



EDISON

HIGH SCHOOL

Student and Family Handbook

2026 | 2027



EDISON HIGH SCHOOL

STUDENT AND FAMILY HANDBOOK

2026 | 2027

MAIN CAMPUS

9020 SW Beaverton Hillsdale Hwy
Portland, OR 97225

SATELLITE CAMPUS

9400 SW Beaverton Hillsdale Hwy
Beaverton, OR 97005

WEBSITE:

www.edisonhs.org

SCHOOL OFFICE HOURS

Monday -- Thursday: 8:00 a.m. – 4:00 p.m.
Friday: 9:00 a.m. – 3:00 p.m.

PURPOSE

This handbook communicates Edison High School's mission, values, and policies. It outlines expectations regarding academic requirements, attendance, behavior, student supports, and participation in school activities, while also providing important information about school procedures and operations.

Every student's educational journey is unique. Therefore, this handbook is not intended to address every possible situation or circumstance. Edison High School reserves the right to modify or amend policies and procedures as necessary to best serve students and fulfill its mission. Nothing in this handbook should be interpreted as a contract or guarantee of a particular outcome.

Students and parents/guardians are expected to review this handbook carefully and become familiar with its contents. The most current version of the handbook is available through our website and family communication platforms. Enrollment at Edison High School reflects a partnership among students, families, faculty, and staff, grounded in mutual respect, collaboration, and a shared commitment to student growth. **Students and families are expected to uphold the school's policies, support its mission, and work cooperatively with school personnel to create a safe, respectful, and inclusive learning community.**

NOTICE OF NON-DISCRIMINATION

Edison High School is committed to fostering a safe, welcoming, and inclusive learning environment where all students are valued, respected, and supported. In accordance with applicable federal and state laws, Edison High School does not discriminate on the basis of race, color, national origin, ethnicity, sex, sexual orientation, gender identity, religion, disability, age, or any other protected status in the administration of its educational programs, admissions policies, financial aid, employment practices, or school-sponsored activities.

As a school dedicated to serving students with learning differences, Edison High School celebrates the unique strengths, experiences, and perspectives of every member of its community. The school is committed to providing equitable access to educational opportunities and supporting each student in achieving academic success, personal growth, and preparation for a productive future. Questions or concerns regarding discrimination, harassment, or equal access should be directed to school administration.

EMERGENCY DISCLOSURE OF INFORMATION

Edison High School is committed to protecting the privacy of student information while also maintaining a safe and supportive learning environment. In situations where there is a significant concern for the health, safety, or welfare of a student or others, the school may disclose personally identifiable information from a student's educational record to law enforcement, child protective services, medical professionals, mental health providers, or other appropriate authorities as permitted or required by law.

Such disclosures will be made only when school administration determines that the information is necessary to address an emergency or to protect the health, safety, or well-being of the student or others.

DAILY BELL SCHEDULE 2026 - 2027

Monday, Wednesday (Start time: 9:00 AM), Friday (Start time: 9:15 AM)						
Time	Monday	Tuesday	Wednesday	Thursday	Friday	JHS Friday
8:00 - 8:55	1st pd. (JHS)		1st pd. (JHS)		X	8am: 1st pd.
9:00 - 9:55	Period 2		Period 2		9:15 Advisory	9am: Mass
9:55 - 10:08	Break		Break			Break
10:15 - 11:08	Period 3		Period 3			Period 3
11:15 - 12:05	Period 4		Period 7			Period 4
12:10 - 12:43	Lunch		Lunch			Lunch
12:50 - 1:43	Period 5		Period 5			Period 5
1:50 - 2:43	Period 6		Period 6			Period 7
2:50 - 3:00	Advisory		Advisory			X
3:05 - 3:45	Period 8		Period 8			X

Tuesday & Thursday (Start time: 8:55 AM)				
Time	Monday	Tuesday	Wednesday	Thursday
8:00 - 8:50		X		Period 1 (JHS)
8:55 - 9:43		Period 2		Period 2
9:50 - 10:20		Advisory		8th Period
10:20 - 10:28		Break		Break
10:35 - 11:23		Period 7		Period 3
11:30 - 12:15		Period 4		Period 4
12:20 - 12:53		LUNCH		LUNCH
1:00 - 1:48		Period 5		Period 7
1:55 - 2:45		Period 6		Period 6
2:55 - 3:45		Period 8		X

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1. MISSION & COMMUNITY VALUES

1.1 MISSION

Edison High School empowers students with learning differences to experience academic success and personal growth, while preparing them for a productive future.

1.2 COMMUNITY VALUES

We recognize and believe in every student's potential. Being part of our community goes beyond simply attending classes. It involves arriving each day with a commitment to growth, deeply engaging with your learning, and developing meaningful relationships with those around you. As an Edison student, you are expected to uphold the following community values. **What It Means To Be An Edison Student:**

- **Seek Personal Growth**
Be open to learning about yourself and others. Approach new experiences with a willingness to grow, take on challenges, and learn from both success and setbacks.
- **Honesty and Integrity**
Academic and personal integrity build a foundation of trust within your community. Be truthful in your words and responsible in your actions.
- **Inspire Kindness and Empathy**
Treat yourself, your environment, and others with respect, compassion, and understanding. Your words and actions matter and directly impact your community. Choose to support and uplift those around you.
- **Nurture Emotional Awareness and Resilience**
Understand your emotions and manage them in respectful and constructive ways. Recognizing your feelings, and the feelings of others, helps you build stronger relationships and navigate various life challenges with confidence.
- **Embrace Inclusion and Equity**
Respect differences and celebrate diversity in all its forms. Help ensure that every member of the Edison community feels safe, valued, and heard. Speak up for fairness and do your part to create a welcoming environment for everyone.

These expectations are more than just guidelines, they are the foundation of a respectful, supportive, and inclusive school community. By living these values, you are preparing yourself not only for graduation, but for a life of purpose, connection, and integrity beyond your high school experience.

1.3 COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Edison High School is committed to creating a learning community where every student is valued, respected, and supported. We believe that diversity strengthens our community and enriches the educational experience for all. We strive to foster an environment that promotes equity, belonging, and mutual respect among students, families, and staff.

We celebrate the unique backgrounds, identities, experiences, perspectives, and abilities of every individual. Edison High School does not tolerate discrimination, harassment, or exclusion based on race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity, disability, socioeconomic

status, or any other protected characteristic. We are dedicated to providing an inclusive environment where all members of our community can learn, grow, and thrive.

1.4 ANTI-RACISM STATEMENT

Edison High School is committed to fostering an inclusive and anti-racist school community. We recognize that racism, whether intentional or unintentional, harms individuals and communities and is inconsistent with our mission and values.

Acts of racism, including physical, verbal, written, digital, or symbolic expressions of bias or discrimination, will not be tolerated. We are committed to promoting understanding, respect, accountability, and equity through education, dialogue, and action. As a school community, we strive to ensure that every student feels safe, valued, and empowered to participate fully in school life.

2. ACADEMIC POLICIES

EDISON HIGH SCHOOL COURSE CATALOG 2026-2027

This Course Guide is designed to help students and families make informed course selections throughout their four years at Edison High School. It provides information about graduation requirements, course offerings, and academic planning to support each student's educational goals and post-secondary aspirations.

2.1 GRADUATION REQUIREMENTS

- **English:** 4 credits
- **Mathematics:** 3 credits (at the Algebra 1 level or higher)
- **Science:** 3 credits
- **Social Science:** 3 credits
- **Health:** 1 credit
- **Physical Education:** 1 credit
- **Second Language:** 2 credits in the same language
- **Fine Arts:** 1 credit
- **Career and Technical Education:** 1 credit
- **Electives:** 6 credits

2.2 COURSE OFFERINGS AND REQUIRED CREDIT HOURS

SUBJECT	COURSE TITLE	UNITS OF CREDIT
Advisory:	Advisory	0.25
Fine Arts:	Art	1
	Drama	1
Career & Technical Education:	Senior Seminar	1
English:	English 1	1
	English 2	1
	English 3	1
	English 4 <u>or</u> English 4 Honors	1
Health:	Health	1
Second Language:	American Sign Language 1	1
	American Sign Language 2	1
Mathematics:	Algebra 1A	1
	Algebra 1B Support	1
	Algebra 1B	1
	Geometry Support	1
	Geometry	1
	Algebra 2	1
	Algebra 2/ Trigonometry	1
	Intro to Stats	1
	Pre-Calculus	1
Science:	Physics	1
	Earth Science	1
	Biology	1
Social Science:	World History	1
	Civics	0.5
	Economics	0.5
	US History	1
Electives:	Varies (includes PE)	6
Total Required Credits:		24

2.3 COURSE PROGRESSION

This is the course progression per grade level. It can look differently for a student depending on several factors. For example, taking a Jesuit High School course(s), college course(s), or a transfer student who has taken courses in a different order at their previous school.

