Catlin Gabel

FAMILY HANDBOOK
2021-2022

Pandemic Response: Practices and Protocols

The policies and procedures detailed in this Family Handbook apply largely to the *on-campus* educational experience at Catlin Gabel School, not during pandemic management times. In response to the COVID-19 pandemic, specific health and safety practices and protocols have been established, which will dictate school life during this period. They may be accessed in our **Pandemic Management Plan for Academic Year 2021-2022.** This document is required reading for every parent and guardian to ensure the health and safety of the entire community.

Introduction

Welcome to Catlin Gabel School!

Please take the time to familiarize yourself with the Family Handbook. It is intended to provide you with the policies and procedures that support the mission and values of Catlin Gabel School and that help build trust and respect among all members of the school community.

The main sections of this handbook pertain to all divisions and grade levels. There is division-specific information at the end of the handbook. Please read through this information thoroughly and ask your respective division head for clarification.

While this document is not part of the enrollment contract, we expect families to abide by these policies as members of our intentional community. By enrolling at Catlin Gabel School, you agree to work collaboratively with the school to carry out the policies, practices, and procedures outlined in the handbook as well as any updates that are communicated to the families throughout the year. Parents and guardians agree to communicate these standards and responsibilities to their children. Additionally, Upper School students are expected to be familiar with the Upper School section of this handbook and to abide by its policies. The school reserves the right to deviate from the policies and procedures in this handbook.

Mission:
Catlin Gabel fosters compassionate and curious citizens of the world by inspiring in every student a love of learning and the courage to take responsible action.

Values:
Inclusion. Integrity. Kindness.

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The Community

The Catlin Gabel School Community includes all members of the school: students, employees, and families. It is through the partnership created by respectful and open dialogue between all community members that our community thrives. The community takes pride in being an open and diverse community in which discussion of differing points of view is welcome. Such conversations are the basis for growth and a source of energy for a community of learners. Meetings of the Parent Faculty Association (PFA), the Board of Trustees, and some board committees are open to visitors, and special meetings of all or parts of the community may be called as the year unfolds. Information regarding PFA and special meetings is posted in the Parent/Guardian Portal (https://accounts.veracross.com/catlin/portals/login) for families and announced in weekly division newsletters as appropriate for grade levels or divisions.

Campus Use

The campus is available for casual recreational use by school families. If you are planning an organized activity, please make rental arrangements with the events coordinator in the facilities office by emailing events@catlin.edu.

For the health and safety of all children, dogs are not allowed on campus at any time. Service dogs are welcome when they are working or in training. The Lower School Pet and Plant Show is the one time each year when the policy is suspended, and dogs, cats, and pets of all kinds are invited to campus for a festive celebration.

Charitable Gifts to the School

Everyone associated with Catlin Gabel understands the importance of our small class sizes, dedicated teachers, state-of-the-art facilities, financial assistance and special programs on and off campus. This extraordinary experience is directly tied to the philanthropic support we receive from our school community, including parents, guardians, grandparents, alumni families, faculty-staff, friends, and foundations.

Catlin Gabel is incorporated as a 501(c)(3) nonprofit organization and governed by a board of trustees. As an independent school, Catlin Gabel does not receive any public funding or religious support. Maintaining our excellence and comprehensive offerings depends upon tuition and fees, the school's endowment, and philanthropic contributions. Philanthropy is the distinguishing factor that allows us to further enrich the student experience. The school relies on the success of the Catlin Gabel Fund every year when making budget decisions; parent support is critical to ensure we reach our fundraising goals to maintain the quality of academic programs offered.

Gifts of every size are an expression of confidence in the school's mission and community. A high level of parent participation (the percentage of parents who give annually to the Catlin Gabel Fund) also strengthens the school's application to foundations and enhances our

reputation when third-party surveys measure and rank schools across the country. All gifts to Catlin Gabel are tax-deductible as allowable by law.

In addition to raising essential operating support, the school conducts special campaigns for new programs, financial assistance, endowment support, and new buildings. For more information about making a charitable gift to the school, please email or call the advancement office at give@catlin.edu or (503) 297-1894 or visit the team in Toad Hall.

Community Email Guidelines

In this connected world in which we live, we rarely seem removed from our communication devices. The result is a culture of immediate access and obligatory response. In our community we have many different family structures and schedules, and we respect that people have personal preferences in terms of how they manage their workflow. Expecting others to adapt to us, however, is not respectful. Our school has an opportunity to be a leader by setting email guidelines that establish reasonable work and weekday expectations.

By setting guidelines we hope to achieve the following goals:

- Model work and life balance as a community
- Foster planning, problem-solving, and resilience in our community
- Encourage in-person communication
- Counter the prevailing culture of urgency and immediacy
- Support family time, childhood, and sleep
- Support professional boundaries for faculty and staff
- Avoid comparisons about who is most available and most helpful
- Limit screen/tech time

THE GUIDELINES

We ask that you do not expect email to be read or responded to between 7 p.m. and 7 a.m. on weekdays, and at any time on Saturdays, Sundays, and holidays. During the work week, faculty and staff will reply within 24 hours to any email. If you have an emergency, calling or texting is appropriate. Thank you for honoring the spirit and goals of these guidelines.

In addition, when parents and guardians want to send an email to the entire class regarding a school-related matter, they should send the email to their grade level PFA representatives to send on their behalf. For personal communications regarding birthday parties, Bar Mitzvahs, etc., parents and guardians should create their own email address list and send the communication from their own email account.

Diversity and Inclusion

Catlin Gabel is committed to community-wide diversity and inclusion. Our community's diversity includes racial/ethnic, religious, national, socio-economic, gender, and language diversity among other differences. We value the diversity our students, families, faculty, and staff bring to

the community and we believe this diversity is essential to student success at Catlin Gabel School and beyond.

We believe our community thrives when inclusive practices are in place. We actively work to create inclusive classrooms and spaces. To that end, all faculty and staff participate in annual inclusion training, and opportunities are extended to students to increase their cultural responsiveness and engage with others across differences.

We also aspire to be an antiracist school, actively identifying and seeking to eliminate racism by educating all community members about the systems that affect our current experience of privilege, power, and oppression. We are cognizant that this will require an ongoing process of changing systems, policies, practices and attitudes.

Diversity and Inclusion goals include:

- Enrolling a diverse student body
- Attracting, hiring and retaining a diverse faculty and staff
- Creating programming that supports building and maintaining a strong sense of community
- Training employees to be culturally responsive and anti-racist.
- Creating inclusive classrooms and educational experiences

Gifts to Teachers and Coaches

Families who wish to express their appreciation to a teacher or coach may do so with small, inexpensive tokens such as a note, card, or child's drawing. Catlin Gabel discourages families from giving elaborate or expensive gifts to teachers, as it may appear to others that the family and teacher have a special relationship, when in fact all family/teacher relationships are equal. For those who would like to do more, families may consider giving to the school's Catlin Gabel Fund in honor of a particular teacher or teachers. Please do not send class emails regarding a group gift to a teacher or coach.

Non-Discrimination Policy

Catlin Gabel does not discriminate on the basis of race, color, religion, gender, gender identity, disability, national or ethnic origin, or other legally protected status in admission of otherwise qualified students or in providing access to the rights, privileges, programs, or activities generally available to all students and their families, including educational policies, scholarship and other financial aid programs, or athletic, extra-curricular, and other school-administered programs and activities. Similarly, Catlin Gabel does not discriminate in hiring or employment practices on the basis of race, color, religion, gender or gender identity, disability, national or ethnic origin, or other legally protected status.

Non-Solicitation Guidelines

To minimize the number of solicitations to families and businesses, the school policy is that all faculty, staff, students and parents/guardians refrain from soliciting the school community for organizations and causes not related to the school. While there are many worthwhile and important causes to support, individuals and families vary in opinion on what those are. Faculty, staff, parents/guardians, and students must consult with the advancement office regarding any fundraising efforts at Catlin Gabel.

Parent/Guardian Volunteers

Parent/guardian volunteers make significant and needed contributions to the school both in and out of the classroom. Volunteer jobs for every personality type and skill set are available through the Board of Trustees, Parent Faculty Association, and school programs. Volunteer jobs range from committee work to taking photographs to fundraising to helping with Spring Festival. In addition, parents help with classroom projects, volunteer in the libraries, and organize a variety of on- and off-campus special events. Please get in touch with your PFA class representative to learn about volunteer opportunities.

Partnership Inclusion

Catlin Gabel School and its students interact with a wide variety of schools, organizations, vendors, and partners in support of its programs and curriculum. Our policies and practices strive to consider our community members' experiences when interacting with other organizations.

We recognize that current and potential community partners have diverse values and belief systems. Learning with and from others who have differing views and values is an important feature of a Catlin Gabel education; this is at the core of our belief in educating for democracy.

Sometimes, however, those differing views may place members of our community in positions where they feel unwelcome or unsafe. We seek to understand if current and potential partners share our inclusive vision for society and our non-discriminatory policy and practices. If they do not, we seek dialogue to understand how their conflicting policies and practices may be experienced by members of our community in partnership activities. If there is significant value to the partnership despite policy conflicts, we may establish a partnership. In such cases, we will seek to communicate that conflict to our community members and respect their right to make individual decisions about participation.

Sustainability

Catlin Gabel is committed to sustainability. We work to help students develop the wisdom, vision, and drive to create a sustainable society, model sustainable practices, and inspire others to join with us in our commitment to sustainability. The school uses an established framework and scientific principles for guiding and evolving our efforts toward sustainability.

All-School Communications

Communication from Catlin Gabel furthers the mission of the school, informs the community about our programs, and presents a picture of all aspects of school life. The school does not post or distribute materials that promote or advertise extracurricular activities that are not coordinated by Catlin Gabel. The school does not promote or advertise individual businesses, nonprofits, or political causes including those owned or supported by Catlin Gabel community members (with the exception of paid advertisements in the annual auction program).

Telephone Communication

Switchboard hours are 8 a.m. to 4 p.m. After hours, you will reach a recorded message that includes a prompt to connect you to the After-School Program (ASP) office. When the switchboard is closed you may leave a voice mail message that will be picked up the next working day. The ASP office phone number is 503-297-1894 ext.1055 during school hours and ext. 1014 before and after school.

Getting in Touch with Teachers

Most teachers prefer email communication, which they can access between classes and after school hours. If you wish to get in touch with a division head or a teacher, it is best to place your call or send your email early in the day and be prepared to leave a message. Teachers' phone numbers and email addresses are listed in the online directory. Administrative assistants in all divisions can be reached throughout the day and are excellent vehicles for quick communication to teachers, divisional administration, or students.

Messages for Students

Telephone and email messages for students should go to the division office, and staff will deliver the message directly to the student.

BEGINNING SCHOOL:
(503) 297-1894 ext. 1000,
BeginningSchoolOffice@catlin.edu

LOWER SCHOOL:
(503) 297-1894 ext. 2000
LowerSchoolOffice@catlin.edu

MIDDLE SCHOOL:
(503) 297-1894 ext. 3000
MiddleSchoolOffice@catlin.edu

UPPER SCHOOL:
(503) 297-1894 ext. 4000
UpperSchoolOffice@catlin.edu

Website and Veracross

The school's website provides information about the school and late-breaking news updates. The Veracross Portal (https://accounts.veracross.com/catlin/portals/login) is the main communication vehicle for families about updated calendar information, division news, athletic and event schedules, online forms to update your information, the school directory, and general information on campus topics.

If you have trouble accessing your Veracross account, please contact:

INFORMATION TECHNOLOGY DEPARTMENT
EMAIL: helpdesk@catlin.edu
CALL: (503) 297-1894 ext. 5555

Online Directory

Out of respect for the privacy of our families, school policy prohibits unauthorized use of information published in our online directory. Family email addresses may not be used to further personal businesses or causes.

In the case of divorce or separation, it is in the child's best interest for the school to maintain communication with both original parents. Both custodial and non-custodial parents are listed in the online directory. In the case of joint custody, both families are listed. To remove a listing from the directory, the party listed must contact the school and make the request in writing.

Newsletters and Publications

Each division regularly sends newsletters by email and posts those in Veracross. The *Beginning and Lower School Grove, Middle School Peek at the Week,* and *Upper School News You Can Use* are produced weekly. These weekly newsletters are the most important source of divisional information describing activities, curriculum, and special events particular to those divisions. Please call division administrative assistants if you do not have Internet access or need translation services to ensure you receive this communication.

Teachers use a variety of tools to communicate with parents including email messages, blogs, and newsletters. The communications office publishes the Catlin Gabel *Caller* magazine, with feature articles, and school and alumni news. *The Caller* is mailed to parents, alumni, faculty, staff, grandparents, and friends of the school, and is posted on the website.

Back-to-School Nights

Back-to-School Nights in early fall give parents in each division the opportunity to meet teachers and receive an overview of the school year. This is the time to learn about curriculum,

classroom approaches, and extracurricular programs. All parents and guardians should plan to attend this parents-only evening. Due to COVID-19, these evenings will be held virtually this year.

Parent Conferences

Each division of the school schedules parent-teacher conferences as part of the formal system of assessment. In addition, parents, teachers, or advisors may schedule conferences at any time during the year. Clear, kind, and constructive communication between parents and teachers is at the heart of our school-home partnership.

Feedback

Your observations and ideas about the school and how it works are important to us. There are several ways to offer thoughts about how the school is working with your family, including informal contacts on campus, scheduled appointments with appropriate people, and large or small group meetings about particular topics.

The parent/guardian point of view is annually solicited through a series of surveys. Division heads and other administrators carefully review survey results and use parent feedback to help us improve our work with students and families.

If you have a concern or question, please bring it to the classroom teachers, or the division head if an issue arises that is beyond the scope of the classroom.

In order to foster the open discussion of issues important to the Catlin Gabel community and to ensure that the process of addressing and solving problems has the community's respect and trust, Catlin Gabel has adopted the following principles:

- We encourage and strive to make constructive use of differing viewpoints and ideas.
- We agree to disagree without being disagreeable.
- We will ensure that both the issue being addressed and the solution offered are clearly articulated and understood.

Our major problem-solving efforts typically involve a review of how other institutions have addressed similar issues. We will continually strive for processes and solutions that are inclusive, equitable, respectful, and affirming of our diverse community and the school's mission and values.

Academic Questions

Curriculum

Curriculum information is provided for each grade level at Back-to-School Night events in the fall. Upper School course descriptions and information about graduation requirements and independent study are available on the website in the Upper School section. The Academics and More section of the website includes curricular information for all divisions and courses.

