

# **Hosford Middle School**

## **Student & Family Handbook**



**Friendship ● Learning ● Commitment**

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Principal

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**[www.hosfordmiddleschool.com](http://www.hosfordmiddleschool.com)**



**PPS Language Line** - Need a translator? We can call someone to help. Let us know!

中文   <b>Chinese</b> (503) 916-3585	<b>Русский   Russian</b> (503) 916-3583	<b>Soomaali   Somali</b> (503) 916-3586
<b>Español   Spanish</b> (503) 916-3582	<b>Tiếng Việt   Vietnamese</b> (503) 916-3584	<b>Other</b> (503) 916-3589

**Contact Us** - Administration, Specialists & Support Staff

<b>Position</b>	<b>Name</b>	<b>Email Address</b>	<b>503-916-5640 ext.</b>
Principal	Kristyn Westphal	kwestphal@pps.net	70357
Assistant Principal	Amy Slaughter	aslaught@pps.net	70350
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Counselor	Touk Keo	tkeo@pps.net	70320
Counselor Secretary	Elizabeth Schroedel	eschroedel@pps.net	70302
Psychologist	Ellen Rainey	erainey@pps.net	70310
School Climate Specialist	Kim Anderson	kanders4@pps.net	70336
Library Assistant	Kate Fleming	kfleming@pps.net	70364
Library Media Specialist	Em Winokur	ewinokur@pps.net	70364
Cafeteria Head	Tonya Hamlin	Ns257@pps.net	70318
School Nurse & Health Assistant	Alisa Pallister Katie Iwata		70360
PPS Transportation	(school buses)	transportation@pps.net	503-916-6901

**Parent Teacher Student Association (P.T.S.A.)**

The P.T.S.A. works with the staff at Hosford to enhance the educational experiences for all students. As an organization, it promotes effective communication and the involvement of parents and families in the middle school experience.

<b>Position</b>	<b>Name</b>	<b>Email Address</b>
Presidents	Larissa Treat	<a href="mailto:larissa_and_justin@msn.com">larissa_and_justin@msn.com</a>
HEAT Board Coordinator	Duncan Parks	<a href="mailto:Xanthoptica1970@gmail.com">Xanthoptica1970@gmail.com</a>

## Hosford Mission

**Friendship:** We build and maintain relationships with each other and our community.

**Learning:** We learn about ourselves, others, and the world.

**Commitment:** We try, persevere, and follow through on rigorous academic and personal goals

## Hosford Vision

To provide a learning environment of strong academics and respect by fostering opportunities for student creativity, service, and exploration in a community of life-long learners. We draw from a menu of tools and strategies designed to meet the needs of all of our students because we know that all students learn differently and need to be engaged in their studies.

## Transitioning to Middle School

The jump from elementary to middle school is a big one. You are at a very important stage in your development as a person. You are experimenting to find out who you are and where you fit in. At the same time, you are going through important hormonal and physical changes that affect judgement and decision-making. Research tells us that young people's brains are not finished developing until they are into their mid-20s; as pre-teens, students' frontal lobes are not yet fully developed. This is why we believe in the importance of routine teaching around expected safe, responsible, and respectful behaviors. Automating these habits is important so that you can rely on these ingrained habits in the moment. We want our community to be warm, welcoming, and inclusive for every student and family and we expect every student, family, and staff member to contribute to building this kind of school community. We believe that clear, frequent, friendly and mutual communication between school and families is important in order to best support our students. We encourage students to talk to adults in the building when they have a question or concern, and families to reach out to us for any reason. If you are having trouble getting in touch with a teacher, counselors/administrators can help. We are here to support.

## Safe School Statement

All students have the right to feel safe and included at Hosford Middle School so that they can thrive academically and socially. Bullying, harassment, and discrimination are not tolerated. This includes bullying, harassment, and discrimination on the basis of race, gender, religion, disability, national origin, sexual orientation, and gender identity. This includes in-person behavior as well as online and social media activity. Students should immediately report any instance of bullying, harassment, or discrimination to an adult. if you see something, say something.

What is the difference between bullying and normal conflict?

**Bullying** = repeated, intentional, targeted, power difference, serious

**Normal conflict** = one time, possibly unintentional, random, no power difference, minor

## Fragrance Free School

Fragranced products can cause some people with chronic illnesses to suffer additional symptoms and medical expenses. Symptoms can include asthma, allergies, sinus problems, rhinitis and migraine headaches. Therefore, Hosford requests that all classrooms and offices remain free of chemically-based scented products. These products include: perfume, cologne, aftershave, body spray, scented lotion, fragranced hair spray, room deodorizers, air fresheners and/or other related products.

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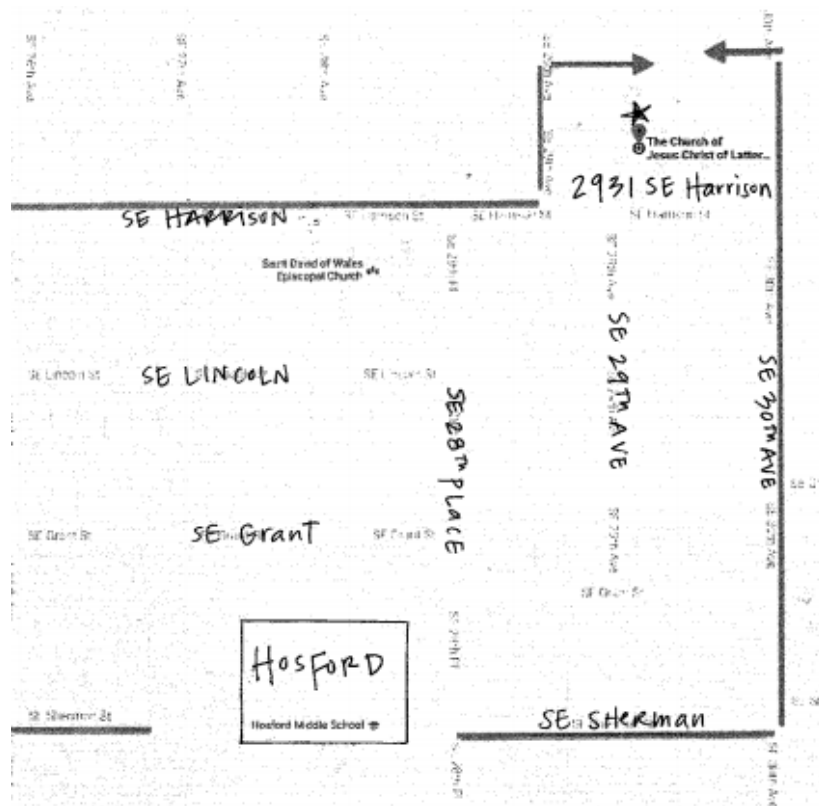
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## Emergency Evacuation

