

**2020-2021**

**STUDENT / PARENT  
HANDBOOK**



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## INTRODUCTION

Our mission is to prepare students for college and life. To accomplish its mission successfully, Seattle Academy strives to maintain an effective partnership between school and family. To be prepared for college, a student must know how to learn and must have developed effective intellectual and academic habits. To be prepared for life, a student must learn to function successfully both as a member of a group and as a self-reliant individual. This preparation depends upon a strong, broad, general education, with the student encouraged to take risks in academics, the arts, athletics, community service, and the outdoor program.

The principle of risk-taking, incorporated in the school's commitment to the "Culture of Performance" (the idea that a student will be required to integrate disparate skills in a moment of action), is central to the Seattle Academy culture. The purpose of risk-taking is twofold: to teach the student to be a proactive learner and to foster the student's development of self-confidence, initiative, resiliency, and the ability to collaborate and communicate. These qualities will enable the individual to be successful in a Twenty-First Century in which the greatest certainty will be the prospect of continuous change.

The purpose of this handbook is to foster understanding about ourselves as a school community and to promote effective communication. The policies, practices, and expectations described in the handbook derive from Seattle Academy's mission, philosophy, and core values.

Seattle Academy of Arts and Sciences is a non-profit organization. Its Board of Trustees establishes educational and fiscal policies to guide the school, assumes fiduciary responsibility for the school's well-being, and hires and evaluates the Head of School. To do its job, the board maintains standing committees in the areas of development, facilities, finance and audit, innovations, and nominations. Non-trustees may volunteer to serve on these committees by contacting the appropriate committee chair or the president of the board.

The Head of School of Seattle Academy is responsible for implementing the school's mission statement under the policy guidelines established by the Board of Trustees. The Head of School oversees the hiring and evaluation of teaching and administrative staff who oversee the areas of education, business, and development. In the area of education, grades six through eight are under the leadership of the Head of Middle School. Grades nine through twelve are under the leadership of the Head of Upper School.

## MISSION

Seattle Academy is a dynamic community that challenges students to question, imagine, and create in order to contribute boldly to a changing world.

## GUIDING PRINCIPLES

**College and Life:** SAAS prepares students for college and life; we value curiosity and innovation, participation and excellence, and explorations and resolve.

**Culture of Performance:** Our culture of performance fosters the integration of skills and knowledge, the ability to collaborate and take risks, and the capacity to confidently navigate change and ambiguity.

**Inclusive Community:** We believe that an inclusive community embraces cultural agility, civic action, and a broad definition of human potential.

**Know the Kid:** Our commitment to know the kid establishes the foundation for healthy relationships, and nurtures a mutual respect for each individual's strengths, challenges, and unique story.

*Adopted by the Board of Trustees May 2019*

## ACADEMICS

Seattle Academy's educational program is built on Academics, Arts, Athletics, Outdoor/Travel, and Service and is designed to provide a challenging and engaging college preparatory core curriculum.

We believe students learn best when:

- Relationships between students and faculty are strong, and a strong partnership exists between school and home.
- The curriculum includes a combination of instruction and discovery.
- The program includes a variety of experiences in a wide range of disciplines and activities that provide multiple opportunities for both participation and excellence.

Keys to success at Seattle Academy include a student's willingness to engage in the breadth of the program, to work hard, to take risks and try new things, and to ask for assistance from others when needed.

Several structures described below are in place to support students and families.

### ADVISING

Every student has an advisor who serves as the point person between school and home. In both the Middle and Upper Schools, advisors help their advisees work productively with other faculty and students by having, for example, regular check-ins with advisees, facilitating conversations, and reviewing midterm and final grade reports.

In the Middle School, advisors meet with their advisory three to four times each week. The goals for MS Advisory include developing a trusting community of support, developing social-emotional learning skills, providing organizational support, and creating a safe space to be together as a peer group.

In the Upper School, Advisors meet with their advisees once a week with an extended advisory once a month. Extended advisories also occur prior to course registration in order to plan both the next trimester's schedule of courses and the long-term sequence of classes leading to graduation. If families have questions about transcripts or graduation requirements, they should contact the Advisor and Registrar.

### ASSESSMENT OF STUDENT PROGRESS

Effective assessment is one of the foundations of learning. Ongoing assessment information, which comes from a variety of mechanisms, such as homework, group activities, discussions, papers, projects, tests, and presentations, captures what is understood and what may be missing.

Assessment data helps convey a student's comprehension and skill mastery in terms of specific departmental goals, which are articulated in course syllabi and in rubrics.

Midterm and final evaluations are prepared by teachers, shared with students, and posted online six times per year (in the middle and at the end of fall, winter, and spring trimesters). Mid-term grades are grades in progress. End-of-term grades are final grades.



At the end of the Fall trimester conferences are scheduled for all students 6th through 9th grade. The purpose of these conferences is to have the opportunity to examine student goals, address concerns beyond academics and to help build the partnership between families and the school.

The fall mid-term evaluations will also include an advisor letter. Every advisor letter should address academic progress, social engagement, areas of success and areas of improvements. In all other reporting periods, written comments will only be given if a student receives a grade of C- or below. A teacher will also write a comment if the final grade has dropped a full letter grade from the mid-term.

Only grades issued at the end each term are considered in calculating honor roll and become part of the student's permanent record (with the exception of 6-week Middle School arts and electives). Grades A through D- are considered passing. Pluses and minuses are calculated into the grade point average according to the following scale: A=4.0; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3; D=1.0; D-=0.7; F=0. On certain occasions, a student may be evaluated on a Pass/Incomplete.

When Incompletes are issued, the comment will include clear conditions, requirements, and deadline for completion. Incompletes do not appear on the transcript and students are responsible for fulfilling the requirements outlined by the teacher. If students do not fulfill the conditions of the incomplete they may not receive credit in the course

At any time during the school year, teachers and families are encouraged to communicate with one another about a student's progress. While it is always the goal to focus responsibility for performance directly on the student, we want families to be informed and to help us devise effective strategies.

## **COMMUNICATION ABOUT ASSIGNMENTS AND GRADES**

Teachers will post syllabi, assignments, and grades online, and are required to provide timely feedback to students.

In our goal to foster independence and have students take ownership for their learning, we believe that students are best served when grades are first communicated between the teacher and student. One effect of this approach is that families do not receive online grades directly from teachers for individual assignments.

## **HOMEWORK**

In general, Middle School students should expect approximately one hour of homework a night. Upper School students should expect one and a half to two hours of homework per night in 9<sup>th</sup> and 10<sup>th</sup> grades. In 11<sup>th</sup> and 12<sup>th</sup> grade students who are registered in Honors courses may have up to three or more hours depending on their course loads. Teachers will outline expectations for homework for their courses. If students are consistently experiencing more than the approximated hours please reach out to your students advisor and if appropriate, their study skills teacher.

## **PARTICIPATION**

Keys to success at Seattle Academy include a student's willingness to engage in the breadth of the program, willing to do the volume of work, to take risks and try new things, and to ask and accept assistance from others when needed.

Seattle Academy encourages students to participate in any and all of the programs that the school offers. “Doing stuff”/trying new things is one of the keys to success in the school. Balance is also important, however, which means students cannot do everything all at the same time.

Students, advisors, teachers, coordinators, department chairs, coaches, directors, and division heads all assist in setting parameters that create a balance between engagement, discovery, challenge, high-level achievement, and one’s overall health and happiness.

## ACADEMIC FAILURE

It is the school’s obligation to bring all of its collective expertise to bear in the best interest of every student invited to enroll. If, however, students do not attend school regularly, do not consistently participate in class or complete homework, and/or consistently earn failing grades, they are not making necessary academic progress. Persistent failure to meet academic standards can lead to academic probation and ultimately to dismissal from the school.

Below is the universal grade chart for all grade levels although Individual teacher weights pertaining to assignments, assessments, exams vary.

93% - 100%	A	4.0
90% - 92%	A-	3.7
87% - 89%	B+	3.3
83% - 86%	B	3.0
80% - 82%	B-	2.7
77% - 79%	C+	2.3
73% - 76%	C	2.0
70% - 72%	C-	1.7
67% - 69%	D+	1.3
63% - 66%	D	1.0
60% - 62%	D-	0.7
0% - 59%	F	0.0

## SCHEDULE AND CREDITS

For the block schedule, please see the Daily Schedule section on page 15.

The school year is divided into three 12-week trimesters. Most required courses are year-long. Electives may be one, two, or three trimesters. Most subjects are taught in three single periods and one double period each week. Trimester grades determine grade point averages and eligibility for honor roll. One trimester of a successfully completed subject equals one credit towards graduation. Seventy-six credits must be earned to receive a diploma.

Academic challenge: Students may desire either additional challenge or support throughout their time at SAAS. Opportunities for additional challenge and/or support are available in all disciplines.

### UPPER SCHOOL GRADUATION REQUIREMENTS

#### CLASS OF 2021

Seattle Academy's academic year is divided into 3 trimesters. 81 trimester credits and 160 hours of community service are required to graduate. These 81 credits are made up of the following:

<b>HUMANITIES</b>	<b>30</b>
• English	12
• History / Social Studies	9*
• World Languages	9*
<b>STEM</b>	<b>23</b>
• Math	9*
• Science	9*
• Math or Science	3
• Comp Thinking / Artificial Intel.	2
<b>INNOVATIONS</b>	<b>2</b>
<b>ENTREPRENEURSHIP / FINANCIAL LITERACY</b>	<b>2</b>
<b>ARTS</b>	<b>7</b>
• Distribution areas	4
• Required electives	3
<b>PE / HEALTH</b>	<b>6</b>
• Health	2
• PE	4
<b>ADDITIONAL CREDITS</b>	<b>11</b>
(Earned through a fourth year of core academic courses, general electives, and/or study skills)	
<b>Total credits required to graduate</b>	<b>81</b>

#### ADDITIONAL GRADUATION REQUIREMENTS

- **160 hours of community service:** Please see the explanation of Community Service below.
- **Health Requirement:** Two credits of Health are required within the Physical Education requirement. If a student in the classes of 2019 or 2020 has not already fulfilled that requirement in their 9th and 10th grade years, they should contact the Head of Upper School.
- **Washington State History Requirement:** This course is completed in the 7th grade year at Seattle Academy and usually completed in the 7th or 8th grades at other institutions. Students in grades 9 – 12 who have not taken Washington State History will be scheduled to take the course their senior year in order to fulfill the requirement.
- **Electives:** When students continue to take classes in an area and have fulfilled their graduation requirement the credit is applied to the elective requirement. Elective credits are usually earned during the senior year.

### CLASSES OF 2022 AND BEYOND

#### GRADUATION REQUIREMENTS

Seattle Academy's academic year is divided into 3 trimesters. 84 trimester credits and 160 hours of community service are required to graduate. These 84 credits are made up of the following:

<b>HUMANITIES</b>	<b>31</b>
• English	12
• History / Social Studies	9*
• World Languages	9*
• Rhetoric	1
<b>STEM</b>	<b>23</b>
• Math	9*
• Science	9*
• Math or Science	3
• Comp Thinking / Artificial Intel.	2
<b>INNOVATIONS</b>	<b>2</b>
<b>ENTREPRENEURSHIP / FINANCIAL LITERACY</b>	<b>2</b>
<b>ARTS</b>	<b>7</b>
• Distribution areas	4
• Required electives	3
<b>PE / HEALTH</b>	<b>6</b>
• Health	2
• PE	4
<b>ADDITIONAL CREDITS</b>	<b>13</b>
(Earned through a fourth year of core academic courses, general electives, and/or study skills)	
<b>Total credits required to graduate</b>	<b>84</b>

#### ADDITIONAL GRADUATION REQUIREMENTS

- **160 hours of community service:** Please see the explanation of Community Service below.
- **Health Requirement:** Two credits of Health are required within the Physical Education requirement. If a student in the classes of 2019 or 2020 has not already fulfilled that requirement in their 9th and 10th grade years, they should contact the Head of Upper School.
- **Washington State History Requirement:** This course is completed in the 7th grade year at Seattle Academy and usually completed in the 7th or 8th grades at other institutions. Students in grades 9 – 12 who have not taken Washington State History will be scheduled to take the course their senior year in order to fulfill the requirement.
- **Electives:** When students continue to take classes in an area and have fulfilled their graduation requirement the credit is applied to the elective requirement. Elective credits are usually earned during the senior year.

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## SERVICE

160 hours of community service are required.

**Due to Covid-19 adjustments have been made for all classes.**

**The class of 2021 are required to have 125 service hours. Each class after will see a 20-hour reduction for each year until we return to school.**

To help our students build an understanding and respect for what it means to fully participate in society, we ask all students to serve our local and global community in ways that are meaningful to them, turning a passion into action. Service credit can also be earned by volunteering for tasks within the Seattle Academy community.

All hours must be entered and reflection questions answered completely on the Seattle Academy

Community Service Online Tracking System X2Vol, to receive service credit. Service entries must be entered online within three months of the service date to be recognized and credited. To access the online system, go to: <https://www.x2vol.com>.

Instructions for how to register for X2Vol can be found here:

[http://seattleacademy.info/wp\\_pdfs/Community%20Service/x2VOL.pdf](http://seattleacademy.info/wp_pdfs/Community%20Service/x2VOL.pdf)

Students can find their student ID # by logging onto My Backpack, then by clicking onto Academic Info, then Student Schedule. The ID number will be at the top of the page.

- A minimum of 80 hours must be earned outside of the SAAS community.
- These requirements may be adjusted if a student enters Seattle Academy after 9th grade.
- Students are required to bring verification from outside organizations.
- Service entries must be entered online within three months of the service date to be recognized and credited.
- Service hours cannot be double counted. For example, if a student receives compensation or class credit, zero hours will be counted toward the graduation requirement.
- Eighth graders moving into Upper School may apply up to 40 hours of service work towards the graduation requirement of 160 hours.

**External Service Opportunities:** These opportunities include but are not limited to nonprofit organizations such as food banks, parks, environmental restoration and/or arts projects, hospitals, shelters and retirement homes that provide health, human and/or civic services. External hours can also be earned by participating in SAAS- sponsored trips that contain a service component.

**Internal Service Opportunities:** Students can earn up to a **MAXIMUM** of 40 hours serving as a Teacher Assistant (TA) for SAAS faculty, an athletic manager or arts department stage/production assistant. Although students may work more than 40 hours, **ONLY** up to 40 hours count toward the graduation requirement. Additional hours credited toward the graduation requirement include peer tutoring and volunteering for SAAS events like Open House and SAAS in the City. Only the literal amount of hours served will be awarded. Students can TA multiple times, but only a maximum of 40 hours will be recognized toward the graduation requirement.