9th Grade	English 1	Math	Health	World History	Art	Elective
10th Grade	English 2	Math	Physics	Econ/Civics	Drama	Elective
11th Grade	English 3	Math	Earth Science	US History	ASL 1	Elective
12th Grade	English 4	Math	Biology	Senior Seminar	ASL 2	Elective

2.4 COURSES BY SUBJECT AREA

Some courses have prerequisites listed below. This means a student must pass the previous course(s) before entering the new course. All courses are a full year unless otherwise noted.

ENGLISH

English 1

English I is a year-long survey-style English course, meaning that students are introduced to reading and writing across a broad, representative field. We will read a novel, a play, and select poems, short stories, and articles. Students will also practice the skills of effective written communication in both formal and informal modes, including mastering the essential elements of paragraph writing, utilizing salient research practices in the writing process, applying effective revising and editing strategies, and attending to voice, audience, and purpose. The overall goal is to foster an enjoyment of literature and ensure competence in reading, writing, critical thinking, and speaking. Because many Edison students deal with language processing difficulties, English I incorporates strategies for reading comprehension, writing, speaking, spelling, and vocabulary designed to carry over into all their classes.

English 2 (prerequisite course) English 1

English 2 is a year-long course that focuses on reinforcing and strengthening the basic reading and writing skills introduced in English 1. Key skills targeted and developed over the year include textual analysis, relevant vocabulary acquisition, relevant grammar acquisition, memoir writing, various note-taking strategies, and leveled questioning strategies. English 2 is a majority genre study class focusing on the memoir genre and aiming to answer the essential question of, "why is it important to tell our stories?"

English 3 (prerequisite courses) English 1 and English 2

English 3 is a year-long course that focuses on the concept of the American Dream through the lens of various literary texts, primarily F. Scott Fitzgerald's *The Great Gatsby*. Students will also engage with selections from *The Autobiography of Malcolm X*, *A Streetcar Named Desire*, and *The Poet X*. In addition to literary analysis, students will create persuasive visual presentations, write papers, and conduct activities related to their chosen topics.

English 4 (prerequisite courses) English 1, 2, and 3

English 4 is a year long course that synthesizes the reading, writing, speaking, and thinking skills students encounter in their previous English courses, then expands on the discipline to challenge students to refine these skills as they prepare for their post-graduate journeys, all of which will require the strong communication and critical thinking skills the course teaches and reinforces. Our ultimate goal is to help our graduates feel more confident in their ability to read more challenging texts fluently and write and speak with clarity and purpose. Students can expect to write in all modes, but highlights include a college application essay and a research essay on a topic of their choice. The majority of texts students will read, analyze, and discuss in this course are nonfiction (informational and argumentative texts, research texts, editorials, etc.), but other cross-genre texts (poems, short stories, etc.) and media (movies, documentaries, etc.) will supplement most units. Fiction, however, remains incredibly valuable---particularly for its creative ability to prompt us to look at the human condition and develop our empathy---so we will commit one quarter to a novel study, reading, analyzing, discussing, and writing about Yann Martel's *Life of Pi*. Students will end the year with a capstone senior project in which they research and present a topic related to their future goals and plans. Throughout each unit, students will continue to develop their vocabulary acquisition and grammar and usage skills through a balanced approach of both direct and integrated instruction.

English 4 Honors (prerequisite courses) English 1, 2, and 3 *By recommendation only.

English 4 Honors is a year long, college-prep English course that offers a quicker pace than English 4, with writing assignments and reading expectations that help students develop and hone the necessary skills to excel in a first-year college Composition course. Students will complete three essays per semester, taking each through multiple drafts with the assistance of writing partners and their teacher, with whom regular, mandatory writing conferences are held. Essays include a college-application narrative essay that students will submit to the schools they apply to, an observation essay, combining quantitative and qualitative data students collect about their chosen topic, a college-level research essay requiring in-depth research over a topic of their choice, and a historical context/literary analysis essay for Toni Morrison's novel *Beloved* that is presented as a speech, an editorial, and a creative work of satire. First semester texts include challenging published essays and texts from prominent thinkers and writers, from Plato to Annie Dillard, that students will analyze for their rhetorical depth, incorporating these learned approaches into their own writing to strengthen their own voices for clarity and purpose. Semester two texts include Nobel Prize-winning author Toni Morrison's groundbreaking novel *Beloved*, poetry, and satirical short stories. Throughout our units, we will analyze film clips, documentaries, and television shows (*The Twilight Zone!*) to enrich our understanding of the units' themes and key ideas. Students will also study common historical, mythological, religious, and literary allusions to refine their cultural literacy. Finally, students will hone their vocabulary acquisition and grammar and usage skills through a balanced approach of both direct and integrated instruction. Students who successfully complete the course will receive additional GPA credit.

MATHEMATICS

Algebra 1A

Algebra 1A is a year-long course designed to build a strong foundation in algebraic thinking. Students will begin with a review of key Pre-Algebra concepts before moving into variables, expressions, and solving equations. They will develop skills in performing operations with polynomials and factoring them, preparing for more complex algebraic work. The course will also introduce functions and linear graphs, helping students connect algebraic ideas to visual representations. Algebra 1A is followed by Algebra 1B, where students will complete the full Algebra 1 curriculum.

Algebra 1B Support (prerequisite course) Algebra 1A

Algebra 1B Support is a year-long course where students review the main ideas of Algebra 1A and are introduced to the second half of Algebra 1. An emphasis is placed on long-term growth. Topics included are linear and quadratic equation solving, graphing lines and factoring polynomials. Algebra 1B Support is a smaller class that provides extra one-on-one support and a slower pace.

Algebra 1B (prerequisite course) Algebra 1A

Algebra 1B is a year-long course where students review the main ideas of Algebra 1A and are introduced to the second half of Algebra 1. An emphasis is placed on long-term growth.

Geometry Support (offered next 27-28) (prerequisite courses) Algebra 1A and Algebra 1B Support/
Algebra 1B or equivalent

Geometry Support is a year-long course that focuses on the following main elements:

- Angle and line relationships
- Straightedge and compass constructions
- Properties of triangles
- Pythagorean theorem
- Similarity and Scale Factor
- Transformations
- Students work individually and in groups as we learn about many Geometric definitions, objects, and principles including polygons, congruence, similarity, scale factor, transformations, and much more. We focus on finding useful applications for many of these elements, and will work to develop an intuitive understanding of Geometry. Students complete several small projects throughout the year to reinforce concepts and learning.

Geometry (prerequisite courses) Algebra 1A/1B or equivalent

Geometry is a year-long course where students will work individually and in groups to learn about many Geometric definitions, objects and principles: The primary goals include developing an innate sense for Geometric relationships in the real world, recognizing and applying different types of logic to solve problems, applying Algebraic techniques to solve Geometric problems, and building partner and small group communication and teamwork skills. The year will begin with exploring and defining the basic elements of Geometry that we will be using all year. This will be covered through a combination of lectures, group work, and projects. Once we have built our basic Geometric toolbox and vocabulary, we will cover the following topics: angle and line relationships, straightedge and compass constructions, logic & proofs, properties of triangles, Pythagorean theorem, similarity, and trigonometry. Students will also complete one Project-Based Unit (PBU) per semester. PBU's allow students the opportunity to explore the topic in more depth and at their own pace, and focus on the Properties of Polygons and Area.

Intro to Statistics (prerequisite courses) Algebra 1B (although most take this course after Geometry or Algebra 2). Open to Seniors only.

Intro to Statistics is a year-long course where students will explore how to collect, describe, and visualize data through examples, practice, and projects. We will start with single variable analysis, move to correlation of two variables, then learn the mathematics of sampling and hypothesis testing. Students will be able to choose their own topics for each project, allowing them to apply statistics in a meaningful way.

Algebra 2 or Algebra 2/Trigonometry (prerequisite courses) Algebra 1 and Geometry

Algebra 2 or Algebra 2/Trigonometry is a year long course where the primary objective of is for students to build upon students' understanding of functions, extending their knowledge from linear, quadratic, and exponential functions to include polynomial, rational, radical, and trigonometric functions. It also focuses on modeling situations using these advanced functions and solving equations.

Pre Calculus (prerequisite courses) Algebra 2 or Algebra 2/Trigonometry

Pre-Calculus is a year-long course that prepares students for the study of calculus by building a strong foundation in advanced algebra, functions, trigonometry, and analytical geometry. Students will explore polynomial, rational, exponential, logarithmic, and trigonometric functions, as well as an introduction to limits. Emphasis is placed on problem-solving, mathematical modeling, and preparing students for the rigor and thinking skills required in college-level mathematics.

