



ST. ANDREW'S

EPISCOPAL SCHOOL

2025-2026 Handbook for Students and Families

SAES.org

The mission of St. Andrew's Episcopal School is to know and inspire each child in an inclusive community dedicated to exceptional teaching, learning, and service.

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I. INTRODUCTION

A. Mission of St. Andrew's Episcopal School

The mission of St. Andrew's Episcopal School is to know and inspire each child in an inclusive community dedicated to exceptional teaching, learning, and service.

Approved by the Board of Trustees, June 2010

B. Core Values of St. Andrew's Episcopal School

The core values of St. Andrew's Episcopal School are institutional values: all students, faculty, staff, and alumni aspire to embody these values for the advancement of the school, community, and world.

Inspiring Community *(through spirit, diversity, and understanding)*

Dynamic Growth *(through challenge, creativity, and joy)*

Transformative Achievement *(through research, resilience, and innovation)*

Visionary Leadership *(through courage, integrity, and service)*

Approved by the Board of Trustees, April 2018

C. Diversity, Equity, and Belonging Statement of St. Andrew's Episcopal School

St. Andrew's upholds each person's dignity, identity, and belonging. This commitment is foundational to our diverse, inclusive, and equitable community and essential to exceptional teaching, learning, and service.

Approved by the Board of Trustees, June 2021

D. Episcopal Identity

We live our Episcopal identity through five habits of heart and mind:

We love.

We believe that God calls us to love. And because we view each of our students as a child of God, we care about them not merely as students who need to pass their courses and get on with life, but as complex human beings whose minds, bodies and spirits need to be nurtured and supported because they are God's hope for a future generation. The love we practice as an Episcopal school reveals itself in sacrifice, patience, truth telling and, to quote St. Paul, a willingness to build one another up and to bear one another's burdens. It is a love that both sets expectations and practices forgiveness, each in equal measure. In a phrase, we care deeply for each other. As an Episcopal school, we place love at the center of our life together.

We worship.

Each week we come together for chapel. The purpose of chapel is to balance the hectic pace of school life with a weekly rhythm that includes pause, prayer, and reflection on those things and those relationships that matter most in life. Chapel is about making time each week to thank God for what we have, to hold up in prayer each other's needs and concerns, to sing in joy and celebration for the blessings of this life, and to share stories of meaning and purpose. Perhaps most importantly and most counter-culturally, chapel is where we regularly remember to be mindful of the presence of something larger than ourselves. For these reasons our chaplains and our connection to the Episcopal Diocese of Washington are essential parts of our school's identity.

We welcome.

We strive to be a welcoming place. Just as love of neighbor is one cornerstone of Episcopal identity, hospitality to the stranger is another. Episcopal schools are intentionally diverse. Our school welcomes the perspectives of other faiths and knows that we are better for their presence. We invite all who attend and work in our school both to seek clarity about their own deepest beliefs and to honor their convictions, whatever they may be, more fully and faithfully in their own lives. We believe that authentic interfaith conversation is most fruitful when each of us is clear about, and true to, who we are. Our Anglican tradition is a beautiful and rich one that we are eager and committed to share. In sharing it we strive mightily to be as graceful and inclusive as we can to make room for all in our community.

We serve.

Service is at the heart of the Christian life and is another hallmark of Episcopal identity. We serve with deep conviction that we find our true identity as God's people precisely when we abandon our self-centered agendas to encounter and serve the other. In serving the other we learn that both the server and the served are transformed in unexpected and wonderful ways. Indeed, we learn that in serving the other we more often than not meet God. This is why service learning is at the center of our curriculum. Through service, our students discover that they can change the world and that their service and those they serve change them for the better as well.

We question.

We value both faith and reason, and we cherish the life of the mind. Ours is a faith that seeks understanding. We are eager to question and to explore the most fundamental questions in life. This is why the academic study of religion is integral to our curriculum. As an independent Episcopal school, we enjoy the freedom and exercise the responsibility to engage our students in talking openly about God and the good life. We welcome seekers, doubters, skeptics, and atheists. Trust that if we build our community on open, honest, inquisitive, careful and respectful questioning, the truth will emerge. Our aim is to equip students' minds with the skill and their hearts with the desire to find meaning, to claim their own spiritual identities, and to articulate their convictions with a balance of clarity, generosity, and humility.

We love. We worship. We welcome. We serve. We question.

These five habits of heart and mind are at the core of who we are as an Episcopal school.

Approved by the St. Andrew's Board of Trustees, December 2014

E. Nondiscrimination Statement of St. Andrew's Episcopal School

Consistent with the values of an Episcopal school, St. Andrew's is committed to a diverse and inclusive community with respect to race, national origin, religion, gender, sexual orientation, family status, economic circumstance, age, and physical disability in its student body, faculty and staff. Pursuant to all applicable federal, state and local laws and regulations, St. Andrew's does not discriminate in the administration of admissions, financial aid or loan

practices, educational or other school-sponsored programs and activities, or in the hiring or terms of employment of faculty and staff, except that the Chaplains shall be members of the clergy of the Episcopal Church.

Approved by the Board of Trustees, January 2008

F. Honor Code

We, as the members of St. Andrew's community—students, faculty, administration, and parents – believe in and agree to uphold the values of honesty, equality, trust, and respect. It is our common responsibility to preserve these ideals by our actions.

Honor Code Adopted by the Student Body, 1992

G. Lower School Program Statement

The Lower School—Preschool I (age 2) through Grade 5—provides a blend of challenge and nurture in an educational environment. Our exceptional teachers know and inspire each child, emphasizing hands-on programming, peer and teacher collaboration, project-based approaches to learning, and a spiraled scope and sequence in an effort to support age-appropriate activities and in-depth classroom inquiry. The classroom community is specifically designed to foster a sense of belonging, allowing children to thrive and learn in a space that is safe and inspiring. Daily opening and closing meetings provide a platform for children to set goals, share hopes and dreams, deepen friendships, celebrate individual and collective accomplishments, and reflect on shared experiences. Teachers utilize academic choice to structure lessons, helping to enhance student motivation while increasing self-sufficiency and deepening personal satisfaction. Mindfulness practices and strategies are also utilized in the classroom to support children's emotional well-being, self-regulation and independence. These programs help to improve attention and reduce stress. They result in better emotional regulation and an improved capacity for compassion and empathy for our students.

Lower School students spend approximately two-thirds of their day in a homeroom-based program. At the core of this program is the Responsive Classroom curriculum, which emphasizes social, emotional, and academic growth in a strong and safe community. In homeroom classes, students have assigned responsibilities and build relationships with one another and their homeroom teacher. Homeroom teachers also instruct students in math, language arts, and social studies. Students leave their homeroom for science, Spanish, performing and visual art, physical education, and religion classes, which are taught by departmental faculty. Chapel is held weekly for elementary school students and for preschoolers.

By the end of Lower School, students are learning with enthusiasm and confidence and have found their place in a caring community. They have a better understanding of themselves as learners, a sense of empathy and kindness for others, and an eagerness to experience the new challenges and opportunities that await them in St. Andrew's Middle School.

(July 2019)

H. Middle School Program Statement

The St. Andrew's Middle School program is designed to meet the academic, social, and emotional needs of sixth, seventh, and eighth graders. Literally “in the middle” of elementary and high school, eleven to fourteen year olds

are ready for more independence, academic challenge, and healthy risk-taking supported by a team of caring and knowledgeable educators.

Our academic program includes english, math, history, science, and language (French, Latin, Mandarin, or Spanish). There are performing art, visual art, and religion requirements each year, with the opportunity for some choice within the performing arts. Supported by a 1-to-1 laptop program, our teaching methods continue to include the best that 21st century research suggests: interdisciplinary study, hands-on design projects, and analytical thinking and writing. Higher order cognition (creative problem solving and critical thinking) and excellent study skills are emphasized. The end of each day includes an hour of interscholastic sports as part of the curricular program. Each athletic season offers multiple options of team and individual sports for both beginning and advanced players.

Our strong, effective curriculum, promoted through our advisor program, recognizes the unique challenges and potential of this age. As children's peer relationships become more important and complex, the social curriculum becomes a key component of a vibrant educational program. Sixth graders spend each day in a homeroom environment that combines the study of humanities with a Responsive Classroom approach. Our seventh grade advisor program is a multi-dimensional program that teaches the value of diversity and nurtures empathy and inclusion. Our eighth grade advisor program is built around the theme of service, where students work together to implement service projects. A weekly Chapel service is a part of every grade at St. Andrew's.

Our Middle School division is as dynamic as the students who arrive each morning. Building a sense of community and belonging where every individual is seen and respected is the cornerstone of our middle school philosophy. Overnight trips, the spring musical, special assemblies, rotating lunch tables, and class cup competitions contribute to the student-centered experience. Students are encouraged to explore their talents and learn from their struggles as they develop a stronger and more confident sense of self. At the end of middle school, our students are well prepared for the increased challenges and responsibilities awaiting them in upper school.

I. Upper School Program Statement

Our challenging, college preparatory Upper School program develops well-rounded individuals with the personal qualities essential for lifelong learning and growth. Our talented faculty apply the latest research to design their classes and connect with students to help them maximize their potential. Students, advisors, teachers, parents, and administrators collaborate to foster students' self-awareness, self-confidence, and pursuit of excellence.

The normal Upper School course load at St. Andrew's is five year-long academic courses* – English, History, Language, Mathematics, and Science. All students must fulfill the art, religion, physical education, and health requirements. Students' work balances academic requirements, including religion, with requirements in the arts, and physical education. Service Learning is integrated throughout the curriculum.

At St. Andrew's, we encourage students to live lives of responsibility to each other and to the larger community. Active service and reflection are crucial parts of the Upper School curriculum, bringing our students together as they apply their academic skills to solve real world problems.

The St. Andrew's program promotes educational excellence in a rigorous and supportive atmosphere that challenges and nurtures students. The courses and activities in the program encourage a work ethic, personal responsibility, spiritual growth, and contributions to the school and the larger community. The Upper School program prepares students for college and for lifelong learning.

* A recommendation will be made to parents for students whose educational background and ability will best be served by a six-course or four-course major academic load. The final decision on a six-course or four-course load will be made by the Academic Dean after discussions with the student, the student's parents, and the student's

advisor and teachers. Some ninth graders take a four-course academic load to ease the adjustment to the Upper School curriculum.

(July 2019)

J. History of St. Andrew

St. Andrew, the man we know as Andrew, one of Jesus’s twelve disciples, was the brother of Simon Peter. The Gospel according to John tells how Andrew, a disciple of John the Baptist, was one of two disciples who followed Jesus after John had pointed him out, saying, “Behold the Lamb of God” (John 1:29). Andrew and the other disciple went with Jesus and stayed with him, and Andrew’s first act afterward was to find his brother and bring him to Jesus. We might call Andrew the first missionary among the company of disciples. Andrew and Peter were fishermen, and Matthew’s Gospel records Jesus’s calling them from their occupation and their immediate response to his call. Andrew was the disciple who brought the boy with the loaves and fishes to Jesus for the feeding of the multitude.

K. School Lore

School Colors Red and White

School Mascot Rampant Lion

School Motto The Increase of Mind and Spirit (*Auctus Mentis Spiritusque*)

L. Purpose of Handbook

The purpose of this Handbook is to inform the community about St. Andrew's mission, values, and policies, which the school may elect to supplement or revise at any time to protect or further the best interests of the school community.

II. Communication

A. Whom to Call

1. Advisor/Homeroom Teacher

If a parent has questions about a child’s academic or social progress, the first step for students is to contact the student’s advisor. For families of Lower School students, parents should contact the homeroom teacher.

2. Regarding . . . Please Contact

Absences/Attendance

US - Brian Caceres

MS - Lur Egan

LS - Cyndi McKnight

Academic Challenges, Student

LS Early Childhood and Elementary Programs - Jordan Love

6th Grade - Drew Singleton

7th Grade - Deidra Henderson

8th Grade - Scott Corkran

9th Grade - Ginger Cobb

Admission	10 th Grade - Randy Tajan
Afterschool Programs	11 th Grade - David Brown
Assemblies	12 th Grade - Lauren Johnson '11
	Jeff Depelteau
	Margy Hemmig
	US - Ginger Cobb
	MS - Candace Gregg
	LS - Jordan Love
Athletics, Boys & Girls	Kevin Jones
Back-to-School Night	US - Ginger Cobb
	MS - Candace Gregg
	LS - Jordan Love
Billing and Tuition	Vicki Hart
Chapel Services, Spiritual Life, and Community Service	MS/US - The Rev. James Isaacs
Counseling Appointments	LS - The Rev. Katie Spero
	US - Robin Foreman, LCPC
	LS/MS - Marissa Tisch, MSW
Discipline	US - Randy Tajan or Lauren Johnson '11
	MS - Deidra Henderson
	LS - Danielle Collins
Diversity	Danielle Collins
Educational Testing	MS/US - Jen Shoemaker-Trinh
	LS - Monique Levy
Event and Room Scheduling	Jaime Howenstein
Extended Day	MS/LS - James Roberts
Financial Aid	Vicki Hart
Health/Nurse	MS/US - Diane Stewart
	LS - Shelley Keneally
Laptops/iPads	Chris Echave
Mailings/Publications	Molli Laux
Pastoral Care	MS/US - The Rev. James Isaacs
	LS - The Rev. Katie Spero
Prom-Junior/Senior	Will Ferriby
Resource Board	Erin Abernethy
Senior Affairs/Events	Ginger Cobb
Social Events	US - Randy Tajan
	MS - Deidra Henderson
	LS - Danielle Collins
Summer Programs	Monique McMillan-Jackson
Transcript Requests	Peggy Porterfield
Transportation	Laura Lo
Tutoring, Adult and Peer	MS/US - Jen Shoemaker-Trinh
	LS - Monique Levy
Volunteering	Ana Naab
Website	Erin Abernethy

B. Parent-to-School Communications Guidelines and Policies

When you have a concern or complaint, please start at the most appropriate level. If you have a concern about a teacher or coach, set up an appointment with the teacher or coach. If you are still concerned, see the department

head, division head, or athletic director. If your concern remains, you may contact the Head of School. The Board of Trustees does not make administrative decisions and does not adjudicate complaints or disputes.

1. Telephone Calls – Faculty/Staff

Please call 301-983-4730 and enter the extension, or press 1 to use a dial-by-name directory. If you are unsure about whom to contact, please consult the receptionist at 301-983-5200.

2. Telephone Calls – Student

A telephone is available in the main hallway for MS/US students to make local calls. Students may use this telephone at any time to make short calls, being sensitive to others waiting to make a call. Cell phone use is not allowed from 8:45 a.m. to dismissal time. Students should not use any silenced hand-held electronic devices during class time without consent of the teacher.

Lower School students should reach out to any Lower School faculty or staff to contact parents during the school day.

3. Student Messages

If it is necessary for a parent to contact a student during the school day, messages may be directed to the division offices. In the Upper School, the administrative assistants will post messages on the appropriate bulletin board for the student. The Upper School message board is on a bulletin board outside the Main Office. In the Middle School, the administrative assistants will deliver the message to the student. Alternatively, Upper School and Middle School parents may email their student directly at their SAES email address. Lower School students will receive messages through their homeroom teachers. It is the school's policy not to interrupt a student in class unless there is an emergency.

4. Email Policy

a. Email from Families

St. Andrew's Episcopal School administration, faculty, and staff encourage parents to email as first point of contact to save time, as they are often in settings where returning an email is much easier than returning a phone call. Please follow this policy when communicating via email.

1. Parent-to-parent and parent-school communication will always be most successful in a climate of trust and mutual respect. To paraphrase the Association of Independent Maryland Schools (AIMS), parents can best support a school climate of trust and respect by communicating concerns openly and constructively with the teacher or administrator closest to the problem.
2. Email is an excellent means to convey factual information. Please be as specific and as brief as possible. In the subject box put your child's name, your name, and a phone number where you can be reached, and when you are available.
3. Please do not use email as a vehicle for homework collection. Homework is posted for each class via Canvas.
4. Wait 48 hours for a response before resending your original email, or sending a second email. Teachers have been asked to respond to each email within 24 hours, when possible.
5. Please be considerate of the teacher's time by refraining from sending personal requests for your child, such as, "Please remind John to bring home his math book today," or "Please remind Jane that she has a dentist appointment."

6. If you have a large amount of information to share with an administrator, advisor, or teacher, or if you have a sensitive issue to discuss, please make an appointment to discuss over the phone or meet at school.

b. Global Email Policy

St. Andrew's administration and parent body appreciate the potential for timely communication regarding school events or grade- or group- specific occurrences. A thoughtful approach to global emailing will enhance its usefulness while protecting the users.

- a. All email addresses collected by St. Andrew's Episcopal School will be used for the sole purpose of improving communication between parents and the administration.
- b. In order to avoid overuse of global email, all such messages will be authorized – in the case of messages coming from the parent body, authorization will be by the St. Andrew's Parent Association President or Executive Vice-President.
- c. To protect the privacy of recipients, addresses of all groups or individuals will be in the 'bcc' portion of the email.
- d. The subject line of global emails will be a clear signal of the content of the message, e.g., event cancellation-non-emergency.

5. Resource Board

The Resource Board is a web-based application that allows parents to access information in the school's database. Parents can log in to the school website (www.saes.org) to access report cards, interim reports, class schedules, and the address and phone numbers for St. Andrew's families. Parents can also update their contact information through the Resource Board.

- To access the Resource Board, please go to the St. Andrew's website, www.saes.org
- Click on "Login," found on the right of the website homepage
- Gmail users will no longer need to use passwords when logging into the system, while non-Gmail users will use their email address plus their own generated passwords. For purposes of logging into the website we use the email on file for each parent.
- [Click here for more information](#) on logging in to the St. Andrew's website.

6. St. Andrew's Website – www.saes.org

Our website is a great source of information about what is going on at St. Andrew's. Questions or comments should be directed to communications@saes.org.

7. Weekly Newsletter

Every Friday, parents will receive a weekly newsletter via email. It gathers information from throughout the school community specifically for parents. Parents must provide an email address for the newsletter and for occasional emergency messages from the school. If you have not received the weekly newsletter after the first week of school, or if you have questions or comments, please contact the Communications Office at communications@saes.org.

III. General Information

A. Financial Aid

At St Andrew's, financial aid (for PK through Grade 12) is based solely on demonstrated financial need. St. Andrew's partners with an outside organization (CLARITY) for financial aid processing and assessment. More detailed information regarding financial aid is available on the St. Andrew's website – www.saes.org. Returning and new student applications for financial aid must be completed annually.

Key Financial Aid Dates and Deadlines

- We will begin accepting financial aid applications for the 2026-2027 school year on October 20, 2025. Financial aid is only available for grades PreK through 12th grade.
- Returning students (both recipients of aid and those new to aid) must complete the online aid application by November 15, 2025. 2024 support documents (including 1040s, W-2s, and any other documentation related to income or estimated income) if not already provided, are required as well.
- New students must complete the online aid application by January 5, 2026. 2024 support documents (including 1040s, W-2s and any other documentation related to income or estimated income) are required as well.

Each recipient of financial aid is also entitled to the following assistance for the 2026-2027 school year:

- A reduced new student enrollment fee of \$200
- One set of required textbooks at no charge
- Reduced rate for extended day programs
- Reduced rates for domestic school-sponsored and co-curricular trips; school-sponsored non-curricular and community service trips; and school-sponsored international trips.
- Reduced rate for the St. Andrew's shuttle bus, if utilized.
- Financial aid for all summer programs listed in the Summer Programs Brochure under the headings: Academics for Credit and Academics for Enrichment, at the same percentage as the student's tuition grant
- Financial aid for the annual technology fee, at the same percentage as the student's tuition grant (applicable to students in Grades K-12 as part of the 1:1 laptop program)

Please be aware of the following conditions on financial aid grants:

- All financial aid recipients must inform us of any income change in excess of \$2,000 as we may adjust your grant in accordance with this change
- All financial aid recipients must notify us of any scholarships or funds received from other sources as your grant from St. Andrew's may be lowered by an equal amount.
- All financial aid recipients must complete the re-enrollment and agreement process for the 2026-2027 school year by the applicable due date. If the re-enrollment agreement is not completed by the due date, then St. Andrew's, at its discretion, may not hold the financial aid grant awarded to that student and the award may be forfeited.
- If a new student sibling has been accepted to St. Andrew's and the family's current student account is not up to date when the new student financial aid grant letters are issued, any potential financial aid award letter for the new student will be held until the current student account(s) are paid. This may jeopardize the opportunity for the new student sibling to receive funding, as the majority of our financial aid funds are expended early each year.
- Any financial aid for the 2026-2027 school year will be canceled if the student's 2025-2026 St. Andrew's account is not paid in full, or current, by May 1, 2026.

- In order to receive a re-enrollment contract for the 2026-2027 school year, all financial aid recipients must be current with their payment plan by the point at which re-enrollment agreements are issued. If an account is not current, the agreement will be held and no future financial aid grants will be considered until payment is made and the family becomes current.
- If there is a change in the financial circumstances of a family receiving financial aid, the family should contact Vicki Hart in the Business Office at 240-477-1707, so that the financial status of the family can be reevaluated.

B. Fundraising at St. Andrew's

St. Andrew's receives no federal, state, or local funding. The school's primary source of income is tuition. Each year, tuition and fees cover approximately 86% of the school's operating budget. The school relies heavily on voluntary gifts to help make up the gap between the cost of a St. Andrew's education and the revenue received from tuition.

1. The Lions Fund

St. Andrew's conducts an Annual Giving drive to augment the operating budget. We place strong emphasis on 100% parent participation in the annual giving campaign, also known as the Lions Fund, and rely on parent volunteers to help generate donations through letters and phone calls. Each member of the St. Andrew's community is asked to make a tax-deductible contribution to the Lions Fund.

2. Capital/Endowment Needs

The Advancement Office solicits both capital and endowment gifts to ensure the successful future of the school. In addition, the Board actively seeks planned or deferred gifts in the form of bequests, charitable annuities, charitable trusts, and other estate planning instruments. These gifts help to build the St. Andrew's endowment to secure the school's long-term financial well-being.

If you have any questions about the Advancement program, or would like to volunteer in one of our many efforts, please contact the Director of Institutional Advancement at 301-983-5200.

3. Service through Fundraising at St. Andrew's

The St. Andrew's Philosophy Statement "encourages students to lead lives of responsibility to each other and to the larger community." This is not an aspirational ideal; it is a reality at St. Andrew's. Our students take interest in direct service and fundraising for tremendously worthy causes, claiming an active, appreciative, and personal role in a stewardship of abundance.

Our Episcopal identity impels us to take this stewardship of resources seriously. As an educational institution, part of our mission is to respond compassionately to local, national, and international need. To the extent that we are a people who care and who give, we are able to live into the mission of St. Andrew's.

To focus our efforts and to provide the sustained institutional support that such efforts require, we have established meaningful and mutual relationships with the following organizations:

- Bethesda Cares
- The Bokamoso Youth Centre, South Africa
- The Children of Mine Center, D.C.

- Christ Roi School, Haiti
- Episcopal Relief and Development
- The Bishop John T. Walker School for Boys

Experience has shown that fundraising for too many disparate causes ultimately dilutes our overall philanthropic impact and can become burdensome to our families. Therefore, it is expected that any effort to raise funds for an outside agency through St. Andrew's will work through a student-driven and faculty-supervised organization. Furthermore, a student club designed to support an organization other than those enumerated above may not solicit funds from within the school community. Students are welcomed and encouraged to provide hands-on service and to help raise awareness about their chosen cause, but fundraising must be restricted to their networks beyond current St. Andrew's students and parents. The School Directory may not be used for fundraising purposes, and at no time should faculty and staff be solicited for financial support of any organization or cause.

Please note that all service and fundraising projects must be approved and scheduled through the respective Chaplain's office.

