



Upper School Student Parent Handbook

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I. ACADEMIC REGULATIONS AND PROCEDURES

1. ACADEMIC HONESTY AND THE HONOR PLEDGE

It is a fundamental assumption that any work presented by students will be their own. Cheating on a test, project, homework assignment, or examination includes any case of assistance sought, received, or offered without the prior approval of the teacher. It also includes possession or viewing of notes or other materials which could give the student an unfair advantage.

Plagiarism is a form of cheating. It is defined as the borrowing of someone else's words, ideas, or facts and passing them off as one's own. Failure to properly credit the source of those words, ideas, or facts constitutes an act of plagiarism. An obvious form of plagiarism is cutting and pasting lines or passages from online sources. The suggestion of plagiarism can be easily avoided by the correct identification of sources when writing a paper. Devices and resources which are used as short-cuts to students' completing their own assignments, such as electronic translators or literature summaries, should be avoided. If there is a question about the appropriateness of such devices or resources, students should check with the teachers prior to use.

Each student in the Upper School will receive the definition of plagiarism at the beginning of each school year and will complete an assignment to demonstrate their understanding of what constitutes plagiarism. Plagiarism is considered an honor violation and is recorded in a student's record as such. As evidence of our commitment to individual integrity, faculty may require students to write the words "Honor Pledge" and sign his or her name on assignments which will receive a grade from the teacher. This symbolizes adherence to the honor code which states, "On my honor, I pledge that the work turned in is mine alone and that no inappropriate help in any form was received." In addition, students will be instructed on the use of turnitin.com, a web-based source for identifying plagiarized work. Under the discretion of faculty, students will submit essays and other written work to the turnitin.com database for confirmation of authenticity and as an educational tool. Plagiarism is considered an honor violation and is recorded in a student's record as such.

Violations of these standards of academic integrity will be taken seriously. Suspected dishonesty will be reported to the student's advisor, the Dean of Students, and the Head of the Upper School and the student may be asked to appear, with their advisor, in front of the Honor Court. (See Appendix for Honor Court protocol.) All proven honor violations are recorded in a student's file. Classroom teachers will also impose their own consequences for honor violations. These usually include withholding credit, in whole or part, for the assignment in question. In accordance with the bylaws of the National Honor Society, honor violations also automatically result in the removal of the student from National Honor Society. Further consequences, as decided by the Dean of Students and Division Head in consultation with the Academic Review

Council and/or the Honor Court may include suspension or, for repeat offenders, expulsion. All students subject to disciplinary action have the right to request an appearance before the Honor Court before consequences are finalized.

Students are often asked to self-report honor violations on applications for scholarships and college and university admission. Students are urged to report honestly. If a college or university calls to check the accuracy of a student's application, the school is ethically bound to report any violations in the student's file.

2. ACADEMIC REVIEW COUNCIL

In the event that an upper school student or parent of an upper school student seeks a review of a final grade in a course, either at the end of a semester or the end of the year, the case will be presented to the Academic Review Council. This council, whose job is to review academic policies and procedures is made up of the Upper School Head, Dean of Students, College Counselor, Director of Studies, and faculty members. The intent of the Council is not to second-guess any professional decision made by a faculty member, but to ensure that all proper procedures and communication protocols have been followed in the determination of the grade. The decision of this Council is final. There is no further review process or person. This council will also serve a similar review role if there is a question of high school credit for courses taken at another institution.

3. ACADEMIC RECORDS

Grades, standardized test scores, and other school records are considered confidential information. They are made available only to the student, the student's family, school personnel, and approved educational or financial aid granting institutions. Official transcripts will be provided at no cost and must be properly authorized by the student or a parent. In general, colleges and other schools will only accept transcripts sent directly from our school office bearing our school seal and appropriate signatures. Academic transcripts mailed to colleges report only courses taken and Carnegie credits earned at St. Andrew's or other credit granting institutions. Standardized test scores are not mailed to colleges as part of the academic record. Report cards, transcripts, and other school records will not be released in cases where school property has not been returned, when student obligations have not been met, or in cases of unpaid financial obligations.

4. CALENDAR

The academic year consists of approximately thirty-six weeks (180 days for students), divided into two semesters, and with first semester concluding prior to the winter holidays in December. The last several days of each semester are dedicated to semester exams and/or culminating projects. All calendar information is posted on the website: www.saintschool.com.

5. CLASS RANKING

Due to the small size of the school and of individual classes, and because of its superior academic program, St. Andrew's does not advocate and does not provide class rankings except when required by college admissions offices or when necessary for scholarship applications.

6. COMMUNITY SERVICE REQUIREMENT

In addition to academic credits, students are expected to participate in school or community service, either individually or through membership in school-sponsored clubs or organizations. Community service performed outside of school sponsorship must be through a bona fide charitable 501(3) c organization. Household chores, babysitting, helping neighbors, etc. are not considered acceptable service activities. IB Full Diploma students are required to complete the Creativity, Action, Service (CAS) requirements as outlined by the IB Program.

Promotion in grades 9-12 requires the completion and appropriate documentation of a minimum of 30 hours of school and/or community service each year. Documentation includes the completion of an online Community Service reflection form. The inclusion of these community service activities in a student's college application portfolio is an important factor in admission decisions at many colleges and universities. Students who fail to complete this requirement during the school year must do school service work in the summer; report cards/transcripts will be held until this requirement is satisfied.

Because of our commitment to being an IB world school and the meaningful structure of the Creativity, Action, and Service (CAS) requirements of the IB program, beginning with the class of 2014 we will be transitioning to a service requirement model that is in line with the guidelines of the CAS program. A model of service through CAS is one that allows for students to grow as individuals and students, find connections and purposes within their communities, and see the ways in which learning done in the classroom connects to the outside world. All IB students will be required to submit their hours through the CAS structure and complete the CAS form available on the IB portion of the website. The CAS program requires that students participate in creativity, action, and service activities while meeting eight specific learning objectives over the course of their junior and senior years. These activities must be completed by the end of March of their senior year. The SAS community service requirements count towards the CAS requirement.

7. COURSE CREDITS, PROMOTION AND CLASS PLACEMENT

- At least twenty-four academic credits are required to earn a St. Andrew's diploma. A unit of credit is earned for successful completion of a full year of work in a course. Half credits are earned in semester courses and at the end of the year in four seminiar courses.

- The school complies with standards of the Southern Association of Colleges and Schools (SACS) set forth in awarding a Carnegie unit of credit. Programs of study sponsored by other schools or agencies which do not meet Carnegie unit standards cannot be counted toward graduation requirements.
- Each student is expected to enroll in a minimum of five core academic courses each semester and to earn at least six Carnegie credits each year. Seniors must enroll in a minimum of four core academic courses each semester. Seniors may have only one study hall fall semester, but may have two study halls second semester, if they are on track to meet graduation requirements.
- Placement in a class (grades 10-12) is determined by the units of credit earned. No student will be classified as an eleventh grader who has not earned a minimum of ten academic credits prior to the beginning of the school year. No student will be classified as a twelfth grader who cannot earn the credits required for graduation during the regular school year. The school reserves the right to refuse enrollment to students who cannot complete graduation requirements within the normal time frames and the usual sequence of courses.
- Graduation requirements and class placement rules may be modified when, in the opinion of the administration, it is in the best interest of an individual student.
- St. Andrew's accepts and classifies transfer credits or grade placement from schools that are accredited by regional accrediting agencies that are part of the Commission on International and Trans-Regional Accreditation.

8. DROP/ADD

Regular Courses -

A regular course may be added or dropped within the official drop-add period, usually the first two weeks of the semester. Only semester courses earning one-half credit may be added or dropped in January. Any course changes must be approved and made by the Advisor and Division Head. Generally, dropping a course after the drop/add period requires that the student's transcript be recorded with a "WP," indicating withdrawal from the course with a passing grade. A mark of "WF" will be recorded on the transcript of students who drop a course with a failing grade.

IB Courses - Students may withdraw from an IB course without a notation on their record during the drop/add period. Students who are taking six courses may withdraw from a course up to the first semester exam. However, if a student has only five courses and wants to withdraw from an IB course, he/she must withdraw and select a replacement course by the middle of the first quarter. Withdrawals within this time frame, after the drop/add period at the beginning of the first semester, will result in a WP (withdrawal passing) or WF (withdrawal failing) notation on their transcript. If a student withdraws from an IB course before the completion of the course or

fails to complete any of the IB requirements, the IB designation for the course will be removed from their transcript.

9. ESL (ENGLISH AS SECOND LANGUAGE) POLICY

St. Andrew's will admit some students who are not proficient in English, often requiring that they receive support from ESOL faculty. Classroom teachers are not responsible for teaching English to non-English speaking students but will work with the ESOL instructor to design meaningful and effective approaches to teaching and learning, including reasonable accommodations. Families are required to pay the expenses of ESOL accommodation and instruction.

10. EXAMS AND SEMESTER AVERAGES

All students in the Upper School Division are required to take exams at the conclusion of each semester. In a few cases, exams may be replaced by a culminating project. A special exam schedule is published at the end of the semester. Exam grades are recorded on report cards and are averaged with the grade in the course to produce semester averages. Exams are counted as 20% of the semester average, with the semester grade constituting the other 80%. Final grades are computed by averaging the two semester grades equally. The only acceptable reasons for missing exams are medical or family emergencies. Proper documentation of such an emergency is required before a student will be allowed to take a make-up exam. IB Exams cannot be made up for any reason without appealing to the IB Organization. Students will not be dismissed from IB exams.

If a student remains in an IB course into the second semester, he/she must take the standardized exam at the end of the course. Failure to take the exam will result in re-designation (deletion of IB) of the course title and credit on the student's transcript and forfeiture of the extra GPA weight.

11. EXEMPTING EXAMS

Exam exemption is not permitted in the upper school.

12. FAILED COURSES/SUMMER SCHOOL CREDITS

Failed courses may result in scheduling conflicts which may prevent a student from following the normal sequence of courses and make impossible the earning of graduation credits during regular school terms. The school makes no guarantee of being able to meet the needs of students in such situations. The school may require completion of summer school in order to be enrolled the following school year. Students must obtain prior approval from the administration for summer school courses which are taken for promotion, graduation credits, or advanced standing. The school reserves the right to refuse credit for summer school courses taken without prior approval.

Summer school remedial credits which conform to standards set by the Southern Association of Colleges and Schools (SACS) will be counted toward graduation requirements.

Summer school credits will appear separately on the student's transcript. If summer school credits are earned to make up a deficiency in a regular academic course, the original deficient grade will remain on the transcript and both grades will be used to compute grade averages; however, only one credit is awarded.

13. GRADING

Numerical averages are related to letter grades as follows:

A = 90 - 100 B = 80 - 89 C = 73 - 79 D = 70 - 72 F = Below 70

All course grades are computed to determine cumulative grade average, including summer school courses. If a credit-earning course is repeated, both grades count in the final computation of the GPA. (Exception: St. Andrew's students who are repeating a course taken for credit in 8th grade but are repeating the same course in 9th grade – only the 9th grade final average will be counted.) Extra points for honors, IB Higher Level and IB Standard Level courses are factored into calculations for honor roll and Headmaster's List. Honors and IB Standard Level courses receive two extra points while IB Higher Level courses receive three extra points. These points are added to the grade average at the end of each semester after exams.

14. GRADUATION REQUIREMENTS

At least twenty-four credits are normally required to earn a St. Andrew's diploma, with specific departmental requirements as follows:

- English - four credits, plus a writing course (Full IB Diploma students fulfill the writing requirement with the completion of an extended essay).
- History - three credits, including both Western Civilization and U.S. History
- Mathematics - four credits earned in grades 9-12
- Science - four credits, including Biology, Chemistry, and another lab science
- Foreign Language - three credits, through level two of the same language
- Health - one-half credit
- PE -- one-half credit or one season of Varsity athletics
- Fine Arts - one and one-half credits
- Computer Science – one-half credit

The remaining credits are earned by taking electives. These are minimum graduation requirements. Many colleges and universities may require a more rigorous course of study which may require students to take core classes all four years of high school. Please consult the College Counseling Office regarding the most appropriate course of study. Full IB Diploma students,

with administrative approval, may be able to exempt some non-core academic requirements in pursuit of the IB Diploma. Only core academic courses taken in grades 9-12 are considered for Georgia's HOPE scholarship program.

15. INTERNATIONAL BACCALAUREATE COURSES

International Baccalaureate (IB) courses follow a prescribed curriculum and culminate in a standardized examination prepared and scored by the International Baccalaureate Organization (IBO). Many colleges and universities award credits and/or advanced standing for passing scores on the IB exams. Those decisions rest entirely with the college or university. Parents are responsible for the fee charged for IB exams.

