

# STUDENT / FAMILY 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 between students, families, and the school. The policies, practices, and expectations described in the handbook derive from Seattle Academy's mission, philosophy, and core values.

Seattle Academy, as a non-profit organization, is governed by a self-perpetuating Board of Trustees elected annually. The Board is comprised of current parents, alumni, and alumni parents who volunteer their time and expertise to serve the school. As stewards of the school's mission, the Board is responsible for establishing the long-term vision, strategic goals, policies, and plans that ensure the school will continue to thrive in order to serve not only the current but future generations of students. The 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.

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 exploration and resolve.

**Culture of Performance:** Our culture of performance fosters the integration of skills and knowledge,

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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

SAAS advisory is a place of intentional community in which we seek to know the kid and for each kid to feel seen, known, valued, and celebrated!

Every student has an advisor who serves as the point person between school and home. In the Middle School, advisors meet with their advisees three to four times each week. In the Upper School, Advisors meet with their advisees once a week.

In both the Middle and Upper Schools, advisors help their advisees work productively with other faculty and students by having regular check-ins with advisees, facilitating conversations, reviewing midterm and final grade reports, tracking graduation requirements, and reviewing appropriate course loads.

The goals for 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.

### 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.

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Towards the end of the fall trimester, advisor conferences are scheduled for all middle school students 6th through 8th 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. In the Upper School, 9th grade families will have an opportunity to meet with individual teachers and advisors over two conferencing days. Families should not expect to be able to meet with every classroom teacher during this time. If they are not able to schedule a time to meet over these two days, they can reach out to the teacher directly to schedule a time for a conversation.

Each year, families will receive regular communication from their student's advisor. Communication will be tailored to meet the needs of the student, grade level, and time of year. Advisors will communicate about academic progress, goal setting, social engagement, areas of strength and areas for growth. 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 of each term are considered in calculating the 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 to the school's online Learning Management System, Schoology, 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.

## **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 student's 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, willingness 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 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, grade-level deans 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 INTEGRITY

As a school, we strive to promote positive, values-based behavior that encourages ethical decision making. Our approach to student behavior and discipline is based on education, growth, and inquiry. While we always hope that there will be no disciplinary incidents, we know that we are human and we make mistakes.

We expect that students will consciously and carefully work toward aligning their choices with the Core Values and avoid actions that constitute any violations of academic integrity. Violations of academic integrity include but is not limited to the following examples:

- Plagiarism: using another's words as your own, not citing your sources, or poorly paraphrasing another's words
- Sharing work with another student, unless the assignment is explicitly collaborative. This includes sharing work from classes students have previously taken
- Turning in an assignment late and being dishonest about the reason it is late or being dishonest about whether or not an assignment has been turned in
- Using unauthorized material or assistance on an assignment or assessment

Instances where academic integrity has been compromised can carry significant consequences. Students who plagiarize or engage in possible violations of academic integrity may face disciplinary action ranging from a Warning to Academic Probation (more information on the levels of disciplinary response can be found on p.37), which may include receiving a failing grade on an assignment. As a school we want students to grow and learn from their mistakes. Therefore, patterns of academic integrity breaches will have more severe consequences than isolated incidents. A record of all breaches of academic integrity is kept by the appropriate Dean of Students.

Remember, if you are unsure about the instructions or expectations for an assignment, or about plagiarism or anything related to academic integrity, *students should talk to their teacher and ask for help.*

## 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, and 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

The school year is divided into three 12-week trimesters. Most required courses are year-long. Electives may be one, two, or three trimesters. Trimester grades determine grade point averages and eligibility for honor roll. One trimester of a successfully completed subject equals one credit towards graduation. Eighty-four 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.

## GRADUATION REQUIREMENTS

Seattle Academy's academic year is divided into 3 trimesters. 84 trimester credits and 120 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>
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<b>ENTREPRENEURSHIP / FINANCIAL LITERACY</b>	<b>2</b>
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<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>
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## ADDITIONAL GRADUATION REQUIREMENTS

- **120 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.
- **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.**

## SERVICE

120 hours of community service are required.

