



**THE WALDORF SCHOOL
OF SAN DIEGO**

A Member of the Association of Waldorf Schools of North AmericaSM

HIGH SCHOOL STUDENT HANDBOOK 2025-26

*Know yourself. Know the world.
-Rudolf Steiner*

Rolando Campus

6745 Amherst Street San Diego, CA 92115

619.287.3054 x300

Morning Verse

I look into the world,
In which the sun is shining,
In which the stars are sparkling,
In which the stones repose.
Where living plants are growing,
Where sentient beasts are living,
Where we, soul-gifted,
Give the spirit a dwelling place.

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

To thee, creator spirit,
I will now lift my heart,
To ask that strength and blessing,
To learn and work
May grow within my inmost being.

-Rudolf Steiner

El Verso de la Mañana

Yo miro hacia el mundo
en el que el sol brilla;
en el que las estrellas titilan;
en el que las piedras yacen;
donde las plantas vivientes crecen,
donde los animales sintiendo viven;
donde el ser humano, dotado de alma,
da morada al espíritu.

Yo miro hacia el alma
que vive en mi interior:
El espíritu del creador se mueve
en la luz del sol y la luz del alma;
en las vastedades del espacio afuera,
en las profundidades del alma adentro.

A ti, espíritu divino,
yo quiero elevar mi corazón:
pidiendo que fuerza y bendición,
para aprender y trabajar,
crezcan en mi interior.

-Rudolf Steiner

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Our Mission

Our four-year educational journey is dedicated to awaken each student's capacity for love of learning, for independent thinking, and for heartfelt service to the world.

Our Guiding Principles

- We are guided by our understanding of adolescent and human development, as elaborated by Rudolf Steiner, as the foundation of our work. The pace, priorities, and practices of our full curriculum, Early Childhood through High School, grow out of this foundation.
- We strive to have our student population inclusive of the diversity within the greater San Diego community.
- We strive to welcome a community of students, parents/guardians, and teachers committed to the principles of social inclusiveness and environmental stewardship.
- We support and guide every student toward higher learning through curriculum that integrates science, mathematics, humanities and arts.

Goal of the High School

The goal of the high school is to support developing adolescents in achieving their full humanity intellectually, artistically, emotionally, and socially. A phenomenological approach encourages careful observation and independent thinking in course work. We want our students to know what they think, not what they are supposed to think. Using a broad, art-imbued, curriculum, we strive to inspire our students to become responsible, compassionate, self-confident adults.

Expected Schoolwide Learning Results

Every graduate will have gained academic self-confidence and a solid academic foundation in Science, Mathematics, History, English, and a World Language.

Every graduate will have gained a sense of contemporary social issues as well as a basic understanding of how they have come into being. Ideally, each student will have had these issues take root in their soul so that they have a sense of social responsibility.

Every graduate will have experienced and developed a respect for the ideas, values, history and priorities that exist in different cultures.

Every graduate will have a heightened sense of reverence after exploring the questions that lie at the essence of human experience – life, death, friendship, spirituality and vocation.

Section One: School Protocols

SCHOOL HOURS

Earliest arrival time: 7:45 a.m. School begins: 8:15 a.m.

Break: morning break is from 10:00 – 10:20 a.m.

Lunch: lunch break is from 12:00 – 12:35 p.m.

Dismissal: Monday-Thursday at 3:00 p.m. Friday at 2:45 p.m. Students must leave the campus by 4:00 p.m. unless participating in an after-school activity.

Drop Off

Students must be dropped off at the front of the school and enter through the second gate no earlier than 7:45am.

Attendance is taken at 8:15 a.m. and drop off is encouraged by 8 a.m. so students have time to transition into their school day.

Pick Up

Students can be picked up at the front of the school between 3:05 and 4:00 p.m. Monday-Thursday, and 2:50 and 4 p.m. on Fridays.

Please do not arrive early for regular pick up.

LUNCH, SNACK AND WATER

Please provide a snack and lunch that does not require refrigeration. The school has water dispensers that provide hot and cold filtered water; please bring a water bottle or cup that can be refilled at the dispensers.

ACCIDENTS, FIRST AID AND ILLNESS

An accident that requires attention should be reported immediately to the high school office or faculty. First aid supplies can be obtained at the office, and paramedics will be called if needed.

Illness at School

It is imperative that one stay home when they are too sick to

attend classes. This helps keep our community healthy. If one becomes sick during the day, this procedure will be followed:

- Student notifies teacher that they are ill.
- The office staff or faculty will take them to the recovery area, where they can lie down until they feel better.
- Students can only stay for a short time in the recovery area.
- If the student does not feel better and must go home, the student is required to fill out a [Request to Leave Early Form](#).
- The office staff or faculty will contact the student's parents/guardians who must then pick them up;
- If students are sick, they will not be sent home on their own.
- Student's parents/guardians will sign them out in the office before the student leaves the campus.
- If one returns, they need to sign back in at the office if returning later the same day.
- Students that drive themselves must receive parent/guardian permission in the form of an email or phone call to; attendance@waldorfsandiego.org or 619-287-3054 ext. 300.

MEDICATIONS

Parents must notify the high school office in writing if a student needs to take medication during the school day, including asthma medication. Students may not carry or take medications on campus without written consent. A [Medicine Consent Form](#) must be on file in the high school office if a student administers their own medication or if parents/guardians would like staff to make specific over-the-counter or homeopathic preparations available.

High school faculty or staff cannot administer prescribed medications, unless the school has received: 1. A written statement from the students health care provider detailing the method, amount, and time schedules by which such medication

is to be taken; and 2. A written statement from the student's parents/guardians asking the school to assist them in accordance with the health care provider's statement.

TARDINESS AND ABSENCE

Punctuality and Tardiness

Arriving late is disruptive and discourteous to everyone concerned. Students are tardy to classes when they are not in the classroom and ready to work at the scheduled starting time. Lateness may be excused if the cause was beyond the student's control. A pattern of frequent tardiness will negatively affect grades and may result in a conference to discuss and remedy the difficulty. Arriving late is a missed opportunity for gaining knowledge and is disruptive to the learning environment.

Reporting an Absence

We request that parents/guardians contact the school office by 8:00 a.m. to report an absence – voicemails can be left on (619) 287-3054 ext. 300. Or you can email the front office at attendance@waldorfsandiego.org An absence report will not be accepted from the student or another student.

Medical and Dental Appointments

Non-emergency medical and dental appointments should not be scheduled during school hours. If this is unavoidable, Parents must inform the office of the appointment and the time that student will be picked up at least one day before the absence. Parents should sign the student out at the office before they leave the campus.

Family and Medical Emergencies

Parents should contact the office or faculty if an emergency arises that necessitates the student leaving school.

Planned Absences

If students must be out of school for reasons other than illness, family emergencies, or medical/dental appointments, a [Planned Absence Form](#) (available from the high school office) must be completed at least two weeks in advance of the absence or at earliest opportunity. Note that whether or not a [Planned Absence Form](#) is completed, Absences can still result in loss of credit (see Extended Absence Accountability, page 14). A planned absence can also include religious holidays, college visits or an extraordinary family circumstance. Students are responsible for all schoolwork assigned during a planned absence. All faculty and staff fully support students who miss school for religious holidays/reasons; students will not be marked down for work missed during such absences.

Vacation Absences

Family vacations or trips should be scheduled during school holidays so that one does not miss out on valuable learning. Students are responsible for fulfilling class obligations during any absence. Make-up work, such as reading someone else's notes, reading texts, or writing a make-up essay, in no way equals the experience of being in class, and experiences in Eurythmy, Music and Drama are not easily made up. Students are required to fill out a [Planned Absence Form](#).