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## LEARNING SUPPORT

The Learning Support Department serves the entire Seattle Academy community by providing support to the diverse learning needs of students and guidance to families and faculty on a wide range of topics including learning differences, giftedness, stress and anxiety, and adolescent development. Additionally, we assist students and faculty with classroom and

testing accommodations, tutor referrals, and academic support/recovery plans for students with or needing psycho-educational evaluations, or who have missed school due to injury, illness, or travel. We also offer a Study Skills class for students who would benefit from high frequency, individualized support.

Study Skills is a small group, fee-based, elective class. To enroll as a new student in this class, parents meet with the Director of Learning Support to determine if placement is desired. Once a supplemental contract for Study Skills has been signed, a student is scheduled into a Study Skills class. Students receive support for executive functioning, as well as additional content support. Study skills are taught in the context of the content curriculum from students' core academic courses. As with all electives, students receive an elective credit and a grade for this class.

## TUTORING

Arrangements may be made with a private tutor, at the family's expense, to provide more intensive support for students with particular needs in a specific subject area. For more information regarding how the school may facilitate selection of a tutor, contact the Learning Support Department.

Tutors cannot provide accredited course work that can be included in course transcripts. All tutors who work on campus must pass a WA State Patrol and OSPI fingerprinting background check.

**Due to Covid-19 and our safety precautions outlined in our return to school plan no tutors will be allowed on campus**

## TECHNOLOGY POLICIES

### APPROPRIATE USE OF TECHNOLOGY

Access to technology and networking resources at Seattle Academy is dependent on a set of responsibilities and obligations. It is granted subject to school policies, as well as local, state, and federal laws.

Given that Seattle Academy is an educational institution, the appropriate use of technology and networking resources must have an academic focus.

*Appropriate use should always reflect academic honesty, high ethical and moral responsibility, and show restraint in the consumption of shared resources. Appropriate use demonstrates respect for intellectual property, ownership of data, system security mechanisms, and for individuals' rights to privacy and rights to freedom from intimidation, harassment, and unwarranted annoyance.*

-The Bronx High School of Science  
Computer Resource Policy

Seattle Academy network and computing services have been built and are maintained for student, faculty, and administration use. Academic research, collaboration, discussion, and presentation are among its appropriate uses. The daily functioning of the school relies on this infrastructure; this reliance is founded on a common trust among users. This trust flows from the responsibility to respect the needs, the rights, and the privacy of others. The violation of this trust is incompatible with access to the school's technology resources and is grounds for progressive disciplinary action. If warranted, some behavior WILL be referred to law enforcement agencies for investigation.

Failures to use technology and networking appropriately fall into **two broad categories**:

1. **Actions that interfere with the academic use of the technology** (such as not maintaining personal laptops in good condition, not bringing laptops to class, or disruptions to the etiquette of the classroom, such as not following teacher's directions, using games, music players, cell phones or text messaging, etc.).
2. **Actions that violate Seattle Academy's basic tenets of integrity and trust.** Such actions are often in violation of the law, as well. (Such actions include use of the technology -- including social networking -- for harassment or intimidation, plagiarism, violation of privacy rights, violation of copyright laws, etc.)

### RESPONSIBLE MAINTENANCE OF EQUIPMENT & SOFTWARE

Students are responsible for ensuring that their hardware and software are in working order. Hardware includes, but is not limited to, laptops/desktops and all external pieces of equipment (such as power cords, thumb drives, and other external drives). Software includes any software used for school or academic purposes, whether loaded onto students' computers or maintained in another format (such as CDs or other retrieval systems).

1. All laptops, associated equipment, disks, and CDs for class use must be clearly labeled with the student's name.



2. Since all students should have working equipment at all times, there should be no need for students to lend equipment to others. In the rare instance when there is a legitimate need to borrow or lend equipment, borrowing requires explicit consent of the lender. **Otherwise “borrowing” is stealing.**
3. ***Students are responsible for the security of their laptops and laptop equipment at all times. Students should use padded cases or other approved carriers for their laptops, and no laptop should ever be left unattended. To avoid theft, students must LOCK laptops in their lockers when they are not using them. Since the laptops are the personal property of the students and their families, the school cannot be responsible for theft. Families are strongly encouraged to purchase insurance against loss or theft.***
4. Mandatory software will be provided each year. Students are responsible for maintaining this software on their laptops.
5. Additional software added by the student must not conflict with software required for academic use.
6. The Technology Department is not responsible for restoring or backing up students’ personal files, software, or data.
7. Students are required to maintain backup copies of their work. Failing to have a backup is not an acceptable reason for failure to turn in assigned work.

## RESPONSIBLE USE OF NETWORK

We would like to place special emphasis on the fact that the use of technology to harass others is not appropriate. This includes communication on social networking sites, activity on any email account or system, and sending or replying to unauthorized mass emails. It also includes communications within the school network and communications going into or out of the school network.

At Seattle Academy, the following things are not appropriate:

1. The use of technology to harass others, as noted above.
2. The use of the school network and computing services to violate copyright laws; for example, the acquisition and/or distribution of copyrighted media without the explicit permission of the copyright holder.
3. The use of the school network and computing services for the dissemination of personal political, religious, or philosophical beliefs.
4. The use of the school network and computing services as a commercial platform, unless explicitly authorized by the school.
5. The unauthorized distribution of a licensed software program that has been provided by a teacher for a specific class.
6. The viewing, downloading, and/or distribution of pornography.
7. The misuse of printing facilities (i.e. for massive print jobs, using printers as copiers, or for non-school print jobs, etc).
8. The accessing of, in any way whatever, another person’s computer (or a school computer) without authorization; or using another person’s password; or sharing one’s own password.
9. The unauthorized reconfiguration of any networked device and/or the deliberate overloading or manipulation of servers, routers, and/or network bandwidth. Other examples of inappropriate manipulation via the network include: the distribution and use of hacking, cracking, and remote control software and/or virus and Trojan Horse software; and the denial, monitoring, or restriction of network access by other users.
10. The use of the school’s email system to send emails to other students, faculty, and/or staff without permission to send a mass email. Any mass email must be pre-approved by one of the following: Division Head, Assistant Division Head, or Dean of Students.



## TECHNOLOGY ETIQUETTE IN THE CLASSROOM

1. It is critical in a wireless environment that students follow the classroom guidelines listed below and any specific directives provided by the classroom teacher. Students must also carefully follow teacher directions for use of the wireless network during evaluations (for example, tests).
2. Teachers shall establish specific rules for daily use of technology in their classes as it relates to their educational objectives.
3. Students are always responsible for the work assigned. Loss of a computer or its components, inability to keyboard, problems with printing, or lack of back-up copies does NOT excuse students from completing work
4. General guidelines for technology use during class include, but are not limited to, the following:
  - a) Students must immediately close screens when the teacher asks for all screens to be closed.
  - b) Students must not use games during class or other academic activity, including study hall.
  - c) Students must follow teacher directions for when it is appropriate or inappropriate to connect to the network or to use the Internet.

## PRUDENT USE OF TECHNOLOGY IN GENERAL, ANYTIME, ANYWHERE

1. Students may not use school copyrighted material (such as name and/or logo) without permission on public social media websites (such as Facebook, Snapchat, etc.).
2. Students may not use names and/or images of other students maliciously or without permission on public websites (such as Facebook, Snapchat, etc.).
3. Students should be prudent about protecting their identity online. The school provides instructions about online safety, but this is also an important family issue.

## CONSEQUENCES FOR INAPPROPRIATE USE OF TECHNOLOGY

1. Consequences following from inappropriate use will vary with the nature of the problem and will be handled in a manner consistent with the school's disciplinary policy. Among the possible consequences are the following:
  - a) Meet with Dean of Students.
  - b) Removal of particular software (such as games) from device.
  - c) Loss of networking privileges.
  - d) Required device audits.
  - e) Confiscation of laptop.
  - f) Suspension, probation, or expulsion.
2. **More serious violations (such as the use of technology to harass others or inappropriate technology use during an exam) will be dealt with immediately by the Division Heads and may result in suspension, probation, or expulsion.**

Certain violations of this policy (such as using a laptop to harass or send hate mail) may require Seattle Academy to contact the appropriate law enforcement agency.

## ZOOM ETIQUETTE AND CLASS CULTURE BUILDING

1. **Be on time:** Just as during regular classes, it's important that you are on time to your Zoom meeting class. Teachers are working hard to get the most out of their limited amount of time!
2. **Set up an appropriate learning space:** Try to find a place where you can sit up and your background/space is as free from distraction for others as possible.

3. **Dress the way you would for on-campus school:** Avoid wearing pajamas. Dress comfortably and be ready to learn.
4. **Use your real name (you may include pronouns):** Just as during regular learning, we want to honor the dignity and importance of our own and each other's names. Do not change your Zoom ID to a nickname or anything other than the name your teachers and peers call you by in your classes.
5. **Turn on your camera:** A camera will increase your connection with your teacher and your classmates by allowing you to see each other face-to-face.
6. **Be present and focused + mute yourself:** Just as during regular classroom learning, side conversations can be very disruptive to the conversation we are trying to have. Please do not privately text, chat, or engage in other electronic communication during Zoom meetings, and don't forget to mute your microphone when you aren't contributing.
7. **Look at the camera (in order to make eye contact when you're talking):** Say someone's name to get their attention if you are following up or connecting to a previous statement.
8. **Do not record meetings or screen grab images during a meeting:** You may want to preserve a meeting for later use, but please do not record any Zoom meeting using your computer or another recording device. If you have a concern about capturing class information, talk to your teacher.
9. **Keep links and passwords private:** By keeping links and passwords to our virtual classrooms to yourselves you contribute to keeping our learning environment safe for all students.
10. **Professional/Appropriate Backgrounds:** Be mindful of your surroundings, virtual or real, to maintain backgrounds that aligned with Seattle Academy's Core Values and demonstrate professionalism.

#### Other tips:

1. **Use a headset with a microphone:** This will let you hear and be heard more clearly. This does not need to be fancy equipment--it can be the same as the headphones you might use with your phone.
2. **Charge your device:** Charging your device during class will ensure that you do not have an unexpected power outage interrupting your learning.

### **MIDDLE SCHOOL ELECTRONICS/TECHNOLOGY POLICY**

In efforts to simplify our days and maximize instruction, discussion, and interaction time, we request that students refrain from bringing personal electronics to Middle School. If a family feels it is important for the child to have a cell phone at school, the cell phone will need to be kept (a) turned off and (b) locked in a locker until 3:01 PM. Students may use their cell phones at this time to contact family, carpool drivers, etc.

The use of personal electronics is not allowed in school before 3:01 PM. Personal electronics that are used during the school day will be held in the front office until dismissal time. If such a temporary loss of personal electronics does not remedy the behaviors, other measures will be taken.

If Middle School students need to get in touch with their family during the school day, they can use the phone in the Temple Building front office. If parents/guardians need to get in touch with a student, they can call the front office, and the front desk will make sure the student gets the message as soon as possible.

### ATTENDANCE / CAMPUS POLICIES

#### DAILY SCHEDULE

The main school buildings open at 7:30 AM. Classes begin at 8:15 AM and end at 3:00 PM. The school day begins at 8:15 AM and ends at 3:00 PM.

The daily schedule is a “block” schedule. Courses are assigned to time “blocks” (class periods = time blocks: 1-8). Blocks are eighty minutes long and are on an even/odd rotation. When a day is missed, the day student return will continue the sequence.

When we have Mondays off, the Tuesday we return will be a modified schedule to include community time for the week.

#### 2020-2021 Block Schedule

This view shows how the schedule looks over a two-week period.

Day /Time	Monday Modified Odd	Day/Time	Tuesday Even	Wednesday Odd	Thursday Even	Friday Odd
8:15 - 9:30	1	8:15 - 9:35	2	1	2	1
9:30 - 10:15	Community Time	9:35 - 10:00	Break	Break	Break	Break
10:15 - 11:30	3	10:00 - 11:20	4	3	4	3
11:30 - 12:20	Lunch	11:20 - 12:10	Lunch	Lunch	Lunch	Lunch
12:20 - 1:35	5	12:10 - 1:30	6	5	6	5
1:35 - 1:45	Break	1:30 - 1:40	Break	Break	Break	Break
1:45 - 3:00	7	1:40 - 3:00	8	7	8	7

Day /Time	Monday Modified Even	Day/Time	Tuesday Odd	Wednesday Even	Thursday Odd	Friday Even
8:15 - 9:30	2	8:15 - 9:35	1	2	1	2
9:30 - 10:15	Community Time	9:35 - 10:00	Break	Break	Break	Break
10:15 - 11:30	4	10:00 - 11:20	3	4	3	4
11:30 - 12:20	Lunch	11:20 - 12:10	Lunch	Lunch	Lunch	Lunch
12:20 - 1:35	6	12:10 - 1:30	5	6	5	6
1:35 - 1:45	Break	1:30 - 1:40	Break	Break	Break	Break
1:45 - 3:00	8	1:40 - 3:00	7	8	7	8

## LUNCH

All students have a lunch period from 11:20 AM to 12:10 PM (Monday, 12:05-1:05)

- 6<sup>th</sup> and 7<sup>th</sup> graders eat lunch in the lunch area. There is a lunch program available, or students can bring their lunch. Microwave ovens are available.
- 8<sup>th</sup> graders have the added option of signing out for lunch at one of several designated locations. They must travel with another 8<sup>th</sup> grader to purchase lunch and return to eat on campus.
- Upper School students may purchase lunch through the school program, go off campus for lunch, or bring lunch to eat on campus.

## AFTER SCHOOL

Middle School: Students are expected to be picked up by 3:30 PM unless they are participants in sports, rehearsals, or other after-school study programs.

Upper School: Students may not remain on campus after 4:30 PM **unless they are working under a faculty or staff member's supervision, engaging in a scheduled club, team, or group meeting or rehearsal, in the after-school study hall program.**

After 4:30 PM, students can be in the gym or STREAM Building until 5:30 PM.

## ATTENDANCE

Due to the nature of our educational model that requires collaboration and participation in group discussions, activities, and projects, recurrent high frequency and/or long-term absences can be problematic in the acquisition of skills that faculty work to provide. Typically, it is not possible to replicate group work and activities when students are not present.

Students who are absent for protracted periods of time and/or those students with high frequency absences may not be able to meet the minimum requirement necessary to assign a passing grade for a course. Students should have at least 75% attendance to receive a grade for credit.

**Students are required to be in attendance at school by 10:00 AM in order to participate in after school activities that day (productions, sports matches, practices, etc.).** This rule applies to all students, including those with morning free blocks.