C. Emergency Closing Policy

1. Weather-Related Closings

St. Andrew's makes its own decisions for all weather-related school closings. There are several ways to learn of school closings: an email message will be sent to each parent's primary email address listed in our database; a text message will be sent to each parent who has a cell phone listed in our database; listen for a school closing, delayed-opening, or early dismissal announcement on WTOP radio (1500 AM and 103.5 FM), WRC TV (channel 4) or WUSA TV (channel 9) or go to the school's website at www.saes.org.

a. Closing School Due to Inclement Weather

By 6:00 a.m., a decision to close school will be made and communicated to families as listed above.

b. Delayed Opening Due to Inclement Weather

In the event conditions warrant, the decision will be made to delay the opening of school two hours (10:30 a.m.). School buses will run 2 hours later than the normal pick-up time at all locations. In the case of a delayed opening, there will be no Lower School early morning care. Children may be on campus starting at 10:15 a.m. The decision to open will be made by 6 a.m. and communicated to families as listed above.

c. Early Dismissal Due to Weather Conditions

In the event weather conditions warrant, St. Andrew's will announce an early dismissal. An emergency email alert message and a text message will be sent to each parent's primary email addresses and telephone numbers, respectively, and students at school will be asked to call a parent. Please Note: When the school has an Early Dismissal, there will be NO Extended Day.

2. Non Weather-Related Closings

In the event that St. Andrew's must close school due to a non-weather related event – power outage, water main break, etc. – if possible, we will do the following to communicate this unexpected closure:

- Send a global emergency email to the primary email addresses listed in our database.
- Send a text message to the primary cell phone numbers listed in our database.
- Make an announcement on WTOP radio (1500 AM and 103.5 FM)

- Post a message saying that school is closed on the St. Andrew's website at www.saes.org

The re-opening date of school will be announced on the school website and via email and text.

D. Parent Association

St. Andrew's Parent Association (SAPA) is organized to promote, support and enhance the total school program. Membership is open to all parents/guardians. Officers are elected each spring to serve one-year terms. The President serves as an ex-officio member of the Board of Trustees.

In addition to organizing meetings and sponsoring events, SAPA develops a network of class parents and provides parent leadership and volunteer support for other events sponsored by the school. SAPA does not adjudicate parent concerns with school policies or decisions; such concerns should be addressed to the appropriate administrator.

SAPA meetings are held 8 times a year and are open to any member of the Parents Association who wishes to attend. Please check the website www.saes.org for details regarding meeting program, time, and location.

E. Tuition

An Enrollment Contract is required to be signed for all children attending St. Andrew's Episcopal School. Tuition is payable through one of three methods: payment in full (June), payment in two parts (June and December) or multiple payments via the TADS Tuition Management Plan. Please refer to your Enrollment Contract for complete terms of the agreement and your financial obligation.

After the May 31 deadline stipulated in the Enrollment Contract, parents/guardians financially responsible for the student agree in writing to pay tuition for the **full school year**. Withdrawal to transfer to another school in the Washington, D.C., metropolitan area or to move from the Washington area entirely shall **not** be considered valid reasons for the full or partial forgiveness of tuition.

To protect against the possible loss of tuition, parents/guardians of returning students should consider participating in the Tuition Refund Insurance Plan (offered by the school through Dewar Insurance.) Participation in the Plan is required for parents/guardians of first-year St. Andrew's students.

No student may participate in any extracurricular school trip if their student account (tuition and other charges) is not current, nor will official transcripts be released. The school also reserves the right to withhold report cards/grades, book lists, course registration, etc. until such time that the account is brought current. Serious delinquencies could result in students being removed from school until the account is brought current.

F. Tuition Refund Insurance Plan

The school cannot refund or cancel unpaid obligations in the event of illness, withdrawals, or dismissals; therefore, it is recommended that parents/guardians consider participation in the Tuition Refund Insurance Plan (offered by the school through Dewar Insurance.) Parents/guardians of first year St. Andrew's students are required to participate in the Plan.

The Tuition Refund Insurance Plan will pay benefits to the school based upon the amount insured and type of withdrawal, subject to the terms, conditions, and limitations of the policy. These benefits will provide substantial assistance in meeting any outstanding financial obligation parents/guardians may owe the school. Any remaining benefits, not required to meet the financial obligation to the school, will be refunded by the school to the parents/guardian.

G. Insurance – Medical

St. Andrew's Episcopal School does not carry student medical insurance. It is a parent's or guardian's responsibility to provide medical insurance coverage for his or her child.

H. Photography Policy

St. Andrew's Episcopal School retains the right to use photographs and videos picturing its current or former students, their artwork, their families, or the school's visitors and guests – from any school event, class, assignment or activity – in its publications, promotions, DVDs, videos, social media, and website pages. Families that wish to opt-out of this policy should contact the Communications Office at communications@saes.org.

I. Transportation

1. Shuttle Bus Service

St. Andrew's offers morning and afternoon bus service for nine different routes that run to neighborhoods in Maryland, Washington, D.C., and Virginia. For updated information, please visit the St. Andrew's website: www.saes.org/admission/transportation

Shuttle service is contracted by St. Andrew's vendor RMA Worldwide Chauffeured Transportation, a privately owned company which has provided transportation services for thousands of passengers in the Greater Washington Metropolitan Area since 2004. Shuttle Service is offered from K-12 grade. **All riders must register and re-register each year.** Each rider must have a bus pass in order to board the bus that they have registered for, no student will be allowed on the bus without a pass, this will be enforced on the first day of school.

RMA Worldwide Chauffeured Transportation buses follow a routine schedule and arrive at their stops on time or within a few minutes of the schedule. Please make a note of the scheduled departure times and arrival times of the buses. It is recommended that you arrive at the stop **5 minutes before** the scheduled time. The bus will depart promptly at its scheduled departure time. You are responsible for your child at the bus stop both in the morning and in the afternoon. **You must be at the stop when the bus is scheduled to either pick up or drop off.** Please do not chase the bus if you have missed the stop; if you have missed the bus, please head to the next stop.

DELAYS:

From time to time, the routes may experience delays due to road work, weather, and traffic conditions.

The Kensington Baptist stop will not pick up when Montgomery County School are closed or have a delayed opening due to inclement weather (ie. snow and ice.)

NON-WEATHER RELATED DELAYS:

From time to time, buses tend to run late due to traffic or other unforeseen issues. If the bus is more than 10 minutes late, please contact RMA Worldwide Chauffeured Transportation directly at 301- 231-6555. Buses will not wait for late-arriving students.

To reach Laura Lo, Transportation Coordinator at St. Andrew's Episcopal School, you can call 301-983-5200 x233 or email llo@saes.org.

During bus delays where groups of students are waiting for delayed buses, it is recommended that students, parents and/or guardians contact the bus company or school's transportation coordinator first, to determine the cause and length of the delay before deciding to transport students.

BUSES DELAYED AFTER 6:00 p.m.:

If the 6:00 p.m. shuttle is late arriving for pick-up, students must report to the main building of the school, front lobby area and wait for buses to arrive. They are encouraged to call parents and/or guardians at this time to keep them informed. Students are asked not to wander the hallways, go to athletic fields, or the student center, etc.

2. Bus Riders' Code of Conduct

The school expects each student riding the bus to behave in a manner that is consistent with St. Andrew's Episcopal School's Statement of Philosophy and the Honor Code. Students are expected to behave with respect and consideration, exhibit personal integrity and respectful behavior for others at all times. All students are expected to behave thoughtfully in their actions with classmates.

Appropriate student behavior is important to the safety and comfort of all students who are riding the bus. This year, the bus ridership will be from first grade through twelfth grade. The lower school students will be seated towards the front of the bus and the upper school students will be towards the back. Parents of all grade levels are encouraged to speak to their children about appropriate language, actions and overall behavior on the bus. Riding the bus is an extension of the school day, and students are to behave in a manner that is consistent with the school Handbook Policies. Bus riding is a privilege and repeated poor behavior will result in loss of the privilege.

3. School Bus Safety Rules and Expectations

ALL students must abide by the "School Bus Rules" that is in the student handbook. Please encourage your child to obey and observe proper conduct. Student's will be issued a bus pass at the beginning of the year, students are required to show their bus pass when getting on the bus.

1. Students are under the supervision of the bus driver while on the bus, and the driver will report any issues to the school. Students must give their proper name if asked by the driver. Any issues that are brought to the School's attention will be investigated. Any behavior that is not following the school's rules and expectations may result in students being asked to not ride the bus for a period of time, or in the most serious or repeated cases, will be removed permanently from riding the bus and no refund will be given.
2. Driver may assign seats if necessary. Lower School students will sit in the front of the bus, Middle School students will sit in the middle of the bus and Upper School students will sit in the back of the bus throughout the year.
3. Students will keep all items out of the aisle and away from emergency exits. Students should not have their backpacks on the seat next to them, if another student needs a seat.
4. The following items will not be permitted on the bus: glass containers, sharp objects, weapons (or facsimile weapons), alcohol, drugs, lighters or matches. Additionally, smoking, juuling, and vaping are not permitted.
5. Students are asked to treat the bus and their fellow passengers with respect. Words, phrases, actions, symbols that demean, dehumanize, devalue will not be tolerated and there will be a consequence. If these items are used outside of school (building and/or hours) and it enters school, it may still result in a consequence. Inappropriate language or gestures, littering, vandalism, yelling, inappropriate

conversations and other loud disruptions (i.e. playing of music without earbuds, personal listening device/headphones) will not be tolerated.

6. Students are required to take responsibility for cleaning up for themselves and gathering all of their belongings before exiting the bus. Students will place all garbage in the trash bin on the bus or take it off the bus with them if one is not present.
7. Students should not throw any item inside the bus. Students should remain seated while the bus is in motion.

4. Ride-On Bus

A combination of the Metro and Montgomery County Ride-On bus will take a student virtually to St. Andrew's door. The nearest bus stops are: Ride-On bus #37-Grosvenor Metro Station to Tuckerman Lane, and Ride-On bus #38-White Flint Metro Station to Victory Lane. You may go to the Montgomery County Department of Public Works & Transportation website www.rideonbus.com to see route and schedule information. You may also call: 240-777-7433 (touchtone), 240-777-5871 (rotary), or 240-777-5869 (TTY/TDD).

J. Summer Programs

St. Andrew's offers a variety of specialty programs and camps for St. Andrew's and non-St. Andrew's students age two through grade 12: Academics for Credit and Enrichment; The Arts: Culinary, Performing, and Visual; Athletics; Adventures; Community Service; and Technology. Programs are offered for half or full days beginning mid-June through mid-August. Information about offerings and online registration can be found at www.saes.org/Page/About/Summer-Programs.

K. Extended Day Program/After School Clubs

1. Upper School

All Upper School students must be picked up from school by 6:00 p.m. unless participating in a school-sponsored activity. Following activities, students should be picked up within 15 minutes of the completion of the activity. There will be no supervision for students after 6:00 p.m.

2. Middle School

At the end of the school day, all MS students should either be picked up by an adult, take the bus home, or report to after care. Any students in grades 6-8 who remain on campus after 4:00 p.m. for any reason will be required to attend the proctored Extended Day program.

Middle school starts at 8:40 a.m. and ends at 3:40 p.m. **While students are expected to be picked up by 4 p.m. or take the 4 p.m. bus, students in grades 6-8 who remain on campus after 4 p.m. for any reason are required to sign into the Extended Day program.** The MS Extended Day program will charge \$20 per hour from 4:00 to 6:00 p.m. Billing will be processed through the Business Office to your TADS account. Families that do not pick up their MS student by 6:00 p.m. will be charged a dollar per minute until they are picked up. Financial aid recipients receive a reduced rate for the Extended Day program.

Students who have a meeting with a tutor, teacher, or are part of an after school band or chorus will not have that time billed as part of the extended day, but students who remain on campus after those appointments will have to report to extended day and will be billed for that hour.

Extended Day is not a proctored study hall; it is the student's responsibility to get work done after school. If you have any questions, please contact James Roberts, Assistant Director of Auxiliary Programs at jroberts@saes.org.

The proctor must be aware of and approve student whereabouts at all times. **Students who leave without informing the proctor will be charged for the full two-hour session regardless of the time they left.** All students must be picked up by 6pm or ride the late bus home, as supervision ends at 6pm.

After School Help/Tutoring

MS Students who meet with tutors on campus are expected to be in Extended Day until they meet with their tutor. The same expectations are in effect for students meeting with a teacher or other staff member after school. Tutors and teachers will be contacted to confirm student arrangements for after school meetings. **Tutoring and meeting time is NOT charged, but if students are not picked up directly from tutoring, they must return to Extended Day to wait for a ride, where time will be charged.**

Afterschool Clubs/Events

Students who go directly to an afterschool club (MS Band, MS Chorus) are not considered in Extended Day, but must be picked up directly from that club, or they must go to Extended Day until they leave the campus. **Likewise, students who miss the 4pm bus due to an away game that returns late to campus, should come to Extended Day to wait for their ride, but will not be charged for any time.**

Students are expected to meet all behavior expectations and be in the appropriate location at all times. Failure to respect the rules and policies of Extended Day will result in a discipline report to the Assistant Head of Middle School. Repeated incidents may possibly result in a student having to leave campus at 4 p.m. with no option of Extended Day.

All questions regarding the Extended Day program and policies should be directed to James Roberts, Assistant Director of Auxiliary Programs at jroberts@saes.org for the 2025-2026 school year.

3. Lower School

a. Extended Day (Morning Care and Afternoon Care)

Extended Day is designed to be a true extension of St. Andrew's school day and is available to all Lower School students and is comprised of Morning Care and Afternoon Care options. Morning Care supervision is available from 7:45 – 8:15 a.m. daily for all students (Preschool I - Grade 5). The Preschool I and Preschool II Afternoon Care is available from 2:45 – 3:45 p.m. and 2:45 - 5:00 p.m. Afternoon Care is available for Prekindergarten from 2:45 – 6:00 pm. Afternoon Care begins for elementary students in Kindergarten through Grade 5 at 3:45 p.m. and ends at 6:00 p.m.

Consistent with state-mandated and age-specific teacher/student ratios, the Extended Day Program (both Morning Care and Afternoon Care) can accommodate a set number of children each morning and afternoon. Registration is required for all Lower School students to participate on a consistent basis in the Extended Day Program. Registration for Extended Day is on a first-come, first-served basis. Students that ride the bus to school must register for the Morning Care Program. The enrollment deadline for Extended Day Programming is August 1, 2025. When the total enrollment reaches the maximum capacity, a family that applies will be placed on the waitlist until a space becomes available.

The Lower School does offer limited drop-in services for Afternoon Care. Students who are not registered for Afternoon Care may request drop-in service for individual days, if space is available, on a first-come, first-serve basis. Because there are limited openings at each Afternoon Care level (Preschool and Elementary), we request at least 24 hours notice if you anticipate needing care on a specific day to determine if we can accommodate your child

while maintaining regulation space and staffing levels. If we are able to accommodate your child, you will be billed a daily rate of:

- \$60.00 daily rate: 2:45 – 6 p.m. (or any part thereof)
- \$40.00 daily rate: 3:45 – 6 p.m. (or any part thereof)

Parents can request Drop-In care in the Extended Day Program by emailing LSExtendedDay@saes.org.

Any student who arrives before 8:15 a.m. and is not registered or has not requested drop-in for Extended Day Morning Care must be walked into the building by their parent/guardian and checked in with the Lower School Administrative Assistant. If space is available, the student will be admitted to Morning Care and brought to the classroom designated for Morning Care. If Morning Care is fully enrolled, then a parent or guardian must wait with the child until morning drop-off begins at 8:15 a.m. Any student who is not picked up at the conclusion of the designated dismissal time (Preschool at 3:00 pm, Elementary at 4:00 pm) that student will be taken to the Extended Day classroom and the family will be billed for the daily drop-in rate. Parents can call the Lower School Administrative Assistant at ext. 500 if they expect to be late for carpool pick-up.

b. After School Clubs

After School Clubs are offered during the fall, winter and spring trimesters and include but are not limited to sports, language, science, music, culinary and creative arts. Programs are designed to meet the developmental needs of each age group. Preschool programs are available from 3 - 4 p.m. and Elementary programs are available from 4 – 5 p.m. Preschool students must either be enrolled full-day or have a parent or guardian return with them to school at 3 p.m. to participate in the program. A list of class offerings and fees are provided before the beginning of each trimester by the Director of After School Programs.

Fees for Morning Care, Afternoon Care, and After-School Clubs will be billed by the Business Office to your TADS account. If a student is not picked up by the conclusion of their contracted hours or club the family will be charged a dollar a minute until the student is picked up by a parent/guardian. Financial aid recipients receive a reduced rate for the After School Clubs. Please call the Billing Office to ensure you are receiving the proper charge.

L. Entering and Leaving Campus

All faculty, staff, parents, and student vehicles must enter by the Postoak Road entrance. Once on Ring Road, all vehicles must exit via Harker Drive.

M. Health Procedures

1. Illness and Communicable Diseases

The School Nurse is on duty from 8 a.m. until 4 p.m. Students feeling ill will be assessed by the School Nurse. If additional evaluation and/or treatment is suggested, parents will be contacted. If a student is too ill to attend class, parents will be contacted to arrange transportation home. **In order to ensure excused absences from classes, students must be seen in the health room. Students must not text or call parents to pick them up from school if they do not feel well. The school nurse will contact parents.** Students who have driven to school, will not be allowed to leave school until parents have been contacted and permission to leave school has been granted by a parent. Parents planning to be out of town or who are otherwise unreachable during the school day must provide the school with the name and phone number of the person who is responsible for the student in their absence. Students must be picked up within 1 hour after parents have been contacted for any illness or medical situation.

Your child must be kept at home any time he or she has a communicable illness or is not well enough to participate in the normal school day activities, including going out-of-doors. Children who are running a fever, have diarrhea or vomiting, any undiagnosed rash, or show any other signs of illness must be kept at home until 24 hours after the

last episode of fever, diarrhea, and vomiting (without the aid of medication). We recommend that families work closely with their healthcare providers when a student is unwell. Your healthcare provider may recommend testing for Flu, strep, COVID, etc. Please be aware that if your child is sent home from school unwell (fever, vomiting, diarrhea), they must remain out for the entire next school day, to include sports and other after school activities. Please notify the school nurse if your child has been diagnosed with a communicable illness (examples-strep, flu, COVID, RSV, etc). SAES will follow the most recent exclusion/stay home guidance recommended by the local health department and the CDC for students who have been diagnosed with a communicable illness such as COVID, strep, flu, RSV, etc. Children returning to school after an illness must be cleared by one of the school nurses prior to returning to school activities. The school will advise parents of any communicable disease as appropriate.

Children who have been out with a fever may not return to school until their temperature has been below 100 degrees Fahrenheit for 24 hours without the aid of medication. Any child with a temperature at 100 degrees Fahrenheit or above will be sent home.

A student who has been absent from school for three or more days due to illness or injury, must have a note from their healthcare provider clearing them to return to school.

Lice

Children and staff members who have been found to have lice should be treated with a pediculicide prior to returning to school. Having lice is not a matter of personal hygiene or the cleanliness of the home or school environment. It is a parasitic infection that can be spread from close head to head contact or from contact with personal items that belong to an infected person. Remind your children not to share jackets, hats or hoodies with their friends. The School Nurse will work closely with any affected family to help resolve the issue.

2. Injuries

If a child is injured while at school, the following procedure will be observed:

- Attending staff will determine the extent of the injury. If first aid is required, it will be administered and the parent will be notified.
- If the child requires further medical treatment, the parent will be notified and a decision will be reached regarding further action.
- Severely injured children will be taken to the hospital, and the parent will be called and asked to meet a staff member and the child at the hospital.
- The School Nurse will send notice of a child's visit to the Health Room through The Magnus Health Portal. The Magnus system will send an email notification to the parent/guardian's email on file notifying the parent/guardian of a visit to the Health Room and that a note has been entered in the student's electronic medical record. If the Magnus system is down, or staff other than the School Nurse have attended to the child's visit, the attending staff in Grades PSI-5 will send notice of a child's visit to the Health Room on a Health Room Communication Form via backpack mail at the conclusion of the school day. Middle and Upper School parents will be contacted via email or phone by the Middle and Upper School nurse.
- Per the Office of Child Care regulations, a Form 300 (Reportable Child Incident Form) will be filled out and submitted to the Office of Child Care (within 24 hours of the incident) for any injury to a preschool

age-student that requires follow up evaluation or treatment from a healthcare provider. This form will contain the student's name, age, parent name(s), home address, date of injury, witness to injury, and details of the incident.

In addition to the OCC form 300, a St. Andrew's incident/injury report will also be filled out. This form will be signed by the parent within 24 hours of the event. The OCC form 300 and the St. Andrew's Incident/Injury form will be loaded into the student's Magnus health record in the "Incident Report" folder.

- The school's Certified Athletic Trainer is on duty on school days from 10 a.m. until games and practices are completed. The athletic trainer is also on duty during home games on weekends. The Trainer will evaluate all students sustaining athletic injuries and will contact parents if medical evaluation is recommended.
- Following an athletic injury, the Certified Athletic Trainer will work with the student, the student's parents and health care providers to plan and implement necessary rehabilitation that will allow the student to return to play as soon as possible. All injured students must have the approval of the Certified Athletic Trainer **before** returning to play. In addition, following some serious injuries, written permission from the student's physician may be required before returning to play. If a student sees a doctor for a medical condition a return to play note must be provided. If a student misses a practice (the last practice before a game) due to an injury or illness they may not play in the game. In order to return to play students must pass return to play protocols and tests. The athletic trainer may continue to hold an athlete that has been cleared by a doctor when such action may result in a safer return to full competition.

3. Required Forms

a. Immunization Requirements

Before the first day of school, all NEW students must provide complete vaccination records as required by the State of Maryland. Any student who does not provide required documentation from a health care provider will not be allowed to attend school until the School Nurse has received the proper documentation. St. Andrew's requires all students to be vaccinated with the State of Maryland required vaccinations. **St. Andrew's does not accept religious or ethical exemptions.** Only a documented bona fide medical exemption will be granted a waiver. Families must submit documentation to the school nurse and ask for a waiver prior to the start of school. Individuals with a medical exemption must provide documentation from their healthcare provider which must:

- state it is a medical exemption or medically contraindicated
- specify whether it is a permanent exemption or a time-specific exemption (if time-specific, when does that expire)
- specify what specific vaccines are medically exempt and/or medically contraindicated

Students who are missing an immunization or are behind in scheduled immunizations must go to their healthcare provider and receive the missing immunization prior to the first day of school. If more than one dose of a vaccine is missing, the health care provider must supply a written note outlining the student's vaccination catch up schedule. Students in preschool (Preschool I, Preschool II, and Prekindergarten) must have all immunization paperwork on file prior to attending the first day of school to comply with the Office of Child Care regulations. Students in grades K-12 may be given up to 20 calendar days to become compliant with the necessary immunizations. If a student is still not in compliance after day 20, they will not be permitted to attend school until all of the required paperwork and immunization/catch up schedule have been documented and turned in to the School Nurse.

St. Andrew's Episcopal School strongly encourages all eligible students and employees to stay up to date on the COVID-19 and flu vaccinations and boosters. We encourage individuals and families to work closely with their healthcare providers to stay on track with timelines based on their last boosters, age, and health history.