Extended Absences

In the event of an extended absence, Parents may contact the office or faculty to obtain assignments; this process may take a day or more. Students are responsible for arranging with the teacher to make up missed work. An extended absence may lead to losing course credit, even if the absence is approved and work is made up (see Extended Absence Accountability, page 14). Students are required to fill out a [Planned Absence Form](#).

Unexcused Absences

Examples of absences that are not excused include oversleeping, missing one's ride, fatigue from late-night homework or events, and unscheduled vacations. Homework that is due on the day of an 'unexcused absence' will not be accepted as 'on time' and will receive a lower grade.

Leaving School Early

In a Waldorf high school, the entire curriculum is viewed as necessary for becoming a free-thinking adult. For this reason, WSSD does not support students leaving early for employment or other activities.

In special cases of significant extra curricular activities in grades 11-12, the high school faculty will consider special requests to leave early for activities such as making up credit requirements, work on senior projects, or other work that would prepare them for their path after graduation. All such requests must be submitted in advance in writing to the high school faculty and must be signed by both students and parents/guardians. Students must check in with their mentor and fill out a [Request to Leave Early form](#) to be returned to the front office before leaving campus.

Missed Work

If students are absent, they are responsible for getting notes and materials and tracking down assigned work. Absence is not normally considered a valid excuse for failure to complete an assignment or prepare for a test. Mentors are always available to support students in such cases.

EXTENDED ABSENCE ACCOUNTABILITY

Extended absences from classes due to illness, injury or family crisis may result in altered grading practices and/or reduced course credits. The following guidelines will be used:

Absence from Seminar Classes

- Up to 15% of class time: Students can make up work for full credit.
- 15-25% of class time: The student's teacher will outline make-up work for partial credit.
- Over 25% of class time: Students can audit the course:

Audit: Student participates fully when present but does not complete core assignments.

The decision to audit a course is made through consultation with the student's parents/guardians and the faculty. Agreements for completing any make-up credits necessary for graduation must also be developed in writing with the student's mentor.

PARTICIPATION

Students are expected to attend all classes and scheduled events, including class trips and official after-school activities.

This includes all scheduled performances and play rehearsals. In very rare circumstances, teachers may agree to alternative arrangements for required field trips and other activities. Absences can accumulate into no credit and a loss of good standing with the school. To remain in good standing with the Waldorf School of San Diego students must meet the minimum number of cumulative credit requirements. Credits are issued based on fulfilling attendance requirements and meeting the minimum required grade for the course. However, credit may be lost due to excessive absences even though the student may receive a passing grade. (See Extended Absence Accountability, page 14.)

DRESS STANDARDS

Guidelines

Students should dress casually and comfortably for school, while wearing clothing that is functional and well-suited for a school environment and the various classes scheduled for the day. Specific courses will have specific dress requirements such as athletics or laboratory science classes (see below).

Everyday Dress

- Students should wear clothing at all times that is professional and respectful of the work environment at school.
- Students must wear shoes at all times, except if students are told differently by an instructor.
- Offensive images or writing such as anything concerning drugs, alcohol, sex, violence, offensive language, etc., are not acceptable. This includes jewelry, tattoos, or other adornment.
- Hats and head coverings may be worn in buildings during the school day, unless a teacher has a no-hats policy for

their classroom. In classrooms with a no-hat policy students may ask their teachers at the beginning of class for permission to wear a hat if doing so will improve their learning that day.

Evening and Special Events Attire:

Please be aware that when we are out in our community we are representatives of WSSD. For evening and special events for which guidance has not been given by the supervising faculty or staff, please remember to dress accordingly.

Accountability

The above dress code is non-gender specific and will be enforced in a way that does not unfairly infringe upon particular genders, sexual orientations, gender presentations or performances, body-type, or any other individualized aspects.

Students who choose not to follow the dress code will have a discussion with their mentor or another faculty member.

In cases involving clothing that has violent, drug-related, or other offensive imagery, the student will be asked to remove the article of clothing immediately and/or change into a more appropriate item of clothing.

Lab Dress

In laboratory science classes, students will generally be required to wear closed-toe shoes and long pants as safety measures. Individual instructors will have more specific guidelines.

Athletics and After-School Sports

Athletics shirt and shorts (priced between \$20-\$25) are available from the high school office. Students are responsible for

laundering their athletics clothes and having them at school on the appropriate days. It is recommended that students bring water to every class. For cool days, students may purchase WSSD sweat-pants from the office. Students are also expected to wear proper athletic shoes and socks for their own safety. There will be sufficient time to change, be prepared and be on time. **Dressing in the athletics uniform is mandatory.** Coming to class without proper attire will result in a lowered grade.

LOCKERS AND PERSONAL ITEMS

Students are responsible for the condition and cleanliness of their locker throughout the school year and will be held accountable for repair or replacement costs. Lockers are subject to search at any time. Students may decorate their locker (in accord with dress policy) but students need to leave the locker in its clean condition.

Students should keep personal items with them when on campus, or place them in their locker. Classrooms and hallways are not storage areas. We strongly advise students not to leave valuable personal property in an unlocked locker. If valuable items are kept in a locker, students should get a lock. This should be a combination lock, and the combination must be recorded with the high school office. WSSD is not liable for the loss or theft of personal property, and students will be asked to sign a locker waiver at the beginning of the school year. WSSD will not reimburse for the theft of personal property from an unlocked locker.

SPORTS FIELD AND GYM

The Sports Field and Gym are for recreational use as well as Athletics classes. Recreational use of the Sports Field and Gym is a privilege and failure to follow the guidelines will result in a conversation with the students mentor and/or Coach Thomas and may lead to a ban from using the Sports Field and/or Gym.

- Unsportsmanlike conduct will not be tolerated.
- Do not make any adjustments to equipment (height of basketball hoops, taking the net down, using the crank, etc.) without speaking with Coach Thomas.
- No hanging on basketball rims or pulling/leaning on the volleyball net.
- Balls will be in a storage bin. Students can take them out to use, **but must return them when finished using them.**
- Games must end 5 minutes before break/lunch is over (during the school day). After school games must end by 4:00 p.m.
- Report any damages immediately to a member of faculty or staff.

CAMPUS CLEANING

We are blessed with a wonderful place to learn and work together. Students are asked to help keep our campus clean and tidy.

In order to facilitate this we created a plan to keep our campus clean:

- Each student will be assigned a daily cleaning job for the school year and is responsible for completing that tasks as assigned all year.
- Mentors or designated staff will supervise.

- Students are asked to help ensure this happens to support our facility team.

CAMPUS USE AND BOUNDARIES

Students are asked to stay on campus when they are not in classes. If students wish to work during break or lunch they may use a classroom.

FOOD AND BEVERAGES

Students may consume food and beverages during their breaks outside. Food and beverages other than water may not be consumed in classrooms, hallways, or other indoor areas without faculty permission. On exceptionally hot or rainy days, the faculty may announce additional temporary indoor areas where food and beverages may be consumed.

Guidelines for Protecting Students with Life Threatening Allergies and Food Intolerances

Severe allergies can be life-threatening. Severe food intolerance (i.e. celiac disease) can be damaging and can produce chronic long-term health effects. The risk of accidental exposure to food allergens can be reduced in the school setting if schools partner with students, parents/guardians, and physicians to minimize risks and provide a safe environment for severely allergic and food-intolerant students.

The foods most likely to cause allergic reactions are: peanuts, tree nuts, dairy, eggs, soy, wheat, fish, and shellfish. Students affected by celiac disease must avoid wheat, rye, barley, and oats. However, any food can cause an allergic reaction in an affected student. Allergic reactions can produce mild reactions such as watery eyes or an itchy nose, moderate reactions such

as hives, or the life-threatening reaction called anaphylaxis wherein multiple body systems are affected.