Certain exceptions to this rule will be approved on a case by case basis by the appropriate Division Head. These exceptions include medical appointments, family emergencies, etc. ***Please note that if a student checks in by 10:00 AM and then goes home during the day because they are ill, the student may not participate in after-school activities unless given specific permission by the appropriate Division Head.***

Families are asked to cooperate by calling or emailing the school by 8:15 AM if their child will be absent for all or part of the day. For Middle School contact [msattendance@seattleacademy.org](mailto:msattendance@seattleacademy.org) or 206-676-6880. For Upper School contact 206-676-6831 or [usattendance@seattleacademy.org](mailto:usattendance@seattleacademy.org).

Attendance will be taken for the first time each day during the first period class. Front desk personnel will then distribute an attendance/absence list to all teachers via our online system. **Students arriving**

**late (after 8:15 AM) must sign in at the front desk of the appropriate building before going to class.** They will receive a late slip, which they must take to their teacher.

If a student is reported absent and has not checked in late with the front office and if the parent has not contacted the school, the school will always contact the parent at home or at work to verify the absence. Teachers will subsequently take attendance in every class. If a student is not in class and does not appear on the official absence list from the front office, the teacher will inform the front office and every effort will be made to locate the student. **Unexcused tardies and absences may lead to disciplinary action.**

## ABSENCES

Excused absences include those due to illness, death in the family, recognized religious observances, unavoidable medical appointments, and court time. In cases of excused absences, teachers willingly try to find ways to give extra help and consideration.

Whether absences are excused or unexcused, with our schedule and our emphasis on collaborative project based/problem-based work, it is extremely difficult for both students and teachers to make up lost time, and it is impossible to reconstruct the classroom learning opportunity once it has been missed. Whenever a student is absent, they can access current assignments through one of our Learning Management Systems or by emailing the teacher.

In cases of unexcused absences, opportunities to make up work (including missed exams) will be at the discretion of the teacher and Division Head after the student returns.

**Please Note:** If a parent has not authorized an absence, the parent(s) and student must discuss the issue with the Dean of Students.

## EXTENDED ABSENCES

Extended absence (beyond two days), whether excused or unexcused, is detrimental to the individual and to the class and is to be avoided if at all possible. Sometimes extended absences are unavoidable. When they occur for medical reasons, parents/guardians are asked to contact the appropriate front office (Middle School or Upper School) as far in advance as possible to request homework assignments.

In cases of extended absence for non-medical reasons, families should notify the Middle School front desk or the Upper School front desk, the Head of Middle School or the Head of Upper School, and the student's advisor as far in advance as possible. Homework assignments and other make-up work and deadlines for such work will be negotiated by the division heads at the teachers' discretion.

**Please Note:** Once a significant amount of school has been missed, for whatever valid reason, **it might be the case that it is no longer appropriate to confer academic credit for the trimester in a given course or courses. The school will make the determination on when there is cause for concern and will communicate that concern to the student and their families and work to create a plan to recover the credit.**

**ABSENCES DUE TO TRAVEL:** Seattle Academy acknowledges the value of travel and other experiential learning opportunities families may wish to provide for their children. We encourage families to plan vacations or other outside activities around the school holiday schedule. It may seem convenient to go on holiday just a day or two before the break officially begins, but if several families make the same decision at the same time, the effect on the planned educational program for a given class can pose challenges. Homework assignments and other make-up work and deadlines for such work will be negotiated by the heads of schools at the teachers' discretion.

Teachers are not expected to provide tutoring time to students who have fallen behind due to extended vacations as it takes time and attention away from the classroom when faculty have to come up with custom solutions that are not due to medical reasons. **Please Note:** In certain situations, it might be impossible to eliminate a negative impact of an absence on a student's grade.

**ABSENCES FOR RELIGIOUS HOLIDAYS:** Seattle Academy encourages students to practice and deepen their faith identities throughout the school year. We understand that observance of religious holidays may cause a student to be absent from classes and other school commitments. If a student is unable to attend school due to observance, they are excused from completing assignments or assessments on that particular day. The student is not penalized for their absence and will be allowed to take an examination or complete an assignment within a reasonable time after the absence. Students are encouraged to notify their teachers as early as possible regarding these planned absences and work to reschedule due dates for assignments and assessments.

**TARDINESS:** Punctuality is important in a school setting and chronic lateness is a hindrance to and disruptive to an educative environment.

Students need to be on time to first period in order for the school to be able to fulfill its mission of preparing students for college and for life. Accordingly, chronic lateness to classes could result in disciplinary action.

**MIDDLE SCHOOL LATENESS POLICY:** If a student is repeatedly late to school, the school will communicate with the student and the family to determine how to address the situation.

**UPPER SCHOOL LATENESS POLICY:** Students who are late seven or more times to a class in a given trimester will undergo a formal review to determine appropriate consequences. While no distinctions will be made between excused and unexcused tardiness, families who wish to communicate an extenuating circumstance should contact the Dean of Students, who may work in collaboration with the Head of Upper School if the tardiness persists.

Students who receive disciplinary action for two or more trimesters in a given year may be placed on probation. If the problem continues, the student may be placed on **Behavioral Probation** (see p. 30).

## **LEAVING CAMPUS/OFF-CAMPUS SIGN-OUT/SIGN-IN**

Seattle Academy allows and monitors a semi-open campus policy. **All visitors to the school are required to sign in and get a name tag from the receptionist in the front office.** No strangers will be allowed inside our buildings. Due to COVID-19 we will have a closed campus during our hybrid model.

**Students must recognize that going off campus is a privilege that requires maturity, cooperation, and responsibility. The privilege will, if abused, be curtailed or revoked.** Students must also recognize that Seattle Academy has a legal right and responsibility to know where students are at all times during the school day or whenever they are involved in school-related activities.

Families should recognize that allowing students to go off campus is not entirely risk free. However, when exercised with the discretion and responsibility expected of our students, and in accordance with other school guidelines, a limited off-campus privilege is in harmony with Seattle Academy's mission, both practically and philosophically.

***The following rules apply to all students:***

- Middle School students may not, under any circumstances, ride in cars driven by older students during the school day and including sign-out.
- When signing out, students must indicate clearly what time they are leaving and a contact number. Upon returning they must sign in.
- A student can only sign themselves out. Students cannot sign out other students.
- The Middle and Upper School attendance offices will always alert the appropriate Dean of Students, or Division Head about any attendance issues.
- **All students are required to be in attendance at school by 10:00 AM in order to participate in after-school activities that day (productions, sports matches, practices, etc.).** This rule applies to all students, including those with morning free blocks.

***Middle School students:***

- Sixth and seventh graders do not have permission to leave campus.
- Eighth graders may sign out **ONLY** at lunch and they must obtain specific permission from persons designated by the Head of Middle School each time they sign out. They must travel with another 8<sup>th</sup> grader to purchase lunch and return to eat on campus.
- Once a Middle School student leaves campus, they must remain off campus. If Middle School students are staying after school, they must remain on campus until they are picked up.

***Ninth and tenth graders:***

- During regular academic periods, freshmen and sophomores cannot be out of the building (except for normal passages to and from regularly scheduled classes in Foreign Language, PE, or at the Arts Center) without specific written or verbal permission, in advance, from a parent (for example, a medical appointment, etc.). Freshmen and sophomores are in assigned study halls during free periods.
- If there is any remaining time during break after meetings, at breaks or during lunch, students will be able to leave the building without signing out. Given our nature as an urban school, we expect students to exercise the responsibility and maturity which such an environment requires.

***Juniors:***

- Juniors with a free first period do not have to be in school until the beginning of their first scheduled class as long as they have on file with the Upper School front desk written permission from a parent. A junior with a free first period and with permission to be at home prior to the first scheduled class **must** sign in at any front desk before the beginning of the first scheduled class.
- Juniors may leave a building during a free period if they sign out at any front desk, recording their time of return. If there is a change in the time of return, the student must notify the Upper School attendance office.



- As with all Upper School students, juniors may leave a building without permission after mandatory break activities or during lunch.

### **Seniors:**

- Seniors with a free first period do not have to be in school until the beginning of their first scheduled class. However, they are responsible for signing in at a front desk when they arrive.
- Seniors may leave a building during a free period if they sign out at a front desk, recording their time of return. If there is a change in the time of return, the student must notify the Upper School attendance office.
- As all Upper School students, seniors may leave a building without permission after mandatory break activities or during lunch.

**If during break or lunch there occurs an unusual event (an earthquake, fire, shelter in place, etc.) all students should immediately return to the designated evacuation meeting site unless otherwise instructed and assemble in the appropriate designated areas so that roll may be taken and the appropriate emergency procedures implemented.**

Leaving campus under any other circumstances requires permission from the Head of Upper School or from persons designated by the Head of Upper School. Students who become ill and leave school before 3:00 PM must obtain permission and sign out.

### **MEDICAL APPOINTMENTS**

We ask that families do their best to schedule regular (non-emergency) appointments during non-school days, free periods, or before or after school. When that is not possible, appointments should be scheduled so that students do not miss the same class more than once. Students will be accountable for all work missed due to routine medical appointments.

**Families are asked to please notify the school the morning of any scheduled medical appointment so that teachers can be informed at the start of the day of all scheduled appointments.**

### **STUDENT ILLNESS DURING THE DAY**

When a student becomes ill during the day, they **must** sign out with their classroom teacher and sign out with the front desk. Students who have a fever or other more serious illness must be picked up by a parent and taken home for care.

When a student misses an assessment (test, quiz, presentation etc.) it is the student's responsibility to reschedule with the teacher in a timely fashion.



## COMMUNICATION

### COMMUNICATION PATH

When you need to discuss an issue that pertains to your child's school experience, it is important to begin with the individual who knows the most about the given situation: the person who knows the facts, who was present, and who can affect the most immediate resolution. **Therefore, we ask that you follow this communication path in all cases:**

1. Contact the faculty member, coach, or other adult directly involved first.
2. If further discussion is needed, contact your son or daughter's advisor.
3. If the matter is not satisfactorily resolved, contact the Division Head.

If you wish to call an individual teacher at school, please call the school's main phone number, and you will be transferred to the faculty member's extension or voicemail.

If you wish to email an individual teacher, Seattle Academy email addresses are

- o first letter of the first name
- o followed by the entire last name
- o followed by [@seattleacademy.org](mailto:@seattleacademy.org).

For example, Melinda Mueller's email is [mmueller@seattleacademy.org](mailto:mmueller@seattleacademy.org). Faculty may also periodically call or email you about your child's academic or extracurricular accomplishments and challenges.

### COMMUNICATION TOOLS

**WWW.SEATTLEACADEMY.ORG:** The Seattle Academy website and especially the Families & Student portals are repositories of all school information. You may view school, division or grade level information on these portals, as well as, connect with student information through your My Backpack account. Calendars, announcements, news, and up-to-date information will be posted on this site.

**Handbooks and Rosters:** There are many channels of communication available between families and the school, including this handbook which covers general information of interest. The handbook is available on the SAAS website.

**Mailings:** Notification about posted grades will be emailed home approximately every six weeks. Other types of information, such as upcoming events, announcements, and required forms, will be emailed home with links to pertinent areas of our website. Emergency information might be sent home via email or through our SMS emergency notification system. Please read all information carefully.

**Emails:** The school produces an update on activities for the coming weeks. These communications are emailed home and/or posted to the SAAS website.

**Phone Messages:** If you wish to contact a student at school, the front desk will take a message and contact the student. (Note: Upper School students are responsible for checking their email during the day for messages.) Classes will not be interrupted except in an emergency. If you wish to contact your child via cell phone, please be aware of our cell phone policy. Upper School students are allowed to have cell phones at school but may not use them during class or when use will interrupt the curriculum.

Please also see our Middle School Electronics/Technology Policy in the Technology Policies section of this handbook.

**Monday Morning Meetings:** Division meetings will be held on designated Mondays. This is a time for the Middle School and the Upper School to gather as a community, hear special announcements, listen to fellow students perform, welcome an occasional outside resource or visitor, and listen to what others have to say about what is going on at school. Student attendance at these meetings is required.

## HEALTH AND SAFETY

### FIRST AID AND ILLNESS

First Aid kits are kept in all front offices. Defibrillators are centrally located in each building.

Should a student become ill or injured, the student will be brought to the front office if possible and a call will be made to the student's parent(s) or guardian(s). If warranted, 911 will be called to transfer the student to an emergency room according to preferences stated on the student's medical form, and parent(s) and/or guardian(s) will be notified immediately.

State law forbids any distribution of medication to students. Medication, including aspirin and ibuprofen, for example, cannot be administered by school personnel. The office is equipped to take temperatures and treat minor injuries. With a written notice from a parent or guardian, the school is allowed to hold prescription medication for students that they self-administer (e.g., asthma inhalers and insulin). The note should authorize use and self-administration of the medication and must include information regarding dosage and frequency of administration.

### STUDENT HEALTH CARE INFORMATION CONFIDENTIALITY POLICY

In order to ensure that we can be responsive to the safety needs of all students, **we ask that families convey prior or new histories of seizures, anaphylactic allergic responses, diabetes, heart conditions, head injuries, self-harm activities, hospitalizations, and surgical procedures.** This information is critically important to relay to the school.

**Purpose:** The purpose of this SAAS Student Health Care Information Confidentiality Policy is to clarify when information communicated during *student* conversations with a counselor will remain confidential and under what conditions confidential information, including health care information, may or shall be disclosed.

**General:** Students can generally elect to have their conversations with the counselors remain confidential. It is important for students to trust that their conversations with the counselors will remain private unless they agree to allow the counselors to disclose information about them. If the counselor believes it would be helpful to share certain information with teachers or families, permission to do so will first be requested from the student, unless an exception applies (as described below).

#### **Definitions:**

"Health care information" means any information that identifies the student and relates directly to the student's health care, including mental condition.

"Mental health information" is a subset of health care information.

**Access to Health Care Information:** Legal guardian(s) of minors under the age of 13 have access to health care information, including mental health information. Please note that minors 13 years or older may request and receive outpatient mental health treatment without the consent of the minor's legal guardian(s). Minors between the ages of 13 and 18 also have the right to decide to whom mental health information will be released, including to that person's legal guardian(s). In effect, minors age 13 or

older have the right to decline disclosure of confidential mental health information. In some circumstances, however, a counselor may disclose mental health information without the authorization of the minor when such disclosure is permitted or required by law.

