



EVERGREEN ACADEMY™

Evergreen Academy
Home of the Eagles
Parent / Student Handbook
2024-2025

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Information contained in this Parent/Student Handbook may be updated throughout the year. Parents will be notified of any changes. This Handbook is not an all-inclusive list of School policies and procedures. We follow all state licensing regulations and guidelines.



I. Welcome

About this Handbook

The purpose of this Parent/Student Handbook (the “Handbook”) is to serve as a general guide for the policies, procedures, and operations of your school (the “School”). The Handbook highlights policies and guidelines necessary for the academic achievement, safety, welfare, and well-being of our students. Certain sections of the Handbook are applicable to specific grade levels. Information specific to your School location or state licensing is covered in the Guidebook, which is an extension of this Handbook.

It is important that parents understand the School’s expectations and policies, and that parents know where they can direct their questions or concerns. For purposes of this Handbook, the term “parents” or “you” means a student’s parents, legal guardians, and/or caregivers identified in the student’s registration documents. Parents should take the time to carefully review this Handbook, including with their child(ren). Where a “School Leader” is referenced, this could be a Head of School, Principal, Assistant Principal, or another similar title at the School.

Please understand that this Handbook is intended only to highlight current policies, practices, and procedures. The policies and procedures are intended as general guidelines. Specific situations may call for handling a matter differently than described, depending on the facts and situation. While it would be nearly impossible to review every element of every policy, or every possible scenario and outcome, this Handbook serves as a series of policy summaries to keep parents and students better informed. This Handbook version supersedes all prior policies (whether written or oral, expressed or implied) if there is a conflict. The policies in this Handbook set forth the general expectations regarding a student’s enrollment at the School, but they do not form a contract between the School and the parents or student. School has sole discretion and as individual circumstances may warrant, to deviate from the Handbook.

From time to time, we may need to update the Handbook. The School expressly reserves the right to change any of its policies, including those covered here, at any time without notice. Normally, the School will notify parents of these changes electronically, or by other appropriate means. Changes are effective on dates determined by the School. This Handbook covers all grades from Preschool to High School, so there may be sections that are geared toward different ages and developmental stages. We have noted in parenthesis if a section only applies to a certain grade level or program. Otherwise, the section applies across the board.

We have also made every reasonable effort to ensure the policies in this Handbook comply with all applicable state, federal, or local laws and regulations. If parents believe that this Handbook contains a policy that does not comply with applicable law, please discuss that concern with a School leader.

This Handbook is published for the use of the School community. For privacy, safety, and business reasons, we do not distribute this Handbook to anyone for commercial purposes, nor do we permit its use by anyone within the School community for any external purposes.

Mission & Goals (Preschool)

Our mission is to support the development of lifelong learners by balancing learning and play in a safe, healthy, nurturing, and stimulating environment for children. We develop productive parent-teacher partnerships, communicating and collaborating with families to share what their students are learning and discovering and, together with the families, foster each student's development.

Based on the shared belief that childhood is an important stage of life, and that each student, family member, and colleague should be respected for their unique qualities, our School and staff members hold themselves to high standards of ethical behavior. We base our work on knowledge of children's learning and development, and we recognize that children are best understood and supported in a context of family, culture, community, and society. To meet the diverse needs of individual families, we cooperate with agencies responsible for child welfare and we support families in connecting with allied professionals.

Guided by National Association for the Education of Young Children (NAEYC) Standards, the School has curricular standards of excellence for instruction and for the arranged learning environment which helps children develop confidence in their ability to learn, self-understanding, self-worth, and self-discipline. They also begin to gain an understanding and appreciation of the world around them, including individuals different from themselves. With the implemented curriculum, evidence of learning is found throughout the school.

Mission & Goals (Elementary, Middle, and High School)

Our mission is to support the development of students with active and creative minds, a sense of their place in the world, and a passion for life-long learning and service. We focus on the development of each student - social, emotional, physical, and intellectual - in a nurturing, engaging, and respectful environment that supports high expectations and individual differences with academically challenging curriculum.

Our pursuit of excellence as a school depends on rigorous academics, and a healthy balance of athletics, arts & humanities, technology, leadership and service/citizenship. We believe students should be given opportunities to explore their talents. Likewise, we must do our part as a school community to provide the most opportunities possible for each student's growth. We believe this is best accomplished when administrators have a clear vision, a committed faculty, supportive parents, and focused students all working together.

Non-discrimination Statement

The School does not discriminate on the basis of race, national or ethnic origin, sex, gender, color, disability, religion, or any other characteristic protected by applicable law in the administration of its educational programs and admissions policies.

We are committed to providing an excellent education to all of our students and are proud to serve a diverse community of individuals, including those with disabilities. As part of that commitment, our school makes its programs and services available on a non-discriminatory basis, including to students with disabilities as defined under Title III of the Americans with Disabilities Act ("ADA"). In accordance with the ADA and as set forth in our ADA policy, we will make reasonable modifications necessary to afford students access to our programs and services. Please contact your School Leader for more information on our ADA policy.

Accreditation

Our school and employees strive to create a school culture based on their Accrediting Agency's Code of Ethical Conduct (available on the School's website). Check the Guidebook for additional information.

Required Forms

Parents must complete and submit all required documentation for their student including application form, enrollment agreement, emergency contact form, immunization record, and physician's form for their student. Additional forms may be required by your state or School. These forms must be kept current throughout your student's enrollment. Enrollment paperwork and fees must be submitted at least annually. Please refer to this documentation for additional tuition and enrollment policies and expectations.

II. School Communications

Communication (Preschool)

Our School uses a web-based application ("Application") that helps us meet a parent's increasing expectations for electronic & mobile communications, and that helps make teacher's daily communication and record-keeping tasks easier. During the week, parents typically receive communication about their Child engaged in learning. Parents receive a report which includes information about the Child's daily routine as well as a photo and brief description of a learning highlight from that specific Child's day. The report may also include additional notes that might be helpful to parents. Parents also may send morning notes to the teacher through this Application. More information about the Application is available through the School.

In addition to sending communications, we value the feedback from our parents and fostering open communication. We provide the opportunity to participate in feedback surveys twice per year and encourage their participation. Please see the Guidebook for additional, specific methods of communication.

Communication (Elementary, Middle, and High School)

We take parent communication very seriously. When parents and teachers work together as partners in a student's education, the learning experience is richer and more meaningful. Our goal is to keep parents up-to-date on important School news and events using a variety of communications channels. Please see the Guidebook for specific methods of communication.

Publication Rights

We are very proud of our students and their many academic and co-curricular accomplishments. Over the course of the school year, students and their schoolwork may be included in pictures, videos, or articles promoting the School. Parents grant the School permission to use photographic images (video or still), audiovisual recordings, verbal statements, and School-related work (e.g., art, written work) of students and parents in School publications (whether in print or online), the School website, social media, other marketing collateral, or other School-related materials. Parents wishing to opt out of this should contact the School's administration. Please see the enrollment agreement for more details.