**Due to Covid-19 adjustments have been made for the class 2025 to 105 hours.**

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, MobileServe, to receive service credit. Service entries must be entered online within six months of the service date to be recognized and credited. To access the online system, go to: <https://mobileserve.com/>.

- A minimum of 60 of the 120-hour graduation requirement must be earned outside the SAAS community.
- These requirements may be adjusted if a student enters Seattle Academy after 9th grade.
- Students are required to submit verification on the online tracking system MobileServe from outside organizations.
- Service entries must be entered online within six months of the service date to be recognized and credited.
- Service hours cannot be double-counted. For example, zero hours will be counted toward the graduation requirement if a student receives compensation or class credit.
- We strongly encourage students to earn a minimum of 30 service-learning hours each year to stay on track to meet the graduation requirement.
- Students can earn service-learning hours the summer before starting 9th grade, which WILL count toward the graduation requirement.

**External Service Opportunities:** These opportunities include but are not limited to nonprofit organizations such as food banks, parks, environmental restoration and/or art 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 an art department stage/production assistant. Although students may work more than 40 hours, **ONLY** up to 40 hours count toward the graduation requirement. Students can do any of the activities mentioned above multiple times, but only a maximum of 40 hours will be recognized 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.

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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/guardians meet with the Study Skills Department Chair 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.

**Tutors must sign in and out with Front Desk staff when they are on campus working with students.**

## 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. Using resources appropriately means acting in alignment with our core values and using shared resources wisely. It also means respecting others' work, data ownership, security systems, and people's rights to privacy and freedom from harassment and unnecessary disturbance.

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.)

### USE OF GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS

**Students should use generative AI technologies responsibly and in accordance with SAAS's academic integrity and acceptable technology use policies.** It is important that students emerge from SAAS prepared to use AI effectively as a tool to supplement, not supplant, their learning. Students can explore and experiment with generative AI technologies as part of their coursework **only** in ways their teacher instructs or approves with previously established agreement. They should not use generative AI for any activities that are illegal, harmful, or infringe upon the privacy or intellectual property rights of others.

**If a student utilizes generative AI for any academic purpose, the student must disclose and properly cite it.** Citations must include the specific generative AI tool used, a description of the *prompt(s)* used, and a statement about *how* it was used in relation to the final draft of the assignment. When a student is suspected of improperly using generative AI and/or fails to properly cite its use, they may be subject to academic consequences and/or disciplinary action (refer to Academic Integrity, pg. 9).

## 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 the cloud or external drive).

1. All laptops and associated equipment 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. 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 through text message or chat, 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 whatsoever, 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. Students may not access cell phones during class. They are expected to have them in their backpacks or to store them in a designated location in the classroom. They may not access them during classroom breaks.
3. Students will be expected to use their school laptops in class according to teacher instructions and/or as needed for their learning accommodations.
4. Students may only use headphones for class work unless they have a specific accommodation otherwise.
5. 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
6. General guidelines for technology use during class include, but are not limited to, the following:
  - a) Students must immediately close laptop 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. While at school, students may not take pictures of other students or community members without permission.
4. Students should be prudent about protecting their identity online. The school provides instructions about online safety, but this is also an important family issue.
5. Students should follow guidance from their teachers regarding the use of generative AI, and are expected to seek teacher permission before using any AI technology to complete coursework.

## **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 the grade dean.
- b) Removal of particular software (such as games) from the device.
- c) Loss of networking privileges.
- d) Required device audits.
- e) Confiscation of laptop or cell phone.
- 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 sending harassing or hateful messages, postings, images, etc.) may **require** Seattle Academy to contact the appropriate law enforcement agency.