In accordance with the Department of Health and Mental Hygiene, all immunization records of students are made available for review by a health officer as needed to ensure compliance with regulations or to ascertain the immunization status of students.

b. Annual School Health Forms

All required Health Forms are downloaded from Magnus Health. Each year, parents/guardians must log in to their Magnus Health account for each student who attends St. Andrew's. Parents/guardians access Magnus Health by logging into the school's website at www.saes.org. Click on the *Resources* tab located at the top of the page. Locate and click on the *Magnus Health Center* icon. **No paper copies of health forms should be brought or mailed to the school.**

St. Andrew's Episcopal School requires the following forms be submitted each year:

- Maryland Schools- Record of Physical Examination Form (All students entering Kindergarten and all new students grades 1-12 must submit this form.) The school nurse reserves the right to request an updated physical due to health changes or concerns.
- Preparticipation Physical Examination Form for Athletes (All students in Grades 6-8 and all students in grades 9-12 who will be participating on ANY St. Andrew's Upper School athletic team are required to submit this form yearly.) This form must be submitted within the health portal by August 9 of each school year. The form may be filled out based on the child's last physical, as long as that physical was done within the last year. Any student that does not submit their Medical Eligibility Form (page 5) will not be eligible/permitted to participate in any aspect of the athletic program to include preseason practices, regular season practices (to include the weight room), and games/competitions.
- Health Inventory Form- Office of Childcare 1215 (All new students entering PSI-Prekindergarten)
- Blood Lead Test Form (All new Preschool students, all students entering Kindergarten, and all new students grade 1)
- Immunization Record (All new students and all students entering Kindergarten. Students entering grade 7 are required to submit a new immunization record documenting proof of Meningococcal B and Tdap vaccinations)
- Medication Administration Authorization Form for in school administration of any prescription or non-prescription medications (if needed)
 - Signature of a physician and parent/guardian is required
 - This form is valid only for one school year and does not roll over to the next school year
- Updated Vital Health Record (done annually online)
- Consent to Treatment (updated annually online)

All health forms to include the above named requirements, as well as any clearance forms post injury or illness must be completed by the student's primary health care provider OR the specialist who is caring for the student for a specific illness, injury, or treatment (examples include concussion evaluations, orthopedic evaluations post injury, yearly physicals, athletic clearances, asthma paperwork, allergy paperwork, daily medication authorization, return to school clearances). Parents/Guardians who are medical practitioners MAY NOT fill out or sign any medical documentation unless they are treating their child as a specialist in the appropriate capacity.

Students who have Asthma

- Asthma Action Plan (completed by a physician, signed by a parent/guardian)
- Medication Administration Authorization Form (a separate form for any medication that is ordered)
- These forms are valid only for one school year and do not roll over to the next school year
- All students grades 6-12 must have their emergency inhaler medication forms filled out to self carry. Students will self carry for off site/after school athletics and some field trips in which they may be separated from the immediate chaperone

Students who have Food, Insect Sting or Latex Allergies

- Allergy and Anaphylaxis Emergency Plan
- Online authorization within Magnus for Emergency Care for Management of Anaphylaxis
- Medication Administration Authorization Form (a separate form is required for each medication that is ordered-- EpiPen, Auvi-Q, Benadryl, etc.)
- These forms are valid only for one school year and do not roll over to the next school year
- All students grades 6-12 must have their epinephrine medication forms filled out to self carry. Students will self carry for off site/after school athletics and some field trips in which they may be separated from the immediate chaperone

Students who have Diabetes

- Diabetes Care Plan
- Medication Administration Authorization Form
- These forms are valid only for one school year and do not roll over to the next school year

Students who have Seizures

- Seizure Action Plan
- Medication Administration Authorization Form
- These forms are valid only for one school year and do not roll over to the next school year

In order to keep all students safe, all Emergency Action Plans, Emergency Medication (inhalers, Epipens), and scheduled medication must be brought to school the week before school starts. Students will not be permitted to stay on campus or go on field trips without the necessary emergency medications turned in to the School Nurse.

4. Medication Policy

Prescription and over-the-counter medications are given during the school day in compliance with Montgomery County Department of Health and Human Services Regulations. St. Andrew's discourages the administration of medication during the school day unless medically necessary. Any necessary medication that possibly can be administered before and after the school day should be so prescribed. All medication must be kept in the health room. A Medication Administration Authorization Form must be completed by a health care provider and signed by the healthcare provider and parent/guardian for each medication that is kept at school. **Students may not carry medication with them or keep medication in their backpacks (this includes non-prescription medication).** Students, with written permission from their health care provider, parent/guardian, and School Nurse are allowed to self carry an inhaler or epinephrine autoinjector/nasal spray.. Students who have asthma must provide an Asthma Action Plan that is completed by their doctor. Students who have a food, insect sting or other allergy requiring emergency treatment, must submit the Allergy and Anaphylaxis Action Plan and Medication Administration Authorization Forms. All forms must be completed by a health care provider and signed by BOTH the healthcare provider and the parent/guardian. All forms are available online in your Magnus Health account.

Prescription medication must be brought to the Health Room by an adult. The first full day's dosage of all new medications, excluding emergency medication, must be given at home. Prescription medication must be in the original container that has been properly labeled by a pharmacist. Labeled medication must include the name of the child, name of the medication, the strength and dose of the medication, the time and route of administration. The School Nurse will contact the health care provider with questions regarding dosage or order. Over the counter medication must be in the manufacturer's packaging with the safety seal intact. Medications given during the school day will be administered from 8:30 a.m. – 3:45 p.m. It is the responsibility of the student to come to the health room for their medication. If there is a two hour school delay, medications that would normally be given during that time period, must be taken at home.

All medication that is kept in the health room during the school year must be picked up from the Health Room by a parent or guardian, no later than one week from the last day of school. All medication that has not been picked up within this time frame will be disposed of by the School Nurse.

Curricular Trips

Medications will be administered to students on school mandated curricular trips that occur during a regular school day, only when absolutely necessary. Medications will be administered on a school mandated trip, during a regular school day, only if the medication was previously administered and if a Medication Administration Authorization Form is completed and on file in Magnus Health. The only exceptions are emergency PRN (as needed) medications. A single dose of a medication will be placed in a properly labeled envelope/container by the School Nurse, to be given on the school-mandated field trip (a mandatory trip based on educational requirements and occurring during the school day) by school personnel.

It is the responsibility of the parent/guardian to pick up medication that remains after a curricular trip. Medication will be discarded one week after the last day of the trip.

Extra Curricular Trips

St. Andrew's, its nurses, and its designees are not responsible for medication administration on any non curricular trip/activity to include but not limited to: International travel, club events, athletic trips, or summer service trips. It is the responsibility of the parent and the student to pack, carry, and be responsible for medications on these trips. It is the responsibility of the parent/guardian to notify the chaperones of any emergency medications. The school, nurses, and chaperones are not responsible for lost, missing, forgotten, or missed doses of medication on extra curricular trips.

Stock Epinephrine:

In accordance with Maryland Senate Bill 621 the School Nurse keeps stock epinephrine in two doses (0.15mg and 0.3mg) in the Health Room. The school may also stock nasal epinephrine when available (Neffy 1mg for over 4 years and between 33-66lbs and 2mg- over 4 years and above 66lbs). The School Nurse will administer emergency epinephrine to a student who is determined to be or perceived to be having an anaphylactic allergy regardless of whether the student has been previously identified as having an anaphylactic allergy or has a prescription for epinephrine from a licensed healthcare practitioner. Signs of anaphylaxis after eating or having a sting are: shortness of breath, wheezing or coughing, skin color is pale or has a bluish color, weak pulse, fainting or dizziness, tight or hoarse throat, trouble breathing or swallowing, swelling of the lips or tongue that bother breathing, vomiting or diarrhea (if severe or combined with other symptoms), many hives or redness over body, feeling of "doom," confusion, altered consciousness, or agitation. 911 will be called any time emergency epinephrine is administered.

Stock Naloxone:

In accordance with Md. Code, Educ. 7-426.5 St. Andrew's Episcopal School keeps Naloxone in the Upper School Health Room, Lower School Health Room, and the Athletic Training Room to reverse the effects of suspected opioid overdoses in the school setting.

-Opioids are substances that contain opium, or its derivative. Opioids can be illegal or legally prescribed, commonly for pain relief or treatment of opioid use disorder. An opioid overdose occurs when a toxic amount of an opioid, alone or mixed with other opioids, overwhelm the body's ability to handle it.

-Naloxone is a medication that reverses the effects of opioid overdose and restores breathing and consciousness.

-St. Andrew's nurses, as well as staff and teachers who have been trained in the signs and symptoms of an overdose, will administer Naloxone to a student who is showing signs and symptoms of an opioid overdose. The signs and symptoms of an opioid overdose include but are not limited to: snoring or gurgling noises; pupillary constriction; blue tinged lips/fingertips; pale/gray, clammy skin; slow, shallow, or absent breathing; slow irregular, or absent heartbeat; a reduced level of consciousness; unresponsiveness; seizure; and reduced muscle tone.

-Any time naloxone is administered on school property EMS will be called

*Employees, students, and other community members may self carry naloxone on SAES grounds if they choose to do so. It is encouraged that those individuals take an overdose response training course.

Stock Albuterol:

In accordance with Md. code, Educ 7-426.7 the school nurses and athletic trainer keep stock bronchodilators to administer to a K-12 student who is, or is perceived to be experiencing asthma-related symptoms or is perceived to be in respiratory distress regardless of whether the student has been diagnosed with asthma or reactive airway OR has been prescribed a bronchodilator by an authorized licensed healthcare provider.

The stock albuterol inhalers are kept in each of the Health Rooms and in the Athletic Trainer's Room. The conditions for administering the stock bronchodilator are:

- The student is experiencing an asthma episode or asthma symptoms to include: **mild symptoms**- fast, shallow breathing, breathing hard, shortness of breath, repeated coughing or clearing throat, wheezing-which may sound like whistling or squeaking in chest, chest tightness or pain, difficulty speaking in full sentences, **severe symptoms (for any severe symptoms 911 will be called in addition to administering stock albuterol)**- gasping for air, flaring of nostrils, chest retractions, use of accessory muscles, blueness around lips or fingernails, restless or agitated.
- If a student who has a diagnosis of asthma or reactive airway is administered the albuterol inhaler, and feels improvements, the parent/guardian will be notified and the student will be allowed to return to class.
- If a student is administered the stock albuterol and feels improvement, but does not have a diagnosis of asthma or reactive airway, the parent/guardian must pick up the student and take the student for further evaluation by their healthcare provider.
- 911 will be called for any preschool student who presents with symptoms of respiratory distress, and has no history or diagnosis of asthma/reactive airway.

Mask Policy

St. Andrew's generally follows a 'mask optional' policy for students, employees, and visitors. The School reserves the right to require masking on campus and for school programs for individuals or groups, depending on changing campus and/or public health circumstances.

5. Extended Leave of Absence

In the case of extended absences for in-patient or out-patient care, including intermittent care that is disruptive to the student's ability to participate in school, a student may be placed on medical leave. In determining the need for a

leave of absence, the school will require documentation from medical or psychological providers giving reasons for the need of a leave of absence and for the expected duration of the leave of absence. To protect the health and welfare of all students, St. Andrew's reserves the right to make final decisions regarding whether a student can be at school as well as participate in school activities due to physical and/or mental health concerns.

Upon completion of the leave of absence, the Division Head, in consultation with the Academic Dean, School Counselor, parents, and care providers, determines whether it is in the best interest of the student to return to school. The school requires written communication from relevant care providers regarding the student's readiness to fully function in an academic, non-therapeutic school environment.

6. Restriction of Activity/Serious Illness/Hospitalization

If a student needs to be placed on activity restrictions for longer than one school day, a doctor's note must be provided to the Health Room. This note should outline the injury, any medical devices needed (crutches, casts, slings, etc.), the activity limitations, and the timeline for the restrictions.

In the event of a student's serious illness or hospitalization, parents are required to contact the School Nurse and the appropriate Division Head at the time of the illness or hospitalization. Parents will contact these designated people prior to the student's anticipated return to school. In certain instances, determined by a Division Head, a doctor must provide a doctor's note clearing the student to return to school.

7. Elevator Use (due to injury or disability)

Students may use the elevator only with permission from the School Nurse, the Athletic Trainer, or a Division Administrator.

N. Health Procedures (Lower School Specific)

I. Sunscreen Policy

1. School Day Application

a. Preschool

Students who will require sunscreen application during the school day must have the parent/guardian sign a sunscreen permission form. This form can be requested through the Health Room. Once the form is filled out by a parent or guardian the following steps must be followed:

- The sunscreen and permission form must be brought into school in the original container labeled with the student's name
- Sunscreen must be applied by the parent/guardian prior to school daily.
- Sunscreen will not be shared among students
- No spray sunscreen will be accepted at school. Stick (preferred) or lotion
- Permission for sunscreen application allows any employee of St. Andrew's to apply sunscreen to child
- Sunscreen will be reapplied after lunch/rest time (12:30 – 1:30 p.m.) for full-day students and around 3:30 p.m. for students going to Extended Day.

b. Kindergarten-Grade 12

Students may bring sunscreen into school via their backpack provided these steps are followed:

- The sunscreen must be labeled with the student's name
- Parent/Guardian should remind their student to reapply their sunscreen prior to recess
- No spray sunscreen should be brought to school, stick (preferred) or lotion.
- Students should be instructed by parent/guardian on proper sunscreen application technique. Teachers will not be responsible for sunscreen application.

II. Diaper Cream Policy

Students who require diaper cream application need to have a diaper cream application permission form, signed by a parent/guardian, on file at school. This form can be requested through the classroom teacher or the Health Room.

- The diaper cream and permission form need to be brought into school. The diaper cream must be in the original manufacturer's container labeled with the student's name.

The permission form allows any St. Andrew's employee to apply to diaper cream during diaper changes.

O. Allergy Awareness Policy

PSI-Prekindergarten Classrooms

Allergies affect many school age children. The health and safety of all children is a top priority. Due to the prevalence of nut and peanut allergies in our school community, we request that all families refrain from packing any nut or peanut products in lunches, snacks and for any party food. The school acknowledges that there is no fail-safe way to guarantee that an allergen will not accidentally enter the building. The school implements the following measures to help keep all of our students safe:

- All parents/guardians of a student who have food allergies must submit an Allergy and Anaphylaxis Emergency Plan prior to the first day of school. A meeting will be set up with the School Nurse to discuss the student's allergy, history, medications, and any other concerns.
- Homeroom teachers, as well as specialist teachers, are given a list of students who have an Allergy and Anaphylaxis Emergency Care Plan, what the allergen is, and what their treatment is.
- Faculty and staff adhere to the "no food sharing" policy. All students are reminded of this policy, which states that no food brought from home should be shared with classmates at any time during the school day (with the exception of school sanctioned parties, see below).
- We ask that all party food be nut and peanut free. If an item is home baked, and does not have a store printed ingredient label, all students with food allergies will not be served that item. An alternative party treat will be given to the student(s) in that classroom with an identified nut, peanut allergy, or other designated food allergy. Alternative treats for students with allergies are kept on hand in the Health Room or parents can send in alternative labeled treats that can be stored in the student's classroom for any unannounced events.
- Classroom teachers encourage hand washing, with soap and water, prior to and after meals.
- Desks and tables, that are used for lunch/parties, are wiped with a sanitizing spray after use.
- In accordance with Maryland Senate Bill 621 the School Nurse keeps stock epinephrine in two doses (0.15mg and 0.3mg) in the Health Room. The School Nurse will administer auto-injectable epinephrine to a student who is determined to be or perceived to be having an anaphylactic allergy regardless of whether the student has been previously identified as having an anaphylactic allergy or has a prescription for epinephrine from a licensed healthcare practitioner. Signs of anaphylaxis after eating or having a sting are: shortness of breath, wheezing, or coughing, skin color is pale or has a bluish color, weak pulse, fainting or

dizziness, tight or hoarse throat, trouble breathing or swallowing, swelling of the lips or tongue that bother breathing, vomiting or diarrhea (if severe or combined with other symptoms), many hives or redness over body, feeling of “doom,” confusion, altered consciousness, or agitation.

Kindergarten-Grade 12

- All parents/guardians of a student who have food allergies or anaphylaxis allergies to insects, or latex, must submit an Allergy and Anaphylaxis Emergency Plan prior to the first day of school. The school nurse will contact the parent/guardian to discuss the student’s allergy, history, medications, and any other concerns if warranted.
- All teachers and administrators are notified of students who have an Allergy and Anaphylaxis Emergency Care Plan, what the allergen is, and what their treatment is via their class lists in blackbaud. Copies of the care plans are linked within their blackbaud profile.
- We ask that all party food, that is brought in for a classroom event in grades K-5, be nut and peanut free. If an item is home baked, and does not have a store printed ingredient label, all students with food allergies will not be served that item. An alternative party treat will be given to the student(s) in that classroom with an identified nut, peanut allergy, or other designated food allergy. Alternative treats for students with allergies are kept on hand in the Health Room or parents can send in alternative labeled treats that can be stored in the student’s classroom for any unannounced events.
- Education is imperative for students who have food allergies. SAES is not a nut free campus. There are bake sales, friends bring food in backpacks and food is for sale in vending machines and at the Student Center Snack Bar. Many of these foods can contain allergens. All students who have food allergies must be aware of their specific food allergy or allergies. Students with food allergies are encouraged not to consume foods that do not have a store printed label where they can confirm that ingredients are safe to ingest.
- SAGE Dining services adhere to peanut and tree nut free products and preparation. All food served through SAGE dining is labeled with possible allergens. Students and parents are encouraged to look at the dining options online to identify food allergens. The head of dining services is available to discuss concerns with regards to food preparation or menu items.

P. Handwashing Policy

To prevent the spread of infection and illness, adults and children must wash their hands properly throughout the day. Students wash hands at the below stated times and whenever else a teacher deems necessary:

- After toileting or diapering
- Before food preparation or eating
- After an outdoor activity
- After handling classroom pets

Q. Screen Time Policy (Preschool)

The use of interactive technology at St. Andrew’s is intentional and scaffolded using age-appropriate technology, including programs, applications (apps), noncommercial television programming, videos, streaming media, and ebooks. These tools are designed to facilitate active and creative use of technology and encourage social engagement with other children and adults. Limited use of appropriate interactive technology may support, but may not replace, creative play, physical activity, hands-on exploration, outdoor experiences, social interactions, and other

developmentally appropriate learning activities for children 2 years old or older. The following viewing restrictions apply to the amount of screen time exposure for a child in attendance:

- Children 2 to 4 years old may not be permitted to view more than 30 minutes of age-appropriate, educational passive technology per week.
- An occasional exception to the weekly passive technology viewing limit may be made for a special event or project, including a holiday or birthday celebration, or for educational content that is related to the classroom curriculum.
- Children 2 to 4 years old will be permitted to participate in active technology use during homeroom instruction and weekly technology class which allows students and teachers greater interaction with technology, with a focus on collaboration and content production.

R. Birthday Celebrations in Lower School

A child's birthday is an exciting event that children enjoy celebrating alongside their classmates and teachers. If you wish to share a special treat to commemorate the occasion, parents are requested to contact the classroom teacher in advance to determine the date for the classroom celebration. In consideration of our community's diverse range of food allergies, all treats brought to school must have clearly labeled ingredients. Please refrain from bringing decorations or gift bags for classroom celebrations.

Birthday invitations should not be distributed at school, and birthday presents should not be brought in to be given out by classmates.. Additionally, we kindly ask that children do not leave in groups for after-school parties unless the entire class is invited. We encourage families to invite all classmates to birthday parties, fostering inclusivity and a sense of community.

S. Electronic Use in Lower School

Children are welcome to bring books and educational items related to their classroom studies to school. However, we kindly ask that toys, cell phones, electronic devices, wearable technology (smartwatches, fitness trackers, VR headsets, smart jewelry, web-enabled glasses, and Bluetooth headsets), or personal belongings be left at home unless specifically requested by the teacher. If a child needs a smartphone or smartwatch to communicate with parents/guardians during the commute to or from school, these devices must remain in their backpack or classroom cubby throughout the school day.

IV. ACADEMIC INFORMATION

A. Graduation Requirements and Course Selection

1. Upper School Graduation Requirements

MINIMUM REQUIREMENT FOR GRADUATION

Art: Four trimesters of Art. One performing art course and one visual art course minimum. AP Art and Design and AP Music Theory are offered.

English: Four years. AP English Literature & Composition and AP English Language are offered.

Community

Service: Grade 9: 20 hours (completed in school, during the 9th grade Service Learning Class)
Grade 10 & 11: 20 hours each year, completed prior to beginning the Senior year
Grade 12: 14 days, 7 hours per day, completed during the last three weeks of the Senior year

History: Three years of history which must include Honors Global Studies or Global Studies, US/Euro I or AP European History, and US/Euro 11 or AP US History. AP Government, AP European History, AP US History, and AP Economics are offered.

Language: Two consecutive years of the same language. AP French Language, AP Spanish Language, AP Spanish Literature, and Latin V: Apileius (weighted as an AP course) are offered.

Mathematics: Three years of mathematics, which must include the completion of Algebra I, Geometry or Honors Geometry, and Algebra II/Trigonometry or Honors Algebra II/ Trigonometry. AP Calculus AB, AP Calculus BC, Multivariable Calculus, Linear Algebra, AP Statistics, AP Computer Science A, and AP Computer Principles are offered.

Philosophy

and Religion: Three trimesters of Philosophy and Religion, which must include Service Learning 9, Justice or Conflict Transformation, and Biblical Theology.

Physical

Education: Grades 9-10, choose a) or b)
a. Two trimesters on a sports team or non-competitive activity offered on campus and one trimester of Health and Wellness (grade 9 only) = one full year of the Physical Education requirement.
b. Three trimesters of an approved off-campus activity (minimum 5 hours per week) and one trimester of Health and Wellness (grade 9 only) = one full year of Physical Education requirement.

Grades 11-12

- a. One trimester on a sports team or non-competitive activity offered on campus and one trimester of Health and Wellness (grade 11 only) = one full year of the Physical Education requirement.
- b. Two trimesters of an approved off-campus activity (minimum five hours per week) and one trimester of Health and Wellness (grade 11 only) = one full year of the Physical Education requirement.

Science: Three years, Biology plus two other lab science courses. AP Biology, Organic Biochemistry, and Physics II are advanced offerings.

Senior Paper: Seniors are required to write a 15-page, fully-documented research paper on a significant topic of their choice, using primary and secondary sources.

2. Course Registration Process

a. Course Registration

Course registration for Middle and Upper school occurs in February. Current teachers provide course recommendations that advisors share with advisees in one-on-one meetings. Students have two weeks to discuss recommended courses with parents, advisors, teachers, and academic deans before submitting completed Course Registration Forms to their advisors.

Students newly accepted to St. Andrew's work with the Head of Middle School or Head of Upper School to select appropriate courses for fall enrollment. Course Registration Forms should be completed and returned to the school as soon as possible. Math, Language, Science, English, and History placement tests are administered when necessary.

b. Scheduling

Course Registration forms determine how many sections of each course will be offered. Courses with fewer than 10 students registered may not be offered. The scheduling process takes place in the late spring and early summer.

If parents have information that may help the academic dean make an educated decision, parents are asked to share this with the school prior to May 15th. Scheduling conflicts do arise and therefore electives are not guaranteed. Students are informed of their placement in electives via summer letter. An academic dean reviews each schedule to ensure graduation requirements are being met, consider individual teaching and learning styles, and verify correct placement in sections. Students receive their schedules during the summer.

3. Course Load

a. Lower School:

The Lower School course load consists of five core academic courses: language arts, social studies, language, math, and science. In addition, all students will take visual and performing art, religion, and physical education.

b. Middle School:

The normal course load at St. Andrew's is five core subjects: English, math, history, science, and language (French, Latin, Spanish, or Mandarin). There are performing arts, visual arts, health and wellness, and religion offerings each year. The end of each day includes interscholastic sports as part of the curricular program. Each athletic season offers multiple options of team and individual sports for beginning, intermediate, and advanced players. When appropriate, and with appropriate documentation to the Director of Learning Support, a reduced course load may be recommended for a student.

c. Upper School:

The normal course load at St. Andrew's is five year-long academic courses: English, history, language, math, science. All students must meet the art, health, Religion, and physical education requirements each year. A six-course academic load may be recommended for students who demonstrate proficiency and desire to take on more rigor. As students progress through the Upper School, they may receive increased flexibility to drop or "double up" in various disciplines. A four-course academic load may be recommended for students whose educational background and ability indicate it would be beneficial for future success.