Also, while we do our best to monitor media coverage of the School, please be aware that from time-to-time media companies and other individuals over whom we have no control may take photos or videos of the School, students, faculty, and parents while engaged in School-related activities, both on and off campus. Please be aware that

should students participate in any School or public event in which other parents, the community, or media are present, The School has no control over photographs or videos taken.

If asked by the media to speak about the School, please politely explain that you are not a spokesperson for the School and refer them to the School's home office.

Members of the School community (e.g., students, parents, related individuals) may not create and/or run social media accounts, websites and/or email addresses that refer to their enrollment in the School or any School activities, or that have the School's name in the title of the account, without the express advance consent of the School. If an account, website, or email address creation is approved, the School must have administrative access to any live account, website, or email address. Any member of the School community who is found to be operating an unauthorized social media account, website, and/or email address must immediately delete the account, website, and/or email address, and such actions may be considered a violation of the Handbook.

We ask that you not post any recordings you take at School or at School-related events as they may include other students or School staff who have not given their permission or consent. Posting recordings, on the internet or in any other public forum, requires written permission from the School Leader.

III. Parent Involvement, Responsibilities, and Expectations

Parent Responsibilities and Expectations

The School recognizes that effective parent partnerships are essential in building a collaborative and shared School community. As such, we recognize the importance of a shared commitment, open lines of communication, mutual respect, and a common vision. It is a joint responsibility and can build a rewarding home and school connection. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved.

The School may dismiss a student whose parent, guardian, family member or other adult involved with the student fails to comply with policies or procedures of the School, engages in conduct either on or off the School's property that could undermine the authority of the School's administration, and/or otherwise behaves in a manner that is unbecoming of a member of the School community, or community at large. The School may refuse re-enrollment of a student if the School believes the actions of a parent or guardian on or off the School's property make a positive, constructive relationship impossible, or otherwise may interfere with the School's ability to accomplish its mission and/or educational goals.

Please see the Guidebook for the School's parent communication guidelines.

Open Communication & Expectations (Preschool)

With the many opportunities to check-in with parents regarding the progress of their student, the School hopes to keep the dialogue open about any developmental strengths and progress, as well as any concerns on those fronts. We use ethically and developmentally appropriate assessment methods that are embedded within student's daily activities, inclusive of families, and are culturally and linguistically responsive. We also may include notes of observations, checklists, and reports as assessment tools.

The health and safety of our School staff and students is paramount, and that includes promoting a School environment conducive to learning and teaching. The School holds certain expectations for our students and parents, to work towards the shared goal of educating the student according to our Curriculum. This equates to full participation and cooperation from the student and parents as part of the School community. Some examples of a lack of full participation and cooperation include: (1) excessive absences, (2) distractions from the learning environment, or (3) lack of participation in the School. If the Child is not fully participating in the program, the School will work with the parents to develop a timeline and a plan of action to correct the situation, and discuss consequences if the situation does not improve.

Faculty and Staff Gift Policy

It is important that parents model for their children, our students, that showing appreciation comes from the heart and reflects our School's values. Relatedly, the School understands that parents may seek to show their appreciation for their child's teachers by giving gifts. Being mindful of the importance of maintaining an equitable environment at the School and avoiding any conduct which could create a perception of favoritism or differential treatment, parents seeking to give a gift to School employees are expected to employ the "less is really more" philosophy. Gift-giving is about thoughtful appreciation rather than monetary value. Handmade gifts are welcome.

The School understands that parents may desire to give one class group gift. In these cases, please remember that the participation by each student's family is purely optional and a nominal dollar amount per student should be employed. Initiating parents are encouraged to send only one communication amongst themselves of the wish to give a class gift, and in no case should anyone feel pressure or any awkwardness in their desire to, or to not, participate toward a group gift.

Multiple Households

The School does not seek to become involved in parental disputes. However, in order for the School to communicate most effectively with parents and support each student, teachers, and School leaders must be aware of any court-ordered guidelines regarding primary households, visitations, picking up a student from School, parent involvement in field trips, or other such similar issues. Unless otherwise specified, each parent for whom the School has current contact information will have access to the student's progress report as well as other informational mailings and electronic communications during the year.

It is the parents' responsibility to inform the School of any living, custody, or financial arrangements that may affect the student's enrollment or experience at the School.

IV. Academics

Curriculum (Preschool)

Consistency of Care

We strive to provide consistency of care in order to foster stable connections between our teachers and students, between students of similar ages and developmental stages. We also aim to provide developmentally appropriate educational experiences for all our students. To this end, we both keep teachers with the same group of students, and also advance students to the next program when appropriate, based on their learning outcomes and developed skills.

To the extent possible, teachers stay with the same group of students for the entire academic year. Based on NAEYC recommendations, we encourage keeping infants and toddlers with their teaching staff for nine months or longer when possible. Students transition to the next age group based on chronological age, developmental readiness, state licensing requirements, and space availability. Students who are moving up gradually spend more time in their new classroom. Please see the Guidebook for any program differences.

When students are grouped in similar age levels, the maximum child group sizes and ratios of staff persons align with state licensing requirements. Lead and assistant teachers have primary responsibility for a single group of children. During the day, we stagger staff schedules so that children have as much time as possible with their regular teacher and classroom assistant. During opening and closing times, some age ranges may be combined, with the teacher in that classroom assuming the responsibility of care until the parent arrives for pick up.

Proprietary Curriculum

Our School employs a proprietary curriculum (“Curriculum”). Our Curriculum is an integrated series of programs for children ages six weeks to five years (“Infant –Pre-K 2”) that engages the young learners’ senses, mind and body and values the individual child. Each program takes advantage of a child’s readiness to learn with activities that are fun, challenging, easily understood and meaningful. Please see the Guidebook for any program differences.

Our Curriculum integrates learning across all content areas and supports a deep connection between school and home. Parents receive detailed information about what they can expect from their child at different stages of development, what their child is learning in school, and how the parents can encourage learning at home. Our classrooms support the academic, social-emotional, and physical growth of young children.

Instilled with a lifelong love of learning, children engage in opportunities to develop a strong sense of self and their community, while connecting learning to real world experiences. Our Curriculum is built upon Developmentally Appropriate Practices (DAP), which provide teachers in our general education program the flexibility to differentiate instruction based on developmental stage. The Curriculum spirals to review and build upon prior skills before advancing to higher-level content and includes opportunities for students to be curious and ask questions.

Our Curriculum ensures that a wide variety of information, skills, and activities are included daily by addressing all domains of early childhood education. The breadth of the curriculum keeps students interested and promotes success at the next level.

The Curriculum provides parents daily insights into their child’s cognitive, emotional, and social development and embeds clear, consistent tools for ongoing communication.

Please see the Guidebook for any curriculum specifics or differences.

Developmental Progress

Teachers plan lessons to meet a student’s cognitive, physical, and emotional needs. They provide materials and activities that encourage students to explore their environment and develop social skills, problem-solving skills, and new ways of thinking.