***Disclosure of Confidential Health Care Information:*** Counselors may disclose to any person (including parents/guardians, another health care provider, law enforcement, or others) any behavior that may pose an imminent danger to the health or safety of the minor or any other individual (RCW 70.02.050). Every effort will be made with the student on the best way to inform parents/guardians (or health care provider) of the behavior. The following are circumstances in which student health care information shall be disclosed:

A. *Mandatory Reporting Laws*, described as follows:

“School personnel (including teachers, counselors, administrators, school nurses and child care personnel) are required by Washington State Law to report suspected incidents of abuse and neglect” (RCW 26.44.030(1)). Reprinted from the Washington State Department of Social and Health Services “Educator’s Guide To Child Protective Services.”

B. *Behaviors that Pose an Imminent Danger to the Safety or Health of an Individual.* Examples of imminent danger include the following:

- There is clear evidence that a student intends to commit suicide.
- A student demonstrates clear intent to seriously harm another individual and/or cause serious destruction.
- A student reports credible information that they are in impending danger of being seriously harmed by another individual. Sometimes there can be gray areas when determining “imminent danger.” The counselor, using his or her professional judgment, might decide to inform the parents/guardians and/or a relevant health care provider of the minor’s current engagement in a number of high risk behaviors. These categories include, but are not limited to, non-accidental self-harm, eating-disorder behaviors, substance abuse which places the student’s health at serious risk, behaviors which could result in felony charges, or any other behavior that may pose an imminent danger to the health or safety of the student.

C. *As otherwise permitted or required by law.* Health care information may also be disclosed without the student’s permission as otherwise permitted or required by law. For example, the law permits certain disclosures of health care information to another health care provider without authorization from the student. SAAS may also be required to disclose health care information in response to a compulsory process such as a subpoena or court order. Determinations about when a disclosure of a student’s information will be made without the student’s authorization will be made on a case-by-case basis.

## COMMUNICABLE DISEASES IN THE SCHOOL COMMUNITY

Seattle Academy is committed to providing a healthful environment for its students and employees. In fulfilling that commitment, the school will seek the guidance of qualified public health, medical, legal, and government authorities.

Guidelines and procedures developed for other contexts or offered by various local or national advisory groups, while not necessarily appropriate for Seattle Academy, can help to identify relevant issues.

Actions pertaining to any specific student or employee shall be taken by the Head of School (or her/his designee) on an individual basis, taking into account all available information and shall seek to achieve an appropriate balance among the rights and responsibilities of individuals and groups at Seattle Academy. An important consideration shall be to enable the student or employee to remain in or return to the classroom or regular assignment upon receiving assurance from the individual's personal physician and a qualified public health physician that an individual should not pose a health risk to other students and employees in a school setting if proper procedures are followed. An alternate assignment will be considered if a student or employee is not returned to their regular assignment.

- The Head of School or his designee shall be responsible for determining the information to be communicated to the board, employees, families, and students when a disease of public health significance is identified or suspected in the school setting. Such communication shall seek to balance the competing responsibilities to protect an individual's privacy and to disseminate information on diseases of public health significance to the Seattle Academy community.

The State of Washington requires that we maintain proper immunization forms and have medical information included in a student's file. Each student's file must have a signed Washington State Certificate of Immunization Status by the first day of school or the student may not be allowed to attend. We ask parents/guardians to complete an Emergency Release and Medical Information forms each year in order to have current information on hand. We also ask parents/guardians to sign releases for emergency medical care.

## MEDICATIONS

Staff, faculty, and administrators will generally neither hold nor dispense over-the-counter or prescription medications to students. Accommodations will be made only when medically necessary and only in accordance with state guidelines, and as determined by the appropriate division Head on a case-by-case basis.

Students who must take medications during the school day must adhere to the following guidelines:

- Students can never share over-the-counter or prescription medications.
- Whenever possible, students will take individual responsibility for their personal health.
- Students who need to self-administer medications during the school day or at school activities shall bring only the amount of medication to be taken during that time and must have a parent/guardian release note for self-medicating unless otherwise provided by state law.
- Medications must be in original containers. If a student has a chronic illness, other arrangements may be made with a Division Head.
- Medications such as epi-pens, Insulin and other necessary medications can be stored by the front desk personnel, trip leaders and coaches as needed. We do not have an in-house nurse. If special directions or instructions are needed, we ask the parent to contact the Division Head and arrange for any specialized training needed.

## HEAD INJURIES

For academic accommodations, we put the following into place when we hear of a student with a concussion, and we follow the recommendations of their physician.

Here are some things to keep in mind as students recover from a concussion:

1. It will probably take longer for them to reach full recovery than anyone expects.
2. Diving back into a full load right away is likely to slow the rate of recovery.
3. Fatigue and headaches are common symptoms of the post-concussion period.
4. Rest, including cognitive rest, is an important factor in recovery.
5. The focus of schoolwork should be maintaining skill and concept acquisition while reducing the work load to a manageable level.
6. The student should ease back into a heavier load only when they feel ready to do so.

To help the student recover as quickly as possible, we request the following of faculty:

- Be flexible with deadlines for assignments
- Be open to modifying assignments (for example, reducing the volume of practice, eliminating movie watching, strategically waiving assignments, eliminating part of an assignment).
- Allow breaks as needed.
- Be understanding about absences caused by fatigue.
- Allow test accommodations such as extra time, splitting tests over two sessions, etc.
- Be flexible with grading: depending on how long it takes the student to recover, it might be necessary to grade on a P/F basis at certain times or give an Incomplete until sufficient work is available to grade.

Parents are asked to inform the school any time a student is hospitalized, is diagnosed with a head injury, seizure disorder, diabetes, or any other health concern that might require specialized planning, knowledge, or training.

For athletic or Physical Education re-entry, we follow the procedure below when we hear/know of a student with a concussion. We **REQUIRE** a note from a physician clearing the student to start the return-to-play process. The student must be symptom free for twenty-four hours before starting the following process.

- Step 1: Take impact test and start light cardio. This step must be approved by the athletic trainer. Twenty-four hour wait period until Step 2.
- Step 2: Must continue to be symptom free. Continue to increase cardio with athletic trainer approval. Twenty-four hour wait period until Step 3.
- Step 3: Must continue to be symptom free. Repeat step 3 and add functional sport activity but nothing that can put an athlete at risk of hitting head. This step must be approved by the athletic trainer. Twenty-four hour wait period until Step 4.
- Step 4: Complete a normal practice while remaining symptom free
- Step 5: Cleared

## EMERGENCY PHONE COMMUNICATION

In the event of an emergency, the school will attempt to reach families via email and text message. Please be sure that you keep the front office informed of any changes in phone numbers or email addresses. Should we be faced with an emergency, please wait for contact via email or text so that school lines are free for emergency support, or check the school's website for update information.

Before or after office hours, the school provides recorded information on its voice mail system, reached by phoning 206-323-6600. Sometimes in a major emergency, local calls are interrupted, but out-of-state service continues. Therefore, Seattle Academy has a relationship with a sister school, Wasatch Academy, in Utah. Wasatch has agreed to be our communication link in case local phone communication is disrupted. We will provide Wasatch with our phone roster. In the event of an emergency, we will inform them of the status of the students and the school. Families may call Wasatch for updates. The Wasatch Academy address follows:

**WASATCH ACADEMY**  
**120 South 100 West**  
**Mount Pleasant, UT 84647**  
**Phone (435) 462-1400 or (800) 634-4690**  
**Fax (435) 462-1450**  
<http://www.wasatchacademy.org/>  
**e-mail for Joseph Loftin, Headmaster: [josephlo@wasatchacademy.org](mailto:josephlo@wasatchacademy.org)**

In addition, the school may attempt to relay messages using the out-of-state contacts provided on students' medical consent forms. Families should fill in students' out-of-state telephone contacts on the Emergency Medical Form.

## **EMERGENCY DRILLS**

Emergency drills (such as fire, earthquake, and shelter in place drills) take place throughout the year. Teachers instruct their students on appropriate procedures, and instructions/evacuation routes are posted in all classrooms. When appropriate, students and faculty/staff evacuate buildings and proceed to designated evacuation locations where attendance is taken.

## **SNOW EMERGENCIES**

**SAAS does not follow Seattle Public Schools (SPS)** when making school closure decisions. While there are times when SPS and SAAS might make the same decision, the school makes closure/schedule change decisions independently based on circumstances particular to our situation.

Announcements of school schedule changes or closure will be made on the school's website, the school's voice message system, through text message, and on the Public Schools Emergency Communication System (PSECS) at [www.flashalert.net](http://www.flashalert.net), which in turn transmits the information to the media.

## **EXTENDED INTERRUPTIONS OF SCHOOL**

School closure days, such as snow days, are usually a pleasant surprise and a gift of time for everyone. But as closure days accumulate, they become a disruption to the curriculum and could lead to make-up days being reclaimed from other places in the school calendar or added on to the end of the school year.

There are some times when students should view a closure day as a "free" day and other times when they should view a closure day as a "coursework from home" day. In a nutshell:



1. Students should check the Seattle Academy website home page for a message announcing the “course continuation” status.
  - a. Under some circumstances (i.e. three inches of nice, fluffy snow), the first day of a closure will be a no-schoolwork day for students and teachers.
  - b. We will take several things into account when deciding on this.
2. If there is a message on the home page of the website that says courses will continue, students should check their class Learning Management System sites and continue with assignments that teachers have posted.
3. If courses will not resume yet, that will be stated.

There are a variety of reasons why school might be closed: a major storm with lots of disruption including power outages, icy streets but no other disruption, or perhaps a large percentage of students with an illness, to name three possibilities. Every option implies a different impact on families, so we know that there may be reasons why a student is unable to view or complete assignments. For example:

- The reason for the closure may mean that either the school’s network is down or that there are regional or local power outages.
- A family may not have technological access at this time.
- A student may not be well.
- A student may not have access to class materials (although teachers will try to find ways for students to be able to do meaningful work).
- Or a variety of other reasons.

Given the potential uncertainties, students will not be penalized for work they are unable to do, and teachers will make necessary adjustments in assignments and due dates. Our goal, however, is to continue to teach the curriculum as best we can. Teachers will have online “office hours” so that students can communicate with them about coursework. In the event of a snow day, we will ask teachers to be available online between 10:00-11:00 AM. (Please use email, not the phone.) That is a minimum, for answering questions about assignments. In the event of a prolonged closure due to a pandemic or disaster, we will ask teachers to be available during normal school hours for email communications. Again, please use email, not the phone. Beyond that, teachers will post information on their own Learning Management System pages. Students can access the Learning Management Systems and student email accounts through the school’s SAAS website (<http://www.seattleacademy.org>)

During a pandemic or disaster several faculty and students may be afflicted with the illness or dealing with the disaster. Please be patient if your emails go unanswered. We will request that faculty post Out-of-Office replies if they will be offline for more than one day.



## CORE VALUES, BEHAVIOR, AND DISCIPLINE

The most important factor in the success of Seattle Academy is the existence of supportive relationships between and among students and teachers and among faculty, administrators, and families. These supportive relationships are the direct result of social interactions that are governed and guided by the school's four core values (trust, respect, responsibility, and integrity). These values are intended to create, and do create if translated into action, a strong context of civility within which takes place a daily life that is polite, generous, and inclusive. It is our aspiration that all constituents within the Seattle Academy community will share these core values and demonstrate them in all communications and action.

### CORE VALUES

**Trust** is the sense that I will assume you to be an honorable person until you prove otherwise, and you will do the same for me, until I prove otherwise. And before I assume otherwise, I'll talk to you about it. The absence of trust is reactive negativity (that response pattern predicated upon an antagonistic "us versus them" premise).

**Respect** is the sense that I value what you are and who you are. If I do not understand what or who you are, I will learn about you and your background and form my own judgments rather than listening to the judgments of others. I will express my judgments with civility, which is an essential component of respect. The absence of respect is the habit of negative labeling, stereotyping, or demeaning others which deny any trust level between the participants in a conversation and which stop real discourse cold.

**Integrity** is doing the right thing, even when no one is looking. It is the combination of the willingness to discover who I am and the courage to be who I am and the willingness to understand who you are and the courage to allow you to be who you are. Integrity requires that I seek out those experiences that push me beyond self-imposed boundaries and perceived limits and that I be supportive of others who are doing the same. The absence of integrity is taking the easy way out when you know that the easy way is not the right way.

**Responsibility** is the sense that I am directly accountable for who I am and for what I do, and indirectly accountable for the quality of life within the SAAS community. Responsibility requires that I be willing to ask for and accept help when I need it, and to aid others when they need it. The absence of responsibility is either complaining, which includes a denial of any personal responsibility for problems or for the quality of community life; or, worse, assigning the blame for a problem to another when some or all of the cause is rooted within one's self.

### DISCIPLINARY PROCESS

It is hoped that students will emulate the behaviors of positive role models and respond to guidance. At times, however, certain behaviors that are detrimental to the learning environment or the community may require disciplinary action. In such cases, the school will explain the problematic behavior to the student and family, define expectations for changing the behavior, and set a time frame for making the changes. The disciplinary process is described below, along with levels of disciplinary response.

## WHO IS INVOLVED

The appropriate Division Head, Middle or Upper School, or their delegate, will investigate incidents and/or concerns, determine responsibility, and levy a consequence, if one is required. Serious problems are brought to the immediate attention of the Assistant Heads of School or the Head of School. Families are notified promptly, although students generally are given the opportunity to inform their parents/guardians before the school does so.

## PRINCIPLES OF THE DISCIPLINARY SYSTEM

Our disciplinary system is based upon several principles. First, our responsibility as a school is to help students learn and grow from their mistakes and failures. In the vast majority of cases involving middle and upper school students, this is exactly what happens.

Second, we work hard to ensure that the spirit that infuses the disciplinary process and the logic that determines the gravity of the response to an infraction are fair, reasonable, and consistent with the core values of the school.

Third, we strive to be fair to the needs of the institution and fair to the needs of the individual. The costs of favoring the one over the other are often hidden but are always real, both pragmatically and philosophically. Tilt too far towards favoring the needs of the individual, for example, and some students will leave because they sense that there is no order or structure to protect them. Tilt too far towards accommodating the needs of the institution, and other students will leave to find an environment that does not try to force their square pegs into round holes.

Fourth, we try to balance a consistency of process – following the same prescribed procedure in investigating and judging infractions – with a respect for precedent, the awareness that a given consequence imposed upon a student should be reasonably consistent with consequences imposed in similar situations in the past.

Fifth, when it comes to the application of discipline, we work hard to distinguish between rumor and fact and to hear all perspectives. We strive not only to be fair but also to appear to be fair. Effective communication to students and families about issues of discipline – to the extent that such communication does not violate a student's or family's right to privacy – is critical to the creation of the perception of fairness.