Severe food intolerance (i.e. celiac disease) reactions are varied in nature and time of onset and may include severe stomach/gastrointestinal pain, diarrhea, vomiting, and skin rash. In celiac disease, ingestion of gluten from wheat, rye, most oats and/or barley causes severe damage to the small intestine resulting in malabsorption of vital nutrients and other major health concerns.

The Waldorf School of San Diego cannot guarantee that a student will never experience an allergy-related event while at school. Because the school is committed to student safety, it has created these guidelines to reduce the risk that students with life-threatening allergies/food intolerances will experience an allergy-related incident.

Family Responsibilities for Allergies

1. Notify the school (administrator/registrar/front office/teacher) of the student's allergies/intolerance as soon as possible prior to the first day of attendance.
2. Work with the school – the Administrator, Front Office Staff, Classroom Teacher, and others – to determine the appropriate health care plan that accommodates the student's needs throughout the school including in the classroom, lunch areas, in aftercare programs, during school-sponsored activities, field trips, and in the school van.
3. Allow sufficient time to secure physician signatures on all necessary forms, including the Student Medical Waiver Form.

4. Provide a letter from a health care provider that states your student's diagnosis, any history of allergic reactions, especially whether your student has experienced anaphylaxis and any medically advisable accommodations.
5. Provide written medical documentation, instructions, and properly labeled, current medications as directed by a physician using the appropriate health care plan (Severe Allergy Care Plan) as a guide to the school. Include a photo of the student on the written form. Provide replacement medications after use or upon expiration. Pick up medication at the end of every school year.
6. Provide a list of foods/ingredients to avoid.
7. Provide emergency contact information.
8. Review on-site lunch options and contact kitchen for the ingredient list
9. Should a reaction occur, review policies/procedures with the school staff, student's physician and the student (age appropriate) following the incident.
10. Provide alternative safe snacks if the family determines the likelihood of accidental exposure is too great when other parents/guardians provide birthday treats, party treats, etc.
11. Strongly consider participating in the classroom as a volunteer during the organization of parties and cooking activities or where food may be present.
12. If you observe a student not following these guidelines at school or on a field trip, request a school staff member to intervene.
13. Instruct the student in the student's self-management of their food allergy/intolerance including:
 - ☐ Safe and Unsafe Foods
 - ☐ Strategies for avoiding exposure to unsafe foods

- ☐ Symptoms of allergic reactions
- ☐ How and when to tell an adult he/she may be having an allergy-related problem
- ☐ How to read food labels (age appropriate)
- ☐ No trading/sharing food with anyone at school
- ☐ No accepting foods from anyone unless designated by the family.

Student Responsibilities for Allergies

1. Agree not to trade/share food with anyone.
2. Agree not to eat anything with unknown ingredients or anything with a known allergen.
3. Agree to be proactive in the care and management of their food allergy/intolerance and reactions based on their developmental level. This may include instructing their classmates about their allergy/intolerance.
4. Notify an adult immediately if they eat something or have been exposed to something they believed to contain a food or other allergen.
5. Notify an adult immediately if they believe they are experiencing an allergic reaction.
6. Always carry their epinephrine once they are approved to self-carry.
7. Agree to monitor their food carefully (and likely provide their own food) in these situations: school-sponsored events, bake sales, potlucks or celebrations and field trips.

School Responsibilities for Allergies

1. Create/review/update policies and procedures regarding how properly to manage severely allergic/food intolerant students.
2. The Waldorf School of San Diego cannot guarantee that

products with nuts or other food allergens will never be present at school or at school-sponsored events.

3. The Waldorf School of San Diego cannot monitor products sold at special students' sales, products brought for potlucks or celebrations or served on off-campus trips.
4. The Waldorf School of San Diego cannot institute a school-wide ban. Food safety and awareness are encouraged.
5. Provide training to teachers, school administration, substitute teachers, kitchen staff, and counselors as appropriate regarding life-threatening allergies and food intolerances. Training should include how to recognize and respond to a life-threatening allergic reaction, including the administration of epinephrine.
6. Review policies/procedures/training on a periodic basis to ensure student's needs are being met.
7. Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, FERPA and any state law and regulations that apply.
8. Inform and instruct teachers as far in advance as possible that they will be teaching a severely allergic student or a student with food intolerances.
9. Identify a core team of, but not limited to, administration, front office staff, teacher(s), kitchen staff to work with the parents/guardians and the student (age appropriate) to establish a plan of instruction, awareness, and prevention for the school community.
10. Allergen-free classrooms decrease potential exposure to an allergen and are vital for the severe food allergic student to remain safe. A letter home to classroom parents/guardians is necessary to ensure an allergen-free classroom is maintained. The student's name will remain confidential (unless

parents/guardians choose to sign a waiver).

11. Take reasonable steps to maintain a campus free of food allergens.
12. Keep medicine in an unlocked cabinet with the student's health care plan (Severe Allergy Care Plan). Medicine may also be carried by a staff member for the student who is severely allergic and not yet able to self-carry.
13. Review policies/prevention plans after a reaction has occurred.
14. Ensure that severely allergic/food intolerant students are included in all school activities to the extent that reasonable accommodations can be made to provide for their safety. Students should not be excluded from school activities solely based on their food allergy, nor asked to stay home for a day when a school activity involving food is occurring.

Teacher Responsibilities for Allergies

1. Meet with the parents/guardians of the severely allergic student to learn about the student's food allergies.
2. If necessary, distribute a letter to other parents/guardians informing of students with severe allergies at the earliest opportunity.
3. Revisit allergy topic again at first parent meeting.
4. Review lesson plans involving food and make appropriate safe substitutions for food allergic or intolerant students. Whenever possible, make a substitution that is safe for the whole class.
5. To the best of your ability, make sure the classroom is free of substances that cause severe allergic reactions.
6. Review supplies to ensure they are non-allergenic. Art Supplies and cleaning solutions can all contain food allergens.
7. When appropriate, and with permission of student and parent,

conduct a lesson for the student's classroom(s) about severe allergies/food intolerance.

8. Discuss field trips with parents/guardians of the severely allergic/intolerant student to decide appropriate strategies for managing the food allergy/allergies/intolerance. Consider who is carrying the allergy medications and their proximity to the student.
9. Observe and be aware of how other students are reacting to the allergic/intolerant student to prevent teasing/harassment. Enforce school social health policy.
10. Birthday treats or other treats from home must be allergen-free.
11. When planning any class celebration, involve the parents/guardians of allergic students to ensure that food and crafts are allergen-free.
12. When in doubt, do not allow any exposure to an allergen. Parent permission and oversight is imperative.

STUDENT FORMATION OF ORGANIZATIONS AND CLUBS

Students are encouraged to form clubs that represent their own interests by contacting a faculty/staff member to act as sponsor and securing the commitment of at least three other students to come to meetings and activities. Students must then present a written proposal describing the goals and the identification of the faculty sponsor for the new club, as well as meeting times, any costs involved, and how these would be paid for, to Student Council and faculty for consideration.

STUDENT GOVERNMENT

Each grade elects two representatives to Student Government, and officers are elected by the entire student body. Student Government meetings are held weekly to discuss student life as well as consider proposals. The meetings are open, and other students may attend as observers. Student Council submits proposals to the faculty for consideration.

Election of Student Government Officers

Student Government officers are regarded as the leaders of the high school student body. To be on Student Council is an honor and a responsibility and it requires a deep commitment to the work; it is not a popularity contest. Student Government members must attend Student Council meetings each week. All students may vote in the Student Council elections. The President, Vice President, Treasurer and Secretary are chosen by a majority of the votes.