Every staff member strives to routinely assess the developmental needs of the students. If these observations reveal possible developmental delays or special needs, they are brought to parents' attention, along with suggestions for parents to reach out to pediatricians or other support professionals for further assistance. School leaders and parents formulate a constructive plan to work with the student, consisting of two or three interim goals, along with timelines and follow-up discussions to the extent possible.

Curriculum (Elementary, Middle, and High School)

The curriculum is standards-based and meets or exceeds national standards. Standards establish clear goals and provide teachers, students, parents, and administration a shared understanding about what mastery and preparedness for the next level look like. Teachers use standards to plan, communicate learning goals, instruct, and assess. Teachers closely monitor students as they advance within the curriculum, and partner with students to ensure they understand their own progress towards their learning goals. A personalized approach and student agency are important hallmarks of our classrooms.

Robust teaching materials and pacing guides provide teachers with the road map for rigorous instruction and student success. Teachers weave complex projects and skills such as pro-social and life skills, into the delivery of the core content and specialty classes such as art, music, Spanish/world languages, P.E and wellness, and technology. Technology is used with a purpose and is integrated across all grades. Devices are used to access digital content, and to redefine teaching and learning through innovative learning activities. Great emphasis is placed on teacher professional development to ensure safe and effective implementation of hardware and software. Please see the Guidebook for any curriculum specifics.

Sole Ownership of Curriculum

Parents and students understand that curriculum and related materials supplied to students at the School contain intellectual property which is the sole and exclusive property of The School. In some instances, certain information and materials provided or used by The School constitute or contain intellectual property owned by third parties, and that the School's use and distribution of such information and materials is pursuant to a license. Students, parents, and/or their family members are not permitted to use or distribute such information or materials other than for use in connection with their student's attendance and participation in the School classes and activities.

Homework (Elementary, Middle, and High School)

Please see the Guidebook for specific School policies.

Conferences, Progress Reports, and Grade Reports

Please see the Guidebook for specific School policies.

Academic Integrity (Elementary, Middle, and High School)

The principle of academic integrity is the cornerstone of a school community. In all our actions at the School, we encourage students toward a life governed by the values of academic honesty and respect for the work of others.

The School expects all students to complete all work and assessments with academic integrity. If a report is made of possible student academic misconduct (including but not limited to plagiarism, submitting work completed by a third party, cheating, undermining the integrity of an exam, or interfering with an academic misconduct investigation), the School will initiate an investigation. If the report is substantiated, the student will face

consequences at the discretion of the School Leader, including and up to expulsion. Please see the Guidebook for specific School policies.

Standardized Assessments (Elementary and Middle School)

Excellence in education requires personalized insight into the learning achievements of every student. Throughout the school year, teachers use low stakes assessments to help monitor student progress towards learning objectives and to plan for instruction. Comprehensive Testing Plan (CTP) from ERB, administered yearly to grades 1-8 in the spring, offers families a vision of their child’s academic strengths and opportunities for development. To administrators and teachers, it provides important insights to evaluate instruction, curriculum resources and professional development plans. The assessment results also inform decisions as we plan for the start of next school year. Testing occurs during the second semester and results are sent home during the summer. Please refer to the school calendar and website for the exact dates.

Privacy Policy

In accordance with its policies, the School may not provide access or release educational records or personally identifiable information contained therein (“Protected Data”) to the public or other students and parents. The School stores Protected Data on servers housed in the U.S. with several layers of protection and access to Protected Data is restricted on a need-to-know basis to School personnel and central office staff who work directly to support School personnel. Third party vendors receive only the Protected Data they need to perform their specific function and with contractual confidentiality obligations. Protected Data is de-identified to create anonymous, aggregated results prior to being shared across the School’s network or with external parties, such as outside investors, testing partners, media outlets, and prospective families through the website and brochures.

The School staff receives ongoing training and agree to follow the ethical responsibilities for maintaining confidentiality when conducting assessments of students. All information contained in your child’s records is confidential, and anyone not directly involved with the care of your child or affiliated with state licensing, protective services or other government agencies will not have access to your child’s records without your prior written consent. Parents have the right to add information, comments, data, or other relevant material to their child’s records as appropriate. Additionally, parents may request, in writing, the deletion or amendment of any information contained in their child’s record, and we will consider that request in accordance with any applicable court order or signed parent agreement. We are happy to provide you reasonable access to your child’s on-site records.

If applicable, School may provide “directory information” to the School community. The directory information includes, but is not limited to, the student’s name, parents’ electronic email address, grade level, participation in officially-recognized activities and sports, awards or placement in School-sponsored or School-related competitions, and cumulative and current grade average (in the case of students who qualify for academic recognition). Parents are expected to use directory information for School-purposes only, and not for any other purpose, such as soliciting for their business.

V. Expectations for Student Conduct (Elementary, Middle, and High School)

We expect all students, regardless of age, to learn about our code of conduct. We encourage parents to take into account their child’s age, developmental stage, and grade level in talking through this section. By elementary

school, we expect students to both understand and embrace the culture and values embodied in this code of conduct.

Code of Conduct

The School upholds the fundamental principle that every individual should be treated with dignity, respect, and care. We affirm that a school should be a place where students learn not only about the world around them but about themselves—creating a strong social, emotional, and ethical foundation that will shape their experiences here and throughout their lives.

We are committed to education in its broadest sense, which includes learning that builds character, sound judgment, and ethical behavior. We actively seek to create an environment in which students develop the capacity for moral decision-making based upon clear values that can be found in the school Guidebook.

Bullying, Harassment (Including Sexual Harassment), Sexting, and Hazing

At our School, different perspectives and life experiences are not only embraced but celebrated, as key contributions to our diverse and inclusive community. Every person at the School has the right to feel safe and respected.

Acts of discrimination, hate, or hostility have no place in the School community. We believe it is the School's responsibility to promote an environment of mutual respect, tolerance, civility, and common decency. We do not allow members of our community to cause physical, emotional, or mental harm to others. That being said, what follows should be used appropriately given a student's age, developmental stage, and grade level. We do not seek to label any of our students, and ask that parents are careful in their use of language regarding their children's peers.

Bullying

"Bullying" means any written, verbal, graphic, or physical act that a student or group of students exhibits toward other particular student(s) and the behavior causes mental or physical harm to the other student(s); and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Bullying is unwanted, aggressive behavior among children that involves a real or perceived power imbalance. Bullying can continue over time, is often hidden from adults, and usually continues if no action is taken. Bullying has far-reaching effects that may affect the victim, as well as the perpetrator, long after leaving the School.

The School promotes an inclusive, positive, and caring environment for its students. Conduct or behavior that constitutes bullying, either on or off campus, is not tolerated. Acts of aggression, intimidation, violence, or the threat of violence are violations of the School's code of conduct and warrant review and possible disciplinary action.