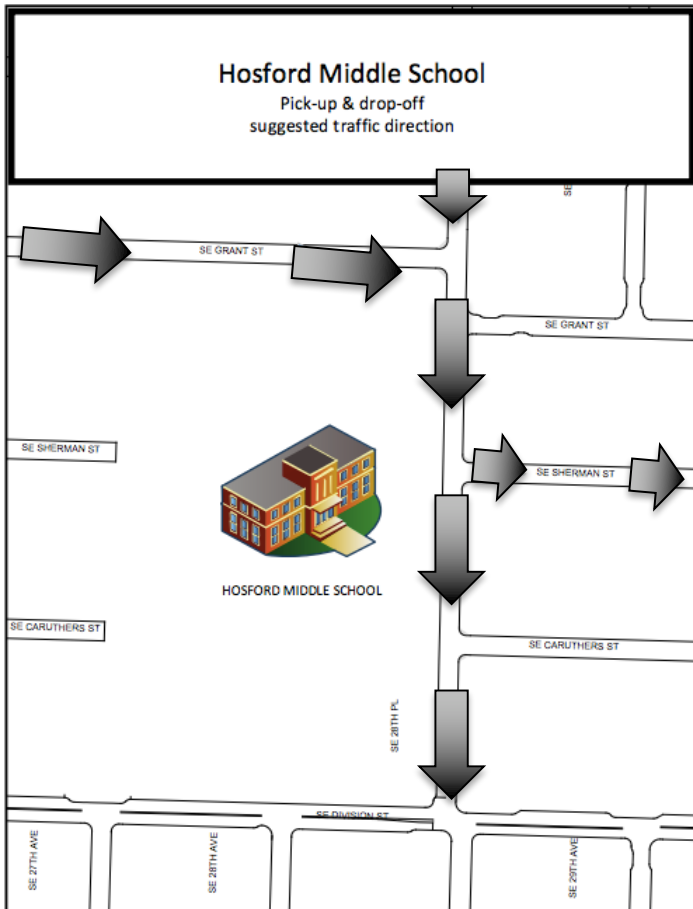
In the event of a catastrophic emergency that renders both our school building and school grounds unsafe, families should plan on finding their student at our off-site evacuation location. This site is on the grounds of The Church of Jesus Christ of Latter Day Saints at 2931 SE Harrison Street. Families should note that only parents/guardians and people identified on their student’s emergency contact list will be allowed to pick up their student. Each person with authorization to pick up a student must be prepared to show photo ID before the student will be released to them.



# Student Arrival & Dismissal

Please use Hosford's suggested traffic direction flow map whenever driving to school. This flow around the school will encourage predictability and increase safety during pick-up and drop-off times.

If driving your child to school, it is always recommended to park a few blocks away from school and walk the rest of the way to increase physical activity, improve air quality around school, and decrease congestion.







Avoiding these traffic violations will help keep our students safe and improve traffic congestion around school.

**Thanks for doing your part to keep our campus moving!**

<b>PARKING IN NO-PARKING ZONES</b> 	<b>BLOCKING BUS ZONES</b> 
<b>PARKING TOO LONG AND DOUBLE PARKING</b> 	<b>PARKING THE WRONG WAY</b> 
<b>BLOCKING IMPORTANT SPACES</b> 	

## School and Family Communication Tools

Below is a list of some tools available for families and community members to get information about what's going on at Hosford.

<p><b>School Website:</b> <a href="https://pps.net/Hosford">pps.net/Hosford</a></p> <p>This is where you can access information about the school; meet our staff, get an updated school calendar, access, make a report to Safe School, and register for the HEAT after school program.</p>	
<p><b>Synergy ParentVue:</b> <a href="https://parent-portland.cascadetech.org/portland/">https://parent-portland.cascadetech.org/portland/</a></p> <p>This tool can be used to access your student's grades, attendance, information, and also to communicate with teachers. Students will have access to the same information using Synergy StudentVUE.</p>	
<p><b>School Messenger:</b></p> <p>This tool is used to send email and text messages when there is an urgent notice from Hosford Middle School. Families are automatically signed up for this service when their student enrolls.</p>	
<p><b>Hotsheet:</b></p> <p>This weekly bulletin contains key information, announcements, updates, and resources from Hosford administration, as well as information from parent groups and organizations. Everyone with an email address on file is automatically signed up for this.</p>	
<p><b>Social Media:</b></p> <p>Official Hosford Middle School accounts:</p> <ul style="list-style-type: none"> <li>• Facebook: PPSHosfordMiddleSchool</li> <li>• Instagram: hosfordmiddleschool</li> <li>• Twitter: HosfordMiddleSchool</li> </ul>	
<p><b>PTSA Listserv:</b></p> <p>This is a Yahoo group that is managed by PTSA volunteers and serves as a place for Hosford parents to connect. You can sign yourself up for the listserv at any time, by sending an email to <a href="mailto:hosford-subscribe@yahoogroups.com">hosford-subscribe@yahoogroups.com</a>.</p> <ul style="list-style-type: none"> <li>• PTSA Facebook account: HosfordParents</li> <li>• PTSA Twitter account: hosfordparents</li> </ul>	
<p><b>School Pay:</b> <a href="https://pps.schoolpay.com/">https://pps.schoolpay.com/</a></p> <p>An online web tool that allows PPS families to pay for items such as registration fees, athletic fees, event tickets, uniforms, library fees and donations without having to make a special trip to the school or send a check with their students.</p>	
<p><b>School Café:</b> <a href="https://www.schoolcafe.com/">https://www.schoolcafe.com/</a></p> <p>A safe, secure online payment system that can be used to manage PPS student meal accounts. Families can make one-time payments or setup autopay, setup low balance alerts and submit/track a free or reduced meal application.</p>	
<p><b>Safe Oregon:</b> <a href="https://www.safeoregon.com/">https://www.safeoregon.com/</a></p> <p>SafeOregon is a program created for Oregon students, parents, school staff, community members and law enforcement officers to report and respond to student safety threats.</p>	



PORTLAND PUBLIC SCHOOLS



# Missing School = Missing Out!



**A**s we enter the last weeks of the school year, we want to remind you about the importance of school attendance.

If your child missed school due to an illness or travel this winter, great attendance now can make up for those missed days.



