

Appropriate AI Use:

There are many ways students can use AI as a tool, rather than a way to cheat. Include examples of Do’s and Don’ts in your policy to help make things clear.

DO:

- Use AI programs as smart search engines that present information in ways that are easy to read and understand.
- Ask AI programs for clarification or explanations when you need help.
- Generate ideas, topics, and writing prompts using AI programs.
- Be transparent; attribute AI text and images properly when you use them in your own work.

DON’T:

- Use AI programs to avoid doing your own work.
- Copy text or images from AI programs without proper attribution.
- Use AI text or images without fact-checking and exploring potential plagiarism issues.

- Use AI when your teacher expressly forbids it.

(*We Are Teachers Staff. "How to Write an AI Policy for Schools: Examples and Resources." We Are Teachers, 28 July 2023.)

Social Media Policy

Facebook, TikTok, Foursquare, Yelp, Twitter, Pinterest, Tagged, Kismet, Instagram, Snapchat, Tumblr, Youtube, are all ways for us to share personal information, photographs, and videos. New social media programs and applications are being developed every month, and the possible ways for students, faculty, and parents/guardians to be part of an online community continue to expand.

These programs and applications offer a lot of positive opportunities to connect, share interests and ideas, promote causes important to us and have fun. However, the seemingly private nature of these sites, while they are in reality extremely public, can lead to inappropriate postings, embarrassing photographs and information being thoughtlessly shared, and even cyber-bullying.

We expect that all students will be conscious of the ways in which they use social media outlets and will work to preserve classmates' privacy and dignity. Students are reminded not to reveal passwords or the passwords of others and are expected to refrain from:

- Spreading rumors or false information about others through social media outlets
- Sending rude, harassing or threatening email messages, instant messages or text messages
- Creating websites that ridicule, humiliate, or intimidate others
- Posting on websites embarrassing or inappropriate pictures, images or videos of others
- Forwarding or disseminating photographs and videos that invade another student's privacy or dignity
- Sending email messages, instant messages or text messages to others disguising himself or herself as another person

Students are also asked to let faculty know as soon as they become aware that another student is engaging in the behaviors outlined above. This is essential to ensure that our school remains a positive social environment for all students.

Consequences from abusing social media guidelines may result in immediate suspension or expulsion. This will be handled on a case by case basis.

Conflict Resolution:

If a student is having difficulty with another student or a faculty member, they may pursue several options:

- Students and/or a parent/guardian are encouraged to first speak with the student or faculty member directly.
- Students are also always welcome to speak to any faculty member privately.
- Curriculum or pedagogical issues may be taken further with the High School Chair who will actively work with students to address the problem.
- Other issues may be taken to the Faculty Chair who will actively work with students to address the problem through mediation.
- Asking for help to resolve conflicts is always appropriate.
- Using abusive language or violence to deal with conflicts is never appropriate and will result in a disciplinary process.

Problematic Behavior and Challenges

Procedure for Immediate Problematic Behavior:

Students experiencing any issues that leave them unable to participate in class (ie. head down on desk sleeping, inability to focus, etc.) will be granted a 5-minute break during any given class period. During this time, the student will be sent to the office with a yellow slip explaining the reason for the removal from class. If the student feels they can rejoin the class after 5 minutes, the main office will send them back to class. If they cannot agree to rejoin the class and participate, they will be sent home for the day. The remainder of the day would be an *unexcused* absence. If a parent/guardian cannot promptly pick the student up, the student may return to class based on the discretion of the teacher/office or they may sit in the office under the supervision of office personnel.

Procedure for Immediate Health/Recovery Situations:

Students that are experiencing emotions that are making it difficult to participate in class (ie. anxiety, depression, anger, etc.) can be granted a 5 minute break to sit right outside of the classroom doorway, restrooms or main office. After 5 minutes, if the student is still struggling to return to class, they may be sent home for the day at CWS faculty discretion. More time may be given if the student's mentor is available to talk, or if they are needing slightly more time to collect themselves before returning to class. The remainder of the day would be an *excused* absence.

If Conduct Falls Short:

It is our assumption that in choosing to attend the Cincinnati Waldorf High School students have expressed a commitment to our common ideals as a learning community. If it should happen that an individual student's conduct falls short of this commitment, there are a number of corrective steps that will be put in place.