Sixth, we believe that actions, not words, ultimately define a person's character. In the case of a serious violation, probation rather than expulsion might be the consequence for a student who has no history of past misbehavior. For example, a consideration in determining a disciplinary response is the degree to which a student accepts responsibility for their actions and appears to be genuinely committed to correcting the problem.

Good faith efforts to clarify misunderstandings and to correct mistakes or errors of judgment help build trust.

We believe that by following these principles we do the best we can for each student and for the school.

## LEVELS OF DISCIPLINARY RESPONSE

**Official Warning:** An official warning is given when a student has done something that could create a larger problem if the behavior continues. A warning requires a brief written response from the student and written notification from the school to the parents. This level of disciplinary status is not considered reportable during the college admissions process. If there is another breach of our Core Values, or the other conditions are not fulfilled, the student can be placed under review.

**Academic or Behavioral Review:** Students are placed under review when there has been a direct violation of school policy, a breach of the Core Values, or a pattern of concerning behavior has been revealed. The length of the review term is at the discretion of the Division Head and takes into consideration a number of variables including the severity of the infraction and the student's previous disciplinary record. This level of disciplinary status is not considered reportable during the college admissions process.

If there is another infraction within the review term, or the other conditions of the review are not fulfilled, the student can be placed on probation which carries its own set of consequences, including disclosure during the college admissions process (see attached discipline handout).

**Academic or Behavioral Probation:** Probation is given when a student violates the Core Values in such a way that creates a real problem, which, if repeated, could call into question the fit between the school and the student. The duration of Probation is at the discretion of the Division Head. If another incident or series of incidents occur, or the other conditions are not fulfilled, the student can be placed on Advanced Probation. Probationary status at any level can lead to disclosure as required in the college process (see attached discipline handout).

**Advanced Academic or Behavioral Probation:** In most cases, a student is placed on Advanced Probation when they have been on Academic or Behavioral Probation and has done something new that is similar to or is the same as the act that caused the original probation; or has violated another core value of the school; or has committed an egregious act (for example, harassment, theft, or Inappropriate contact with another student) for which Probation is an insufficient response. With Advanced Probation, there are now serious questions about the fit between the student and the school; if there were to be another significant action or pattern of lesser actions that "resonate" the act or actions that caused Advanced Probation, the student can be asked to leave the school without further process.

**Termination of Enrollment:** If a student is unwilling or unable to make changes to behaviors or attitudes that have been identified by the school, they could be dismissed from the school; certain behaviors (for example, behavior that disrupts the academic atmosphere of the school; threatens or endangers fellow students, teachers, school officials, or community members; or damages property) may result in immediate removal, suspension, or termination of enrollment.

**Appealing a Decision:** If a student wishes to appeal a disciplinary decision, they should reach out directly to the Division Head to start the process.

## SCHOOL POLICIES

It is our intention to promote the health and safety of our students, to ensure an orderly environment, and to help students develop self-discipline for their own sakes and for the sake of our society. The characteristics of relationships in a healthy community include acknowledging others, being inclusive, speaking thoughtfully, and speaking out against injustice.

### RESPECT AND CONSIDERATION FOR OTHERS POLICY

#### Purpose

Seattle Academy embraces equity and inclusion and values the integrity of individuals. Our students' ability to learn and engage safely in our community is the paramount concern of the Student Reporting Committee. The purpose of the Student Reporting Committee is to provide current students with clear direction and support in instances when they have experienced unacceptable behavior involving discrimination or harassment based on race or identity. Current students can share their experience with any member of the committee and formally report an incident involving faculty, staff, visitors on campus or students. Following a report, students can expect that all incidents will be reviewed and handled discreetly through our Complaint Procedure which may be found in the Seattle Academy Student Handbook, p.36.

We are committed to honoring the experience of every student and to working jointly with appropriate administrators to address incidents in a manner that is fair and consistent. The Student Life Committee will review patterns as they emerge from reports and incorporate them into future training for students, faculty, and staff.

#### Policy

If a student feels they have been subjected to any instance of identity harassment, they should immediately report the incident to this form. The committee will promptly and fairly investigate all complaints. To the highest degree possible, allowing for a fair investigation, the school will treat all complaints in a confidential manner. At a minimum, the investigation will include interviews with the person bringing the complaint and with the alleged offender(s). All employees are expected to promptly notify the committee (via this form) of any complaints of discrimination and harassment brought to them by students per their reporting procedures. No student will suffer retaliation or intimidation as a result of bringing a complaint under the provisions of this policy or of assisting in the investigation of such a complaint.

**Corrective Action:** If, as a result of the investigation process, it is determined that an individual has violated the Discrimination and Harassment Policy, the school will take prompt corrective action. At a minimum the corrective action will include an educational component. We will advise the offender that his or her actions or language caused harm or humiliation. When deemed appropriate, the school may require the offender to obtain counseling or additional education. The nature of the corrective action will be commensurate with the nature of the offense and the frequency of the behavior, and the corrective action may include disciplinary sanctions up to and including termination of enrollment.

## Members of the Reporting Committee:

Danae Howe, Assistant Head of Middle School, [dhowe@seattleacademy.org](mailto:dhowe@seattleacademy.org)  
Jarad Gifford, Assistant Head of Upper School, [jgifford@seattleacademy.org](mailto:jgifford@seattleacademy.org) or 206-720-2686  
Achijah Berry, Middle School Dean of Students, [aberry@seattleacademy.org](mailto:aberry@seattleacademy.org)  
Margie Young, Upper School Dean of Students, [myoung@seattleacademy.org](mailto:myoung@seattleacademy.org) or 206-720-2651  
Taylor Kanemori, Director of Equity and Inclusion, [tkanemori@seattleacademy.org](mailto:tkanemori@seattleacademy.org)  
Leigh Hopkins, Director of Counseling, [lhopkins@seattleacademy.org](mailto:lhopkins@seattleacademy.org)

Reports may be filled out in the following ways:

- Complete the [Online Form](#).
- Complete a hard copy which can be found in committee members offices.
- Print a copy from the [student portal](#) on the website and turn it into any of the committee members.

## Next Steps:

- Two members of the committee will meet with the reporter to gather additional information.
- Two members of the committee will meet with the offender to share the feedback, reinforce our values, and determine a corrective action plan.
- A prompt, thorough, and fair investigation will be conducted
  - Communication with all involved families will happen throughout this step
- If both parties are amenable, a mediation session or other conflict resolution with the affected person and the offender will be held.
- If necessary, an outside party trained in conflict resolution can be involved.

## Potential Outcomes:

- Training or education for offender and/or community at large will be provided.
- Parents/Guardians of reporting and offending students will be contacted.
- If needed, reporting student will be informed of their legal rights and/or appropriate authorities will be contacted.
- If offending behavior is in violation of Student Behavioral Guidelines the potential outcome would be in line with the student behavioral response outlined on page \_\_\_ of the Student Handbook.
- Dismissal of offender from Seattle Academy and/or Seattle Academy programs and events.

## Tracking and Recording Information

Seattle Academy will maintain a record of reports and actions taken to hold ourselves accountable to addressing reports and continuously learning and growing as an organization. Data will be reviewed each trimester to inform further education for our community.

## Confidentiality, Access to Information, and Protection from Retaliation

- All grievance reports will be treated as confidential to the extent possible while addressing the grievance.
- Grievances reported via the racial grievance reporting form will be shared with the committee members and other people as appropriate to address the grievance.
- Threats, other forms of intimidation, and retaliation against a person reporting a racial grievance or any other party involved in implementing the racial grievance policy are violations of the policy and may be grounds for disciplinary action.

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## POLICY AGAINST SEXUAL HARASSMENT

Sexual harassment is a particular form of personal disrespect that Seattle Academy will not tolerate among students, among employees, or between employees and students. Faculty and staff are responsible for understanding and acting with awareness of the level of trust placed in them relative to their work with children and adolescents.

Harassing conduct by students toward other students is strictly forbidden. Harassing conduct by students may take many forms, including verbal acts and name calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or academic advancement.
- Submission to or rejection of such conduct by an individual is used as a basis for employment decision or academic decisions affecting the person.
- Such conduct has the purpose or effect of unreasonably interfering with a person's work or academic performance by creating an intimidating, hostile, or offensive environment.

**Complaint Procedure:** If a student feels they have been subjected to any instance of sexual harassment, they should immediately report the incident to their Teacher, Advisor, Coordinator, Counselor, Dean of Students, Dean of Faculty, Assistant Division Head or Division Head, Assistant Heads of School, or the Head of School who have the responsibility to share the report with administration. The administration will promptly and fairly investigate all complaints. To the highest degree possible, allowing for a fair investigation, the school will treat all complaints in a confidential manner. At a minimum, the investigation will include interviews with the person bringing the complaint and with the alleged offender. All employees are expected to promptly notify the administration of any complaints of sexual harassment brought to them by students per their reporting procedures. No student will suffer retaliation or intimidation as a result of bringing a complaint under the provisions of this policy or of assisting in the investigation of such a complaint.

**Corrective Action:** If, as a result of the investigation process, it is determined that an individual has violated the Sexual Harassment Policy, the school will take prompt corrective action. At a minimum the corrective action will include an educational component.

We will advise the offender that his or her actions or language caused harm or humiliation. When deemed appropriate, the school may require the offender to obtain counseling or additional education.

The nature of the corrective action will be commensurate with the nature of the offense and the frequency of the behavior, and the corrective action may include disciplinary sanctions up to and including termination of enrollment.

## NONDISCRIMINATION POLICY

Seattle Academy admits qualified students of any race, color, religion, gender, gender identification, sexual orientation, disability, national or ethnic origin, or other legally protected status to all the rights, privileges, programs, or activities generally accorded to or made available to all students and their families.

Seattle Academy does not discriminate on the basis of race, color, religion, gender, gender identification, sexual orientation, disability, national or ethnic origin or other legally protected status in the administration of its educational policies, admissions policies, scholarship and other financial aid programs, and athletic, extra-curricular, and other school-administered programs and activities.

## **STUDENTS WITH DISABILITIES POLICY**

Seattle Academy will provide reasonable accommodations for students with disabilities. Accommodations and modifications are made on an individualized basis following verification of the disability and consultation with the student's parents/guardians, teachers, and health care providers. Students and families should contact the Director of Learning Support for additional information.

The Professional Boundaries Policy for faculty and staff is located on page 9 of the [Faculty and Staff Handbook](#).

## **OTHER POLICIES**

### **VANDALISM AND THEFT**

Vandalism and theft causes great harm to the core value of trust. A student found guilty of theft will face serious consequences, which may, at the discretion of the Head of School, include expulsion from the school.

### **SECURITY OF PERSONAL BELONGINGS**

Lockers and locks are provided for each student. Students are expected to store personal items IN LOCKED LOCKERS or plan to leave valuables at home.

### **WEAPONS POLICY**

A student may not bring, possess, or store a weapon on campus or during any school-sponsored activity. Violation of this policy could result in immediate expulsion.

### **DRUGS AND ALCOHOL**

Students may not possess, use, distribute, or sell drugs or alcohol at or in the vicinity of the school, during school hours, or at school-sponsored activities at any time. Violation of this policy will result in serious consequences which may, at the discretion of the Head of School, include immediate and permanent expulsion from the school.

**DEFINITIONS:** "at school," "the campus," and "to and from" various facilities are understood to be broad enough to sufficiently cover the intent as well as the letter of this policy. For example, all regular classes (including field trips), practices, rehearsals, games, performances, trips, or retreats (at whatever locations), and all transportation to and from are considered school-sponsored activities and are covered by the intent of this policy.

Furthermore, it is the intent and hope of this policy that students will, through education and the development of good judgment, refrain from such activities that are against the law not only during



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school time, but in their private lives as well.

## **NON-SMOKING CAMPUS**

As a matter of policy, Seattle Academy supports and promotes a non-smoking environment. We believe that individuals must strive to maintain personal health and contribute to a healthier environment for all.

By Washington State law, anyone under the age of 18 may not possess or use tobacco products. Students who violate this policy will be subject to disciplinary action. This includes cigarettes, vape pens and any other tobacco products. Students found vaping will be in violation of this policy will result in disciplinary action.

## **OTHER EXPECTATIONS**

### **BEING GOOD NEIGHBORS**

Seattle Academy students can be proud of the positive reputation they have built in the neighborhood. We, as the community, must respect the rights of others, so we as a community must respect the rights of those in the larger community of our neighborhood. Students are expected to be courteous towards and respectful of the people who live and work in our neighborhood. We must be particularly careful of those areas directly in front of our buildings. These areas are public walkways. Students should be careful not to congregate in large and/or noisy groups that disrupt the flow of neighborhood life and careful that the actions of individuals are respectful of the literal and figurative boundaries of neighborhood life.

Civility and respectful behavior are expected of students when they patronize neighborhood businesses and are expected when they are on school property.

Students must recognize that going off campus is a privilege that requires maturity, cooperation, and responsibility. The privilege will, if abused, be curtailed or revoked.

Students are expected always to bear in mind that Seattle Academy is part of a larger community. When we interact with that community, we are all acting not only as individuals, but also as ambassadors and representatives of Seattle Academy.

### **APPROPRIATE CLOTHING**

As a general policy, students are expected to be dressed appropriately for the occasion or task at hand, and in a manner that will not detract from the personal safety of the individual or group. Footwear must be worn at all times. Within this policy, Seattle Academy students adopt a range of styles that reflect individual personalities within the bounds of common sense and common decency. If there is a concern about a student's dress, the Division Head may request the student to make an adjustment to their attire.

### **ALL-SCHOOL SANCTIONED EVENTS**

1. Drugs, alcohol, and all tobacco products are prohibited.
2. Chaperones may ask any student to go home from an event if the chaperones feel that is warranted.



3. Faculty chaperones and security officers (off-duty Seattle Police officers) are present at all large-scale events, ie: Mania, dances, socials, etc.