**Good Attendance—95% or higher**  
(Missing 0-1 days per month)

**Acceptable Attendance—90-94%**  
(Missing 1-2 days per month)

**Chronic Absence—89% and below**  
(Missing more than 2 days per month)

## ATTENDANCE MATTERS

Portland Public Schools is an affirmative action and equal opportunity employer.

### School Attendance

Attendance will be taken every class period. Students are expected to be on time and in class for each period. In the event of an unexcused absence, family will be contacted and a conference may be necessary. According to ORS 339.965, excused absences are: Personal illness, Family illness, Emergencies, Funerals, and Suspensions. Parents/guardians of students with unexcused absences are called via the PPS Auto-dialer system twice daily beginning at 12:00pm and 5:00pm.

### Reporting Absences

- **The attendance line is 503-916-5640, choose #2 for “report absence”**
- If students are absent from school for any reason, a phone call to the main office by 9:00 AM from a parent/guardian is required to inform the school that the student will not be present.
- If a note is written to excuse an absence, the note must be signed by a parent or guardian and include the date(s) and specific reason for the absence.

### Tardies

Our school value of commitment means we expect students to be in class and actively engaged in learning from bell-to-bell. The first minutes in class are critical as teachers are often presenting new information and setting the academic tone for the lesson. The school day starts at 9:10 am and the tardy bell rings at 9:15 am. Students have 4-minute passing periods between classes.



## **Attendance Calculations**

- Full Day Absence: missing 51% or more of the day
- Half Day Absence: missing 25% - 50% of the day
- Class Absence: missing more than 25% of the class period (more than 15 minutes)
- Tardy: Not present at the start of class and misses less than 25% of the class period (less than 15 minutes)

## **10 Consecutive Days Absent Withdrawal**

When a student has been absent for 10 consecutive days, the student must be withdrawn from the rolls by the school. Some examples of students who must be withdrawn are: a student on a long-term medical leave, on maternity leave, on extended vacation, or taking early release at the end of the school year. A student who is absent and completing homework assignments must still be withdrawn according to State law. Hosford will actively help families with re-enrollment.

## **Appointments, Check In/Out Procedures**

Students who arrive late, or need to leave early due to an appointment, must sign in/out with the school secretary in the main office. If the absence is pre-arranged, please send a note with your student identifying the time you would like them to be at the office ready to leave.

This process is an effort to reduce the number of interruptions during classroom instruction. We realize some appointments and family needs cannot be prearranged. In this case, the office will call for the student to leave when family arrives. If family arrives while student is at lunch, please be aware that it may take time to locate the student, as several hundred students eat lunch simultaneously.

## **Absences & Homework Requests**





Homework requests will be processed starting on the 2<sup>nd</sup> day of an absence, and need to be received before 9:00 AM for pickup at 4:00 PM.

## **Planned or Prearranged Absences**

If for any reason a planned extended absence from school becomes necessary, please notify the school secretary by phone at least one week in advance to make arrangements. Students are responsible for communicating with teachers regarding homework. Please note that teachers are not required to prepare advance homework packets for students on extended vacations.

## Proficiency Grading

Hosford Middle School uses proficiency practices when assessing what students know and can do. This means students have the opportunity to make multiple attempts at showing skills and content knowledge, including revisions and re-assessments. Marks are issued for final assessments related to the standards.

Mark	Explanation
Highly Proficient (HP)	Student consistently hits the learning target/standard with a high level of mastery. 
Proficient (PR)	Student consistently hits the learning target/standard. 
Close to Proficient (CP)	Most of the time proficient or nearly proficient. Student may show some inconsistencies with hitting the target/standard. 
Developing Proficiency (DP)	Student does not hit the target regularly/standard. 

### Report Cards

Hosford Middle School reports student academic progress on a quarterly basis. Report cards will be mailed home at the end of each quarter. The performance mark indicates students' progress in demonstrating proficiency with subject information and acquiring and improving academic skills.

**Effort:** Class participation and student responsibility are reflected in the following comments: “Consistently, Often, Sometimes, or Rarely manages responsibilities”.

### Mid-Term/Progress Reports

Mid-term reports will be mailed home at the middle point of each quarter, and will reflect classes that students are at risk of being below grade level standards. Student progress can also be monitored using the PPS online gradebook tool called Synergy. ParentVue and can be accessed on both the PPS website, and at <https://parent-portland.cascadetech.org/portland/>

## **Homework**

At Hosford, we believe that homework supports classroom instruction and activities. It is intended to reinforce learning. The amount of homework may vary according to the teacher, subject, and student's progress toward proficiency.

## **Academic Programs**

The PPS school board determines our instructional program for Math, Science, Language Arts, Health/PE and Social Studies. The standards for each course are set by the Oregon Department of Education and the Common Core State Standards.

### **AVID (Advancement Via Individual Determination)**

Hosford is an AVID school. AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. AVID is an elective class that requires an application for admission. AVID strategies are used in other classes throughout the school.

### **Electives**

At Hosford, we believe students should be exposed to a broad range of experiences in the Arts, Music, Computers, Physical Education, Industrial Technology, Languages, and more. Please note that although we do our best to honor student preference, due to the intricacies and constraints of the master schedule, students may receive some electives that they have not selected. We believe this is an opportunity for students to explore new areas of interest they may not have previously considered.