Candidates for President, Vice President, and Secretary of the Student Council must meet the following requirements:

- Grade point average of 3.0 or above.
- Mentor's approval to become a candidate.
- Enrolled in our high school for one year.
- Served on Student Council for one year previous to announcing their candidacy, or attended to observe meetings for a year.
- Only juniors and seniors may run for President and Vice President.
- Only sophomores, juniors, and seniors may run for Secretary and Treasurer.

Smart Device Policy

We have consciously chosen to be a smartphone/watch and cell phone free campus in order to have a space free of distractions as well as for the social wellness of our students.

- Students will place cell phones and smartphones/watches on silent and put them in a Yondr pouch before morning circle.
- Every year the 12th grade class, which is transitioning to independence and higher education, may request an individualized class plan for cell phone access on the Rolando Campus. Any such plans must be approved by the faculty.
- If students bring bluetooth-connectable devices to school they will be given a second pouch in which to store them.
- High School Students visiting the Altadena campus for any reason must have their cell phones in a Yondr pouch for the entirety of their time on that campus.
- Any student using their cell phone on the Altadena campus will have their phone confiscated by faculty and a phone call will be made to the parents/guardians.

Students will keep possession of their devices in the pouch(es) all day either in their locker or backpack. Students may also leave phones in their pouch in their designated storage space. Families may be billed for lost or damaged Yondr pouches.

Admin will set out a device for students to unlock their pouches at the end of the school day.

Student-Parent Communication

Parents, please use our main line to get a message to students. ***Please note that we have an automated system.*** In order to directly reach the front desk dial extension 300.

- WSSD Staff will deliver the message to the student.
- Students will respond during the break.
- International students can make a plan with their mentor to contact parents/guardians as needed beyond the break schedule.
- A student may request a modification to this plan and staff will review such on a case by case basis.

Accountability

If a student chooses not to follow the smart device policy, the following steps will be taken:

- First Step: Student and mentor will have a discussion regarding the choice and the student will be reminded of the policy.
- Second Step: Student and mentor will review policy and student will sign a copy of the policy recognizing their responsibility. Mentor will call the parents/guardians and discuss the situation.
- Third Step: Parents will need to come in and retrieve the phone and/or the student may lose the privilege to have their phone at school.

Please note that in our no blame, no guilt, approach with students that we aim to meet each student and provide them with guidance that may not be listed above.

Electronic Devices and Learning Accommodations

In special cases, the use of electronic devices may be allowed as a part of written academic accommodations for specific purposes.

Student Computers

Student's personal computers are not allowed on campus except for the following limited academic purposes:

- The student is allowed the use of a laptop as a part of their academic accommodations for specific purposes.
- Students are requested by an instructor to bring laptops to school to use for a specific purpose.
- WSSD has a limited number of computers which students may access for printing, assignments, and other academic tasks only. Students may only use such computers after they've received permission from their mentor or the teacher for whom they're doing the computer-based task. Students may then check out a computer from the front office for use in the student resource center or the classroom for which the computer is needed.

STUDENT DRIVING AND PARKING POLICY

Students who hold a valid state-issued driver's license may drive to school. Students must submit copies of their license, insurance and a completed Student Driving/Parking Contract to the high school office. This contract gives permission from parents/guardians for their student to drive to school and identifies the make, model and license number of any car the student might be driving. Students are **not permitted** to use their vehicles during school hours and school activities. The students should park only in the designated student parking area. If all the parking spots in the student parking area are full, students must park off campus.

Seniors may be given driving privileges for some, but not all, activities. This decision will be left up to the High School Faculty.

Students who drive to school must have verbal or written permission, given to faculty or admin, from their parents/guardians if they need to leave early for any reason. When students leave the campus early, they must sign themselves out at the high school office.

PLEDGE NOT TO TEXT AND DRIVE

From time to time high school students engage in activities for which WSSD transportation is not available. WSSD's first choice, in that case, would be to have parent volunteers drive, but there are times when that is neither possible nor feasible and students will drive themselves and other students to the activity. When students drive other students, and by signing this handbook, they agree to the following pledge:

I PLEDGE NOT TO TEXT AND DRIVE because it takes my attention away from my responsibility of driving and to my passengers, and my eyes are off the road for an average of 5

seconds. At 55mph, that's like driving the length of a football field completely blind.

STUDENT CARPOOLS

In order for a student to drive other students to/from school, and for a student to be driven to/from school by a student driver, it is essential for parents/guardians of all students involved to grant permission. Please be aware that California law states that new drivers under the age of 18 are prohibited from carrying passengers in their vehicle for 12 months from the date of receiving their license if they are unaccompanied by an adult driver.

STUDENT VISITOR POLICY

Students from other high schools are permitted to visit WSSD based upon the following guidelines:

- A [Visiting Student Form](#) (available from the high school office), must be completed by the student's parents/guardians prior to their visiting day. High school faculty must agree to all student visitors in advance.
- Students/families who are considering enrollment in the high school must complete an application and pay the application fee in advance of any visit.
- Students who are not considering enrollment in the high school are generally not allowed to visit. Exceptions may be made by the high school faculty, for example, in the case of students who attend other Waldorf schools or former WSSD students who have moved far away.

Section Two: Academic Responsibilities

COMMITMENT OF FACULTY

The faculty of WSSD is committed to ensuring that students are given the best opportunity to succeed academically. They will gladly initiate and give extra help in any class and provide information about extra tutoring.

Students are also responsible for their own academic progress, particularly for communicating with teachers when they are experiencing difficulties. If students have difficulty keeping up with the requirements of a course, they should speak with their teacher(s) or mentor about arranging the help needed to get back on track. This may include arranging tutorial help or extra help in class. Parents are also encouraged to contact their student's mentor and/or teachers if their student is having difficulties in any course. The faculty is responsible for understanding students' capacities. Teachers will carefully weigh their understanding of these capacities with the students' willingness to take responsibility for their work.

CLASS WORK

Students are expected to participate in all classroom activities, discussions, and field trips. A significant part of the final evaluation for each class is based on classroom participation.

FIELD TRIPS, PERFORMANCES AND SPECIAL EVENTS

We place a high value on learning that occurs outside the classroom. Field trips, performances and special events vary from year to year. Students and parents/guardians should anticipate the following student events and related costs every year. Specific dates, times and costs are determined annually, and will be communicated to the student and their

parents/guardians at the beginning of the school year. Most of these events are mandatory. Students should see their mentor well in advance to discuss any scheduling conflicts or related concerns. Additional events may be added throughout the year.

Mandatory Events for all Grades

- Welcome Back Evening for parents/guardians and students at the end of August.
- Wanderer's Way in October.
- High School Cabaret in November; tickets cost around \$25 for non-students.
- Eurythmy Performance in March.
- Closing Assembly in June.
- Other events TBD.

Recommended Events for all Grades

- Pancake Breakfast in September.
- Tenth Grade Play in December; tickets cost around \$20/person.
- High School Senior Project Presentations in March.
- Twelfth Grade Play in June; tickets cost around \$20/person.
- High School Prom in May/June (all grades); tickets cost approximately \$80/person.
- Eleventh Grade Fundraising Events throughout the year.
- High School Graduation in June.

Field Trips

Students participate in curriculum-based field trips throughout each of their years in the high school. These may occur spontaneously, or on short notice. Parents should assume \$20 a month in budgeting to pay for the cost of such trips, or \$200

annually. The following longer field trips are also part of the curriculum:

- 9th Grade Blacksmithing Trip (2 days). cost around \$250
- 10th Grade Sustainable Agriculture Trip (5 days); cost around \$425 per student.
- 11th Grade Service Trip (2 – 3 weeks); cost around \$3,500 per student, partially paid by WSSD through tuition, with the balance paid by parent and student fundraising.