## DANCES AND SOCIALS

1. Once students enter a dance or social, they are not allowed to leave and return. (Particular exceptions may be permitted by Division Heads on case by case basis)
2. There will be a mandatory coat and purse check. If a student needs something out of their coat or purse, they may ask to get it out. A student may not remove their coat or purse from the check area.
3. Students may be allowed to bring outside guests to some events, subject to approval by the Dean of Students, Assistant Division Heads, and/or Division Heads. Guests are expected to provide the school with the name, school, age, phone number, and signature and business card from an administrator at their school. Seattle Academy students are responsible for the behavior of their guests.
4. For Upper School dances specifically, the student and any guest will be required to sign a contract that will reiterate rules and expectations regarding the event, as well as provide the above general information. Any guests who are not currently enrolled in high school will require a reference and/or direct parent communication, and will be decided at the discretion of the Division Head. Middle School students are not allowed at high school dances. Maximum age is 20 years old. **We expect all who attend dances to act in a way that creates an inclusive and welcoming environment rather than one in which some community members feel uncomfortable and/or excluded.**

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## FEES

### BOOK AND SUPPLY DEPOSIT

The book and supply fee is \$700 for the Upper School and \$500 for the Middle School. This fee is used for textbooks, music, science and art fees, sports uniforms, yearbooks, and other miscellaneous charges.

### LOCKERS

Each student will be assigned a locker to store books and other personal items. These lockers are school property. Students are to keep lockers clean and free of damage. Anything placed on/in a locker must be within the school's general expectations for appropriateness and must be removed by the student at the end of the school year. Book accounts will be charged for damage, repair, or clean-up of lockers not adequately taken care of by students.

### GRADUATION

Funding of graduation is provided by the school.

### ACTIVITY/PARENT ASSOCIATION FEE

A \$235 fee is charged to purchase student accident insurance, cover the costs of Middle and Upper School retreats/activities, and cover Parent Association dues.

### COMMUNITY CHEST

Seattle Academy values economic diversity in our community, and we want to be sure that students are not excluded from full participation in the life of the school for financial reasons. The Community Chest provides financial aid to students who need support to participate in school activities that are not covered by tuition and fees or existing financial aid awards.

Anyone in our community may request financial support for any SAAS student from the Community Chest. Forms are available on the website under [the HUB](#) / Forms and Reports.

## FORMS

The following forms are available on our secure, online health records database, Magnus Health. Families are provided log information to the site once enrolled.

### GENERAL PERMISSION

The General Permission Form covers all field trips that occur during the school year. On those occasions when Seattle Academy participates in activities at other organizations, an additional form may be required by those organizations. Outdoor trips may require a separate permission form which details the specific risks associated with each trip.

### HEAD INJURY AND SUDDEN CARDIAC ARREST FORMS

Required by law, a form signed by both students and parents/guardians must be on file acknowledging the dangers, symptoms, rules, etc. of head injuries and sudden cardiac arrest.

### IMMUNIZATION FORMS

Required by law, immunization forms must be on file before students can attend school. We are required to have a physical copy of the form with a parent signature.

### MEDICAL FORMS

Families are asked to enter medical information that might affect the student during the school day (e.g., allergies, prescription medications, restrictions on physical activity). Magnus also asks for appropriate adult contacts and special instructions in the event of medical emergencies at school. The profile for your child should be completed prior to the beginning of school. The site can be updated as necessary should a child's health condition change.

### PRE-PARTICIPATION HISTORY AND PHYSICAL EXAMINATION

Physical forms can be access on our website. They are required for all students and posted to Magnus Health. Physicals are valid for two years from the date of the exam. Families will be sent a reminder email when the physicals are about to expire.

## TRANSPORTATION

It is extremely important that all members of the Seattle Academy community – families, students, faculty, and staff – follow the traffic-flow instructions listed below. At stake are:

1. The safety of our students.
2. Our good relationship and respect of our neighbors.

Please follow the procedures listed below as well as the direction of SAAS traffic support and Seattle Police Department off-duty officers.

### METRO BUS

In the interest of safety and the environment, and due to limited parking space in our neighborhood, we encourage the use of public transportation and carpooling. Seattle Academy's central location allows easy access by Metro bus. Routes that come from the downtown area and pass the school on Madison Street include the #11, the #12, and the #2 route. Route #10 stops at 15th and Pine. For more information, call 206-553-3000 or consult the Metro website at <http://metro.kingcounty.gov/>.

### LINC

Linc Light Rail connects students in King County from Angle Lake (south) to the University of Washington (north). The Capitol Hill stop on Broadway is ten blocks from SAAS. When getting off LINC in the morning, students are encouraged to walk south on Broadway to Madison and then west on Madison to SAAS. In the afternoon, students should walk east on Madison to Broadway and then north on Broadway to the stop between E Denny and E John Streets.

### CARPOOLS

Families can review contact information of other families sorted by zip code on My Backpack, our secure student records database.

### SHUTTLE BUSES

The school provides morning and afternoon shuttles to the north and south ends, West Seattle, and the Eastside (along both 520 and I-90). These shuttles are offered in conjunction with Hamlin Robinson. For more information about the shuttles and their stops, please review the transportation pages on the website.

### **SAAS MIDDLE SCHOOL STUDENT DROP OFF ROUTES & LOCATIONS**

There are **two drop off locations** we recommend for drop off of Middle School students. Drop offs may occur between 7:40 AM and 8:15 AM. Officers and SAAS traffic support will be available to guide you during drop off.

#### **Drop off location 1:**

Middle School students may be dropped off inside the Gym/MS Garage. Enter the garage going West on Spring Street after turning Right off of 13<sup>th</sup>.

\*The height restriction for the Gym/MS Garage is 6 feet 4 inches.

\*Officers may ask you to exit the garage going Left OR Right depending upon traffic.

#### **Drop off location 2:**

Middle School students may be dropped off on the West side of 13<sup>th</sup> if a space is available for a safe drop off. Route busses will take priority for space.

**NOTE:** Route busses will take priority for space.

\***Incoming traffic** should go clock wise around the block for a smooth drop off process.

Please **AVOID** going North on 13<sup>th</sup>, East on Spring between 12<sup>th</sup> & 13<sup>th</sup>, or West on Spring between 14<sup>th</sup> & 13<sup>th</sup>. Students should not attempt to cross any street mid-block or without a crosswalk.

## **SAAS MIDDLE SCHOOL STUDENT PICK UP ROUTES & LOCATIONS**

Line ups for student pick up may occur between 2:45 PM and 3:25 PM. School is dismissed at 3:00 PM. Officers and SAAS traffic support will be available to guide you during your pick up.

**Pick up location 1:** MS students may be picked up inside the Gym/MS Garage. One line will be formed for US & MS pick up in the GYM garage.

\*The height restriction for the Gym/MS Garage is 6 feet 4 inches.

\*Officers may ask you to exit the garage going Left OR Right depending upon traffic.

- 1a. Start in Gym Garage on Spring. Enter the garage going West on Spring Street by turning Right off of 13<sup>th</sup>.
- 1b. Continue line up on West side of 13<sup>th</sup> between Spring/Union. Route busses will take priority for spaces.
- 1c. Continue line up on the 1201 E. Union cut out if needed. Route busses will take priority for spaces.

**NOTE:** \***Incoming traffic** should go clock wise around the block for a smooth pick up process.

Please **AVOID** going North on 13<sup>th</sup>, East on Spring between 12<sup>th</sup> & 13<sup>th</sup>, or West on Spring between 14<sup>th</sup> & 13<sup>th</sup>. Students should not attempt to cross any street mid-block or without a crosswalk.

## **MIDDLE SCHOOL LATE PICK UP (AFTER 4:30 PM)**

- Middle School teams are picked up at the 16<sup>th</sup> Avenue parking lot with the exception of home volleyball practices and games.
- Middle School Dance Project members should be picked up in the garage.
- Middle School theatre and vocal after-school rehearsals are picked up on 12<sup>th</sup> Avenue in front of the Arts Center.

## **SAAS UPPER SCHOOL STUDENT DROP OFF ROUTES & LOCATIONS**

There are **four drop off locations** we recommend for drop off of US students. Drop offs may occur between 7:40 AM and 8:15 AM. Officers and SAAS traffic support will be available to guide you during drop off.

### **Drop off location 1:**

US students may be dropped off inside the Gym/MS Garage. Enter the garage going West on Spring Street after turning Right off of 13<sup>th</sup>.

\*The height restriction for the Gym/MS Garage is 6 feet 4 inches.

\*Officers may ask you to exit the garage going Left OR Right depending upon traffic.

### **Drop off location 2:**

US students may be dropped off at the Arts Center entrance of the East side of 12<sup>th</sup> if a space is available for a safe drop off. Please do not block the entrance to Mother's Place.

### **Drop off location 3:**

US students may be dropped off at the Vanderbilt entrance at the 1201 E. Union cut out if a space is available for a safe drop.

## **Drop off location 4:**

US students should be dropped off at 1432 15<sup>th</sup> Avenue if their first class is in the Temple.

**NOTE:** Route busses will take priority for space.

\***Incoming traffic** should go clock wise around the block for a smooth drop off process.

Please **AVOID** going North on 13<sup>th</sup>, East on Spring between 12<sup>th</sup> & 13<sup>th</sup>, or West on Spring between 14<sup>th</sup> & 13<sup>th</sup>. Students should not attempt to cross any street mid-block or without a crosswalk.

## **SAAS UPPER SCHOOL STUDENT PICK UP ROUTES & LOCATIONS**

There are **two pick up locations** we recommend for pick up of US students. Line ups for student pick up may occur between 2:45 PM and 3:25 PM. School is dismissed at 3:00 PM. Officers and SAAS traffic support will be available to guide you during your pick up.

**Pick up location 1:** US students may be picked up along the East side of 12<sup>th</sup> Avenue if a safe space is available. Please do not block the entrance to Mother's Place or other driveways.

**Pick up location 2:** US students may be picked up along the East side of 15<sup>th</sup> Avenue between E Union and E Pike. Please go north on 15<sup>th</sup> and pull as far forward as possible.

**NOTE:** \***Incoming traffic** should go clock wise around the block for a smooth pick up process.

Please **AVOID** going North on 13<sup>th</sup>, East on Spring between 12<sup>th</sup> & 13<sup>th</sup>, or West on Spring between 14<sup>th</sup> & 13<sup>th</sup>. Students should not attempt to cross any street mid-block or without a crosswalk.

## **UPPER SCHOOL LATE PICK UP (AFTER 4:30 PM)**

There are two supervised areas for parent pick up once your athlete returns from practice: Spring Street cut out where coaches get off the busses with equipment and 16<sup>th</sup> Avenue parking lot where an officer will be present to direct traffic. If your athlete is parked at 14<sup>th</sup>/Columbia and is on a returning bus, the driver will drop them at that lot.

## **TRAVEL BETWEEN BUILDINGS**

### ***Grades six and seven:***

To the extent possible, the daily schedule is designed to minimize student travel among the buildings. Grades six and seven are accompanied by an assigned supervisor or ride a shuttle bus. Here are a few "rules of the road" when traveling between classes and buildings:

### **Walking Etiquette:**

1. Students are expected to stay within sight and calling distance of the supervisor. Students and supervisors share mutual responsibility for keeping in one another's sight.
2. Classes will follow specified routes between buildings. See maps below.
3. Students may not enter stores or do anything that will cause them to be late to classes, and they are expected to treat all other individuals with courtesy and respect.

### **Bus Etiquette:**

1. Board the bus quickly and quietly.
2. Follow the directions of the supervisor.
3. Keep voices low, stay seated, and keep hands, arms, and head inside windows.
4. If you miss the bus, return to the front desk (of either the Arts Center or the Temple Building), and wait for instructions.

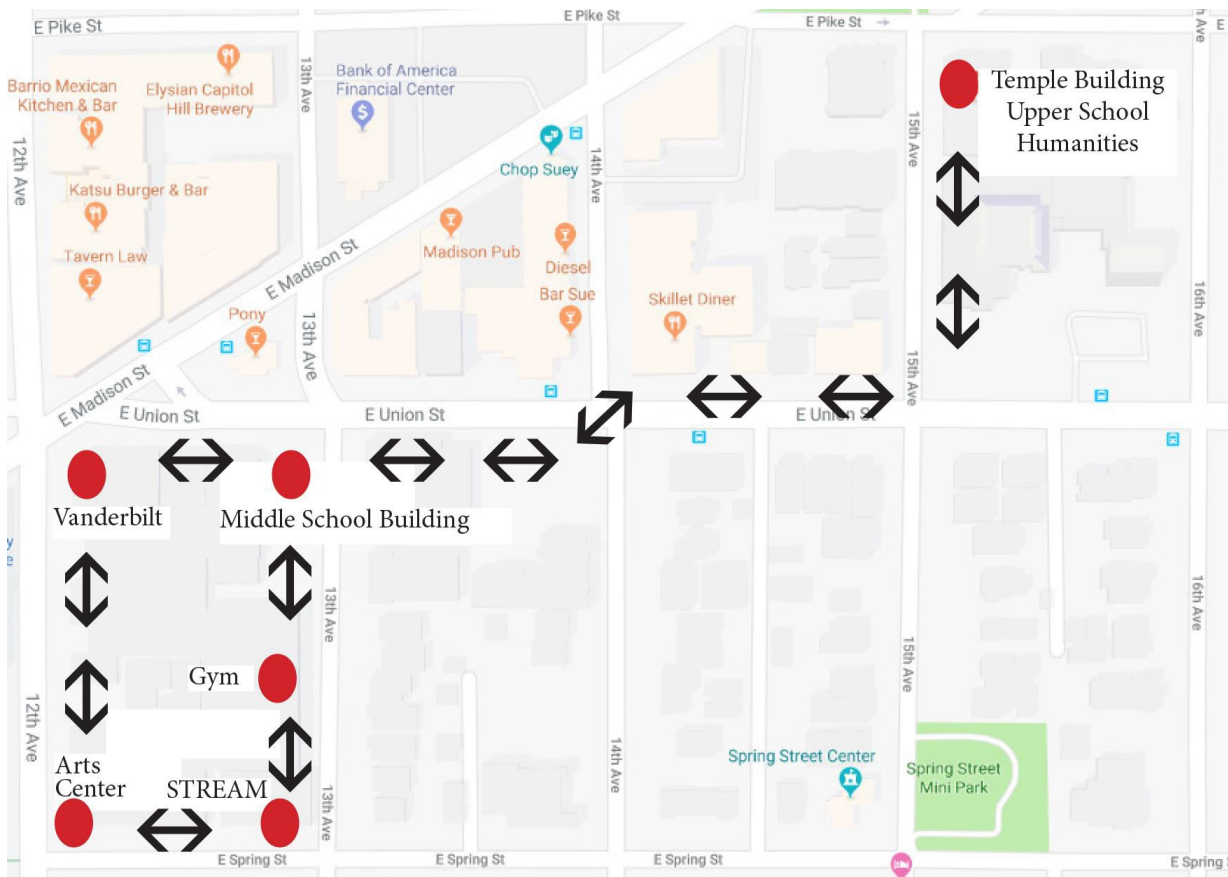
**Grades eight through twelve:**

- 1. STUDENTS WILL TRAVEL BETWEEN BUILDINGS IN PAIRS OR LARGER GROUPS.**
- Students will follow specified routes to buildings and playfields. See maps below. **Students will cross streets only at intersections with crosswalks, lights, or stop signs.**
- Students may not enter stores or do anything that will cause them to be late to classes, and they are expected to treat all other individuals with courtesy and respect.