Our curriculum addresses academics and students' social, intellectual, and physical development, as well as their character and creativity. Deep understanding and transformative learning take place when teachers work closely with students to inquire, engage, and create. We continually review and refine our curriculum, allowing teachers to adapt instruction to the particular needs of their students. We are committed to responsive teaching and learning, a distinctive feature of a Catlin Gabel education. Questions about curriculum can be directed to teachers or division heads.

Experiential Learning

Learning by experience has been a Catlin Gabel tradition from the school's earliest days. At Catlin Gabel, experiential learning is a process by which students learn through a cycle of direct experience, reflection, analysis, and experimentation. It encourages deep learning, inspires personal growth, and promotes active citizenship. Its features include student-directed, teacher-guided, student-choice, students apply knowledge and skills, trial and error, and failure as part of the learning process, authentic purpose and meaning-making in real world context, rubric and demonstration-based assessments, and opportunities to reflect and make sense of the experience.

Experiential learning happens in the classrooms, throughout our campus grounds, and on trips off campus. For some program activities additional fees are required. Financial assistance may be available. Applications for financial assistance are included with some experiential offerings. Please consult with the director of financial assistance if this kind of support is needed.

Field Trips

Field trips are an important part of the curriculum for each grade, reinforcing classroom study with first-hand experience. Through the trips, children become more independent and self-reliant and discover the necessities and pleasures of working with other children and adults. Expenses for these trips (costs of food, admissions, and transportation) are included in tuition.

LOCAL DAY TRIPS

Most field trips are local day trips. Emails are sent home to announce most of these trips, but some may occur on short notice.

OVERNIGHT TRIPS

At least one overnight trip is planned for 2nd-12th grades, with the length of the trip depending on the age of the students. These overnights help children become independent and discover the necessities and the rewards of working together. Every outing contributes to the personal growth of individual students as well as to group camaraderie. Older students often take part in the planning, accounting, and shopping for trips, gaining experience in the art of organization.

You will receive trip information sheets in advance of any trip extending beyond the school day. A permission slip must be signed and returned to the school before the trip in order for a child to participate. The information sheets will explain in detail when and where the group is going, special supervision or travel arrangements, and clothing or equipment needs. (The school can assist in securing necessary equipment.) Other required forms for long-distance trips include a medical form authorizing specified leaders to get emergency care for your child if treatment is needed when you can't be reached. Any additional forms needed for trips will be provided via the Magnus Health portal available in the Veracross Parent/Guardian portal.

Teacher Assignment

The school takes teacher assignment seriously and carefully considers both a good mix of the peer group and an appropriate match between the child and teachers. Current teachers and division heads participate in this process. Occasionally circumstances arise that should be considered, or parents may have observations about their child's placement that they feel are important to share with the division head. It is important to understand, however, that the final decisions about placement and teacher assignment rest with the school.

Homework

The school believes that well-designed homework assignments reinforce and extend classroom learning while building a foundation for self-discipline and lifelong learning. Children are expected to take increasing responsibility for their own learning and workmanship. Homework assignments, with the guidance of teachers and the support of parents, help them in these tasks. Regular assignments gradually begin in the Lower School, and increase as students mature.

Unexcused Absence Policy

Students are expected to attend all classes unless they have been excused by their parents/guardians, or if they miss a class for a school-sanctioned event. An unexcused absence from class is defined as an absence where the parent has not notified the school that a student will miss a class or classes. A student may also receive an unexcused absence if they arrive to class too late – it will be left to each teacher's discretion to define the parameters of "too late."

Student Evaluation

The core of Catlin Gabel's evaluation system is the combination of written reports and conferences between student and teacher, student and advisor (for older students), and parent and teacher. At some grade levels, students lead their own conferences. Teachers use various

methods for communicating with students about daily work. The goals for student evaluation are direct, personal, timely communication about academic work between teacher and student, and learning about self-evaluation. We hope students will see their education as a continual internal process, not as one measured by symbols.

Written reports communicate the position of each student in relation to effort and performance within the context of individual and classroom objectives. The writing of narrative reports is a flexible and individual process. Teachers take great care to be accurate, complete, and objective in their reports. If you have questions about your child's reports, you are invited to check in with your child's teacher. Conferences complement written reports and provide opportunities for students and parents to respond to written comments. In addition to discussion of an individual's growth in intellectual realms, they provide opportunities to discuss personal and community concerns.

Learning Support

Learning specialists serve the three divisions of the school. Catlin Gabel values students with diverse learning styles, and teachers work with the learning specialists to assess and plan for individual needs. Short-term, small-group instruction using specialized approaches may be provided by the school, as are supports such as work on study skills or time management sessions.

Parents, teachers, or students may initiate contact with the learning specialists in their division if they have any questions or concerns:

BEGINNING AND LOWER SCHOOL

Kristy Marling
marlingk@catlin.edu

MIDDLE SCHOOL

Veronica Halen
halenv@catlin.edu

UPPER SCHOOL

Jeffrey Silverstein
silversteinj@catlin.edu

The learning specialists seek to help students meet our curricular goals. Catlin Gabel is able to make some accommodations for individual learning styles, but we do not offer special education services. Accommodations are limited by the needs of other students and the staffing available.

Accommodations and modifications in the Beginning and Lower School are made on an individual basis, depending on student need and available resources. In addition, differentiated instruction in the classroom and small group remedial literacy and math support is provided. The Upper and Middle Schools provide appropriate learning environments for students through

differentiated instruction, classroom accommodations, and course load adjustments. Modifications to curriculum and learning objectives generally are not provided.

Tutoring

Sometimes tutoring for a specific learning difference or other special need is recommended to parents. In this case, the learning specialist recommends qualified tutors in the field. Tutoring space is provided on campus. Students may not skip class, assemblies, or class trips for tutoring in another subject area. Tutors are independent contractors who work at an hourly rate; costs are the responsibility of the student's parents. In the Beginning and Lower Schools, providers include Speech/Language Pathologists and Occupational Therapists, who work with children as independent contractors hired by parents. Need-based financial assistance may be available; parents can contact the learning specialist in their child's division to learn more.

Student Records

Education records are maintained for every student. The records include narrative comments, test scores, registration information, discipline letters, and attendance and health records. Additionally, grades and credits awarded are kept on file for students enrolled in grades nine through twelve. Counselor files and confidential recommendations for admission are not part of the education record.

Parents have the right to review education records within 45 days of requesting to do so. They have the right to authorize disclosure of educational records to people other than school officials who have legitimate educational interests or are under subpoena. Parents have the right to request amendment of the record, to have a hearing on the denial of amendment of the record by an independent hearings officer, and to insert a written explanation of the parent's request within the education record. These rights transfer to students upon their 18th birthday. However, students do not have the right to view their parents' financial records that are maintained by the school.

When a student transfers from Catlin Gabel to another school, the division administrative assistant forwards records to the new school within 10 days of the request. Parents of Upper School students, students over the age of 18, and alumni may request transcripts from the registrar. Parents should contact the appropriate division head with questions about their child's education record. To the extent permitted by law, the school withholds transcripts of graduating seniors whose accounts are not current until their bill is resolved.

Technology

Catlin Gabel uses technology to enhance teaching and learning throughout the curriculum. In the Beginning and Lower Schools teachers record student work using a variety of technology platforms including video, photographs, and interactive applications, and students use a wide range of digital technology as teachers integrate digital tools that deepen, enhance, and support learning. In the Middle and Upper Schools, students use online course websites, cloud-based and laptop software applications, smart boards, and on-demand multimedia offerings. Upper

School students can also take online courses through the Global Online Academy. Students are reminded about appropriate technology uses regularly.

Special Student Activities

Assemblies

Each division schedules assemblies that feature student presentations, speakers, films, music, community-building, and special guests. Assemblies of special interest to parents are promoted on the school's website and in newsletters. Parents and guardians are welcome to attend any assemblies. The student body president presides over Middle and Upper School assemblies respectively.

Birthday Parties and Special Occasions

Younger children like to celebrate birthdays. Each Beginning and Lower School classroom has birthday traditions. Check with the homeroom teacher to make arrangements for your child. Care for others' feelings also leads us to request that invitations for children's parties outside school be issued by email. Also, please do not pick up party groups directly after school, because children who have not been invited will feel left out.

Beginning and Lower School students may join the Birthday Book Club, continuing the tradition of giving a new book to the Florence K. Angell Library on the occasion of a birthday.

Summer Camps

Summer Camps are open to all students, even to those who are not enrolled at Catlin Gabel. Summer Camps offers a wide variety of classes and programs including arts and music, academics, outdoor education, cooking, and sports. Most offerings are one-week courses, allowing families to select what works best for them. Catlin Gabel's beautiful campus offers a relaxed atmosphere for summer learning and fun. The Summer Camps course offerings are posted on the website in the spring. Also during the summer months, the Elana Gold '93 Memorial Environmental Restoration Project is available for high school students.

Interscholastic Sports

The Middle and Upper Schools offer interscholastic sports. The athletic program is designed to enhance and complement the physical education curriculum, and any student wishing to participate in extracurricular sports is welcome. Game and meet schedules are subject to change. The most up-to-date information is posted on the website and Veracross Portal in the athletics section. Catlin Gabel is a member of the Oregon Schools Activities Association. We adhere to their guidelines.

Student Associations: The MSSA and CGSA

The Middle School Student Association (MSSA) and Catlin Gabel Student Association (CGSA) are among the many ways students can participate in non-classroom activities. The school provides annual funding for each of these associations, and the organizations are in turn responsible for determining funding priorities for various student activities, publications, and social events. The elected officers and student representatives of the MSSA and the CGSA have overall responsibility for student government. The president of the CGSA is a full voting member of the board of trustees, and students appointed by the student body president may serve on board committees.

Student Behavior

Students are expected to act with honesty and integrity in all their actions at the school. They are expected to take responsibility for their actions, work, and behavior. Catlin Gabel regards dishonesty and disrespect as *very serious* infractions and responds accordingly. Lack of personal integrity is evident by such actions as lying, stealing, or forgery. Lack of academic honesty is evidenced by such acts as plagiarism, cheating, or allowing others to represent your work as their own.

We expect students to be self-disciplined and to cooperate with each other and the faculty-staff. Ideally lists of rules and regulations about unacceptable student behavior are not necessary, and ultimately student conscience, honesty, and good sense are the basic guidelines for behavior. The Middle and Upper School, respectively, have student community agreements to guide divisional expectations.

Students are expected to behave with safety, integrity, inclusiveness, a sense of community, and respect for self and others. Any action that threatens the physical, mental, or emotional safety of students or faculty-staff is unacceptable. Harassment, hazing, bullying, or violence in any form is not tolerated on or off campus, digitally, or in person.

Jurisdiction Over Out-of-School Conduct

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

Investigations

Students are expected to cooperate fully in investigations conducted by the school (we make a trauma-informed exception for sexual assault survivors, who may opt not to participate in an investigation). If a student accused of wrongful conduct is unwilling to participate or cooperate at any stage of an investigation for whatever reason, including but not limited to pending criminal charges, the school reserves the right to take action, including proceeding without a statement from the student, asking the student to leave school while the investigation is underway, or requiring the student to withdraw. Catlin Gabel's obligation to report a crime (such as a sex crime or other abuse subject to the mandatory child abuse reporting laws) does not end if the student withdraws. The school reserves the right to confiscate a student's cell phone if it contains inappropriate images that could be a violation of Oregon's criminal statutes.

Catlin Gabel School Sexual Incident Response Protocol Summary

Catlin Gabel has established a PS-12 sexual incident response protocol (SIRP) to provide a consistent process in supporting students, families, and the school in examining incidents that may involve sexually problematic behavior between students. The protocol provides the school with a framework to assess developmentally non-normative behaviors, protect students from additional harm, and prioritize the privacy of all students involved. The response protocol is based on the SIRC best-practice approach developed by Dr. Wilson Kenney that has been applied in school districts across Oregon. The protocol relies on collaboration with the parents and guardians of the students involved, a trained internal team, and consultation with outside experts when appropriate. A summary of the Catlin Gabel School protocol is described below.

When an incident comes to the attention of the school, the counselor and/or divisional administrator will gather information to collaboratively assess the severity of the incident. Parents of the students involved will be notified, and reports may be made to the Department of Human Services (DHS) and/or law enforcement, as appropriate. If behaviors are determined to be outside of what is developmentally normative, or if developmentally normative behaviors that are inappropriate to occur at school continue despite intervention, a team will assemble to review the case applying a specific Level 1 protocol. Only the parents/guardians of the affected students or those who may be in immediate risk will be contacted. Using student and teacher interviews, parent/guardian reports, internal expertise, and external consultation, the Level 1 Team will assess the severity of student behavior, and identify immediate needs for support, safety, and supervision. Results of the Level 1 process may include closing the case and taking no action, developing a school-based plan for the student, formulating a school safety plan, enlisting outside expertise and guidance, referring the affected student for outside evaluation and services, and/or convening a Level 2 protocol team with additional outside experts to further evaluate the situation.

At each stage of the process, Catlin Gabel staff will work in partnership with the students and families immediately involved in the incident, as well as consult with local authorities and experts when needed, while meeting all legal requirements of mandatory reporting. In many cases, a child's safety plan will include an expectation that parents/guardians inform other adults who may supervise their child about the concern or commit to excluding their child from

less supervised activities. It may be the case that at the end of the evaluation process, Catlin Gabel deems a situation or ongoing student behaviors as unmanageable, resulting in the removal of a student or students from the school.

At all times in this process, consideration will be given to the privacy of students and families. Communication protocols will align with the SIRP assessment process, based on the need for internal and external assessment, supervision of school plans, and significant and proximate risk to other students.

Learning from Others' Mistakes

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

Disciplinary Action

Inappropriate student behavior is generally seen as a learning opportunity. Our primary goals in our disciplinary system are to educate students and to treat them as fairly as possible when rules are broken. The student may have restrictions imposed, and/or may be separated from the school community either short term (suspension) or indefinitely (expulsion). We will usually contact law enforcement if a student violates the law. At the onset of learning about inappropriate behavior, the school will often communicate with the student's parents/guardians. The school will always attempt to contact the family when it intends to contact law enforcement, except for urgent circumstances when the safety or health of the community is at stake.

BEGINNING AND LOWER SCHOOL

"Be Safe. Be Kind." These two rules cover almost any situation in the Beginning and Lower School. As children are learning how to be in the world, we work to support positive behavior by fostering their social-emotional growth across five competencies—self-awareness, self-regulation, social awareness, relationship skills, and responsible decision making. We guide children in practicing social-emotional skills and coach them through restorative consequences when things go awry. Families are expected to partner with the school by supporting school consequences and their child's responsible decision making.