- In the instance of a first minor misconduct (i.e. poor choice of language), the teacher will speak with the student about the behavior and help to remind them of this commitment.
- In the case of a second instance, or a first severe instance, a student and their family will be called together for a meeting via phone, or in person, to address the serious concerns about either academic performance or behavior.
- If deemed necessary, a time of improvement will be sought through the measures of a formal probationary period. The parent/guardian will be notified in writing of the specific terms and conditions of the probation.
- If a situation warrants immediate removal from school in matters of severity or safety, families will

be notified and the student will be suspended (sent home).

- In the case of suspension, there will be specific conditions unique to the specifics of the situation for re-admittance to the school.
- A written record of the suspension and the reasons for it will be sent to the family and included in the individual student's record.
- In case of a serious or repeated breach of discipline or decorum, or failure to abide by our basic guidelines, dismissal from the school may become necessary.

Pink Slip Policy:

A pink slip is given to a student if they have been involved in misconduct that breaches the guidelines stated within this student contract.

The procedure for pink slips is as follows:

- The teacher will give the student the pink slip with needed details and the parent/guardian will receive an email with a copy of the pink slip.
- When a student reaches 3 pink slips, a conference will be called with the student, a parent/guardian, and 2 faculty members to discuss the issues and develop a plan for next steps.
- A 4th pink slip will result in a 1-hour after school detention.
- A 5th pink slip results in a 1-day in-school suspension, which will also be noted in the student's records.
- Any further problems will necessitate a review by the High School faculty for appropriate action, which might involve placing a student on behavioral probation or potential expulsion.
- Pink slip counts are reset at the end of each school year unless otherwise specified.

Probation

Probationary Guidelines:

Probationary status means that a student's academic and/or behavioral performance is being monitored more closely than usual due to concerns that have arisen regarding the student's ability or willingness to maintain the standards expected by the school.

It is a serious step taken after other methods have been implemented. The goal is always to help the student recognize and find ways to be successful at our school. When we accept a student, we believe that they have the ability and potential to succeed. Probation is a means to help the student bring into focus the challenges they face and gives an opportunity to make choices about their future.

Two Types of Probation:

Academic:

A student will be placed on academic probation when CWS faculty determines that a student is not making sufficient academic progress. This is determined by several methods:

1. A student will automatically be placed on academic probation when they have failed to earn credit for two courses in a quarter.
2. A student will automatically be placed on academic probation when they have received minimal passing transcript grades (D+, D, and/or D-) and comments in three or more courses in a quarter.

3. A student may be placed on academic probation by receiving some combination of minimal passing transcript grades/comments or failing to earn credit, depending on the circumstances as determined by CWS faculty. For example, if a student receives one minimal passing transcript grade and one failure to earn credit within the same quarter, and the faculty is generally concerned about the student's attitude and performance in their classes, this may be grounds for going on academic probation.

Artistic courses, such as instrumental or choral music and visual arts, will also be used as determining factors in placing a student on academic probation.

Behavioral:

A student will be placed on behavioral probation at any time if a situation is deemed serious enough to warrant it. When a behavioral problem is identified, a meeting with the student and/or family will be held to identify concerns, strategies for improvement and goals.

General Probationary Process:

A student and their parent/guardian will be notified in writing if the student is being placed on probation. This statement will include the reasons for probation and the expected standards to be met. **Students may not attend clubs and/or extracurricular activities during the 8-week probationary period. This includes but is not limited to: School athletics, dances, off-campus field trips, and school overnight trips.** A faculty member will be assigned as a mentor to the student to assist them in understanding the reasons for probation and developing strategies for improvement. After 8-weeks, a student's progress will be reviewed by the faculty and either continued, revised or discontinued. The probation may be reviewed at any time if a new circumstance arises.

A student who continues on probation after the initial 8-week period risks being asked to leave the school or not having their contract renewed for the next school year. Not earning credit, or receiving minimal credit, for another class after being placed on academic probation may be grounds for dismissal, depending on all circumstances and the good will of the student in improving.

While we must always respect that young people are searching for their own paths in life, the loss of any student is a loss for the school. We must strive to find the balance between the needs of one student and the needs of many. Our hope and goal is that this process need only be used occasionally and that its use will result in a student finding their own direction while maintaining the integrity of the school.

Drug and Alcohol Policy:

The Cincinnati Waldorf High School is committed to providing a safe and healthy learning and social environment for all of our students.

The use of drugs and alcohol seriously impacts a student's judgment, ability to participate in classes and activities, physical health, and ongoing brain development, not to mention the illegal nature of these substances for students of high school age. Drug use also negatively impacts the class social environment splitting into users and non-users, which limits and warps healthy interactions among students, and, in the event of consequences, among parents/guardians and faculty as well.