**A note to all students regarding transportation in cars:** It is important that all families and students read carefully the school's policy on student driving and transportation on the next page.

## WALKING ROUTE

Students traveling between the Temple Building and the main campus should follow the walking route illustrated below. Students should use E Union to travel between 12<sup>th</sup> and 15<sup>th</sup> Avenue using the light at 14<sup>th</sup> and E Union to cross Union.



## STUDENT DRIVING AND TRANSPORTATION

Seattle Academy is not responsible for any loss, theft, damage, or injury that results in connection with students driving themselves or others.

Parents/guardians should be aware that students are allowed to drive during their lunch break. This may result in students driving other students to area restaurants. The school does not oversee these instances of students driving other students.

The following rules apply to student driving:

1. Student drivers and their families must sign a release acknowledging that students drive to school at their own risk and that the school is not responsible for any loss, theft, damage, or injury resulting from student driving.
2. Students may drive to and from school and during lunch. PLEASE NOTE: This may result in students driving other students during lunch. The school does not oversee these instances of students driving other students.
3. Students may not drive between buildings during the time between classes or during class time.
4. Middle School students are not allowed in cars driven by student drivers during the school day.
5. Any unusual circumstance which might require a student to go off-campus in a car during the school day, whether as a driver or a rider, must be approved by the Head of Middle School and/or the Head of Upper School in consultation with the students' families.
6. Failure to abide by these rules could result in a loss of parking privileges.

### PLEASE NOTE:

- Students must have a valid parking pass to use Seattle Academy parking lots.
- Students must park in their designated spot.
- Students may lose parking privileges if they violate the guidelines listed above.

## VISITOR/PARENT PARKING

On-campus parking is limited. The gym/Middle School garage, 14th Avenue, and 16th Avenue parking lots are reserved from 7:30 AM - 3 PM. Visitors can find limited parking in the gym/Middle School garage and 16<sup>th</sup> Avenue parking lots.



## STUDENT CLUBS AND ACTIVITIES

Seattle Academy has a wide range of student clubs and activities. We offer these activities so that students can be engaged and participate in the school outside of classroom activities and to encourage them to take intellectual and creative risks. Upper School clubs are student-initiated and student-led under the supervision of a faculty or staff member. New clubs must be formally proposed to and approved by the Dean of Students or Assistant Division Head. Club proposal forms can be accessed by directly contacting the aforementioned administrators and are welcomed throughout the entirety of the year. For current information regarding all of the clubs and activities we offer, visit the Student Life pages of our website.

Here is a sample of some of these clubs and activities:

- American Sign Language Club (Middle and Upper School)
- After-School Study Hall (Middle School)
- Bouldering (Middle and Upper School)
- The Cardinal (Upper School Online Newspaper)
- Community Service Organization (Middle and Upper School)
- Economics and Finance Club (Upper School)
- Seattle Academy Leadership Team (Middle School)
- Ethics Bowl (Upper School)
- Fantasy Book Club (Middle School)
- Film Club (Upper School)
- Four Corners (Middle and Upper School)
- Gay / Straight Alliance (Middle School and Upper School)
- Girls Who Code (Upper School)
- Global Health Club (Upper School)
- Human Rights Club (Upper School)
- Magic Club (Middle School)
- Math Club (Upper School)
- MathCounts (Middle School)
- Middle East Awareness (Upper School)
- Mock Trial Competition
- Model UN
- Programming Club (Middle School)
- The Red Bird (Middle School Online Newspaper)
- Robotics Club (Middle and Upper School)
- Science Club (Middle School)
- Speech and Debate
- Student Government
- Student Newspaper
- Trips - including Alaska, China, Costa Rica, France, Greece, India, Italy, New Orleans, Turkey, Vietnam, and Zambia
- Upper School Facilitators (Upper School)
- Yearbook
- Youth Legislature
- Zambia Club (Middle and Upper School)

## ARTS

The Arts Department—consisting of Dance, Music, Theatre, and Visual & Media Arts—believes that all students are intrinsically creative, and our goal is to create the environment and curriculum that develops that creativity. Through instruction that integrates learning across all departments, the Arts Department champions the school's Culture of Performance and teaches the skills and mindsets that prepare students to confidently approach and creatively solve the complex problems and opportunities of today's world.

Please Note: The primary purpose of the following information is to provide basic program and production details about the various arts programs. Please see the [Middle and Upper School Curriculum Guides](#) for a complete listing of all the course offerings in the Arts Department.

### PERFORMANCES & VISUAL ARTS OFFERINGS

Please visit links on the [Arts page](#) on the SAAS website for this year's events.

### PROGRAM LEVELS

Each arts area has many classes that are available to all students. Dance, Music (Vocal & Instrumental), and Theatre have an "audition track" for students who want to make a more focused commitment to skill and repertoire development through practice and study in the art form. In the Visual Arts, students who wish to make a more focused commitment to their skill development can continue with Intermediate Visual Arts. The Advanced levels of Film, Photography, and Visual Arts require a portfolio review by the instructors for admission, as does the junior-level Portfolio Development Class. (For reference, here is the [2019-20 Audition Information sheet](#).)

### GENERAL ARTS INFORMATION

#### *THEATRE PRODUCTIONS*

The fall musical and the winter play are open to all Upper School students, while the cast of the spring play is drawn from the Intermediate and Advanced Acting classes. Audition information for these shows is emailed to the school community in the weeks prior to each production. Middle School productions rehearse during the class day, with additional after-school technical and dress rehearsals during the week of performance.

#### *CREDIT*

Upper School students can earn credit for some after-school arts productions. After-school performances such as the fall and winter productions and the Vocal Ensemble earn credit, which apply towards graduation requirements. (i.e. the fall musical may be counted as either a performing or music credit). These earn credit/no credit, not a letter grade.

#### *REHEARSAL/COMMITMENT*

Rehearsal schedules are communicated to all performers. Rehearsals are vital to putting on any production, as this is where the creative process is developed and roles are learned and established. The performer hones skills, learns discipline, and gains confidence and consistency throughout this process.

All shows require time commitments. Some time commitments are greater than others, depending on the project and the role. It is important to realize when getting involved in a production that one's focused time is essential and necessary, and that some other extracurricular commitments may need to be scaled down or put on hold to accommodate the demands of the production.

It is important to be aware of all commitments before signing up or auditioning for a production. It is vital that all parties (students, faculty, and families) work to ensure a sensible balance of commitments, including academic, artistic, athletic, extra-curricular, and family.

## *ATTENDANCE*

Students are required to be in attendance at school by 10:20 AM in order to participate in after-school activities that day (productions, sports matches, practices, etc.). This rule applies to all students, including those with free blocks in the morning.

## *FOOD FOR REHEARSAL*

The Arts Department may provide food for the final dress rehearsal and opening night. This information will be communicated along with the rehearsal schedule. Food is not allowed in the dressing rooms. Students are not allowed to eat while in costume.

## **TICKETING INFORMATION**

### *THEATRE TICKETS*

Our ticket guidelines for the Arts Center Theatre are as follows:

- All Arts Center Theatre seating is reserved. There is no sitting in the aisles or on the stairs.
- Tickets may be purchased at <https://www.seattleacademy.org/arts/season-schedule-tickets> under Ticket Information.
- We recommend that you purchase your tickets as soon as possible so as to ensure seating.
- Ticket holders should be seated 10 minutes prior to show time.
- Just prior to show time, any remaining seats may be sold and all empty seats will be filled.
- If tickets sell out, we will create a Standby List at 6:30 PM each night.
- Latecomers will be seated at the discretion of the House Manager, provided there are seats available.
- Refunds may be requested through Brown Paper Tickets.
- No food or drink is allowed in the theatre.

### *BLACK BOX TICKETS*

The ticket guidelines for the Black Box Theatre vary slightly from the Arts Center Theatre.

- All performances for the Black Box Theatre are open seating.
- Tickets may be purchased at <https://www.seattleacademy.org/arts/season-schedule-tickets> under Ticket Information.
- Ticket holders should be seated 10 minutes prior to show time, at which point, any remaining tickets may be sold, and all empty seats will be filled.
- Refunds may be requested through Brown Paper Tickets.

## ATHLETICS

Interscholastic activities are an integral part of the total school educational program, with the purpose of providing educational experiences beyond the classroom curriculum. Athletics is an excellent means of creating community while contributing to the personal growth and education of students.

The Seattle Academy athletics calendar is posted on our website. The calendar is updated on a regular basis. Families can access the calendar at <https://www.seattleacademy.org/athletics/calendar>.

There is also information available on the ATHLETICS link located on the main menu of the community website under Departments.

Please Note: This section on Athletics is to elaborate on some of the complex details that are required to organize and participate in an athletics program. Information is included about teams, schedules, and policies. We appreciate and support the commitment shown by all our athletes and volunteers.

### TEAM NAMES

Seattle Academy has a “no-cut” policy. Therefore, when numbers warrant, we add another team. The players are placed on teams based on attendance, skill, experience, attitude, athleticism, and commitment.

At the Upper School levels of team play, players could be divided into varsity, junior varsity, and a “JVC” or freshman team when necessary. Most upper school teams practice/play 5 days per week.

In the Middle School, the Red Team plays in the Cross Town Middle School League Division 1. The Black Team plays in Division 2. The Grey Team plays in either Division 2 or 3 (depending upon the sport). The White Team plays in Division 3. Middle School teams practice 3-4 days per week. Because players are placed according to ability and commitment levels, any student can be placed on any team, regardless of grade level.

In the Middle School athletes are placed according to ability and commitment levels, any students can be placed on any team, regardless of the grade level. We use Seattle Academy school colors; red, black, grey, yellow and white to name our teams. The MS teams could play in either the Cross Town Middle School league (CTMSL) or the Catholic Youth Organization (CYO) depending on the sport and number of teams.

Each level of play involves a different time commitment. We encourage students to make choices in order to effectively manage their day-to-day activities.

### ATHLETIC OFFERINGS

<i>FALL</i>	Cross Country	Boys' and Girls' Middle School Boys' and Girls' Varsity
	Golf	Boys' JV/Varsity
	Soccer	Boys' and Girls' Middle School Girls' JV/Varsity
	Tennis	Boys' JVC/JV/Varsity
	Ultimate	Boys' /JVCJV/Varsity

	Volleyball	Girls' Middle School Girls' Freshman/JVC/JV/Varsity
<i>WINTER</i>	Basketball	Boys' and Girls' Middle School Boys' JVC/Freshman Boys' and Girls' JV Boys' and Girls' Varsity
	Wrestling	Boys' and Girls' Varsity

**PLEASE NOTE:** Club Sports (bouldering, squash) may have an additional fee and will be scheduled only if minimum numbers are met. Club sports do not count towards PE credit.

<i>SPRING</i>	Golf	Boys' and Girls' Middle School Girls' Varsity
	Lacrosse	Boys' and Girls' Middle School Boys' and Girls' JV/Varsity
	Tennis	Boys' and Girls' Middle School Girls' JV/Varsity
	Soccer	Boys' JV/Varsity
	Track and Field	Boys' and Girls' Middle School Boys' and Girls' Varsity
	Ultimate	Boys' and Girls' Middle School Girls' JV/Varsity

<i>CLUB</i>	Bouldering	Co-Ed Middle and Upper School	Year Long
	Futsal	Co-Ed Middle School	Winter Trimester
	Squash	Co-Ed Middle and Upper School	Winter Trimester
	Ultimate	Co-Ed Upper School	Winter Trimester
	Wrestling	Co-Ed Middle School	Winter Trimester

## GENERAL INFORMATION

**PRE-PARTICIPATION HISTORY AND PHYSICAL EXAMINATION, HEAD INJURY, AND SUDDEN CARDIAC ARREST FORMS:** By Washington Interscholastic Activities Association requirements, student athletes must have had a physical to participate in sports activities. The School Pre-participation History and Physical Exam form must be signed by the student's doctor and filed with the school before the student can be eligible to participate in practices and games. Physicals are valid for 24 months. If a student's period of eligibility expires during the school year, the student must have a new exam and form signed before they will be allowed to participate in a sport. Physical forms can be found on the website

*A completed Head Injury Form and a completed Sudden Cardiac Arrest Form are also required each year for ALL student athletes.* These two forms are housed on our secure online health records database, Magnus Health.

**TURNOUTS:** Seattle Academy has a "no-cut" policy. Therefore, we use the term "turnout" rather than "tryout." Turnouts assign students to Varsity and JV/JVC/Freshman teams, as well as to Middle School teams.

**ATTENDANCE:** Students are required to be in attendance at school by **10:00 AM in order to participate in after-school activities that day** (productions, sports events, practices, etc.). This rule applies to all students, including those with free blocks in the morning.

**IMPACT TESTING:** The school conducts required impact testing on all high school athletes in high impact sports such as basketball, lacrosse, and soccer. The test provides a baseline comparison for each athlete. The test is completed on campus by our athletic trainer at no cost to families.

**PE CREDIT:** Upper school students can earn PE credit through sports participation on Seattle Academy teams. They can earn 1 credit for each sports season. As is the case with all PE classes, the student must fulfill the 75% participation rate requirement.

Students who are in jeopardy of not receiving PE credit will be informed along with their parents/guardians in writing during the first half of the season in order to give them enough time to reach the PE participation requirement.

Students who wish to participate in sports at other schools and receive credit must obtain approval from the PE Department Chair and Director of Student Services prior to participation. Applications are available on our website or from any of our front offices.

### **Club activities, such as Squash and Bouldering, do not earn credit**

**UNIFORMS:** The Athletic Director will instruct students and families on the proper care of the uniform. The student must ensure the return of their team uniforms. On return, please make sure the athlete's name is attached to the uniform. Uniforms will be inventoried and checked for damage.

**COMMUNITY CHEST:** The Community Chest provides financial aid to students who need support to participate in school activities, including athletics that are not covered by tuition and fees or existing financial aid awards. Examples include team t-shirts or sweatshirts, sports equipment such as cleats, sports camps held at SAAS, etc. The application form is available on the website under The HUB / Forms.

**LETTERING REQUIREMENTS:** Seattle Academy awards varsity letters to those athletes who compete on a varsity team for the first time. Letters are granted to any ninth - twelfth grade student who is a rostered member of a Seattle Academy varsity team and who has:

1. Attended a minimum of 85% of all practices and games;
2. Completed the season (regular and post); and
3. Been recommended by their coach.