A student taking a four-course load will be advised to take additional art courses to meet the art department graduation requirement early. Some ninth grade students take a four-course academic load to ease the adjustment to the Upper School curriculum.

4. Senior Research Paper

In order to graduate, each student must, during the second or third trimester of the senior year, research and write a 15- to 20-page thesis-driven paper. The goal of this project is to allow students to demonstrate mastery of the research paper process as they move on to college. In addition, there is an oral component to the project in which students must defend their arguments in front of classmates, using accompanying PowerPoint presentations. Each step of the process is graded, and the final project constitutes the student's grade for the seminar.

Each student must complete a senior research paper that is of "C" quality or better in order to meet this graduation requirement. A student who receives less than a "C" on the written portion of this project will have to rewrite his or her paper until it is of "C" quality. (In this case, the student's original grade will be used in calculating the senior seminar grade.) Diplomas will be granted only to those students who have successfully completed the senior research paper. The final paper must be turned in no later than one week prior to graduation or that student will receive a blank diploma on graduation day.

B. Student Support Systems

1. Learning Support for Grades 6-12

Supporting students is a shared responsibility. The Learning Support Department, consisting of the Director of Learning Support and Learning Specialists, is part of each student's academic support team that includes teachers, advisor, grade-level Academic Dean, Division Head, and School Counselor. Students learn best when they feel safe, appreciated, and understood. The Learning Support Department is a resource for teachers and department heads to support students who are especially challenged by the academic program. The Learning Support Department is available to:

- Serve as a resource for students, faculty, and outside learning specialists
- Help recommend and oversee the tutoring program
- Make referrals for psycho-educational and/or academic evaluations

2. Learning Support (PS-Grade 5)

In the Lower School, the Health Support Team oversees the comprehensive care for student academic, social, and emotional support. This team includes the divisional administrators, divisional diversity coordinator, chaplain, Lower School counselor, learning specialist, and school nurse.

The Learning Specialist is a resource for students, teachers, staff members, and administrators and serves as an advisor, facilitator, and coordinator on issues and services relating to the educational well-being and individual learning plans for students enrolled or pursuing application to the school.

The Learning Specialist is available to:

- Support teachers and parents as they seek to determine the learning strengths and profiles of their students
- Provide in-house student evaluations and observations
- Oversee and coordinate the efforts of the Lower School academic support team who provide supplemental instruction for identified students in need of small group or individual lessons targeting skills and concepts to remediate or extend learning
- Make referrals for psycho-educational and/or academic evaluations

3. Academic Accommodations Available to Students

As an institution committed to honoring and upholding the diversity of individuals in our community, St. Andrew's recognizes both the variety of learning styles and the presence of learning challenges among our students. Within the context of the school's mission to provide a college-preparatory academic program and to help all students meet the highest standards, we work to serve the academic needs of all of our students.

A student in need of accommodations must have on file a complete report of psycho-educational or neuropsychological assessment administered within the past five years. Parents of students with no current information from testing should consult with the Division Head and the Director of Learning Support or Learning Specialist to determine the need for testing. The full testing report must be made available to the school before classroom accommodations can be implemented.

The Director of Learning Support or a Learning Specialist will contact parents and provide a summary of the information from the testing to the student's teachers, advisor, grade-level Academic Dean, and Division Head.

For information on how to begin the accommodation process, contact the Director of Learning Support, Jen Shoemaker-Trinh (jshoemaker-trinh@saes.org) for 10th-12th grade, Learning Specialist Christina Chalmers (cchalmers@saes.org) for 9th grade, Learning Specialist Gary Mayes (gmayes@saes.org) for Middle School, or Learning Specialist Monique Levy (mlevy@saes.org) for Lower School.

a. Process for receiving accommodations

- Diagnostic testing is submitted to the Learning Support Department (US/MS) or Learning Specialist (LS).
- Within one month, the Director of Learning Support or Learning Specialist reviews the testing and writes a summary that includes the accommodations the school can provide (Academic Accommodations Plan).
- This summary/school plan is shared with specific teachers and academic administrators.
- A meeting is scheduled with the family to discuss how the school will respond to the plan.

Please note the school cannot guarantee eligibility for these accommodations by the College Board (e.g., for the granting of extended time for PSAT's, SAT's, or AP exams) or the ACT.

Other specialized medical needs unrelated to learning issues will be handled on a case-by-case basis by the Director of Learning Support/Learning Specialist, in addition to the academic dean/division head, the nurse, or the School Counselor.

b. Accommodations

Following are the accommodations that can be implemented within our school program – based on documentation from diagnostic testing:

- Extended time testing
- Preferential classroom seating
- Computer use for written work
- Access to teacher/peer notes
- Access to audio books through Learning Ally
- Respond directly on test rather than on answer sheet
- No penalty for spelling errors on tests/quizzes
- Use of a 4-function calculator for math/science tests
- Access to a formula sheet for math / science tests
- Short breaks during class and tests
- Implementation of a reduced academic course load for Upper School students (e.g., four classes instead of five)
- Implementation of a foreign language waiver

c. Clarifications

- All Upper School students must fulfill all graduation requirements.
- The school does not replace written assessments with oral assessments for individual students.
- Students will not usually receive abbreviated homework assignments.
- If a student with diagnosed learning differences has an evaluation update that suggests additional services are needed, the school cannot guarantee that it can accommodate those needs.
- All students are allowed the use of a calculator if the intent of learning a certain topic or concept is not compromised. At times, no student, either with a calculator accommodation or otherwise, will be allowed to use a calculator to assure that each student has internalized a specific concept.
- All students are allowed to use a computer with spell check and grammar check if the intent of learning a certain topic or concept is not compromised. At times, no student, either with an academic accommodation or otherwise, will be allowed to use spell check or grammar check software.

4. Parent Conferences

Each Fall, a Thursday and Friday are scheduled for parent conferences. Thursday is a half day, with parent conferences from 1 to 6 p.m. Friday there is no school for students, with parent conferences from 8 a.m. to 4 p.m. Ten-minute conferences with each teacher will be available. Parents will be responsible for signing up for these teacher conferences. Parents sign up for conferences beginning in early September. Lower School parents will have two formal 20-minute conference opportunities during the year to speak with their child's homeroom teacher(s) and 10-minute conferences with each of their child's special area subject teachers. The first will happen at the same time as the Middle and Upper School in October and the second will take place in late January.

Teachers are available for informal parent conferences at mutually convenient times during the school year. If a parent is concerned about a child's academic progress, the first step is to contact the student's advisor/homeroom teacher. Recommendations for further action can be discussed at this time. Parent conferences with the division head, or grade level academic dean, or advisor, or with individual teachers may be arranged by calling or emailing the individual. Parent conferences are generally scheduled before school, 8 to 8:25 a.m.

5. College Counseling

The purpose of the college counseling program is to work with each student to help him or her determine the most appropriate colleges or other post-high school endeavors. The director of college counseling oversees this program so that students can have all the necessary information and meet all requirements for college entrance. Below is a timetable of steps through which students are guided as they move toward appropriate college choices.

Ninth Grade

January

College counselors meet with ninth graders by advisor group to discuss the importance of grades and involvement in activities throughout high school.

Tenth Grade

September

College counselors meet with tenth graders by advisor group to review grades from ninth grade and to preview the college search process.

January

A college night is held for eleventh graders and their parents to review the college search, application, and admission process. Each family receives the St. Andrew's College Counseling Handbook at this program. This is an optional event for tenth graders .

March

All tenth graders take the PSAT10. The College Counseling Office registers students and interprets results.

April

Parents of tenth graders are invited to attend a college counseling coffee. The college counselors will provide a brief overview of the college counseling process, standardized testing, and answer questions. This is an optional event.

May

College counselors meet with tenth graders by advisor group to review grades, preview the college process, discuss the timeline for summer and fall, and answer questions.

Eleventh Grade

All Year

Students are encouraged to study literature about colleges, explore college websites, talk to people familiar with individual colleges, and visit as many colleges as possible during the spring and summer.

Fall

College admission representatives will visit St. Andrew's in the fall. These visits are intended for twelfth graders , but eleventh graders are welcome to attend college sessions during one of their free periods. Eleventh graders may also miss advisor and lunch if they obtain permission from their advisor. Eleventh graders should generally not miss classes to attend these programs.

October

All eleventh graders take the Digital PSAT a second time. The College Counseling Office registers students and interprets results. Eleventh graders have the option of taking a Mock Act as well.

November

Parents of eleventh graders are invited to attend a college counseling coffee. The college counselors will provide a brief overview of the college counseling process, standardized testing, and answer questions. This is an optional event.

January

A college night is held for eleventh graders and parents to review the college search, application, and admission process. Each family receives the St. Andrew's College Counseling Handbook at this program. **Attendance is required for** eleventh graders.

Late Winter/Spring

Each student and his or her parents have a private conference with the director of college counseling or the associate director of college counseling to discuss all aspects of the college admissions process, including opportunities for financial aid. The college counselors schedule meetings with individual students as they progress through their searches. Parents are encouraged to schedule individual meetings with one of the college counselors if they have questions regarding the college admissions process, including scholarships and financial aid.

February

Students have the option to take the ACT.

March

Students have the option to take the SAT.

April

All eleventh graders attend Junior Class College Day. On this day, students will participate in a mock admissions review led by current admissions counselors, and also attend workshops on college essay writing and interviewing.

Eleventh graders have the option of attending the Washington Area Independent School College Fair, which is co-sponsored by St. Andrew's.

Students have the option to take the ACT.

May

Students have the option to take the SAT.

All eleventh graders should schedule a meeting with their primary college counselor.

June

Students have the option to take the ACT or SAT.

July

Students have the option to take the ACT.

August

Students have the option to take the SAT.

Twelfth Grade

August

Twelfth graders are invited to attend optional college application workshops created to assist them in getting started on their college applications.

September

The Senior Class College Night is held for twelfth graders and their parents to review the college application and admission process. Each family receives the St. Andrew's College Counseling Senior Game Plan at this program.

Attendance is required.

Fall

Students continue to visit colleges and attend sessions with college admissions representatives visiting St. Andrew's. There are monthly opportunities to repeat the ACT or SAT.

October through the Remainder of the Year

Students prepare and submit applications to colleges. The college counselors work closely with the students and their families throughout this application process. The college counselors maintain personal contact with twelfth graders and their parents as admission application results become known and decisions are made.

6. Extra Help

Teachers are available for extra help throughout the day – specifically, during office hours, break, and after school until 4 p.m. Students should make appointments for this extra help. Students who attend after school extra-help sessions will not be penalized for missing athletic practice or for coming to a practice late. All coaches understand that academics take precedence over athletic practice. Students are strongly urged to take advantage of extra-help opportunities.

7. Tutoring

Students who are experiencing academic trouble should first take advantage of extra help sessions from the specific teacher. In the event that tutoring is needed, the Director of Learning Support offers a “clearing house” service to connect parents and tutors. The availability of tutors who will work during the school day is limited and sometimes a match with the student’s schedule is not possible.

8. Extended Time Standardized Testing Policy

a. General Guidelines:

- Students who have been designated to receive 50% extended time (and no other accommodations) must take the SAT and ACT at a national test center. (St. Andrew's is not a national test center.)
- St. Andrew's cannot administer the SAT or ACT on school days. Additionally, no testing can be administered at St. Andrew's during a period when our school is closed.
- Students testing at St. Andrew's should notify the Extended Time Testing Coordinator of their registration information as soon as either the College Board or the ACT organization confirms it.
- St. Andrew's does not test students from other schools.

b. SAT:

- All students who receive extended time must be given their full amount of approved time on each section even if they stop work before time is called. Students may not move to the next section or subject until all time has elapsed.
- Students with 100% extended time are required to sit for the exam at a National Administration site.

c. ACT:

- Students can qualify to take the ACT over a range of extended time periods from 3 hours to 10.5 hours over a two week window.
- All students who take the ACT over two days or less will sit for the ACT on the National Test Date weekend: Saturday and Sunday.
- St. Andrew's cannot administer the ACT on school days. Additionally, no testing can be administered at St. Andrew's during a period when our school is closed.
- All students who are assigned to take the ACT at St. Andrew's must sit for the ACT exam on the National Test Date weekend. If more than two days are approved, the test will be completed the following weekend, provided the second weekend is not a holiday weekend.
- Students who sit for the ACT (without the writing section) can only sit for the ACT exam on the National Test weekend. If more than two days are approved the test will be completed the following weekend, provided the second weekend is not a holiday weekend.
- If a student qualifies for more than two days of ACT testing and the second testing weekend falls on a holiday weekend, appropriate accommodations (in congruence with St. Andrew's extended testing guidelines) will be made with the student and family.

d. Standardized testing accommodations (PSAT, SAT, ACT, AP):

Accommodations must be stated explicitly in the students testing report and used by the student on a regular basis at school. We are able to support the following accommodations for standardized tests:

- 50% Extended time

- 100% Extended time
- Use of a computer for typing essays
- Write answers in test booklet
- Use of a calculator
- Breaks as needed
- Preferential seating

e. Proctoring Fees:

A \$50 per day facility service fee will be charged to all students who sit for the ACT and SAT Tests with 100% extended time and/or computer usage.

A \$50 per day facility service fee will be charged to all students who sit for the ACT and SAT at St. Andrew's with approved accommodations from ACT or the College Board.

Students on financial aid will be charged a reduced facility service fee based on the percentage of financial aid they receive.

9. Libraries

a. The Dreyfuss Library

The Dreyfuss Library lies at the heart of the main academic building on the Postoak campus. The two floor library center serves students in grades 6-12 as a hub of learning for research, quiet study and reading. The extensive digital and print collections are targeted at supporting curricular initiatives and broader educational objectives. The Library staff is eager to collaborate with faculty on teaching digital literacy and library skills, as well as serve as a first-stop for student questions on technology or research questions. The library catalog is located at <http://saeslibrary.follettdestiny.com> Each student has a personal login to the library website for our subscription databases. For further information, please email Anne Macdonell at amacdonell@saes.org or Amanda Waugh at awaugh@saes.org.

Hours

- Staff is available Monday through Friday, 8 a.m. to 4 p.m.
- The library is available for student use before and after school, during lunch, and throughout the school day.
- In an effort to provide a pleasant atmosphere conducive to study, research, and reading, each student is asked to cooperate in maintaining a quiet environment.
- Simple snack food and water are allowed in the library, with the permission of the librarian.

Services

- The library strives to provide relevant services and materials to meet students' needs and interests. Library skills are part of the curriculum; however, the library staff is always willing to assist the individual student in finding information. Students should feel free to ask the librarian for help in locating materials and using equipment.
- The library has a photocopier for student use. Copiers are to be used for school-related work only.
- Video equipment is also used for school-related work only. Students must ask the librarian for permission before borrowing or using AV equipment.

Circulation

- The loan period for books and back issues of periodicals is three weeks; renewal is usually possible. Current issues of magazines may not be taken out of the library.

- All library books and materials must be signed out according to library procedure.
- Students will receive notice of any overdue library materials, as well as a final bill for items not returned. The library would much rather have the materials returned than charge to replace them.

b. The Lower School Library

The Lower School Library is located in the Lower School building. This growing library houses an excellent and extensive collection of fiction and nonfiction selected specifically to meet the reading tastes and needs of our students in grades preschool - Grade 5. The library catalog is located at <http://saeslibrary.follettdestiny.com> A selection of digital resources is also available through our secure library portal for research and discovery. Each student has a personal login to the library website for our subscription databases. Please contact [Anne Macdonell](#) for more information.

10. Counseling

Students have the opportunity to schedule time with the school counselor. When the school has concerns about a student's emotional well-being, the school reserves the right to have the counselor see a student if the school believes it is in the best interest of the child. As the need arises, the counselor meets with groups of students who share concerns.

C. Technology at St. Andrew's

St. Andrew's Episcopal School is a community of learners who value scholarship, personal integrity, and respect for themselves and others. In order to keep our community strong, we must often choose to live with and support the needs of the community, even when these needs conflict with personal desires. New technologies continually introduce new responsibilities to the St. Andrew's community.

The school's honor code states:

“We, as the members of St. Andrew's community – students, faculty, administration, and parents – believe in and agree to uphold the values of honesty, equality, trust, and respect. It is our common responsibility to preserve these ideals by our actions.”

Honor Code Adopted by the Student Body, 1992

Since technology follows us everywhere, we must uphold these honor code values both on and off campus. Using your device is a privilege, and any privilege comes with responsibility.

1. Responsible Use of Technology Policy - Middle & Upper School

Here are the expectations for using your personal devices at school or anytime you are using school-provided devices. In signing the student handbook, you acknowledge that you agree to the provisions of this Responsible Use Agreement. The following Responsible Use Policy, which is an extension of the St. Andrew's Honor Code, must be observed by all members of the St. Andrew's community who use the computer network.

A. Digital citizenship

I am responsible for modeling positive digital citizenship. I will treat people with dignity and kindness when using technology and online.

- I will be honest and ethical in all digital communications.
- I will be kind and avoid making threats or insulting, gossiping or teasing others with cruelty while I am online or using a computer.
- I will give credit to authors or sources when using information or ideas that are not my own. I know that failure to properly cite my sources of information is called plagiarism which is a form of cheating.
- I understand that technology allows information to be forwarded, copied or traced. This means that whatever I share online may be seen by others at school and at home, and potentially by anyone in the world.
- I understand that creating or sharing misinformation of any kind (including altered media known as deep fakes) that could be used to threaten, bully, extort, harass, embarrass, damage reputation, or intentionally mislead or misinform is illegal under Maryland law and a serious violation of this agreement.
- I will not share personal information (either my own or another student's), including where I live, details about family or friends (including names), images, my age, birthday, home address or telephone number inappropriately online.
- I will consider whom I am communicating with and think about how they might interpret my words.
- I will give constructive criticism and provide comments in ways that help others feel supported.
- I will use respectful and appropriate language without swearing, name-calling or causing others to feel uncomfortable due to their gender, race, appearance, behavior or beliefs.
- I will fact-check information before I share it digitally.
- I will not impersonate others or try to trick people into thinking something I wrote was done by someone else.

B. Learning and curiosity

I understand that school technology and networks are primarily provided to help support my learning and curiosity.

- I will use technology to learn new things.
- I will use technology during class time only for approved and appropriate academic purposes. Unless directed otherwise by a teacher, this does not apply to online products such as generative AI tools, language translation services, literature summary sites, calculators, and equation solvers.
- I will use technology to complete school activities or assignments.
- I will use my device to check information to verify that it is accurate.
- I will give credit to the creators of any content I use that is not my own.

C. Personal responsibility and safety

I know that school computers and internet communication tools must be used properly and responsibly.

- I understand that creating or sharing any sexually explicit material is inappropriate. Maryland law prohibits any distribution to minors and the school may contact law enforcement should any student violate this policy.
- If I find content that is not appropriate on the internet, I will notify a teacher or a trusted adult, especially if I reached the inappropriate material in the course of completing an assignment.
- I will take care of the computer and all technology equipment from the school as if it belonged to me.
- I will respect the school's security measures and only download apps or content I have permission to access.
- I will only log in to the computer or network with my own username and password.

I understand that using any school technology, networks or personal devices at school is a privilege I must earn through responsible use; but we all make mistakes.

I will report any actions of mine that are not in line with this agreement to a faculty member or technology staffer. If I can't consistently keep my part of this agreement, I understand that privileges may be removed for a time and that I may face additional consequences.

2. Responsible Use of Technology Policy - Lower School

This will be shared separately with Lower School families.

Using your device is a privilege, and any privilege comes with responsibility. Here are the expectations when you are using school devices.

How should I use technology?

- I will use my device when a teacher asks me during class, during my own study time or during breaks.
- I will put my devices away when a teacher says it's time for a device break.
- I will ask for permission before downloading any new apps.
- I will take care of any school devices as if they were my own.

What should I do with technology?

- I will use my device to learn new things.
- I will check information to verify that it is true.
- I will give credit to the creators of content that is not mine.

How should I interact with other people?

- I will be a good cyber-friend, including being honest and kind online.
- I will let a teacher or parent know before contacting someone online I don't already know.
- I will not share personal information (like home address or birthdate) about myself or others online.
- I will give feedback and comments in ways that make others feel supported.
- I will use appropriate language and won't make others feel uncomfortable because of the things I say.

What happens when something goes wrong?

- When I do something that is not in line with this agreement, I will talk to a teacher or a trusted adult who will help me figure out how to make it right.
- I will immediately stop and tell a trusted adult if anything happens on the computer or online that does not seem right or makes me feel uncomfortable.

I understand that using any school technology is a privilege I must earn. If I don't keep my part of this agreement, I understand that privileges may be removed for a time and that I may face additional consequences.

3. Student Devices and Network

The St. Andrew's network, which provides a wide variety of computing services, including software, hardware, and means of communication, information, and internet access, is the property of the school. There can be no assurance of privacy or security of files or electronic communications. The administrators and designated staff reserves the right to access individual files and email stored on the network, to maintain functionality, for compliance with legal requirements, or to ensure the well-being and safety of the community. All share in the responsibility of keeping the school network secure and functioning.

The school provides age-appropriate and powerful computing devices to all students. Students in grades 6-12 are required to use their school-provided laptop for all schoolwork. Students in grades PreK - 5 are provided with an iPad and protective case and use it as directed by their teachers. The student's laptop can be easily connected to home wireless networks and printers.

Students are required to maintain control of the iPad or laptop at all times and are solely responsible for its security, at school and away from campus. Students are not permitted to share their device. They may use their device jointly with other students in group projects, provided that the student to which the device is assigned is present at all times. Any damage or loss to the device due to lack of control by the student is considered negligence.

Educational software may be pre-installed, or available as directed for course work. Additional laptop management and monitoring software may be used on student devices as well as web filtering software. Web filters are active on the laptop on and off-campus although different policies may apply depending on location and student grade.

All computers at St. Andrew's, including those issued in the One-to-One Program, are not to be used in ways that might adversely affect the work, privacy, and access of other users. Introducing unauthorized software or programs or modifying the hard drive of any workstation or file server is unacceptable. Copying or transferring any copyrighted software on or off the St. Andrew's network without the express permission of the network administrator at St. Andrew's constitutes "pirating" which violates copyright law. Individuals who tamper with community property will lose all rights to use computers at St. Andrew's. Tampering with the network could also result in suspension or expulsion.

Any communication, which in the judgment of the school violates any school policy, is grounds for disciplinary action. When using any computer to access the St. Andrew's network, the computer is to be considered a component of the St. Andrew's network and, as such, all rules and guidelines contained in this code of conduct apply.

4. Online Tools

St. Andrew's uses a variety of online tools and applications in its education program. In order for students to use these services, the School often needs to provide certain identifying information, such as a student's name and school email address, to the operator of the service. Under a federal law entitled the Children's Online Privacy Protection Act (COPPA), online service providers must provide parental notification and obtain parental consent before collecting information from children under the age of 13. The law also permits schools to consent to the

collection of personal information on behalf of its students. By enrolling your student(s) at St. Andrew's and acknowledging receipt of this handbook, you consent to the school providing student personal information necessary to establish student accounts on online services and applications that the School uses to deliver its educational program. A list of online services and applications currently used is available upon request and is subject to change without notice.

D. Academic Policies

1. Academic Honesty

Scholarship consists of synthesizing one's own original thought and material with the ideas and work of another author or authors. An important part of scholarship is the acknowledgment and honoring of others' intellectual efforts. Students are introduced to this process in the Lower School and receive continuing age-appropriate instruction in the course of their education at St. Andrew's. Students are instructed in both research methodology and scholarly ethics. Foremost among issues of scholarly ethics is the correct method for attributing researched material from secondary sources in order to avoid either intentional or inadvertent plagiarism. As technology advances rapidly, these citation methods adapt quickly and student instruction is updated.