## 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.

- Between 8:00 am - 3:01 pm, Cell phones, Kindles, AirPods, etc, should remain off. These devices should remain in students' lockers.
  - Students who need their phones for medical purposes should clear that with Safety and their respective Grade Dean.
  - 8th graders going off campus for lunch are allowed to have their phones on them while off campus,
- If a student is seen with a device in class, in the hallways, in the bathroom, etc, the teacher will take the device and deliver it to the Dean/Coordinators office.
- School headphones will be available in class at the teacher's discretion.
- Students may use the main office phone if they need to be in touch with family. If you need to reach your student during school, please call the main office (206.323.6600).
- Smart Watches can be set to "School Mode," which we will require while at school.

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 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 Middle School 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.

## UPPER SCHOOL ELECTRONICS/TECHNOLOGY POLICY

- **We expect no phone use in classes.** Students will be expected to keep their phones silenced and stored away in their bags or they will be asked to put them into phone holders in class. Teachers will design lessons that support this.
  - If a student has their phone out, a teacher will give them a verbal reminder to put it away. If the

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student continues to use the phone, the teacher will ask to hold onto the phone until the end of class.

- In cases where such phone use recurs, teachers will have the option of giving the phone to the grade level Dean to hold onto until the end of the day, when the student can retrieve it from the Dean.
- ***We recognize the important utility and safety of phones***, particularly when students are moving between buildings in our busy urban neighborhood. In case of an emergency or when a student's location is in question, communication via text message, email, or phone call is one of our best tools to support the safety of our students.
- ***We value the right to privacy***. No member of our community should be photographed, filmed, or posted about without explicit consent.
- ***We seek to build an intentional in-person community***. Outside of academic spaces, such as the Upper and Lower Learning Commons, we will explore areas on campus that are designated as "phone and technology free" environments. We hope these defined spaces will help students to make intentional choices about when, where, and why they use their personal devices

## ATTENDANCE / CAMPUS POLICIES

### DAILY SCHEDULE AND LUNCH

The main school buildings open at 7:30 AM. Classes begin at 8:15 AM and end at 3:00 PM. The daily schedule is a “block” schedule. Courses are assigned to time “blocks” (class periods = time blocks: 1-8). You can see the Daily Schedule at <https://www.seattleacademy.org/academics/daily-schedule>

### LUNCH

All students have a designated lunch period and there is a school lunch program available at additional cost. Students can also bring their lunch. Microwave ovens are available, but there are no refrigerators for student use. 8-12<sup>th</sup> graders have the option of signing out for lunch at one of the neighboring eateries. 8th graders have specific locations they may access.

Parents or guardians may use [mykidsspending.com](http://mykidsspending.com) to fund their student’s lunch account and monitor their spending and lunch choices.

### 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 are expected to leave or be picked up by 3:30 PM unless they are participants in sports, clubs, or rehearsals. Students not involved in an after-school activity, but who need additional time on campus can be in the Middle School Commons until 6:00 PM.

After 4:00 PM, ALL students MUST BE in Middle School Commons and must depart campus by 6:00 p.m.

### ATTENDANCE

Because the nature of our educational model 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. When calculating the percentage of class time a student has missed, both excused and unexcused absences are included.

**Students are required to be in attendance at school by the second block of the day 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 the arrival time 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 the second block of the day 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 inputting attendance updates into Veracross directly or 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 206-676-6644 or [usattendance@seattleacademy.org](mailto:usattendance@seattleacademy.org).

Attendance will be taken for the first time each day during the first period class. **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 contact the parent at home or at work to verify the absence. Teachers will subsequently take attendance in every class. If a student is marked present for the first class of the day and misses a subsequent class without signing out, the school will contact the student and determine their whereabouts. If the school is unable to contact the student, the school will contact the family. **A pattern of 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 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 are expected to discuss the issue with a 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 Division Team (Middle School or Upper School) as far in advance as possible to discuss a support plan for the student as needed.

In cases of extended absence for non-medical reasons, families should notify 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.

## STUDY ABROAD

While we encourage Seattle Academy Upper School students to engage in the opportunities offered through the school, we understand that an individual student's passion may be to study away from home and SAAS during their time in Upper School. If a student does choose to study away from SAAS, we will work to find ways to support academic goals and graduation requirements in collaboration with the student, family, and their selected program. For questions please see the [FAQ](#) or contact Jarad Gifford.