While St. Andrew's usually will not disallow a student from attempting an IB Higher Level course, those courses are designed for students with superior academic abilities and motivation. Much more homework is required. The school reserves the right to refuse to schedule or to remove any student from an IB Higher Level course when it believes it to be in the best interest of the student or the class.

Students who complete IB courses must take the standardized exam. They also must take the regular final exam in their course. Courses which are designated as IB Higher Level carry a weighted average of 3 points. Courses at the Standard Level carry a weighted average of 2 points. These points are added to the grade average at the end of each semester after exams. Please note that Georgia's current HOPE scholarship policy does not allow for extra weights to be calculated into the final HOPE grade point average. To learn more about this program, please consult the College Counseling Office or the Georgia Student Finance Commission website at www.gsfc.org.

If a student engages in academic dishonesty on an IB assignment or exam that contributes to their IB grade they may become ineligible to receive IB credit for the course and/or be removed from the IB program. If a student fails to make adequate progress towards the completion of their IB requirements, the school reserves the right to remove the student from the IB program.

16. LATE WORK

On written assignments, school policy dictates that papers and assignments one day late should be penalized ten points and that papers and assignments **more** than one day late may not be accepted. "Late" is defined as not ready to hand in at the beginning of the scheduled class period. Teachers have the discretion to modify this policy in their own classes.

17. MAKE UP WORK DUE TO ABSENCES

- Students who have been absent for an entire day are responsible for meeting with their teachers on the day of their return to arrange for completion of make-up work.
- If tests have been previously assigned, students should take a make-up test on the day they return to school. Regular, advance-scheduled tests should be taken even if the student missed the previous day.
- Students who are absent for a portion of the day should see all their teachers prior to departure or after arrival that day. Missed tests should be made up on the same day as the absence from class, if possible.
- Assignments which are due should be provided to the teacher on the day they are due even if the student did not attend class due to late arrival or early departure.
- Make-up work and tests may be scheduled after school and should not conflict with normal class schedules and lesson plans.
- It is the responsibility of the student to gather, in advance, if possible, and make up assignments missed while absent. This includes absences for involvement in sports or other school-sponsored activities.
- For extended absences, the general policy on make-up work is that students are allowed one make-up day for each day of excused absence.
- Incomplete work or missed assignments which are not made up according to these standards will result in a zero on the assignment.
- There may be an academic penalty associated with being suspended from school. Students whose absence is due to disciplinary suspension must make up missed work on the first day of returning to school even if other assessments are scheduled on that day.
- Teachers have discretion to alter these policies when they feel it is appropriate, but teachers are not required to accept work from students whose absence is unexcused.

18. ON-LINE COURSES, FOREIGN EXCHANGE, FOREIGN STUDENT CREDITS, ALTERNATIVE COURSE WORK

Online classes may be taken with prior approval by the high school administration. These classes may not be taken in replacement or in lieu of classes offered at St. Andrew's except in extenuating circumstances for transfer students or due to scheduling conflicts where the classes are needed for graduation. They may, however, be taken as summer school courses to make up credit for failed courses. When the classes that are taken online are recommended by St. Andrew's or are taken in pursuit of an advanced level of study not available at St. Andrew's, St. Andrew's will reimburse the cost of the course, up to a maximum of \$600, upon successful completion of the course and after receipt of an official record of the final grade. For a student to receive credit for an online course, it must be approved prior to enrollment by a written request for approval that outlines the course, the sponsoring agency, and the purpose of the course. The

school reserves the right to refuse any online program when it believes the course does not meet the school's standards for content and rigor.

St. Andrew's students planning to participate in foreign exchange programs should seek advisement from the Division Head and College Counseling Office prior to, during, and upon completion of their stay in a foreign country. St. Andrew's cannot ensure graduation with a particular class for students who participate in foreign exchange programs. Courses successfully completed in foreign/international schools may count toward graduation requirements if they meet accreditation standards; however, these courses may not count in grade average calculations due to the difficulty of translating grades from foreign schools to the American system. These courses are not added to the student transcript. For purposes of U.S. college admission, foreign exchange students who enroll at St. Andrew's after ninth grade should obtain official translated copies of their transcripts to submit to the colleges and universities where they apply.

Students enrolling and completing semester **dual enrollment or concurrent courses** (defined as those arranged between St. Andrew's and colleges and universities), may be awarded graduation credits, with advance written permission of the administration, as follows:

- Transfer of one-half unit of credit per college semester course will be allowed.
- St. Andrew's will calculate the concurrent course grade into the semester and cumulative grade average using our regular conversion method.
- St. Andrew's may allow weighted credit for courses paralleling our courses designated as Honors, IB, or AP.
- Students enrolling in other college or university courses not designated as concurrent and desiring transfer of credit must petition the administration.
- Parents are responsible for the tuition and fees charged by other educational institutions. Exceptions may be made in cases where students have completed the sequence of courses available at St. Andrew's and the administration approves the student to take a course of an advanced nature in that subject area.
- Scheduling conflicts can arise from participating in concurrent courses and St. Andrew's makes no guarantee that any student's schedule can accommodate off-campus concurrent courses. In cases when a student must have a particular course that does not fit into his/her schedule, is transferring into the school and it is in their best interest, needs a credit to continue a particular course of study, needs to make-up credit for a failed course, or wishes to pursue advanced classes that are not offered at St. Andrews, online classes present a promising solution.

19. ACADEMIC WARNING AND PROBATION

If a student is experiencing difficulty in meeting the academic requirements of a course or grade level, he or she may be placed on Academic Warning or Academic Probation.

- Students are placed on **Academic Warning** when **they earn two or more grades below a 75**. Seniors on Academic Warning with a two grades below a 75 will lose their Senior Privileges and must attend all study halls. If a student does not improve by the following quarter, he/she will progress to Academic Probation. These students will work with advisors and classroom teachers to come up with a plan to address their deficiency. A letter is mailed home alerting parents to this status and they are told that we must see improvement or there will be further consequences. Seniors on Academic Warning lose privileges and must attend scheduled study halls. Advisors will touch base with students, teacher, and parents about the class(es) causing concern to make sure the student has a good understanding of what he/she needs to do to improve. Advisors will regularly check with students on Academic Warning and their teachers to keep track of student progress. If a student fails to improve by the following quarter, he/she will progress to Academic Probation
- Any student with a **grade of less than 73 or who has previously been on Academic Warning and not improved** is placed on **Academic Probation**. We alert parents via letter to this status. Seniors lose privileges and must stay on campus and attend scheduled study halls. Students on probation will lose the right to participate in athletics, class trips, field trips, or other extracurricular events until they are off of probation. The school may require outside tutoring in order for the student to stay enrolled in our program. A student with this status at the end of the year may be retained at grade level, may be required to take summer school, or may be dismissed from the school. Advisors will touch base with students, teacher, and parents about the classes causing concern to make sure the student has a good understanding of what he/she needs to do to improve. Advisors will regularly check with students on Academic Probation and their teachers to keep track of student progress.

20. RESOURCES FOR STUDENTS WITH LEARNING DIFFERENCES

St. Andrew's does not have a specific program serving students with attention deficit and/or hyperactivity disorders, nor is its faculty trained to support learning disabilities. While we will use some strategies to assist students with a wide range of learning styles and attention difficulties, we cannot do so in ways which fundamentally alter our mission, programs, policies, or staffing. Students with learning differences are expected to meet academic standards required of all

students. Furthermore, there may be some recommendations by educational psychologists which cannot be implemented at St. Andrew's.

For a student to be allowed extended time on a standardized test, such as the PSAT or an IB exam, documentation must be on file which states the nature of the disability and the reason for the extra time. The documentation must be based on a clinical educational evaluation done by a professional evaluator, with the tests having been given within the past three years. Educational and other such clinical psychological evaluations are maintained by the school administration in a confidential file and are not considered part of the student's regular permanent record. Parents who wish their child's teachers to be aware of learning differences or other issues are encouraged to contact the appropriate administrator to set up a teacher conference for that purpose.

We recognize the value of certain medications as part of an overall strategy in assisting children with attention problems. Medication for ADD/ADHD, as with all medicines taken at school, must be registered, stored, and dispensed by the school nurse, based upon written instructions from a parent and/or physician.

21. STUDENT SUPPORT

- **Class Tutorials:** Teachers are routinely available to provide extra help to students during scheduled tutorial times and immediately before and after school on days other than those reserved for faculty meetings. There is no charge for this service. Students may be required to attend tutorial sessions for extra help or make-up work when a teacher feels it is necessary or when a student is on academic probation. In some cases, outside-of-class paid tutoring may be necessary. This remedy should be sought only after consultation with the advisor and division head.
- **Homework:** Full participation in academic classes requires daily preparation of materials and assignments to be completed outside of class. Students who routinely fail to do homework cannot expect to pass. Study halls are available, and required homework will vary widely based upon individual students' schedules. Due to the many variables, teachers in the upper school do not attempt to coordinate homework assignments, but students are encouraged to communicate the details of their work load to their teachers. Parents must assume the responsibility of providing an appropriate time and place for student homework. While parents should not do the homework for students, they should take an active interest and accept responsibility for ensuring that homework is completed. Also, students are encouraged to read and review each night beyond the regular assignments.

- **Study Halls:** Student attendance for assigned study halls is mandatory, unless the privilege of open campus is specifically granted. Study hall time is to be used for academic work or for approved school service activities.
- **Learning Resource Center:** St. Andrew's does host a Learning Resource Center to help families coordinate tutorial services on campus. Referrals can be made by classroom teachers in consultation with advisors and the Division Head.

22. SUMMER ASSIGNMENTS

Students are expected to complete summer assignments each year. Graded assignments, such as journals and papers, may be a part of this requirement. Students may also be tested over the material at the beginning of the year.

II. COMMUNICATION

1. PARENT CONFERENCES

Meetings with parents are held after school hours. Parents are encouraged to contact the teacher, student's advisor, and/or division head to schedule a conference at any time they believe it to be necessary.

2. PARENT-SCHOOL COMMUNICATIONS

The long tradition of parental support for St. Andrew's is sincerely appreciated and valued by the administration, faculty, and staff. It is important for parents to know that their views concerning the welfare of their own children in particular or of the school in general, are always welcome. When parents have a question, concern, or comment, they are invited to contact the school. The first communication should be with the person most directly concerned and most able to provide a response. Usually, questions and concerns should start with the teacher, coach, advisor, or sponsor involved. If this does not result in a satisfactory conclusion, the parent should then contact the advisor or appropriate division head. If parents have taken these steps and are not satisfied, they should contact the Head of School. The school routinely communicates with parents and other groups in the following ways:

- The school maintains a website which contains current information about school events, schedules, the lunch menu, contact information, etc. The address is www.saintschool.com.
- The Highlander, the school's printed newsletter, is a publication of the Advancement Office and is produced several times per year. It is distributed to all constituencies - current and former parents, alumni, and friends of the school in

the community. Student and faculty achievements are highlighted in this publication, as well as progress reports on institutional advancement.

- The St. Andrew's Blast is an e-mail communication sent weekly during the school year with timely reminders and current highlights of school events.
- Each month the Division Head sends a newsletter with important dates and information for Upper School families.

The school office maintains computer databases to produce these mailings. If parents move or change telephone numbers, they are asked to contact the school with this information. We also appreciate having a primary email address for each family to facilitate communications. In order to minimize postage expense, mailings are sent at the bulk mail rate whenever possible. Usage of the website as the major method of communication is being encouraged.

3. REPORTING STUDENT PROGRESS

Student grades are formally reported following the conclusion of each nine-week grading period, but grades are always accessible using Haiku. As a general rule, classroom teachers post grades for minor assignments within one week of completion and major assignments within two weeks, unless otherwise indicated by the teacher. Parents are encouraged to track student progress and attendance through the use of Haiku. Written comments are included with grades at the end of the first and third quarters. Progress reports are provided at each mid-quarter mark by the student's advisor. Parents can access their student's grades on the internet using Haiku. Please refer to the website, www.saintschool.com, for instructions.

III. EXPECTATIONS AND REGULATIONS FOR STUDENTS

1. ACCEPTABLE USE POLICY FOR COMPUTERS AND INTERNET ACCESS

Technology resources at St. Andrew's are provided for the purpose of supporting the educational mission of the school. St. Andrew's goal in providing these resources is to promote educational excellence by facilitating resource sharing, innovation, scholarship, research, creativity, and communication. Use of these technologies is a privilege that carries responsibilities and behavioral expectations consistent with all school rules and policies, including but not limited to those stated in school handbooks. It is understood that members of the St. Andrew's community will use all types of computing devices and the school network in a responsible, ethical, and legal manner at all times.