HOMEWORK

Students are responsible for completing all assignments on time and for understanding exactly what is expected. Questions about any assignment should be taken to the teacher and resolved well before the assignment is due. All teachers are available via email or phone at home (see directory at the back of this book for times).

Students who wish to use A.I. for an assignment must speak to the teacher of the relevant coursework. See the section on Academic Honesty for more information.

WSSD teachers commit to a balanced approach to homework. We seek to prepare students for independent, college-level learning through regular homework assignments while allowing time for them to rest, socialize and blossom outside of school through non-academic endeavors.

The faculty seeks to assign a total of 1-2 hours a day Mondays-Thursdays and 1-2 hours total over weekends. This daily goal is broken down as follows: Up to 1 hour for seminar tasks and up to 15 minutes of homework in Spanish, English, History and Math. Occasional assignments in other subjects may occur from time to time but are not regularly assigned. Students are supported with spacing out all longer term homework

assignments so as to maintain consistent homework levels and avoid late nights of work. Students who routinely work over 2 hours a night on homework are strongly encouraged to seek the support of their teachers and mentor.

LATE WORK

If a student's work cannot be turned in by the due date their teacher should be contacted before the due date to explain why. If the reason is acceptable, an extension or a target date by which to complete the work will be given. **Not all excuses are acceptable, and late work is not given full credit and cannot be made up unless the student's teacher is contacted prior to the due date and gives an OK.**

EXTRACURRICULAR ACTIVITIES

If a student's academic standing is jeopardized by participation in an extracurricular activity, they may have to give up the activity for a time. Mentors will work with students and their parents/guardians to develop a workable and supportive plan to help students maintain their academic work and continue to participate in the activities that they enjoy. Students should never hesitate to seek help in such a situation.

ACADEMIC HONESTY

It is expected that students will be responsible and honest about completing their own work, achieving their own test results, writing their own papers and generally taking responsibility for their education.

Cheating and plagiarism are unacceptable and may result in No Credit and possible expulsion from the school. Cheating

and plagiarism are taken very seriously; incidents will be reported to parents/guardians.

If a student cheats by giving or receiving homework or test answers, they are violating the trust and honor established between themselves and all the other students and the faculty. If a student plagiarizes another person's words or ideas without acknowledging the source, they are also violating this trust. Students should clearly give credit to any work that is not their own. It is perfectly legitimate to use the words and thoughts of others, but proper acknowledgement must be given in the manner specified by the teacher (e.g., works cited, bibliography, using MLA guidelines).

Using A.I. to complete coursework without permission is considered plagiarism.

BOOKS AND TEXTBOOKS

Books and textbooks may be distributed for students' use during track or seminar classes, and they will be held responsible for the care of these books. **Students will be required to replace damaged, lost or stolen books by purchasing a book of equivalent quality.** Books must be returned at the end of the school year.

Section Three: Student Support

STUDENT SUPPORT

The faculty, student mentors, and class sponsors form a support team that addresses concerns about individual students, social and emotional issues in the school, and the mentoring program.

This group also convenes if a student requires additional support to meet the academic and/or behavioral expectations at WSSD. Parents will collaborate as part of the support team.

MENTORS

Students will have a faculty mentor from the full-time faculty. Mentors are assigned to ninth and tenth grade students. Eleventh and twelfth grade students indicate their mentor preference and every effort is made to match these students with a mentor of their preference.

A student's mentor is available to them for consultation and support for academic or social issues. Students and their mentor meet formally and/or informally on an as-needed basis, either at the student's request or at the request of their mentor.

A student's mentor may also: communicate with their parents/guardians regarding support for academic or social issues; facilitate meetings between the student and another student or faculty member; facilitate meetings between parents/guardians and faculty members; and/or be involved in disciplinary actions.

Section Four: Evaluations and Grades

EVALUATIONS AND REPORTS

Reports are sent to parents/guardians at the end of each quarter, and narrative evaluations are provided at the end of each semester for all track classes and completed seminars. Evaluations typically:

- Give an assessment of a student's work.

- Tell students what they did well and suggest how they can improve in the future.

Contact the teacher of the class with any questions about evaluations.

TRANSCRIPTS

Unofficial transcripts are sent to parents/guardians at the end of each semester, with student narrative reports. Transcripts list all of the students' classes, grades and credits, with a GPA for each semester and year, and an overall GPA. Students or their parents/guardians should contact the high school office if they need an Official Transcript to be sent to another institution (for example, upon transfer, graduation, or when applying for a summer program). Institutions accept as 'Official' only those transcripts sent directly from WSSD that arrive in a sealed and signed envelope.

Once a course is completed at WSSD, it must appear on the student's transcript with the grade achieved. Students may be able to retake a course within WSSD or do an equivalent course at an outside institution to improve their grade, but under no circumstances will a course be removed from a transcript.

PROGRESS REPORTS

Teachers may distribute Progress Reports at any time during a seminar or track class. When a student is receiving a D or an F before or at the midpoint of a seminar or track class, a Progress Report will be sent to parents/guardians. A copy is placed in the student's file, and mentors are notified. Examples of when a Progress Report is appropriate include when a student has done poorly on a major test, failed to turn in key assignments, seriously misbehaved, or cut class. This report must be signed

by the student and their parents/guardians and returned to the teacher the following school day.

INCOMPLETES

If a student does not complete all of the work for a class, the teacher may elect to issue an 'Incomplete'. A student may be given the opportunity to receive a grade in the course by completing specified work by a certain date. If the work is not completed by this date, the 'Incomplete' automatically becomes either an 'F' or an appropriate grade as determined by the teacher based on the completed work.

GRADE CHANGES

Once final grades are issued for a course, those grades can only be changed by the high school faculty. If a student or their parents/guardians feel that a grade is incorrect, the student may complete a [Grade Change Request Form](#) within six weeks of the issuance of a grade. Whenever a [Grade Change Request Form](#) is received by the faculty, a third party member of the high school faculty will:

- Review the request.
- Communicate with the student and their parents/guardians and the course teacher.
- Review the course's content and the students work with the faculty member who taught the course.
- Make a recommendation to the high school faculty in response to the inquiry.

Final decisions made by the high school faculty will then be:

- Communicated to the student and/or their parents/guardians.

- Entered on the student's transcript. A revised Student Report may also be issued.

Although grades may be changed based on these guidelines and the other guidelines listed in this section, under no circumstances will a course be removed from the student's transcript.

OPTING OUT OF WSSD COURSES

WSSD's full curriculum is rigorous and carefully developed to serve all of a student's development needs. All WSSD courses are of equal importance in the eyes of the faculty. Students may not opt out of any courses during their high school enrollment without the high school faculty's formal consent. Consent may be granted, but is not guaranteed, only in the following circumstances:

- A student is medically unable to complete a course.
- A student's academic accommodations, backed by an outside professional learning skills assessment, make the course impossible to complete (see the section on academic accommodations).
- Student may request to opt out of our Spanish curriculum if they are a fully fluent, heritage Spanish speaker or in the case of new students who are admitted to WSSD for the first time in grades 10, 11, or 12 and have never taken Spanish before (catching up with the curriculum may therefore be deemed by the faculty to be unreasonable).
- 11th or 12th grade students with significant outside school responsibilities may request the option to opt out of elective courses only.

Students may take academic courses outside of WSSD so long as those courses do not undercut their performance and

attendance at WSSD. However such courses are never acceptable in place of a WSSD course.

Students who meet a circumstance listed above and wish to opt out of a course must complete a Course Opt Out Request Form, available from the high school office, for consideration by the faculty prior to the start of the course in question or upon admittance to the school.