MIDDLE SCHOOL

In the Middle School, students and parents sign the Middle School Community Agreement that outlines behavior expectations in that division. Advisors, teachers, and administration investigate violations and decide appropriate consequences in partnership with families. Details regarding Middle School efforts to build a positive school climate in support of these community agreements can be found here.

UPPER SCHOOL

Upper School students are expected to be familiar with and abide by the Upper School Code of Conduct and Behavior Commitment Form and the Upper School Climate Guide. In the Upper

School, violation of the code of conduct or other school rules will typically result in the student appearing before the Judicial Council, a committee composed of students and faculty members who review serious violations of the community's standards of behavior. (Student-to-student sexual misconduct allegations do not go before the Judicial Council.) This committee makes recommendations for appropriate disciplinary action to the Upper School division head in response to such violations. The division head ultimately decides the appropriate disciplinary action, at his/her/their sole discretion. It should be kept in mind that Catlin Gabel is an independent school and not subject to all of the same rules as public schools; the discipline system is not intended to be a "trial," and there is no formal appeals process.

Students may be asked to report high school disciplinary history in their college applications. We expect students to respond truthfully to these questions, and when we are asked by students or parents for assistance in sharing information and context about the situation with colleges, we will provide it. If a college contacts the school directly about a student's disciplinary history, Catlin Gabel will respond truthfully as well. Catlin Gabel typically does not initiate contact with a college to report unsolicited information about a student but reserves the right to do so when it believes it is in the best interest of the college to be aware of a student's recent criminal history or formal disciplinary action.

Academic and Personal Integrity

Students are expected to take responsibility for their own work and behavior. Catlin Gabel regards cheating, plagiarism, dishonesty, and disrespect as serious disruptions of the learning community. Students who commit infractions of this nature will be disciplined.

Theft and Vandalism

Stealing and vandalizing school or student property are serious offenses. Violations will result in disciplinary action.

Drugs and Alcohol

Students who possess, distribute, sell, or give evidence of having consumed or used alcohol, illegal drugs, prescription drugs not prescribed for that student, or marijuana during or prior to a school activity shall be subject to both professional assessment of their use and appropriate discipline. Discipline will typically involve suspension and may involve expulsion.

Catlin Gabel holds the physical, mental and emotional safety and security of our students as a top priority. We recognize that involvement with alcohol and other drugs can interfere with a student's academic, physical, emotional, and social development. We also have an obligation to abide by state and federal law and to require our students to do the same.

In furtherance of our mission and values, and in accordance with applicable state and federal law, Catlin Gabel prohibits the use, purchase, possession, distribution, or sale of alcohol or other drugs* on school property at any time by students, as well as at school-related, school-sponsored, or school-sanctioned events or activities regardless of location. If the school

community is affected by the student's alcohol or drug use, we consider it within our purview to act to protect the community. Violation of this policy will lead to an appearance before the Judicial Council and discipline could include suspension or expulsion.

We recognize that abuse of alcohol and other drugs is a treatable health problem. Students who are concerned about themselves or a fellow student are encouraged to take the initiative to seek help from an adult on campus. Any student identified, by self or others, as possibly having a problem involving alcohol or drug use may be encouraged to seek professional consultation and treatment, even if there has not been a violation of school rules. In such a situation involving the student's strictly personal use of alcohol or drugs, no disciplinary sanctions will be imposed if the student is peer- or self-referred or not "caught" in violation of school policy.

It will be a violation of this policy for anyone to retaliate in any way against a person who reports drug or alcohol use by a student to the school or who participates in an investigation of violation of this policy. Retaliation is a serious matter and would be the basis of separate disciplinary action.

**The use of the term "drugs" does not include a student's prescription or over-the-counter medication, when taken consistent with the instructions.*

Smoking and Tobacco

Smoking, vaping, and the use of tobacco products are prohibited on the school's property or at events sponsored by the school.

Sexual Intimacy

Sexually intimate behavior is not appropriate on school property at any time by students, as well as at school-related, school-sponsored, or school-sanctioned events or activities regardless of location.

Any students engaging in sexually intimate behavior must have effective consent. Effective consent is defined as words or actions that show a knowing and voluntary agreement to engage in mutually agreed upon sexual activity. Effective consent cannot be gained by force, by ignoring or acting in spite of the objections of another, or by taking advantage of the incapacitation of another. Effective consent is also absent when the activity in question exceeds the scope of effective consent previously given. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent.

Dress

The school's standard is simply that clothing be neat, clean, and appropriate to the program of the day. Students who arrive on campus wearing inappropriate clothing will be asked to change. Examples of inappropriate clothing may include but are not limited to clothing that displays the following: explicit language, implicit or explicit references to illegal drugs and substances, and insensitive and/or prejudiced expletives and references.

The Middle School has a more specific Dress Code; see section below in Middle School-specific section.

Weapons

The use or possession of any firearm or other dangerous object that could be classified as a weapon is prohibited on school property and at school events except for teacher-directed or supervised activities. Weapons will be confiscated and disciplinary action will be taken, including notifying the police if warranted.

Computers and the Internet

Catlin Gabel School's technology resources provide ubiquitous access to a wide array of programs and tools, facilitate communication, and encourage innovation. Catlin Gabel does not employ system-wide Internet filtering. Utilizing the school's technology resources is a privilege and its benefits are highly dependent on an atmosphere of mutual trust and respect while exploring the digital world. Students are expected to practice good judgment, and will behave in a lawful, ethical, and respectful manner. There is no expectation of privacy when using the School's network.

Middle and Upper School students must abide by respective appropriate use agreements. All general school expectations concerning student behavior apply to digital communication and use of the school's network and systems, both on and off campus. If faculty or staff become concerned about misuse of digital devices appropriate action will be taken to make sure that computer and Internet use align with the school's mission. If a student's activity on the Internet or social media violates any of our policies, the student will be instructed to cease such activity. Depending on the circumstances, the student may be subject to discipline.

Laptops and Electronic Devices

Catlin Gabel is an institution of academic learning, and students are expected to tailor their use of laptop computers and other electronic devices to that end. Excessive or improper use of laptop computers and other electronic devices can negatively affect students' academic and social lives, and the school community as a whole. Counseling and intervention will be provided for students who are unable to manage their laptop and electronic device use appropriately.

We expect students to follow these guidelines:

- In the classroom, laptops and other electronic devices may only be used for relevant academic purposes except with the explicit permission of the instructor. Recreational game playing and social networking are prohibited in the classroom. Individual teachers may develop computer use policies for their classes and make their expectations known to their students.
- Repeated inappropriate use of a laptop or other electronic device will result in serious consequences that may include limits placed on the student's use of digital technology. The school's commitment to mutual respect extends to online interactions and social

networks. Online bullying, harassment, threats, ostracizing, and attempts to intimidate or belittle are not tolerated.

- The Upper School Technology Responsible Use Agreement provides additional details about user responsibilities with respect to copyright compliance, accessing the school's network, email behavior, Internet safety, and more.

Cell Phones

Catlin Gabel encourages students to actively engage with each other and their teachers academically and socially. Use of cell phones on campus can interfere with face-to-face communication and may adversely affect academic and interpersonal focus. We ask community members to use cell phones thoughtfully and respectfully. Lower and Middle School students must keep phones turned off and in backpacks during the school day. Parents should not text their students during the day. Call the division office and we'll quickly reach your child. Cell phone use is prohibited during assemblies, and in classrooms, libraries, and the Upper School science building.

Catlin Gabel School's Policy to Prevent and Eliminate Harassment

Commitment and Expectations

At Catlin Gabel School, we believe a diverse community is integral to maintaining a relevant, future-focused school. A community of diverse learners with different perspectives and life experiences is essential for deep learning and real-world preparation. We foster an environment in which students and adults are curious and supportive, and strive to recognize each person for their unique contributions. It is in the best interest of each individual and the school that we dedicate ourselves to creating an educational environment that promotes respect, dignity, and equality. We strive to be free from all forms of harassment, exploitation, intimidation, illegal discrimination and retaliation – unacceptable behaviors that are demeaning to all persons involved and will not be tolerated.

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

Catlin Gabel School does not tolerate unlawful discrimination, harassment of any kind, or retaliation of any member of the school community by any other member of the school community or by vendors or visitors. This policy is intended to protect students in connection with all their academic, educational, extracurricular, athletic and other programs, whether those take place off campus, during non-school hours, or on breaks from school. This policy applies to conduct on our campus as well as off campus when the conduct interferes with the work of the school, is or may be disruptive of the educational process, impinges on the rights of others in our community, or has a direct or immediate effect on the safety or welfare of students or other members of the school community. Note that this includes digital and online communications, which could subject the student to discipline even if the communications are made outside of school.

Anyone with a concern about harassment, discrimination, or retaliation should follow the procedures set forth under "What to Do If You Believe You (Or Someone You Know) Has Been the Target of Harassment, Discrimination or Retaliation" (below).

NOTICE REGARDING EDUCATOR SEXUAL MISCONDUCT: It is a violation of this policy for any member of the faculty, administration, or staff to make sexual advances toward or engage in sexual conduct with any student. Any and all sexual advances or conduct between adults and students is strictly prohibited and should be reported immediately to any of the following individuals, who will refer the report to law enforcement:

HEAD OF SCHOOL
Tim Bazemore
bazemoret@catlin.edu

ASSISTANT HEAD OF SCHOOL
Barbara Ostos
ostosb@catlin.edu

DIRECTOR OF HUMAN RESOURCES
Gloria Martin
marting@catlin.edu

SafeSchools Alert Anonymous Reporting Tipline
See "Catlin Gabel Tip Reporting Service" section of this document

Definitions and Examples

UNLAWFUL DISCRIMINATION refers to the denial of equal employment or educational opportunities based upon an individual's age, sex, race, color, physical or mental disability, religion, national origin, veteran status, sexual orientation, or gender identity or expression. Catlin Gabel School is also committed to providing reasonable accommodations requested based on any physical or mental disability and as required under the Americans with Disabilities Act.

LEGALLY PROTECTED STATUS refers to certain categories of people that have been set forth under federal and state laws as legally entitled to protection from harassment and discrimination. These generally include the status of race, color, religion, age, sex, sexual orientation, gender identity or expression, national origin, or disabilities.

HARASSMENT refers to unwelcome conduct or behavior that is personally offensive or threatening and that has the effect of impairing morale or a student's emotional well-being, interfering with a student's academic performance or participation in a co-curricular or

extra-curricular activity, or which has the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

SEXUAL HARASSMENT is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances (nonverbal, verbal or physical), requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature which affects a student's emotional well-being, interferes with a student's academic performance or participation in co-curricular or extra-curricular activities, or creates an intimidating, hostile, or offensive educational environment. Harassment includes assault when sexual contact occurs without a student's consent because the student is under the influence of drugs or alcohol, is unconscious, or is pressured through physical force, coercion or explicit or implied threats.

Sexual harassment also encompasses any unwelcome nonverbal, verbal, written, or physical conduct that is directed at or related to a person's gender and that interferes with a person's learning or social environment.

EXAMPLES INCLUDE, BUT ARE NOT LIMITED TO:

- Gender stereotyping
- Sexual gossip or personal comments of a sexual nature
- Sexually suggestive or foul language
- Sexual or lewd jokes
- Intimidating or suggestive remarks about an individual's sexual orientation, gender identity, or gender expression, whether actual or perceived
- Whistling, leering, catcalling, or making other suggestive or insulting gestures or comments
- Spreading rumors or lies of a sexual nature about someone
- Making obscene, demeaning, or abusive comments about an individual's body or other personal characteristics
- Obscene or sexually suggestive graffiti
- Displaying or transmitting pictures, emails, texts, other written materials, items, or pictures that are degrading to anyone due to their sex, sexually offensive, or pornographic
- Audiotaping, videotaping, or otherwise recording individuals in sexual or other potentially embarrassing situations and/or transmitting or threatening to transmit the recorded material to others
- Offensive or unwelcome sexual flirtation or advances
- Offensive or unwelcome touching, pinching, grabbing, kissing, or hugging
- Demanding sexual favors or forcing sexual activity
- Stalking
- Restraining someone's movement in a sexual way

- Physical assault, including sexual assault, rape or any coerced or non-consensual sexual relations

SEXUAL VIOLENCE refers to physical sexual acts perpetuated against a person's will or where a person is incapable of giving consent due to their use of drugs or alcohol. An individual may also be unable to give consent due to age or to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment prohibited by this policy.

Reference: "Sexual Assault Support and Resources for Catlin Gabel Students" document

TEEN DATING VIOLENCE: Every student has the right to a safe learning environment. Teen dating violence is unacceptable and strictly prohibited by Catlin Gabel. This policy applies to behavior on school grounds, at school-sponsored activities, on school-provided transportation.

"Teen dating violence" means:

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

(B) Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

"Dating" or "dating relationship" means an ongoing social relationship of a romantic or intimate nature between two persons. "Dating" or "dating relationship" does not include a casual relationship or ordinary fraternization between two persons in a business or social context.

Catlin Gabel provides age-appropriate education about the prevention and recognition of, and the reporting requirements for, teen dating violence for students in Middle and Upper School. Likewise, school employees receive annual training on the topic of teen dating violence.

All students (and employees) are required to report to either the student's advisor, a counselor, a dean, or the division head any incidents of teen dating violence that take place at the school, on school grounds, at school-sponsored activities or in vehicles used for school-provided transportation. All such reports will be promptly investigated pursuant to this policy, and affected students will be offered support.

HARASSMENT OTHER THAN SEXUAL HARASSMENT

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

- Conduct or comments that threaten physical violence;
- Offensive, unsolicited remarks such as slurs, jokes, and bigoted statements and questions;
- Unwelcome gestures or physical contact;
- Display, circulation, or transmission of pictures, emails, texts, other written materials, items, or pictures degrading to anyone due to their gender identity or expression, race, ethnicity, religion, age, disability, sexual orientation, or other legally protected status;
- Verbal abuse or insults about or directed to any student or group thereof because of their relationship to any of the groups listed above;
- Physical assault.

RACIAL, COLOR, AND NATIONAL ORIGIN HARASSMENT is on the basis of a person's race, color, or national origin and includes, but is not limited to, the use of nicknames emphasizing racial stereotypes; racial slurs; and derogatory comments or conduct directed at an individual's manner of speaking, national customs, surname, ethnic characteristics, or language.

RELIGIOUS HARASSMENT is on the basis of a person's religion or creed and includes, but is not limited to, the use of nicknames emphasizing religious stereotypes; religious slurs; and derogatory comments or conduct directed at an individual's religion, religious traditions, religious practices, religious symbols, or religious clothing.