The Acceptable Use Policy (AUP) must be signed by both parents and students and submitted to the school each academic year. The AUP may be downloaded from the school website and is available in the appendix of this handbook.

2. ATTENDANCE

All Upper School attendance matters will be managed by the upper school administrative assistant in Skinner Hall, ext. 100.

- Irregular attendance is disruptive to student's academic progress. Children who are ill should not be sent to school, but parents are asked to avoid unnecessary absences. Vacation plans and regular medical appointments should not interfere with school if it can be avoided. In the event of an absence, parents are asked to notify the appropriate division office by 8:30 AM. The school does not encourage trips during the academic year but should be notified in advance of pre-arranged trips.
- If a student is kept at home for an extended time but is able to do school work, parents should contact the appropriate teacher or advisor to arrange for assignments.
- Excessive absenteeism, whether excused or unexcused, is grounds for the school to retain a student at grade level or to refuse granting credit for course work. Excessive is defined as eight or more absences in a semester. Each case of excessive absenteeism will be reviewed by the Division Head and Head of School.
- Students returning to school after an absence must present a note from a parent or physician if the absence is to be excused. The written request for an absence to be considered excused should provide 1) the date(s) of the absence, 2) the reason for the absence, and 3) the signature of a parent or physician.
- Students returning to school after an absence are responsible for work as outlined in the above section, "Make Up Work Due to Absences."
- Students who drive themselves and are leaving school early must present a note to the upper school administrative assistant upon arrival at school. Parents should not write notes of dismissal for students unless there is a legitimate medical or other reason. All students who are leaving early must sign out immediately prior to their departure.
- Once a student arrives on campus, he/she is not permitted to leave campus without specific permission, even to retrieve items from cars. If given permission to leave, students must sign out at the Skinner office. A record of student attendance (both absences and tardy arrivals) is included on the student transcript and on Blackbaud.
- Excessive tardy arrivals to individual classes will also result in classroom penalties and further disciplinary consequences as deemed appropriate by Dean of Students and Division Head. A tardy is only excused with a doctor or dentist's note, or a note from a faculty member. There will be no academic penalty for excused tardies

- Since no list of reasons for an excused absence would include every possibility, Division administrators have the final say on whether an absence or tardy is excused or unexcused.

3. CODE OF CONDUCT

Each member of the school community must assume responsibility for his or her own actions and must conform to the rules established by the school, as well as the laws of society and the traditional ideals of preparatory schools. Respect for each person is essential. School custom dictates the use of proper terms (Miss, Ms., Mrs., or Mr.) when addressing adults. Students are expected to be punctual and to take responsibility for their own appearance and that of the school campus. Dishonorable, abusive, or disruptive behavior is unacceptable. Behavior standards apply both on and off campus. The school reserves the right to implement disciplinary actions whenever it is deemed necessary by the administration and to refuse continued enrollment to a student whose behavior is unacceptable.

At any grade level, dismissal from school may be the result of major disciplinary infractions, continued refusal to obey the rules of the school, or a student's activities outside of school being potentially detrimental to the school or student body.

All students must:

- Fulfill their responsibilities in reporting to all classes, being on time, and completing their assignments.
- Show proper respect for all persons.
- Respect school and individual property, including other students' lockers, book bags, etc.
- Avoid behavior which could lead to the injury of others.
- Avoid racial, ethnic, or sexual harassment.
- Avoid possession or use of any form of tobacco, alcohol, drugs, drug paraphernalia, any intoxicating substance, etc. (Refer to the substance abuse policies in this handbook.)
- Remain on campus during school hours unless they have specific permission to leave.
- Drive slowly and park automobiles in only designated student parking places.
- Avoid areas which are off-limits during the day, such as the wooded areas around campus and the student parking lot.
- Avoid eating and drinking during instruction time, except when approved by teachers.
- Avoid any form of gambling.
- Avoid borrowing or using another person's property without permission.

- Must turn in any cell phones or other prohibited technology to the teacher during exams.

Consequences:

Minor discipline infraction:

- 1st offense – warning
- 2nd offense – detention
- 3rd offense – suspension
- 4th offense – multiple day suspension and the possibility of dismissal

Examples of minor infractions include: dress code, parking lot violations, use of cell phone or other unapproved device during class, disruptive behavior, and classroom rule violations. A student could progress through these consequences more rapidly depending on the severity and context of the infraction. The Head of School, Dean of Students, and Division Head have the authority to move directly to the most serious consequences if the situation merits such action.

Major discipline infraction:

- 1st offense – detention or suspension
- 2nd offense – suspension
- 3rd offense – multiple day suspension or dismissal

Examples of major infractions include: theft, use or possession of controlled substances, skipping class, gross disrespect, verbal or physical harassment, speeding or reckless driving on school property, and repeated violations of school expectations. Again, the Head of School, Dean of Students, and Division Head have the authority to move directly to the most serious consequences if the situation merits such action.

The school also reserves the right to exclude students from participation in off-campus trips and activities in cases of excessive inappropriate behavior(s). Out-of-school suspension results in an academic penalty. (Refer to the Make-up Work section of this handbook.)

Special Note: Any student who is found in possession of, selling of, or use of illegal substances will lose the privilege of continuing to attend St. Andrew’s School. Furthermore, any student who has possession of a weapon at school or during a school activity, or who makes threatening statements against another, will lose the privilege of continuing to attend St. Andrew’s School.

4. DISCIPLINE RECORDS

The school considers discipline records to be confidential.

- Records of honor violations and disciplinary offenses remain a part of a student’s permanent record.

- The school will report instances of honor violations and/or major disciplinary infractions to colleges and universities when requested or when the administration believes it appropriate to do so.
- When asked, seniors are expected to report these infractions on their college applications.

5. DRESS CODE

Community is one of the core values of St. Andrew's. At the heart of our community is the need for all members to feel safe, cared for, and respected. Our dress code is one way in which we establish standards for all community members so that concerns about professionalism, modesty, and safety do not interfere with the relationships we are building and sustaining.

The school expects students to present a neat, clean and professional appearance at all times. Personal appearance of each member of the upper school reflects upon the individual but also the entire school. To that end, a prescribed dress code policy has been adopted for the Upper School. This dress code is to be used by students and their families to guide their clothes selection, but please understand that the complexities of fashion, style, and personal body type make it impossible to create a loophole-free code. It is for this reason that **the final decision about what is or is not allowed is the Dean and Students and the Division Head's call**. The Division Head will normally seek advice from other faculty or administrators, but he/she has been entrusted by the Head of School to decide what is appropriate dress within her division. Student appearance will not be tolerated which, in the opinion of the administration, a) is disruptive of the educational process, b) is a poor example for other students, or c) reflects negatively on the school and its mission.

Students may purchase all apparel from **a retail store of their choice**. We have also supplied a list of vendors who will stock St. Andrew's logo apparel and dress code appropriate clothing.

Dress Code for Females

Skirts: Cotton or corduroy chino-style. No stretch or form fitting material. Skirts must be worn no higher than fingertip length. No cargo style or camouflage material permitted. An official St. Andrew's plaid skirt is available at the Bahama Joe's School Uniforms should girls wish to purchase these skirts.

Pants: Cotton or corduroy chino-style. No blue jeans. No stretch or form fitting material. No cargo style or camouflage pants permitted. No leggings as pants, but leggings maybe worn with cover-ups or tunics that are fingertip length.

Shorts & Capris: Bermuda style shorts and capris allowed in cotton/chino style. Shorts must be worn no higher than fingertip length. No cargo style or camouflage permitted.

Dresses: No dresses except collared and crewneck dresses that are worn no higher than fingertip length. Dresses must have a relaxed fit-- not stretch or form-fitting material. On dress assembly days, girls may wear dresses that conform to the standards for dress assembly.

Tops: Knit or oxford shirts or blouses with collars or turtleneck. Flannel and camouflage material are not allowed. No visible undergarments are allowed. No midriff, crop-top or sheer material permitted.

Sweatshirts & Hoodies: SAS or collegiate logo sweatshirts and hoodies from recommended vendors are permitted. No flannel or camouflage permitted. Fleece pullovers are permitted with a collared shirt visible beneath.

Shoes & Leg Wear: Closed or open-toed shoes, including tennis shoes, with low heels (2" or less) are permitted. No flip flops or athletic slides or sandals permitted.

Personal Care: Body piercings, other than earrings, visible tattoos and non-natural hair color are not permitted.

Dress Code for Males

Pants: Cotton/corduroy chino-style trousers. No cargo style, camouflage or nylon/quick dry material permitted.

Shorts: Cotton/corduroy chino-style shorts. No cargo style, camouflage or nylon/quick dry material permitted. Shorts must be fingertip length.

Belts: Belts must be worn if shorts and pants have belt loops.

Tops: Knit or oxford shirts with collars or turtlenecks are permitted. Shirts must be worn tucked in. No flannel or camouflage material permitted.

Sweatshirts & Hoodies: SAS or collegiate logo sweatshirts and hoodies from recommended vendors are permitted. No flannel or camouflage permitted. Fleece pullovers are permitted with a collared shirt visible beneath.

Shoes: Closed toed shoes, including tennis shoes are permitted. No flip flops or open back athletic slides or sandals. Boots only allowed if worn with trousers.

Hats & Personal Care: No hats or visors permitted on campus during the school day. Please keep these in your car or at home. Boys must come to school clean-shaven every day. Boys' hair should be styled in a clean, neat manner above the shirt collar and sideburns above the bottom of the ear. Earrings or other body piercings, visible tattoos and non-natural hair color not permitted.

Casual Days

It is expected that casual days will occur about twice a month and that nominal fees will be associated with the privilege of wearing casual attire. The fees will be collected for various charities. On casual days, athletic shorts, cargo pants and jeans, worn above the hips are permitted. T-shirts which conform to our standards of modesty and decency are also permitted. Pajama pants are NOT permitted.

Dress Assembly Days

The first Friday of each month will be designated as a dress assembly day. Dress assembly days require a higher standard of dress than regular days. Students are expected to dress in a way that conforms to traditional expectations for a professional workplace.

Girls: Only dresses or skirts that fall to fingertip length or lower are allowed. Dress pants are also permitted. Shirts, blouses, or the top of the dress must cut no lower than 3 inches from the collarbone. **Dress shoes must be three inches or lower in heel height.** Ugg-style boots, sneakers, and topsiders are not permitted. Sweatshirts or hoodies are not permitted.

Boys: Dress slacks, dress shirts, ties and dress shoes are permitted. If the student is interested, ties with the St. Andrew's plaid may be purchased from recommended vendors. **No sneakers or boots permitted.** In colder weather boys may wear a dress coat, letterman jacket, or zip front outerwear. Sweatshirts and hoodies are not permitted.

Consequences of Dress Code Violations

See rules for minor disciplinary infractions on pages 19 and 20.

Vendors who Carry Logo Items

For your ease in shopping, these vendors are conveniently located online or throughout Savannah. They are stocked with the items that are dress code approved and are available at all price points.

Land's End On-line

Follow this link for the [Land's End School Store](#)

Use our preferred vendor number (**900116179**) to view the items that are dress code approved. Logo items are available.

Bahama Joe's School Uniforms

Medical Arts Shopping Center

4755 Waters Avenue

Savannah, GA 31405

912-255-6960

www.bahamajoes.com

6. ELECTRONIC DEVICES

Students are expected to bring their Mac Books to school every day as a tool of instruction and follow the school's AUP and classroom policy. Cell phones must be turned off and put away during instruction time but may be used at break and lunch. They also may be turned on when requested by a teacher for in class instruction. The first violation of this rule will result in the phone being confiscated and held in the front office for the remainder of the school day. Any subsequent violations of this rule will result in a parent conference in order for the phone to be returned to its owner.

7. HONOR CODE

The school's mission statement includes a commitment to personal integrity. Students are expected to be forthright and honest, to avoid lying or misleading statements, and to accept personal responsibility for mistakes or errors of judgment they may make. Stealing is a violation which may result in disciplinary action, including dismissal from school. Instances or accusations of lying or other dishonorable behavior may be referred to the Honor Court or may be subject to other disciplinary actions deemed appropriate by the administration.

8. HONOR COURT

The Student Honor Court will, upon the recommendation of the Dean of Students, Division Head, or Head of School, hear accusations of any violation of the honor code. The procedures are supervised by the faculty sponsor(s) under established guidelines. (Refer to Honor Court procedures in the appendix of this handbook.)

9. LOST AND FOUND

Found items are stored in office areas in each building. It is the student's responsibility to check for his/her own belongings. At each semester break unclaimed items will be donated to charity.