As outlined in the Family Handbook, students are not to attend school or any school event under the influence of drugs or alcohol, or with any drugs or alcohol in their possession. This expectation is also communicated by the faculty in health classes in the ninth and tenth grade years.

If a student attends school or a school event under the influence of drugs or alcohol, or in possession of either:

1. Faculty will meet with the students involved to ascertain the facts of the situation.
2. If the use or possession of drugs or alcohol is confirmed we will meet with students and their parent/guardian, using the following as a template for our behavioral probation response.

Response to a School Drug or Alcohol Incident:

Suspension:

- The student will automatically receive a minimum of a 3-day suspension (3-full days of classes).
- This will be extended if circumstances warrant a longer absence, but the goal is to give the faculty and family time to have the necessary meetings and respond appropriately, while having students return to school to continue academic progress as soon as reasonable.
- All tests and projects due during suspension are scored as “zeros”.
- Homework can be made up at the teacher’s discretion, but the student should not expect the teacher to make special efforts on his/her behalf.
- Any no credits resulting from days of suspension (for instance if a final block test is missed) will be listed as “No-credit” on the transcript.
- The student will be placed on a behavior probation plan for 8-weeks. This plan will be individual, taking into account the specific student involved and the student body as a whole. High School faculty are committed to a behavioral probation plan that allows a student to rebuild the trust that has been broken through the inappropriate behavior by taking up the responsibility for the incident.

Process for Behavior Probation Plan for Drug and Alcohol Use:

- A meeting will be held within two school days of the start of the suspension or as soon as feasible.
- High School faculty members will draft a behavioral probation plan that will then be reviewed with the family of the affected student at least one school day before the end of the suspension period. When possible, faculty will share the parameters of a probation plan with the parent/guardian, before it is shared with a student involved.
- The behavioral probation plan will be presented to the student at the end of the suspension period, before they return to school. It must be agreed to and signed by both a parent/guardian and the student before the student reenters the classroom.
 - Length of Probation: The behavioral probation period will be 8-weeks, not including breaks from school. If the incident happens fewer than 8-weeks before the beginning of the summer vacation, then behavioral probation will extend into the fall term.
 - Academic Progress: The student is expected to be academically successful in all classes during the behavioral probation period. A meeting with parents/guardians will be held if a student receives a no-credit during the behavioral probation period.
 - General Behavior: If a student receives any pink-slips during behavioral probation a meeting with parents/guardians will be called. If a student’s behavior continues to result in pink-slips, the faculty may extend the behavioral probation period, resulting in the student’s inability to participate in sports and trips and, if behavior does not improve, could lead to the student’s dismissal from the school.
 - Class Trips: The student is automatically ineligible for any class trips that take place during the behavioral probation period.
 - School Clubs: The participation of the student in school clubs will be evaluated on an individual basis during the formation of the probation contract.

- Attendance at school athletic and social events: The student cannot attend school athletic or social events for 4-weeks of regularly scheduled school from the suspension date.
- Community Service Requirement: The student is to complete 20 hours of community service approved by an appointed faculty member during the behavioral probation period.
- Continued Problematic Behavior: If a student violates his or her agreement with the school to not use drugs and alcohol at school or a school event a second time, he or she will be dismissed from the Cincinnati Waldorf High School.

Emergency Plans

Fire:

Fire exit maps and safety locations are posted in all of the classrooms and other strategic locations in the building. Teachers know and share the exit plan from the building with the students. Primary and secondary exits are listed for fire drills. A fire alarm will sound in the building for a drill or in a real fire situation. Teachers will shut windows, take attendance sheet and close the door after the class has exited the room silently.

Students and teachers exit the building by their assigned route and gather at the designated meeting spot. Students stay with their class while faculty take attendance in each grade. Faculty spread out among the grades to ensure safety, order and efficiency. Everyone remains outside of the building until the all-clear is given by the administration and safety personnel.

Tornado:

In the event of a tornado watch, administration will monitor for tornado warnings. If a warning is issued, all will be alerted in the building. The teacher will take the attendance sheet and close the windows and blinds as students line up to exit the room.

Students and teachers exit silently and go quickly and directly to the specified lowest level safety area away from windows and glass in doors. Teachers will take attendance and report missing students immediately to an administration. Students will assume the protective position facing interior walls and covering their heads with arms and wait in silence, keeping in shelter until the storm has passed or all-clear is given by administration.