**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 and in the Upper School, a student may be in jeopardy of not receiving credit for the class.

**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 educational environment.

Students need to be on time to the first period in order for the school to be able to fulfill its mission. 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 should expect to 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.

**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 the second block of the day 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.
- 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 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 second block of the day 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 **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 second block of the day. 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.

## **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. Students who become ill and wish to leave school independently before 3:00 PM must obtain permission and sign out.

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 student's advisor.
3. If the matter is not satisfactorily resolved, contact the Grade Level Dean / Dean of Students
4. Finally, if the Grade Dean / Dean of Students is not able to resolve the concern, 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, Peter Clark's email is [pclark@seattleacademy.org](mailto:pclark@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 Veracross 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 the 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

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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.

## HEALTH AND SAFETY

### FIRST AID AND ILLNESS

First Aid kits are kept in all front offices. Defibrillators are centrally located in each building. Faculty and staff are CPR/AED and first aid certified.

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). Depending on the situation, parent(s) or guardian(s) may be asked to pick up their student from school. If warranted, 911 will be called to transfer the student to an emergency room and parent(s) and/or guardian(s) will be notified immediately.

In the case of illness, students should not return to campus until the majority of symptoms have cleared and they have been fever free for 24 hrs without the help of fever reducing medications. The Department of Health and OSPI may include additional reporting, isolation, and/or testing requirements for certain illnesses. Any additional requirements will be communicated to families as necessary.

Seattle Academy does not have a school nurse on staff.

### 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 engage in self-harm and/or attempt 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 her/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

Families are asked to approve over the counter medications for their students through August Health each year. Front Desk staff and other trained individuals can provide only the approved OTC medications listed on the student's OTC Medication form. Disbursement will be documented in August Health for families to review.

The school is allowed to hold prescription medication for students that they self-administer (e.g., prescribed antibiotic and insulin) during the school day or while participating on overnight/extended day activities, by completing the Prescription Medication form in August Health. The note should authorize use and self-administration of the medication and must include information regarding dosage and frequency of administration.

We ask all families with students needing life saving medications (e.g., epinephrine, asthma inhaler) to complete the Prescription Medication form and provide an emergency back-up which will be stored at the Middle School front desk for MS students and the Vanderbilt front desk for US students.

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

- Prescription medications should be in their original container and include an expiration date.
- Families are responsible for updating supplies of prescription medications (whether due to quantity or expiration).
- Families are responsible for updating the medication lists for students in August Health.
- 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.
- 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.

Designated staff, faculty, and administrators will hold and dispense over-the-counter or prescription medications to students as pre-authorized by a guardian in August Health. Accommodations will be made only when medically necessary and only in accordance with state guidelines, and as determined by the appropriate school employee on a case-by-case basis.

## HEAD INJURIES

Parents or guardians 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. Please report student head injuries to: [safety@seattleacademy.org](mailto:safety@seattleacademy.org) and either [uscounseling@seattleacademy.org](mailto:uscounseling@seattleacademy.org) or [mscounseling@seattleacademy.org](mailto:mscounseling@seattleacademy.org)

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. 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 Pass basis at certain times or give an Incomplete until sufficient work is available to grade.

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 an impact test and start light cardio. This step must be approved by the designated school official. Twenty-four hour wait period until Step 2.
- Step 2: Must continue to be symptom free. Continue to increase cardio with designated school official 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 their head. This step must be approved by the designated school official. Twenty-four hour wait period until Step 4.
- Step 4: Complete a normal practice while remaining symptom free
- Step 5: Cleared

## EMERGENCY COMMUNICATION

In the event of an emergency, the school will attempt to reach families via email and text message

using our data management system. Please be sure that you update your contact information including your email, phone, and physical address in Veracross. 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. You can reach our Campus Safety Team at (206) 676-6868. For non-emergency concerns or issues please call our Front Desk at (206) 323-6600.