10. SCHOOL PROPERTY AND LOCKERS

Off-limits areas during the school day include the woods, parking lots, and other unsupervised areas. The gym, locker rooms, and other such areas are off-limits except during assigned class periods. Upper school students are not permitted in lower school classroom areas or playgrounds unless it is with the permission of a teacher or administrator. Malicious damage to school property will not be tolerated, and parents of students responsible for damage will be required to pay for repair or replacement. The school reserves the right to conduct reasonable searches of vehicles, lockers, personal property, and any other areas when it is deemed to be in the interest of the safety of the students. Lockers are assigned to older students to store their books and other

items. The use of locks is encouraged. Students are expected to keep their lockers neat and clean. Food should not be stored in lockers overnight or for any extended period of time. Materials left in lockers beyond the close of the school year will be considered abandoned property. Lockers are school property and may be examined at any time by school personnel. The school accepts no responsibility for valuables left in lockers.

11. SENIOR PRIVILEGES

St. Andrew's seeks to help with the transition to college by extending freedoms and privileges during the senior year which are similar to those experienced by college students. Beginning the second month of school, with permission from parents, seniors are allowed to have break and lunch off-campus and are not required to attend study halls. However, seniors who do not fulfill their obligations will have senior privileges revoked for such time as determined by the administration. These obligations include meeting academic and behavioral standards, class attendance, required meetings, and completing the requirements of the College Counseling Office. Abuse of senior privileges will result in revocation of said privileges.

12. STUDENT AUTOMOBILES

- All student vehicles must be registered with the school.
- The speed limit on campus is 5 MPH.
- Parking for students is permitted in the designated student parking areas only.
- Students who drive to and from school are not allowed to transport other students without specific permission from parents and the administration. This does not apply to a carpool arrangement made by the parent(s). Parents are responsible for instructing their student(s) as to 1) whether they are allowed to ride in other students' autos and 2) whom they may transport in their own auto. The school makes no attempt to continuously monitor student drivers and accepts no responsibility for a student's driving or transporting of others.
- Students who are observed driving unsafely or parking in improper areas may lose the privilege of driving and/or parking on campus. Student automobiles are off-limits during school hours, except when specific permission is granted by an administrator.

13. STUDENTS LEFT ON CAMPUS AFTER SCHOOL HOURS

Parents are expected to arrange to transport students off the school campus at the end of scheduled classes, sports practices, etc. The school accepts no responsibility for students in grades 9-12 left on campus after school hours or scheduled practices. The school accepts no responsibility for students who are dropped off or left after school without parental supervision.

14. TELEPHONES AND MESSAGES

Telephones for student use are located in each building. Students are not permitted to use the office or classroom phones. Messages will be delivered to students during class time only in emergencies. Students are not permitted to use the telephone for social purposes during class time or study hall.

15. VISITORS

All visitors on campus during school hours must check in with the office immediately upon arrival. Students who wish to have a visitor in class must obtain prior permission from each teacher involved and the approval of the division head. Students who wish to have visitors during lunch must sign the visitor in at the appropriate division office. Students are responsible for the conduct of their guests and guests must conform to school rules such as the dress code. Visitors are not allowed to meet students in the parking lot at any time during school hours.

IV. EXTRACURRICULAR ACTIVITIES

St. Andrew's encourages all students to participate in athletics and other extracurricular activities. Research shows that students who engage in a variety of school activities have higher grades than those who do not. Also, many colleges and universities carefully evaluate student participation in such activities in their admission decisions. Active participation fosters leadership, encourages cooperation and initiative, promotes teamwork, and improves academic knowledge and skills.

1. CLASS OFFICERS

Each class elects its own officers by secret ballot. Classes elect a president, vice-president, secretary and treasurer. Class representatives (one male and one female each) are elected to the Honor Court. Student Council is open to all students who are interested and does not require election. All candidates for office (elected position) must be in good academic standing and have no major discipline or honor code infractions.

2. CLUBS AND ACTIVITIES

St. Andrew's sponsors service clubs and student activities in many areas. Under the sponsorship of faculty members, students participate in many academic/artistic competitions, such as math tournaments, one-act play, debate, quiz bowl, and art shows. Students and faculty are encouraged to form clubs or organizations in particular areas of interest.

3. HONOR SOCIETIES

The National Honor Society (NHS) is an organization that provides recognition to students for outstanding accomplishments in the areas of scholarship, character, leadership, and service. Serving one another and the community is expressed in the motto of the NHS, "Noblesse Oblige".

To be eligible for membership in the St. Andrew's Nell B. Buford Chapter of the NHS, a candidate must:

- be a member of the sophomore, junior or senior class.
- have a grade average of 90 or better for all courses taken beginning in ninth grade
- have maintained for at least one year a record which is free from honor violations or extreme disciplinary infractions
- demonstrate leadership (either overt or silent)
- provide documentation of service to the school and/or community.

Students who are eligible scholastically will be tapped each year and will be informed that for further consideration for induction to the chapter, they must complete the Candidate Form outlining their accomplishments in the areas of service and leadership. The five appointed members of the Faculty Council will review the candidate forms along with any other verifiable information about the candidates relevant to their consideration for membership. The faculty council will select the final new inductees to the chapter. The decisions of the council are final and may not be questioned or appealed.

The NHS induction ceremony is held each spring. Once inducted, a member must maintain the chapter standards for scholarship, character, leadership, and service for continuing membership in NHS. Members must regularly attend chapter meetings and participate in required service projects each semester. Once per academic semester, the standing of all chapter members will be reviewed and probation notifications will be distributed by the Faculty Council to those members who no longer meet the chapter standards. Chapter members will have one academic semester to improve their standing before action will be taken to dismiss the member from the chapter.

The NHS is chartered by the National Association of Secondary School Principals and is governed by the rules of that organization.

Spanish Honor Society (Laura Esquivel Chapter)

The Spanish Honor Society is an organization which recognizes high achievement in Spanish by students of secondary schools and promotes interest in Hispanic studies and culture. To be eligible for membership in the St. Andrew's chapter, a candidate must be currently enrolled in a Level III Spanish class or higher and must be in the 10th, 11th, or 12th grade. Membership is granted to those students who have a grade average of 90 or above in Spanish classes taken at least three semesters prior to induction and have demonstrated an interest in Hispanic culture through community service and participation in related school activities. In order to remain an

active member, the student must continue the study of Spanish. The Spanish Honor Society is chartered by the American Association of Teachers of Spanish and Portuguese and is governed by the rules of that organization.

The National Science Honor Society: Local Chapter 516

The National Science Honor Society shall be to encourage participation in and recognition of scientific and intellectual thought, to advance the students' knowledge of classical and modern science, to communicate with the scientific community, to aid the civic community with its comprehension of science, and to encourage students to participate in community service and, in turn, encourage a dedication to the pursuit of scientific knowledge that benefits all mankind.

Eligibility: To be eligible for membership in the St. Andrew's Local Chapter 516 of the NSHS, a candidate must be a current member of the junior or senior class. Membership is granted only to those students selected by the SNHS Committee and the decisions of the committee are final and may not be questioned or appealed. In addition to a student holding a current status of a junior or senior, any student selected for membership must have:

- Members must have and maintain an overall 93.0 grade point average.
- Members must maintain a 93.0 average across all science courses.
- Members must be enrolled in at least one honors or upper level science class during or prior to the eleventh grade year and at least one second year honors or upper level science class during or prior to the twelfth grade year.
- Members must maintain behavior that is acceptable to the guidelines of SAS.
- Members must display leadership and initiative to their peers.
- Members must attend one local chapter officer's lecture annually.
- Members are encouraged to give a lecture during the school year. Approval must be given by the chapter advisor.

The SNHA is chartered by the National Board of Directors for the Science National Honor Society and is governed by the rules of that organization.

National Art Honor Society

The NAHS provides an emphasis on outstanding artistic scholarship and service to the school and community through the sponsorship of artistic endeavors. Selection criteria include membership in the sophomore class or higher, an 85 overall academic average, including art courses and approval by the Fine Arts Coordinator.

Tri-M Music Honor Society

The St. Andrew's chapter of this national organization recognizes students for their accomplishments in instrumental music. Membership is determined by the music teachers.

Rhett Rountree Chapter of the International Thespian Society

This organization recognizes students for outstanding commitment to and accomplishments in theater. Membership requires 100 hours of work in theatre (on or back stage) with at least half of those hours being involved with the school's theatre program.

4. SORORITIES AND FRATERNITIES

While the school does not desire to regulate or to attempt to prohibit a student's involvement with local or national organizations such as sororities or fraternities, it is contrary to St. Andrew's philosophy to support student organizations which do not practice open membership. Hence, students are requested to not participate in initiation rites or other such activities on campus.

5. STUDENT COUNCIL

The St. Andrew's Student Council consists of representatives and class officers chosen by their classmates. The Student Council takes a leadership role in many matters involving the students. (See the Student Council Constitution in the appendix of this handbook.)

6. STUDENT PUBLICATIONS

School publications are produced by students each year through credit-earning courses. Considerable out-of-class time is also required. Student publications may include the yearbook, a literary magazine, or a student newspaper. Only those publications authorized by the administration may be produced and distributed on campus. The administration reserves the right to review and potentially revise any student publication which it considers inappropriate.

V. HONORS AND AWARDS

1. HEAD OF SCHOOL'S LIST AND HONOR ROLL

The school desires to recognize students in grades 4 and above for superior academic achievement. At the conclusion of each semester, a Headmaster's List recognizes students with an academic average grade of 95 or above, with no grade below 87 in any subject. An Honor Roll also recognizes students whose average grade is 90 or above, with no grade below 83 in any subject. Enrichment classes in which students do not receive numerical grades are also not included; however, the school will deny these academic honors to students who do not meet the expected standards in enrichment classes.

2. SCHOLARSHIP COMMITTEE

Each year organizations offer scholarships and awards to students based upon recommendations of the faculty. A faculty scholarship committee is called upon to make such recommendations. The committee meets privately and its deliberations are confidential.

3. SPECIAL AWARDS AND SCHOLARSHIPS

Several scholarships and other special awards are presented annually by St. Andrew's at the Honors Night programs or at graduation ceremonies. The names and criteria for some of these awards are as follows:

- The Myrtice Price Altrusa Achievement Award and Scholarship is given to a senior girl who exhibits enthusiasm for and a willingness to take an active role in service to the community and the school.
- The DAR Good Citizenship Award is presented by the local chapter of the Daughter of the America Revolution to recognize a 12th grade student for outstanding citizenship and character.
- The Nell B. Buford Citizenship Award is presented to an outstanding senior who exemplifies good citizenship.
- The Costrini Science Achievement Scholarship is presented to a senior to be applied toward college tuition. It is a competitive award and the criteria include high academic achievement in the sciences.
- The Barbara J. Roth Award – Recognizing Excellence in Choral Music and Drama is presented to a senior who has demonstrated their passion for and continued commitment to the dramatic arts and/or choral music programs.
- Departmental Awards are presented by the faculty in recognition of students' outstanding achievements in various disciplines.
- The Head of School's Book Award(s) recognizes the senior or seniors who have made a unique contribution to St. Andrew's through scholarship, leadership, dedication, and/or service.
- The Jo Lamas Legacy Medals are presented to seniors who have attended St. Andrew's for thirteen or more consecutive years.
- The Head of School's Cup is given to one male and one female graduate each year. It is given for "best all around" recognition of the two students who have made the most valuable contributions to the school and who best represent the ideals of scholarship, leadership, and service.

4. VALEDICTORIAN, SALUTATORIAN, and IB FIRST HONOR GRADUATE

A cumulative average based upon all courses taken (at all schools attended) for graduation credit is computed to determine the Valedictorian (highest average) and Salutatorian (second highest average) Awards. In calculating these academic honors, all regular graduation requirements must be met and academic averages are computed to the nearest hundredth (0.00). A cumulative

average in only IB Full Diploma classes is used to determine the IB First Honor Graduate. Calculations are made at the end of the academic week which precedes Honor Night in the spring and eligible students are notified of this date in advance. Students must have been enrolled at St. Andrew's for both the entire junior and senior years to be eligible for the Valedictorian, Salutatorian, and IB First Honor Graduate Awards.

VI. HEALTH AND SAFETY

1. MEDICAL CONDITIONS

Students who are ill must not be brought to school and a child who becomes sick at school must be picked up as soon as possible after a parent has been notified by the school. A student whose emotional or medical condition, in the opinion of the Head of School, could be disruptive of the normal educational process, may be asked to leave school until the condition is no longer deemed to be potentially disruptive.

In the event that a student is believed to have a serious communicable disease, the Head of School must be promptly notified of the diagnosis and kept informed about the progress of treatment. In this event, the school reserves the right to evaluate its response on a case-by-case basis with professional advice. The school will make every effort to protect the identity and the right of privacy of all individuals when it receives information from any source; however, the school must exercise prudence for the health and well-being of the school community.