SEXUAL ORIENTATION HARASSMENT is on the basis of a person's sexual orientation and includes, but is not limited to, name calling, using nicknames emphasizing sexual stereotypes, imitating physical characteristics or mannerisms associated with a person's sexual orientation, bullying, or other social ostracism.

DISABILITY HARASSMENT is based on a person's physical and/or mental disability and includes, but is not limited to, name calling, making derogatory references to the disabling condition, imitating manners of speech and/or movement associated with the disability, or interfering with access to or use of necessary adaptive equipment or aides.

What should you do if you are subjected to (or witness) harassment, discrimination, or retaliation?

Anyone who has concerns that a student (including yourself) has been harassed, discriminated against or retaliated against should follow the steps below. Once we are made aware of an

issue, we will strive to take immediate action to eliminate harassment, prevent its recurrence, and address its effects.

SEEK ADVICE. At any time, you are encouraged to consult your adviser, a counselor, the dean, or any other adult in the school community that you trust, to make them aware of your concerns and to seek their advice.

COMMUNICATE DIRECTLY. If you feel that you (or someone you know) has been the target of harassment, discrimination or retaliation, or that someone is acting or speaking inappropriately and is making you (or someone you know) feel uncomfortable and/or angry, and you feel comfortable approaching the individual, you are encouraged to respectfully express your concerns honestly and directly to the individual and request an end to the conduct. You are under no obligation to approach the individual if you are uncomfortable doing so or believe it would not be helpful.

FILE A FORMAL COMPLAINT. If you choose not to approach the individual directly or if you have done so and direct communication does not resolve the problem, you may initiate a formal complaint. Students should report a complaint, preferably in writing, to their advisor, the dean, or their Division Head. Parents and third parties are also free to file a complaint with the appropriate Division Head on a student's behalf.

The School's Complaint Process

If Catlin Gabel School receives a complaint of harassment, unlawful discrimination, or retaliation, or otherwise has reason to believe that such conduct may have occurred, the school's standard practice is to promptly investigate to determine what occurred and then take appropriate steps to resolve the situation. If appropriate, Catlin may hire an outside investigator or refer the complaint to law enforcement for investigation. Even if the student does not wish to formally file a complaint, Catlin Gabel School may still take action if it learns of potential harassment, discrimination, or retaliation.

The specific steps in the school's investigation will vary depending on the nature of the allegations, the age of the student or students involved, and other factors.

When a student or a student's parent files a complaint alleging behavior that may violate our policy, the student or the student's parents will receive a written notification with the following information:

- The rights of the student who filed the complaint.
- Information about the internal complaint processes available through Catlin Gabel that the student who filed the complaint may pursue, including the person designated by the school for receiving complaints.

- Notice that civil and criminal remedies that are not provided by Catlin Gabel may be available to the student through the legal system and that those remedies may be subject to statutes of limitation.
- Information about services available to the student through Catlin Gabel, including any counseling services, nursing services or peer advising.
- Information about the privacy rights of the student and legally recognized exceptions to those rights for internal complaint processes and services available through Catlin Gabel.
- Information about, and contact information for, state and community-based services and resources that are available to persons who have experienced sexual harassment.
- Notice that students who report information about possible prohibited conduct and students who participate in an investigation under our policy may not be disciplined for violations of the school's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

The person who initiated the complaint, and if applicable, the person's parents shall be notified when the investigation is initiated and concluded, and to the extent allowable under state and federal confidentiality laws, will be told whether a violation of our policies was found to have occurred.

Complaints will be maintained in confidence to the extent possible considering the school's obligation to take appropriate responsive action; however, the school cannot guarantee total confidentiality to anyone involved in the investigation.

The initiation of a complaint in good faith about behavior that may violate our policy will not adversely affect the educational assignments or study environment of the student.

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

PROTECTION AGAINST RETALIATION: Retaliation is a very serious violation of this policy. Retaliation is any form of intimidation, reprisal, or harassment directed against a student who in good faith reports discrimination or harassment, provides information during an investigation, or witnesses or has reliable information about such behavior. By way of example, retaliation can occur when peers of a student accused of harassment learn of the complaint and then mistreat the individual who made the complaint or other individuals who support the complainant. Catlin Gabel School does not tolerate this type (or any type) of retaliatory behavior. If you (or someone you know) is being retaliated against, you should immediately bring it to the attention of your advisor, the dean, or your Division Head. Retaliation against any individual for reporting harassment or discrimination, for participating in an investigation, or for supporting a student who has made a good faith complaint will not be tolerated and students who engage in retaliation will be subject to disciplinary action up to and including suspension or expulsion from school.

DISCIPLINE: Any individual who violates this policy by engaging in harassment, discrimination or retaliation will be subject to appropriate disciplinary action, up to and including suspension or expulsion from school. Catlin Gabel School's policy imposes stricter standards of behavior than those provided by law; the school retains the authority to discipline a student for inappropriate conduct even if it does not meet the legal definition of harassment or unlawful discrimination. In cases involving potential criminal conduct, the school will determine, consistent with state and local law, whether appropriate law enforcement or other authorities should be notified.

Statement about Sexual Violence in the Catlin Gabel Community

SEXUAL VIOLENCE refers to physical sexual acts perpetuated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to their age or to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment prohibited by our harassment policy.

If you (or someone you know) have been a victim of sexual violence, you should seek help immediately and report the incident to a trusted adult in the school community, including your advisor, a counselor, the dean, or any Division or Department Head.

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

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

Regardless of the actions taken by the authorities, the immediate focus of Catlin Gabel School following such a report is to support all students in every way possible. Upon learning of a possible sexual assault, Catlin Gabel may conduct its own investigation in order to ensure the safety and security of the entire campus community. This investigation is separate from any criminal investigation by the police or any agency investigation by CPS.

Reference: "Sexual Assault Support and Resources for Catlin Gabel Students" document

Domestic Violence

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

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

Students should report domestic violence to the student's advisor, a counselor, a dean, or the division head. Catlin Gabel will then coordinate efforts to take any action necessary to ensure the student is safe and protected.

Catlin Gabel has posters on its campus that contain information regarding domestic violence, including a toll-free hotline number that students may call to obtain information and help regarding domestic violence.

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

Relational Aggression/Bullying

Catlin Gabel School does not tolerate relational aggression/bullying. Relational aggression/bullying occurs when a student is the target of negative actions usually in the form of acts, words or other behavior that is intentional, repeated and hurtful.

A few examples of relational aggression/bullying prohibited by this policy include:

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

Also prohibited in this policy is cyberbullying, a form of bullying that is conducted through the digital posting or transmittal of messages or images that are intentional, repeated, and hurtful as stated above. Methods can include but aren't limited to posting on social media, text messaging, chat programs and sites, and emailing via cell phone, tablet, computer or other electronic device.

Any student who is the victim of relational aggression/bullying should refrain from retaliating and immediately report the incident to their Division Head. Any student found to have engaged in relational aggression/bullying will be subject to discipline, which may include suspension or expulsion.

In the Beginning and Lower Schools, acts of social aggression are taken seriously. We proactively work to prevent social aggression by explicitly teaching social-emotional skills and developing a culture of respect. Social aggression is viewed through a lens of social-emotional health; we intervene by guiding children through social problem-solving processes and teaching to social-emotional skill deficits. Families are expected to partner with the school by supporting their child's social-emotional health and the school's problem-solving processes.

Hazing

Catlin Gabel School does not tolerate hazing. Hazing is defined as any conduct, coercion, or intimidation used as a method of initiating a student (or group of students) into a student organization or team, when the action is likely to endanger the physical or mental health of a student. Hazing is against the law. Keep in mind that conduct is still deemed hazing regardless of

a student's willingness to participate in the act of hazing (in other words, consent by the student does not change the consequences of violating this policy).

Any student who is the victim of hazing should report the incident to their Division Head. Any student found to have engaged in hazing will be subject to discipline, which may include suspension or expulsion.

Harassment

Catlin Gabel School does not tolerate harassment by students or by employees. Harassment refers to unwelcome conduct or behavior that is personally offensive or threatening and that has the effect of impairing morale, interfering with a student's educational performance, or creating an intimidating, hostile, or offensive educational environment.

Examples of harassment include conduct or comments that threaten physical violence; offensive, unsolicited remarks; unwelcome gestures or physical contact; display or circulation of written materials, items or pictures degrading or directed at someone based on their gender, race, ethnicity, religion, national origin, physical or mental disability, sexual orientation, gender identity or expression, or other legally protected status; and verbal abuse or insults about or directed to any student or group of students because of these same protected characteristics.

Prohibited harassment includes sexual harassment. Sexual harassment includes unwelcome sexual advances, request for sexual favors, and nonverbal, verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic standing or opportunities; (2) submission or rejection of such conduct by an individual is used for the basis for school-related decisions affecting that individual; or (3) such conduct interferes with a student's educational programs or activities or creates an intimidating, hostile, or offensive educational environment.

Catlin Gabel Tip Reporting Service

Safety is one of Catlin Gabel's priorities. To this end, we are now using **SafeSchools Alert**, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration five different ways:

1. **APP:** Search for "SafeSchools Alert" in the App Store to download for free
2. **PHONE:** (971) 351-1754
3. **TEXT:** Text your tip to (971) 351-1754
4. **EMAIL:** 1832@alert1.us

5. **WEB:** http://1832.alert1.us

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. Tips may also be submitted anonymously. Thank you in advance for helping to make our school community a safer place to work and learn. We appreciate your support and partnership. When you submit a tip, be sure to use our school's identification code: **1832** in your communication. Reports made to the tip line go to the Head of School, Assistant Head of School, Human Resources Director, and the chair of the Board's Audit and Risk Management Committee in order to ensure a team and equitable approach to addressing concerns.

Books, Supplies, and Personal Belongings

Books and Supplies

With a few exceptions, all regular classroom needs for Beginning and Lower Schools are covered by tuition. In the Middle School, books are distributed in the classroom and billed to student accounts. Upper School students purchase new and used books in the bookstore in the lower level of the Barn. Charged purchases are billed monthly. The bookstore also sells Catlin Gabel logo items, TriMet bus passes, and some school supplies.

Money and Personal Effects

Please mark all personal items plainly with the student's name. Students should not bring valuables or sizable amounts of money to school. Catlin Gabel cannot take responsibility for loss or damage. The school discourages competition about possessions. Each child in the Beginning and Lower Schools has a space to keep a lunch box, coat, and some school supplies. We suggest that young children who must bring money to school give it to a teacher for safekeeping at the start of the day. Lost items should be reported to the Beginning or Lower School office. Lockers are assigned to each Upper School student and open cubbies to each Middle School student for books and personal effects. Lockers are also provided in the athletic locker rooms for Middle and Upper School students. Students must use locks to ensure their contents are safe.

Laptops

Upper School families are required to purchase a laptop for their child. Middle and Lower School students are issued electronic devices and are required to have access to a computer with Internet access for homework. Catlin Gabel is a dual-platform campus supporting both Windows and Apple computers. Laptop security is the responsibility of the student owner of the laptop. Laptops should be with the student or in a locked locker at all times. All laptops and bags should be clearly labeled with the student's name. The school does not maintain insurance covering theft or damage for students' electronic devices; this is the responsibility of families. Laptops should not be borrowed or loaned.

Lost and Found

Students who have lost items should check the lost and found areas in each of the school's divisions. Often an item found on campus is turned in to the nearest lost and found rather than to the one in the division its owner attends. When lost and found bins reach overflow capacity, their contents are donated to a charity.

Health and Safety

Emergency Procedures Authorization

Parents are required to submit their student's medical information via Magnus Health before the first day of school. Magnus Health provides online web access to your child's health record as well as the ability for parents to make updates when needed. In addition, emergency procedures authorization, emergency contact listings, field trip permission forms, photo consent forms, and other digital documents requiring parent/guardian signature or approval are available through Magnus Health. Parents also have the option to take the digital health file with them after their child graduates.

Parents should notify the school promptly of changes to their contact information by logging into the Parent/Guardian Portal and selecting **Update my profile** from the **Family Info** menu. To ensure data security and privacy, updates will no longer be accepted via email. Updates to your child's health information, medications, and medical requirements should be made in Magnus Health which is also accessed from within the Parent/Guardian Portal.

PARENT/GUARDIAN PORTAL TECHNICAL ASSISTANCE
EMAIL: helpdesk@catlin.edu
PHONE: (503) 297-1894 ext. 5555

Pre-Participation Physical Examinations

All students entering the 9th and 11th grades are required to have a physical examination by a practicing physician. The required examination forms are available in Magnus Health. These are to be completed by the parents and the examining doctor and uploaded to Magnus Health before the first day of school or first day of fall practice if the student plans to compete on an athletic team.

Emergency Care

The unexpected does happen. We follow standard first aid principles in handling emergencies, regarding the child's safety as the first priority.

Every emergency or accident is different, but in general:

- If the symptoms or injury are serious, we make arrangements to transfer the child to the hospital, where emergency personnel will be involved as authorized by the child's emergency procedures authorization. Simultaneously, we begin efforts to reach the parents.
- For everyday scratches, bumps, cuts, bee stings, and so forth, first aid supplies are available in each division office, the After-School Program office, physical education and athletic offices, and are carried on all field trips.

Illness at School

If children become ill at school, we make them comfortable and call the parents. There are areas in the Beginning, Lower, Middle, and Upper Schools where a sick child may lie down, in addition to the Health Hub in the center of campus.

In the Event of an Emergency

In the event of a large-scale emergency please do not telephone the school, so that the switchboard can remain open for communication with emergency personnel. Parents/guardians will be informed of current conditions through the website and the emergency notification system that sends updates via telephone, email and text messages. The emergency notification system is also used to notify parents/guardians of school delays and closures due to inclement weather.

Drills

We routinely conduct fire drills, earthquake drills, lock-in drills, and lockdown drills so students, teachers, and administrators know what to do in an emergency. Drills are not over until every child and employee is accounted for. Designated team leaders rehearse emergency responses including setting up command central, a first aid station, media center, and volunteer hub. Staff members know their areas of responsibility and report to the above-mentioned centers.

Emergency Preparedness

Catlin Gabel has a documented emergency preparedness plan. The school's safety committee reviews and updates the plan annually. All members of the administrative team are trained yearly.

Campus Evacuation

Should we need to evacuate campus, the upper lot of the Oregon Zoo is our designated offsite gathering location.

Immunizations and Communicable Diseases

State law requires that the school keep immunization records on file for each student. The school works with the County Health Department when appropriate to provide parents with information about communicable diseases in the school.