Examples of bullying behavior include:

- Assaulting or causing any bodily harm or offensive unwanted touching
- Threatening to cause bodily harm or eliciting fear, significant emotional distress, discomfort, or embarrassment
- Making fun of or teasing with the intent to evoke contempt toward another individual

- Any action that significantly damages another’s reputation
- Carrying weapons
- Participating in fights and hazing

Cyberbullying

“Cyberbullying” means electronically transmitted acts (e.g., internet, cell phone, other electronic device) that a student has exhibited toward another student which causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment. Unlike face-to-face bullying, cyberbullying can be conducted 24/7, at School or at home, making it difficult for victims to find relief.

Cyberbullying has far-reaching effects that may affect the victim as well as the perpetrator long after leaving the School. We strongly urge all members of the School’s community to act with respect and good judgment in all their online activities.

Examples of cyberbullying include a pattern of:

- Posting comments or rumors about someone online that are mean, hurtful, or embarrassing
- Sharing a mean or hurtful picture or video online or by text
- Pretending to be someone else online in order to solicit or post personal or false information about someone else
- Creating a mean or hurtful webpage or social media profile about someone
- Doxxing, a form of online harassment used to exact revenge and to threaten and destroy the privacy of individuals by making their personal information public, including addresses, social security, credit card and phone numbers, links to social media accounts, and other private data

Hate Speech

“Hate speech” is communication meant to demean, insult, or intimidate a person or group of persons on the basis of race, ethnicity, gender, sexual orientation, religion, age, disability or any other similar ground.

The School values every member of our School community and does not tolerate hate speech. Language, actions, behaviors, and symbols meant to incite violence, attack, or demean protected groups are strictly prohibited.

Harassment

“Harassment” is behavior that creates an aggressive and intense environment of pressure and intimidation between individuals. Much like bullying, harassment derives from a display of power between individuals or groups. Harassment, however, goes further than bullying and is assigned to a specific category, including but not limited to age, race, disability, gender, sexual orientation, etc.

Harassment also includes sexual harassment. Examples of student sexual harassment include:

- Unwelcome sexual contact, conduct, advances, or requests for sexual favors
- Unwelcome verbal comments of a sexual nature, sexual jokes, or innuendos, demeaning labels based on gender or sexual orientation, verbal abuse, and sexually-oriented banter
- Unwelcome contact or communications, including phone calls, recorded messages, emails, text messages, instant messages, social media messaging, or postings and communications through third parties

- Sexual blackmail or the explicit or implicit submission to sexual conduct as a term or condition of anything impacting a victim’s learning environment

The School does not tolerate or condone harassment in any form. The act of harassment against any individual or group of individuals, whether directly or indirectly, is strictly prohibited and subject to disciplinary action up to and including dismissal from the School. Furthermore, all members of our School community are expected to report acts of harassment to the School for immediate intervention and remediation.

Sexting

“Sexting” is the sending or receiving of sexual words, pictures, or videos via technology, typically a cell phone.

Students should be aware that sending, sharing, viewing, or merely possessing sexually explicit photos, images, and messages, text messages, emails, or other sexually explicit or suggestive materials via a computer, digital device, or cell phone (commonly known as “sexting”) may constitute a violation of criminal or civil laws.

The School does not tolerate sexting, and it is cause for disciplinary action up to and including suspension or expulsion. If sexting is suspected, the School may seize a student’s cell phone, computer, or other electronic device and may turn the device over to law enforcement authorities. Any student, faculty, staff member, or parent with questions or concerns about sexting, including being the unwilling recipient of a sexual image, should speak with a School leader.

Hazing

“Hazing” refers to any activity expected of an individual joining a group (or to maintain full status in a group) that humiliates, degrades, or risks emotional and/or physical harm to that person, regardless of the individual’s willingness to participate.

The School does not tolerate any form of hazing in our community. Hazing activities are generally considered to be physically, psychologically, or emotionally abusive, hazardous, and/or sexually violating, but they can take other forms as well. Whenever anyone in the School community is intentionally made to feel ostracized or “lower” than their peers, this could be considered hazing.

Some examples include, but are not limited to:

- Deprivation of privileges granted to other members
- Socially isolating new members
- Name-calling, assigning status and titles, or forced servitude
- Physical abuse or endangerment
- Verbal abuse, threats, or implied threats
- Asking new members to wear embarrassing or humiliating attire
- Forced or coerced consumption of alcohol, drugs, or vile substances
- Beating, paddling, branding, burning, or other forms of assault
- Public nudity or sexual simulations
- Forcing members to engage in illegal activity
- Bondage/abductions/kidnapping

If a School student becomes aware of any form of hazing involving anyone in the School community, they must take immediate and proactive action to stop it and use the reporting procedures described below.

How to Report Bullying, Harassment, Sexting, and Hazing

Students who have been subjected to or are otherwise aware of the misconduct described above should immediately report to a School leader, or any other School employee with whom they feel comfortable speaking. The School will investigate such complaints and will take necessary action to stop such bullying, harassment, and hazing, including appropriate disciplinary action.

The School prohibits retaliation against students who report concerns. Students should report retaliation in the same manner as above, and the School will investigate and take appropriate disciplinary action.

Drugs, Alcohol, Tobacco and Illegal Substances

The School does not support or tolerate the use of drugs, alcohol, tobacco, and illegal substances by students on campus, and we strongly discourage students from using these substances outside of school.

Alcohol, tobacco, e-cigarettes, illegal substances, and using either prescription or over-the-counter medications in a manner other than their intended use is unhealthy and will not be tolerated.

Substance Abuse Policy

Use of such substances as described above during the school day or at a School event is a serious violation of the code of conduct. Violations will result in appropriate and serious disciplinary action, including possible expulsion.

Parent Responsibilities

In support of responsible and safe student behavior off-campus, one area of concern is private parties, which may be unsupervised or have alcohol or drugs available. Parents should be aware of the potential dangers of alcohol toxicity, drug overdoses, sexual assaults, and fights and brawls at private parties.

Parents who host parties or facilitate parties for students assume legal liability for any and all behaviors that occur. This includes, but is not limited to, parties that precede or follow School events. Parents are expected to assist the School in reinforcing its expectations regarding student use of such substances, and not permit students to have drugs or alcohol at any parties they may host.

Counseling and Discipline

We encourage counseling for students who acknowledge a drug or substance use problem and support students or parents seeking evaluation and/or treatment for such problems. The administration can refer parents to help identify community resources.

If a student seeks help from School leaders for substance use, where possible, we will work with parents to address the situation to ensure the safety of the student and the community. However, when students are discovered to be using or being under the influence of drugs or alcohol on campus, serious disciplinary measures will be considered.

Weapons and Other Dangerous Objects

To ensure that the School maintains a safe environment, weapons and other such dangerous objects are not permitted on campus or at School-related activities even if the person has a proper license or permit to carry said weapon. Students in violation of this policy will be subject to disciplinary action, up to and including expulsion. Weapons and other dangerous objects include but are not limited to firearms, explosives, pellet guns, knives, pepper spray, and other objects that might be considered dangerous or that could cause harm.