### **Mandarin Immersion Program**

The goal of the Portland Public Schools Department of Dual Language (DL) is to "support the district goal through multi-lingual programs. Closing the opportunity gap for historically underserved students is a priority. To this end, the department provides multiple pathways and entry points for students to become bilingual and bi-literate. A variety of programs are offered to support the diversity of levels of proficiency in the partner languages."

Students who have completed 5<sup>th</sup> grade in a Mandarin Immersion Program may enter Hosford's Immersion program. Native speakers and students with appropriate language proficiency may also enroll. Students take Language Arts and Social Studies in Mandarin and are integrated with other students for the remainder of the day. As part of the China Research Residency, occurring in their 8<sup>th</sup> grade year, students have the opportunity to participate in a cultural exchange with LiDa, middle school in our sister city of Suzhou, China.

### **Additional Services**

Special services are provided to students who qualify for Special Education, TAG (Talent and Gifted) and ELD (English Language Development), 504 Plan (Learning Accommodations), Title X (Homeless), and Free/Reduced Lunch. Please contact a counselor if you have questions.

## School Climate

### Our school expectations are built around three shared values:

- **Friendship:** *Building and maintaining relationships with each other and our community.*
- **Learning:** *Learning about ourselves, others, and the world.*
- **Commitment:** *Trying, persevering, and following through on rigorous academic and personal goals.*

### Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)

Hosford practices CR-PBIS as a school. This is a collaborative (team-based), educative, proactive process that helps students develop the practice of positive behaviors. This system is modeled on best practice research conducted by the University of Oregon and implemented in schools across the country. In essence, it is a school-wide effort to create a positive social school climate and culture at Hosford Middle School.

### The basic philosophy of PBIS is to:

- *Teach* students how they are expected to behave
- *Reinforce* their good behavior
- *Provide support* to students as they learn to correct misdirected behavior

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly. CR-PBIS uses disaggregated data (by race, special needs, language proficiency, etc.) to make decisions about and develop the systems and practices of our school. The unique racial, cultural and linguistic makeup of our school is explicitly addressed at every decision point.

### Specifically, CR-PBIS:

- Defines behavioral expectations & teaches students how to make better choices at the start of the year and continues that instruction throughout the year as necessary.
- Has a reward system that acknowledges students who demonstrate positive behaviors (such as “Howlers” given to students who are doing the right thing)
- Involves all staff and is collaborative in nature so there is consistency in the expectations we have for our students across classrooms & in common areas in the building.
- Gives feedback on inappropriate behavior. CR-PBIS does not do away with consequences; it just emphasizes them less than positive behavior.
- Recognizes the 5% of students who have chronic challenging behavior and that these students need additional interventions.
- Uses discipline data to identify problem settings and procedures.



## Restorative Justice

Restorative Practices, also referred to as Restorative Justice, are a range of community building, reparative, and peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice, and asks a series of guiding questions:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

Hosford Middle School aims to provide students with the opportunity to reflect on the impact of their actions, restore harm, and develop skills to make better choices in the future. Our ultimate goal is for students to be reintegrated back in the learning community. We incorporate this philosophy while still abiding by PPS' Student Conduct & Discipline Guidelines, and use this lens to ensure students are in safe, healthy, and collaborative learning environments.

This philosophy is also used as an alternative to exclusionary discipline practices as appropriate, focusing on accountability and strengthening relationships. Practices can be proactive and reactive, such as restorative inquiry, mediation, conferencing, dialogue, and circling that have three foundational themes:

### **1. Understanding impact and repairing harm**

Restorative practices focus on understanding the collective impact and repairing the harm associated with misbehaviors, establishing responsibility and meaningful accountability. Each process has the following guiding questions: What happened? Who was affected/impacted? What can be done to make things right? What will keep things right? How can others support you?

### **2. Engaging community**

Restorative practices rely on building a web of relationships throughout the school community, including administrators, teachers, staff, school resource officers, students, family and community organizations that supports students to make responsible decisions and holds them accountable for misbehaviors. Community support could mean participation in a mediation or circling process or providing community service opportunities.

### **3. Empowering all involved**

It is critical that those who are harmed or impacted to have a voice defining how to repair the harm so they feel equally supported by the school community and stay engaged. One of the primary functions of restorative justice in schools is to reintegrate students who have misbehaved, rather than excluding them and risking further separation, negative attitudes towards school and discontinuation of academic learning.

## Classroom Management Plans

Each teacher has an individual classroom management plan that highlights how they create community, develop community agreements, teach expectations, acknowledge and reinforce positive behaviors more frequently than negative, develop routines, fluently redirect and respond to low-level misbehavior, and implement interventions for students who may be struggling to demonstrate success academically, behaviorally, or with attendance.

# Student Behavior Expectations

## PPS Student Rights & Responsibilities

Students are expected to abide by the school district’s policies as outlined in the Portland Public School District’s [Students Rights & Responsibilities Handbook](#) as well as state and federal laws. This book outlines possible school rule violations, and associated consequences and interventions related to these. Violation of criminal law while on school property will subject a student to possible suspension and/or expulsion from school along with possible legal penalties.

### “Think” Sheets

If a student is asked to take a timeout from class due to persistent disruption, they will come to the office, complete a “Think” Sheet and then rejoin the class with a plan to be successful moving forward. In the event a student refuses to engage with a plan to be successful in class, the student will meet with administration, their family will be contacted, and there may be further discipline interventions initiated.

### Behavior Reports

A list of violations, detailed definitions, and possible consequences listed by severity can be found in the [Student Rights & Responsibilities Handbook](#). Copies of the district handbook are sent to homes in September. Additional copies may be obtained at the main office.