2. MEDICAL FORMS

- All new and returning students are required to complete a St. Andrew's Student Information and Permission Form before the beginning of each school year.
- The State of Georgia requires each student to have on file prior to the beginning of school:
 - a) Form 3231 Certificate of Immunization
 - b) Form 3300 Certificate of Ear, Eye and Dental Examinations (EED).
- All participants in interscholastic sports must have the required physical exam and parent permission forms on file.
- Parents must sign a release if students are to be allowed to receive medications.

3. MEDICATIONS

The following policies apply to both prescription and over-the-counter medications which are brought to school:

- Medications must be brought to school by a parent and presented to the school nurse.
- Over-the-counter (OTC) medications must be in the original container. Prescription medications must be in the original container, listing the name of the student, physician's name, dosage, the time interval for administration and the name of the drug.

- The parent must complete and sign a copy of the “Authorization to Dispense Medication” form. These forms may remain in effect for the school year, but not beyond one school year.
- All medications must be stored by school staff, except in cases where the parent specifies in writing that the medication must be kept with the student and permission to do so is granted by the school nurse.
- Students who may need access to self-administered medications during sports or physical education should follow the above procedures; however, during the physical activity the medication must be given to the coach or PE teacher to be secured during the event.

4. PHYSICAL EDUCATION

One credit of Health/PE must be earned at some time in grades 9-12 as a graduation requirement. It is expected that parents will have annual routine physical exams performed to ensure student health and readiness to participate in physical education classes. Permission to be excused from PE for a class period or an extended length of time will be based on a written request which includes explanation of the circumstances from a parent or a physician. All students are required to dress in proper physical education attire. St. Andrew’s physical education shorts are worn with an official St. Andrew’s physical education tee-shirt. Proper athletic shoes and white athletic socks are also required. Failure to participate in physical education without a written excuse, or failure to wear proper attire, may result in a failing grade and disciplinary action.

5. SEXUAL HARRASSMENT

St. Andrew’s School is committed to providing a learning environment which fosters mutual respect and sensitivity among all members of the school community. To that end, the school expressly prohibits any student, male or female, from engaging in any practices or behaviors that constitute sexual harassment. Sexual harassment may be of a physical, verbal, visual, or psychological nature, and is generally defined as behavior that is not welcome, that is personally offensive, that lowers morale, and that interferes with academic effectiveness by creating an intimidating, offensive, or hostile environment for the recipient.

Examples of sexual harassment include, but are not limited to, the following:

- Unwanted, unwelcome physical contact of a sexual nature (grabbing, touching, pinching, patting)
- Unwelcome pressure for sexual activity
- Unwelcome, repeated use of sexually oriented language (rude jokes, suggestive nicknames, etc.)
- Sexual slurs or insults, verbal or written
- Cornering or blocking of normal movement or stalking

It does not normally include:

- a hug between friends

- mutual flirtation
- sincere, personal compliments

Any person who thinks they have been a victim of harassment is encouraged to report the incident(s) to the Head of School or another administrator. A complaint will be investigated and appropriate action taken.

6. SUBSTANCE ABUSE POLICIES

Statement of Purpose

St. Andrew's School is committed to providing a healthy and safe learning environment for all students by attempting to ensure the health, safety, and welfare of students while attending school and/or school related activities. Such a healthy and safe learning environment is designed to facilitate an atmosphere of high academic achievement. The school shall define appropriate behavior and shares responsibility with students, parents/guardians, families, and members of the community by monitoring the behavior of students. The purpose of this policy is to define the terms "drug" and "related products" and to identify undesirable conduct relating to drugs and related products. In so doing, this policy will outline conduct that violates this policy and repercussions related to that conduct. For purposes of this policy only, it will pertain to students, parents/guardians, faculty/staff, and any visitors to the campus of St. Andrew's School.

Drugs defined

St. Andrew's School policy defines the term "drug" as:

- Alcohol/alcoholic beverages
- Any tobacco product
- Any controlled substance, counterfeit substance, or imitation controlled substance, as defined by Georgia Law
- Medications prescribed by a physician in excess amounts from that prescribed, or for which no prescription exists, or medications which are not used as prescribed
- Over-the-counter medications used in excess amounts from that which the directions order or for which the over-the-counter medications are not used as directed
- Medications prescribed by a physician taken in a manner other than that which is prescribed
- Medications prescribed by a physician taken by a person other than the patient for whom the medication was prescribed
- Inhalants used for unapproved purposes

St. Andrew's School policy defines "drug paraphernalia" as any product commonly used to facilitate the consumption or use of drugs as defined above.

Premises

St. Andrew's School Policy, for purposes of this drug prevention policy only, defines "premises" as only:

- the property of the school
- activities located on school property
- school sponsored activities not on school property
- school activities attended by student regardless of whether the student uses transportation provided by the school

School Responsibilities

St. Andrew's School will be responsible for the premises and to endeavor to ensure that the premises remain drug free. To facilitate this responsibility, the school shall have the authority to:

- Promote education of drug related issues in a professional and thorough manner through a formal and informal educational process.
- Conduct reasonable searches in any location or property on the premises. Any search will be performed by a designated searcher with one other administrative representative and the person in possession of the property in attendance.
- Require all students who have the privilege of driving to St. Andrew's School to complete an acknowledgement form that certifies that the student is fully and solely responsible for any and all items kept within his/her vehicle. The student is charged with knowledge of the contents within his/her vehicle.
- Communicate with parents of students searched that a search was made of their child or their child's property.
- Call in outside agencies to assist in achieving compliance with this policy when warranted.

Individual Responsibility

St. Andrew's School Policy dictates that:

- Each student is fully responsible for his/her own actions.
- Each student has the responsibility to completely and fully adhere to this policy, be law-abiding, knowledgeable, and thoughtful with relation to drug use.
- Students are encouraged to report activities that violate this policy to school officials.

Parental Responsibility

For purposes of this policy only, "parent" is defined as a natural parent or legal guardian as found in all other school records. St. Andrew's School encourages all parents to share the responsibility of maintaining a drug-free educational environment and encourages parental involvement in drug abuse education with their child or children both at home and at the school.

School Rules and Regulations

St. Andrew's School policy dictates that:

- No person shall possess or use drugs and/or misuse prescription drugs on the premises.

- No person shall possess drug paraphernalia on the premises.
- No person shall provide, whether by sale or otherwise, drugs to another individual on the premises.
- No person shall manufacture, distribute, or sell drugs on the premises.
- No person shall be on the premises under the influence of drugs.
- No person shall be coerced, even subtly, to use drugs on the premises
- Advocacy by word or deed of the use of drugs, even in conversations, is strictly prohibited.

Violations of this policy will result in disciplinary action more fully described below.

What is a Violation?

St. Andrew's School policy dictates that in addition to strict violation of the foregoing, anyone who facilitates drug possession, drug use, or drug paraphernalia possession on school property violates this policy. Any infraction, including a violation of this portion of the policy, will result in disciplinary action as more fully described herein.

Response to a Violation

It is the policy of St. Andrew's School not to tolerate violation of this policy; however, the school recognizes that some violations of this policy may be of a more serious nature than other violations.

Likewise, while some violations may warrant expulsion from the school even for first time violations, it is the policy of St. Andrew's School to keep within its mission of providing a family-based, nurturing environment.

For certain violations of this policy, the Head of School may allow the student to improve upon the punishment as found within the policy by allowing the student to enroll, attend, and complete a drug-abuse counseling program at the student's expense. As such, any punishment for violations of this policy shall be made with the foregoing policy in mind.

Punishment

Violations of the St. Andrew's Drug Abuse Policy will be punished pursuant to the following:

- Any violation of this policy will result in disciplinary action.
- "Disciplinary action shall be at the discretion of the Head of School, with consult from appropriate administrative team members, using the following guidelines.
 - a) Any student found to be under the influence of drugs on the premises shall be disciplined up to and including expulsion from St. Andrew's School.
 - b) Any student found with drug paraphernalia shall be disciplined up to and including expulsion from St. Andrew's School.
 - c) Levels of disciplinary action may range from and consist of any or all combination of the following at the Head of School's discretion: community service, detention, suspension, expulsion.

Any violation requiring suspension with possible reinstatement shall include an assessment performed by a drug rehabilitation specialist at the violator's expense together with an approved drug testing program for that person for a determinable period of time.

VII. SCHOOL SERVICES

1. ACHIEVEMENT TESTING

The school provides and facilitates administration of the Preliminary Scholastic Assessment Test (PSAT). Questions regarding standardized achievement testing should be directed to the Director of Studies or the College Counselor. Junior and Senior students are expected to take the College Board's Scholastic Assessment Test (SAT) and/or the American College Testing Program (ACT) as part of the college placement process. Registration for and the expense of these tests is the responsibility of students and parents.

2. COLLEGE COUNSELING

The school employs professionals in the field of college counseling. They will assist students and parents in the selection and placement procedures for admission to college and university. The goal of the counseling process is to seek the best possible match between a student's abilities and interests with the college's offerings and standards.

Student and parent responsibilities in this process are:

- to meet with the college counselor
- to attend special college counseling programs to gain information regarding the process
 - to ensure that college entrance testing is completed
 - to provide completed applications and other documents in a timely manner

A student's innate abilities, as well as factors such as motivation and dedication, are major determinates of academic success and performance on standardized tests. The school makes no claims and accepts no responsibility regarding a student's SAT/ACT scores or acceptance into particular colleges and universities.

3. FOOD SERVICES

The school provides food and beverage sales during lunch periods. Students may bring their own lunches but students may not order deliveries during the day. Food and beverages must be consumed in the dining area or picnic areas only. No food or beverage is allowed in classrooms without specific permission.

4. TEXTBOOKS

Textbooks are school property and are provided at no additional expense in all grades. They are issued and collected by the teachers. Students are expected to properly care for books and return them in good condition at the conclusion of the year. Good condition means that there must be no writing, drawing, or moisture damage. The cover must be intact, and there must not be excessive highlighting. Lost or severely damaged books must be paid for by the parent(s).

5. TRANSPORTATION

The school provides transportation for out-of-town field trips and athletic events. Students are held responsible for the condition of the vehicles upon returning from trips. Students must ride in school vehicles when provided, rather than driving themselves or riding with others. Requests for exceptions to this rule must be approved in advance by the administration.

St. Andrew's also provides transportation to and from school from certain areas, including downtown and Skidaway Island. Parents should contact the Business Office if interested in purchasing this service. Transportation is not provided on days when regular classes are not in session, such as days when students are enrolled in Holiday Care.

VIII. TRAFFIC, PARKING AND PICKING UP/DROPPING OFF STUDENTS

1. AUTHORIZATION FOR PICK-UP

Please do not send other persons to pick up children without advance notice for the school staff. School personnel are instructed to not allow students to leave with anyone other than a parent unless proper notification is given.

2. BICYCLES AND OTHER WHEELED DEVICES

For safety reasons, riding bicycles, skateboards, skates, scooters, rollerblades, shoes with wheels, or other such devices on campus is prohibited. Riding bicycles to school is permitted, but the bicycle must be parked and chained upon arrival. Students riding their bikes to and from school should be instructed by their parents to use every safety precaution when crossing the street. No crossing guard or other supervision of students is provided for students walking or riding bikes to and from school. Also, for safety reasons, students riding bikes should wait on campus until after the carpool line has been completed before they exit the campus.

3. CAMPUS SPEED LIMIT

Traffic flow is congested during drop-off and pick-up times. Drivers are urged to be extremely cautious and patient at all times on campus -- especially during times when students are near the roadways. **Please note that the speed limit on campus is 5 MPH.** Please note that breaking this rule constitutes a major disciplinary infraction.

4. DROP-OFF AND PICK-UP PROCEDURES

All students should be dropped off and picked up at the front of their building. Walking students into the buildings is discouraged. Drivers in the drop off/pick up lines are asked to pull forward as far as possible to allow other cars to pull up to the curb or dismissal area without having to cut in front of others. The center lane in front of Compton Center is designed for through traffic, and for safety reasons, parents are discouraged from allowing students in or out of vehicles while in the center lane.

5. EARLY DISMISSAL

When picking up students prior to normal dismissal time, please report to the main office in Skinner Hall and ask a member of the school staff to have the student sent to the office. A sign-out procedure is enforced for early pick-ups.

6. PARKING ON CAMPUS

Leaving vehicles unattended is prohibited along the curb or immediately in front of the dismissal areas. Parking is allowed in any unoccupied parking space. Vehicles should never be left unattended in the driveway.