The School reserves the right at any time and at its discretion to search all vehicles, packages, containers, backpacks, purses, lockers, desks, storage areas, and persons entering its property, for the purpose of determining whether any weapon is being, or has been, brought onto its property or premises in violation of this policy. Students who fail or refuse to promptly permit a search under this policy will be subject to discipline, up to and including dismissal from the School.

Responsible Technology Use Policy

The use of internet access and technology at the School is considered a privilege and responsibility. Students and parents must agree to The School's technology use policies, including the efficient, ethical, and legal utilization of the School network and internet resources.

The School staff may examine and monitor the use of the School-owned information technology (IT) resources, including, but not limited to, iPads, laptops, servers/network, files, and communications to maintain system integrity and ensure that the system is used responsibly. In addition, the School may inspect any personal devices which are brought to campus or School-related activities to ensure compliance with this policy. There is no expectation of privacy while using the School's network, devices, or systems. School leaders have access to email, file storage and all other systems in use, and may report suspicious or inappropriate activity. The School, in its sole discretion, may delete Student's School email accounts, cloud-files, and drives six months after Student either disenrolls or graduates.

The use of any electronic communications system has risks. While the School uses all reasonable means to protect the security and confidentiality of electronic information sent and received, including the use of encryption and other industry-standard security technologies, it cannot guarantee the security and confidentiality of web-based communications, and will not be liable for inadvertent or improper disclosure of confidential information that is not caused by intentional misconduct or that is caused by failures of systems outside of the School.

Students who fail to follow the Responsible Technology Use Policy may lose their access privileges and face disciplinary action.

Responsible Use

The School's network and connection to the internet is essential to supporting the School's educational objectives. Technology should provide education, research, and resources, and promote collaboration and communication among students, faculty, and staff.

School related accounts, emails, file storage, and other related systems are provided to further the education experience at the School. These systems should not be used for other activities that are unrelated to education at the School, such as creating accounts with other third-party services, including but not limited to Spotify, Apple Music, or social media sites.

Etiquette, Privacy, and Online Safety

Students are expected to maintain good citizenship and character in their online presence, abiding by the generally accepted rules of computing, network etiquette, privacy, and online safety. These rules include (but are not limited to) the following:

- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- Do not use language on social media, messaging platforms, or any other service that constitutes bullying or harassment of another student, faculty member, staff, or any other person.
- Do not reveal any private information, including address, phone number, other identifying information, or those of others.
- Do not use computers, networks, or other technology in such a way that would disrupt their use by others.

Personal Representation

Any electronic communication with individuals, groups, or institutions is done as an individual unless you have specific permission from a School leader to act as a representative of the School. Individuals are always identifiable as having an account at the School, and therefore, it must be clear that your views, ideas, questions, actions, and other communications represent you as an individual and not the School.

Unacceptable Uses

The following actions are strictly prohibited under the Responsible Technology Use Policy:

- Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: threatening or obscene material or material protected by copyrights or trade secrets.
- Printing or downloading or other use of copyrighted materials such as music, motion pictures, magazines, newspapers, and other publications is prohibited unless authorized.
- School computers and/or the School network may not be used to bully, threaten, or intimidate others, to misrepresent yourself or others, or to cause harm to the network or others.
- Use of the School systems and network resources for commercial or business activities, other than those of the School's, is prohibited.
- Use of the network for solicitations unrelated to the School, product advertisements or promotions, and political lobbying or campaigns (other than for school and alumni) is prohibited.
- Distribution or sale of any School email addresses to merchandisers or other mass marketing operations that may generate unsolicited email messages (spam) is prohibited. For similar reasons, giving School email addresses to retailers and making online purchases through the network, except in connection with School business, is prohibited, unless approved by a School leader.
- The attempt to use or alter any system or create a program to interfere with, change, or interact with programs, security settings, systems, networks, or devices that are the property of School and are used for School-related purposes by students, their parents, and staff is prohibited.
- The attempt to circumvent security settings and content filters, including but not limited to changing settings or using tools such as proxies or VPN (Virtual Private Network) clients to access websites blocked by School is prohibited.

Students should follow good data practices, and ensure that they routinely back up their information or data.

Security

Security on any School account is a high priority, especially when the system involves many users. Students can help the School maintain the security of the system by refraining from sharing their passwords, or attempting to log into the system using another student's account.

Supervision

The School endeavors to provide appropriate, supervised access to its network and to the internet based on the age of the student and on the classroom or lab situation. It is clear, however, that supervision can never be complete and individual users are expected to accept responsibility for their own actions. All students who access the internet agree to accept the responsibilities outlined in these guidelines.

Cell Phones and Other Electronic Devices

A wide range of devices and applications are an important part of school life. In certain circumstances they aid learning, communication, and personal efficiency; however, devices include various applications that can also undermine focus and efficiency. As a rule of thumb cell phones and other devices like smart watches should be turned off and kept in backpacks or lockers unless needed for emergency purposes. They are not to be used during class, assemblies, or other School events. Students are responsible for safeguarding electronic devices and other valuable personal property; the School is not liable for any lost, stolen, or damaged personal property. Please see Guidebook for any specific cell phone or electronic devices policies.

Social Media Policy

Social media offers valuable opportunities for students to connect with each other and with individuals outside the School community, share experiences and educational resources, and even create their own content. However, there is a time and place to engage in social media activities. There are age-appropriate policies regarding access to personal devices and social media. All students are expected to honor the minimum age policies of the social media sites which they use and are expected to abide by the policies of their grade level around device and social media use during the school day.

While social media enables students to communicate with friends and classmates outside the classroom and away from campus, it should never be used as a tool to harass, ostracize, bully, or otherwise harm any person. The School's Social Media Policy strictly prohibits any action that could be construed as cyberbullying, as defined in the code of conduct.

The School offers the following social media guidelines as a recommendation for student safety and well-being:

- Always use good judgment when communicating online. It is best not to communicate with strangers. Remember that people are not always who they say they are.
- If you receive any unwanted contact or communication from a stranger or person you know that makes you feel uncomfortable, tell an adult.
- Refrain from sharing your personal information online, such as your full name, address, birthdate, school schedule, phone number, email address, etc. Any information you share on your social network or via direct message can be made public, even if your profile is private.
- Online interaction with faculty and staff should be limited to educational or professional communication.

Uniform and Dress Code

Please see the Guidebook for the School's specific uniform and dress code.

Clean Campus

Every member of the community is expected to play an active role in keeping the School clean and tidy. Everyone should participate in the recycling program by placing bottles, cans, and paper in the appropriate receptacles.

Care of School Property

In the event of damage or loss of School property caused by a student intentionally or through carelessness, the parents will be held responsible for the cost of repair or replacement. Additionally, students may be subject to discipline depending on the frequency or severity of damage. Damage or loss of School property includes, but is not limited to, graffiti on desks, walls, equipment, decks, or other School property (e.g. iPads, laptops).