	<b>Stage 1 Referral*</b>	<b>Stage 2/3 Referral</b>
	Stage 1 Behavior Reports are records of behavior incidents that are low-level and may occur across various settings. These reports are completed by teachers, and allow administration to determine chronic issues and student need for outside of classroom interventions.	Stage 2/3 Behavior Referrals are records of behavior incidents that are more serious. These referrals are to administration, and will involve administration and more significant discipline and/or interventions.
<b>Teacher Actions</b>	Teacher implements appropriate positive interventions Completes a Stage 1 Behavior Report Must contact family	Implements appropriate positive intervention Completes a Stage 2/3 Behavior Report Contacts office if immediate support is needed
<b>Administration</b>	<i>*These reports are primarily handled by classroom teachers and likely may not receive an admin response unless the behavior becomes chronic</i>	Consults reported about the incident Reviews possible outcomes in consultation with the Student Rights & Responsibilities Handbook Implements positive interventions and consequences Contacts the family

## **Bus Transportation & Safety**

Student Transportation Services are run through the central office of PPS. Their [handbook](#) states that they are responsible for “protecting first the health and safety of its students and employees and secondly, recognizing the rights of each individual child to a quality education.” More information can be found at: <https://www.pps.net/Page/179>

All PPS students receive school bus safety instructions annually on site. This program is designed to familiarize students with school bus safety and emergency evacuation. Students are held to the behavioral expectations outlines in OAR 581-053-0010 “Rules Governing Pupils Riding School Buses.” Students not in compliance with those expectations would see the following sequences of consequences:

### **Bus Driver Action/Citation Sequence:**

1. Informal warning by bus driver
2. Verbal warning and assigned seat by driver
3. 1<sup>st</sup> citation and assigned seat
4. 2<sup>nd</sup> citation: 1-3 days suspension from bus
5. 3<sup>rd</sup> citation: 4-5 days suspended from bus
6. 4<sup>th</sup> citation: 5-10 days suspended from bus
7. 5<sup>th</sup> citation: extended suspension from bus

***Please note that the above steps may be passed for a serious infraction and are subject to administrative discretion.***

# School-Wide Expectations

## Learning Environment Expectations

<b>Friendship</b>	<b>Learning</b>	<b>Commitment</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>• Encourage, support, and protect each other</li> <li>• Listen and ask questions</li> <li>• Work together to solve problems</li> <li>• Celebrate each other</li> </ul> <p>Staff:</p> <ul style="list-style-type: none"> <li>• Encourage, support, and protect each other</li> <li>• Listen and ask questions</li> <li>• Work together to solve problems</li> <li>• Celebrate each other</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Are focused &amp; engaged</li> <li>• Work to understand each other, the content, and the world</li> <li>• Keep it clean (spaces &amp; language)</li> <li>• Use technology to support and enhance learning</li> </ul> <p>Staff:</p> <ul style="list-style-type: none"> <li>• Are enthusiastic about our content</li> <li>• Make our content real, relevant, rigorous, and relational</li> <li>• Foster growth</li> <li>• Assess and reflect to support learning</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Ask for and offer help</li> <li>• Keep trying (we use “yet”)*</li> <li>• Set goals and follow through</li> <li>• Expect the best of ourselves and others</li> <li>• Are prepared and ready to learn bell-to-bell</li> </ul> <p>Staff:</p> <ul style="list-style-type: none"> <li>• Keep trying (we use “yet”)*</li> <li>• Ask for and offer help</li> <li>• Teach, reinforce, and reward expectations</li> <li>• Are prepared and ready to teach bell-to-bell</li> <li>• Make learning active and engaging</li> </ul> <p><i>*As in, not there yet, but can be in the future</i></p>

## Common Areas: Friendship, Learning & Commitment

<b><u>Outside</u></b>	<b><u>Library</u></b>	<b><u>Auditorium</u></b>
<ul style="list-style-type: none"> <li>• No gum, food or drink allowed outside, except water</li> <li>• Stay within boundaries &amp; within sight of an adult</li> <li>• Boundaries = blacktop &amp; grass. Do not pass fences.</li> <li>• Stay off trees, fences, and building structures, no climbing</li> <li>• Use appropriate language</li> <li>• Touch football only, no tackling allowed</li> <li>• No soccer on the blacktop; use the field!</li> <li>• Stairs are only for accessing building, not for play Keep sidewalk and grass by cafeteria/student center clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Library computers are for school work only. Check with librarian if you are unsure.</li> <li>• Books are the student’s responsibility until they are returned. If they are lost or damaged, it is the responsibility of the student.</li> <li>• Books can be checked out for 2 weeks</li> <li>• Be aware of others when in the library: this is a quiet space where people are working</li> <li>• No food or drinks are allowed in the library</li> <li>• Students must have a pass to be in the library during class time.</li> </ul>	<ul style="list-style-type: none"> <li>• No gum, food or drink are allowed</li> <li>• Please do not touch music or drama equipment even if it’s in sight</li> <li>• Sit quietly where you are directed to sit</li> <li>• During performances, stay quiet and respectful</li> <li>• Keep feet off of chairs</li> <li>• Stay off the stage unless directed otherwise</li> <li>• Walk through aisles. Please do not walk over seats.</li> <li>• Students are never allowed in attic (upstairs)</li> </ul>