Insurance

The school provides a secondary student accident insurance policy to complement family health insurance coverage. Under this coverage, a parent's private insurance is the primary policy in the event of an accident during a school-related activity. The school's accident insurance policy covers any unpaid charges.

Should a school-related injury occur, please contact the appropriate department or division within 72 hours. In the event a claim will be filed with the plan administrator, please get in touch with the business office administrative assistant for a claim form. This claim form must then be filed within 90 days of the date of the first physician's visits or as soon as reasonably possible.

Nuts and Bolts

Absences

Children who are ill, have vomited, or who have had a fever within the past 24 hours should not be sent to school. Parents should call or email the school by 8:15 a.m. (MS and US) or 8:00 a.m. (BS and LS) if their child will not be in class (leaving a voice mail or email message is fine). Families should also submit absences in the parent portal. Your communication will save the office staff a great deal of time because when a child is not in school and we have not received notification, we call parents as a safety measure.

Arriving on Time

Classes begin at 8:20 a.m. in Preschool and Kindergarten, 8:10 a.m. in 1st through 5th Grade, and 8:30 a.m. in the Middle and Upper Schools. Arriving a few minutes early to greet friends and put away belongings is a good idea. Please note that late arrivals disrupt entire classrooms. Beginning and Lower School students arriving before their arrival time need to be enrolled in Before School Programs. Students who arrive early in the Middle School (7:15 to 8:20) will report to the gym for morning care. If you have students in different divisions, please make sure that all of them arrive to school at the appropriate time, regardless of whether there is a late start for any of them.

Arriving Late

Students arriving late need to sign in at the division office before going to class.

Emergency Closure

The safety of students is our primary concern. Depending on travel and weather conditions, Catlin Gabel may be open as usual, delay the start of school, or close altogether. In the case of delay or closure, we send messages to parents and guardians directly through an automated phone, email, and text notification system. We also post the information on our website, update the school's telephone message, and alert parents via our emergency notification system. We will post a news flash on the school website alerting families that school is open when conditions appear questionable.

If a storm develops while school is in session and it appears that travel conditions will deteriorate rapidly, children will be sent home early. Under circumstances requiring early dismissal, parents will need to arrange for midday transportation for their children. A staff member will remain with students until parents arrive for pick up. The receptionist will be available at the switchboard to answer questions and to help with transportation problems. Catlin Gabel does not necessarily follow the decisions made by Portland Public or Beaverton schools because our students come from a wide geographic area. In the event of school closure, please check with the divisional office regarding school work expectations during those days.

If the school has three or more unplanned closures during the school year, the school will first seek opportunities to make up the lost school closure days during the school year. If that is not possible, we may use three make-up days that have been reserved for the three days that follow the planned last day in June.

Releases from School

No student may leave the school during school hours without specific permission from the appropriate division head or advisor. Except for Upper School lunch-outs, a parent or guardian must send an email if their child must leave during the school day.

Appointments: Routine medical and dental appointments, music lessons, and the like should take place outside of school hours; please make plans accordingly.

Planned absence from the Upper School requires filing a completed permission form to miss classes five days before the absence. Forms are available in the division offices and on the website. The form will be initialed by teachers when the student and teacher arrange how missed work will be made up, then by the advisor, and then by the division head.

Vacations

The dates of school vacations are posted on the website. We expect that you will plan family vacations within these dates. Some vacation and travel experiences have significant educational value but extending vacations into classroom time is disruptive. Teachers are happy to help but

catching up students on classes missed because of a vacation is beyond reasonable expectations and diverts teacher attention from his or her responsibilities to the entire class. Further, make-up conversations with teachers and homework cannot replace the learning that happens in class as a result of class discussions, participation, and collaborative activities.

Admission

Current Catlin Gabel students, parents, and alumni are the school's best ambassadors. We welcome referrals for admission and volunteers for events and the Parent Ambassadors Program. Friends or family members who are interested in pursuing admission to Catlin Gabel are invited to visit campus and attend Open House in the fall.

All students admitted to Catlin Gabel are required to meet the standards for admission. The special relationship that children and grandchildren of alumni, children of faculty and staff, and siblings of current Catlin Gabel students have is noted during the admission process. However, legacy status and affiliation does not guarantee admission for any student and does not carry more weight in the admissions decision than such factors as academic preparation and potential to contribute to the school community.

The admission section of the website outlines deadlines and procedures for application and for financial assistance and other scholarship programs. Admission decisions are released in early March.

Reenrollment

Reenrollment letters will be emailed to current families of students in good standing in January. Parents/guardians must notify the school by February 1 if you do not plan to reenroll for the following year. Prior admission to the school does not guarantee enrollment in any subsequent year. No student may be considered for reenrollment or financial assistance for succeeding academic years or semesters unless the payment account is considered current.

If any payment is delinquent for 60 days following the due date, the student may be excluded from school attendance. The school reserves the right not to invite a student to reenroll or to require the withdrawal of a student if it is determined to be in the best interests of the student or the school. Reasons may include, but are not limited to, the student's unsatisfactory academic performance or behavior by the student, parent, or guardian that is detrimental or disruptive to the school.

Leaves of Absence

A one-year leave of absence from Catlin Gabel for reasons other than off-campus educational programs may be arranged on a case-by-case basis through the enrollment office. Leaves of absence are not intended for students to try out different schools while selecting long-term preferences.

While re enrollment is not guaranteed, leave of absence status entitles a student to first consideration for re enrollment after the current student body has re enrolled. Re Enrollment to

a particular grade depends upon the returning student's grade-level readiness and academic standing. A non-refundable leave of absence deposit, ten percent of tuition (the same as the re enrollment deposit), will be applied to the tuition when the student returns. It is the parents/guardians' responsibility to notify the enrollment office of their interest in returning from the leave by January 15. The family will be asked to complete aspects of the admission process including submitting their child's current school transcript. If the family decides to remain away beyond one year, the leave of absence agreement is null and void and the family will forfeit its enrollment deposit.

A two-year leave of absence from Catlin Gabel is considered only in the rare event that a parent's employer offers an opportunity to work abroad for a minimum duration of 2 years. The request and approval process for two-year leaves of absence are the same as one-year. Families will need to submit transcripts for both years of the leave, a teacher evaluation, and update the admission office on their intentions mid-way through the leave period. As with all Leave of Absence contracts, reenrollment is not guaranteed but is granted at the discretion of the admission office. A family on a two-year leave of absence is not required to visit campus as part of their reentry to Catlin Gabel, but if the family decides to remain away beyond the two years, the leave of absence agreement is null and void and the family will forfeit its enrollment deposit.

Transportation

Comings & Goings

Pedestrians have the right of way. Campus speed limit is 10 miles per hour – slow enough to brake if a child runs out and slow enough to prevent accidents. Please teach children, by direction and example, to use marked crosswalks and avoid the hazard of walking between parked or waiting cars.

Drop-off and Pick-up Traffic Flow

When you deliver or pick up children by car, please use only the designated drop-off and pick-up lane in the main parking lot. The pick-up pattern is designed for maximum safety. Follow campus signage indicating one-way and two-way traffic patterns. The express zone is a no-waiting pick-up area.

Parking

Campus signage identifies handicapped parking, reserved parking, and 15-minute parking. Red curbs mark fire lanes, which must be kept clear for emergency access. Do not park along any red curb or in a way that blocks any road or driveway. Waiting in your car in the red curb areas is permissible. The Washington County Sheriff may ticket cars improperly parked.

Student Vehicles

We strongly encourage students to use public transportation, school buses, and carpools during non-pandemic times. All drivers must drive slowly and carefully. Campus signage identifies handicapped parking, reserved parking, and 15-minute parking. Students and parents must attend to driving and parking signals and regulations on campus; failure to comply with these can result in the loss of driving and parking privileges on campus.

Students are only allowed to park on campus during the school day between 7 a.m. and 4 p.m. if they have petitioned for a carpool parking spot and the student government has allocated a space in the student carpool bay of the main lot. Drivers are required to obtain parking permits online at park.catlin.edu. Alternatively, students may park on only the seventh and eighth floors of the St. Vincent's West Parking Structure. Students are asked to follow all traffic rules and drive courteously. It should be noted that St. Vincent's Hospital has the right to ban a student from parking on their structure based on poor driving/parking behavior.

Alternative Transportation

We encourage people to commute by mass transit, carpool, bus, foot, and bicycle. Bikes should be locked up outside. Skateboards and in-line skates are not allowed on campus.

Catlin Gabel Bus Service

The school offers bus service to neighborhoods identified in parent surveys. Both the website and an email sent to families in the summer specify routes, schedules, and fees. The business office bills students for their bus usage. Sometimes school is in session, but bus service is canceled because of inclement weather.

BUS DELAYS AND CANCELLATIONS: In cases of inclement weather, morning or afternoon buses may be delayed or cancelled.

MORNING BUS DELAY OR CANCELLATION: If buses are delayed or cancelled in the morning, you will be informed by 6 a.m. through our automated notification system, which sends messages via text, email, and phone. If you receive a message that buses have been delayed by two hours, you can plan to board your usual bus, at your usual pick-up spot, exactly two hours later than usual. For example, if you normally board the Blue Bus from the NE 9th and Knott stop at 7:02 a.m., you can plan to board this bus at 9:02 a.m. instead.

For questions about MORNING BUS SERVICE SCHEDULES, contact

Noura Bermudez
Facilities Manager
Bermudezn@catlin.edu
503-297-1894 x5100

AFTERNOON BUS DELAY OR CANCELLATION: If buses run in the morning, they will also run in the afternoon. Unless you receive an additional notification from Catlin Gabel, you can plan to

use the after-school bus service at the usual time, even if buses ran on a delayed scheduled in the morning. Afternoon bus service will only be cancelled if we experience rapidly changing weather conditions. In that case, we will decide and communicate by noon whether afternoon buses will operate.

For questions about AFTERNOON BUS SERVICE SCHEDULES, contact

CATLIN GABEL AFTER SCHOOL PROGRAM
Email: asp@catlin.edu
Phone: (503) 297-1894 ext. 1055

For more information, including bus schedules and routes, visit the Transportation page (www.catlin.edu/transportation) on the Catlin Gabel website.

TriMet Bus Service

TriMet offers regular bus service to Catlin Gabel. The TriMet office will be glad to answer questions about current bus routes. Student bus tickets and monthly passes are available in the business office.

A free bus shuttle operates between the Sunset MAX station and St. Vincent Hospital every 15 minutes between 5:30 a.m. and midnight.

Transportation for Activities and Field Trips

The school maintains a fleet of school buses of various sizes for field trips and transportation to athletic and other school-sponsored events. Catlin Gabel vehicles and drivers comply with state regulations. Drivers take special safety and first-aid training through the school, the Oregon Department of Education, and the Oregon Department of Motor Vehicles.

Whenever possible, Catlin Gabel vehicles or vehicles chartered from another organization may transport students on field trips. Catlin Gabel-sanctioned drivers are appropriately licensed drive these vehicles. Occasionally, TriMet service may be part of a trip plan.

Transporting students in private cars is the exception and shall occur only when Catlin Gabel transportation is not available or is impractical. School heads will be responsible for determining when use of a private car is necessary. If a personal vehicle is used, primary coverage will follow that of the registered owner of the vehicle. Seat belts must be provided for and used by every person. Booster seats must be provided when appropriate. The school verifies the driving records of such drivers when possible.

Catlin Gabel Family Events

Alumni Weekend

Each fall Alumni, parents of alumni, and current families are invited to campus to reconnect with each other and the school for class reunions and annual alumni award presentations. Homecoming soccer games take place during Alumni Weekend. Current students participate as tour guides, technical assistants, and performers.

Annual Athletics Community Events

Homecoming is an all-school, family-friendly evening that takes place during Alumni Weekend, where students young and old, parents, alumni families, faculty, staff, and friends gather to watch varsity soccer matches and celebrate school spirit. Sea of Blue is an annual December event in which the community shows their school spirit by wearing blue and cheering at a Catlin Gabel Eagles basketball game.

Art Exhibitions

The art exhibition committee facilitates exhibitions of student and professional art in the Cabell Center foyer throughout the school year. Outside shows are chosen and presented by the committee. Recent shows have included works by local artists, alumni, faculty-staff, and selections from private collections. Student art is exhibited in the Creative Arts Center gallery on a rotating basis.

Auction

The annual auction and party, open to the entire community, supports critical needs at the school. The auction raises funds to enrich the student experience. Proceeds from the event provide our educational programs with additional funding that tuition and fees do not cover. Dozens of volunteers create this fun and fundraising event.

Distinguished Writers & Lecturers Series

Through the Jean Vollum Distinguished Writers Program, The Esther Dayman Strong Lectureship in the Humanities, and the Karl Jonske ’99 Memorial Lectureship, the school is able to invite authors and distinguished speakers to campus for the community to enjoy. Writers work with students in classes and speak at assemblies. Parents are welcome guests at these assemblies. We host a diverse array of poets and writers. The Esther Dayman Strong Lectureship in the Humanities was created in 1987 as a living memorial to the values that Esther Strong nurtured throughout her life, and especially as principal of the Catlin-Hillside School from 1944 to 1957 and the first head of Catlin Gabel. The Karl Jonske ’99 Memorial Lectureship was created in 2005 to honor Karl’s love of literature.

Grandparents and Special Friends Days

Students in each division invite grandparents or special friends for a partial day of school.

Heritage Day

Started by the Parent Faculty Association in 2015, Catlin Gabel's annual Heritage Day brings the school community together for a celebration of roots, history, traditions, and heritage through music, art, storytelling, displays, food, and more. Every family is encouraged to get involved as presenters and participants.

Productions, Plays, and Performances

Parents are invited and welcome at student performances, presentations, and some Middle and Upper School assemblies, and Beginning and Lower School community meetings. Information about these events is communicated through divisional newsletters.

Spring Festival

The school community celebrates spring at this event sponsored by the Parent Faculty Association. The day's events include the Beehive parade, the first grade's maypole dance, musical performances, a plant exchange, and hands-on art activities. The sales of some food and other items benefit student activities such as prom.

School Associations

Alumni

Alumni provide a vital link with the school's history, leadership, and financial support for the long-term strength of the school. The alumni board represents the interests of alumni from our predecessor schools (Catlin, Catlin-Hillside, and Gabel), as well as from Catlin Gabel. The alumni board president serves as an ex-officio member of the board of trustees. The alumni director and staff work with the alumni board and other volunteers to plan and coordinate alumni activities, including alumni speakers on campus, joint alumni, and student activities, regional alumni events, and Alumni Homecoming Weekend. Alumni news is a regular feature in the Catlin Gabel *Caller*.