**Managers:** Managers are eligible to receive varsity letters. The coach should recommend the parameters for a manager who is trying to letter. Managers can also receive community service hours.

**EARLY DISMISSALS:** On the game schedule, the Athletic Department will provide the early dismissal times from class and the approximate return times. The schedule will be updated and changed as needed, and the information will be available to the entire faculty and students via web calendar. The schedule serves as advanced notification that rostered students have permission to leave class. It is the student's responsibility to retrieve any missed notes and homework and to communicate with the teacher about missed assignments, quizzes, or tests in order to make up work. Teachers or

parents/guardians who have concerns about a student's achievement should contact the Athletic Department.

**RETURN TO PLAY AFTER INJURY: A student must provide the Athletic Director with a doctor's note before returning to the team following an injury that has required medical attention.** The doctor's note should include instructions on the care and recovery of the injury.

**PLAYER ELIGIBILITY AND TRANSFER STUDENTS:** The school administrators can decide to limit or suspend involvement on a case-by-case basis. Of course any serious infringement of team rules can result in ineligibility. All high school athletes will be required to sign a contract (see Appendix A for a sample). Any infringement of that contract could result in suspension or expulsion. Upper School teams need to follow Washington Interscholastic Activities Association guidelines for eligibility and for transfer students. Each new freshman player, who is not coming from our Middle School, will work with the Athletic Director and Admission Director on securing the proper paperwork and following the Association's procedures.

**GYM SAFETY AND SECURITY:** In order to achieve the highest possible level of safety and security in and around the gym, Seattle Academy focuses on personal safety, personal property security, and security to manage unauthorized visitors coming into the building. In order for each of us to assist in achieving the three items above, we should support the following criteria:

- Students must have adult supervision when using the gym or weight room;
- All bags and personal items should be locked in a locker or put in a secure space designated by a coach or PE teacher;
- Any visitor to the school must receive approval from the Athletic Department staff in order to use the space.

In an emergency, contact:

Cathy Schick, Athletic Director, at 206-953-8533 or [cschick@seattleacademy.org](mailto:cschick@seattleacademy.org)

Hilary O'Dougherty, Assistant Athletic Director, at 206-720-2697 or [hodougherty@seattleacademy.org](mailto:hodougherty@seattleacademy.org)

Marc Moquin, Assistant Athletic Director, at 206-676-6811 or [mmoquin@seattleacademy.org](mailto:mmoquin@seattleacademy.org)

Shaun Burl, Middle School Athletic Director, at 206-676-6839 or [sburl@seattleacademy.org](mailto:sburl@seattleacademy.org)

## AFFILIATIONS

**LEAGUE AND DISTRICT FORMATS AND ALLOCATIONS:** Seattle Academy Upper School is a member of the Emerald Sound Conference (ESC)1A League, consisting of 14 1A schools in two divisions.

Class A schools assigned by the Washington Interscholastic Activities Association District #2. League membership facilitates the arranging of schedules, equalizing competition, conducting league meetings, determining championships, and advancement to seeded allotments in the district tournaments. The league provides Seattle Academy the opportunity for competition with schools of similar size, location, and programs. Membership implies abiding by all league rules and regulations. Middle School programs compete in the Cross Town Middle School League and CYO.



WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION (WIAA): WIAA classifications are calculated based on school enrollment in 9<sup>th</sup>-11<sup>th</sup> grades. Seattle Academy competes at the 1A level. The classification levels include:

LEVEL	ENROLLMENT	NUMBER OF SCHOOLS
4A	1300+	51
3A	900-1299	79
2A	450-899	62
1A	225-449	60
2B	105-224	61
1B	1-104	87

Almost every school joins the Washington Interscholastic Activities Association (WIAA) and competes with other association member schools. As a member, Seattle Academy Upper School agrees to abide by and enforce all rules and regulations set forth by the association.

The Washington Interscholastic Activities Association establishes starting dates and maximum number of regular season games and practices allowed for the sports season. This information can be found in the WIAA handbook or provided by the Athletic Director. The association also has rules about when one can coach a student off-season. The following is an example of a WIAA guideline: Athletes participating at the high school level must have a total of **10 practices prior to participating in their first competition.**

The WIAA is responsible for all state playoffs and tournaments (except in the case of Lacrosse and Ultimate which are not WIAA sports). Allocations from league to district are determined at the district meetings, and the allocations from district tournaments to state tournaments are determined by the WIAA. Allocation numbers fluctuate from year to year, so check with the Athletic Director for your sport's allocation.

## THE SEASON

**PRE-SEASON PARENT/TEAM MEETING:** The purpose of the pre-season meeting is to involve the family and the school in a conscientious effort to be productive partners. Head coaches provide an overview of the season ahead and answer general questions. The Fall meeting is held in conjunction with Back-to-School Nights. The Winter and Spring meetings vary by individual team.

**POST-SEASON PARTY:** After the season, the team parent for each particular team may schedule an optional get together. If the team decides to have a get together, the families arrange the location, scheduling, and the ordering of food.

**RECOGNITION:** Athletes are recognized at various times throughout the year. Certificates of participation for all members and trophies for MVP and Coaches' Award are made by the Athletic Department.

- State, district, and league accomplishments as well as Most Valuable Player and Coaches' Award recipients are announced by the Athletic Department at the conclusion of each season.
- The Sports Contribution and All-Star Awards are presented by the Athletic Department at the end of the year. Sports contribution awards are determined by the voting of head coaches, administrators, and the Athletic Department.



## SPORTSMANSHIP

**STUDENT SPORTSMANSHIP POLICY:** Seattle Academy students should accept seriously the responsibility and privilege of representing the school and the community and, therefore, display positive public action at all times. By demonstrating respect for opponents and officials before, during, and after a contest, the students can set good examples and demonstrate our core values. Athletes should treat opponents with respect by:

- applauding for both teams during introductions and shaking hands prior to and after contests,
- respecting the judgment of contest officials and abiding by the rules of the contest,
- refraining from behavior that could incite fans,
- cooperating with officials, coaches, and fellow participants to conduct a fair contest,
- accepting favorable and unfavorable decisions, as well as victory and defeat, with equal grace.

**SPECTATOR SPORTSMANSHIP POLICY:** It is important that Seattle Academy spectators display good sportsmanship. Spectators should always respect other fans, participants, coaches, and officials, as well as the decisions made by contest officials. Unsportsman-like signs or objects are not permitted at a contest, and language that is considered inappropriate is not acceptable. Families are asked to be exemplary role models by positively supporting all contestants in every manner possible. Noise makers are prohibited at WIAA state events.

## TRANSPORTATION POLICY

Seattle Academy provides transportation to all practices and games/matches

- a. Get permission from their coach.
- b. Provide written permission from their parent/guardian.

Athletes **CANNOT** transport other children **TO** practices or games/matches. With the following in place, athletes can transport others **FROM** a practice or game/match.

- a. Permission from their coach.
- b. Written permission from their parent/guardian.
- c. Written permission from the passenger's parent/guardian.

## COMMUNICATION CHART

Student Athlete	Parent	Official	Assistant	Opposing Coach
Head Coach				
Athletic Director				
Middle School / Upper School Head				
Assistant Head of School / Head of School				

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## SAMPLE ATHLETICS CONTRACT

I, \_\_\_\_\_, have chosen to participate in \_\_\_\_\_ at Seattle Academy. I commit myself to continuously working toward the goal of top physical fitness. To do anything which would harm my body would not be in my best interest or the best interest of my team and school.

- I will adhere to the school's core values.
- I pledge to follow all team rules set by the coach.
- I agree to remain free from tobacco, alcohol, and other drugs during my sports season. I fully understand this pledge extends to seven days per week.
- I pledge to follow all school, team, league, and association rules and policies, and to help all of my teammates abide by the same rules.
- I pledge to return my uniform exactly as instructed by the coach.

As the parent/guardian of \_\_\_\_\_, I understand and support this contract and pledge my son/daughter has signed. Optimum health and social development is the goal of the school's athletic program, and I support the school's efforts to attain this goal.

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## ATHLETICS ADDENDUM FOR 2020-21

### Middle School

The Cross Town Middle School League (CTMSL), which Seattle Academy is a part of, has delayed all interscholastic athletic competition until early January 2021. In late September, the CTMSL will determine when specific sports seasons will occur. With athletic competition not beginning until early January, sports seasons may not occur when they traditionally have in the past.

We will be providing an athletics-inspired individual challenge, **CARDINAL STRONG**, which is open to any Middle School student and will continue through December. We will provide more information at the end of August.

### Upper School

The Washington Interscholastic Activities Association (WIAA) has delayed the beginning of school athletics until September 7 and has divided the school year into four different seasons.

- **Season 1:** SAAS will not be competing in Season 1 as it is a time when the school will be operating remotely.
- **Season 2:** will run from December 27 through February 27. The offerings will include basketball and wrestling.
- **Season 3:** will run from March 1 through May 1. This season will include volleyball, girls' soccer, and boys' ultimate. SAAS is a member of the Emerald Sound Conference which has decided to also offer cross country, boys' golf, and boys' tennis during Season 3.
- **Season 4:** will run from April 26 - June 26. The offerings will include girls' golf, girls' tennis, girls' ultimate, track and field, and boys' soccer. We are waiting for a decision regarding boys' and girls' lacrosse, which are not governed by WIAA. We believe they will also be offered during the Season 4 time period.

It is important to note that athletes will have practices and games during breaks due to the shortened seasons, and that Season 4 will run a couple of weeks after classes are concluded in June. We will be sending a survey by mid-August asking families to indicate which sport their athletes will be participating in and should consider those differences when making decisions regarding teams and commitment levels.

Other important dates for athletes and their families include:

- **August 17 - September 27: OUT OF SEASON PERIOD** - coaches are NOT allowed to work with their athletes, in-person or virtually
- **September 28 - November 30: OPEN PERIOD** - coaches can meet and mentor athletes. Information about sport specific opportunities during this time will be provided at a later date.
- **December 1 - December 27: OUT OF SEASON PERIOD** - coaches are NOT allowed to work with athletes, in-person or virtually

We look forward to finding ways to engage with our student-athletes. Seattle Academy will evaluate the WIAA guidance and communicate our decisions regarding return to practices and competitions as soon as we find it is safe to do so.

## PARENT ASSOCIATION

### PURPOSES/MEETINGS

The Seattle Academy Parent Association's purpose includes: supporting activities that enhance school and community spirit; recognizing and honoring faculty and staff in appropriate ways; providing parent education programs; and organizing and assisting with activities that benefit the students of Seattle Academy.

The full Parent Association meets in September, January, and May during the school year, and all families are invited to attend. For current meeting information, please check the school's online calendar.

Questions about the Parent Association? Select the Families Portal link on the top navigation bar when visiting [seattleacademy.org](http://seattleacademy.org). For further questions, contact Anne-Marie Guerrero at [amguerrero@seattleacademy.org](mailto:amguerrero@seattleacademy.org) or 206-676-6874.

### VOLUNTEER OPPORTUNITIES

Many of the Parent Association's activities have one need in common – **Volunteers!** There are volunteer opportunities for every interest and schedule. To get involved contact your Parent Association Executive Committee, Class Reps, Event Coordinator, or the PA/Staff Contact(s) listed for each activity.

**Class Gatherings and Potlucks:** Classes typically host potlucks in the winter trimester, and class coffees and other informal gatherings throughout the year, to promote class connection and parent to parent contact. These events are organized by the Class Reps. Check the Friday e-mail and the school calendar on the website for specific dates, times, and locations.

**Admission Support:** In October and November Seattle Academy hosts Open Houses for prospective students and families to visit and learn about our school. Prospective families are invited to attend Visit Days which occur November-February. Students attend a full-day of classes, and families are invited to an informational coffee with key administrative personnel. Parent volunteers play an important role as ambassadors and informal hosts through the Admission season.

**Faculty Appreciation:** Parent volunteers engage in a number of activities to recognize and thank faculty for their outstanding work. Faculty Appreciation events include the ever popular Friday treats delivered weekly to the faculty lounges at New Middle School, Vanderbilt, STREAM, Arts Center, and Temple (now home to our Upper School Humanities Department!); Holiday Gift Baskets before winter break; and an End-of-Year Luncheon.

**Parent Education Programs:** Programs of special interest to parents/guardians are planned and presented by this very active Parent Education Committee sponsored by the Parent Association. Parent Education events are often in cooperation with school faculty and counseling staff.

**Logo Wear:** Seattle Academy logo wear (hats, sweatshirts, etc.) is sold at special events throughout the year. Parent volunteers play a key role in organizing and managing logo wear sales.

**Ski Bus Volunteers:** The Parent Association organizes the Ski bus program for students. Weekly trips to Stevens Pass happen throughout the ski season. Volunteers help with scheduling, budget, bus contracts, collecting payments, and arranging chaperones.

**Arts and Athletics Volunteers:** The Parent Association helps recruit parent volunteers to work with the Arts and Athletics Departments. In the Arts Department, volunteers help with performances, sets, costumes, ticket taking, and other aspects of both visual and performing arts shows. In the Athletics Department, parent volunteers work with the director and coaches to support athletic teams. Activities include coordinating treats for games, score keeping, or planning an end of season party. Volunteers are also needed to help with school-wide sports events such as Fall Sports Mania, Basketball Mania, and Spring Sports Mania.

**Welcome Program:** Returning families welcome new families to Seattle Academy through this program with a spring welcome event. Volunteers also serve as “summer mentors” calling new families to answer questions and provide a helping hand in coming aboard at SAAS in the fall. Parent volunteers also organize a casual evening social prior to new parent orientation.

**“Moving Up” 8<sup>th</sup> Grade Graduation:** Parents/guardians of 7<sup>th</sup> graders organize the reception following the 8<sup>th</sup> grade “Moving Up” ceremony in June.

## OFFICER RESPONSIBILITIES

The **President** sets agenda and conducts Parent Association meetings; serves as ex-officio member of Board of Trustees; and coordinates activities of other Association officers.

**Vice Presidents** oversee PA activities and manage parent volunteers in the following designated areas: Admissions Support; Faculty/Staff/Student Support; and PA Class Representatives support.

The **Recording Secretary** takes, transcribes, and distributes Association meeting minutes.

The **Treasurer** keeps accounts of financial transactions of the Parent Association; deposits monies; and disburses funds.

The **Parent Education Chair** leads the Parent Education Committee and execution of the Parent Education Programs including Fall and Spring Speaker events and Social Emotional Learning (SEL) Forums.