## Common Areas: Friendship, Learning & Commitment

<p style="text-align: center;"><b><u>Cafeteria</u></b></p> <ul style="list-style-type: none"> <li>• Enter west (left) door for lunch</li> <li>• Go around tables to get in line, not through tables</li> <li>• Be fair: no cuts, no holding spaces</li> <li>• Follow salad bar rules; use tools</li> <li>• Plan to have money for food, or fill out a free/reduced form; the cafeteria can't lend money to you</li> <li>• Clean up after yourself</li> <li>• Use the east door to go to the gym, computer lab or library or outside</li> <li>• During lunch, locker visits are for emergencies only</li> <li>• For health reasons, all food must stay in the cafeteria</li> </ul>	<p style="text-align: center;"><b><u>Office</u></b></p> <ul style="list-style-type: none"> <li>• If late, check in at main office window</li> <li>• Come in quietly</li> <li>• Be patient; please don't interrupt</li> <li>• If sick, go to nurses' office if open, if not go to main office</li> <li>• Respect flow of traffic, don't stand in the doorway</li> <li>• Obtain permission before using the phone</li> <li>• Always use appropriate language</li> <li>• If you need help with anything, please ask!</li> </ul>	<p style="text-align: center;"><b><u>Gym</u></b></p> <ul style="list-style-type: none"> <li>• No food, water or gum - no exceptions</li> <li>• Use equipment properly</li> <li>• Show good sportsmanship at all times</li> <li>• Return equipment when whistle blows</li> <li>• No running in or out of doors, stay in the gym</li> <li>• Loss of gym privileges may result from not following expectations.</li> </ul>
<p style="text-align: center;"><b><u>Computer Lab</u></b></p> <ul style="list-style-type: none"> <li>• No violent games / or inappropriate websites allowed; if you aren't sure, ask</li> <li>• Social Media use is not permitted at school, outside of educational-use (class websites, etc.)</li> <li>• There will be no more than 30 students at a time</li> <li>• Furniture is not to be moved</li> <li>• Observe posted rules</li> <li>• Any vandalism (pulling out mouse balls, re-arranging keyboards) will result in loss of computer privilege</li> <li>• No food or drinks allowed in the computer lab</li> <li>• Do not print without permission</li> </ul>	<p style="text-align: center;"><b><u>Bus</u></b></p> <ul style="list-style-type: none"> <li>• Get belongings quickly and exit north door (by cafeteria) after final bell</li> <li>• Buses leave promptly</li> <li>• Buses have their route numbers on the side, by their doors. If you don't know your route number, ask for help as soon as possible</li> <li>• Only students who are on the bus drivers' lists are allowed to ride the bus</li> <li>• Friends may ride the bus home only if they turn in a signed note to the office prior to getting on bus. The office will let the administrator on duty know</li> <li>• All bus rules must be followed once on the bus including:             <ul style="list-style-type: none"> <li>• Listen to bus driver</li> <li>• Secure skateboards</li> <li>• Students must stay behind yellow line</li> <li>• Gum and litter are not allowed</li> <li>• Language must be appropriate</li> <li>• Students must stay in seat</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Hallway/Bathroom</u></b></p> <ul style="list-style-type: none"> <li>• Walk, don't run</li> <li>• Get to class on time</li> <li>• Hall passes are required if you are in the hall during class time</li> <li>• Multiple tardies will have consequences</li> <li>• Keep your hands to yourself</li> <li>• Avoid blocking traffic, standing in high traffic areas to socialize slows everyone down</li> <li>• Take care of your lockers, if you are having trouble, find Ms. Anderson. Please do not kick or bang on it.</li> <li>• Keep restrooms clean; keep toilet paper and paper towels off the floors &amp; ceilings</li> <li>• Graffiti hurts our school, please don't deface Hosford</li> <li>• In boys' bathroom: keep urinals free of garbage, urinate in urinals/toilets only</li> <li>• In girls' bathroom: use bags for feminine hygiene products, throw away in trash can</li> <li>• In gender-neutral bathroom: keep space clean and trash free</li> </ul>

## Student Information



### Entry and Dismissal

For reasons related to supervision, students must wait to enter the building until 9:05 am, except for breakfast in the cafeteria, which begins at 8:45 am. On bad weather days, the cafeteria and gym will be opened and supervised beginning at 8:45 am. Band students may enter the building before these times to stow their instruments in the auditorium but must then leave the building until times noted above.

Hosford Hall Pass

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

To: \_\_\_\_\_ From: \_\_\_\_\_

Signed: \_\_\_\_\_

Return Time \_\_\_\_\_ Teacher Initials \_\_\_\_\_

### Hall & Restroom Passes

One of our school values is "Learning", which students must be present to do. Our expectation is that students are in class for the entire the period, and should rarely need to leave the instructional environment. If a student must leave to use the restroom or for other legitimate purpose (leaving for an appointment, etc.), they should ask the teacher for permission, sign out on a form, take the hall pass, and arrive at their destination within five minutes. Students are expected to be in class during the first and last 10 minutes of the period so as not

to miss information. Students found in the hall without passes will be sent back to class. Repeated incidents will necessitate parent/student conference, and possible discipline interventions.



### Cell Phones at School

Cell phones and electronic devices are to be used **ONLY** as educational tools only while on the Hosford campus. Using these devices **is up to the discretion of the classroom teacher's determination that its use is directly related to academic work.**

This is addressed in our school values and expectations related to "Learning." **Using cell phones and electronic devices for non-educational purposes (e.g. social media, phone calls, text messages) is not allowed at school.**

**Families, if you have an emergency and need to contact your student during class time, please call our office at 503-916-5640.** We ask for your help in ensuring that students do not use cell phones at school for anything other than academic work. If students are not using these as educational tools, they should be powered off, securely stowed, and out of sight during school hours. **We are not responsible for, and will not investigate lost or**

**stolen cell phones on campus.**

**Student phones that are used for non-academic purposes will be confiscated** and held in the main office. If this is a repeated issue (confiscated 3 or more times) it will be held until it can be returned directly to a parent/guardian.

Outside of Yearbook activities and supervised class assignments, it is NOT appropriate to take pictures or to record using a cell phone or electronic device while at school.

### Personal Property

In the event that a student discovers that personal property is missing, please come to the main office and complete a Lost/Stolen Report Form. **We will not investigate or pursue stolen or lost electronics.** If non-essential school items are brought to school, it is the student's responsibility to properly secure them. We recommend that students write their name on all items. on all items.

## Portland Public Schools, District Dress Code Policy



The District Dress Code policy applies to all schools in Portland Public Schools grades PK-12, with the exception of schools with a Uniform Dress Code policy. *The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.*

### Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire,

such as sports uniforms or safety gear.

### Non-Allowable Dress & Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
  - If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violation



### Emergency Procedures

In the event of an emergency, students are expected to pay close attention to all directions given by the adult in charge. Students and staff will exit the building in an orderly fashion through the emergency exit plans posted throughout the building. Students will remain in the designated areas away from the building until an "all clear" horn or verbal announcement to return to the building is given. All emergency procedures will be taught and

practiced throughout the school year.