UNSATISFACTORY WORK: NO-FAIL POLICY

The WSSD faculty believes that all courses in the curriculum contribute in a significant way to the overall formation of our students. Although we recognize that our students all possess a variety of learning strengths and challenges, we sincerely believe that every student admitted to the school benefits from giving their best effort in any class and, in so doing, that every student is capable of passing every course in the curriculum. We have, therefore, a No-Fail Policy for all courses.

If a student fails a course, they must improve their grade. The student will work with their parents/guardians, mentor, and teacher to create a plan to improve the work.

Course work that is being improved must be completed by the first day of the following school year or students will not be readmitted in September.

Exceptions

In the vast majority of cases, a student does not fail a class because of a diagnosed learning disability. Almost invariably students fail because they do not turn in the work. However, there may be a rare situation where a learning disability is so severe that it prohibits the student from passing a course. In such a case, the full faculty may grant a waiver to the student for

that course. However, the student must have an educational assessment on file in order to be considered for a waiver.

LEARNING ACCOMMODATIONS

Students with documented learning challenges may be granted learning accommodations. A professional educational assessment must be completed for the student prior to the creation of accommodations.

Families are responsible for coordinating such assessments outside of WSSD. Accommodations are based upon the professional education assessment and meetings with the student and their parents/guardians and the high school faculty.

Learning accommodations are kept on file in the high school office and are shared with the student, their family and the student's teachers only.

Learning accommodations are not noted on a student's transcript. Please contact High School Chair Nathan Wilcox for more information; highschool@waldorfsandiego.org

PASS/FAIL POLICY

The WSSD high school faculty may elect to assign a Pass/Fail grade in any course. Pass/Fail grading cannot be used without the faculty's consent. Pass/Fail grading must be selected by the faculty within two months of the course's completion and is normally selected during the course.

When pass/fail grading is used, colleges will not consider that course to be college preparatory; therefore, making a class pass/fail may impact the students chances at college acceptance. For this reason, parents/guardians are always

notified when the faculty decides to assign Pass/Fail grading for a student.

The faculty may choose to grade on a Pass/Fail basis only in the following circumstances:

- For all students in a course that is not academic in nature.
- For individual students with developmental learning disabilities, Pass/Fail may be used for courses in which learning accommodations cannot enable the student to complete the core elements of the course.
- Where serious illness, injury or family trauma does not impact the student's attendance but does impact their ability to successfully meet course requirements.
- In the case of a student whose first language is not English. This may apply to international, exchange and/or visiting students and to other students who are new to the English language.

ACADEMIC PROBATION

Students may be placed on Academic Probation if they have not demonstrated the expected responsibility required in their academic work, most particularly if they fail one or more classes during a semester. Expulsion will result unless the student takes the responsibility required within the timelines specified in the formal terms of Academic Probation. During Academic Probation, they may be expected to make up work or to demonstrate a changed positive attitude concerning the work that is expected. Students may also be required to participate in after-school study or tutorial sessions (that their parents/guardians may be required to fund separately). The privilege to participate in extracurricular activities may be withdrawn during Academic Probation.

GRADUATION REQUIREMENTS

To graduate with a High School Diploma from The Waldorf School of San Diego, students must:

- Complete 9th, 10th, and 11th Grades either at WSSD or at another high school with comparable credits/curriculum standards.
- Complete 12th Grade at WSSD.

During a student's time at WSSD they must take part in all our offered courses. Each course earns credits based on the Carnegie Units System, which counts a class taken 4 - 5 times a week for an academic year to be worth 10 credits. By attending WSSD and successfully completing all our offered courses students will meet or exceed the academic credits entrance requirements of the University of California campuses and Ivy League colleges.

If a student does not complete all graduation requirements they will be issued a Certificate of Completion, rather than a Diploma, at the end of their senior year. In rare cases, the high school faculty may decide to require fewer credits in chosen areas for individual students and still grant that student a High School Diploma, or may allow students to complete some coursework at outside institutions.

Upon entering a student's senior year, they must make up any credit deficiencies in order to graduate.

Each student who graduates from The Waldorf School of San Diego will have reached the following thresholds based on our ESLR's (Expected School-Wide Student Learning Results):

1. Developed academic self-confidence and a solid academic foundation in Science, Mathematics, History, English and a World Language.
2. Explored various fields of artistic expression and gained a sense of artistic self-confidence.
3. Explored a variety of physical and athletic activities and gained a sense of physical self-confidence.
4. Gained a sense of contemporary social issues as well as a basic understanding of how they have come into being. Ideally, each student will have had these issues take root in their soul so that they have a sense of social responsibility.
5. Experienced and developed a respect for the ideas, values, history and priorities that exist in different cultures.
6. Explored the questions that lie at the essence of human experience – life, death, friendship, spirituality and vocation.
7. Acquired the interpersonal communication, conflict resolution, decision-making and organizational skills necessary to maximize their individual talents and overcome their individual challenges.
8. Gained the ability to form judgments independently as they move towards a lifetime of learning.

These graduation expectations serve as a core basis for our curriculum and practices throughout the school. In short, we view it as the responsibility of every teacher throughout the school to move their students towards these expectations at a developmentally appropriate pace.

Section Five: Conduct

RESPECT FOR OTHERS

WSSD strives to be an inclusive community that emphasizes tolerance and respect in which a safe learning environment for all is promoted. Speech or conduct that attacks a person or group on the basis of attributes such as race, religion, ethnic/national identity, physical ability, sex, sexual orientation or gender identity interferes with community standards of acceptance, safety and respect for all.

Acts of hate are not tolerated at WSSD and can lead to suspension or expulsion. Students who engage in such speech and behaviors may have the opportunity to engage in a cooperative social health process focusing on restorative justice. This process emphasizes an understanding of harm done and a repairing of harm done.

Unacceptable behavior includes:

- Cyberbullying: see page 58 for school policy.
- Bullying: creating an intimidating, hostile, or offensive educational or work environment.
- Defiance and disruption: Willful disregard of school rules or the authority of the school staff.
- Spoken, written, and symbolic harassment: see page 59
- Sexual harassment: see page 58 for school policy.

STUDENT CONDUCT: GENERAL GUIDELINES

- Be on time.
- Eat only in designated areas.
- Gum is not allowed in the building or in classes.

- Exhibit respectful behavior: arguing a position is OK; personal attacks are not.
- Hats and head coverings may be worn in buildings during the school day, unless a teacher has a no hats policy for their classroom (as in accordance with the dress standards, page 15).
- Refrain from marking, writing or putting gum or stickers on the furniture, lockers or walls.
- These conduct guidelines also apply to field trips and social events.

STUDENT SPEECH

Student speech may not be limited in any way except in cases where such speech is anti-social in any manner, undercutting WSSD's commitment to creating a safe space for all. See the Disciplinary section for further details on anti-social behavior.

CONDUCT DURING BREAK AND LUNCH

Be considerate of others during break and lunch: no shouting, horseplay, loud music, or running. Outside the building, be respectful of our neighbors: no shouting, horseplay, roller blades, skateboards or bicycles, except in designated areas. Any use of these devices that leads to antisocial behavior may result in this privilege being revoked.

EXCESSIVE PUBLIC DISPLAYS OF AFFECTION

Excessive public displays of affection (PDA) are inappropriate on school grounds or at school-sponsored activities. Excessive refers to kissing, petting and other physical demonstrations considered to be inappropriate by the faculty.

CARE FOR OUR CAMPUS

Students, faculty, and staff participate in keeping our campus clean and orderly. Respect for school property and care of our facility and grounds are important student responsibilities.

- Clean up desks and leave classrooms in an orderly fashion.
- Clean up and help store materials at the end of each day.
- Recycle all paper products, cans, bottles, glass and plastic in the appropriate receptacles, and avoid the use of disposable containers that cannot be recycled.
- Complete your individually assigned campus cleaning duties, as assigned.