APPENDIX A

BY-LAWS OF THE ST. ANDREW'S STUDENT COUNCIL

ARTICLE I - NAME AND PURPOSES

Section 1. The name of the organization shall be the St. Andrew's School Student Council.

Section 2. The purposes of the organization shall be to promote and encourage fellowship, leadership, activities and to provide St. Andrew's students with a voice in the governing of the school.

ARTICLE II - MEMBERSHIP

Section 1. Qualified students in grades 9 through 12 of St. Andrew's School are eligible for membership in the Student Council. Membership is open to all students, but merits must be earned to maintain membership on the council. For the purpose of definition, a "qualified" student is a student who is free from any honor code violation; must maintain a C (73) average in all classes; must not be on disciplinary probation, and must not have accumulated more than 2 detentions.

Section 2. The Presidents of each class (9-12) also serve on the Council.

ARTICLE III - OFFICERS

Section 1. The officers of the Council shall be president, vice-president, secretary, and treasurer.

Section 2. The term of elected office shall be for one year, said term beginning after spring elections. Should an elected office become vacant during the course of the year, an alternate selected by the Executive Committee shall fill it.

ARTICLE IV - ELECTIONS

Section 1. The election of the officers shall be held at the end of the year for the following year. Candidates for office must qualify to run for office by submitting an application and recommendations and participating in an interview.

Section 2. Elections will be held by secret ballot with each student in grades 9-12 of St. Andrew's School casting one vote for each office. The Student Council Advisors shall tabulate election ballots. A majority of votes shall be necessary to elect. In the event of a tie, only the two candidates with the greatest number of votes will be re-voted.

ARTICLE V - DUTIES AND QUALIFICATIONS

Section 1. All officers must have attended St. Andrew's School for at least the full school year. They must have experience in Student Council, class government, Honor Court, or National Honor Society.

Section 2. The President must be a senior and shall have supervision over the affairs of the Student Council. He/she can call a meeting of the general membership or of the Executive Committee, and he/she shall preside over all meetings. He/she shall represent St. Andrew's School at official functions. He/she is responsible for providing the agenda for regular meetings,

establishing and appointing members to special committees, and for coordinating fundraisers and elections.

Section 3. The Vice President must be a junior or senior. He/she shall perform the duties of the President in his/her absence. He/she must perform any reasonable duties delegated by the President. The Vice President should serve on committees as needed for Student Council events.

Section 4. The Secretary/Parliamentarian must be a sophomore, junior, or senior. He/she shall keep minutes of all Student Council meetings, Executive Committee meetings, and town meetings. He/she should handle all correspondence related to Student Council. He/she should maintain attendance records of all meetings.

Section 5. The Treasurer must be a sophomore, junior, or senior. He/she shall be responsible (with the school's business office) for the receipt and disbursement of St. Andrew's School Student Council funds and for keeping accurate records thereto. He/she should work as needed as a cashier for Student Council events.

Section 6. Class Presidents should attend Student Council meetings to represent their classes and to gather information to take back to class meetings. They serve on committees as needed for Student Council events.

Section 7. Student Council Representatives shall attend all Student Council meetings. They should report to their class's information as needed for Student Council events. They also serve on committees as needed.

Section 8. Any officer may be removed from office for failure to carry out the duties specified in these by-laws or for any other actions which are detrimental to the welfare and best interest of the organization. Impeachment and removal is decided by a two-thirds vote of the Executive Committee, with the approval of the Head of School.

ARTICLE VI - ADVISORS

Section 1. There shall be one or more faculty advisors appointed by the Head of School.

ARTICLE VII - EXECUTIVE COMMITTEES

Section 1. The Executive Committee consists of the officers and the advisors of the organization and they have responsibility for planning the business and functions of the Council.

Section 2. The Executive Committee meets on call of the President and requires a quorum of the members to conduct business. Urgent business may be conducted through correspondence initiated by the President.

ARTICLE VIII - MEETINGS

Section 1. General meetings will be held once per week during the regular school year. The meeting dates are decided at the beginning of each school year and the meetings take place during regular school hours if at all possible. All members of Student Council are expected to attend regularly scheduled meetings.

Section 2. For transaction of any business presented before the general members, with the exception of the election of the officers and the amendment of these by-laws, a quorum of fifty

percent of the members in good standing must be present. Each member has one vote, with a majority deciding.

ARTICLE IX - AMENDMENTS

Section 1. Amendments to these by-laws may be submitted at any general meeting. Seventy-five percent of members must be present at the meeting, with a two-thirds vote of the members present approving an amendment to these by-laws, each member having one vote.

APPENDIX B

HONOR COURT

St. Andrew's School Student Honor Court

I. Purpose

To hear cases involving serious student misbehavior involving students in the High School and to recommend to the Administration an appropriate consequence for those found guilty.

II. Membership

The court shall consist of ten members, two from each of the ninth through twelfth grades, one male and one female student representative from each class will be elected, plus two faculty advisors who are appointed by the Administration. Only students in "good standing" with the school are eligible to be candidates for election.

For the purpose of definition, a student in "good standing":

- Must be free from any honor violation
- Must maintain a C (73) average in all classes
- Must not have an "incomplete" grade for any course
- Must not be on disciplinary probation
- Must not accumulate more than two detentions
- Must complete half of the 30-hour community service requirement by midyear

III. Membership Selection

Students who wish to stand for election to the Honor Court may self-nominate or be nominated by another student. The candidates will then be screened by the Administration to ensure each candidate is in "good standing." A final candidate ballot list will be posted prior to the election. Students and faculty may vote in the elections. Students vote only for the candidates in their own grade level. Faculty may vote for candidates in all grade levels.

IV. Case Referrals

A teacher or student who observes an honor violation or serious student misbehavior should report the incident to the appropriate teacher or to the Upper School Head as soon as possible. Once a report is made, an investigation will be held to determine the validity and sufficiency of the evidence.

Once the evidence of a case is validated by the Head of School or Upper School Head will inform the advisor and the parents of the accused and may convene the Honor Court to hear the case. Cases may be adjudicated out of court at the discretion of the Upper School Head and of the Head of School. The job of the Honor Court is to hear the facts in all cases referred to them by the Upper School Head, to determine the scope of the offense, and if the accused is found

guilty, to recommend to the Administration a course of action. The Head of School bears final responsibility for all decisions.

V. Court Hearing Procedures

The Upper School Head will normally present the evidence of the investigation to the members of the court. Witnesses may be called and questioned. Once the evidence is presented, the accused will be asked to come before the court, hear the evidence against him/her, and respond to the evidence. Once the accused has responded to the accusations and the evidence presented and offered any defense, the court will then retire into private session to discuss the case. The accused should be accompanied by his/her advisor who may offer a brief statement in support of the student. A verdict and a punishment will be decided by the court based on a 2/3 majority vote. All student members and the two faculty advisors have votes. The recommendation will then be forwarded to the Administration along with the court findings. The Upper School Head or Head of School will meet with the accused and apprise him/her of the final verdict and punishment in the case.

VI. Confidentiality

Members of the Honor Court must maintain the strictest confidentiality regarding cases and must not discuss the court's proceedings with any other student or faculty member.

VII. Excusing of Court Members

Members of the Honor Court may be excused from hearing a case if they have direct involvement in or knowledge of the case, if they maintain a close friendship with the accused, or if they are related to the accused.

VIII. Court Findings/Punishments

Immediately after the close of a hearing, one of the faculty advisors will deliver to the Upper School Head a verbal report of the court's findings and recommended punishment. A written report will be submitted to the Upper School Head as soon as possible. The Honor Court's determinations are made as recommendations to the Upper School Head with whom all final decisions rest.

APPENDIX C

ACCEPTABLE USE POLICY

The St. Andrew's School Technology Code of Conduct

Technology resources at St. Andrew's are provided for the purpose of supporting the educational mission of the school. St. Andrew's's goal in providing these resources is to promote educational excellence by facilitating resource sharing, innovation, scholarship, research, creativity, and communication. Use of these technologies is a privilege that carries responsibilities and behavioral expectations consistent with all school rules and policies, including but not limited to those stated in school handbooks. It is understood that members of the St. Andrew's community will use all types of computing devices and the school network in a responsible, ethical, and legal manner at all times.

Upper School Acceptable Use Policy

A St. Andrew's student is expected to abide by the technology guidelines set forth by the school.

1. Any viewing or sharing of material containing inappropriate content, offensive language, or derogatory rumors/gossip is strictly prohibited, except as expressly authorized in connection with approved curricula and course materials.
2. Any activity, whether utilizing the St. Andrew's Network or other means of electronic communication, which would pose a risk of physical harm to persons or property is prohibited.
3. Privacy of self and others will be protected by not revealing passwords, addresses, or other personal information on the Internet without the guidance of a parent or faculty member.
4. All information and media acquired through the Internet or other information technologies will be documented and properly cited.
5. Certain materials may not be copied or reproduced without the permission of the author. It is the student's responsibility to ascertain whether the use of such materials without permission is covered by lapse of applicable copyrights, the fair use doctrine, or other exceptions.
6. The St. Andrew's network or any data on the network may not be accessed without authorization. This includes, but is not limited to, accessing the network using any account other than a student's own. Doing so will be considered an infraction of the St. Andrew's Honor Code.
7. All computing equipment and related resources will be used appropriately and responsibly, with minimal wear and tear. Computer environments will be kept clean and consistent, causing no unnecessary work for others. Valuable resources, including, but not limited to, printer paper and toner, server disk space, and network bandwidth will be conserved, as much as possible. Printing, file storage, and data transfer activities will be self-monitored.

All student communications with employees or other adult supervisors at The St. Andrew's School are subject to these policies, no matter the location of such communication.

Even when a student is not on campus, he or she is expected to abide by the technology guidelines set forth by the school whenever accessing or using St. Andrew's network resources, or representing any association with St. Andrew's.

8. A St. Andrew's student is always a representative of the School. However, The St. Andrew's School acknowledges that electronic communications and internet conduct are the responsibility of the student and his parents/guardians and that this policy does not purport to cover non-campus, non-St. Andrew's network communications where there is no association with St. Andrew's other than the fact that one or more of the parties to such communication may be a student of The St. Andrew's School.
9. St. Andrew's encourages students to consider whether their electronic communications, or the contents thereof, may be regarded as offensive, hurtful, or otherwise inappropriate by other students, faculty, or persons associated with or not associated with The St. Andrew's School.
10. Students should be mindful of the permanence of many forms of electronic communication. Violations of any portion of this agreement may result in an appearance before the Honor Court. Students should also be aware that there may be serious legal and/or other consequences to electronic communications which are not otherwise regulated by St. Andrew's.

Student:

I have read the Technology Code of Conduct and the Acceptable Use Policy and agree to follow these rules and guidelines when using technology. I will engage in no activity at anytime that is in violation of this Acceptable Use Policy. **All policies related to behavioral conduct expressed in the Parent/Student Handbook also apply to the use of the computer network, email, and the Internet.**

I understand that an individual search of my data and activity records will be conducted if there is reasonable suspicion that I have violated this policy or the law. (Student email is automatically deleted after 90 days and data on the student server is erased at the end of each school year.)

Student Name _____ Year of
Graduation _____ Student Signature _____
Date _____

Parent or Guardian:

I hereby release The St. Andrew's School, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the St. Andrew's computer network; including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my child regarding the rules of use of the information systems contained in this document and understand and agree that the agreements contained herein are incorporated into the contract under which my child is enrolled at St. Andrew's.

I understand that it is impossible for St. Andrew's to restrict access to all controversial materials, and I will not hold the school responsible for materials accessed on the network. I also agree to report any inappropriate use of the system of which I am aware to the school administration.

I accept full responsibility if and when my child's use of information technology is not in a school setting and understand that my child is subject to the same rules and agreements while not at school if using the St. Andrew's network or St. Andrew's network access to the internet.

**Parental Permission to allow their child access to The St. Andrew's School
Computer Network**

I have read and understand the information contained in this policy and agree to abide by all rules set forth in this agreement.

Parent Name _____

Email Address _____ Phone _____

Address _____

Parent _____

Signature _____ Date _____

—

APPENDIX D

IB POLICIES

LANGUAGE

Philosophy

“St. Andrew’s, a college preparatory school, exists to develop active learners by inspiring a passion for knowledge” and this is done at all levels through language. The quest for knowledge happens in many languages beyond those formally offered as languages of instruction. This also occurs through many other types of languages and communication such as cultural language, role modeling, shaping learners into becoming higher level thinkers, and that which inculcates a deepened social consciousness in all of our students. St. Andrew’s offers formal foreign language instruction to ensure that all its students become global citizens and partners in the world community and see the learning outcomes of this as essential and supportive of our mission as a school.