### Illness at School

If you become ill at school, you should do the following:

1. If you are in class, ask the teacher for a pass to the main office. If you are between classes, report to your next class for a pass. If you come to the main office without a pass you will be sent back to class for a pass from your teacher.
2. Check in with the main office to be admitted to the health room.
3. If a phone call needs to be made to family concerning your illness, please contact the main office secretary. \*
4. If your parent/guardian approves your release from school, you will be checked out to your parent-guardian through the main office.
5. If your parent/guardian does not approve the release from school, you will return to class.

### Medication

In order for a student to receive medication during school hours, a form must be completed by a parent/guardian (available in the main office) and be brought to the main office or school nurse along with the medicine in the original bottle.



### Lockers

During orientation, students will be issued a locker.

**Lockers are school property and may be opened at the discretion of a building administrator.**

Students are to use the locker they are assigned. Locker switches will be made by our SCS only. Most locker problems occur when lockers are left unlocked, combinations are pre-set or locker combinations are told to other students.

Care of your locker:

1. Keep your locker combination to yourself.
2. Keep locker closed and locked.
3. Keep locker clean and orderly.
4. Keep out of other students' lockers.
5. Leave valuables at home.



### Lost and Found

Students are encouraged not to bring valuable items to school and to make sure all articles are marked with the owner's name so if lost, can be easily returned. Students who may have lost

personal possessions should report it to the main office. Lost clothing will remain on the Lost and Found table for a month before being sent to the PTSA Clothes closet. Non-clothing items, i.e. glasses, watches, jewelry, keys, etc. will be kept in the office. Please refrain from bringing expensive valuable items such as cell phones, electronics, or large sums of money.



### Textbooks

Students are responsible for all books that are issued to them. If an item receives more than normal usage, a fine will be assessed and added to the student's fees. If material is lost, the student/family must pay for its replacement.

### To help prevent textbook problems, you should remember the following:

1. Write your name and the date inside the cover of each book issued to you. It is suggested that you purchase, or make a book cover to help prevent undue wear and tear. **Caution:** Do not use contact paper and do not tape the cover to the book as it results in damage when it is removed.
2. When you receive your textbook(s), check it carefully. Notify the teacher if there are any stains, tears

or pages missing so you will not be held accountable for those damages at the end of the school year.

3. Lending textbooks to friends often results in lost books. Since you are responsible, you will be charged for its replacement. You must return the book(s) assigned to you or you will be charged the full replacement cost of the book(s).
4. If a book is stolen, it must be immediately reported to the library.



### Water Bottles

Students are encouraged to bring reusable water bottles to stay hydrated throughout the day, and to decrease the environmental impact caused by disposable cups.



### Bicycles, Skateboards & Unicycles

In order to assist with the protection and safekeeping of student bicycles and skateboards, please follow these guidelines:

1. State law requires that helmets be worn when riding a bike or skateboard.
2. All bicycles should be locked to the bike racks located in the bike corral behind the school, or on 28<sup>th</sup> Place.
3. Students may not ride bicycles or skateboards during school hours.
4. If a student's bike is damaged or lost, please report it immediately to the school office and the SCS will coordinate contacting the school police. Knowing the serial number will assist in proper safekeeping. **The school does not assume any responsibility for damage or theft to bicycles on school property.**
5. Skateboards must be stowed in lockers during the school day and may not be ridden in the hallways.



### Counselors

If you would like to see your counselor for support, please see the sign-up sheet outside Student Success Center. If it is an emergency, please let the main office know and someone will see you right away.



### School Closure for Weather

Check the PPS website at <https://www.pps.net/Page/124> Get text messages regarding delays or closures sent directly to your phone:



### Student Organizations & Activities

Portland Interscholastic League (PIL) and PTSA offer sports and after school activities, which are open to all students. Fees apply to some activities, but there are many scholarships – no student will be turned away.

**PIL** sports run on their own schedule; information will be distributed as it becomes available.

<https://www.pilathletics.com/page/show/2351740-pil-youth-sports>

**HEAT:** Please visit [hosfordpts.org/heat](https://hosfordpts.org/heat) for information about HEAT classes.



### Queer Straight Alliance (QSA)

The mission of QSA is to provide a safe and supportive environment for lesbian, gay, bisexual and transgender youth and their straight allies. This club meets regularly, assisted by a staff advisor, and is open to any student regardless of race, ethnicity, or sexual orientation.



### Student Affinity Groups

Affinity groups provide an opportunity for students who identify with various racial groups to create community, learn about culture, develop leadership skills and enhance their educational experiences. They allow students who share an identity to gather, talk in a safe space about issues related to that identity, and transfer that discussion into action that makes for more equitable experience for all students at school.

Hosford sponsors the following affinity groups:

- Asian American Alliance**
- Black Student Union**
- Future Latinx Leaders**
- Mixed Kids Club**
- Native American Affinity Group**



# Hosford Huskies 2018-19



## Bell Schedule

<b>First Bell</b>		9:10 AM
Period 1		9:15 – 10:11 (56 min)
Period 3		10:15 – 11:11 (56 min)
Period 4	<b>First Lunch</b>	<b>11:15 – 11:45</b> (30 min)
	(CLASS)	11:15 – 12:11 (56 min)
Period 5	(CLASS)	11:49 – 12:45 (56 min)
	<b>Second Lunch</b>	<b>12:15 – 12:45</b> (30 min)
Period 6		12:49 – 1:45 (56 min)
Period 7		1:49 – 2:45 (56 min)
Period 8		2:49 – 3:45 (56 min)



# Hosford Huskies 2018-19



## AM Assembly Schedule

<b>First Bell</b>		9:10 AM
Period 1		9:15 – 10:00 (45 min)
Assembly		10:04 – 11:06 (61 min)
Period 2		11:10 – 11:55 (45 min)
Period 3	<b>First Lunch</b>	<b>11:59 – 12:29</b> (30 min)
	(CLASS)	11:59 – 12:44 (45 min)
Period 4	(CLASS)	12:33 – 1:18 (45 min)
	<b>Second Lunch</b>	<b>12:48 – 1:18</b> (30 min)
Period 5		1:22 – 2:07 (45 min)
Period 6		2:11 – 2:56 (45 min)
Period 7		3:00 – 3:45 (45 min)