According to multiple scholarly sources, plagiarism is presenting the work or ideas of another as your own. All material, in whatever form or media, is covered under this definition, as is material generated in any part by the use of AI, without the express permission and direction of a teacher for a specific purpose or assignment. Presenting any form of coursework created by generative AI as one's own, without attribution, is considered plagiarism and a violation of the honor code.

In the most blatant form of plagiarism, students copy "word for word" sentences from another's original work and place these in their papers and other assignments without acknowledging the original author of these words. Plagiarism is also paraphrasing an author's ideas in one's paper without giving appropriate credit.

Examples of plagiarism include, but are not limited to, the following activities:

- copying or paraphrasing from a published source without attribution
- submitting work as one's own when it has been generated by AI
- paraphrasing or copying another student's work
- submitting the same work to two or more courses without permission of the instructor
- submitting work as one's own which has been previously submitted by another
- submitting collaboratively created work as if individually authored.

A student who cheats or plagiarizes has committed a major school infraction. The student will receive a 0% on the assignment with the opportunity to redo the work and earn 50% on the assignment (as long as it is work of C or better), be placed on disciplinary concern, and may be suspended or expelled. Should another infraction of a similar nature occur, the student will receive a 0% on the assignment and may be suspended or expelled. A student who cheats or plagiarizes will not be eligible for that trimester's academic or effort honor roll or high honor roll. A student who cheats or plagiarizes at any point in his or her upper school career may be ineligible for induction into the Cum Laude Society or to receive an award at the June Honors Day assembly

Guidelines on Academic Integrity and Artificial Intelligence (AI)

St. Andrew's is committed to inspiring community, dynamic growth, transformative achievement and visionary leadership. The school dedicates itself to fostering innovation, research, creativity, integrity, diversity, and joy in learning. The school values the role technology plays in exceptional teaching and learning.

The rapid acceleration in artificial intelligence (AI) poses both a challenge and an opportunity in our school setting. The school remains committed to promoting original, creative and critical thinking experiences for students, while exploring and utilizing powerful technologies appropriately.

Students are expected to produce their own original work for submission in courses, without unauthorized collaboration or assistance, from any source that is not disclosed or authorized by their teachers. This includes technology tools incorporating generative AI.

Guidelines for students on the appropriate use of AI tools to prevent academic dishonesty include:

- Submission of work that uses or is aided by unauthorized or uncited technology as one's own work, is considered a violation of academic integrity.
- Students are expected to develop their own understanding and knowledge of the subject matter and demonstrate their mastery in their own voice. The use of aforementioned tools as a learning aid should be used for reference purposes only and not to be used as a substitute for original ideas and/or thinking. Any such use should be discussed with and approved by the teacher.
- As with any other use of sources, students should cite their work if they have used these tools in any way that might inform their work.
 - Included but not limited to generating outlines, examples, used as a portion or total of submitted work.
 - If possible, students should use an annotated bibliography that describes in detail how they used an AI tool.
- Just as with Wikipedia or any other informational resource, students should always verify the validity and accuracy of data gathered from AI tools. They should be used intentionally and thoughtfully.
- If use is approved by the teacher, citation guidelines for AI tools are available from the [MLA](#), [APA](#), and [Chicago style](#). School librarians are experts in supporting students in documenting sources.

2. AP Exams

A student enrolled in an advanced placement (AP) course must take the AP exam. To allow students final preparation the day prior to an AP exam, each student is allowed to miss athletics the afternoon preceding an exam. This will not be counted as missed practice or cut. It is the student's responsibility to notify his or her coach the day before missing the practice. If a student has a game the day before the AP exam, that student should discuss with the coach whether to play in the game or not.

If the AP exam is a morning exam, students are expected to go directly to the testing location. If the AP exam is an afternoon exam, students may come to school late, i.e., just before the start of the exam. At the completion of a morning AP exam, students are expected to attend their normally scheduled classes unless they have another AP Exam the next day. Athletics are expected on AP exam days. Any student who is in academic jeopardy due to receiving a D or F in any class for the trimester or the year will forfeit the privilege of missing morning or afternoon classes. Students may follow a relaxed dress code policy when taking an AP exam.

3. Awards (Middle and Upper School)

a. Eligibility

Students who have committed major school infractions may be excluded from winning these awards.

b. Upper School Awards

The following Upper School awards may be presented at the June Awards Day assembly:

Excellence in the study of:

English

Language

History

Mathematics

Science

Philosophy and Religion

Outstanding Achievement in Visual Arts

Outstanding Achievement in the Performing Arts

Sheila Maith Award

Presented to the member of the graduating class who has demonstrated exceptional leadership in supporting diversity, equity, and belonging in the St. Andrew's community.

William Way Award

Presented to the senior who, in the judgment of the Faculty exemplifies the highest ideals of the school.

Head of School Award

Presented to the member of the senior class whose personal achievement and contribution merit special recognition.

David Mayhood Award

Presented to the senior who, in the judgment of the faculty, with strong character and resolve, has instituted positive change and has successfully met the challenges of this school year.

SGA/Francisco Hope Award

Student Government Association Leadership Award

Parent Association Award for Sportsmanship

Presented to that student who has consistently demonstrated exceptional sportsmanship and has provided an outstanding example in improving the sense of community at St. Andrew's.

Saints Award (2)

Saints Awards are given to those students who are deserving of special recognition for their singular deeds of charity, service, graciousness, and kindness during the whole of the past school year.

Alexandra Ryan Award

The Alexandra Ryan Award is presented to that junior whose personal contribution and service to the school and the community merits special recognition.

Upper School Faculty Award for Juniors (2)

This award is presented to a junior whose academic record and character are exceptional and who has made significant personal contributions to the school and/or community.

Richard Klemm Boyd Jr. Award

This award is presented to the student whose visual art piece is selected by the Head of School to be purchased by the school.

Valedictorian

This award is presented to the senior with the highest academic average in the four years of Upper School, a minimum of 3 years at St. Andrew's

Salutatorian

This award is presented to the senior with the second highest academic average in the four years of Upper School, a minimum of 3 years at St. Andrew's.

Warren R. Borg Excellence in Upper School Athletics (2)

Upper School Faculty Award - 10th Grade

Presented to that 10th grader who, in the judgment of the faculty, enriches our school community by unifying classmates, rallying school spirit and creating a dynamic and inclusive learning environment for every student.

Upper School Faculty Prize

Presented to that 9th grader who, in the judgment of the faculty, has demonstrated excellent leadership in improving the sense of community in the freshman class.

c. Middle School Awards:

The following Middle School awards may be presented at the MS Step-Up Day assembly in June:

Head of School Award

The highest honor in the Middle School is presented to the member of the 8th grade class whose personal achievement and contribution to the Middle School merit special recognition.

Excellence in Academic Achievement

The Excellence in Academic Achievement Awards are presented to two 8th grade students who demonstrate outstanding effort and performance in their core

Saints Award

Saints Awards are given to two students in each grade who deserve special recognition for their consistent acts of service, graciousness, and kindness during the school year.

4. Cum Laude Society

In 1986-87, St. Andrew's Episcopal School was granted a charter to form a chapter of the Cum Laude Society. To be eligible, a student must have earned at least a B+ average over a period of the previous five consecutive trimesters at St. Andrew's Episcopal School, while taking a five-course major academic load each of those trimesters. If a sophomore or junior must drop a major academic course due to a situation not in his control, i.e., major illness, surgery, family tragedy, the student must take a major academic course in summer school during the summer following that school year to have earned the required five credits. Ten percent of the junior class is eligible to be inducted with an additional 10% eligible as seniors; thus 20% of the senior class may be inducted into the society. The Cum Laude Society induction ceremony is held at St. Andrew's in April.

In addition to the academic requirements, St. Andrew's and the international Cum Laude Society consider character and integrity to be an important factor in the selection process. Official Cum Laude membership guidelines state that: "since the Motto of the Society stresses excellence, justice and honor in the broadest sense" chapters may elect to membership "only students who have demonstrated good character, honor, integrity in all aspects of their school life." Students who have committed disciplinary infractions may be excluded from membership even if they meet the academic requirements. Infractions involving any form of academic dishonesty are particularly serious and will be treated as such in the selection process. Final decisions about student membership are made by the faculty members of the society.

5. Exams

Beginning in grade 6, final exams or final projects are given in late May and early June.

Weighting of exams:

Grades 6-8 – 10% of final grade

Grades 9 through 12 – 15% of final grade

In most year-long courses, the year-end, final exam will be based primarily on material covered in the second half of the school year, although relevant material from the first half of the year may also be included. As part of the review and preparation period before final exams, teachers will clarify which material students should study and will review in class the days before the exam.

Seniors are exempt from taking final exams if they have earned an A – (90%) or above final average for the three trimesters, with each trimester weighted equally, with only one trimester grade average at the B+ (87%) level, the other two trimesters at A- (90%) or above.

If a student is ill on the day of an exam, please notify the school. The student will then take the exam on the exam make-up day.

6. Grade Point Average

At the conclusion of each Upper School year, each student's grade point average (GPA) for the grade just concluded is calculated using a four-point numerical system as follows:

A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67

The cumulative GPA displayed on the transcript is the combined GPA for all years completed. The Middle School uses this grading scale to determine the honor rolls.

When calculating a student's GPA for Cum Laude, Salutatorian, Valedictorian and High School Transcript, the final grade for each AP course, Organic Biochemistry, Physics II, Linear Algebra, Latin V: Apuleius, and Multivariable Calculus will receive one (1) additional point. (Example: A student who earned B+ (3.33) in an AP course will have 4.33 used in calculating the GPA.) Trimester courses receive one-third the numerical grade equivalent. The final grade for each Honors course will receive one-half (0.50) additional point. (Example: A student who earned B (3.00) in an Honors course will have 3.50 used in calculating the GPA.)

St. Andrew's does not rank its students.

7. Extra Credit in the Upper School

Extra credit assignments will not be offered by teachers. Students must complete the assigned work for credit. Additional assignments will not be given to enhance student grades.

8. Grades and Reports

Regular, detailed and accurate reports of progress – report cards and interim written comments for Middle School and Upper School students and end of trimester grades and written narratives for Lower School students – are an

acknowledged part of the school's responsibility to students and parents. These reports are available by logging into the school website and selecting your child's name

a. Academic Grades

Achievement

<u>Grade</u>	<u>Level</u>	<u>Grade</u>	<u>Level</u>
A+	97 – 100	C+	77 – 79
A	93 – 96	C	73 – 76
A-	90 – 92	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62

Note: If a student receives a grade of F (59 or below), no credit is earned for that course. Rounding up letter grades for report cards: 89.49999 or below is B+, 89.5 or greater is an A-

b. Effort Grades

Achievement

<u>Grade</u>	<u>Level</u>	<u>Associated Grade Point Average (GPA)</u>
E	Exceeding Expectations	4.0
M	Meeting Expectations	3.0
A	Approaching Expectations	2.0
N	Not Meeting Expectations	1.0

Drawing upon current research in educational neuroscience, the Effort Grade Rubric is designed to help students better understand themselves as learners. Working toward these standards enhances a student's ability to meet their potential. The rubrics on the following pages are a reflection tool that will be used throughout the year by students in collaboration with their teachers and advisors.

Upper and Middle School Effort Grade Rubric

[Click here to view the Upper and Middle School Effort Grade Rubric](#)

[Click here to view the Lower School Effort Grade Rubric](#)

This effort grade rubric is designed to help each student reflect and better understand him or herself as a learner. Working toward these observable standards and mindsets enhances each student's ability to meet his or her potential because "effort matters most."

c. Incompletes

Incompletes are given when an unusual or extenuating circumstance develops, such as a prolonged illness that prevents a student from completing his or her assignments. The student is required to complete all schoolwork within a reasonable amount of time, which is agreed upon by the teacher(s), student, and the grade-level academic dean.

d. Academic Credit/Transcript

The lowest passing grade is “D-.” The lowest recommended passing grade for transfer as college credit is “C.” The grades which appear on a student’s transcript are the final year-end average for each course. The transcript lists all academic credits earned, including summer school courses from other accredited schools.

Each student must complete a senior research paper that is of “C” quality or better in order to meet this graduation requirement. A student who receives less than a “C” on the written portion of this project will have to rewrite his or her paper until it is of “C” quality. In this case, the student’s original grade will be used in calculating the senior seminar grade.

Diplomas will be granted only to those students who have successfully completed the senior research paper. The final paper must be turned in no later than one week prior to graduation or that student will receive a blank diploma on graduation day.

e. Grading Period and Written Teacher Comments

St. Andrew's distributes grades on a trimester basis. The official trimester report card includes a final exam grade (Trimester 3 only), a trimester academic grade, and a trimester effort grade in each subject. Interim reports from each teacher are on-line after the first eight weeks of each trimester. Interim grades, academic and effort, are unofficial and are “grades-to-date” only to inform a student and parent of a student’s progress thus far in a trimester. A senior will not receive an interim report for third trimester unless he or she is earning a grade of D or F or an effort grade of N.

f. Report Cards and Narrative Teacher Comments in the Lower School

As in the Middle and Upper Schools, regular, detailed, and accurate reports of student progress are an acknowledged part of the school’s responsibility to students and parents. St. Andrew's Lower School distributes grades and narrative teacher comments on a trimester basis.

Report cards for homeroom teachers include a summary of the instructional content covered during each trimester and an individual student narrative comment for each discipline taught in the homeroom class during the first and third trimesters. The report card also includes a checklist of specific skills for each trimester. Students are marked as emerging, developing, or secure in each skill at grade-level standards. Secure is when a student demonstrates a proficient understanding of concepts and skills with independent mastery, developing is when a student demonstrates a growing understanding of concepts and skills with occasional teacher support, and emerging is when a student demonstrates a beginning understanding of concepts and skills, requiring consistent additional teacher support and guidance.

Preschool homeroom skills are measured under the following subheadings: Social and Emotional Development, Language Arts, Mathematics and Neuro-Motor Development. Elementary homeroom skills are measured under the following subheadings: Language Arts, Mathematics, Social Studies, and Work Habits/Study Skills.

Teachers in the Special Area Subjects (Art, Music, Physical Education, Spanish, Science) include a summary of the instructional content covered and a checklist of specific skills for each trimester, an individual student narrative during the first and third trimesters.

While traditional academic grades are not given in preschool through fourth grade, report cards include measurements of subject-specific skill mastery as a determinant of student progress. Additionally, students in each grade reflect to better understand themselves as learners. Topics include executive planning, growth mindset, cooperation, and task completion. These skills indicate the amount of consistent daily effort and participation, not achievement or performance.

9. Academic Concerns, Summer Work, and Promotion Standards

a. Upper School

Students must successfully pass English and three other major academic courses per year to be promoted to the next grade. Seniors must pass four or five major academic courses taken during the senior year, as well as fulfilling all graduation requirements, which includes the Community Service requirement and the Senior Paper, to receive a diploma.

St. Andrew's believes that academic success is essential to a student's development. If at the end of the first or second trimester a student receives two D's or an F in his or her academic courses (English, history, mathematics, science, language, and philosophy and religion), the school will place the student on "academic concern," and will send a letter to the student's parent(s). An administrator may also request that the parent(s) and child attend a conference to discuss how academic performance can improve. The school may suggest or require steps, including: seeing teachers for additional help, supervised study during or after school, loss of privileges, a revised course load, tutoring, or summer work.

A student who receives a year-end grade below C- in a sequential course of study (e.g., most language and mathematics courses) will be recommended for a summer program approved by the Division Head in order to move on to the next level of the discipline. A student who fails a course will be recommended for a summer program approved by the Head of Upper School. At the discretion of the Head of Upper School, a student may be required to successfully complete a St. Andrew's exam after summer work before the student begins the next level of the discipline.

Any student who receives three year-end grades in the "D" range, or one failing grade and another grade in the "D" range, may not be promoted to the next grade at St. Andrew's and may be asked to seek admission to another school.

b. Middle School

Students must successfully pass English and three other major academic courses per year to be promoted to the next grade.

St. Andrew's believes that academic success is essential to a student's development. At the end of each marking period, including the interim, students who have earned two grades below a C+ or one grade below C- may be

placed on Academic Plan. This plan is implemented through a student meeting with the student's grade Academic Dean and/or the Advisor, and where warranted, the Head of Middle School. The Director of the Education Center may also be instrumental in supporting students on Academic Plan. The Academic Dean and/or Advisor will discuss the Academic Plan with families for strategies that may also be useful at home. Students will remain on Academic Plan at the discretion of the Academic Dean.

If at the end of the first or second trimester a student receives two D-range grades or an F in his or her academic courses, the school will place the student on "academic concern," and will send a letter to the student's family. An administrator may also request that the family and child attend a conference to discuss how academic performance can improve. The school may suggest or require steps, including: seeing teachers for additional help, supervised study during or after school, loss of privileges, a revised course load, tutoring, or summer work.

A student who receives a year-end grade below C- in a sequential course of study (e.g., most language and mathematics courses) may be recommended for a summer program approved by the Division Head in order to move on to the next level of the discipline. At the discretion of the Head of Middle School, a student may be required to successfully complete a St. Andrew's exam after summer work before the student begins the next level of the discipline. Any student who receives three year-end grades in the "D" range, or one failing grade and another grade in the "D" range, may not be promoted to the next grade at St. Andrew's and may be asked to seek admission to another school.

c. Lower School

St. Andrew's believes that academic success is essential to a student's development. If a student is not making adequate academic progress, an administrator and/or teacher may request that the parent(s) attend a conference to discuss how academic performance can improve. During that conference the school will suggest strategies to improve student performance both at school and at home. At the completion of an academic year, summer work may be recommended in preparation for the following school year. In some instances the school may recommend that a student repeat a particular grade level or consider other schooling options due to a lack of academic, social, and/or emotional readiness.

10. Transcripts

Requests for all transcripts (official and unofficial) must be made in writing or via email to the Registrar. Please allow seven days for the processing of transcript requests. The school will not release a student's final transcript to college or official transcripts for any other program if a family has not met its financial obligations to the school. This includes returning or paying for school athletic uniforms and library books.

a. The Upper School Transcript

A student's transcript lists, by year, each course taken by the student at St. Andrew's, the year-end grade average, and the credit earned. Only courses taken for St. Andrew's credit are placed on the transcript. After graduation, the final transcript will contain the name of each course taken during grades 9-12 and the final year-end average with credit earned. A request for an official or unofficial transcript must be made in writing or via email to the Registrar. Official transcripts are sent directly to a college or university. Only unofficial transcripts will be released to a student or a student's parents. Please allow seven days for processing of transcript requests. There is no fee for transcripts.

b. Summer School Courses

Taken at St. Andrew's

To Fulfill a Graduation Requirement:

As with all courses taken at St. Andrew's to fulfill a graduation requirement, the course name, year-end average grade and credit earned will be listed on the transcript.

Taken at an Approved, Accredited Summer School

To Fulfill a Graduation Requirement:

These courses must be pre-approved by the Head of the Upper School. Upon completion of a course taken at an approved, accredited summer school, students must make a formal request to the school offering the course to send an official transcript to the Registrar at St. Andrew's. Upon receipt of the official transcript, the name of the school offering the summer school course, the course name, grade, and credit earned will be listed on the student's St. Andrew's transcript.

Not to Fulfill a Graduation Requirement (Enrichment):

Upon completion of a summer course, students must make a formal request to the school offering the course to send an official transcript to the Registrar at St. Andrew's. A copy will be attached to the transcript.

If a student takes a summer school course that duplicates a course already taken at St. Andrew's for which a student has earned a credit required for graduation, the duplicate summer school course will be listed on the transcript. However, no credit will be given, as a student may only earn credit once for each graduation required course. Example: A student takes Algebra I at St. Andrew's and receives a grade of C-, earning one credit. The student then takes Algebra I again at an approved, accredited summer school to assure complete understanding of the Algebra I concepts and earns a grade of B+ but does not receive credit. Both courses will be listed on the transcript. The higher of the two grades will be used when calculating the student's grade point average.

11. Homework

a. Homework Expectations

All courses may require daily homework preparation. On the average, an elementary school student should expect to spend approximately 30 minutes to 1 hour total on homework per night, plus the daily reading requirement as defined by the homeroom teacher. A middle school student should expect to spend approximately 20-30 minutes per class, for a total of 2-3 hours per night, and an upper school student should expect to spend 30-40 minutes per class, for a total of 2-4 hours per night. A student taking an Advanced Placement course should be prepared to spend on average 45 minutes to 1 hour each night between each class. All ninth graders are required to attend proctored study hall during any free period to work on homework. Tenth through twelfth grade students are excused from proctored study hall to help foster the development of time-management skills.

The school maintains a website in which homework assignments are posted for middle and upper school students. It should be relied upon as the primary source of homework information. Middle school students are expected to use the daily planners given to them at the start of school to write down all homework assignments.

If on occasion a student is ill or has worked faithfully and is not able to complete all assigned work within a reasonable length of time, that student will be excused with a note of explanation from a parent.

Homework is an essential part of each class, and the expectation is that every assignment will be thoroughly completed. Homework is collected and graded on a regular basis. Middle School students who fail to complete homework will have their parents notified after three missing assignments in a single class. They may also be asked to miss sports or extracurricular activities in order to complete the assignments. Students in grades 3 - 5 are expected to maintain a daily planner in which they write homework assignments; it should be signed nightly by a parent to confirm completion of work. Students in K - Grade 2 will maintain a homework folder, where assignments are organized and managed.

b. Homework in Case of Absence

Unless seriously ill, a student is expected to keep up with classwork and homework. Regardless of the reasons for absence, the student will be held responsible for the material covered in the classroom during the year.

In middle and upper School, homework and major assignments are posted online by each teacher. Upon request by a parent, teachers will make available homework materials that parents may pick up at the Lower, Middle, or Upper School Office after 3 pm. Requests should be made by calling the school receptionist or the Lower or Middle School Office before 9:30 a.m. If books are needed, they may be obtained from a child's locker. If mutually convenient, another student may deliver materials and/or books to an absent student.

12. Honor Roll (Middle and Upper School)

a. Academic Honor Roll

High Honors: Above 3.7 GPA in all courses combined

Honors: Above 3.2 GPA in all courses combined

b. Effort Honor Roll

High Honors: Above 3.7 Effort GPA in all courses combined

Honors: Above 3.2 Effort GPA in all courses combined

The effort grade GPA is calculated based on effort grades received in all courses. For calculation purposes, an E equates to 4 points, M =3, A = 2, and N = 1. If a student has been disciplined for academic dishonesty/cheating, he or she may not be on either the academic or effort honor roll for the trimester.

All courses are counted for the Honor Roll. Courses and GPAs are unweighted for Honor Roll.

13. Schedule Changes

a. Adding a Course

A student may add a trimester- long course only during the first three weeks of the trimester.

A student may add a year-long course during the first four weeks of the first trimester.

b. Changing a Course

Schedule changes are made during the summer following receipt of student schedules. A “Course Change” form must be filled out by the student and signed by the advisor, parents, teachers involved, and the grade-level academic dean. No year-long course may be added to a student’s schedule after four weeks from the first day of school.

c. Dropping a Course

A student may drop a course with no record of that course appearing on the transcript as follows:

- Trimester courses: A student may withdraw anytime during the first four weeks of a course.
- Year-long courses: A student may withdraw anytime before the end of the first trimester.

In addition, a student may drop a year-long course during the second trimester and a “WP” (withdraw passing) or “WF” (withdraw failing) will appear on the student’s transcript. A student may not drop a year-long course at any time during the third trimester.

14. Senior College Visits

Students are strongly encouraged to visit colleges the spring of their junior year and the summer preceding the senior year. During the first trimester of the senior year, each senior is allowed to miss up to two days of school to visit colleges. A senior is required to notify the College Counseling Office prior to the day he or she plans to make a fall-trimester college visit. It is the school’s expectation that the student will notify all of his or her teachers of the impending absence and arrange, prior to leaving school, how all missed work, homework assignments, tests, etc., will be made up. If a student elects to take more than two days to visit colleges, parental permission is required in advance and all academic work is due the day the senior returns to school.