## EMERGENCY DRILLS

Emergency drills (such as fire/evacuation, earthquake, and lockdown 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.

If an emergency occurs during break or lunch (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 attendance may be taken and the appropriate emergency procedures implemented. If for some reason students are unable to return to designated assembly areas they should contact Campus Safety line at (206) 676-6868.

## 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. Always check the SAAS website to see if school is open or closed.

In the spirit of the above statement, no classes will take place on Day 1 of interruption. On **Day 2** and days following, classes will resume and all students should attend classes remotely via Google Meets or Zoom in order to best facilitate moving curriculum forward.

In summary, in the event of a snow day or extended interruption from school:

Students should check the Seattle Academy website and Learning Management System each day school is closed for a message announcing the school status. The first day of a closure will be no classes for students and teachers.

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. 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

We hope 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 or Associate 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, including what a person says, 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:** A student receives an official warning when the 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 or guardians. This level of disciplinary status is not considered reportable during the college admission process. If there is another breach of our Core Values, or the other conditions are not fulfilled, the student may 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 admission 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 in response to any disciplinary question posed by any college during the college admission process.

**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 is reportable by the student to any college that asks a disciplinary question on a college application.

**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, in addition to the reportability of the status in response to any discipline question asked by a college application, 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.

### **Breaks from School (including formal suspension)**

When students do not meet behavior expectations, appropriate faculty will intercede with the goal of helping them to learn and grow. Consequences are intended to be supportive in the learning process so that students can be more effective at school in their academics, behavior, and relationships, and meet community expectations in the future.

Depending on the level of severity, discipline issues may be handled by the teacher individually or in collaboration with advisors, Grade Level Deans and Division Heads etc. While all students are responsible for their behavior, extenuating circumstances, learning plans, historical behavioral patterns, and other relevant pieces of information will be taken into account when dealing with any

discipline issue.

We believe that when students make a mistake, they learn best when working with educators to reflect and grow. We reserve external suspensions only for the most egregious cases. Students who are not emotionally regulated and unable to be effective at school may be sent home.

Our behavior expectations extend to any incidents on school grounds, at school–sponsored events, activities, athletics games, trips, or programs.

The school reserves the right to respond to issues that arise out of school or when school is not in session should the incident impact or potentially impact the effectiveness of the learning environment in school.

Students who have repeated or multiple incidents over the course of their time in our community may find themselves out of sympathy with the expectations of the school community, which can lead to dismissal.

**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.

**Additional College Admission Context:** In recent years, the Common Application, a form used by most students to apply to college, has removed its general inquiry about discipline. Instead, the Common Application and other college applications now invite colleges and universities to ask their own specific questions, including those about discipline, as individually desired on their “supplements” (additional questions colleges choose to ask) or on their individual applications. When they apply, students must signify that they have answered all questions truthfully, including questions about discipline. While the student, and not College Advising, is responsible for answering these questions truthfully, it is always possible that colleges would contact College Advising directly in response to any concern about any student. Should any student or family have questions about answering these questions, the student or family is welcome to reach out to both the Division Head and College Advising who will advise the family together.

## 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.37.

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 the student reporting form via the student portal. 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 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. 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.

## Members of the Reporting Committee:

Andres Arteaga, Director of Equity and Inclusion, [aarteaga@seattleacademy.org](mailto:aarteaga@seattleacademy.org)  
Achijah Berry, Middle School Dean of Student Life, [aberry@seattleacademy.org](mailto:aberry@seattleacademy.org)  
Leigh Hopkins, Director of Counseling, [lhopkins@seattleacademy.org](mailto:lhopkins@seattleacademy.org)  
Alisha Agard, Upper School Dean of Student Life, [aagard@seattleacademy.org](mailto:aagard@seattleacademy.org)  
Shavette McGhee, Assistant Head of School for Student Experience, [smcghee@seattleacademy.org](mailto:smcghee@seattleacademy.org)

Reports may be filled out in the following way as well as access via a QR code on posters located around school: Complete the [Online Form](#).