OFF-CAMPUS CONDUCT

Students need to be aware that they represent WSSD to the community when they are off campus. Any conduct detrimental to the reputation of the school may be grounds for suspension or expulsion. Students are expected to exemplify good behavior at all times, particularly in car pools and on public transportation to and from school.

DEFINITION OF A SCHOOL FUNCTION

A school function is any activity at school, or elsewhere, that is either sponsored by the school or that students attend as an official representative of the school. Once students arrive, the school function has begun, and it continues until students leave. Some examples of a school function are team practices or competitions, drama or musical performances/rehearsals, after-school sports, school dances and field trips.

SCHOOL FUNCTION GUIDELINES

All school rules are applicable for school trips and functions, including dress code and our policy on the use of cell phones. On long trips, the faculty may, at their discretion, allow limited use of electronic technology.

Overnights

Sleeping arrangements are determined by the faculty to ensure health and safety for all. In some situations, students may share chaperoned, open sleeping spaces in large groups. Parents may request information about sleeping arrangements in advance.

Incidents

On school-sponsored trips, anyone who leaves the group must have permission from the teacher or chaperone. Infractions of any rule established by the teacher on the trip may result in the student being sent home from the trip at their parents/guardians' expense and may result in further disciplinary action.

CONDUCT AT SCHOOL DANCES

- Students must remain until the dance ends or they may leave at an earlier time if prior arrangements have been made with the faculty. If a student leaves for an unanticipated reason, they may not re-enter the dance.
- Prior to the dance, students should make arrangements for prompt pick-up at the posted end-of-dance time.
- Guests must be pre-registered and only students on the guest list will be admitted.
- The number of guests per student will be stipulated for each event.
- Bags and backpacks may be checked at the door.

- Smoking, drinking, or use of any tobacco, e-cigarettes, or drugs prior to, during, or after the dance will be not tolerated. Students will not be admitted if drug or alcohol use is suspected, and they will be subject to serious disciplinary action.
- All school rules apply, including the dress code. Observe the best standards of decorum.
- Faculty and staff will chaperone school dances and parties.

Private parties are not school functions and will not be supervised by faculty/staff. Parents will be notified of any school-sponsored activity via letter or email.

CONFLICT RESOLUTION

We can expect conflict to occur occasionally in our school, as it does elsewhere. The goal is to resolve the conflict in a way in which all persons involved are heard and respected. The following process should aid in that goal:

- Discuss the issue with the person(s) involved.
- Discuss the issue with the student's mentor or other faculty/staff members.
- If the issue is still unresolved, a meeting can be called that includes the student and the faculty or student(s) involved in the conflict, the student's parents/guardians and/or others whose assistance might be valuable.

In situations where the above process is unsuccessful, a restorative justice process can be implemented to help students navigate and resolve conflict. This process most often involves faculty members and mentors as advocates for each student.

Section Six: Disciplinary Procedures

DISCIPLINARY PROCEDURES

If a disciplinary problem arises, students should first attempt to resolve the issue directly with the teacher who brought it to their attention. If this effort is not successful, students should contact their mentor and make every effort to resolve the issue at this level. Parents may also contact their student's mentor to help resolve or express concern about any disciplinary problem.

Parents may be informed of behavioral problems through a phone call or by a Student Discipline Report sent to the home. All actions taken by the faculty involving discipline may become a part of a student's permanent record.

STUDENT DISCIPLINE REPORT

A Student Discipline Report is sent to a student's parents/guardians when a teacher has identified a behavioral problem. A copy is placed in the students file, and their mentor is notified.

DISCIPLINARY PROBATION

In the case of repeated behavioral problems, a student may be given a specific period of time to improve, during which time they will be placed on Disciplinary Probation. During this time, the student may be asked to agree to perform specific remedial tasks that are relevant to the situation. If they do not fulfill the agreement to remediate the situation, the student may be expelled from the school. The privilege to participate in extracurricular activities and social events may be withdrawn during Disciplinary Probation.

SUSPENSION

As a result of particularly disruptive or dangerous behavior, a student may be suspended from classes. Parents will be notified, and the student will be sent directly home. A parent conference that includes the student and their mentor is mandatory before the student can return to school or class. A suspension may be for one or more days, depending on the seriousness of the behavior.

Actions that may lead to a suspension include, but are not limited to:

- Leaving campus without permission.
- Use of foul language.
- Hate speech or conduct.
- Rude or inappropriate behavior.
- Frequent detentions.
- Fighting, bullying (including cyber-bullying) or harassment.
- Use of illicit drugs, alcohol or tobacco (during school or during school activities).
- Lying, stealing, cheating or plagiarism.
- Vandalism or destruction of school or student property.
- Failure to attend a class or school event without permission to be absent.

EXPULSION

The faculty, staff and student community work together with cooperation, respect, integrity, trust and honesty. Every effort will be made to help the student and their family to resolve any problems that may arise. Should all efforts fail and a problem remains unresolved, this may result in a student's expulsion from the high school.

The following is a partial list of situations that may warrant expulsion:

- Student is unwilling to abide by school rules.
- Bullying, harassment, hate speech or threatening conduct.
- Student fails any class during the school year and fail to meet the terms of academic probation.
- Student does not participate in their class work to the satisfaction of the faculty.
- Suspension has not been satisfactorily resolved.
- Student cheats or plagiarizes, including unauthorized use of A.I.

Section Seven: Special Policies

ANTISOCIAL BEHAVIOR

Swearing, obscene, or antisocial language and any form of harassment, whether verbal or physical, are serious violations that cannot be tolerated. To maintain a community that is sensitive to and respectful of every member, the following guidelines are suggestions for students in the event that they become the recipient of behavior that seems inappropriate, annoying, or provocative:

- Let the offending person know that the behavior needs to stop. Say “No” firmly. Do not apologize. Speak directly and give a clear message about one’s feelings.
- If the student does not feel comfortable about confronting the person alone, take a friend along, or write a letter.
- Speak promptly with the student’s mentor or another faculty member about the situation. That person, in consultation with the student, may refer the complaint to the appropriate

person or group. If they do not feel comfortable speaking with an adult, take a friend along or write a letter.

When a serious breach of respect occurs, the school will take action based on the circumstances. Such action could include detention, education, counseling, suspension or expulsion.

HARASSMENT POLICY

Students are expected to refrain from any comments, attitudes, physical touching, or attention that is unwanted by or upsetting to another person. It is of the utmost importance that each student develops and practices a respectful sensitivity for the physical and emotional boundaries and well-being of the other people in the entire school. Harassment (repeated, unwanted, and disrespectful attention) takes many forms, all of which are serious personal and social offenses. Sexual harassment in any form will not be tolerated (see below for policy).

The creation of a hostile environment through subtle, severe, persistent and/or pervasive conduct in the form of spoken, written or symbolic harassment that insults, stigmatizes, or denigrates individuals based on race, ethnicity, culture, gender, identity or expression, sexual orientation, religion, ability, or socioeconomic status.

Examples of such harassing behavior are cited below (but the list is by no means exhaustive):

1. The use of racial slurs or derogatory names directed at individuals which convey hatred or contempt for persons on the basis of the attributes listed above.
2. The creation of graffiti which conveys hatred or contempt for persons on the basis of the attributes listed above.

3. The display of symbols which are commonly understood to convey hatred or contempt for persons on the basis of the attributes listed above.
4. The use of telephone, electronic mail, or paper mail (whether signed or anonymous) to convey hatred or contempt for persons on the basis of the attributes listed above.

If a student finds themselves in a situation involving harassment, it is of the utmost importance that they immediately seek guidance and help from a trusted adult. Similarly, if the student witnesses a situation involving harassment, they have an obligation to report it to a parent or teacher so that the harassment can be stopped. Any report or rumor of alleged harassment will be thoroughly investigated by the faculty and reported to the parents/guardians of the students involved.