15. Summer School

Summer school courses are given academic credit if they meet St. Andrew's academic requirements. The Division Head makes this decision. An official transcript listing the grade and credit must be supplied by the summer school. Summer school courses are recorded on the student’s transcript unless parents request in writing not to have this done. If credit is given, summer school courses and grades are listed in addition to, not in place of, courses taken at St. Andrew's (See 9. above).

16. Typing Papers

In the Lower School, students begin gaining proficiency in typing. Although the typing of written work will not be required for most work, by the time students enter the Middle School they are strongly encouraged to be proficient in ten-finger typing.

In the Middle School, students are strongly encouraged to type on a computer all written work that is longer than a paragraph. Longer projects and research papers are expected to be typed.

In the Upper School, students are expected to use a computer to type all writing assignments – paragraphs, essays, and papers – in all subjects.

17. Making Up Missed Work

When a student is absent from school, he or she is allowed one day for each day absent to complete missing work. For example, if a student is absent on Monday, all make-up work must be completed by Wednesday. If a student has an extended absence of more than three days, he or she should meet with the grade-level academic dean for assistance with producing a work make-up calendar.

E. Absences/Attendance/Tardies

1. Absences and Attendance

The learning that takes place during the class time cannot be duplicated. Students are expected to arrive punctually to morning meeting and to arrive on time to all classes and activities during the school day.

St. Andrew's attendance policy is as follows:

- On a day when a student is absent, parents are asked to call the school before 9 a.m. to report the absence.
- Lower and Middle School families should notify the Lower or Middle School Office.
- The parent **must give notification including the reason for the absence** to the administrative assistant within two school days.

After two days the absence is deemed unexcused.

- No credit for make-up work will be given until the parent's notification has been received.
- If a student arrives late on the day of a test or major assignment, the student is required to take the test on that day or turn in the major assignment.
- In any given trimester, after the accumulation of nine absences in any one class (excused or unexcused), a parent conference will be called to discuss the situation. There will be no course credit given until this conference is held. At this meeting, extra work may be assigned to ensure proper course completion while a student is given the opportunity to make up any missed tests, quizzes and/or assignments during the period of his or her excused absence.
- **There is no substitute for the actual classroom experience.** If a student misses 20% or more of the classes in any course or courses, the student may not receive academic credit for the course or courses affected. The student would then have to repeat the course or courses during the summer or the following school year.
- A student must be in school by 10:00 a.m. to be allowed to participate in any school-sponsored activity or practice.
- Parents are asked to avoid taking students out of school unless truly necessary. The school realizes that there will be times when special circumstances require a child to miss school. Teachers are not expected to provide extra help to students who miss school for non-essential reasons. We ask parents to make vacation plans when school is not in session and to schedule medical appointments after school whenever possible. The faculty and administration at St. Andrew's greatly appreciate all of the efforts parents make to ensure their children are in school and on time each day.

2. Tardiness to School

In the case of extended absences for in-patient or out-patient care, including intermittent care that is disruptive to the student's ability to participate in school, a student may be placed on medical leave. In determining the need for a leave of absence, the school will require documentation from medical or psychological providers giving reasons for the need of a leave of absence and for expected duration of the leave of absence.

To protect the health and welfare of all students, St. Andrew's reserves the right to make final decisions regarding whether a student can be at school as well as participate in school activities due to the physical and/or mental health concerns. Upon completion of the leave of absence, the Division Head, in consultation with the Academic Dean,

School Counselor, parents, and care providers, determines whether it is in the best interest of the student to return to school. The school requires written communication from relevant care providers regarding the student's readiness to fully function in an academic, non-therapeutic school environment.

a. Upper School:

- The school accepts up to three excused tardies to school per trimester; after that, lateness for any reason will be considered unexcused.
- When a student accumulates three unexcused tardies to school in a trimester, an after-school detention will be issued. The advisor and the parents will be sent a copy of the detention note. This notice will alert the student and the parents of the concern developing over the student's lateness pattern.
- If three additional unexcused tardies occur, a second detention will be issued and the parents or guardian will be telephoned.
- At the ninth unexcused tardy, a three-day lunch detention will be issued and a parent/student conference will be called. Any additional lateness in that trimester will result in further disciplinary action.
- In a given trimester, if a student accumulates 20 or more tardies, the student may be suspended.
- Individual trimester waivers to the tardy policy may be granted by the Assistant Head of the Upper School under extenuating circumstances.
- The school may review re-enrolling a student for the following year if he or she demonstrates a chronic problem with tardiness.
- Any student who is tardy to school or returning from an activity outside of the building is responsible for getting to class as quickly as possible.
- A student with an unavoidable excused tardy to school on a test day should do as follows:
 - If the student arrives during the period, he or she must immediately consult with the teacher in order to decide whether or not the test is to be taken and completed at that time or if it should be taken later during the same day.
 - If the student arrives after the class period, the student must arrange to take the test later that day or after school.

b. Middle School:

- A student who arrives late to school or is dismissed early must first sign-in or out in the middle school office before joining class or leaving school .
- When a student accumulates three unexcused tardies to school in a trimester, a detention will be issued and parents or guardians will be notified.
- If three additional tardies occur, a second detention will be issued and the parents or guardian will be sent a letter stating the concern over the student's pattern of lateness.
- At the ninth unexcused tardy, a third detention will be issued and a parent/student conference will be called. Any additional lateness in that trimester will result in further disciplinary action.
- Individual trimester waivers to the tardy policy may be granted by the Head of Middle School under extenuating circumstances.
- The school may review re-enrolling a student for the following year if he or she demonstrates a chronic problem with tardiness.
- A student who arrives late to school on a test day should do as follows:
 - If the student arrives during the period, he or she must immediately consult with the teacher in order to decide whether or not the test is to be taken and completed at that time or if it should be taken later during the same day.
 - If the student arrives after the class period, the student must arrange to take the test later that day or after school.

c. Lower School:

Expected arrival time for all students is 8:15 to 8:30 a.m. Students should be in their classrooms by 8:30 a.m. A student arriving after 8:30 a.m. will be marked tardy. Tardiness is noted on student reports. St. Andrew's tardy policy is as follows:

- The school accepts up to three excused tardies to school per trimester; after that, lateness for any reason will be considered unexcused.
- When a student accumulates three unexcused tardies (a total of 6 tardies), parents will be notified.
- After nine total tardies a letter will be sent home stating the concern over the pattern of lateness and the parents are required to meet with the Division Head to discuss the pattern of lateness.

3. Medical Leave Policy

In the case of extended absences for in-patient or out-patient care, including intermittent care that is disruptive to the student's ability to participate in school, a student may be placed on medical leave. In determining the need for a leave of absence, the school will require documentation from medical or psychological providers giving reasons for the need of a leave of absence and for the expected duration of the leave of absence.

To protect the health and welfare of all students, St. Andrew's reserves the right to make final decisions regarding whether a student can be at school as well as participate in school activities due to physical and/or mental health concerns. Upon completion of the leave of absence, the Division Head, in consultation with the Academic Dean, School Counselor, parents, and care providers, determines whether it is in the best interest of the student to return to school. The school requires written communication from relevant care providers regarding the student's readiness to fully function in an academic, non-therapeutic school environment.

V. COMMUNITY SERVICE & EXTRACURRICULAR ACTIVITIES

A. Community Service & Service Learning

Service is a hallmark of St. Andrew's Episcopal identity. In serving the other, we learn that both the server and the served are transformed in unexpected and wonderful ways. Through service, our students learn not only that they can change the world, but that their service and those whom they serve will in turn change them for the better.

For these reasons, St. Andrew's Episcopal School believes that service learning is a vital part of a young person's education. Service is an experiential activity that is not contained within the four walls of the classroom or covers of a textbook. Service is a socially, spiritually, and politically consequential experience, embodied within diverse activities and communities. Through careful reflection and examination of a student's personal interactions with those in need, we seek to make visible the deepest truths of that engagement.

Service learning reaches its greatest transformational potential at St. Andrew's when it challenges students in concrete ways to examine their most basic notions of social justice. We hope that these formative experiences will engender within our students a lifelong passion to serve others and a profound appreciation for the common humanity that links us all.

1. Service Learning in the Lower School

Lower School Service Learning projects for students 2-years-old through fifth grade occur regularly throughout the school year. The service-learning curriculum is embedded into both the Religion and Homeroom classes. Students learn about the needs in our community, nation, and world, and complete service-learning projects that are age appropriate and hands-on. The understanding that we are called to serve and help others is reinforced in our weekly Chapel services.

2. Service Learning in the Middle School

Middle School service learning projects occur periodically throughout the school year. An integral part of the service-learning curriculum in the Middle School is the eighth grade's focus on service. The eighth grade leaders will incorporate the participation of sixth and seventh graders in their initiatives and projects. Eighth grade advisory groups may have the opportunity to travel to local organizations to learn more about various service sites and engage in service when possible.

3. Upper School Community Service

a. Grade 9

Students are required to take Service Learning 9, a trimester Religion course in which they participate in Community Service during the school day. Using a true service learning model, students prepare for the service by learning about *why* and *how* one serves. At the conclusion of each service experience, students reflect in class as part of a broader discussion about values and leadership.

b. Grades 10-11

In order to graduate from St. Andrew's, students must complete a total of 40 hours of service over the course of their tenth and eleventh grade years. Students may choose to serve at one of a variety of school-approved sites. Alternatively, a student may design his or her own project; this must be discussed with and approved by the Upper School Chaplain ahead of time. Note: In order for hours to be counted toward the graduation requirement, all students **MUST** submit a contract – signed by the site supervisor, a parent, and the Upper School Chaplain – before beginning the service project. In addition, credit will not be awarded until the student submits his or her service reflection (see below).

c. Grade 12

A Senior who has not completed Community Service for grades 10 and 11 will not receive “Senior Status” and therefore will not obtain parking or off-campus privileges. In mid-May, all Seniors participate in an off-campus internship program that requires them to complete 14 days of service (Monday through Friday, for a minimum of six hours per day) *at a site approved by the Senior Service Coordinator*. Alternatively, a student may choose to design his or her own project; this must be approved beforehand by the Senior Service Coordinator. All Seniors must submit signed contracts to the Senior Service Advisor by **APRIL 11, 2025**.

The Senior Service Project is a graduation requirement.

3. Definition of a Qualifying Community Service Project (Grades 10-12)*

For purposes of fulfilling St. Andrew's Community Service requirement in the Upper School, a service project must meet all of the following criteria:

- a. The work must be for a charitable or non-profit organization.

- b. The beneficiaries of the service performed by the student must be “a community of need,” such as the poor, the homeless, the sick, the disabled, the elderly, or an otherwise disadvantaged group or population. Work done to protect the environment or to protect animals from abuse satisfies this criterion.
- c. The work must be performed by the student on a volunteer basis (i.e., not for compensation of any kind).
- d. A student may not work for an organization controlled by, or under the supervision of a family member.

Examples of qualifying Community Service (*also see list of approved agencies on the school website under the “Spiritual Life” tab*):

- Volunteering on a St. Andrew’s service trip (*see below*)
- Volunteering during the school year for the Campus Kitchen program
- Volunteering at a soup kitchen, homeless shelter, or thrift shop that serves the needy
- Volunteering at a school that serves disabled children
- Volunteering at a clinic that serves HIV/AIDS patients
- Volunteering at an animal rescue league, the Audubon Society, or the Sierra Club.

Examples of service that would NOT qualify:

- Volunteering as a counselor at a summer camp or day care center (unless the camp or center serves a “community of need” as its primary mission)
- Volunteering as a docent at a museum or the Kennedy Center

* Many agencies state that they offer SSL hours, but that is not a guarantee that St. Andrew’s will accept them. Remember to consult with the Upper School Chaplain before beginning service to ensure that the project meets the School’s criteria.

4. Reflection

Reflection is a vital part of our Community Service program. Upon completion of their approved hours, students are required to reflect on their experiences either orally or in writing.

Options for completing the reflection element of the project include:

- a) writing a two-page, typed (double-space) reflective paper for a 20-hour segment;
- b) writing a three-page, typed (double-space) reflective paper for a 40-hour segment completed at one site;
- c) giving a 3-5 minute oral report at Morning Meeting (to be reviewed by the Upper School Chaplain and scheduled with the Head of Upper School); or
- d) giving an 8-10 minute Chapel homily which connects your service experience to your life of faith and our life as a community (must be scheduled with and reviewed by the Upper School Chaplain in advance).

All student reflections (written and oral) should address the following:

- description of the service performed (in detail);
- which elements of the service experience the student enjoyed;
- which elements of the service experience were challenging;

- what the student learned (especially about him/herself); and
- whether the student would recommend the experience to others.

5. Campus Kitchen Project

All students are encouraged to be involved in the school's Campus Kitchen Project. In 2010, St. Andrew's embarked on a simple and effective plan to alleviate hunger for a small group of people in our region. Through affiliation with the national Campus Kitchen Project, St. Andrew's students, faculty and parents use our school kitchen to prepare recovered and donated food for the hungry and homeless. Each week we prepare and deliver up to 150 meals for the daily meal program at Bethesda Cares and Carroll House. Student leaders are selected to manage the kitchen operations for this program.

6. School-sponsored Service Trips

Each year, the School offers a number of trips that – in addition to exposing students to a world beyond the borders of their own lives – also provide opportunities for participants to earn service hours. Regularly scheduled trips (and the number of hours earned) include a summer trip to Chicago that counts as 40 hours of service. Each year, faculty may choose to offer other trips which include a service component; hours earned will be determined by the trip leader in conversation with the Upper School Chaplain.

B. Extracurricular Activities

1. Student Activities - Sports

For Upper School and Middle School sports, see VII. D, Sports Offerings

2. Clubs/Organizations (US)

All clubs/organizations are year-long unless otherwise noted:

A Cappella Club
 Asian Student Union
 Band/Orchestra
 Black Student Alliance
 Bokamoso Student Club
 Chess Club
 Chapel Chorus
 Chaplains Advisory Board
Creaturae (Literary Magazine)
 CTTL Research Fellows
 Environmental Awareness Club
 Gender and Sexuality Alliance
 Hearts for Haiti
 I2I
 Improv Club
 Jewish Student Alliance
 Latinx Club
 Lion's Den
 Mane News (Student Newspaper)
 Model UN
 Muslim Student Association
 Outdoors Club

Peer Leaders
Photography Club
Recycling Club
Rocket Club
School Play and Musical (First and second trimesters only)
Student Ambassadors
Student Government
Students of Color Association
Technical Theater Club
Visual Art Club
Yearbook
Young Democrats
Young Republicans

St. Andrew's Episcopal School student publications accept submissions from all members of the student body. Submissions intended to malign the character of any member of the St. Andrew's community or that are inappropriate for adolescent readers will not be published.

Clubs and organizations meet during activity periods on Tuesdays and Fridays from 2:45 – 3:15 p.m. Any student wishing to form a new club or organization must meet with the appropriate division administrator to present his or her plan. After approval from the appropriate division administrator, the student must secure a faculty sponsor for his or her club before final approval is given.

3. Clubs/Organizations (MS)

Clubs meet during the academic day once a week and change each year based on student interest. Students are given the opportunity to propose clubs of interest during the second and third trimesters.

4. Clubs/Organizations (LS)

After school clubs are organized by faculty sponsors each trimester based on student interest. They are usually fee-based.

C. Student Government

Upper School

The Student Government Association (SGA) officers, elected by the student body each spring, consist of the president, vice-president, secretary, and treasurer. Also, each spring the senior class president, vice-president, secretary, and treasurer are elected and serve on the SGA also. Each spring, class presidents (grades 10 and 11) and two class representatives (grades 9-12) are elected to serve on the SGA. The 9th Grade class president and two class representatives are elected in September. The student government serves as the voice of the student body to the administration, sponsors some class activities and certain clubs, and stimulates positive leadership by students throughout the school.

Class officers organize dances, fund-raising activities, school projects, and special events of interest to their grades.

Middle School

Each grade votes for a class president and at least two officers to serve as members of Middle School Student Government. The student government serves as the voice of the student body to the administration, sponsors some middle school activities and certain clubs, and stimulates positive student leadership throughout the school.

D. Students of Color Association (SOCA)

The Students of Color Association (SOCA) officers are selected each spring. The Mission Statement of the Student of Color Association (SOCA) is to encourage, inspire, and uplift students of color to become leaders in the SAES community and to support the voice of students of color that are not heard. The Vision Statement for the future of SOCA and SAES is “To ensure that students of color have a voice in the SAES community and are heard regardless of race, ethnicity, religion, gender, sexual orientation, socio economic status, or ability and to assure equal and inclusive access to the school’s senior leadership, faculty, and student government”.

E. Upper School Student Advisory Board

The Upper School Student Advisory Board consists of two members of each grade who are elected by their classmates every September. An upper school student, whom the administration has deemed to have committed a major school infraction, as defined in the Handbook, may choose to have the case considered by the Student Advisory Board. The Student Advisory Board hears the case and recommends consequences and/or support for the student in violation of school rules. A student who has committed a major infraction may choose to go before the Student Advisory Board or have the administration determine the consequences. The Student Advisory Board is a recommending board only; disciplinary decisions are made by school administrators. The Student Advisory Board may also advise the Upper School administration on disciplinary policies.

VI. COMMUNITY EXPECTATIONS AND DISCIPLINE

A. Behavior Expectations

1. Lower School

One of the core values of St. Andrew’s Episcopal School is the commitment to providing a secure, caring, and safe environment where children and adults can experience the joy of belonging. The School fosters significant family commitment in an atmosphere of mutual regard and respect. Students are expected to behave with respect for others at all times; considerate conduct on the part of all members of the school promotes a safe, positive community. These behaviors encompass both social interactions and academic responsibilities.

Our students are introduced to the “Golden Rule” and taught what is right from an early age. Regular chapel services and ongoing classroom discussions provide context and structure for our students to understand and practice the “Golden Rule”: Do unto others as you would have them do unto you. While St. Andrew’s always reserves the right to exercise its discretion and make judgments in the best interests of the school community, the following represent the general policies on social and academic behavior expectations.

a. Minor School Infractions

The Lower School has procedures for disciplining students who disrupt the community or break school rules. The purposes of discipline are to have a student learn from their mistake and to promote a safe community. Minor infractions can include both social and academic behaviors that are impulsive, repetitive, and random. For minor infractions, a student may receive a warning from the appropriate divisional administrator, and his or her parent/guardian may be called.

b. Major School Infractions

Any student whose actions in the judgment of the school harm or jeopardize the safety, learning environment, or reputation of the school community in any respect may be suspended or expelled. Depending on the totality of the circumstances, St. Andrew’s may impose a sanction on the first occurrence or wait until subsequent occurrences. Major infractions can include both social and academic behaviors that are invasive, intentional, and targeted. Examples include, but are not limited to:

- Violation of school policy.
- Violence, threats of violence, or harassment.
- Appropriating, stealing, or willfully damaging the property of the school or another person.
- Cheating or plagiarizing, or knowingly abetting another student in cheating or plagiarizing.
- Severe or repeated disruption of a class or classes.

c. Procedure for Interventions and Consequences

The *Responsive Classroom* approach utilized at St. Andrew’s enlists the entire class in problem-solving when concerns arise, with the goal of establishing a safe learning environment. Homeroom and special subject teachers address problems following a series of developmentally appropriate interventions and consequences. The policy, procedure for interventions, and consequences are differentiated in-line with grade-level expectations for student behavior and consistent with our mission. While the school reserves the right to suspend or expel a student, these

responses are exercised in serious circumstances, or when other disciplinary measures have not resulted in a change in behavior. The School has full discretion in disciplinary matters pertaining to our students.

All faculty and staff will use the following strategies to help children develop self-control:

Intervention 1: Reminding and Redirecting

The first intervention and primary means of guiding students is using reminders and verbal redirections. We recognize that sometimes children will not follow the rules. When a minor infraction occurs, staff will speak directly and respectfully to the student about the behavior. Some students may need more than one reminder, but it is generally more effective to limit the number of reminders.

Intervention 2: Logical Consequences

Logical consequences help fix problems that result from children's words and actions when they break or forget rules. Logical consequences help children regain self-control, reflect on the minor infraction, and make amends for their mistakes. Logical consequences are not seen as punishments, but as additional forms of redirection. The three most common logical consequences are loss of privilege, in-class take-a-break, and "you break it, you fix it." After determining the most effective consequence the teacher follows up with the student to make sure he/she understands the reason for the logical consequence and come to a resolution on how to restore positive behavior.

Intervention 3: Student Reflection

If a student continues to have difficulty meeting classroom and community agreements after receiving a logical consequence, they will be asked to participate in a Student Reflection. This intervention occurs when a student has repeated minor infractions.

In preschool grades (PSI-PK), the student engages in a verbal reflection conversation with the teacher. The teacher notifies the parent that the student participated in a reflection and sends home a reflection form documenting the Minor School Infraction and corrective actions that can be taken in the future. The parent must sign the reflection sheet and ensure it is returned to school the following day.

In elementary grades (K-5), the student must complete a written reflection sheet. The reflection sheet will be sent home for the student to review with a parent. The parent must sign the reflection sheet and ensure it is returned to school the following day.

Upon returning the signed reflection sheet, the teacher and student will discuss the disciplinary concern and collaboratively identify actions the student can take to prevent the issue from reoccurring.

If a student accumulates three reflections for repeated minor infractions, the school will initiate a student behavior contract. The behavior contract is a formal agreement outlining specific expectations, supports, and consequences to address the student's behavior patterns. The goal of the behavior contract is to provide structured guidance and clear expectations to help the student improve their behavior.

Intervention 4: Administrator Support

If a student continues to be disruptive despite all measures taken in Intervention Steps 1-3 or a major infraction occurs, the divisional administrators will be notified. A member of the administrative team or front office will come to the classroom to provide assistance, with the goal of getting the student back on track and returned to the classroom as soon as possible. This may involve escorting the student to the office. The purpose of the removal is to help the student regain self-control, problem-solve, plan and rehearse how to re-enter the class and understand how to deal with similar situations in the future. The appropriate administrator and/or teacher will contact the student's parent(s) following this intervention.

(Note: It may be appropriate to skip earlier interventions and go directly to Intervention 4 for a serious or unsafe behavior issue.)

Intervention 5: Student Behavior Contract

These interventions to promote self-control may not be enough for some children to be successful. In such cases, behavior contracts will be developed and implemented. The school may include the help of families, teachers, specialists, and community agencies in this process. Behavior contracts will identify specific strategies and interventions to help the child develop self-control. These plans will be linked to a timeline and actionable goals, in addition to being reviewed and revised on an individual basis.

d. Faculty and Staff Communication of Decisions

After major school infractions have occurred, the Lower School faculty and staff will be informed at a faculty meeting where facts of the situation will be presented.

e. Online Conduct

At St. Andrew's, we strive to foster a safe and respectful learning environment both within and outside the school premises. We believe that students' conduct, whether online or off-campus, should reflect our school's behavioral expectations and values. Therefore, this policy outlines our approach to investigating and addressing student misconduct that occurs off-campus, outside school hours, and online.

Online Conduct:

1. School-Related Platforms: Students are expected to adhere to the same behavioral expectations while using school-related platforms, including email systems, learning management systems, and other digital tools provided by the school.

2. Group Chats, Message Boards, and Social Media Pages: Students' online conduct on group chats, message boards, and social media pages should align with our school's values. While we respect the students' rights to express themselves, any behavior that undermines the well-being or reputation of individuals or the school community may be subject to investigation.

3. Off-Campus and Non-School Sanctioned Platforms:

Limited Disciplinary Oversight: While we encourage students to demonstrate responsible behavior at all times, we recognize that matters of student conduct occurring off-campus and on non-school sanctioned platforms outside of school hours fall primarily under the domain of parental intervention.