# Hosford Huskies 2018-19



## PM Assembly Schedule

<b>First Bell</b>		9:10 AM
Period 1		9:15 – 10:00 (45 min)
Period 2		10:04 – 10:49 (45 min)
Period 3	<b>First Lunch</b>	<b>10:53 – 11:23</b> (30 min)
	(CLASS)	10:53 – 11:38 (45 min)
Period 4	(CLASS)	11:27 – 12:12 (45 min)
	<b>Second Lunch</b>	<b>11:42 – 12:12</b> (30 min)
Period 5		12:16 – 1:01 (45 min)
Period 6		1:05 – 1:50 (45 min)
Period 7		1:54 – 2:39 (45 min)
Assembly		2:43 – 3:45 (62 min)



# Hosford Huskies 2018-19



## 2 Hour Weather Delay

Late Opening

<b>First Bell</b>		11:10 AM
Period 1		11:15 – 11:51 (36 min)
Period 2		11:55 – 12:31 (36 min)
Period 3	<b>First Lunch</b>	<b>12:35 – 1:05</b> (30 min)
	(CLASS)	12:35 – 1:11 (36 min)
Period 5	(CLASS)	1:09 – 1:45 (36 min)
	<b>Second Lunch</b>	<b>1:15 – 1:45</b> (30 min)
Period 6		1:49 – 2:25 (36 min)
Period 7		2:29 – 3:05 (36 min)
Period 8		3:09 – 3:45 (36 min)

<b>Teaching Staff</b>	<b>Subject/Position</b>	<b>Email</b>	<b>Ext</b>
Armgaradt, Emily	Science 7 & 8	<a href="mailto:earmgardt@pps.net">earmgardt@pps.net</a>	70312
Austrie, Claty	Spanish & Yearbook/Leadership	<a href="mailto:caustrie@pps.net">caustrie@pps.net</a>	70378
Bee, Adrienne	MIP SS/Computer	<a href="mailto:abee@pps.net">abee@pps.net</a>	70380
Birkey, Colleen	LA 6 & 7	<a href="mailto:cbirkey@pps.net">cbirkey@pps.net</a>	70387
Cook, Kellie	Health	<a href="mailto:kcook3@pps.net">kcook3@pps.net</a>	70343
Danon, Eva	Science 7/AVID 7	<a href="mailto:edanon@pps.net">edanon@pps.net</a>	70333
Eigo, Meghan	SS 7 & 8	<a href="mailto:meigo@pps.net">meigo@pps.net</a>	70330
Elwer, Aarika	SS 6 & 8	<a href="mailto:aelwer@pps.net">aelwer@pps.net</a>	70335
Haatia, Lynn	Math 7/Comp Math 7	<a href="mailto:lhaatia@pps.net">lhaatia@pps.net</a>	70371
Hakam, Kojo	MIP/MIP SS/Mandarin Culture	<a href="mailto:dhakam@pps.net">dhakam@pps.net</a>	70388
Johnston, Scott	Band	<a href="mailto:sjohnston@pps.net">sjohnston@pps.net</a>	70348
Kennedy, Christopher	Math 6 & 8	<a href="mailto:ckennedy1@pps.net">ckennedy1@pps.net</a>	70374
Limb, Daniel	SS 6 & 7	<a href="mailto:dlimb@pps.net">dlimb@pps.net</a>	70331
London, Marissa	Art	<a href="mailto:mlondon@pps.net">mlondon@pps.net</a>	70313
Marquardt, Kevin	Science 6	<a href="mailto:kmarquar@pps.net">kmarquar@pps.net</a>	70367
Meyers, Craig	Math 6	<a href="mailto:cmeyers@pps.net">cmeyers@pps.net</a>	70375
Morris, Jacy	LA 8/SS 7	<a href="mailto:jmorris@pps.net">jmorris@pps.net</a>	70384
Morse, Cynthia	SpEd Learning Center	<a href="mailto:cmorse@pps.net">cmorse@pps.net</a>	70334
Nally, David	Comp/Shop/Game Design	<a href="mailto:dnally@pps.net">dnally@pps.net</a>	70366
Richardson, Kevin	SpEd Intsv Skills Cnter	<a href="mailto:krichardson@pps.net">krichardson@pps.net</a>	70305
Roth, Emily	Speech Language Pathologist	<a href="mailto:eroth@pps.net">eroth@pps.net</a>	70322
Sayler, Laura	Math 8/AVID 8	<a href="mailto:lsayler@pps.net">lsayler@pps.net</a>	70372
Scott, Josie	SpEd Intsv Skills Cnter	<a href="mailto:jscott3@pps.net">jscott3@pps.net</a>	70306
Sherk, Hannah	LA 7	<a href="mailto:hsherk@pps.net">hsherk@pps.net</a>	70385
Suydam, Margie	Tech Assistant	<a href="mailto:msuydam@pps.net">msuydam@pps.net</a>	70376
Thomas, Christy	LA 6/AVID 6	<a href="mailto:cthomas3@pps.net">cthomas3@pps.net</a>	70386
Trump, Patty	PE	<a href="mailto:ptrump2@pps.net">ptrump2@pps.net</a>	70346/70343
Van Dam, Jane	Science 6	<a href="mailto:jvandam@pps.net">jvandam@pps.net</a>	70309
Vance, Meagan	SpEd Reading Support	<a href="mailto:mvance@pps.net">mvance@pps.net</a>	70334
Vasquez, Luis	Comp Math 7 & 8	<a href="mailto:lvasquez@pps.net">lvasquez@pps.net</a>	70370
Wadnizak, Mark	Science 8	<a href="mailto:mwadnizak@pps.net">mwadnizak@pps.net</a>	70308
Washington, Ken	SpEd Learning Center	<a href="mailto:kwashing@pps.net">kwashing@pps.net</a>	70307
Winokur, Em	LA 8 & Media Specialist	<a href="mailto:ewinokur@pps.net">ewinokur@pps.net</a>	70332/70364
Yu, Chiung-Chen	MIP	<a href="mailto:cyu@pps.net">cyu@pps.net</a>	70389