## 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 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 grievance or any other party involved in implementing the grievance policy are violations of the policy and may be grounds for disciplinary action.

## 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 decisions 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 a trusted SAAS employee who has 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 their 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 Divisional Accommodations Manager for additional information.

The Professional Boundaries Policy for faculty and staff is located on page 10 in both the [Faculty Handbook](#) and the [Administrative 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.

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## SECURITY OF PERSONAL BELONGINGS

Lockers and locks are provided for students in Middle School and by request in Upper School. 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 in compliance with [Washington State law](#). 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 school time, but in their private lives as well.

## OVERNIGHT HOUSING POLICY

SAAS policies, values, and commitment to an inclusive educational community and environment apply not only at school but also while participating in SAAS sponsored trips. The [following goals, guiding principles, and practices](#) inform SAAS’s approach to shared housing arrangements on overnight, school-sponsored trips.

<https://www.seattleacademy.org/student-life/extending-our-classroom/overnight-housing-practices>

SAAS will look to the goals and guiding principles in this document and will also consider other factors (e.g. cultural, logistical, and individual situations) that are present on each school-sponsored trip to determine safe and supportive housing and sleeping arrangements for students and chaperones.

## 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 and should expect 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 to always 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, any faculty or staff member may request the student to make an adjustment to their attire.

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

1. Drugs, alcohol, and all tobacco products are prohibited. The school reserves the right to use appropriate measures to assure compliance.
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 are present at all large-scale events.

### **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

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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.**

## SCHOOL FEES

### LOCKERS

Each student will be assigned a locker in the Middle School to store books and other personal items. Students in the Upper School may request a locker if they would like, but it is not required. 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. Families 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.

### 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 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.

## SCHOOL FORMS

The following forms are available on our secure, online health records database, August Health. Families are provided login 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). August Health 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 accessed on our website. They are required for all students and posted to August 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

<https://www.seattleacademy.org/about-us/campus/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 for 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 and traffic congestion in our neighborhood, we encourage the use of public transportation and carpooling. Seattle Academy is well served by Metro Transit. For more information, call 206-553-3000 or consult the Metro website at <http://metro.kingcounty.gov/>.

### **LINK LIGHT RAIL**

Link 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.

### **CARPOOLS**

We encourage families to form carpools as needed. Please refer to the [Transportation page](#) for tools to help form carpools.

### **ROUTE BUSES**

The school provides morning and afternoon bus service to the north and south ends, West Seattle, and the Eastside (along both 520 and I-90). For more information about bus routes and stops, please review the [Transportation page](#) on the website. **NOTE:** Route buses will take priority for space along the curb for student loading and unloading.

### **STUDENT DROP OFF AND PICK UP**

The roads, sidewalks and driveways around the school are congested during morning and afternoon dropoff and pickup times. Drivers should use 12th Avenue and 13th Avenue, avoiding northbound travel on Thirteenth and not using Spring Street at all, as it interferes with school bus activities and garage

ingress/egress. Conditions around the school change frequently due to ongoing construction activities. Please refer to the Transportation page for up to date information.

## **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.

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 might choose to drive to and from school and during lunch. PLEASE NOTE: This choice may result in students driving other students during lunch. The school does not oversee these instances of students driving other students.
3. Students are advised not to drive between buildings during the time between classes or during class time.
4. 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 - 3:30 PM. Visitors may find limited parking in the gym/Middle School garage and 16<sup>th</sup> Avenue parking lots.

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## 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. Middle and 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 Student Life. Club proposal forms can be accessed by directly contacting the aforementioned administrators and are welcomed throughout the entirety of the year.

## 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 [2024-25 Audition/Portfolio Review Plans](#) .)

### 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 the second block of the day 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**

### *THEATER 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 theater.

### *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>.

Seattle Academy has a “no-cut” policy. 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, a “JVC” or freshman team when necessary and our Cardinal Club Program for those athletes who are looking at mostly skill development in an intramural type setting. In the Middle School, the Red Team plays in the Cross Town Middle School League Division 1.