Reporting and Support: We strongly encourage parents and guardians to inform the school administration if off-campus misconduct significantly impacts the well-being, safety, or educational environment of our students. We are committed to providing appropriate support and guidance to help address such incidents.

2. Middle and Upper School

Students at St. Andrew's are expected to behave with respect and consideration for others at all times. Respectful, considerate conduct on the part of all members of the school promotes a safe, positive community. The same high expectation for student behavior applies whether on campus, off-campus, or on school sponsored trips. While St. Andrew's always reserves the right to exercise its discretion and make such judgments as it deems to be in the best interests of the school community, the following represent the general policies on behavior expectations.

a. Minor School Infractions

The Middle and Upper Schools have procedures for disciplining students who disrupt the community or break school rules. The purposes of discipline are to have a student learn from his or her mistakes and to promote safety and respect. For minor infractions, a student may receive a warning from the appropriate divisional administrator, and his or her parent/guardian may be notified by email or phone call. Minor infractions include but are not limited to:

- **Tier 1 Infractions:** being tardy to class, misusing technology, riding the elevator without permission, skipping lunch duty (Upper School), cutting in the lunch line.
- **Tier 2 Infractions:** being sent out of class due to disruptive behavior, or being off campus without permission, skipping class, Chapel, Morning Meeting, or Assemblies, being out of dress code, being disrespectful in interactions with a peer or faculty/staff member, parking on campus without permission or in a restricted off-campus area (Gowrie Court), reckless driving, or misusing technology (i.e. playing computer games during class or using a cell phone or earphones when not authorized).

When an infraction occurs, administrators will speak with the student and record the infraction, informing the student's advisor and Dean and the appropriate divisional administrators (Assistant Head of Middle School, Upper School Dean of Students, or Assistant Head of Upper School)

In the **Middle School** any of these infractions may result in one or more of the following results: a warning from the appropriate divisional administrator, a student's parent/guardian being notified, detention being served typically during recess, in-school suspension, or suspension. At the discretion of the administration, the student may be placed on disciplinary concern or probation for a defined or indefinite period of time. Disciplinary concern means that the student must be on their best behavior and be a good member of the community as small infractions may merit more serious consequences such as suspension. Disciplinary probation means that the student must be on their best behavior and be a good member of the community as small infractions may merit more serious consequences such as the school starting a discussion to determine if St. Andrew's is the right school for the student to attend.

In the **Upper School** students may receive consequences based on the *number* and *type* of infractions:

If a student accumulates three Tier 1 infractions or one Tier 2 infraction in one trimester, students will receive an after school detention, which runs Monday through Friday from 3:25 – 3:55pm. (Three tier 1 infractions equal one Tier 2 infraction.) Detention takes precedence over any other student commitments (including sports practices, club meetings and performing arts rehearsals). Students who have a game on the day of an assigned detention must serve it the following day.

If a student accumulates nine Tier 1 infractions, three Tier 2 infractions or a combination of either in one trimester, the student's lunch period will become a proctored Study Hall for three consecutive days (starting on the Monday of the following week). In addition, students will meet with the Upper School Dean of Students or the Assistant Head of Upper School, Advisor and parent to discuss behavior and the school's concerns and create an action plan on how to improve behavior, which will repair the relationship with the School and/or any individual who may have been disrespected or harmed by the student's actions.

b. Major School Infractions

Any student whose actions in the judgment of the school harm or jeopardize the safety, learning environment, or reputation of the school community or any of its students in any respect may be suspended or expelled. This includes actions that occur off-campus and/or outside of normal school hours. Depending on the totality of the circumstances, St. Andrew's may impose a sanction on the first occurrence or wait until subsequent occurrences. For major infractions, a student's parent/guardian will be notified. Examples include, but are not limited to:

1. Using words, phrases, actions, symbols that demean, dehumanize, devalue others.
2. If a student distributes, uses, possesses, or is under the influence of alcohol or illicit drugs, or possesses alcohol or drug paraphernalia during the school day; on school grounds; while participating in any school activities, trips, or programs; or while representing the school in any capacity.
3. Violation of the school's smoking and vaping policy. (see pg. 73)

4. Violence, threats of violence, possession of weapons, harassment, or bullying. (see pg. 73).
5. Appropriating, stealing, vandalizing, or willfully damaging the property of the school or another person.
6. Cheating or plagiarizing, or knowingly abetting another student in cheating or plagiarizing. In addition, the student will receive a failing grade on the work involved and will not be allowed on the honor rolls for that trimester.
7. Unexcused absence from school or a class, leaving campus without proper permission from the school, repeated unexcused absence from a class or classes, or severe or repeated disruption of a class or classes.

The administration of St. Andrew's retains sole discretion and authority in disciplinary situations and decisions. The school reserves the right in all circumstances to take such actions as it deems necessary to protect the welfare of its students and the best interests of the school, which may include taking or electing not to take disciplinary action in addition to or instead of those enumerated above or in other parts of this Handbook. A student's attendance at St. Andrew's is a privilege and not a right.

3. Automobiles: Safety and Parking

a. Safety

Driving to and from school is a privilege. To assure maximum safety by minimizing the flow and speed of traffic on and off campus, each student must comply with the following rules to retain the driving privilege.

1. Only seniors who have completed their community service requirement for 10th and 11th grade may park on campus.
2. Automobiles are to be used as transportation to and from school only. Once students drive onto school property they must park their cars and not drive off campus until they have completed their last school activity, except for seniors who have attained the senior off-campus privilege.
3. Students must refrain from unreasonable driving behavior that may endanger or inconvenience others. A driving or parking violation will result in an after school detention and a loss of parking privileges for 20 consecutive school days. A second driving violation will cause the student to lose driving privileges for the remainder of the school year. Please see parking violations.
4. Students may enter and exit the campus only at Postoak Road.

b. Student Parking

Due to the limitation of student parking spaces, students are encouraged to carpool with another driver whenever possible. Only seniors may purchase a parking sticker from the Upper School Dean of Students, prior to parking on campus. Approved seniors will park in Lot C. A parking sticker will be issued only if Community Service hours and corresponding paperwork are up to date and have been approved by the Upper School Chaplain. There will be no exception made for sophomores or juniors to park on campus at any time.

Students are discouraged from parking in the neighborhood. If a student must drive to school and does not qualify for on-campus parking, the student must adhere to the guidelines listed below:

- Park in a legal space
- Be courteous to neighbors
- Do not park on Gowrie Court

Violation of any of these guidelines will result in an after-school detention. A second violation will result in an after-school detention and the student being placed on disciplinary concern. Further violations will be considered willful disobedience and may result in suspension.

c. Student Parking Lot

No student may go to any car during the day without permission of the appropriate division administrator.

d. Parking Violations include:

1. Parking an unregistered car on campus
2. Parking in any non-student parking space on campus during the school day
3. Parking in any fire lane, along a yellow painted curb, or where yellow cones are set out along the curb

4. Food

Lower School students may not bring breakfast to eat in the classroom before the start of school. Please have your child finish eating breakfast before entering the building.

Due to health regulations and the general need for cleanliness in the school, lunch should be eaten in the dining hall. Upper School students should not attend Lower/Middle School lunch. All students should remain in the dining hall until announcements and grace have finished (occasionally, a faculty member may sponsor a luncheon meeting elsewhere). Students are expected to eat the school-provided lunch. If there is a reason that a student cannot eat the school-provided lunch, parents should work directly with Sage and the appropriate division administrator to find a suitable solution. Juice, bottled water, and snacks are for sale throughout the day in the vending machines in the snack room. However, snacks are not a substitute for lunch and therefore are not allowed in the dining hall at lunchtime. Students are expected to clean up after themselves in the snack room, the dining hall, and elsewhere on campus. Students may not sell food or other items for personal profit on the school campus, but bake sales and other fundraising activities are allowed with the approval of the appropriate division head. Gum chewing is not allowed at school. Students may not have food delivered to them from an outside vendor during the school day.

5. Lockers

The Fire Code dictates that book bags, athletic bags, and other items may not be left in the hallways during the school day. To store possessions, each student in grades six through twelve is assigned his or her own locker and lock. Grades three, four and five will have a cubby in their primary classroom. No locks not approved by the school may be used, and lockers may not be exchanged or added without permission of the appropriate division administrator. The school requires that each student lock his or her locker at all times, and the combination of the lock on a student's locker must be recorded in the appropriate divisional office. The school administration retains the right to inspect a student's locker at any time. Items left in the hallway may be confiscated or taken to the lost and found.

6. Lost and Found

Student clothing and athletic equipment should be labeled with a student's name. Notebooks and textbooks should be labeled in permanent marker. Purses and wallets should have names in them and should not contain items of value. Lost clothing of any type will be placed in a bin in the snack room. The clothing not claimed from the lost-and-found will be given to charity at the end of each trimester.

While St. Andrew's is vitally concerned with the honesty and integrity of its students and will endeavor to promote a trusting atmosphere, each student must take responsibility for the care of his or her possessions. Items of value should be locked in a locker or not brought to school.

7. Mobile Devices /Distraction from Academic Focus

To ensure that students make the most of their academic time at school, distractions such as computer games, social networking sites, and instant messaging are never allowed on school computers. Personal listening devices with headphones (excluding cell phones) may be used only in the library from 8:40am to dismissal.

Lower School

In the Lower School, children are welcome to bring books and educational items related to their classroom studies to school. However, we kindly ask that toys, cell phones, electronic devices, wearable technology (smartwatches, fitness trackers, VR headsets, smart jewelry, web-enabled glasses, and Bluetooth headsets), or other electronic personal belongings be left at home unless specifically requested by the teacher. If a child needs a smartphone or smartwatch to communicate with parents/guardians during the commute to or from school, these devices must remain in their backpack or classroom cubby throughout the school day.

Middle School

In the Middle School, use of cell phones is not allowed during the school day. At the start of school, Middle School students' cell phones will be collected by their advisor in the morning and stored in the Middle School Office for pick up by the student at 3:40 p.m. All middle schoolers must store their cell phones in the Middle School Office from 8:45 a.m. to 3:40 p.m. Any middle schooler whose phone is seen or heard during the school day will have the phone confiscated by a faculty member and taken to the Middle School Office. It is the student's responsibility to remember to pick up their phones before leaving school. Students may use a phone in the Middle School Office if they need to contact parents.

Smartwatches can be worn but not used. Any middle schooler who uses their smartwatch for any other purpose than a watch will have the watch confiscated by a faculty member and taken to the Middle School Office. It is the student's responsibility to remember to pick up their smartwatch before leaving school.

Headphones are only permitted to be worn, visible, and used when actively working on laptops. Students are not allowed to walk around campus with headphones visible.

Violations of the mobile device policy may result in a confiscation of the mobile device, a conversation with parents, and/or other consequences as given by the Middle School administration.

Upper School

In the Upper School, between the start of Upper School morning meeting and after the conclusion of the last scheduled class (8:40 a.m. - 3:15 p.m.), mobile devices and smartphones are not allowed to be heard, used, or seen in any indoor or outdoor area on campus without permission from a teacher, advisor, administrator, coach, or staff member.

Smartwatches can be worn but not used.

Headphones are only permitted to be worn, visible, and used when actively working on laptops. Students are not allowed to walk around campus with headphones visible.

Violations of the mobile device policy are considered a Tier 1 violation.

8. Student Center/ The Quad/ Bruder Garden/Brumbaugh and Hope Field Behavior

Upper school students may choose to go to the Student Center, the quad, or Bruder Garden during break and their free period (9th graders have a proctored study hall) as well as before and after school. Middle School students may go to the Student Center, the quad, or Bruder Garden during free time throughout the day, but may not go to these areas after 4pm without permission from the Extended Day proctor. Students are required to know the school schedule, so they are not late to class, and may face consequences for being late to class. Students who use these areas are to be respectful of fellow students and teachers also using these common areas as well as visitors to the campus. Students should demonstrate respect through courteous behavior and by maintaining neat common spaces. Behavior consistent with our community values is expected at all times or may result in a loss of privileges.

9. Playground Use

All playgrounds are reserved for use by enrolled students from 7:45 a.m. - 6 p.m. Monday through Friday. Enrolled students who have dismissed for the school day or siblings not enrolled at St. Andrew's may not use the playgrounds during these designated times.

10. Library Behavior

Students who have a free period are expected to be quiet and respectful of fellow students and teachers when working in the library or in a hallway. If a student chooses to break this expectation the following will occur:

1. First infraction: Sent by teacher/librarian to appropriate division administrator to be warned.
2. Second infraction: Sent to appropriate division administrator and parent will be called.
3. Third infraction: After School Detention
4. Fourth or further infractions: Treated as willful disobedience with disciplinary concern or possible suspension or expulsion depending on student's previous discipline history.

Middle School students who have a reduced course load will spend their study hall with the Director of Learning Support.

11. Ninth Grade Guided Study Hall

The ninth grade year presents new challenges to students. It is imperative that students learn time management, as they have longer days at school due to athletics and arts commitments. In order to assist students to learn this skill, all ninth graders are required to attend study hall during their "free" periods. This structure will help students to balance their time and complete all necessary work.

12. Posters

All posters/signs must have the appropriate division head's approval to be hung in the hallways. There should be no more than 5 posters to advertise any one activity. These posters/signs should be no larger than 36 inches by 36 inches.

13. Dress Code

Lower School Dress Code

Students in kindergarten through Grade 5 are required to follow the St. Andrew's School uniform guidelines.

Information for ordering from our providers is listed below.

Lands' End www.landsend.com/school;

1-800-469-2222; Preferred School Number: 900088725

OR

FlynnO'Hara Uniforms www.flynnohara.com

Randolph Shopping Center
12221 Nebel Street
Rockville, MD 20852

PLEASE NOTE: Only items that require the school logo (shirts, sweaters, sweatshirts) need to be ordered from Lands End or FlynnO'Hara. Other items (pants, skorts, socks, shorts, etc.) may be purchased elsewhere as long as they are similar in color and style to those described in the uniform guidelines.

Families who receive financial aid should contact their Division Head, Jordan Love (jlove@saes.org) regarding uniform purchase if financial assistance is needed.

St. Andrew's plaid is "Classic Navy Large Plaid" at Lands' End and "Navy & Red Plaid" at FlynnO'Hara

The following uniform guidelines have been established for students in Kindergarten through Grade 5.

Shirts	Red or white short or long sleeve polo shirt with SAES logo White short or long sleeve Peterpan collar blouse Spirit wear shirts from the School Store
Pants/Shorts	Navy or khaki slacks, trousers, or chino/walking shorts Leggings may not be worn on their own Solid navy, black or gray leggings may be worn under a skirt, skort or jumper No athletic shorts or sweatpants unless it is a designated spirit day
Skorts/Skirt	SAES plaid, khaki, or navy skort/skirts
Jumper	SAES plaid jumper with white short or long sleeve Peterpan collar blouse or white polo shirt
Tights	White, navy, gray or red solid tights
Sweater	Red cardigan with SAES logo Red V-neck or quarter zip pullover with SAES logo Gray zip front sweatshirt with SAES logo Red fleece jacket with SAES logo SAES sweatshirt or fleece from the School Store Only SAES sweatshirts and hoodies may be worn during the school day
Shoes	Non-skid, closed-toe leather shoes or athletic shoes in any color No novelty shoes (roller shoes, etc.)

DRESS UP DAYS:

On designated dress up days, the attire requirements for Kindergarten through fifth grade include the following:

- A white or blue button-down shirt and a tie, pants, white, navy, or red crew socks or knee socks, and appropriate shoes. SAES plaid jumper or SAES plaid skort or navy or khaki pants paired with a white button-down shirt or Peterpan collar blouse, and appropriate shoes.
- No SAES or other polo shirts, sweatshirts, shorts, athletic wear, or sneakers allowed on dress up days.

Students may bring sneakers to change into after the Chapel service on a dress up day.

SAES SPIRIT DAYS

Spirit Weeks occur throughout the school year. There are various themed days which allow students to be out of uniform (ie., pajama day, jersey day, etc.). On specific SAES Spirit Days, students are encouraged to wear non-uniform St. Andrew's apparel, including SAES athletic shorts and sweatpants. Items from the School Store are allowed. The standard uniform is always allowed on all Spirit Days.

USED UNIFORMS:

Throughout the year, Lower School families donate gently used uniforms that their children have outgrown. Families are encouraged to help themselves to items that fit. Email Cyndi McKnight at cmcknight@saes.org if you have any questions..

OTHER DRESS GUIDELINES:

- All clothing must be neat and clean.
- All shirts and blouses can be worn untucked as long as the shirt length does not go past the hips.
- Shorts may not be worn during the second trimester.
- Ripped, frayed, patched, paint-splattered or cut clothing is never allowed.
- Shoes must be closed-toe, appropriate for school, and worn with socks. No Crocs, wheelies, flip flops, or slides.
- Skirts/skortts must fall approximately four inches above the top of the kneecap or longer.
- Hairstyle and color, jewelry, and accessories must not be distracting to the student or the learning environment.
- All outerwear must be labeled with the student's name.
- Students may not wear outerwear, such as jackets and hats, during the school day in the building, with the exception of the items listed under "Sweater" in the uniform guidelines.

Please contact Cyndi McKnight at cmcknight@saes.org if you have any questions.

Middle School and Upper School Dress Code

St. Andrew's Middle and Upper School dress code reflects the school's commitment to uphold each person's dignity, identity, and belonging. St. Andrew's supports a range of student choice and expression, and expects all students to dress in a neat and presentable manner that authentically and respectfully represents themselves. Student dress should promote an inclusive learning community and demonstrate students' pride in themselves and their school.

This policy outlines what is appropriate for students to wear during the school day and for special event days. Please note that students are expected to abide by both the letter and spirit of the dress code.

Administrators and faculty members will treat students with dignity and respect when addressing dress code questions and violations. The Upper School Dean of Students and the Assistant Head of Middle School will normally make final decisions regarding appropriateness of student dress. If students are deemed out of dress code, they may be asked to change before they are allowed to attend class. Repeated dress code violations may result in disciplinary action. In order for a student to adhere to the dress code, a parent, guardian or family member may be required to bring a change of clothing to school.

Regular Dress

Clothing must cover from shoulder to at least mid-thigh and be in good repair. Clothing styles and shoes that look worn, torn or have rips, frays, or other signs of distress are not permitted. Undergarments must be fully covered and not visible.

- Acceptable tops include:
 - Any patterned, plain, striped, or St. Andrew’s
 - polo shirt
 - button-down shirt
 - basic sleeve top/t-shirts
 - sweaters
 - Any official St. Andrew’s spirit wear top, including shirts from the school store, SGA, athletics, admissions, etc. **Graphic t-shirts other than St. Andrew’s are not permissible unless worn beneath a top that is within the dress code.**
 - Any college or St. Andrew’s sweatshirts. Plain sweatshirts are also acceptable as long as they do not have pictures/emblems/logos/letters bigger than 3”x 3” in size.
- Acceptable bottoms include:
 - Any color chinos, slacks, or trouser pant, jeans, linen and corduroy pants
 - Any color walking shorts that are mid-thigh length
 - Any patterned, plain, or striped skirt that is of an equivalent length as shorts
 - Shorts, leggings, or tights are permitted under the skirt
- Acceptable dresses include:
 - Any non-athletic, non-athleisure, non-lounge dress that is plain or patterned and is the same length as shorts. Dresses with bare shoulders or spaghetti straps should be covered by a sweater at all times.
- Acceptable footwear includes sneakers, dress shoes, loafers, non-athletic sandals, boots.
- St. Andrew’s team jerseys may be worn by team members on game days to show school spirit. Team jerseys must be worn with bottoms that are in dress code.

Dress Up Days

Clothing must cover from shoulder to at least mid-thigh and be in good repair. Clothing styles and shoes that look worn, torn or have rips, frays, or other signs of distress are not permitted. Undergarments must be fully covered and not visible.

Students must remain in dress up day clothes for the entire academic school day.

- Tops: Button-down shirt (tucked in) and tie; Blouse
- Bottoms: chino or dress pants, dress slacks, or skirt
- Dresses that follow the guidelines above may be worn. Dresses with bare shoulders or spaghetti straps should be covered by a sweater at all times.
- Footwear: dress shoes, sneakers, loafers, dress sandals, or boots
- No athletic clothing (including sweatshirts), shorts or other casual clothing may be worn on dress up days.

Half Day/Dress Down Days/Final Exam Dress

Clothing must cover from shoulder to at least mid-thigh and be in good repair. Clothing styles and shoes that look worn, torn or have rips, frays, or other signs of distress are not permitted. Undergarments must be fully covered and not visible.

- On these days students are allowed to dress down. Acceptable clothes include T-shirts, sweatshirts, athletic wear, sweatpants, sport shorts, sport leggings, warm up pants, as well as clothing permitted on “regular” dress days.

Inappropriate Clothing

- Clothing with explicit or offensive logos, words, or symbols. This includes but is not limited to clothing that advocates violence, sexual innuendos, or the use of drugs, including alcohol and tobacco.
- Hats and hoods should not be worn inside. Religious, cultural, and medical headwear is permissible.
- Sunglasses or other face coverings, except for medical reasons.
- Sleepwear or pajamas, athletic and lounge wear clothing (including but not limited to crop tops, tank tops, and spaghetti strap shirts, sweatpants, sweatshorts, leggings, joggers, sport shorts, and warm up pants), non-St. Andrew's and non-college sweatshirts with pictures, images, words, or logos larger than 3" x 3", except where approved for athletic participation, or during half day/final exam days.
- Flip flops, slippers, athletic-like slides, foam or plastic shoes (e.g Crocs).

14. Senior Privileges

a. Senior Off-Campus Privilege

Each senior agrees to follow the guidelines stated below. A parent must also sign the Off-Campus Privilege Contract to establish and define their child's off-campus privilege.

1. Only seniors are eligible for the off-campus privilege. Seniors must have completed their Community Service requirements for 10th and 11th grades.
2. Each senior is allowed to leave campus one time each week during the academic school day, 8:40 a.m. to 3:15 p.m.
3. Seniors are expected to attend all school commitments, which include assemblies, advisor periods, class meetings, Chapel, classes and lunch.
4. Every senior must sign out, sign in, and be on time to their next school commitment.
5. Seniors may lose the off-campus privilege if behavior off-campus reflects poorly on the school.
6. Forgetting to sign out or sign in or returning late to school will result in the loss of off-campus privilege for one trimester or its equivalent (11 weeks) and one day suspension.
7. Seniors must leave and return to campus via the Postoak Road entrance.
8. Seniors must drive responsibly on and off campus.
9. Seniors may only drive vehicles belonging to their own family.

15. Tobacco Products

St. Andrew's does not condone the use of tobacco or e-cigarettes. There will be no smoking, vaping, or chewing tobacco by students or adults at any time on campus or at school-sponsored events. Students may not use or possess tobacco or e-cigarette products or paraphernalia at any time within the designated area as defined by the following street boundaries:

North and Northwest:	Postoak Road and Bunnell Drive
Northeast:	Victory Lane
Southeast:	Harker Drive
Southwest:	Tuckerman Lane

Violation of this policy may result in suspension.

B. Safety & Security Policies

1. Harassment, Bullying and Sexual Harassment Policy

a. General Harassment Policy

St. Andrew's is committed to the creation and maintenance of a learning and work environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of harassment and intimidation. St. Andrew's believes that diversity contributes to the strength of our community. We value the respect and understanding that emanate from and support this diversity. In order to ensure an environment of mutual respect and sensitivity, it is important that every member of the community recognizes certain guidelines for appropriate behavior.

Students and other members of the school community are expected to exercise good taste, good judgment, and genuine concern for others in all interpersonal relationships. Behavior that is disrespectful of others is inappropriate and unacceptable. This includes teasing, exclusion, intimidation, derogatory statements, discriminatory or hateful comments or actions, and physical harm (e.g. hitting, shoving, etc.). This policy includes student behavior on or off the school grounds, at any school function or event, wherever that function might occur, and student communication through electronic means (e.g. texting, email, social media, etc.).