SCIENCE

Physics (If enrolled in Algebra 2, Jesuit High School Physics is recommended.)

Physics is a year-long course where students will investigate the major disciplines of Physics, and how they relate to everyday life. We will explore waves, motion, forces, energy, fluids, matter, chemistry, and electricity. Throughout the year students will participate in inquiry, investigation, and experimentation. The goals are for students to become great observers, critical thinkers, and interdependent learners. This is a conceptual Physics course, focusing on the concepts and ideas of Physics. There will be some math, at an Algebra 1 level. The class includes a variety of note taking, labs, projects, tests, and daily hands-on activities, with a main goal of recognizing Physics all around us on a daily basis.

Earth Science

Earth Science is a year-long course in which students will investigate major areas of Earth and Environmental Science, how they shape society, and are related to one's life. We explore the universe, solar system, lithosphere, atmosphere, hydrosphere, environmental justice, and ecology.

Biology

Biology is a year-long course that explores the principles of life science, focusing on the structure, function, and interactions of living organisms. Students will study key biological concepts, including cell biology, genetics, evolution, ecology, microorganisms and immunity. Through hands-on laboratory experiments, interactive activities, and real-world applications, students will develop critical thinking and scientific inquiry skills.

SOCIAL SCIENCE

World History

World History is a year-long course with two overarching goals. First, this course has the goal of engaging students in learning important historical content while applying the skills of historical thinking. As students learn new historical content, these historical thinking skills help them draw connections between events of the past and our world today. Second, this course has the goal of preparing students with strategies to critically evaluate and identify reliable versus unreliable information. Starting with the formation of the Universe, this course covers key topics from early humans and societies, through global interconnections, revolutions and global conflicts, and continues right up to the world we live in today. Students will analyze history through the course's three frames: communities, networks, and production and distribution.

Civics (one semester)

Civics is a one semester course that aims to provide students with a foundation of the basic history and principles of US Civics, the types of Civics throughout the world, and the ways in which they can make a difference in our society before they're old enough to vote.

Economics (one semester)

Economics, a one-semester course, guides students through the basic principles of economics. We focus on the current and historic American economy. We will explore choices, costs, benefits, limited resources, trade, and markets. We take a holistic perspective by including society and the environment in our economic observations. Throughout the year we will participate in inquiry activities, research, discussions, and presentations.

US History

US History is a year-long course focused on a thematic study of America's past. This course helps prepare students for the next steps in education. Larger classes, high expectations for class and homework, and research are all elements of this course that will help students prepare for the future. The course focuses on American history from the early colonial days through the 21st century and the connections between past eras and our modern world.

HEALTH

Health is a year-long course designed for the needs of our students. The curriculum is social health-based. Students will have numerous opportunities to look into themselves and the world around them, make healthy, thoughtful decisions, promote productive communication, and have a greater understanding of those around them. Throughout the year, students will have the opportunity to improve both academic skills and creativity. Activities vary from reading, writing, class discussions, and multimedia projects. In the end, the goal is to give insight into the importance of thoughtful, proactive decisions for healthy outcomes.

PHYSICAL EDUCATION

PE is offered every quarter as part of Elective courses.

SECOND LANGUAGE (*American Sign Language*)

ASL 1

ASL 1 is a year-long course that focuses on introducing students to the basics of ASL, Deaf culture, and history. Emphasis is based on developing receptive and expressive skills at the ACTFL Novice-Mid Level through student-centered Comprehensive Input, a variety of instructional activities, and involvement in the Deaf community. Emphasis will be placed on expression in the target language on a regular basis in order to enhance students' linguistic abilities.

ASL 2 (prerequisite course) ASL 1

ASL 2 is a year-long course that builds upon the foundational skills acquired in ASL1. Students will further develop their receptive and expressive language skills at the ACTFL Intermediate-level, increase knowledge of Deaf culture, behaviors, norms, and ASL history. Emphasis will be placed on expression in the target language on a regular basis in order to enhance students' linguistic abilities.

FINE ARTS

Art

Art 1 is a year-long course where students build strong art skills by learning the Elements of Art: line, shape, color, value, texture, space, and form. Through hands-on projects in drawing, painting, sculpture, and digital art, mixed media, students practice using these elements to create and understand artwork. Each unit focuses on building new skills, encouraging creativity, and helping students grow as artists. This course prepares students for more advanced art classes.

Drama

Drama is a year-long course in which, through a variety of theatre games and exercises, warm-ups and just plain silly stuff, students explore the basics of drama and theatre and learn to apply the skills learned in class to everyday life. Students develop a sense of community and ensemble through game playing and cooperative projects. They also build confidence at speaking in front of an audience and making presentations. Additionally, students learn to give constructive feedback on others' projects and performances. Emphasis on non-verbal communication (including facial expression, tone of voice and body language) provides direct instruction for students with non-verbal communication deficits as part of their Learning Differences.

SENIOR SEMINAR

Senior Seminar is a year-long course in which seniors focus on College & Career Planning, Personal Management, Personal Finance and Budgeting, Problem Solving, Communication, Teamwork, Employment Foundations, and Career Development. Edison's Transitions Department summarizes its focal points as the Four Pillars, which are: Daily Living, Community Living, Education, and Employment. The goals are to strengthen bonds within the school, family, and greater community, assist students in identifying their strengths, skills and areas for growth as they relate to their post-secondary transition, develop the skills and attitudes known to help students successfully transition into early adulthood, assist students in exploring post-secondary options and creating a post-secondary plan, and increase family involvement in the transition process.

ELECTIVES (*one quarter each*)

Elective offerings vary by quarter, with at least one PE elective offered each quarter. Examples of electives offered in previous years include: Toastmasters (speech), Sophomore Seminar, Junior Seminar, Japanese Art & Anime, Special Relativity, Art Studio, Stop Motion Studio, Ultimate Frisbee, Digital Photography and Nature, Origami, Knitting/Crochet, TaeKwonDo, Fundamentals of Music, Tennis, Geography, Stretch & Strength, Art Studio, Bowling, Boat Building, Sociology, Dungeons & Dragons, Creative Writing, Mindful Art and Relaxation Techniques, Mystery!, Graphic Design, Flag Football, Swingdancing, Strategy & Logic Games, Yearbook, Rec Sports, and ASL Song Interpreting

LINGUISTICS

Students who identify as dyslexic or as experiencing reading difficulties are evaluated to determine whether they would benefit from Orton-Gillingham instruction. The Orton-Gillingham approach is a highly structured method that explicitly teaches the foundational elements of the English language. It is a multisensory, systematic, and evidence-based instructional approach designed to support learners by engaging visual, auditory, and kinesthetic pathways to reinforce language acquisition.

2.5 EDUCATIONAL SUPPORT PLAN

Edison's Educational Support Plans (ESP) exist to bring together information from a variety of sources to help provide an overview of each student's academic profile. A cover sheet is created for each student containing goals, specific learning differences, diagnoses, accommodations, and input from parents. ESP's are created in partnership with the student and their family including an advisor-led, in-person meeting in the Fall.

2.6 CANVAS AND POWERSCHOOL

Assignment Tracking: Canvas is our learning platform where teachers post all assignments, instructions, materials, and due dates for each class. Parents/guardians can create a "Canvas Parent" account by signing up as an observer, which allows you to view all of your student's coursework, upcoming due dates, and announcements without actively participating in the class.

Grading: Student progress reports are available through our grading system, PowerSchool. PowerSchool provides access to current grades and teacher comments. Parents/guardians will receive PowerSchool login credentials and can use them to view student grades by visiting the PowerSchool website or edisonhs.org and navigating to the "Parent Login" link.

2.7 ADVISORY GROUP

Advisory is a school-wide, year long program designed to encourage growth in organizational, and socio-emotional skills. Groups are composed of approximately 10 students who meet 3 times a week for organizational assistance, academic coaching, social support, and once a week for skill-building curriculum. Curriculum focus areas include; Self-esteem, Interpersonal Skills, Responsibility and Problem Solving/Goal Setting. It is designed to foster academic and social success and encourage personal growth. On a weekly basis students will review their grades and assignments in PowerSchool, as well as, email their families about their progress. Edison's Service Learning requirements are tracked and graded in the Advisory program. Advisory is a required component of the Edison High School program worth .25 credits each year, and student attendance and participation is mandatory for all scheduled advisory meetings.

Every student is assigned to an Advisory Group that serves as a consistent source of support, connection, and guidance throughout the school year. Advisory meets three times each week: for check-ins at the end of the day on Mondays and the beginning of the day on Fridays, and for a more in-depth advisory curriculum session on Tuesdays. This group builds a supportive atmosphere to work on academic and social issues. Students also focus on service learning and prepare their student-led conferences for parents, faculty, and staff during this time.