SEXUAL HARASSMENT

The US Department of Education defines sexual harassment as conduct that is sexual in nature, is unwelcome, and limits (or denies) a student's ability to participate in or benefit from a school's education program. Some examples of sexual conduct include (but are not limited to):

- Making sexual propositions or pressuring for sexual favors.
- Touching of a sexual nature.
- Creating, displaying, or distributing sexually explicit drawings, pictures or written materials.
- Performing sexual gestures or touching oneself sexually in front of others.
- Telling sexual or dirty jokes.
- Spreading sexual rumors or rating other students as to sexual activity or performance.

Students wishing to make a complaint of sexual harassment should immediately speak to any faculty or staff member. Investigation of complaints will be conducted in a confidential manner and results may be recorded in student files. Complaints that are not resolved satisfactorily may be taken to the school leadership, Child Protective Services, and/or law enforcement. The initiation of a complaint of sexual harassment will not reflect negatively on the student who initiates the complaint and that student shall be free from retaliatory behavior.

CYBERBULLYING

Students who are cruel to others by sending or posting harmful materials or materials that present a safety concern using the internet, cell phones, or social network sites will face disciplinary consequences. Bullying in any form is not acceptable and will not be tolerated. If a student is aware of cyberbullying they are asked to contact a high school faculty or staff member.

Cyberbullying, as well as any form of bullying can lead to expulsion. Issues of bullying will be referred to the restorative justice process.

SPOKEN, WRITTEN AND SYMBOLIC HARASSMENT

Spoken, written and symbolic harassment is defined as the creation of a hostile environment through subtle, severe, persistent and/or pervasive conduct in the form of spoken, written or symbolic harassment that insults, stigmatizes, or denigrates individuals based on the attributes named above.

Examples of such harassing behavior are cited below (but the list is by no means exhaustive):

1. The use of racial slurs or derogatory names directed at individuals which convey hatred or contempt for persons on the basis of the attributes listed above.
2. The creation of graffiti which conveys hatred or contempt for persons on the basis of the attributes listed above.
3. The display of symbols which are commonly understood to convey hatred or contempt for persons on the basis of the attributes listed above.
4. The use of telephone, electronic mail, or paper mail (whether signed or anonymous) to convey hatred or contempt for persons on the basis of the attributes listed above.

VANDALISM

Vandalism on the school grounds (including writing on desks, walls, chairs, or lockers), warrants disciplinary action which will include detention and cleaning or replacement of furniture, fixtures or any other damaged school property at the students expense. Repeated offenses may lead to suspension and expulsion.

SELF-ENDANGERING AND SOCIALLY DESTRUCTIVE BEHAVIOR

We are dedicated to the healthy development of adolescents, and regard it as the school's responsibility to work directly with students and their parents/guardians towards the correction of any self-endangering and socially destructive behavior. These behaviors include emotionally and physically self-destructive talk and behavior such as talk of suicide, drug and/or alcohol use, self-mutilation, abusive relationships, unsafe operation of a motor vehicle, and illegal activities such as shoplifting, vandalism, or similar activities.

All rumors of self-endangering and socially destructive behavior will be taken seriously by the faculty and investigated by questioning the student/s involved when appropriate. Parents will be immediately notified that such a suspicion has arisen and informed of what has been learned. We would be irresponsible to remain silent at such times.

Students can be instrumental in securing help for classmates in need. We look to the students to develop the courage, maturity, and compassion to help each other when someone is engaged in dangerous behavior. We also encourage them to approach a parent, teacher or mentor for help in finding a way of addressing a problematic situation without 'betraying' a friend.

SUBSTANCE ABUSE POLICY

WSSD is a tobacco-, drug- and alcohol-free campus. This applies to everyone on campus: students, faculty, staff, parents/guardians, and visitors. The possession and/or use of tobacco, marijuana in any form, e-cigarettes, alcohol, drugs/any drug paraphernalia on campus, or at any school function, constitutes grounds for suspension or expulsion, as does arriving at school or a school function while under the influence of alcohol or illicit drugs.

Since we are primarily concerned with the health and education of the young people in our care and not merely with the illegal aspects of drug and alcohol use on school property, we discourage any use of drugs, tobacco or alcohol by WSSD students. The faculty will actively pursue dialogue with parents/guardians of students who may be involved in out-of-school drug or alcohol use. We wish to help any student who voluntarily discloses a problem with substance abuse.

Additionally, if the school suspects that a student has been habitually using drugs or alcohol, the school will require that they

receive a professional drug assessment, at their parents'/guardians' expense, as a condition of remaining enrolled at the school. In such a case, the student and their parents/guardians must sign a release permitting a school employee to consult with the person performing the assessment and to be informed of the results. If the assessment indicates a need to participate in a counseling or rehabilitation program, completing such a program will be a requirement of the student's continued enrollment at the school.

WEAPONS POLICY

Any student found with a weapon of any kind at school will be automatically suspended for at least one week. Expulsion may follow.

School Directory

Each teacher has times listed when it is acceptable for students or their parents/guardians to contact them. Please do not contact them outside these times without prior arrangement.

9th and 10th Grade Students: Call only.

11th and 12th Grade Students: Call, text or email per teacher preference.

High School Co-Chairs

Jeremiah Johnson

Math, Science, Industrial Arts

HighSchool@WaldorfSanDiego.org

JDJohnson@WaldorfSanDiego.org

319-939-0472 Call or text between 4 p.m. - 9 p.m.

Nathan Wilcox

Humanities

NWilcox@WaldorfSanDiego.org

619-962-8194 No text messages. Calls before 9 p.m.

Faculty

Allyson Kennett

Humanities, Educational Support

AKennett@WaldorfSanDiego.org

619-307-0766 Calls before 4 p.m. and texts before 6 p.m.

Andrea Crozier

Art

ACrozier@WaldorfSanDiego.org

916-225-3789 Call or text before 9 p.m.

Anthony Thomas

Athletics, Community Service

AThomas@WaldorfSanDiego.org

619-793-9650 Call or text between 10 a.m. - 4 p.m.

Bryan Whelan

Jazz Band

BWhelan@WaldorfSanDiego.org

Carlos Vazquez Martin

Spanish

CVazquezMartin@WaldorfSanDiego.org

858-951-5596 Call or text before 7 p.m.

Chelaine Kokos

Eurhythmy

CKokos@WaldorfSanDiego.org

612-616-8243 Call or text before 8 p.m.

Dan Bailey

Pianist

DBailey@WaldorfSanDiego.org

Emilia Sumelius-Buescher

Fine Arts

ESumelius-Buescher@WaldorfSanDiego.org

Kate Vance

Costuming

KVance@WaldorfSanDiego.org

858-752-8502 Text only before 9 p.m.

Lena Paccione

Science

LPaccione@WaldorfSanDiego.org

760-815-6636 Call or text before 4 p.m.

Maria Drogari

Math

MDrogari@WaldorfSanDiego.org

858-319-5718 Call or text before 8 p.m.

Administration

Kevin Patrick

Administrator

KPatrick@WaldorfSanDiego.org

619-280-8016 x202

619-972-8859 cell

Liza Ferraro

Admissions

Admissions@WaldorfSanDiego.org

619-280-8016 x205

Heather Taft

Registrar

Registrar@WaldorfSanDiego.org

619-287-3054 x317

Andrea Imazeki-Miyahara

Tuition and Billing

TuitionandBilling@WaldorfSanDiego.org

619-280-8016 x319

Kristin Kacirek

Front Desk

KKacirek@WaldorfSanDiego.org

619-287-3054 x300