Foreign Language Department Mission Statement

The Foreign Language Department understands its mission to be related to that of the school in that it is essential in a global community to be exposed to and knowledgeable of a foreign language and that this is also essential to college preparation. Through the creation of authentic language learning experiences, students are inspired to become active in their learning and develop an appreciation of other cultures that will inspire a passion for knowledge as well as a deepened social consciousness. By adhering to the honor code of the school in classroom and student work, we help to further the school’s commitment to personal integrity.

Aims

Through the creation of authentic language learning experiences, students are inspired to become active in their learning and develop an appreciation of other cultures that will inspire a passion for knowledge as well as a deepened social consciousness. By adhering to the honor code of the school in the classroom and student work, we help to further the school’s commitment to personal integrity.

Diversity and Inclusion Objectives

By creating an inclusive classroom where all students are respected and fully engaged, St. Andrew’s Foreign Language Department gives students a comfortable working environment to maximize their academic learning experience.

Second Language Acquisition

The acquisition of a second language happens over time along the learner’s educational journey. Students will reach variable levels of proficiency according to their set of skills, prior knowledge and exposure, their level of interest, but all “are potentially able to become balanced bilinguals who are highly proficient, literate and knowledgeable in two or more languages” (Learning in a language other than mother tongue in IB programmes, 2008).

Language Programs at SAS

Guiding Principles about Language Learning at SAS

At St. Andrew’s Lower School and Middle School levels, we understand that our students come to SAS with different language backgrounds and that all students progress at different paces. We teach language through context and relate new information to existing knowledge, relying on a constructivist understanding of how children learn languages. We provide for language support beyond the classroom through our ESOL program, tutoring, and summer camp programs. We accommodate different learning styles with differentiated instruction according to individual needs. We strive to stay current on research regarding second language acquisition. We give ongoing feedback on students' progress through student and parent communication and conferences.

Language Levels and Progression through Middle School

In the Lower School, English is the language of instruction in all subjects except Spanish. We provide exploratory/enrichment instruction in the Spanish language. In grades Pre-kindergarten through fourth grade students have Spanish language classes approximately one hour per week. The purpose of this instruction is to allow students to have an exposure to the broad concepts of language as well as serve as a foundation for more advanced study of Spanish as students move into the Middle School program.

St. Andrew’s Middle School program also provides English instruction in all subjects. Spanish language is a required course in grades five and six. Fifth and Sixth grade students have Spanish language classes two to three hours per week. Seventh and Eighth grade students take a Spanish I Carnegie Unit in two parts for high school credit. Seventh grade students take Spanish 1A and eighth grade students take Spanish 1B. Both grades have Spanish language classes three to four hours per week.

Lower School

The Lower School program at St. Andrew's School provides a strong exploratory curriculum in the Spanish language. Our students are introduced to and become knowledgeable of the language and culture of Spanish-speaking countries. In our prekindergarten through fourth grade program, students spend approximately one hour per week learning and using the Spanish language. Class instruction is predominately in the target language. Our foreign language program emphasizes cross-curricular connections. The Spanish program in the Lower School prepares students for more rigorous language acquisition in the middle school years. All other subjects are conducted in the English language.

Middle School

St. Andrew's Middle School provides continued Spanish language instruction. In fifth and sixth grades, the exploratory curriculum builds on language skills acquired in the primary program. Students in seventh and eighth grade complete the Spanish I course for a High School Carnegie Unit. Spanish 1A is completed in seventh grade and Spanish 1B in eighth grade. Our students gain competency in reading, writing, and speaking the language. Understanding and knowledge of the culture of Spanish-speaking countries is also incorporated into the curriculum.

In our fifth and sixth grade program, students spend approximately three hours per week learning and using the Spanish language and in the seventh and eighth grade program approximately four hours per week. Class instruction continues to be predominately in the target language. The Middle School foreign language program also emphasizes cross-curricular connections. All other subjects in the Middle School are conducted in the English language. Students are provided the opportunity to continue their study of Spanish in high school, beginning in ninth grade with Spanish II.

Upper School

Students in the Upper School program continue to be required to participate in formal foreign language instruction as a requirement for graduation and as a continuation of our mission and philosophy as a school. Students have the opportunity to engage in language instruction in both their first and a second or third language. Students can choose to continue further instruction in Spanish or begin studying French in our Upper School program. Opportunities to explore foreign languages at varying levels increases with increased flexibility in course choices and selections. All courses meet for approximately four hours of instruction per week and are taught and assessed primarily in the target language.

Within the diploma program, we offer Language A Literature in English at both the higher and standard levels. In both courses students will study literary texts written in English and demonstrate analytical skills in writing and speaking. These courses are best suited for students

for whom English is their most competent language and/or the language of the environment to which the student has been exposed from an early age or for an extended period.

For students seeking to acquire a language other than English, we offer Language B: Language Acquisition in both French and Spanish as part of the diploma program. These courses are best suited for students with three or more years of experience with the language who seek to develop mastery of language skills and learn to communicate effectively in a number of situations, from everyday exchanges to literary texts. Language B: French classes are offered at the standard level and Language B: Spanish classes are offered at both the higher and standard levels.

Additionally, we offer French and Spanish classes at the Ab Initio level. These courses are best suited for beginners who have little or no experience with the language.

We have sister school relationships with St. Denis Ecole Internationale in France and IDEA in Venezuela. These relationships include students visiting from/and or to our sister schools. Sister school relationships give students an opportunity to understand the broader links between language and culture and develop greater proficiency in both of these areas.

Second Language Support

Successful language learning can only be accomplished through a thorough support system within the school and a full partnership between our school and the parents and/or host families. We work with parents and families closely to communicate the goals, objectives, and formats of each level of language instruction in the school.

ESOL

The ESOL Program supplements English grade level classes from Grades 6 through 12, and provides intensive instruction in English to those whose levels of English proficiency do not allow them to perform successfully in mainstream subject classes. The objective is to enhance social, academic, and cultural growth in students through second language instruction.

SS S-T/Mother Tongue Support

SS S-T stands for School Supported Self-Taught Languages and is a program of study within the International Baccalaureate's Diploma Program. It is classified as a Group One course and is therefore subject to the same curricular requirements as other first/native language courses. Its function is to provide diploma candidates a means of pursuing the study of their mother tongues when there are too few student speakers of that language to constitute a regular class. Only diploma candidates, that is to say eleventh and twelfth grade students enrolled in the Diploma

Program, are eligible for SS S-T. Students are required to be fully fluent and literate at or very near grade level in order to enroll.

The reasons for supporting the preservation and development of a person's mother tongue are many, all of which are in keeping with the school's mission statement. These reasons include the following:

- the preservation and development of mother tongues foster the celebration of diversity and enable cross cultural awareness, appreciation, and understanding.
- the preservation and development of mother tongues enable the development of higher order cognitive skills, and
- the preservation and development of mother tongues enable people who are members of small cultural subgroups better to maintain and transmit cultural identity within a multicultural community.

Admission to St. Andrew's School for International Students

St. Andrew's welcomes international students and is committed to cultivating a school community that provides a rich learning environment. Over the years we have welcomed students from South Korea, China, Germany, the United Kingdom, Venezuela, Colombia, Belgium, Egypt, and France. We experience continued enrollment of globally-minded and international students into our academic community.

Our English as a Second Language (ESOL) in grades 9 – 12 allows students who speak little English additional time and a special curriculum in order to transition to the rigor of our college preparatory programs. The Admissions Officers and Division Heads determine the need for ESL instruction on the basis of an interview as well as standardized placement tests. We require that either the TOEFL (Test of English as a Foreign Language) or the SLEP (Secondary Level English Proficiency) Test be administered as part of the admission process. If needed, the ESL course will be taught during the International student's first year instead of our standard English curriculum. At the end of the year, an evaluation will be made to determine if ESOL will be required for another year. The cost for ESOL instruction is in addition to the standard fees and tuition and may vary depending on the level of ESOL needed to be successful in our program.

St. Andrew's seeks academically minded students who are looking for a school where they will be involved in a variety of activities as part of their school life. International students have the opportunity to learn about American culture, gain fluency in English, and assimilate into our educational system as well as our homes in preparation for attending American colleges and universities. We offer all students enrichment activities in the arts, athletics, student government,

community service and extracurricular activities so that they are well prepared for the challenges after high school. We also look for students who are willing to educate our community about their culture and background in order to create a more global community.

ASSESSMENT

At St. Andrews, students, parents, and teachers recognize the importance of assessment in the teaching and learning cycle. Overall, our view is that assessments should always have a transparent and intrinsic value. In other words, assessments should be an organic outgrowth of classroom practice. In each course, teachers use a variety of assessments to inform their instruction and to identify specific strategies to maximize students' potential for success. Teachers work collaboratively with students to help them demonstrate their mastery of discipline--specific content and skills on these assessments.

While we encourage our teachers to utilize formative assessments that help students express understanding in multiple modalities, there is a privileged place in our curriculum for assessments that replicate the format of IB exams and projects. Such exams and projects place particular emphasis on discipline-specific communication, written and oral, as well as student-centered critical thinking. Given the prominent place of summative end-of-the-year exams in the IB program and at the university level, we do expect students to complete semester exams beginning in the seventh grade. The thoughtful design of these exams ensures that they provide real data on student readiness to progress to the next stage of the program.

Assessment data in general is valuable to faculty, administration, students and families in overlapping ways as we work to create a rigorous and relevant learning experience for students and to find ways to improve our practice as educators. Ideally, assessments offer us an authentic reflection of student knowledge and understanding that aids in the calibration of student program, course content, curriculum development, and faculty professional development.

This assessment policy as well as a detailed session on grading protocols is shared with new faculty as they join our community as part of new faculty orientation. This introductory session in combination with the IB training helps teachers become more adept at utilizing assessments in a fashion consistent with our mission and philosophy.

Department Chairs also review assessment protocols with their departments and periodically review assessments to ensure compliance with our philosophy. A portion of our community professional development centers on assessments practice, as well.

English language learners new to St. Andrew's are expected to attend mainstream classes with the additional support of an ESOL course and full-time ESOL faculty member. They are assessed on the same rubrics as native speakers, with the understanding that IB rubrics oftentimes separate out language usage from content mastery and application.

Within classrooms, teachers review assessment practice and philosophy with their students and their families as part of their syllabus and introduction to the course. This policy is posted on the website and is easily accessible to students and families.

Types of Assessment at St. Andrews

Formative Assessment & Summative Assessments:

Formative assessment is any assessment that primarily serves to inform, to provide data for teachers to monitor student understanding and to shape subsequent learning experiences, and for students and parents to stay informed of students' development. Summative assessments, by contrast, summarize a student's mastery skills and concepts at a particular point in time. In any effective learning environment, summative and formative assessments work together to keep teachers, students, and parents informed.

Everyone at St. Andrews recognizes that, oftentimes, process is as important as product in the work of true education. Formative assessments occupy as large a place in our overall assessment practice as summative assessments do. Formative assessment offers the opportunity for us to fulfill the important aspect of our mission dedicated to differentiated and customized education. St. Andrew's teachers use a variety of formative in-class and out-of-class assessments to evaluate student understanding and to calibrate instruction. These assessments can take the form of homework, in-class assignments, or quizzes. They can also be multistage projects or labs. Although they are of most use as a tool to communicate progress to students and parents and to help teachers tailor instruction to student and class needs, formative assessments are a major part of reported grades, usually occupying grading categories such as "homework," "quizzes," and "classwork." These assessments are most often graded utilizing teacher-designed rubrics with the commonality that grades take account of both effort and outcome in order to accurately reflect student learning.

Formative assessments are important for the feedback they provide to various constituencies. Teachers use the data from formative assessments to shape further instruction and assessment, but also to provide prompt, specific and supportive feedback to the students in their classes.

On a larger scale, within the IB frame, many of the assessments offered as part of our internal school assessment structure are formative assessments relative to the IB diploma program. For example, many of our summative, classroom final exams are also formative exercises, because our teachers use IB-style questions to help students master and receive feedback on the type of demonstrations of learning that will be expected at the end of their IB program. Many of the internal assessments required in the IB program also serve as formative assessments, paving the way to the summative demonstration of learning required on the IB external assessments, and

some of the IB internal assessments are used for internal grades, contributing to cumulative unit or semester projects.

In all of our summative assessments, our goal is for students to demonstrate understanding rather than just rote memorization of content. These summative exercises are always preceded by series of formative assessments that help students and teachers check for growing mastery and allow students to practice application. In their summative assessments, especially at the IB level, students are often asked to demonstrate discipline-specific expertise, going beyond “doing math” to thinking like mathematicians in order to show a creative application of knowledge to structured and unstructured problems. When a course is shared between divisions, we utilize a standard summative assessment to help ensure a consistent understanding of course goals and student achievement.