3. ATTENDANCE POLICIES

Academic success, particularly for students with learning differences, is closely linked to consistent participation and daily attendance. Edison High School places a high priority on students being present and engaged in the classroom environment, where they can fully benefit from the school's instruction and support. As such, attendance in all classes is required, and students are expected to attend school and classes regularly and on time. While the connection between students and their teachers and peers is invaluable and cannot be fully replicated during an absence, the health and safety of every individual remains our highest priority. Students who are feeling unwell should stay home, and those experiencing a fever or vomiting should remain at home for at least 24 hours. It is the student's responsibility to make up any work missed during their absence.

3.1 ABSENCES & CHRONIC ABSENTEEISM

The student is responsible for having a parent or guardian notify the office of their absence. They can call (503.297.2336) or email (attendance@edisonhs.org). Please clearly state your student's full name, date, and reason for the absence. Please notify us prior to the start of the school day of the absence. Advanced notice is always encouraged.

Students who exhibit chronic absenteeism may face academic consequences, including a shift to Pass/No Pass grading at 20 absences in a semester and possible withdrawal from the course at 25 absences in a semester. If a student reaches 10 absences in a quarter-based elective class, the course will be converted to Pass/No Pass grading, and possible withdrawal from the course at 12 absences in a quarter. Final decisions regarding attendance policies and related concerns will be made at the discretion of the administration.

3.2 APPOINTMENTS/LEAVING CAMPUS

Students should avoid appointments during school hours. In the rare instance that an appointment is made, the office must be notified no later than the start of the school day. Appointments taking a full day are treated as an absence. No students should leave campus without checking out with the front desk. Upon returning, the student must check back in with the front desk with a note from the provider so the office knows the exact length of the appointment.

3.3 PRE-ARRANGED AND EXTENDED ABSENCES

For all pre-arranged absences, it is the student's responsibility to notify each teacher as soon as possible, but at least a day in advance and make arrangements to complete homework, assignments, etc. that will be missed during their absence.

Extended absence: Families should avoid scheduling vacations during school days. If a student is going to be absent for more than two consecutive days, the student must turn in an Extended Absence Form at least three days in advance of the absence. The student is to notify each teacher as part of completing the Extended Absence Form. The student is responsible for making up any missed assignments, tests, etc.

3.4 TARDIES

Tardiness is disruptive to the educational process, the individual, and the class. Students are expected to be on time to all classes. Students arriving tardy to school or any given class period must report to the front desk at either Main or Satellite Campus immediately upon their arrival to receive a written pass from the front desk staff.

- Students arriving late but within the first 25 minutes of the school day are considered present, but tardy.
- Students arriving after the first 25 minutes of any given class period will be marked as absent.
- Edison administrators will communicate with families proactively if a student is chronically tardy or chronically absent.
- Students are permitted up to three unexcused tardies per quarter as a grace allowance. Upon receiving a fourth unexcused tardy, or any additional unexcused tardies thereafter, a progressive system of behavioral support and/or disciplinary responses will be implemented. These responses may include, but are not limited to: detention, loss of privileges, assignment of school/community service, the development of a behavior intervention plan focused on attendance and punctuality, and/or a student-family conference. Support and consequences will

progress with each additional unexcused tardy beyond the grace allowance of 3 per quarter.

- If there is a consistent pattern of tardies, a student's family will be notified, and a family meeting may be scheduled to address the tardy issue.
- If a student will be arriving late to school or leaving early due to a medical appointment, a parent/guardian phone call or email is required.
- Tardies are assessed and handled by the Dean of Students.

3.5 EIGHTH (8TH) PERIOD

Eighth period/flex is an opportunity for students to complete missing assignments, get ahead on assignments and projects, and provide a quiet place to study. During Eighth period/flex students will sit with their teacher to get assistance along with other students in need. Eighth period/flex is assigned to a student depending on teachers' discretion, a parent/guardian request, or self-initiated by the student. If a student earns a "D" or "F" in any week of the quarter, they will have a mandatory 8th period the following week. Eighth period is held from 2:55-3:45 Monday, Tuesday, Wednesday and from 9:50-10:20 on Thursday (FLEX). Students are expected to be on-time and on-task. Attendance is taken daily. Students participate in 8th period for the week if:

- The student voluntarily chooses to attend.
- The parent/guardian requests the student to attend.
- The student receives a D or F at the end of any week.

3.6 BIG GROUP

Big Group is Edison High School's all-school assembly, held Friday mornings right after advisory. It's an important opportunity for the entire school community to come together to hear exciting student updates, important announcements, and take part in school-wide activities. Attendance is required for all students unless attending mass at Jesuit.

4. SERVICE LEARNING

4.1 SERVICE LEARNING REQUIREMENTS

Service Learning is a great way for young adults to give back to the community, to gain experience, and to grow in understanding and empathy. Service Learning provides high school students with a valuable understanding of real-world issues while gaining job experience, social skills, and self-discipline which will serve them in their post-secondary years and beyond. It is an important part of our youth culture, and it provides the opportunity for gaining many of the traits we want to encourage and foster in the students of Edison High School. We want service learning here at Edison to be a vehicle for our students to develop as citizens who can use good problem-solving skills, experience a sense of social responsibility, who recognize that young adults can make a difference in their communities, and who learn how their actions affect others.

- Hours are due at the end of 3rd quarter, and students must complete a reflection, in project or paper format, on their activities due at the beginning of 4th quarter. Students should see their advisors for format and requirements.
- Parents and guardians should email the number of hours completed, the organizations and activities students participate into their advisory teachers.

By the end of 3rd quarter each year students are required to complete a certain number of Service Learning hours in order to stay on track for graduation.

- Freshmen need to complete at least 15 hours.
- By the end of sophomore year, students need to have completed 35 hours.
- By the end of junior year students need to have completed 55 hours.
- Seniors need 75 or more hours to graduate.
- Link Crew – 6 hours.
- Edison Breakfast – 2 hours.
- Edison Auction – 4 hours.
- All remaining hours must be served through community service organizations.
- Service Learning is worth part of the Advisory grade.
- Students may also choose to complete service learning during their summer vacation.
- We want students to self-select their service learning experience. There are many opportunities throughout the Portland metro area and opportunities are sometimes listed in the Edison newsletter and there is a large list on our website under Student Life/Service Learning. Families are encouraged to assist their students or join with them for their service learning projects. handsonportland.org is an excellent resource for ideas.
- Students are required to have an adult family member email a list of their activities and hours to their advisory teacher by the end of 3rd quarter.
- Students are also required to submit a paper or a project reflecting on and describing their experience(s). A handout explaining this reflection is available from advisory teachers. The reflection is due to each student's advisory teacher the second week of 4th quarter.
- If you have questions or concerns, please feel free to email our service learning director, Kassie Halpin at: khalpin@edisonhs.org

5. SAFE SCHOOL AND STUDENT BEHAVIOR POLICIES

5.1 STUDENT CODE OF CONDUCT

To promote a safe and effective learning environment, all Edison students are responsible for meeting the following expectations of student conduct. *Being enrolled as a student of Edison High School, I acknowledge that I understand and agree to follow the expectations of Edison's student code of conduct as a member of the EHS school community.*

1. Community

I will treat all Edison and Jesuit community members with kindness and respect at all times.

2. Appropriate Language and Behavior

I will be respectful in what I say and do. I will avoid profanity, insults, slurs, inappropriate gestures, or offensive content (in person or online).

3. Safety

I will not participate in bullying, harassment, fighting, threats, or any behavior that compromises the safety of the school environment. I will not bring any weapons, or items that look like and/or could be used as weapons, to school.

4. Banned Substances

I will not use banned substances or vape devices on campus, including but not limited to nicotine, marijuana, or alcohol. I will not arrive at school under the influence of a banned substance.

5. Property

I will treat all school facilities, equipment, and materials with care and respect, and will report any damage immediately to a faculty or staff member.

6. Punctuality, Preparedness, and Engagement

I will arrive on time to each class with the required materials and a mindset ready to learn. I will be attentive and participate constructively in class. I will not disrupt the learning of others.

7. Cell Phone Policy

I will keep my cell phone off and away in my backpack for the entire school day, and will not have my cell phone in any of my clothing or pockets during the school day. If I need to use my phone to contact my family, I understand that I must first ask for and receive permission from a teacher or staff member.

8. School Issued iPad

I will use my school issued iPad only for school-related purposes and will adhere to the school's internet usage policy.

9. Academic Integrity

I will complete all assignments honestly. I will avoid cheating, plagiarism, and understand that the use of AI without teacher permission is also considered plagiarism.