Shelter-in-Place:

Administration will announce the Shelter-in-Place throughout the school and follow safety protocol based on reason for sheltering.

When a Shelter-in-Place happens, upon hearing the announcement, immediately get to the closest safe location in the building. Follow all faculty instructions and remain sheltered until receiving an all clear announcement from law and safety personnel.

Faculty will lock classroom doors, close windows, draw blinds, take attendance, be ready to report information to administration and account for all students. Remind students who may have cell phones in their possession to not use them to call or send text messages in order to not bog down the cell towers for emergency responses and accurate, efficient communication.

Direct Threat to Campus Security and Safety:

In the unlikely event that the school is threatened by a perpetrator with intent to hurt others, many of the faculty are trained in the ALICE active shooter preparedness response method. This is a system now being used by many school districts that gives individual teachers the latitude to assess a situation and take the action they deem the most likely to protect the students in their care. These responses could include a traditional lock-down (doors, locked, window blinds drawn, students hiding in the corners of the room, informing police of threat information); an enhanced lockdown where furniture is used to barricade

doorways for example; or evacuation through windows or out available doors. Students will be taught to follow faculty instructions. Our goal is to help students escape a dangerous situation.

In a true emergency, Police and Fire Personnel will clear each space in the building before giving an “all clear” announcement. Students would be transported to a re-unification area to reunite with their families.

Personal Appearance:

High School students are coming together to learn, to work and to bring out the best in one another. Choices in clothing should support this. Students should come dressed in a way that is practical, functional, comfortable and appropriate for the day's activities (i.e., academic, artistic, movement, laboratory, etc.).

All students need to be sufficiently covered to meet the need for ease in diverse movements throughout the day. Attire that glamorizes drug or alcohol use, hostility, violence or sexual themes is contrary to our purpose. For safety reasons shoes are necessary at all times.

Being Prepared for Class:

It is every student's individual responsibility to be physically, emotionally and mentally prepared to participate in class. This includes being organized, completing and returning homework, and having the necessary classroom tools. It also includes getting a good night's sleep and eating breakfast. When a student arrives to class, we want him or her to be able to give full attention to the material presented.

Respect for School Property:

Our school is a beloved gathering place to hold our learning and growth each day. We are all aware of the impact we have on our property and know that our daily actions and interactions permeate it with character.

To ensure care and orderliness we do the following:

- Be where you are supposed to be, only when you are supposed to be there.
- Keep your personal belongings organized and in designated storage places.
- Do not eat or drink in classes without teacher permission, with the exception of water in a water bottle.
- Be sure to recycle or throw away trash.
- Return borrowed school items to the classroom or office from which they were taken.
- Maintain a noise level that respects others' activities.
- Keep rough-housing under control and in an area which can sustain it.
- Respect the school's furniture, including keeping shoes off upholstered seats, desk tops and table tops.
- Notice and appreciate the contributions of each other to the well-being of the community.

Behavior in Chorus Classes:

Students sing in the All-School Chorus twice a week. This is a wonderful experience as we work together to make music.

Students will do the following to make the most of Choral class:

- Arrive on time and immediately get a chair and choir folder ready.
- Watch the Choir Director attentively and come to silence as soon as they are ready to start warm-ups. Keep conversation and chatter to a minimum throughout the class, ensuring to never disrupt progress in the class.
- Work to support classmates in performing our challenging music
- Remain focused and attentive throughout class

If a student is unable to meet these expectations, they will be required to attend an additional choir practice period.

Respect for Our Neighbors:

The families living in the surrounding neighborhood and businesses nearby have been very supportive of our joining their larger community. It is important that we be aware of and respect their needs and requests.

Keep safety and consideration of others in mind at all times when driving and/or moving around our school neighborhood, certainly when driving and parking.

Be aware that children playing in their backyards may hear and see students so maintain behavior that is appropriate for them to see and hear.

If a problem should arise, please be respectful, try to resolve the issue and bring the concern to the school.

Pranks and other forms of behavior that might be deemed hurtful are not acceptable.

Conduct at Off-Campus Facilities:

As a part of our school programs, students will have opportunities to go off campus for field trips. Please be aware that when we go to these locations, students are still in school. All school rules and expectations of conduct remain in force. Our students are ambassadors for the school, and the school reputation depends on their conduct.

Student Acknowledgment of the CWHS Handbook

I have read and understand the policies laid out in the 2024-25 CWHS Student Handbook.
Questions about any of the policies in this book may be directed to any CWS Faculty.

(Student Name - Please Print) (Date)

(Student Signature)