School Property and Privacy

Lockers and desks are all the property of the School and are subject to search at any time. Students should not have any expectation of privacy in the use or storage of belongings in these items and locations. The School reserves the right to inspect any lockers, desks, or other School property at any time without prior notice. The School is not liable for any items missing from or damaged while in a student's locker or desk.

Additional Rules and Policies

Beyond the examples of misconduct already addressed (bullying, harassment, hate speech, sexting, sexual misconduct and abuse, drugs, alcohol, illegal substances, and weapons and other dangerous objects), the following actions constitute a violation of School's code of conduct and are considered serious infractions, particularly at the middle school and high school grade levels. Any of the following behaviors may result in disciplinary action, up to and including expulsion.

Excessive Absences/Tardiness/Problematic Attendance

Please see Guidebook for specific School policies.

Acts of Aggression or Intimidation

Any act of aggression or intimidation to any member of the School community will not be tolerated and may be subject to disciplinary action.

Theft

"Theft" refers to stealing or unauthorized borrowing, including taking materials out of the library without following correct procedures and taking someone else's items from lockers or students' bags. Students should not bring valuables to campus.

Reckless Endangerment

"Reckless endangerment" refers to actions that could injure self or others, such as roof climbing or driving too fast on campus.

Vandalism

"Vandalism" refers to any intentional or reckless destruction or defacing of property, including graffiti.

Lying

Lying to School officials is strictly prohibited.

Off-Campus Violations

Students are not permitted to be off-campus without permission or without having been excused by parents through the office ahead of time. Repeat offenders will be subject to serious disciplinary action, including the possibility of expulsion.

Insubordination

Students who refuse to comply with reasonable requests made by faculty or staff or students who repeatedly fail to comply with School policies (including, but not limited to those relating to off-campus violations; dress code or uniform policy violations; and attendance at assemblies, advisory, or other required School events) are insubordinate and may be subject to serious disciplinary action, including the possibility of expulsion.

VI. Behavior Guidance, Consequences, and Discipline

Guidance and Consequences for Behavior (Preschool and Elementary)

Our behavioral guidance is constructive, age- and stage-appropriate, and redirects students to appropriate behavior and conflict resolution. We approach discipline with a positive attitude, based on the premise that children respect and care for themselves and others. Our goal is to solve behavioral concerns by using modeling, redirection of behavior, and positive reinforcement through attention and praise. Positive classroom rules, structure, and reinforcement help students understand expectations of behavior. Circle time and other group meetings incorporate time for students to give and receive praise for positive actions, to plan activities together, and to discuss class concerns and goals for desired behavior.

When necessary, staff will work with students and parents to engage in strategy building and to create a plan for resolution. The plan will include positive behavior support, and parents will be kept informed of progress.

There are sometimes reasons that the School must remove a student from the program on a short-term or long-term basis, including because the student's behavior is disruptive or jeopardizes the health, safety, or welfare of the student or other students or staff. These consequences are not meant to be punishment or penalization, but merely to keep the student and others around them safe until the School and parents can address the behavior.

The School understands that a pause on enrollment, suspension or disenrollment is difficult for the students, parents, and staff. In an effort to impose these consequences only, when necessary, the School will do its best to work with the student and the parents to limit or prevent them.

The parents are expected to be open and forthcoming with relevant information regarding their students, cooperate with the School, and support the School, including with respect to seeking assistance from third-party external supports. Education is a cooperative undertaking: a joint responsibility at home and School.

Should a student exhibit concerning behavior, the School will take the steps with the School Leader to address with a plan of resolution, unless the behavior warrants immediate intervention.

The plan includes positive behavior support, and parents are kept informed of progress. In rare circumstances, and only after all other possible interventions have been exhausted, suspension or expulsion is necessary. We reserve the right to suspend or dismiss a student for harmful or inappropriate behavior in our sole discretion: 1) If

we do not have adequate expertise or resources for the student's educational, medical or other needs; 2) for violations of our policies; or 3) for any reason we determine to be in the best interest of the safety of Students and the School. In these rare instances, we may offer parents assistance in locating assistance and alternative placements. Please see Guidebook for specific School policies.

Methods of Discipline (Preschool and Elementary)

Students find security and direction where there is consistent guidance and routine. It is the teacher's role to assist the student in conducting his/her behavior in a positive manner. The teacher is a "classroom manager," facilitating, observing, and correcting behavior.

Our goal is to teach students to exhibit self-control, while managing their emotions and anger by providing the lifelong skills needed to think about actions prior to acting on them. This will serve our students well, as they grow and are faced with other difficult situations, in and out of school.

- Our innovative approach can only be accomplished by a consistent, firm, and loving approach. We use the following methods to educate students in this area:
- Redirect behavior and teach conflict resolution skills.
- Teach students the classroom rules.
- Encourage students to "talk out" their problems and discover a solution.
- Use positive phrases to redirect behavior.
- If negative behavior continues, "stop and think time" will be used to gain the student's self-control. Students will be asked why they are on 'stop and think time' and how they can correct their behavior.
- Continued negative behavior will require a parent conference.
- If a student's behavior does not improve, the student may be placed on detention, suspension, probationary enrollment, or expulsion.
- No corporal punishment, including but not limited to spanking, hitting, slapping, tapping, and pulling on any part of the body, will be used.

**Our Guidance and Discipline Policy complies with federal and state civil rights laws. Please see Guidebook for specific School policies.*

Guidance and Consequences for Behavior Incidents (Middle and High School)

Jurisdiction

The School may enforce consequences for conduct on the School campus, its immediate vicinities, and the location of any official School function (e.g., athletic competition, social events, school trip, and extracurricular activities). Jurisdiction may be extended beyond the boundaries of the School and the school day in certain circumstances and in the discretion of the School, including but not limited to, when, in the judgment of the School leadership, student misbehavior puts other School students or members of School community at risk, or otherwise is disruptive to the community.

Investigation Process

After a School leader receives a report or learns of an alleged violation of the School's expectations for student behavior, the School may investigate. This could include meetings both internally and externally, engaging an

outside investigator, at the School's discretion. Students, parents, School leaders, faculty, and staff are expected to cooperate in any investigation as needed to assist the School in determining the appropriate course of action.

Interim Measures

The School may, in its sole discretion, determine and provide appropriate interim support and reasonable protective measures, if and as needed, based on the particular applicable circumstances during any investigation and/or to protect against further acts, to provide a safe educational environment, and/or to protect the integrity of an investigation.

Consequence

Following an investigation, should the School determine that a student's conduct was in violation of its expectations, the School will generally impose disciplinary consequences as appropriate. Meant to be educational in nature, disciplinary consequences will be age-appropriate and commensurate to the violation. Nothing in this Handbook, however, should be interpreted to guarantee a particular consequence. Examples of consequences include a verbal or written warning, detention, suspension, up through expulsion. Disciplinary violations may also result in revoked eligibility for athletics and activities or for student social events, including commencement.