10. Ownership of Choices and Behavior

I will accept responsibility for my words and actions. I understand that my choices and my behaviors have consequences, both positive and negative. I understand that all students, including myself, must follow all school policies and that failure to do so may result in various disciplinary responses as outlined in the student handbook.

Edison High School's Student Code of Conduct and all behavior and discipline policies are in effect for all students at all times on campus, during school-sponsored events such as field trips, and any school related activity. The school recognizes that some incidents occurring off campus can substantially impact the safety and climate of the school. In these situations, Edison High School may respond with appropriate interventions and disciplinary measures based upon how an incident impacts the school environment.

5.2 PROHIBITED CONDUCT AND SCHOOL DISCIPLINARY PROCESSES

Edison High School is committed to providing a safe, respectful, and inclusive learning environment where every member of the school community is treated with dignity and respect. Students are expected to conduct themselves in a manner that reflects the school's mission and values, contributes to a positive learning environment, and supports the well-being of others.

The behaviors outlined below are prohibited at school, during school-sponsored activities, while using school technology, and, when appropriate, off campus or online if the conduct substantially impacts the school community. Depending on the nature and severity of the behavior, violations may result in restorative interventions, disciplinary action, suspension, expulsion, and/or referral to law enforcement.

Discrimination, Harassment, and Retaliation

Edison High School prohibits discrimination, harassment, and retaliation based on any protected characteristic, including race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity, disability, or any other status protected by law.

Harassment includes verbal, physical, written, visual, or electronic conduct that creates an intimidating, hostile, or offensive educational environment or interferes with a student's ability to participate in school.

Examples include, but are not limited to:

- Offensive jokes, slurs, or derogatory comments.
- Displaying discriminatory or offensive images or messages.
- Harassing communications through text messages, email, social media, or other electronic platforms.

Sexual Misconduct

Edison High School prohibits all forms of sexual misconduct, including sexual harassment, sexual assault, non-consensual sexual contact, sexual exploitation, and other unwelcome conduct of a sexual nature.

Consent must be voluntary, informed, and clearly communicated. Consent may be withdrawn at any time and cannot be given by someone who is incapacitated, unconscious, or coerced through pressure, threats, or force.

Examples of prohibited conduct include:

- Unwanted sexual comments, jokes, or gestures.
- Unwelcome physical contact.
- Pressuring another person for sexual activity.
- Sharing or distributing intimate images without consent.
- Recording or viewing another person in private without permission.

Notification re Edison High School Student-to-Student Sexual Harassment Process

Edison's Sexual Harassment Complaint Process: Edison strives to maintain an educational environment that is safe and respectful for all students. Edison takes reports of sexual harassment seriously and will investigate them (as appropriate under the facts and circumstances reported).

Under Oregon law, sexual harassment between students is defined to include the following types of conduct that occur within school-sponsored program or activity or that create the hostile educational environment described below:

- A demand or request for sexual favors in exchange for benefits;
- Unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with a student's educational program or activity or that creates an intimidating, offensive or hostile educational environment; and
- Assault when sexual contact occurs without consent

To the extent that Edison receives a complaint of conduct that meets the definition of sexual harassment under Oregon law, Edison will provide a process that is compliant with state law and school policy. If Edison receives a complaint of sexual harassment or otherwise has reason to believe that sexual harassment may have occurred, it will take steps to ensure that the matter is appropriately investigated and addressed by the principal, and/or their designee. These steps can include enacting disciplinary measures for violations of Edison's behavioral policies.

Students are expected to cooperate fully and honestly in an investigation conducted by the school. Edison does not permit attorneys or other third parties (who are not parents) to attend student interviews. Edison will maintain confidentiality of complaints and information provided to the extent possible without compromising the school's obligation to investigate fully and take appropriate responsive action, including to comply with any applicable laws. Edison cannot guarantee total confidentiality to anyone involved in an investigation.

Consistent with school policy, the other student and parent/guardian will be afforded an opportunity to provide information and respond to any specific allegations before any disciplinary decision is made. If a student initiates a complaint, that student/parents will be notified when the investigation is initiated and when it is concluded. Further, they will be told whether a violation of Edison policy was found to have occurred, to the extent appropriate and allowable under student privacy and confidentiality obligations.

Interim Measures: Without making any determination on the merits, the school may implement appropriate interim measures during the pendency of an investigation to support student safety and wellbeing and to preserve the integrity of any review, which may include adjustments to seating, supervision, schedules, participation, or communication expectations. We will tailor any measures to be as non-punitive as practicable and will review them as new information becomes available.

Prohibition on Retaliation: Retaliation against any person who reports a concern or participates in a school review is strictly prohibited. The initiation of a complaint, and the participation in an investigation, in good faith about behavior that may constitute sexual harassment under Oregon law/Edison's policy will not adversely affect the educational assignments or educational environment of the student. Please promptly report any perceived retaliation to my office.

Student Amnesty: Students who report information about possible prohibited conduct and students who participate in an investigation under a policy adopted as provided by this section will not be disciplined for violations of school 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.

Additional Remedies: Civil and criminal remedies that are not provided by the school may be available to students/parents through the legal system, and those remedies may be subject to statutes of limitation.

Internal and External Resources: Counseling services are available to students at Edison, including group counseling and individual counseling. Edison students also have access to peer helpers and faculty advisors for additional support. More information about these supports is available here: <https://edisonhs.org/academics/student-support>. There are also community based resources external to the school, including [Safe Oregon](#), that students can access.

Bullying, Intimidation, and Hazing

Bullying, intimidation, cyberbullying, hazing, and related behaviors are prohibited. These behaviors include repeated actions intended to harm, humiliate, intimidate, isolate, or control another person, particularly when there is an imbalance of power.

Examples include:

- Threats or intimidation.
- Physical aggression.
- Social exclusion.
- Spreading rumors.
- Online harassment.
- Damage to personal property.

Violence, Threats, and Dangerous Objects

Acts of violence, fighting, threats of violence, or behavior that places others at risk are prohibited.

Students may not possess weapons, dangerous objects, or look-alike weapons on school property or at school-sponsored events unless specifically authorized by school administration.

Alcohol, Drugs, Tobacco, and Other Controlled Substances

Students may not possess, use, distribute, sell, or be under the influence of any banned substances including alcohol, marijuana, nicotine, tobacco, vaping products, illegal drugs, drug paraphernalia, or the misuse of prescription medications while at school, on campus, near campus, in campus parking lots, in cars on campus, at any businesses near campus, or during any school-sponsored activities. Attendance at

off-campus events involving illegal or underage substance use may also result in school disciplinary action when the conduct affects the school community.

In the case of suspected use, possession or distribution of any banned substance, the student may be suspended until the incident(s) can be reviewed, and a determination made regarding appropriate disciplinary action. Disciplinary actions include but are not limited to: informing parent/guardian, suspension, urinalysis assessment, adherence to a treatment plan, and/or expulsion. We require parent/guardian and student support to maintain a safe and substance-free school. Depending on the level and nature of the infraction, law enforcement may need to be notified.

Dishonesty and Misrepresentation

Students are expected to act honestly in all interactions with school staff and peers. Lying, forgery, falsifying records, impersonation, or intentionally providing false information may result in disciplinary action.

Disrespectful or Inappropriate Conduct

Students are expected to treat others with courtesy and respect. Disrespectful, abusive, vulgar, obscene, or discriminatory language, gestures, images, or online conduct directed toward students, staff, or community members is prohibited. This includes creating, altering, or distributing images, videos, or AI-generated content depicting another person without permission.

Disruption of the Learning Environment

Students may not engage in behavior that disrupts instruction, school activities, or the safe operation of the school. This includes repeated classroom disruptions, misuse of objects, or behaviors that interfere with the learning of others.

Inappropriate Use of Technology and Social Media

Students are expected to use technology responsibly. Online behavior that targets members of the school community, promotes illegal or dangerous behavior, violates another person's privacy, or otherwise disrupts the educational environment may result in school disciplinary action.

Theft, Vandalism, and Property Damage

Theft, attempted theft, vandalism, misuse, or intentional damage to school or personal property is prohibited. Students and families may be financially responsible for repairing or replacing damaged property.

Student Property Search

Edison High School personnel may conduct searches of students, and their personal belongings or lockers, if there is a reasonable suspicion that a student possesses an illegal/banned substance, related paraphernalia, or a weapon at school or on school grounds or at a school-sponsored activity (whether on or off school property), or if there is a reasonable suspicion that there has been a violation of law or a school rule and the search may produce evidence of that violation.

Searches should be done in a manner that preserves the dignity and privacy of students whenever possible. Two staff members should be present during a search unless the search is urgent and only one staff member is available. The search may include backpacks, purses, lockers, vehicles, or any assigned storage areas. As a part of this process, students will also be asked to empty out the pockets of their clothing and/or any outerwear they may be wearing or have with them. They may also be asked to remove their hat, shoes or socks. At no point during this process will school personnel conduct physical pat-downs or make physical contact with students.