The Board of Trustees

The Board of Trustees sets policy for the school and reviews the school's implementation of its policies. A substantial amount of the board's work is done through various standing committees and ad hoc committees they direct. See the online directory in the parent/guardian portal for trustee contact information or the About section of the website for trustee biographies.

THE EXECUTIVE COMMITTEE is composed of the board's officers, the Head of School, and committee chairs. It can act for the board between regular meetings. The committee meets regularly to prepare topics for discussion by the board, plan the annual retreat, and is

responsible for annually evaluating the Head of School and reviewing the school's long-range planning.

- **THE GOVERNANCE COMMITTEE** is responsible for the education and development of trustees to help them fulfill their duties. The committee recommends and nominates individuals for election to the Board of Trustees and the slate of officers. The committee may propose changes to the school's bylaws for adoption by the board. The committee is responsible for board evaluations.
- **THE FINANCE COMMITTEE** provides oversight for financial planning, the yearly budgeting, managing maintenance reserves, and any proposed changes to financial standards and practices of the school.
- **THE ENDOWMENT COMMITTEE** is responsible for overseeing and managing the school's endowment assets in accordance with the Endowment Investment Policy of Catlin Gabel School. Committee members, elected by the Board of Trustees, oversee investment policies and the performance of investment managers. The committee provides regular reports on the status of the endowment to the board.
- **THE AUDIT COMMITTEE** is primarily responsible for providing a review and oversight of the school's external auditors. The committee reviews with the external auditors the financial statements, the financial reporting process, the system of internal controls, the audit process, and the school's monitoring of compliance with laws and regulations during our annual review. They also oversee the retirement plan and operational risk management.
- **THE INCLUSIVITY AND DIVERSITY COMMITTEE** oversees board policies and procedures that lead to increased diversity in students, faculty, administration, the board, and parent leadership and promotes inclusivity and equity in the school community and beyond. The committee works to educate and inform the board about inclusivity topics, identifies and helps implement best practices, and recommends strategic diversity priorities that seek to ensure a safe and inclusive community for all.
- **THE ADVANCEMENT AND ENROLLMENT COMMITTEE** is responsible for overseeing and supporting the school's admission, marketing and communications, and fundraising efforts. The committee works with school leadership to carry out long-term strategies to ensure a high-quality and diverse admission pool, increase financial support from all constituencies, and manage the school's brand and reputation.

All committee meetings except those of the Governance Committee and Executive Committee are open to the school community, as are most meetings of the board.

The Parent Faculty Association

The Parent Faculty Association (PFA) includes all parents of children enrolled in the school and all members of the faculty. The purpose of the PFA is to facilitate communication between parents, teachers, and administration, to encourage parent involvement in school activities, and to work cooperatively with faculty and staff to strengthen the Catlin Gabel community.
The PFA sponsors a community meeting on the third Thursday of each month. Guest speakers might include the head of school, division heads, college counselors, or students. All parents are

invited to these meetings. The PFA leadership is listed in the online directory. PFA elections take place in the spring. Feel free to call your PFA representatives with questions and ideas.

Division-Specific Expectations

Beginning and Lower School

"Be Safe. Be Kind." These two rules cover almost any situation in the Beginning and Lower School. As children are learning how to be in the world, we work to support positive behavior by fostering their social-emotional growth across five competencies—self-awareness, self-regulation, social awareness, relationship skills, and responsible decision making. We guide children in practicing social-emotional skills and coach them through restorative consequences when things go awry. Families are expected to partner with the school by supporting school consequences and their child's responsible decision making, which are outlined in the Beginning and Lower School Climate Guide.

Middle School

As a part of our whole child approach, we expect all community members in all situations to live the values of the school: inclusivity, integrity, and kindness. These fundamental expectations guide most any situation throughout our middle school program and provide a framework for helping students to understand themselves, understand community, and how their actions and positive behavior help build a positive school climate. We foster this capacity through social-emotional learning (SEL), which comprises five competencies— self-awareness, self-regulation, social awareness, relationship skills, and responsible decision making. As a learning community, students and adults practice these as they navigate learning and community expectations and, in the process, work to balance the needs of a group while learning to articulate and share their individual needs and experience.

The following principles guide our responsive stance:

- We assume children want to feel connected and a sense of belonging.
- We believe positive relationships are fundamental (student-student, student-teacher, school-parent) and we work together with students and families to solve problems.
- We understand that children will make mistakes and are working toward improvement rather than perfection.
- We leverage strengths as we work to support areas of challenges.
- We guide children in practicing social-emotional skills and coach them through the process of reflection and restoring their place in the community when things go awry.

In the Middle School, students and parents sign the Middle School Community Agreement that outlines behavior expectations in that division. Advisors, teachers, and administration investigate violations and decide appropriate consequences.

Upper School

Upper School students are expected to be familiar with and abide by the Upper School code of conduct. In the Upper School, violation of the code of conduct or other school rules will typically result in the student appearing before the Judicial Council, a committee composed of students and faculty members who review serious violations of the community's standards of behavior. This committee makes recommendations for appropriate disciplinary action to the Upper School head in response to such violations. The division head ultimately decides the appropriate disciplinary action, at his/her/their sole discretion. It should be kept in mind that Catlin Gabel is a private school and not subject to the same rules as public schools; the discipline system is not intended to be a "trial" and there is no formal appeals process.

Many colleges request disciplinary history information from the student and the school as part of their applications for admission, and subsequent notification in the event any disciplinary issue arises post-admission.

Beginning and Lower School-Specific Information

Beginnings School Check-In and Check-Out

In accordance with state regulations, Preschool and Kindergarten grown-ups must sign-in and sign-out their children when they drop off and pick up. Each authorized adult receives a PIN to use in our electronic system.

Supervision After Hours

The Before- and After-School Program provides early morning and late afternoon supervision for Beginning and Lower School children. Children below ninth grade may be on campus after 3:30 p.m. only if in a supervised program or activity or with parents or their representative. Please make Before- and After-School and transportation plans with this in mind and be prompt in picking up students of all ages after activities. No child may be left unattended, so supervising teachers and coaches will send children to After-School if they are not picked up on time. Those students who are not enrolled in a formal program are not regularly supervised. You may contact the Before- and After-School Program by email at asp@catlin.edu.

Before-School Program: Beginning and Lower School Students

Before-School supervision is available between 7:15 a.m. and the start of the school day.

After-School Program: Beginning and Lower School Students

The After-School Program, also under professional leadership, is offered for children Preschool through 5th grade from 3 to 6 p.m. on days the Beginning and Lower School is in session. The program includes guided activities and projects, free play, and an afternoon snack. Parents may prearrange full-time care (at a reduced rate) or part-time care or use it on a drop-in basis. Families who would like to secure placement in the After-School Program have the option of choosing to attend 3, 4, or 5 days a week.

DROP-IN OPTIONS: Families who would like to use the after-school program on an as-needed basis will be able to schedule attendance using the drop-in program. Registration for each day will close at 12 p.m.

ATTENDANCE WITHOUT NOTIFICATION: Due to the limited number of spaces available in the after-school program, students must be registered on the annual rate or a drop-in spot to attend. If a child was signed up for drop-in ASP and they do not attend without cancelling or notification, there will be an automatic charge for the first hour ($8.75).

ALL-DAY PROGRAMS: The After-School Program provides care on days when Beginning and Lower school classes are not in session due to conferences, professional development, and teacher workdays. Registration for these days opens on the school website 2 weeks prior to the day of the program. Space is limited.

Middle School-Specific Information

Middle School Basic Dress Code

Student attire must permit the student to participate in learning and be appropriate for the task at hand.

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments (waistbands and straps excluded).
- Fabric covering breasts, genitals and buttocks must be opaque.
- Hats must allow the face to be visible and not interfere with the line of sight. Hoodies must allow the face to be visible. On occasion students may be asked to remove hats and hoodies for specific activities.
- Attire depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited.

The responsibility for the dress of a student rests primarily with the students and their families. Families are responsible for ensuring student compliance with the school dress code.

After-School Program: Middle School Students

The Middle School provides after-school check-in for 6th, 7th, and 8th graders. Any students on campus after 3:45 p.m., except those in supervised programs, are expected to check in. Students must be picked up by 6 p.m. daily. For questions, please contact the Middle School office.

Upper School-Specific Information

Upper School Workload Policy

Catlin Gabel believes that the teenage years are a crucial time in the development of the individual. The school provides a challenging academic curriculum that involves homework. In doing this we are guided by policies that ensure that students receive adequate sleep, time for extracurricular activities, free time to pursue creative and adventure activities, and time for interacting with family and friends.

The Upper School's policy on academic workload outside of class, as well as school-based extracurriculars, includes the following elements:

- Upper School classes generally assign between 30 and 45 minutes of homework per night.
- Accelerated classes may assign up to one hour.
- During the school year many classes will have exceptional assignments, such as term tests and term papers. Teachers will coordinate the timing of these assignments such that an individual student does not have more than two of these assignments on any one day, or more than three such assignments over a two-day period. Students who find themselves with more than this number of major assignments should ask a teacher to move one of the due dates to a mutually agreeable time. This policy does not apply during final exam periods.
- Advisors will counsel students as they sign up for academic courses, JV and varsity sports, and major extracurricular activities. Advisors should discourage students from signing up for more obligations than they can handle.
- No JV or varsity sport or major extracurricular activity shall require a commitment of more than two hours per day (with exceptions for game, performance, and competition days). JV sports shall meet for no more than four days a week, unless the coach chooses to have five one-and-a-half hour practices per week.
- Athletic teams and extracurricular activities may schedule practices on weekends, but students are permitted to attend conflicting academic, extracurricular, or family engagements on those weekends, provided the student gives the coach or extracurricular director adequate notice of the conflict.
- Any extracurricular or sporting event that requires students to miss more than one class period or takes more than six hours of a student's time (including transportation) on a single day shall not hold practice the following day, to allow students time to catch up on their academic work. Exceptions shall be made when certain teams must prepare for a game the following day and for playoffs.
- Students are responsible for communicating with coaches and extracurricular leaders in a clear and timely manner when obligations will cause them to miss practice or games.
- All classes at Catlin Gabel are equally important, and students are expected to attend all classes unless they have an excused absence or are excused for an officially sanctioned

field trip. Students should never miss class time in one class to meet obligations in another class.

Attendance Policy

Catlin Gabel believes the classroom experience cannot be replicated, and daily attendance and participation are necessary for developing and honing skills. As such, students who accumulate an excessive number of absences (both excused and/or unexcused), surpassing 20% of class meetings from any class during a semester, will be reviewed for academic standing.

Students who repeatedly miss class will meet with their teacher(s), advisor, and/or the dean of students to create a plan to address the pattern of absences. This may include a written plan to make-up missed work or an agreement to curtail certain activities until back on track with a follow-up meeting to track progress. Should the student not follow the plan or their pattern of absences continues, this could result in too little evidence being available for grading of one or more competencies, leading to a lower grade, withdrawal, or a failing grade for the class in the most extreme cases.

For extenuating circumstances such as extended illnesses, students and parents will meet with the dean of students in anticipation of or after the absences to review the circumstances and to develop a plan to address the absences (see Medical Leave policy).

Unexcused Absences

Students are expected to attend all classes unless they have been excused by their parents/guardians or by the school. An unexcused absence is defined as an absence where the parent has not notified the school a student will miss a class, or where the student has not been excused by the school for a school-sanctioned event. This policy applies to all school-related events, including C&C, assemblies, and class meetings.

The school will communicate all unexcused absences to parents/guardians. If a student accrues three unexcused absences, the school will contact the parents/guardians directly, via phone or email. If the student accrues another unexcused absence after this contact, the school will schedule a meeting with the student, their advisor, and their parents/guardians. Additionally, unexcused absences could negatively impact a student's overall grade, e.g., a student who skips a class may receive no credit for the content missed, and the student's credit for participation may be negatively impacted.

Medical Leave Policy

The treatment for certain medical and psychological conditions and behaviors is best handled outside the school setting. To support the wellness of individual students as well as the broader school community, the school reserves the right to require a medical leave of absence or a medical separation.

A voluntary or mandated medical leave of absence may be authorized in consultation with the upper school head and student support team to address physical or emotional illnesses that, in their judgment, cannot be adequately treated while the student is in the school setting. These same administrators will determine whether and under what conditions that student should return to the school.

Under certain circumstances, a leave may be granted by the administration when requested by parents. The request should be made to the upper school director in writing and should be accompanied by medical documentation. In these cases, families are required to remain current in their financial commitments to the school. All contracts remain binding. Failure to comply with any specific requirements could jeopardize a student's enrollment.

There are generally three forms of medical leave:

Short-Term: An approved absence from the school for health reasons, lasting no more than two weeks. Once a medical leave decision is made as outlined above, the upper school counselor and/or the appropriate dean will notify the student's teachers. Though extensions are granted for medical leaves, the ultimate responsibility of keeping up with the course work lies with the student.

Long-Term: An approved absence from school for health reasons lasting longer than two weeks but no more than one academic year. Often this may require the rest of the current semester, plus one additional term for stabilization of the student's condition. Though extensions and special arrangements are granted for long- term medical leaves, the ultimate responsibility of keeping up with the course work lies with the student.

Medical Separation: A voluntary or mandated absence from the school for health reasons requiring more than an academic year. This leave is reserved for the student who has demonstrated efforts to adjust but for health reasons cannot meet the requirements of the school community, academically or socially. While it involves the loss of the student's space in the school, it is distinguished from a withdrawal or dismissal in that it leaves open the possibility of application for readmission.

Assignments and Schoolwork During Medical Leave

When a student is away from school on a medical leave that lasts more than a week, it is typical for "minor" assignments (i.e. daily reading quizzes, etc.) to be excused. Major assignments related to prominent course content or course skills may be rescheduled and adjusted as needed on a case-by-case basis. The Student Support Team, under the direction of the dean of students, will coordinate and document a make-up plan and calendar, in collaboration with the student, the family and teachers.

Return from Medical Leave

Prior to a student's return to school, the student and their family must provide the school with information and access to the treating professionals, as well as reports of social and academic

function. When it is deemed appropriate for a student to return to school, students and their families can expect a re-entry meeting to take place. The meeting typically involves the student support team, advisor, student and their family. At the discretion of the school, others may be invited as deemed necessary or appropriate. Upon return to school, student support systems will be put into place to determine an appropriate academic program with input from the student's teachers.

Required Professional Medical Care

The school reserves the right to make professional medical care and/or counseling a requirement of a student's continued attendance at Catlin Gabel. Parents are responsible for all costs for such care.