Forbidden Methods of Discipline

Behavioral guidance for students shall be constructive in nature, age and stage appropriate, and shall be intended to redirect students to appropriate behavior and resolve conflicts. Students learn best when they are comfortable and feel safe. While all students need periodic redirection and behavioral guidance, actions which disrupt or undermine this positive environment are prohibited. Staff may never use physical punishment, psychological abuse, or coercion when disciplining a Student. These methods of discipline are prohibited, and include examples such as yelling, using "time outs", shaming or isolating students, or use of restraint. Appropriate use of restraint for safety reasons is permissible.

Please see Guidebook for specific School policies.

VII. Health and Safety

Our Commitment to Health and Safety (Preschool)

Providing a healthy and safe learning environment for our students is our highest priority. In addition to following our School's comprehensive health and safety practices, we regularly adjust our operations to meet or exceed the most current guidance from local and state health departments.

Our enhanced health and wellness protocols include:

- Repeated disinfecting/cleaning of "high-touch" surfaces throughout the school day and in the evenings (including desks, doors, public spaces, and bathroom fixtures)
- Frequent and thorough handwashing by students and staff, actively encouraged throughout the school day
- Ensuring all staff and students who are feeling ill stay home until they recover
- Finally, guidance regarding wearing facial masks/coverings is evolving, and we will update parents accordingly.

Our Commitment to Health and Safety (Elementary, Middle, and High School)

Providing a healthy and safe learning environment for our students is our highest priority. In addition to following our School's comprehensive health and safety practices, we regularly adjust our operations to meet or exceed the most current guidance from local and state health departments.

Medical and Immunization Records

Prior to enrollment, all students must have an updated medical form on file, including a current list of state required vaccinations and screenings. All state-required immunizations must be completed unless parents produce the required documentation for applicable exemption. If a currently enrolled student or staff member has a medically compromised immune system, our School will evaluate whether a student who is not fully immunized may be newly enrolled. If a student is not fully immunized for a disease which occurs in the School, that student will be excluded from all activities until any danger of infection is past.

Illness

Parents assist us in maintaining a safe and healthy environment for all our students by keeping sick children at home. The purpose of our sick child policy is to:

- Reduce the spread of illness from a sick child to other children and members of School staff.
- Promote complete recuperation of the sick child.
- Prevent the constant spread of cold, flu, diarrhea, and other communicable diseases, including COVID-19, that are common among small children.

We reserve the right to refuse admittance to any student who shows a sign of illness. Students who become ill at School will be made comfortable and parents will be notified to pick them up within one hour. Parents must keep sick children at home until they have been symptom-free for at least 24 hours* if they display any of the following:

- Fever of 100.4 degrees or more. Children must be free of fever for at least 24 hours, unassisted by fever-reducing medication before returning to school.
- Vomiting
- Diarrhea
- Sore Throat
- Skin Rash
- Head Lice
- Heavy nasal discharge requiring frequent wiping every 3-5 minutes
- Persistent, non-productive, or "barking" cough
- Fussy, cranky behavior unlike the child's normal demeanor
- Symptoms of communicable disease such as pink eye, measles, chicken pox, mumps, or strep throat

***The length of time students should stay out of our School depends on whether they have COVID-19 or another illness. Please see your School Leader for updated guidance.**

Medication Administration

Whenever possible, prescription or over the counter medication should be administered at home or by a parent who comes to the School for that purpose. We encourage parents to ask their child's physician to prescribe or recommend medications in such a way that they do not need to be administered during the school day. If the physician determines that the medication should be administered during the school day, we will consider such requests in accordance with state and local regulations.

When we agree to administer prescription or nonprescription medications, parents must provide a note from a physician requesting us to administer the medication, with detailed dosage information, circumstances, or schedule of medication administration, and any adverse reactions that could occur.

The medication must be in a new sealed container. Prescriptions must be in the original pharmacy container or box, with the official pharmacy prescription label securely attached. The prescription indicated on the label must be current.

School administrative staff must keep the medication and a copy of the physician's note stored in the locked medicine location, unless otherwise indicated. School administrative staff complete the dispensing log after each dosage, recording the name of the student, the medication and dosage given, the time and date, and signature of the person dispensing. Epi-pens and other emergency medications may be stored in either the normal locked medication cabinet or a secure location. See *Allergies* section for additional information.

If the medication request is for any medication that requires specific skills or prior medical training to administer, parents may be asked to follow our ADA process, requiring approval and development of a modification plan. Parents must first make a written request for their child and provide it to the School with the physician's note including the requirements referenced above. In some instances, we may require additional information or documentation, and we will work together with parents to prepare a modification plan. Please contact your School leader for more information on our ADA policy.

Allergies

Parents are expected to inform the School about their child's allergies. Each student with food allergies should have a Food Allergy & Anaphylaxis Emergency Care Plan ("FARE Plan") or similar Emergency Care Plan (e.g., for FPIES) listing their allergies, recommended treatment in case of an allergic reaction, prepared by parents and the child's physician. Parents and the School will work together to ensure understanding about the allergies, emergency plan, and supporting medical documentation provided by the child's physician. Children with complex or life-threatening allergies may be referred to our ADA process for creation of a modification plan. Please contact your School leader for more information on our ADA policy.

Abuse and Neglect Reporting

All staff members are mandated by law to comply with the child abuse and neglect reporting requirement. The law requires any person working in a school or childcare setting who has knowledge of or observes a child whom they know, or reasonably suspect has been the victim of child abuse or neglect whether within the School or outside of School, to immediately report it to the applicable state child protective agency.

Teachers and staff are responsible for monitoring their own behavior and the behavior of other staff members and must immediately report to the principal any observations of an employee violating either licensing regulations or company policies. In addition, upon starting employment every staff member is required to participate in training on sexual abuse and molestation prevention.

Those who in good faith report neglect or abuse by a family member or co-worker are immune from discharge, retaliation, or other disciplinary actions for having made the report.

We take allegations of neglect or abuse very seriously. Once the allegation is reported, we will cooperate fully with any investigation conducted by law enforcement or regulatory agencies. To the fullest extent possible, but consistent with our legal obligation to report suspected abuse to appropriate authorities, we will endeavor to keep confidential the identities of the alleged victims and investigation subject.

Clothing & Personal Belongings

Parents with children in Kindergarten or younger must provide a labeled bag with a change of clothing (including socks) for their student to be kept at School for emergencies. Parents with infants and toddlers should provide two sets of clothing. All items must be labeled with the student's name. Please see Guidebook for specific School policies.

For all grades, Parents are also asked not to bring personal belongings to School or to School activities that would be considered dangerous to a student or inappropriate for our School (e.g. dangerous objects, weapons, drugs, alcohol, etc.). Please see Guidebook for specific School policies.

Sunscreen (Preschool and Elementary)

Parents must provide written permission for School staff to apply sunscreen on their child, and typically documentation from a medical professional or state licensing forms are required. All bottles must be in the original container, labeled with the student's name.

Building Access

Access to our building is limited to enrolled parents, staff and registered visitors. Please see Guidebook for specific entry information.