School personnel may seize any illegal or unauthorized items discovered in the search, and give it to proper legal authorities or otherwise confiscate or dispose of the items, as appropriate. In the case of suspected illegal substances, if a student refuses a search or refuses to empty out their pockets or outerwear, the student will have to submit a urinalysis drug screening panel before returning to school.

All storage spaces provided by the school are considered school property and remain under school control at all times. These areas can be checked at any time to ensure they are being used appropriately and safely.

A standard student property search will generally follow the steps outlined below, in the order listed whenever feasible:

1. School personnel establish reasonable suspicion to initiate a search of the student's person or property.
2. School personnel will reasonably attempt to notify the student's parent or guardian before conducting a search.
3. School personnel request the student's consent to conduct the search. If consent is obtained, school personnel conduct the search and promptly notify the student's parent or guardian of the outcome.

Technology and Device Searches

Edison High School reserves the right to review school-issued or school-owned technology and internet usage at any time, including devices, software, and browsing history, without prior notice or consent. For personally owned devices such as phones, tablets, or laptops, school officials may conduct a search only when there is reasonable suspicion that the device contains evidence of a violation of law, school policy, or rules.

Definition of Reasonable Suspicion

Reasonable suspicion is a standard of proof based on specific facts that can be clearly described, along with the logical conclusions that can be drawn from those facts. Examples of reasonable suspicion may include, but are not limited to: eyewitness accounts by school personnel; information from a source considered reliable; the recognizable odor of alcohol, tobacco, or marijuana; documented text, social media, or other internet correspondence; documented internet search history; work produced by the student that represents a concern; other unusual behavior; or other sources of information deemed credible.

Prohibited items

The following items are prohibited on school grounds and at school functions:

- (a) Dangerous or deadly weapons or explosives;
- (b) Intoxicants and drugs, including but not limited to alcohol, marijuana, and nicotine (except medicines prescribed for the student, which shall be in the labeled container, and non-prescription medications);
- (c) Paraphernalia used in the transporting, sale, or use of illegal drugs, including but not limited to vaping devices, syringes, and flasks;
- (d) Stolen property;
- (e) Materials or devices which endanger the physical safety or persons or property;
- (f) Gang member property with identifying markings or paraphernalia;
- (g) Materials, devices, property with identifying markings or paraphernalia which are patently racially, religiously or sexually offensive, including those associated with clubs, sects, or groups avowing or practicing discrimination against persons on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation; and
- (h) Other items or materials prohibited by school rules.

Disciplinary Approach and Responses

Edison High School encourages and expects all students to prioritize safety and to make responsible, healthy decisions regarding their behavior. In instances where students do not meet behavior expectations, interventions and/or disciplinary responses will be implemented that emphasize supportive learning opportunities in place of punitive measures. A central part of the high school experience is for children to have the opportunity to grow into responsible adults. We place a strong value on this personal growth, and we recognize that part of this process of growth involves making mistakes and taking responsibility for the consequences. We strive to make such incidents positive learning experiences for our students.

Disciplinary Responses

Disciplinary responses are determined on a case by case basis and may progressively increase based upon the specific behavior concern and context within which the behavior occurs. Disciplinary responses may include but are not limited to: warnings, facilitated conversations, written/verbal reflections and apologies, loss of privileges, detention, school administration and family conference, no contact agreements, school and/or community service projects, signing safety plans and behavioral expectation contracts, (ISS) in school suspensions, (OSS) out of school suspensions, and alternative educational placements (expulsions). Each of these disciplinary responses may also be followed by or completed in conjunction with an additional repair and accountability procedure that may include but is not limited to a formal mediation process, completion of a related educational experience, and/or a restorative justice process.

Collaboration and Partnership with Families

We are committed to partnering with parents, guardians, and the school community to ensure safe, supportive environments where every student can succeed. Students, families, and staff share responsibility for maintaining safety and meeting expectations. Families contribute by sharing cultural insights, supporting learning, modeling respect, encouraging attendance, and collaborating with teachers to monitor progress. Strong family-school partnerships are essential to quality education and student

success. Additionally, school administrators work closely with families to clearly communicate behavioral policies and, whenever possible, collaborate on appropriate consequences.

Restorative Practices

Edison High School's approach to student behavior incorporates restorative practices whenever appropriate. These practices are designed to teach skills, strengthen relationships, keep students engaged in their education, and foster a positive, connected school community.

Restorative practices focus on building strong relationships and repairing harm when conflicts occur. Through open and respectful dialogue, those involved work together to understand what happened, recognize the impact on others, and identify steps to repair the harm and move forward. As an integral part of Edison's school culture, restorative practices help create a safe, supportive environment where students develop social-emotional skills, take accountability for their actions, and build meaningful connections with others.

Violations of Law or School Policy

Students are expected to comply with all applicable laws and school policies. Conduct that violates local, state, or federal law, or any Edison High School policy, may result in school disciplinary action in addition to any legal consequences.

Edison High School is committed to addressing student misconduct through restorative practices whenever appropriate. Students will be encouraged to take responsibility for their actions, repair harm, rebuild relationships, and develop the skills necessary to make positive choices. However, when student behavior jeopardizes the safety, well-being, or educational experience of others, the school may impose disciplinary consequences, including suspension, expulsion, or referral to law enforcement, as warranted by the circumstances. Edison administration will furnish law enforcement with directory information such as parent and student contact information, addresses, and ages of students when requested to do so.

6. GENERAL POLICIES

6.1 ACADEMIC INTEGRITY, PLAGIARISM, AND AI

Academic integrity is a core expectation at Edison High School. Plagiarism, cheating, and other forms of academic dishonesty are serious violations and will not be tolerated. Depending on the nature and severity of the offense, consequences may include redoing an assignment, receiving a failing grade on an assignment, parent/guardian notification, a meeting with administration, academic probation, suspension, or failure of the course.

Plagiarism is presenting another person's ideas, research, writing, or other work as your own. It is a form of intellectual theft and violates the trust that is essential to an academic community. Examples of plagiarism include, but are not limited to:

- Copying and pasting information from a website, book, article, or other source without proper citation.
- Copying someone else's work and changing only a few words, sentence structure, or synonyms while presenting it as your own.
- Copying, sharing, or submitting another student's work, in whole or in part, as your own, even if you have that student's permission.
- Submitting work created by a family member, tutor, or any other individual as your own.
- Using AI-generated text, images, code, or other content as your own without your teacher's permission and proper attribution.
- Failing to properly quote or cite the words or ideas of another person.
- Reusing your own work from a previous class or assignment without your teacher's permission (self-plagiarism).

Students are expected to complete and submit work that reflects their own learning and understanding unless collaboration or other assistance has been explicitly authorized by the teacher.

Generative Artificial Intelligence (GAI) is "a type of artificial intelligence that can learn from and mimic large amounts of data to create content such as text, images, music, videos, code, and more, based on inputs or prompts" (Harvard University Information Technology). GAI may only be used with explicit teacher permission and in accordance with all teacher expectations. Unauthorized use of AI is a violation of the academic integrity policy. Students may not use AI to complete graded assignments, quizzes, tests, or other graded coursework unless their teacher has explicitly authorized its use. When AI is permitted, students must follow all teacher expectations, including proper attribution, citation, and any additional guidelines regarding how AI may be used. **Any AI-generated work submitted as a student's original work without teacher authorization, proper attribution, and citation will be considered plagiarism.**

Protecting student privacy is also essential. When using AI tools, students must never share personally identifiable information (PII), including names, student identification numbers, addresses, phone numbers, images, academic or behavioral records, health information, or other personal information about themselves or others. If you are unsure whether information is appropriate to enter into an AI tool, consult your teacher or an administrator before proceeding.

School Priorities Regarding Artificial Intelligence (AI)

1. Teach students to leverage AI as a meaningful accommodation in addition to other instruction to support their success as neurodiverse learners
2. Continued evaluation and revision of our Academic Integrity policy as new needs and information surface.
3. Continued adaptation of best classroom practices to help students recognize the value of their own voice and creation in balance with technologically generated material.
4. Explore and evaluate various AI tools to determine which tools best serve our community and our students. Considerations are made for data protection, student privacy, ethical use, equity of

access, the promotion of student learning & the holistic development of our young people in high school and to prepare them for post-secondary pursuits.

5. Continued professional training of our faculty and staff to stay current with best classroom practices and ways to utilize AI to support the work and mission of the school.
6. Consultation with stakeholders - board of trustees, institutional leadership, faculty/staff, students, parents and industry leaders.