Academic Support Plans

Students who end an academic quarter or semester with one or more grades in the less than satisfactory and barely passing range or a failing grade may be placed on academic support. The head of the upper school, academic dean, dean of students in consultation with the student support team (counselors and learning specialists) will determine academic support status. The duration of the plan will be one semester, unless the dean of students determines the plan has addressed the relevant issues; in that case, the duration of the plan could be shortened. Once a student is placed on a academic support plan, the following support steps are taken:

- A meeting will be held with the student, family, advisor, and dean of students to develop an academic support plan.
- The dean of students will notify students and their family with a formal letter that specifies the conditions of the academic support plan.
- A student will be required to check in consistently with a learning specialist, counselor, and/or advisor. With whom the students will meet and the frequency of the meetings will be determined by the needs outlined in the support plan.
- A student will be issued Student Status Reports ("weeklies") organized by the learning center, which will be shared with the student and family.
- The student will be placed in Tier 1 of the student support plan. Additional resources may be offered/suggested as applicable (e.g., math cafe, science cafe, writing lab, etc.).
- As part of the support plan, we may revisit the students upcoming course schedule to see if any adjustments need to be made (reducing course load, selecting different course level, etc.).

Academic support may signal to the student and their family that the student's academic performance raises concerns about the student's status at Catlin Gabel. Academic support will last until the end of the following semester, when the student's status will be reassessed. Conditions of academic support can include the loss of school privileges to be determined by the student support team. Students can work their way back into good standing by increasing all grades to C or above. Although most students do achieve good academic standing again, the family of a student on academic support should begin to explore alternative educational options. The final decision whether to re-enroll a student is made at the school's discretion and

can happen in June. On occasion, when a student, whose enrollment contract has been issued and returned with the required deposit, continues to decline academically, we will reconsider the student's standing for the next school year. In such cases, the school administration reserves the right to revoke the contract.

Academic Integrity

Instances of academic dishonesty in our community are rare, but they are nonetheless detrimental to the overall community and, thus, there are consequences related to this type of student conduct. Because it is a complicated set of circumstances, it is difficult to prescribe specific outcomes for these actions. However, at Catlin Gabel, we value the learning process and what can be gained from reflecting upon mistakes. Below we prescribe courses of action for the first, second and final instance of these types of actions that fall under the umbrella of academic dishonesty. Note: when there is suspected academic dishonesty, facts will be collected by the instructors, academic dean, dean of students, and other involved parties.

Academic Dishonesty

FIRST INFRACTION

Students who commit academic dishonesty be it intentionally or unintentionally will have the instance recorded internally within the Catlin Gabel system. The student will have a meeting with the teacher for the course in which the infraction occurred, the academic advisor, and the parents/guardians to discuss the issue.

It is recommended that the student resubmit the learning task (rewrite a paper, retake an alternative version of a test, etc.) and that the student then remediate the task by writing a reflection on the event. This paper will include scholarly research on the type of academic dishonesty, a discussion of why the student chose to commit academic dishonesty and what steps can be taken so that the student does not do this again. Individual departments may have additional components/requirements or discussion questions. This paper is to be submitted within 10 school days of the student's meeting. Determinations about whether credit will be given for this learning task will be left up to specific teachers in consultations with their departments and depend upon the nature of the infraction.

Students may be required to remediate in the form of private meetings, tutors, or attendance to co-curricular events like Science Cafe to work on the material. This is to help build confidence in the material and to discourage dishonesty in the future. These hours should be completed within two months of the student meeting.

Students who fail to meet the paper deadline and the remediation process will be referred to the Judicial Council.

SECOND INFRACTION

Students who commit academic dishonesty**,** be it intentionally or unintentionally, for a second time at Catlin Gabel will be subject to disciplinary action with the Judicial Council. The student will be subject to a meeting with the teacher, the advisor, and dean of students. The student will be subject to the Judicial Council ruling and the outcomes of the council. This can range

from students remediating on campus to on-campus suspension depending on the level of dishonesty and its impact on the learning community.

THIRD INFRACTION

Students who commit academic dishonesty, be it intentionally or unintentionally, will be subject to a meeting with the teacher, advisor, dean of students, and the division head to discuss the matter. Due to the number of infractions and attempted remediations by Catlin Gabel, the student will likely be asked to leave the community.

SPECIAL CASES

In instances where the level of academic dishonesty is extreme, Catlin Gabel's Upper School reserves the right to ask the student to leave the community. These instances will be handled on a case by case basis.

College Counseling

The college counseling program is an extension of the Catlin Gabel education. The counselors help students make individual choices incorporating personal reflection, independent reasoning, and informed decision-making. College counseling begins in the freshman year, with advisors guiding students toward appropriate course choices and strategies for academic success.

The college counselors work with students and parents individually and in small groups to explore the options available and prepare them for the application process. The single most important role for a parent in the college planning process is to support the student in whatever way he or she needs most. The college counselors can help parents assess the situation.

The college counseling page provides helpful information about the application process and links to websites of interest for admission, testing, and financial aid. There is also a personalized website for students who are in the college application process.

Upper School Student Organizations

The school supports active learning, both in the classroom and through a wide array of extracurricular activities. The Upper School has a variety of student organizations that address the needs and interests of Upper School students. Each organization is run by a group of students who are elected to leadership positions. They work closely with the Dean of Students and a faculty advisor.

Upper School Leaving Campus

No student may leave the school during school hours without specific permission from the appropriate administrator. Except for Upper School lunch-outs privileges, a parent or guardian must send an email if their child must leave during the school day. We ask that parents/guardians make an effort to schedule all appointments outside of school hours. Music lessons and all other academic and enrichment activities should take place outside of school hours; please make plans accordingly.

Lunch-Out Privileges

Eleventh and Twelfth grade students may leave campus during the pre-established time for lunch if they have met their school commitments. Additionally, 9th and 10th graders may leave campus during the same lunch window to walk to St. Vincent's Hospital, The Little Store (on Leahy), QFC (in Barnes and Miller) or Cornell Farm's cafe, on Barnes Rd. **Any student leaving must sign out in the Upper School office before they leave and sign in upon their return**.

Plans must be made so that no appointments are missed; abuse of the privilege will result in its loss. The school does not assume responsibility for students driving other students during lunch or other unrelated school activities. Any parents objecting to their child leaving for lunch should discuss their concern or prohibitions with the child.

Off-Campus Educational Programs

The school limits the number of students granted permission to enroll in off-campus educational programs as a way to manage enrollment and reduce the effect on our community. Up to three students in the Upper School may attend an off-campus educational program for one or two semesters with the approval of a committee appointed by the Upper School head. These three students will be guaranteed reenrollment upon satisfactory performance in their off-campus program. Additional students beyond the committee-approved students may participate in an off-campus educational program but they will not be guaranteed re-enrollment.

Considerations include the student's academic standing and the off-campus program's suitability. Students should contact the Upper School head for further information about the process. If a student is approved for a full-year program, families complete the leave of absence form and are expected to pay a non-refundable 10% tuition deposit to be applied to tuition for the following year. If a student is approved to take a semester away in the fall, we charge 60% of our tuition. If a student is approved to take a semester away in the spring, we ask them to get the tuition refund insurance, and forgive them 10% additional. That way we receive 90% of the tuition for the year (approx. $3,000 less for the school), and they also pay 60% (~70% to insurance co., 10% less to us). Families should meet with their students' advisors and the head of the Upper School to determine how a leave of absence will affect graduation requirements and course options upon return.

After School: Upper School Students

Upper School students have access to campus buildings until 5 p.m. on school days and may occasionally make arrangements to work on campus in the evenings or on weekends. While Upper School students are welcome to stay on campus, they are not supervised unless they are involved in an organized activity.

Students' Requests to Bring Speakers to Assemblies

Students interested in bringing a speaker to the CG Upper School submit a request via this form. The form requires the following information:

1. Communicating student's intention, including the learning objectives the student(s) have in mind
2. Brief biography of speaker and pertinent links
3. Outline of proposed assembly content and logistics
4. Anticipated cost
5. Suggested time for visit (at least 4 weeks in advance of intended visit)

Once we receive the request, the following steps will take place:

1. The Director of Inclusion and Outreach (Jasmine Love) and Division Head (Aline Garcia-Rubio) will communicate all of the above with the recommending committee and will coordinate a meeting to discuss the possibility of the speaker visit. The recommending committee includes: Assistant Director of Inclusion and Outreach, Dean of Students, Division Head, Student Body President and Vice-president, PFA Division Coordinator, and Student Inclusivity Coordinator.
2. The recommending committee will review the submitted materials, define if other people need to be involved in the conversation/decision, and will make a recommendation to the Assistant Head of School. If more people need to be involved in the conversation (for example, a student club, affinity group, Head of School) we will invite them to review materials and suggest input to the committee. The committee will then send a recommendation to Assistant Head of School.
3. The Assistant Head of School will discuss with the Division Head and the Director of Inclusion and Outreach and arrive at a decision.
4. The decision will be communicated to the student(s) who proposed the speaker.
5. If the decision is to bring the speaker, a budget will be allocated by Inclusion Office or speaker budget (depending on topic).
6. The assembly will be scheduled by the Dean of Students.
7. The student who proposed the assembly will immediately become the point person for the execution of the assembly with support from Upper School office and Inclusion Office.

Adult-Student Standards of Behavior Guide

Purpose

The purpose of this guide is to provide all Catlin Gabel community members with information to set guidelines for appropriate adult-student relationships to create a safe environment and protect children within the school community.

This handbook governs all conduct and relationships involving students that occur on or off school property or with any school-sponsored program or event. The policies apply to *all* adults interacting with Catlin students in conjunction with the school's programs, including employees

(faculty, staff, coaches, etc.), contractors, volunteers, and any other third parties acting in any school-related capacity.

This resource is designed to raise awareness of issues and situations that may arise, prompt reflective behavior, and provide guidance. It is not intended to provide an exhaustive list of unacceptable or "at-risk" behaviors which may breach the boundaries associated with adult-student relationships. Likewise, this resource is not exhaustive of the policies that apply to our employees. Additional behavioral standards and policies may be found in the *Employee Handbook*.

Our Commitment to the Community

Catlin Gabel School is committed to providing a campus environment that is safe and healthy. We encourage supportive relationships between students and adults that promote student achievement and success. To that end, clear boundaries for interactions between students and adults in the community are paramount.

We require all adults affiliated in any way with Catlin Gabel School to maintain appropriate adult-student relationships at all times, both on and off campus. All interactions between members of the Catlin Gabel community should be based on mutual respect and trust and should be consistent with the mission and values of the school. Every member of our community should expect an environment free of abuse, misconduct, and harassment, where appropriate adult-student boundaries are respected and maintained.

Catlin Gabel prohibits and will not tolerate child abuse, sexual misconduct, sexual harassment or boundary violations. Any reasonable belief of a violation of our policies, including a reasonable belief of inappropriate adult-student boundaries, sexual misconduct, sexual harassment, and/or child abuse, will be reported to the appropriate authorities. Those authorities may include law enforcement, Child Protective Services ("CPS," also known as "DHS"), Oregon Department of Education ("ODE"), and/or the Oregon Teachers Standards and Practices Commission ("TSPC"), as appropriate. To report, please refer to the "How to Report" section of this guide. All employees are required by law to report any suspected child abuse to authorities. All community members are encouraged to report suspicious behavior as well. To make a report, please refer to the "How to Report" section of this guide.

No retaliation against individuals for working in good faith to report adult-student boundary violations, sexual harassment, sexual misconduct, or child abuse will be tolerated. Individuals who demonstrate retaliatory behavior towards a reporting adult or student shall be subject to discipline or, in the case of non-employees, other consequences as appropriate.

Safe and Healthy Boundaries

Strong and supportive relationships between adults and students are a core value of a Catlin Gabel education. Catlin Gabel adults provide invaluable mentorship and support to our students, and these relationships foster a strong foundation for our students as they grow into young adults and go out and contribute to our larger community.

At the same time, it is never acceptable for these relationships to cross a boundary into one of an overly familiar, personal, romantic, abusive, or sexual nature. Employees and other adults in our community are required to exercise sound professional judgment with regards to adult-student boundaries at all times. Faculty and staff are in a unique position of trust, care, authority, and influence with students. This means there is always an inherent power imbalance such that if that trust is ever abused, the student's welfare is compromised.

Some conduct will clearly breach appropriate boundaries with students. At other times, it will not be as clear. While there may be some "gray areas," adults must take the responsibility for knowing, establishing, and maintaining professional boundaries and should always err on the side of protecting and acting in the best interests of students.

Guiding Principles of Behavior

The school's standards of behavior are based on four guiding principles.

Roles. Maintain clear and appropriate roles when interacting with children

- Serve as a role model
- Act consistently with your appropriate adult role, such as teacher, mentor, coach, tutor or other representative of the school
- Avoid acting as a peer or an alternative parent

Boundaries. Set and promote awareness of appropriate boundaries in all relationships with children and adolescents

- Establish and maintain healthy boundaries to ensure interactions with children are safe, healthy, and positive
- Be alert to the comfort zones of different children and how culture and identity may affect perceptions of boundaries

Power. Use your influence and authority to promote the healthy development of children

- Be alert to the imbalance of power between adults and children
- Use your influence to promote the healthy development of children
- Put the wellbeing and emotional needs of children before your own

Accountability. Be accountable for your own and other adults' interactions with children

- Always act in the best interest of children
- Take responsibility for the impact of your actions on children and others
- Seek and accept assistance for personal issues before they impact children
- Actively support others in the effort to meet these behavioral standards
- Communicate concerns about possible misconduct to the appropriate persons

GENERAL PROFESSIONAL GUIDELINES

- Avoid any conversations of a sexual nature with students. This includes conversations that involve sexual banter or questions about a student's dating relationships, or other conversations that are flirtatious or have a romantic tone.
- Do not use swear words, share risqué jokes or photos, engage in gossip or overly familiar conversations with students.
- Avoid addressing students or allowing students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.
- Do not discuss your own personal problems (particularly personal relationships, sexual activities, or use of drugs/alcohol), or other non-academic matters about your personal life, with students. If a student comes to you to discuss their own personal problems, encourage the student to talk to a counselor or to the student's advisor.
- Avoid adopting an "emotional welfare role" beyond the scope of your school role (for example, in the Upper and Middle School it is appropriate for a counselor or a dean to offer support to a student, and for the student's advisor to check in with a student in order to support and track the student's development in academics, athletics, their social interactions, and well-being, as well as their involvement in clubs and activities). If you have any questions about whether it is appropriate for you to adopt an "emotional welfare role," please check with your division or department head.
- Keep student and adult interactions readily interruptible or within hearing or sight range of another adult.