Teachers frequently make use of technology resources to aid in formative assessment, utilizing, for example, on-line discussion boards or polling applications to evaluate how students are grappling with and applying instruction in content and skills. Technology resources also aid in the creation and presentation of summative assessments.

Grading, Recording, and Reporting

St. Andrew’s faculty use various forms of assessment to contribute to numerical grades. They also write narrative comments twice a year to provide more depth to student evaluation.

Although we hope that the authentic learning experiences we strive to provide go beyond numerical grades to inspire meaningful and intrinsic motivation to learn, such grades do provide a useful and accessible shorthand for students as they interpret their progress towards mastery. Student grades are updated regularly in an online gradebook, accessible to students and parents in real time. For the purposes of transcripts, each year is made of two semesters. Grades within each semester are calculated cumulatively, with progress reports issued at each quarter along with narratives written after quarter 1 and quarter 3.

GRADING Numerical averages are related to letter grades as follows:

A = 90 - 100

B = 80 - 89

C = 73 - 79

D = 70 - 72

F = Below 70

All course grades are computed to determine the cumulative grade average, including summer school courses. If a credit-earning course is repeated, both grades count in the final computation of the GPA. (Exception: if a St. Andrew's student takes a course for credit in 8th grade but repeats the same course in 9th grade, then only the 9th grade final average will be counted.) Extra points for honors, IB Higher Level and IB Standard Level courses are factored into calculations for honor roll, headmasters list and final semester averages. Honors and IB Standard Level courses receive two extra points while IB Higher Level courses receive three extra points.

Academic Honesty at St. Andrew's

It is a fundamental assumption that any work presented by students is their own. Cheating on a test, project, homework assignment, or examination includes any case of assistance sought, received, or offered without the prior approval of the teacher. It also includes possession or viewing of notes or other materials which could give the student an unfair advantage.

Plagiarism is a form of cheating. It is defined as the borrowing of someone else's words, ideas, or facts and passing them off as one's own. Failure to properly credit the source of those words, ideas, or facts constitutes an act of plagiarism. The suggestion of plagiarism can be easily avoided by the correct identification of sources when preparing assignments. Devices and resources which are used as short-cuts to students' completing their own assignments, such as electronic translators or literature summaries, should be avoided. If there is a question about the appropriateness of such devices or resources, students should check with their teachers prior to use; once a piece of work is submitted to the teacher, the student is considered fully responsible for all decisions he or she made concerning use of information and ideas while preparing the work. Each student in the US receives explicit instruction in plagiarism at the beginning of each school year and completes an assignment to demonstrate their understanding of what constitutes plagiarism. Plagiarism is considered an honor violation and is recorded in a student's record as such.

Students are also instructed on the use of turnitin.com, a web-based source for identifying plagiarized work. Under the discretion of faculty, students submit essays and other written work to the turnitin.com database for confirmation of authenticity and as an educational tool.

Violations of these standards of academic integrity are taken seriously. Suspected dishonesty is reported to the student's advisor, the Dean of Students, and the Head of the Upper School. The student may be asked to appear with their advisor in front of the Honor Court. All proven honor violations are recorded in a student's file. Further consequences, as decided by the Dean of Students and Division Head in consultation with the Academic Review Council and/or the Honor Court, may include suspension or, for repeat offenders, expulsion. All students subject to

disciplinary action have the right to request an appearance before the Honor Court before consequences are finalized.

Students are often asked to self-report honor violations on applications for scholarships and college and university admission. Students are urged to report honestly. If a college or university calls to check the accuracy of a student's application, the school is ethically bound to report any violations in the student's file.

Parents are integral to the St. Andrews community. As the primary support for students outside school, parents are expected to uphold our commitment to academic honesty and to reinforce for students their need to do so as well.

Supporting Assessment at St. Andrews

Supporting assessments: expectations of students

Students are expected to:

- deliver their best work for assessment tasks, on time and completed according to guidelines.
- seek assistance as needed as they prepare for assessment tasks. Each student is assigned an academic advisor, and can seek assistance from advisors with questions about their academic progress.
- adhere to St. Andrews policies regarding academic honesty.
- follow guidelines regarding plagiarism in all of their courses and in work prepared for IB and other academic assessments.
- understand that true learning involves risk-taking and may not always result in an A.

Supporting assessments: expectations of teachers

Teachers are expected to:

- carefully design assessment tasks to support goals of their curriculum and the St. Andrew's academic program.
- share the motivations for assessments and grading methodology in a transparent fashion with students and families.

- grade assessments fairly and consistently.
- provide adequate time and support for students to complete assessment tasks.
- use data from formative assessments to provide specific feedback to students that is supportive of the students' academic development
- post grades in a timely manner. As a general rule, grades on minor assignments should be posted to the online gradebook within a week and grades on major assignments should be posted within two weeks.

Supporting assessments: expectations of parents

Parents are expected to:

- learn how to utilize the online gradebook so that they can easily keep track of student progress.
- familiarize themselves with the school's assessment policy, including standards for academic honesty.
- support the school and teachers in helping students complete assessment tasks independently with the goal of developing mastery.
- communicate with teachers and advisors when they have questions about assessment practice
- provide time and space at home for students to complete homework with minimum distractions and interference.
- understand that true learning involves risk-taking and may not always result in an A.

ACADEMIC HONESTY

Academic honesty is a fundamental value taught at St. Andrew's School. St. Andrew's commitment to academic honesty is deeply rooted in its identity as a college preparatory school of 21st Century teaching and learning. The school's educational philosophy is based on the 5 C's: Critical thinking, Communication, Collaboration, Creativity, and Character. Education at St. Andrew's builds on the principle that developing students in the model of the IB Learner Profile requires certain freedoms. Honesty and integrity are prerequisites of these freedoms.

As members of the St. Andrew's academic community, faculty, students, and their families all assume certain responsibilities. One of these responsibilities is a commitment to engage in open and honest communication. Academic dishonesty is a serious violation of the trust upon which the St. Andrew's academic community depends. Accordingly, all students, families, staff, and faculty in the school are required to abide by the Academic Honesty Policy.

Teaching 21st Century Learning Skills

Academic Research Skills

As an institution committed to 21st Century teaching and learning, St. Andrew's is dedicated to providing every student with a comprehensive education in academic research. Beginning in freshman year and continuing throughout their upper school experience, every student will be instructed on the most up-to-date practices for conducting scholarly research, presenting results, and citing resources. As part of this education, students will be informed on the different ways that academic dishonesty may be manifested across the different disciplines. It is St. Andrew's philosophy that creating a learning community that is rooted in academic honesty begins with the provision of a clear institutional policy and the holistic teaching of sound learning skills.

Class Policies

Academic honesty is of vital concern to the faculty and because each discipline may raise its own specific set of issues, all faculty members are required to discuss the issue of academic dishonesty in their classrooms and to explain how the St. Andrew's policy applies in each of their courses. It is particularly important that faculty members discuss the academic procedures that may vary from discipline to discipline, such as homework policies and examples of proper and improper forms of academic collaboration. Additionally, faculty members will discuss the specific measures that have been implemented in each course to monitor and prevent instances of academic dishonesty (ie. assessment proctoring, turnitin.com, authentic assessments requiring original thought, etc). Faculty members will explicitly indicate on each course syllabus how the St. Andrew's policy applies in the course and how it will be monitored.

IB Assignments

St. Andrew's holds the same high standards of academic honesty for official IB assessments as it does for all other school-based assignments. In accordance with the IB policy on academic honesty, any work that appears to be plagiarized in any manner will be investigated in full. A student will not, under any circumstances, be permitted to submit an assignment as part of an IB assessment if there is any doubt as to its original authenticity.

Families

At St. Andrew's families play a critical role in cultivating a learning environment that is rooted in honesty and integrity. At the beginning of each year, students and their families attend orientation where they are educated on the various forms of academic dishonesty and what constitutes appropriate versus inappropriate help on out-of-school assignments, including guidelines for individual tutoring by non-St. Andrew's staff. Parents are expected to work collaboratively with school staff to instill the values of academic honesty, and are encouraged to engage faculty members regarding individual class policies whenever any uncertainties arise.

Violations of Academic Honesty

St. Andrew's recognizes that there are many manifestations of academic dishonesty including but not limited to: cheating, plagiarism, fabrication, data manipulation, facilitating academic dishonesty among others, and falsifying records and official documents. All members of the St. Andrew's community have a responsibility to uphold and maintain an honest academic environment and to report when dishonesty occurs. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the integrity of the academic process while ensuring due process. Violations of these standards of academic integrity will be taken seriously. Suspected dishonesty will be reported to the student's advisor, the upper school Dean of Students, and the Head of the Upper School and the student may be asked to appear, with their advisor, in front of the Honor Court. All proven honor violations are recorded in a student's file. Further consequences, as decided by the Dean of Students and Division Head in consultation with the Honor Court may include suspension or, for repeat offenders, expulsion. All students subject to disciplinary action have the right to request an appearance before the Honor Court before consequences are finalized.

SPECIAL EDUCATIONAL NEEDS

Mission-driven support

St. Andrew's School recognizes that students learn in a variety of modalities and that there is not a "one size fits all" approach to education. Through small class sizes, strong communication, and a cohesive community structure, St. Andrew's supports its students and various learning styles. We have a commitment to supporting admitted students to help them fulfill their fullest potential and attain college placement in a four-year university.

As a private institution with a specific purpose and mission, St. Andrew's supports a limited amount of special educational needs. We are clear in our admissions policy and handbooks about the types of resources available to support students with learning differences. If we feel we cannot provide the needed support to assist a student in successfully completing our program, we are forthright about these limitations. Because of the complexity of various learning differences, most cases are taken into consideration on an individual basis, weighing the student's previous experiences, the school's available resources, and the family's expectations and desires.

St. Andrew's does not have dedicated programs or faculty serving students with attention deficit and/or hyperactivity disorders, nor is its faculty trained to support learning disabilities. While we will use some strategies to assist students with a wide range of learning styles and attention difficulties, we cannot do so in ways which fundamentally alter our mission, programs, policies, or staffing. Students with learning differences are expected to meet academic standards required of all students. Minor accommodations such as extra time, verbalizing instruction, dedicated seating, etc. can be implemented for students with medical recommendations. There may be some recommendations by educational psychologists which cannot be implemented at St. Andrew's. When a student will not be served well by our program, they are counseled to seek support at schools with wider resources in these areas.

Strong Communication

Students with documented learning differences that are mission appropriate and can be served well by our program are supported through a strong and consistent line of communication between the school and home. Teachers and advisers are encouraged to include parents in any concerns in student performance or behavior. Narrative comments bi-annually and grade reporting every four weeks allows for progress for all students to be closely monitored. A close relationship between home and the school is a distinguishing factor in our school community and contributes to the success of all of our students.

When a student displays consistent difficulty or challenge in a particular area, administrators and teachers conference with parents to ensure they are aware of the problem and the attempts of the school to support that student.

Additional Time and Accommodations

For a student to be allowed extended time on a standardized test, such as the PSAT or an IB exam, documentation must be on file which states the nature of the disability and the reason for the extra time. The documentation must be based on a clinical educational evaluation done by a professional evaluator, with the tests having been given within the past three years. Educational and other such clinical psychological evaluations are maintained by the school administration in a confidential file and are not considered part of the student's regular permanent record. Parents who wish their child's teachers to be aware of learning differences or other issues are encouraged to contact the appropriate administrator to set up a teacher conference for that purpose.

Additional time and accommodations during standardized testing require the school to petition the organization producing and scoring the exam, such as the College Board and International Baccalaureate Organization. The school submits a request and documentation on behalf of the student and is required to follow protocol as outlined by the outside organization during the standardized testing period.

Medication

We recognize the value of certain medications as part of an overall strategy in assisting children with attention problems. Medication for ADD/ADHD, as with all medicines taken at school, must be registered, stored, and dispensed by the school nurse, based upon written instructions from a parent and/or physician.

Learning Resource Center

The goal of the Learning Resource Center is to help each student perform at or above grade level independently. The program also serves as a resource for parents and teachers who have questions or concerns regarding difficulties some students face in various areas of learning. Parents who feel their child is struggling are encouraged to speak with their child's teachers to see if additional tutoring or support may be of benefit. Likewise, a teacher who observes concern for a student may refer a child for tutoring and extra support.

The program is run through the school as a collaborative effort between classroom teachers and tutors to create a convenient, academically centered program to supplement our curriculum.

The Learning Resource Center will provide one-to-one tutoring and small group tutorials. In addition, at various times throughout the school year, we will offer SAT prep courses and study skills seminars.