Harassment of any kind is considered a major school infraction and will be treated as such. (See Major School Infractions, Sec. VI, A)

b. Bullying

When a child or group of children engage in teasing, name-calling, put-downs, gossip, exclusion and similar types of harassment in an aggressive, intentional, and repetitive way, it is considered bullying. Bullying can be physical, emotional, verbal, or relational and can occur through a variety of modes (e.g. in person, writing, electronic communication). Bullying often involves an imbalance of power (social or physical). Bullying is considered a major school infraction and will be treated as such. (See Major School Infractions Sec VI, A) Aggressors and targets of bullying may be offered or required to seek counseling as part of resolving the problem.

Students, parents, and school staff are encouraged to report incidents of harassment and suspected bullying quickly to a divisional administrator. Retaliation of any kind against a person who reports an incident of harassment or suspected bullying is also a major school infraction and will be treated as such.

c. Sexual Harassment Policy

Sexual harassment, defined as inappropriate and/or unwanted attention of a verbal or physical nature regarding sexual behavior, gender, and/or physical appearance. will not be tolerated, in any form, at St. Andrew's, regardless of the degree to which the person harassed is offended.

This policy recognizes that sexual harassment can be directed not only from one student to another, but also from an adult to a student, a student to an adult, or an adult to another adult, and may be directed at individuals of the opposite or the same sex. The policy includes behavior on or off the school grounds and at any school function or event, wherever it may occur, including electronically.

Sexual harassment could take many forms including but not limited to::

1. Demeaning and/or offensive gestures, jokes, name calling or comments
2. Unwelcome sexual advances, propositions, or ultimatums
3. Requests for sexual favors
4. Unwelcome or offensive touching, including deliberate brushing up against or bumping into someone
5. Unwelcome and excessive comments about another's anatomy, appearance, or sexuality
6. Spreading false rumors or accusations about sexual encounters
7. Obscene communication, including inappropriate or suggestive sounds, drawings, signs, or gestures, however conveyed, including via technology

If a student believes that he or she or a fellow student has been sexually harassed, he or she should report orally or in writing to an adult (e.g., parent, teachers, coach, advisor, Chaplain, School Counselor, or divisional administrator). The matter will then be referred to the appropriate division head. If the complaint is against an adult, the matter will be referred to the Head of School and pursued in accordance with the policy set forth in the Employee Handbook.

If a teacher or other employee of the school believes that a student has breached this policy, he or she will report the incident to the appropriate division head.

Retaliation of any kind against a person who reports an incident of sexual harassment is also a major school infraction and will be treated as such.

2. Alcohol and Drug Policy

The use of alcohol and illicit drugs by young people are serious problems in society today. The school considers alcoholism and drug abuse to be treatable diseases and encourages those experiencing these problems to seek professional help. The school can assist, if requested, in locating treatment and by providing a supportive environment before, during, and after treatment. If the student has not committed a major infraction of school rules, the school will not expel a student who proactively acknowledges such problems and seeks treatment. However, possession of, being under the influence of, or dealing of drugs at St. Andrew's will result in immediate disciplinary action, including possible expulsion from school.

As a member of the Washington Metropolitan Area Community of Concerned Schools, we expect:

- All enrolled families to be knowledgeable about their school's prevention policy on alcohol, tobacco and other drug use as laid out in the school handbook and to support the rules of the school and the laws of the state
- All parents to honor the school's substance abuse policy when sponsoring private off-campus parties
- All students to be accountable for their behavior and answerable to their own school policies on and off-campus
- All schools to inform each other of students who are involved in alcohol, tobacco or other drug use while visiting another school's campus or school-sponsored activity.

The St. Andrew's proactive program to counter alcoholism and drug abuse is composed of four approaches.

I. A student using alcohol or other drugs asks for help:

- a. An appropriate divisional administrator acts as the “point person.”
- b. The “point person” will:
 - Provide the student with information about various support groups.
 - Work with the individual to talk to parents.
 - If appropriate, work with a treatment center or doctor to supply academic work while the student is unable to attend school.
 - Work with the student to re-enter St. Andrew's as smoothly as possible.

II. An individual is concerned for the well being and health of a student at St. Andrew's due to alcohol or other drug use:

- a. The concerned individual goes to an appropriate divisional administrator and explains the concern.
- b. The “point person” records the concern, but may not act on the concern of one individual.
- c. If several members of the community voice their concern about an individual, the “point person” will speak with the Division Head or other administrator who will:
- d. meet with the parents and student; and
- e. ask the parents to have the student drug tested (unless the individual has admitted drug use and treatment has been put in place.) The school may require a family to provide drug test results to the school in order for the student to remain in school.

IV. If a student is in possession of, under the influence of, or dealing drugs or alcohol (or paraphernalia related to drugs, vaping, or alcohol)at school:

- a. The matter is referred to the Division Head or other administrator.
- b. There will be disciplinary action including possible expulsion from school.
- c. Even if a student is expelled for involvement with alcohol or other drugs, the school will offer aid to the parents in locating appropriate treatment for the student and will offer aid to the student in enrolling in a new school.

If a student is suspected of possessing or using drugs, alcohol, or vaping on campus, the school reserves the right to investigate and search.

3. Suicidal Ideation and Self-Harm

The school takes, seriously, all threats or expressions of self-inflicted harm and acts with the best interests of the student and the community in mind. If a member of the school community learns of a student’s expression of intent to inflict harm to him or herself, such information should be forwarded directly to an available administrator or dean who responds immediately and confidentially. The school counselor is notified, and the student remains in the company of school personnel until a parent or guardian assumes custody of the student. The school requires written documentation from a licensed, practicing psychiatrist and any other mental health professional providing treatment that the student is not at risk of harming him or herself before the student may return to school.

In seeking to maintain a safe community for all its members, the school offers a range of student support services. The school offers the services of a school counselor and school Chaplain scheduled through the appropriate division head, or by contacting the counselor directly.

4. Threats and Violence

St. Andrew's seeks to maintain a safe community for all its members. Therefore, violence and threats of violence – including the possession of weapons or incendiaries (including look-alikes) and/or threats of using weapons or

incendiaries – are unacceptable actions at St. Andrew's, whether such actions occur on or off campus. The school's administration will assess what disciplinary action any threats or violent behavior warrants. Additionally, the definition of what constitutes a weapon or incendiary will be determined by the school administration within the context of a given incident.

Such actions may result in the suspension or expulsion of the student involved. In addition to any other requirements that the school expects, the school reserves the right to require assurance from a licensed, practicing forensic psychiatrist of the school's choosing and at the cost of the student's family that the student is not at risk of harming him or herself or another person before a student returns to school. Such assurance does not obligate the school to allow the student in question to return to school. The school will make such decisions based on its determination of the best interest of the school community.

C. Faculty Communication of Decisions

Upper, Middle and Lower Schools

After major school infractions have occurred, the faculty will be informed of the facts of the situation.

D. Responsibility for Legal Costs

A party who unsuccessfully sues the school bears the legal costs of the school.

E. Trip Attendance

No student may attend an off-campus trip if they are on a financial hold unless they have a plan for resolving the issue with the business office at least 30 days prior to the trip.

F. Emergency Management Plan

St. Andrew's has an Emergency Management Plan. For details contact the Director of Operations.

VII. ATHLETICS

A. St. Andrew's Episcopal School Athletic Philosophy

St. Andrew's Episcopal School's athletic philosophy stems from the school's mission. Athletics is one of the four pillars of our institution, and it is meant to complement our academic, arts, and spiritual pillars. St. Andrew's is a member of the Independent School League and the Mid-Atlantic Conference, and our athletic program is essential to the life of the school and the wider community which it supports. Teamwork, the building of community and school spirit, a healthy work ethic, sportsmanship, spiritual growth, physical development, and respect are some of the outgrowths of our program. Competition and the pursuit of excellence influence our athletic program; however, the pursuit of self-improvement of the student-athlete is a higher goal, and the program is inclusive of boys and girls of varying skill levels. The athletic program, open to students in grades six through twelve, helps students build a sense of self-esteem and community through teamwork and individual accomplishment. Students learn skills and strategies of the games, and participation in the athletic program encourages good sportsmanship, responsibility, and time management skills.

B. Athletic Requirements

All third, fourth, and fifth grade students participate in daily physical education during the school day as part of the curriculum.

All sixth through eighth grade students participate in the Middle School athletic program. Students participate in a team sport or dance each trimester. Some Middle School team sports will have two teams, an "A" and "B" squad determined by skill development. An Upper School student must participate in at least one team sport or physical education activity during the school year. In addition, all students in grade 9 or 10 must participate in a second sport or physical education activity or have a leading role in a school play. Upper School students may participate in more than the required number of sports during the school year and are encouraged to do so. Upper School student applications for outside contracts to fulfill the physical education graduation requirement may be arranged through the Athletic Director. A student may not receive credit for an outside sport that is offered at St. Andrew's.

Students who participate in the school athletic program are expected to make a sincere and complete commitment to their teams. Team members are expected to follow school and team rules and to fulfill team attendance and promptness requirements. Students and their parents should carefully consider the demands of teams or programs before joining. All student-athletes are expected to follow the St. Andrew's Athletic Policy, stated below, that outlines expectations to be met for the student-athlete to receive athletic credit for participation in a team sport or outside contractual PE activity.

Each student-athlete **must** have emergency and medical forms documenting an annual checkup filled out prior to any participation in practices or games. These forms are sent out every summer and are available online through the school's website.

C. Fall Pre-Season Athletic Expectations

Athletics is a discipline which requires an individual and a team to work on developing skills, coordination with teammates, physical and mental conditioning, an understanding of game strategies and the ability to implement said strategies. This can best be achieved through consistent practice and teamwork.

The athletic program is divided into three distinct seasons. Each season has its own challenges. One of the fall season's challenges is to prepare athletes both physically and mentally in a limited time period at the end of the summer before competitive games commence.

Expecting Upper School student-athletes to participate in pre-season training is valuable for safety and skill development. Our leagues' schedules demand competition in the first week of September. Adequate conditioning has been proven to deter certain kinds of injuries. Advancing one's physical and mental skills also increases the likelihood of avoiding potentially injurious situations and enhances individual and team confidence and performance.

Fall pre-season practice for Upper School varsity teams begins two weeks before Labor Day. (Pre-season training for winter and spring seasons is already included in the school calendar.) It is expected that students wishing to participate in varsity fall sports at St. Andrew's will be present for this two-week training period. For the 2022-2023 school year, fall pre-season practice can begin as early as Saturday, August 20.

Any Upper School student-athlete having an extenuating circumstance, which prohibits him or her from participating in this two-week training period must inform the sport coach and the Athletic Director prior to this training period. The sport coach and the Athletic Director will meet to determine the student-athlete's eligibility for the fall season sport.

D. 2025-2026 Sports Offerings

<u>Fall Sports</u>	<u>Winter Sports</u>	<u>Spring Sports</u>
Cross Country Boys & Girls (Varsity, JV, MS)	Basketball, Boys & Girls (Varsity, JV & MS)	Baseball, Boys (Varsity, JV & MS)
Soccer, Boys & Girls (Varsity, JV, MS)	Wrestling, Boys & Girls (Varsity & MS)	Lacrosse, Boys & Girls (Varsity, JV & MS)
Golf, Boys & Girls (Varsity)	Swim & Dive Boys & Girls (Varsity, JV & MS)	Softball, Girls (Varsity & MS)
Tennis, Girls (Varsity, JV & MS)	Indoor Track & Field, Boys & Girls (MS, Varsity, non-credit)	Tennis, Boys (Varsity, JV & MS)
Volleyball, Girls (Varsity, JV & MS)	Equestrian, Boys & Girls (US & MS)	Track & Field, Boys & Girls (Varsity & MS)
Equestrian, Boys & Girls (US & MS)	Flag Football (MS) Boys & Girls (MS)	Equestrian, Boys & Girls (US & MS)
PE: US Fall Fitness US Dance Troupe	PE: US Winter Fitness	PE: US Spring Fitness US Dance Troupe

E. Athletic Facilities

St. Andrew's Episcopal School athletic facilities include:

Brumbaugh Field (soccer & lacrosse field)
Hope Field (soccer & lacrosse field, baseball diamond, and softball diamond)
Fitness Center
Girls' and boys' locker rooms
Dance Studio (also used for wrestling)
Lions Court and Holden Court (totalling three basketball and volleyball courts)
Athletic training room with full-time certified athletic trainer

F. Boys' Mid-Atlantic Conference (MAC)

St. Andrew's Upper School varsity boys' teams compete in the Mid-Atlantic Conference (MAC). The purpose of this conference is to provide students at the member schools a quality athletic experience through structured league play; to provide for recognition of individual and team accomplishments; and to promote sportsmanship, good will and healthy rivalries among member schools and their athletes.

Members:

Flint Hill School
Georgetown Day School
Maret School
The Potomac School
St. Andrew's Episcopal School
St. James School
Sidwell Friends School

MAC Sportsmanship Code of Conduct for Players, Coaches, Officials and Spectators

The MAC embraces a common core of values and cooperates in a collective attempt to achieve them.

We emphasize the value of respect for self and others. We realize that an athletic contest is only a game, and we expect only positive encouragement from all participants and spectators.

MAC members are gracious in victory as well as defeat.

Eligibility

To be eligible for MAC competition at the varsity level in a particular sport, a student:

- Must be a regularly enrolled student at their school in grades nine through twelve;
- May not have already competed in four (4) seasons of varsity competition in the sport;
- May not be 19 years of age or older as of September first of the school year;
- May not participate in a MAC contest in more than one sport per season: girls are allowed to participate on MAC boys' teams.

Transfer and foreign exchange students who are regularly enrolled students and who meet the aforementioned criteria, are eligible for MAC competition.

Individual cases requiring a special eligibility ruling may be placed on the agenda and be decided upon by the Executive Committee. Before appearing on the agenda for the Executive Committee meeting, the Directors will review and make a recommendation on the petition to the Executive Committee.

Use of an ineligible player will result in forfeiture of any contest in which the ineligible player participates.

G. Girls' Independent School League (ISL)

St. Andrew's Upper School varsity girls' teams compete in the Independent School League (ISL). The purpose of this league is to provide female students at the member schools a quality athletic experience through structured league play; to provide for recognition of school, team and individual accomplishments; and to promote sportsmanship, good will, and healthy rivalries among member schools and their athletes.

Most sports in which 15 or less schools participate during that season compete by division. Schools may be in a different division for each sport. A champion is declared for each division using the overall divisional record, and championship banners are awarded.

Members:

Bullis	Maret
Episcopal	National Cathedral
Flint Hill	Potomac
Georgetown Day	St. Andrew's
Georgetown Visitation	St. Stephen's and St. Agnes
Holton-Arms	Sidwell Friends
Holy Child	Stone Ridge
Madeira	

ISL Sportsmanship Expectations For Players, Coaches, Officials and Spectators

The Independent School League embraces a common core of values and cooperates in a collective attempt to achieve them.

We emphasize the value of respect for self and others.

We realize that an athletic contest is only a game.

We expect only positive encouragement from all participants and spectators.

ISL members are gracious in victory as well as defeat.

ELIGIBILITY - To be eligible for League competition at the varsity level, a student:

- * must be a regularly enrolled student (grades 9-12) at her school;
- * may not have a high school diploma;
- * may not participate at the varsity level for more than four years in one sport;
- * may not be 19 years of age or older as of September 1st of the school year;
- * may not participate in a League contest in more than one sport in one season;
- * may not play in a varsity and a lower level game on the same day unless the following criteria are met:

1. The Athletic Director of the requesting school must call the Athletic Director of the opposing school in order to alert the opponent that some players will be participating at both levels in order to be able to field both a Varsity and a JV team.

2. The Athletic Director of the requesting school must notify the ISL Commissioner of the request.
3. An Athletic Director may only make this request if the total initial numbers in the program meet the limits set below or when the total roster numbers in a program diminish permanently to the limits set below. These numbers assume that no cuts were made in the program.

28 or fewer participants in field hockey

16 or fewer participants in volleyball

16 or fewer participants in basketball

30 or fewer participants in lacrosse

4. No requests to play in both a Varsity and a JV game on the same day may be made for tennis, cross-country, soccer, swimming & diving, or softball.

Transfer and foreign exchange students who are regularly enrolled students and who meet the aforementioned criteria are eligible for League competition.

H. Athletic Policy and Regulations

1. A student-athlete is required to attend all contests in his or her specific sport, whether participating or not, unless prior permission is granted by the coach. Absences from competition will be granted only for school or personal emergencies.
2. A student-athlete must attend all practices unless the coach has granted prior permission or an emergency situation arises. **A student may not miss more than three practices per season. Absence from more than three practices may result in loss of physical education credit for that particular season.** (NOTE: In the Upper School, two after-school study halls constitute one unexcused absence.) If the absence or tardiness occurs because of an academic reason (e.g., tutoring or testing), no consequence will result unless the situation becomes such that the student is unable to fulfill his or her commitment to the team.
3. A student-athlete must arrive at all contests in full and proper uniform, unless prior arrangements are made with the coach. Failure to do so will result in the player forfeiting the opportunity to compete in the contest.
4. A student-athlete is responsible for arranging his or her after-school schedules in order to fulfill his or her commitment as a St. Andrew's athlete and team member. The student must notify the coach of any tardiness to or absence from practice due to academic reasons (e.g., tutoring, tests, make-ups).
5. Any student-athlete expelled from a contest will sit out the next conference contest. If no conference contests remain on the schedule, then the student-athlete will sit out the next non-conference contest. This will not carry over to the next season.
6. A student-athlete who leaves school early for an athletic contest is responsible for all academic work missed, including class notes, quizzes, tests, and papers.
7. A student-athlete is responsible for the care and maintenance of all school-issued uniforms and equipment. A student-athlete agrees to return all uniforms and equipment in good condition **within one week of the end of the season. The Business Office will bill a replacement fee for any damaged or lost uniforms.**

8. A student (Middle & Upper School) must be in school by 10 a.m. in order to compete in an athletic event (or practice) that day. An exception can be made in advance by permission from the appropriate division administrator.

9. Student-athletes must adhere to the following code of ethics:

- a. There is to be no participation in any form of hazing/ harassment.
- b. There is to be no use of drugs, alcohol, or tobacco.
- c. Be sincere and loyal to the team, school, and coach.
- d. Show respect and cooperate with all teachers and coaches.
- e. Create, maintain, and promote the elements of good sportsmanship.
- f. Set a positive example in school, at home, and in competition.

10. The purchasing and ordering of any St. Andrew's team or spirit apparel (including tees, sweats, jackets and/or equipment) must be approved in advance by the Athletic Director. Please direct any questions regarding apparel to the Athletic Director.

Failure of the student-athlete to comply with any section of this athletic policy may result in dismissal from the team and not receiving PE credit.

I. Eighth-Grade Participation in Athletics

Eighth-Grade Students Participating on Junior Varsity Teams:

Eighth-grade students may have the option to participate on Junior Varsity teams. In order for a student-athlete from the eighth grade to participate in selected Junior Varsity games, the following scenario must exist:

There is a need for more players due to illness or injury, or because the participation is low for that particular sport. In this case the athlete will be a member of the Middle School team and participate in junior varsity games when needed. The athlete will be considered for Middle School sports awards only at the end of the season.

The procedures for approval of an eighth grade student participating in selected junior varsity games will include:

- A Junior Varsity coach will discuss the need for eighth grade student participation with the Athletic Director.
- The Athletic Director will consult with the Middle School coach and the Head of Middle School to determine the developmental readiness of select players.
- The Athletic Director will contact the parents and athlete to obtain permission and to address any concerns.

Eighth grade athletes serve on Junior Varsity teams at the approval and discretion of the Head of Middle School and the Athletic Director. In accordance with MAC and ISL rules, Middle School students may not play on St. Andrew's varsity teams in league sports.

Eight grade students participating on Junior Varsity teams must maintain acceptable grades to continue participation in that sport. This will be monitored by the academic dean and Head of Middle School.

J. Sports Assembly, Athletic Awards, Team Dinners, and Team Parents

Sports Assemblies

At the end of every sport season there is an all-school sports assembly to recognize the teams and coaches. The sports assembly is designed for coaches to give brief speeches on highlights of the season and to present the award winners. All students and parents are welcome to attend this event. We ask that no appreciation gifts be given to coaches at the sports assembly.

Awards

Upper and Middle School team sports awards are given by the coaches at the conclusion of each season at the sports assembly. Coaches may give a maximum of three awards, choosing any combination of the following:

- Most Valuable Player
- Most Improved Player
- Coaches' Award

Upper School Athletic Department Awards

- Lion Award: Given to three-season varsity athletes in a school year.
- Excellence in Athletics Award: (2) senior athlete of the year who best exemplified the highest ideals of spirited completion, loyalty and dedication in the St. Andrew's athletic program.
- Senior Award: Athletes who have participated in more than one sport their senior year. This is voted on by the coaches.

St. Andrew's League Recognition Awards for the ISL and MAC (Upper School):

- All-League (Team numbers will vary from sport to sport)
- Honorable Mention All-League in certain sports

Outside recognition for athletes (Upper School) may be given by:

- All-Met
- All-County
- All-American

Team Dinners

Usually coaches and team parents will coordinate a team dinner or “get together” that will allow players and coaches to review the season, share personal stories and anecdotes, and recognize athletes’ and teams’ improvements and achievements. Often, a player’s family will offer to have the team to their house. Other teams choose to go to local restaurants, although the personal cost to each player should be kept to a minimum. Usually parents are invited and are welcome to attend team dinners. If players wish to present the coaches with a small appreciation gift, the team dinner is the appropriate place rather than the all-school sports assembly.

Team Parent Responsibilities

Our team parents are an integral part of athletics at St. Andrew's. It is a volunteer position to help your student athlete’s sport team; we appreciate all the extra hours and hard work you give to St. Andrew's athletics. It mostly involves logistical and assisting in communication to fellow parents as well as supporting the athletes and coaches in building community spirit.

The role of a St. Andrew's team parent:

- Compile an email listing of all parents and include Athletic Directors and coaches. The purpose of the group email is to communicate your team's competitions/events, any cancellations, rescheduling dates, team gatherings and assign snack responsibilities. The coaches will provide updated information. Please communicate factual information only and avoid any commentary or evaluation of a team, coach or individual. The coach will provide a roster of team members and a schedule to the team parent. (Schedules are posted & updated on the web)
- Team parent(s) coordinates a snack schedule for all games. Provide drinks such as Gatorade/water and a simple snack.
- Assist and guide the team captains with suggestions for a token appreciation gift for the coaches, e.g. Gift certificate, team photo, tee shirt, ball signed by players Parents or students may not give coaches gifts of significant monetary value. Team parents will also coordinate with the coach for an end-of-season party and assist, if requested, in organizing the end-of-season party. The event does not have to be elaborate: e.g. pizza party, ice cream party.
- **Senior recognition gifts:** Senior recognition day is usually on one of the last home games of the season where an appreciation gift is given to every senior. Popular gifts have included a collage-picture frame of each individual senior with action photos, name of senior, team name, or a mug with senior's picture on it.
- Organize fellow team parents for special events such as Hope Soccer Tournament, Homecoming Weekend, MS soccer and basketball invitationals, St. Andrew's Basketball Invitational and any athletic banquets.

K. Name Image and Likeness

- Students engaging in NIL deals must adhere to all applicable policies and regulations set forth by their respective state athletic associations. Students are also responsible for familiarizing themselves with and adhering to the amateurism policies established by the National Collegiate Athletic Association (NCAA). While this policy does not govern NCAA regulations directly, student-athletes should ensure that their NIL activities comply with NCAA guidelines to avoid jeopardizing their eligibility for collegiate athletics.