Professional Practice: Curriculum Design & Instructional Prep

- Educators are encouraged to actively explore and utilize Generative AI (GAI) tools. This includes curriculum design and instructional support tools.
- Educators can use GAI to **DRAFT** unit plans, design curriculum, create presentation slides, worksheets, student materials, rubrics & assessments. ***The expectation is these are only drafts and the content will be thoroughly vetted and checked for accuracy. These products should be viewed and used as tools to support an intentional curriculum plan that is being designed by a trained educator with content expertise.*** AI should **NOT** be creating and providing the direction of the curriculum. This is a slippery slope and educators should approach any use of GAI as education experts and with a specific purpose in mind. Appropriate content, formatting/grammar revisions and edits should be made to any GAI produced materials.

Professional Practice: Instruction & Student Use

- Under no circumstances should any personally identifiable information (PII) be put into any GAI engine by students, faculty, or staff at any time. We cannot, nor can the creators of GAI engines, guarantee compliance with privacy regulations and laws such as Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), the Children's Online Privacy and Protection Act (COPPA), System and Organization Controls 2 (SOC 2), General Data Protection Regulation (GDPR), and relevant state student data privacy laws.

Examples of Personally identifiable information (PII) that must not be input into AI tools include:

- Full names of students or parents.
- Student academic or behavioral records.
- Health information.
- Student IDs or images.
- Addresses, phone numbers, or other contact information.
- Any other information covered under FERPA, COPPA, or Oregon privacy laws.
- Educators can actively teach students to use various GAI tools. The emphasis should be on teaching students to be ethical users of GAI tools as well as highlighting the strengths and limitations of particular GAI tools.
- Educators ***must have conversations with their classes prior to utilizing GAI tools to provide context and frame appropriate use for young people.*** These conversations should include

emphasis on the learning process, the value of human creation, critical thinking, ethical discernment and the development of student voice. Our students need to know their creations, thinking, discernment, decisions and voice are the most important and most valuable things we are developing for their futures. GAI can support student acquisition of knowledge, organizational skills, challenge student ideas and thinking and assist in the production of materials.

- Educators should be focused on helping students develop digital literacy skills. Students should be aware that GAI has limitations and is often inaccurate. Students should be taught appropriate ways to prompt GAI to achieve desired results and to fact check any information they are uncertain of.
- Students should **NOT** use GAI to produce work and claim it as their own without proper attribution. This is dishonest and a violation of Academic Integrity.
- Educators can use GAI as support tutors for students to assist in individualizing and differentiating instruction and challenging student thinking. Educators will take care to intentionally use GAI to augment their instruction in ways that are consistent with sound instruction and Edison best practices of supporting each individual learner.
- In cases of idea generation and when explicitly instructed, students may use GAI for very specific brainstorming or “thinking partner” activities. All thesis construction and analysis should be of the student’s original thought. All initial and consecutive drafts of writing assignments should be written exclusively by students.
- When explicitly instructed students may use an AI tool for slide design, but not content.

6.2 INTERNET USAGE GUIDELINES

Internet access is a part of the Edison High School Network. All use must be consistent with learning and teaching. The student agrees to use the network for educational purposes only and to avoid accessing or distributing inappropriate material, including obscene, profane, offensive or inflammatory language or materials. Using the network for commercial purposes, advertising, personal gain or political campaigning is prohibited. Visiting social networking or gaming websites (Instagram, Snapchat...) or instant messaging without permission will result in loss of network privileges.

Student users agree to refrain from bullying or defaming any Edison High School student or staff member via the internet. Hostile, malicious or inflammatory emails, blogs, web pages, message boards or other internet forms of communication directed at or sent to students or staff will be considered harassment and may be directed to the proper authorities for further investigation and/or discipline.

The student agrees not to give their address or phone number to anyone contacted via the network which would include any and all use of a school issued iPad without written parental permission to do so. The student also agrees to take responsibility for their actions and words. Impersonations, pseudonyms, photographs and anonymity are not acceptable on an educational network. Students represent this school. Nothing that uses Edison’s name and account should be posted to any bulletin boards, news groups, or other public message place, especially if the message contains profanity, obscenity, or inflammatory material.

Student users agree not to upload or download any programs onto school devices. Any deliberate attempt by a student to gain unauthorized entry into systems, or to vandalize or destroy hardware and software or data files is considered criminal activity under state and federal laws, and the student will be subject to prosecution. Network activity will be monitored and logged. This includes all internet activity.

6.3 CELL PHONE POLICY

Edison is a phone-free school. This means that phones must be turned off and put away in backpacks for the duration of the school day.

6.4 EARBUDS AND HEADPHONES

Students are expected to begin class without wearing earbuds or headphones. Use of one earbud or headphone may be permitted during independent work at the discretion of the teacher; however, one ear must remain free at all times. Outside of class, students may also use one earbud or headphone, provided one ear remains uncovered. Students may only listen to music from their school-issued iPad; the use of personal devices for music is not permitted. The use of noise-canceling headphones is only allowed with an approved accommodation.

6.5 WEARABLE DEVICES AND PERSONAL GAMING UNITS

Wearable devices such as smartwatches will need to be put into school mode. Students who do not follow these expectations will lose the privilege of wearing their device at school. Portable gaming units are NOT allowed at school.

6.6 VALUABLES AT SCHOOL

Although Edison strives to be a safe and honest environment, we are not responsible for lost or stolen valuables. Items such as purses, wallets, cash, calculators, iPads, phones, etc. should not be left unattended. Always carry valuables with you or put them in your locker. To be on the safe side, valuables are best left at home.

6.7 DRESS CODE

The primary focus of the Edison High School dress code is to ensure students are ready to engage in their learning environment. In addition, our intent is to help prepare students for various work environments, and to instill an understanding of the expectations of practical work attire in different contexts. The dress code is in effect on all school days. Unmet expectations of the dress code will result in disciplinary action and/or being required to arrange a change of clothes. Repeated issues will result in increased disciplinary consequences. The Edison High School administration appreciates and invites the partnership of families to help students understand and adhere to the dress code. Edison administration will be the final judge of all student dress code questions.

General Guidelines

- Clothing and personal grooming must be neat and clean.
- Clothing should be free of holes or rips.
- Clothing must be free of inappropriate or suggestive messages including, but not limited to messages relating to violence, drugs, alcohol, or racism.
- Clothing must always fully cover the body front and back.

Students May NOT Wear Clothing That Contains the Following:

- Images or language depicting drugs, alcohol, or any illegal item or activity or the use of the same.

- Hate speech, profanity, pornography.
- Violent or offensive images and/or language that create a hostile or intimidating environment based on any protected class (race, sex, gender, national origin, age, disability, etc.).

Shirts/Tops: Shirts and tops must have shoulder fabric that is at least 2 inches wide. Spaghetti straps and athletic tank tops are not allowed. Shirts and tops cannot be see-through.

Pants/Shorts: Students may wear standard denim pants, corduroys, dress slacks, cargo pants, and khakis. Shorts can be three inches above the knee. Pants and shorts cannot have holes/rips, sag below the waist or be see-through. No sweatpants, pajama pants, leggings, yoga pants, athletic shorts, or sweat shorts are permitted.

Skirts/Dresses: Skirts and dresses can be three inches above the knee. Dresses must have shoulder fabric (straps) that are at least 2 inches wide.

Hair: Students are to keep their hair clean and well-maintained. If students choose to dye their hair, it must be of a natural hair color (this includes streaks or patches). Students may not carve designs or initials into their hair. The administration may grant exceptions for religious, cultural, or health reasons. If in doubt, contact the Dean of Students.

Hats/Accessories: Hats are allowed at Edison if they do not interfere with the learning environment. Hats may not be worn at Jesuit and should be removed when on their campus. Students may be asked to remove hoods during class. Ear and nose piercings are allowed. gauges and other body piercings are not allowed. Dog collar type jewelry, studded wristbands, other studded accessories, wallet chains, belts with chains or ropes are not permitted. Students may not wear sunglasses in school buildings.

Shoes: All shoes (other than exceptions noted) must either cover the toe and heel or have heel and toe straps that are properly used. Backless tennis shoes and backless sole shoes (Birkenstocks, Crocs, and similar) are permitted. Slippers, flip flops, athletic slides, or other backless shoes are not permitted.

JESUIT'S DRESS CODE

When on Jesuit High School's campus, including during classes, lunch, breaks, assemblies, events, or any other activities, Edison students must follow all Jesuit dress code and campus policies. Some items permitted at Edison, such as hats and nose piercings, are not permitted on Jesuit's campus. Students who violate Jesuit's dress code may receive disciplinary consequences from Jesuit and/or Edison, including detention, being required to change attire, or being referred to the Jesuit office. Repeated violations will result in increased disciplinary consequences and may lead to the loss of related privileges. The Edison High School dress code should not be viewed or treated as an exhaustive list. The Edison administration is the final judge of all dress code related questions or concerns.