DIGITAL COMMUNICATION

- Send communications only from school email accounts, not from personal email accounts.
- All communications with students should be related to your professional relationship with that student as a teacher, coach, etc.
- Do not text students unless it is an emergency or urgent matter. When in question copy a supervisor and/or parent on a text and email communications.
- Consider the subject matter, content, purpose, timing, and frequency of electronic communication. Any communication that is sent to a student should be one that can also be viewed by the student's parent and your supervisor.
- Make class-related social media and Internet sites available to supervisors and parents.
- Do not "friend" a student on social media platforms.
- Apply the same communication standards for electronic interactions that you would for in-person interactions.
- Do not post images of students on your personal social media sites without consent of the parent.

IN PERSON INTERACTIONS

- When meeting with students outside of class, whenever possible leave the door open or meet in a room with a window or glass panel in the door, where you are in view of others.
- Unless you are authorized, do not cover classroom windows in a way that restricts viewing from the outside or hallways.

- Do not invite student(s) to your home or a location off campus without prior approval from your supervisor and parent/guardian.
- Do not transport students in personal vehicles. The only exception is for emergency situations when an ambulance cannot be reached, and even then, you must contact a parent/guardian and supervisor as soon as possible.
- Ask permission before touching any student. Examples of generally accepted physical personal contact in safe-touch areas (i.e. shoulder, upper back, arm) if the behavior is obviously appropriate, such as when giving a handshake, pat on the back, a high five or brief embrace from a coach after a score is generally acceptable. Do not have any student beyond kindergarten sit in your lap. Sitting in an adult's lap is only allowed in the preschool and kindergarten class and should be initiated by the student (not the adult) unless a child is hurt. Parents may request that their child not sit on any adult's lap at school or any school-sponsored activity.
- For students participating in a non-school activity for a Catlin Gabel employee such as babysitting, tutoring or coaching, both the parent and school need to be notified in advance of this arrangement.

Prohibition on Dating Former Students and Graduates Under Age 21

Catlin Gabel prohibits any of its employees from dating or having a sexual relationship with a current student at any time and from dating or having a sexual relationship with a former student until the student reaches the age of 21. If at any time the school learns that a current employee is dating or having a sexual relationship with a Catlin alumna or alumnus under the age of 21 and/or is within 90 days of the student's departure from the school, that employee will be terminated. In the event the alumna or alumnus is under the age of 18 or has left school within 90 days, we also will notify the appropriate authorities.

Pre-Existing or Familial Relationships

Catlin Gabel recognizes that employees may have a familial and pre-existing relationships with parents or their own children's friends. Employees should use appropriate professional judgment when they have a dual relationship with students to avoid violating this policy and handbook guidelines, the appearance of impropriety, and the appearance of favoritism. The following recommendations may assist employees in these circumstances.

- Social contact should be generated via the relationship the employee has with the parents or by the event.
- Employees should avoid being alone with students in these situations. Where it is unavoidable, do so with informed consent of the parent.
- Faculty should politely avoid discussing matters relating to their workplace and should not discuss students' learning or progress at social or sporting events.
- Consuming alcohol in these situations may affect or impair your judgment, so alcohol should be limited when students are present at a social event.

- An employee with concerns about whether a situation may be compromising or may breach professional boundaries should discuss the concerns immediately with their supervisor or human resources.

How to Report Child Abuse, Misconduct, Boundary Violations, or Rumors of Sexual Misconduct

REPORTING INFORMATION AND EXPECTATIONS FOR ALL NON-EMPLOYEES

Any student, parent, volunteer, contractor, or other member of the community with a concern about adult-student boundary violations, sexual harassment, sexual misconduct, or child abuse should immediately report the concern to the Catlin Gabel Tip Line, Head of School, Assistant Head of School, or Director of Human Resources. Catlin Gabel takes all such reports seriously and will investigate the concerns. When appropriate, Catlin Gabel will notify law enforcement and/or contract the services of a third-party investigator to conduct an investigation.

ANONYMOUS REPORTING TIP LINE

Catlin Gabel is now using **SafeSchools Alert**, a tip reporting service that allows students, staff, and parents to submit safety concerns to our administration five different ways:

1. **APP:** Search for "SafeSchools Alert" in the App Store to download for free
2. **PHONE:** (971) 351-1754
3. **TEXT:** Text your tip to (971) 351-1754
4. **EMAIL:** 1832@alert1.us
5. **WEB:** http://1832.alert1.us

You and your child can easily report adult-student boundary violations, sexual misconduct, sexual harassment, child abuse, threats of violence, or any safety issue you're concerned about through **SafeSchools Alert**. When you submit a tip, be sure to use our school's identification code: **1832** in your communication.

OTHER CONTACTS

Head of School: Tim Bazemore (bazemoret@catlin.edu)
Assistant Head of School: Barbara Ostos (ostosb@catlin.edu)
Director of Human Resources: Gloria Martin (marting@catlin.edu)
Oregon child abuse hotline (DHS): (503) 681-6917 or 1-855-503-7233

Emergency dispatch for immediate threat of harm or danger: 911

REPORTING INFORMATION AND EXPECTATIONS FOR ALL EMPLOYEES

Catlin Gabel employees must immediately report concerns about sexual misconduct, child abuse, or boundary violations to Head of School, Assistant Head of School, or Director of

Human Resources. **If the conduct rises to the level of child abuse, the employee is also required to report to Child Protective Services, also known as "DHS."**

IF YOU OBSERVE ANY ADULT ENGAGING IN THE BEHAVIORS DESCRIBED IN THIS HANDBOOK AS INAPPROPRIATE, HARMFUL, OR PROHIBITED:

- Call law enforcement immediately, if a student is in imminent harm (call 911).
- Promptly inform the Head of School, Assistant Head of School, or Human Resources of your observations.
- When in doubt, don't delay, report your observations right away. A report will initiate a fact-finding investigation.
- Do not confront or discuss with the adult exhibiting the behavior unless it is necessary to immediately intervene to protect a student.
- If approached by anyone other than a designated administrator, CPS, law enforcement (e.g., a detective or police officer), or parent of the student, do not discuss the matter.
- Document where, when, to whom and what you reported.
- If you observe student-to-student sexual harassment or misconduct, take appropriate action to intervene and to report the issue to the appropriate administrator.

Any employee who fails to report first-hand concerns of adult-student boundary violations, sexual misconduct, or child abuse, or who fails to report concerns of these inappropriate behaviors that are reported to them by a student or parent or other community member, shall be subject to discipline.

Information and Resources

1. WHAT YOU SHOULD KNOW ABOUT THE GROOMING OF STUDENTS

THE SIGNS: WHAT IS GROOMING?

"Grooming" is a pattern of behavior in which a perpetrator lures a child into an abusive relationship and conceals that relationship so the abuse can continue. Offenders groom victims for abuse, but they also manipulate the people around the child, such as parents or teachers. This is often referred to as "grooming the environment." Grooming helps "overcome resistance, maintain access, and minimize disclosure," notes Stephen C. Brake, a psychologist whose practice centers on the evaluation of sex offenders.

People who abuse children are often extraordinarily charismatic. Offenders may use personal charm to gain access to children and to lure them closer. Personal charm provides an alibi because no one can believe that someone so likeable could harm children. Grooming typically involves the following stages:

- **TARGETING THE VICTIM:** Abusers look for children with vulnerabilities they can exploit, such as low self-confidence, unmet emotional needs, strained bonds with caregivers, and low supervision.
- **BUILDING TRUST:** The offender learns about the interests and needs of the targeted child and gets closer without raising suspicions.
- **ESTABLISHING A BOND:** The offender works to fill a need in the child's life and may offer gifts or extra attention, often lavishing praise on the child. The offender may treat the child like an adult, making the child feel special or chosen.
- **ENCOURAGING RELIANCE:** The offender may make the child feel like the offender is the only person who cares for or truly understands him or her. This makes it harder for the child to stop the abuse when it happens because the loss would be so great.
- **ISOLATING THE VICTIM:** The offender creates situations to be alone with the child, such as taking the child for a ride in a car or meeting the child in a place away from peers or known adults. The offender also isolates the child psychologically, making the offender the only person the child can turn to for support. This reduces the likelihood of disclosure and it also makes people less likely to believe the child when they disclose the abuse because the child may be viewed as distant or weird.
- **SEXUALIZING THE RELATIONSHIP:** Offenders typically try to desensitize children by touching them in nonsexual ways first and then gradually advancing to sexual touch. The offender may also violate boundaries by talking about inappropriate or overly personal matters or exposing the child to pornography.
- **MAINTAINING CONTROL:** Offenders manipulate victims emotionally to continue the abuse. An offender might treat the child as a co-conspirator, making the child believe that he or she is to blame and might get in trouble if the "relationship" is discovered. The child may conceal the abuse because the potential loss of the emotional connection and gifts or special privileges would be too great. The child may also worry that he or she will not be believed because the abuser is well-liked and trusted within the community.

In the school setting, abusers may exhibit many of the positive traits of great teachers: warm personality, a deep understanding of children, and willingness to work long hours to help students out. Someone who is grooming children for abuse, however, will exhibit boundary violating behavior. It's important to train teachers to recognize grooming behavior as well as signs of potential abuse in children. It is also critical to empower every member of the community to report suspicions of abuse in order to protect children.

Source: *Excerpted from "Protecting Students from Sexual Abuse," NAIS Magazine Summer 2019, by Myra McGovern, Steve Mandell, and Kathleen Buckstaff. Language was changed to remove masculine references made regarding offenders.*

2. WHAT YOU SHOULD KNOW ABOUT REPORTABLE CHILD ABUSE

WHAT IS REPORTABLE CHILD ABUSE?

Child abuse is a crime under Oregon Law. It is also strictly prohibited under our policy, and concerns about potential abuse should be reported immediately. The law establishes several categories of child abuse.

CHILD ABUSE CATEGORIES

- Any assault, as defined in ORS chapter 163, of a child and any physical injury to a child which has been caused by other than accidental means, including any injury which appears to be at variance with the explanation given of the injury.
- Any mental injury to a child, which shall include only observable and substantial impairment of the child's mental or psychological ability to function caused by cruelty to the child, with due regard to the culture of the child.
- Rape of a child, which includes but is not limited to rape, sodomy, unlawful sexual penetration, and incest, as those acts are described in ORS chapter 163.
- Sexual abuse, as described in ORS chapter 163.
- Sexual exploitation, including but not limited to: (i) Contributing to the sexual delinquency of a minor, as defined in ORS chapter 163, and any other conduct which allows, employs, authorizes, permits, induces, or encourages a child to engage in the performing for people to observe or the photographing, filming, tape recording, or other exhibition which, in whole or in part, depicts sexual conduct or contact, as defined in ORS 167.002 or described in ORS 163.665 and 163.670, sexual abuse involving a child or rape of a child, but not including any conduct which is part of any investigation conducted pursuant to ORS 419B.020 or which is designed to serve educational or other legitimate purposes; and (ii) Allowing, permitting, encouraging, or hiring a child to engage in prostitution as described in ORS 167.007 or a commercial sex act as defined in ORS 163.266, to purchase sex with a minor as described in ORS 163.413 or to engage in commercial sexual solicitation as described in ORS 167.008.
- Negligent treatment or maltreatment of a child, including but not limited to the failure to provide adequate food, clothing, shelter, or medical care that is likely to endanger the health or welfare of the child.
- Threatened harm to a child, which means subjecting a child to a substantial risk of harm to the child's health or welfare.
- Buying or selling a person under 18 years of age as described in ORS 163.537.
- Permitting a person under 18 years of age to enter or remain in or upon premises where methamphetamines are being manufactured.
- Unlawful exposure to a controlled substance, as defined in ORS 475.005, or to the unlawful manufacturing of a cannabinoid extract, as defined in ORS 475B.015, that subjects a child to a substantial risk of harm to the child's health or safety.

Catlin Gabel School is subject to Oregon's mandatory child abuse reporting laws. This means that every school employee is a mandatory reporter and is required by law to report child abuse. An employee having reasonable cause to believe that any child under 18 with whom the employee comes in contact has suffered abuse or neglect, or that any person with whom the employee comes in contact has abused a child, must report or cause a report to be made to the Oregon Department of Human Services or a local law enforcement agency.

WHAT IS "REASONABLE CAUSE TO BELIEVE" THAT CHILD ABUSE HAS OCCURRED?

Mandatory reporters do not have to—and must not—wait to "make certain" or confirm that child abuse occurred before making a report. "Reasonable cause" is not defined in the law but is generally considered to be equivalent to "reasonable suspicion." If a mandatory reporter (such as a Catlin Gabel employee) has a suspicion or reason to believe that child abuse may have occurred, it must be reported.

An employee who, based on reasonable grounds, participates in good faith making a child abuse report has immunity from any liability, civil or criminal, that might otherwise be incurred or imposed as provided by law.

Source: *CPS Guide on Child Abuse Reporting* https://apps.state.or.us/Forms/Served/de9061.pdf

3. WHAT YOU SHOULD KNOW ABOUT CATLIN GABEL'S BACKGROUND CHECKS

All employees (including all regular faculty and staff, as well as subs, temps, and coaches) are required to submit to a background check, as are all chaperones, volunteers, and contractors who have individual access to students. The screening process varies according to the adult's role in the school community:

FOR ALL NEWLY HIRED EMPLOYEES

- Oregon State Police Background Check
- Fingerprinting via the Oregon Department of Education
- Sexual Abuse/Misconduct Verification Check (Sent to at least 3 of the employee's most recent former employers)

FOR NEWLY HIRED BEGINNING SCHOOL EMPLOYEES

- All the above including enrollment in the Criminal Background Registry (CBR), which includes a second process of being fingerprinted

FOR ALL VOLUNTEERS

- Oregon State Police Background Check
- If a volunteer will have contact with students without the presence or supervision of a Catlin Gabel School employee, they must also be fingerprinted
- This includes parent chaperones who must also be fingerprinted in order attend an overnight school trip

Any individual required to submit to a criminal records check and/or fingerprinting in accordance with law and school policy will be terminated from employment, or not permitted to volunteer or chaperone, immediately upon (a) failure to pass the criminal records check; (b) the refusal to consent to criminal records check and/or fingerprinting; or (c) notification that the individual has made a false statement as to conviction of crimes prohibiting employment with the school as specified by law.

We voluntarily follow the Oregon Department of Education's provisions pertaining to criminal records, including those pertaining to Forever Crimes. Subject individuals who have been

convicted of any of the crimes listed under ORS 342.143 (i.e. “Forever Crimes”), or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, shall be refused employment.

[end]