Visitors cannot enter our School unless approved and escorted by a staff member. School staff, enrolled students and parents, and approved emergency contacts for students are not considered visitors. All visitors, including vendors, applicants, and other family members are required to do the following:

- Wait in the lobby/reception area until escorted by a staff member.
- Present a government issued ID.
- Sign-in to visitor log, matching their government issued ID.
- Wear a badge, issued by the School, that is clearly visible for the duration of their visit.
- Completely fill out the visitor log with: date of the visit, visitor's full name and affiliation, purpose of visit, badge number, sign-in time, and sign-out time

Accidents & Injuries

The health and safety of both students and staff in our School are of paramount importance. All employees are expected to assist in the prevention and control of injuries, illnesses, and hazards and to ensure compliance with all applicable laws and regulations. Staff members inspect their classrooms and outdoor play areas daily for potential hazards.

If a student experiences an accident, injury, or possible injury, staff will report it to School administration and a written incident report will be completed. Parents will also be immediately contacted if the injury needs medical attention. For any serious accident or incident, we will attempt to notify parents by a telephone call as soon as possible. Please see Guidebook for specific School policies.

Staff members are trained in first aid and CPR. If a student requires medical attention, parents will be notified. In the event of a serious emergency, the School will secure immediate medical attention as described in the “authorization for medical treatment” section of the Enrollment Agreement. Every effort will be made to contact parents or authorized emergency contacts during such emergencies.

Fire and Other Safety Drills

As required by law, our School holds regular fire and safety drills. It is expected that all students on the campus at the time of such drills participate fully. If a drill must take place in inclement weather, all attempts will be made to ensure that students are properly attired. Should you find yourself at the School while a drill is taking place, please participate with your child, and take the time to review and discuss the importance of such drills with your student. Please see Guidebook for specific School policies.

Lockdown or Emergency Evacuation

If an emergency requires lockdown or evacuation, we will notify parents as soon as possible. All entrances to the School will be secured and the School will take emergency action, as needed, to keep School staff and Children safe.

Weather Emergencies

In case of severe or hazardous weather, we may have to close or delay School opening hours. We will notify parents via Application, or by email and text alert whenever possible.

In the event of severe weather or other emergencies during the school day, it may be necessary to close school early. We will notify parents by phone, email, and/or text to pick up their child before the designated emergency closing time. Where applicable, bus/van services will make independent decisions regarding inclement weather procedures. Parents will be informed of these decisions.

In an emergency, immediate decisions may be made. We will attempt to contact you, authorized family members, or specified friends. If you are going to be out of town, please notify your emergency contacts and let us know who is the preferred emergency contact.

Vehicles on School Grounds

Because the safety of our students is of paramount concern to us, we require all parents to adhere to the following rules of the road while on School property:

- All vehicles must obey the 5 miles per hour speed limit.
- Pedestrians always have the right of way.
- Parked vehicles MUST have ignitions turned off and the keys removed.
- Children may NOT be left unattended in a vehicle at any time or for any reason.

Violations of these rules may result in a warning. If a violation is serious, or violations continue, School personnel are authorized to take a tag number to report to local police.

VIII. Parent/Student Handbook Acknowledgement Form

Student's Name (please print)

This Parent/Student Handbook was created to promote an understanding of the School's policies and procedures.

The information in this Handbook applies to all activities occurring on School grounds, School buses, and during any School-related activity. It is important that parents and students are familiar with these expectations.

This signed page will be added to your student's permanent file. Your signature means that you have received this Parent/Student Handbook and understand the policies and procedures of our School, and agree to abide by it, as will your child(ren).

Full Name

Relationship to Student

Parent Signature

Date

Full Name

Relationship to Student

Parent Signature

Date

IX. APPENDIX A: Responsible Use Agreement (Elementary, Middle, and High School)

RESPONSIBLE USE AGREEMENT

This Responsible Use Agreement (RUA) is intended to help support that our students will be responsible users and stay safe while using the internet and other communications technologies for educational, personal, and recreational use. The School is committed to providing students technological learning opportunities and access to Information and Communication Technologies (ICT), as this is their future. In return, the School expects the students to agree to be responsible users.

Parents are asked to review the following with their children. By signing this handbook, you are acknowledging that you have reviewed the RUA with your child and received their acknowledgment of understanding.

Student understands that they must use School ICT systems in a responsible way, to ensure that there is no risk to their safety or to the safety and security of the ICT systems and other users.

For their own personal safety:

- Student will seek permission from a teacher before using technology (cell phone, computer, tablet, etc.) at school.
- Student understands that the School has the right to monitor their use of the ICT systems, email, and other digital communications.
- Student will protect their username and password information and keep it private, and will not access others' accounts.
- Student will be aware of "stranger danger" when communicating online.
- Student will not disclose or share personal information about themselves or others when online.
- Student will immediately report any unpleasant or inappropriate material or messages or anything that makes them feel uncomfortable when they see it online.
- Student will not steal someone's identity or create a fake online identity.

Student understands that everyone has equal rights to use technology as a resource and:

- Student understands that the School ICT systems are intended for educational use and that Student will not use the systems for personal or recreational use unless they have permission to do so.
- Student understands that if they damage any of the technology equipment intentionally or by failing to follow classroom rules and guidelines when using the equipment, Student will be expected to pay the cost of repairs or full replacement costs if the equipment is damaged beyond repair.
- Student understands that they are responsible for returning all technology equipment provided to them by the School, or Student will be responsible for the replacement cost of the technology equipment.

Student will act as they expect others to act toward them:

- Student will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.

- Student will be polite and responsible when they communicate with others through texting, instant messaging, email, chat, blogs, social media, etc. Student will not use strong, aggressive, or inappropriate language, and they appreciate that others may have different opinions.
- Student will not participate in cyber-bullying (to harass, threaten, embarrass, target, or exclude another person using various communication technologies).
- Student will not take or distribute images of anyone without their permission.
- Student will follow the Code of Conduct when it comes to use of technology.

Student recognizes that the School has a responsibility to maintain the security and integrity of the technology it offers them and to ensure the smooth running of the School. As a responsible user:

- Student understands the risks and will not try to upload, download, or access any materials which are inappropriate or may cause harm or distress to others, nor will they try to use any programs or software that might allow them to bypass the filtering/security systems in place to prevent access to such materials.
- Student understands that Student will not enter chat rooms at any time.

When using the internet for research or recreation, Student recognizes that:

- Student should ensure that they have permission to use the original work of others in their own work.
- Where work is protected by copyright, Student will not try to download copies (including music and videos).
- When using the internet to find information, Student should take care to check that the information that they access is accurate, as Student understands that the work of others may not be truthful and may be a deliberate attempt to mislead them.

Student understands that they are responsible for their actions, both in and out of school:

- Student understands that the School also has the right to take action against them if they are involved in incidents of inappropriate behavior, that are covered in this agreement, when they are out of school, and where they involve their membership of the School.
- Student understands that if they fail to comply with this Responsible Use Agreement, Student will be subject to the loss of ICT privileges.