6.8 FOOD, DRINK, GUM

Edison: Students are permitted to have food and drinks throughout our campus. Classroom teachers may establish classroom-specific expectations regarding food and drink based on the needs of their students and the nature of the lesson. Students may drink water in any classroom at any time during the day. Gum is only permitted on Edison campus.

Jesuit: Food and drink are only permitted in the Gedrose Student Center, Hollman Family Student Union, Hayes Plaza, and the pavers between Elorriaga and Gedrose. Food and drink are not allowed inside school buildings or on the Alumni Quad, with the exception of water. Gum is not permitted at any time on campus.

6.9 STUDENT PARKING AND DRIVING REGULATIONS

Eligibility

- Students parking on campus must register their cars.
- To be eligible for a permit to park on campus, a student must be a junior or senior and have a valid driving license.
- Only one parking pass will be issued per student.
- Students are expected to know and obey the parking regulations.
- Parking permits are non-transferable.
- Students may register no more than two vehicles.
- Parking permits must be returned at the end of the year. A \$25 fee will be applied for missing or damaged permits.

Reserved Spaces

- Parking spaces will be assigned in the Valley Plaza lot.
- Student spaces are reserved for the entire school day.
- Staff and visitor spaces are NEVER open-parking.

Parking Enforcement

- Since spaces are assigned, unauthorized vehicles parked in assigned spaces must be moved immediately. The school will attempt to notify the owner of the vehicle but if that fails, the vehicle may be towed so the authorized vehicle may use their assigned spot. Offenders pay the cost of the towing.
- If the unauthorized vehicle is a student's, that student will receive disciplinary consequences.
- Students who find their spot taken should inform a campus monitor and ask for directions on where to park.
- The school is not responsible for vandalism, accidents, or theft in the parking lots. Students park at their own risk.

Parking Lot Regulations - The following campus parking regulations will be strictly enforced.

- Reckless driving and/or speeding (more than 10 mph) are not tolerated. Driving violations result in disciplinary consequences and possible suspension or revocation of parking privileges.
- A parking permit is required for a student to park on campus during school hours. The permit must be displayed on the vehicle's rear view mirror. If the permit is not visible, a detention will be issued.
- Student vehicles illegally parked or without a proper permit should expect to receive a detention. On the third offense the permit may be revoked for a period of not less than one month. Any future parking or permit violations may result in the permanent loss of parking privileges.
- A student who parks on campus while their permit is revoked will be subject to the permanent loss of parking privileges.
- Freshman and sophomore students who drive to school are never allowed to park on campus and must park on SW Jamieson Road or the surrounding side streets.
- Any freshman or sophomore who parks on campus during the school day is subject to a detention, restriction or loss of future parking privileges, and possible towing.
- Phone calls from reliable sources complaining about student driving in parking lots or leaving the lots will be directed to the Dean of Students. At each call, the parent of the student will be notified, and based on the nature of the offense or the frequency of complaints, an appropriate consequence will be assigned.

- In order to protect students and their possessions, there is no loitering in the parking lot.
- Parking in prohibited or restricted areas may be allowed only at the discretion of campus monitors on a daily basis.
- At its discretion, at any time, the school may tow any vehicle that impairs public safety, is parked in a non-parking area, or whose driver has refused to follow school policies. Cost of the vehicle retrieval will be the responsibility of the vehicle's owner.

6.10 CAMPUS PARAMETERS

Edison and Jesuit High School enforce a closed campus policy for the entire school day. Students are expected to remain on campus from arrival until dismissal unless signed out with prior administrative approval. The only exception is for seniors with off-campus lunch privileges. Campus only includes the Edison satellite building, the walkway behind Superplay by the baseball field and batting cages, Edison's main campus, and Jesuit's campus. Once a student is dropped off, they must remain on campus and may not leave to visit nearby businesses such as Starbucks. While students may be dropped off at such locations before arriving, they are not permitted to leave campus once they have entered. The Satellite Campus is defined as the suite containing Edison classrooms, the adjacent courtyard, and the two nearest restrooms. Students may not linger in the hallways, lobby, or other areas outside the designated school spaces.

Seniors with off-campus privileges (parent/guardian permission form on file) may leave campus during lunch. No other students may leave campus during the school day. Authorized seniors may leave campus only on foot or bicycle until given the privilege of driving off campus at the discretion of the school administration. During the school day, seniors with privileges may be in the parking lot only while leaving or entering campus; they cannot sit in their cars and must receive permission to retrieve belongings from their car at any time during the school day. Students returning to campus late from lunch will lose senior privileges for a duration of time determined by the Dean of Students.

6.11 MEDICATIONS

Students may not carry prescription or non-prescription medications with them during the school day, but are allowed to carry EPIPENS with them if prescribed. A medication form must be completed by a student's family for any and all medications taken at school. All medications need to be given to the front desk in their original containers. Additionally, please keep the office and counseling department informed of any changes in medication throughout the year.

6.12 STUDENT I.D

Students are required to carry their own current school issued ID from arrival to campus until the end of the school day. IDs may not be altered, decorated, or tampered with. A lost or broken ID should immediately be reported. Your ID card is necessary to attend dances, sporting events and other activities at Jesuit outside the regular school day. If it is lost and a replacement card is needed, the cost is \$25.00.

6.13 PROXIMITY CARDS

All students are provided with a proximity card. These cards are used to enter the front door of the main campus. Students are required to use their proximity card to gain access to the front door at the main campus. Students should NOT ring the doorbell unless it's an emergency. Students who ring the doorbell will receive a warning the first time and should expect additional disciplinary consequences thereafter. If a student loses their proximity card, they must report it immediately and pay \$25.00 for a replacement.

6.14 HOT LUNCH AT JESUIT AND SCHOOLCAFE

Edison students can purchase hot lunch in Jesuit's cafeteria using an online payment system called SchoolCafé. A parent or guardian can create an account at: family.schoolcafe.com/jhs.

6.15 LIBRARY (CLARC)

The Jesuit High School Library (Clark Learning and Resource Center) is available for use by Edison students. Students must follow Jesuit's rules for behavior and checking out and returning books and other materials. No food or drink, except for water, is allowed. Open Monday-Friday 7am to 5pm.

6.16 SCHOOL SUPPLIES AND FEES

Students are expected to provide pencils, pens, and paper. Planners will be provided along with other organizational tools. Students may be required to pay certain other fees or deposits including:

1. Voluntary purchases of pictures, yearbooks, etc.
2. Fees for lost or damaged library books and school-owned equipment.
3. Field trips and Excursions.
4. Admission fees for extracurricular activities.

6.17 STUDENT ACTIVITIES

Student activities include Student Council, Link Crew, bowling club, and other student-led clubs. Students are also invited to attend Jesuit High School dances, plays, and athletic events, as well as participate in a variety of Jesuit-sponsored clubs. Faculty and staff work with students to develop new clubs as interests emerge.

6.18 CONDUCT WHILE AT JESUIT HIGH SCHOOL

As guests on Jesuit High School's campus, Edison High School students will abide by Jesuit High School's rules and policies. All Edison students attending Jesuit High School classes are fully subject to the rules and regulations stated in the Jesuit High School Student Handbook. In addition, Edison students present on the Jesuit High School campus during the school day and/or who attend any Jesuit High School functions are subject to all Jesuit High School's student handbook regulations governing such situations. As an independent school from Jesuit High School, Edison High School has no desire to influence or change any of Jesuit High School's rules or policies.

6.19 ATHLETICS

Edison students may participate in Jesuit sports according to the OSAA (Oregon School Activities Association). OSAA mandates that Edison students play for Jesuit High School for any sports that Jesuit offers. For any sports not offered at Jesuit, students may be eligible to participate in the sport through their home school district. Sports offered are as follows:

Fall

Cross Country (no cut)
Football (no cut)
Soccer
Volleyball
Cheer

Winter

Basketball
Swimming (no cut)
Ski Racing

Spring

Baseball
Golf
Lacrosse
Softball
Tennis
Track & Field (no cut)

6.20 SHORT-NOTICE SCHEDULE CHANGE

With many Edison students also attending classes at Jesuit High School and vice versa, our schedule aligns with theirs. At times, Jesuit may adjust their schedule without advance notice, but we will share any changes as promptly as possible.

6.21 INCLEMENT WEATHER/ LATE OPEN/CLOSURE INFO

Our website (www.edisonhs.org) will have school closure or late-start information. We will also send an email as soon as possible. You may also follow instructions for Jesuit HS on the local radio and TV stations.

RESERVATION OF THE RIGHT TO AMEND OR MODIFY

Edison High School reserves the right to amend or modify any policy outlined in this student and family handbook at any time.