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.

### GENERAL ATHLETICS 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, August 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/Cardinal Cub teams, as well as to Middle School teams.

**ATHLETIC ATTENDANCE:** Students are required to be in attendance at school by **the second block of the day 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 a designated school official 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. 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 (contact for Cross Country, Boys Basketball, Spring Soccer, Ultimate) at 206-953-8533 or [cschick@seattleacademy.org](mailto:cschick@seattleacademy.org)

**Erin Aitchison**, Associate Athletic Director (contact for Volleyball, Wrestling, Track and Field) at 206-676-6812 or [eatchison@seattleacademy.org](mailto:eatchison@seattleacademy.org)

**Marc Moquin**, Assistant Athletic Director (contact for Golf, Tennis) 206-676-6811 or [mmoquin@seattleacademy.org](mailto:mmoquin@seattleacademy.org)

**Hilary O'Dougherty**, Assistant Athletic Director (contact for Fall Soccer, Girls Basketball and Lacrosse) 206-720-2697 or [hodougherty@seattleacademy.org](mailto:hodougherty@seattleacademy.org)

**Max Bayern**, Assistant Athletic Director (Girls Flag Football, Baseball) at 206-676-6836 or [mbayern@seattleacademy.org](mailto:mbayern@seattleacademy.org)

## AFFILIATIONS

**LEAGUE AND DISTRICT FORMATS AND ALLOCATIONS:** Seattle Academy Upper School is a member of the Metro 3A League, consisting of 1 4A school, 14 3A schools, and 3 2A schools.

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 3A level.

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.

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*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.

## **ATHLETICS TRANSPORTATION POLICY**

Seattle Academy provides transportation for athletes and coaches to all practices and games/matches. Athletes are advised not to transport other students to and from practices or games/matches. **Athletes are not allowed to drive themselves or others to overnight sporting events.**

## **ATHLETICS CONTRACT**

Many coaches require student athletes and their parents/guardians to sign an Athlete Contract. All expectations in the contract must be agreed to and signed off on before an athlete can participate in the program.

## FAMILY ASSOCIATION

### PURPOSES/MEETINGS

The Seattle Academy Family 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 Family Association meets three times 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 Family Association? Visit the [Family Association page](#) on the school website at [www.seattleacademy.org/families/familyassociation](http://www.seattleacademy.org/families/familyassociation). For further questions, contact Anne-Marie Guerrero at [amguerrero@seattleacademy.org](mailto:amguerrero@seattleacademy.org) or 206-676-6874.

### VOLUNTEER OPPORTUNITIES

Many of the Family Association's activities have one need in common – **Volunteers!** There are volunteer opportunities for every interest and schedule. To get involved contact the Family Association Executive Committee or Grade Level Class Reps. Complete the [Parent/Guardian Volunteer Survey](#) to let us know your interests.

**Class Representatives:** Class Representatives help build our SAAS community by serving as liaisons between the grade-level parents or guardians, the Family Association, and the school. As Family Association ambassadors, they help to build a strong sense of community by promoting parent/guardian engagement in grade-level, division and school-wide events and activities. They act as a general knowledge resource for grade-level questions and recruit volunteers to lead various grade-level community building activities (coffees, parent socials, potlucks, etc.).

**Admission Support:** Parent/guardian volunteers play an important role in supporting Admissions activities. Volunteers help greet prospective families at Open Houses, assist as greeters and tour guides during Visit Days, and support welcome events for families considering their invitation to join the SAAS community.

**Faculty Appreciation:** Parent/Guardian volunteers engage in a number of activities to recognize and thank faculty for their outstanding work. All families are encouraged to support the Friday treats delivered monthly to faculty lounges across the campus. Other appreciation activities happen in December, during May appreciation week and at the end of the school year.

**Parent Education Programs:** The Family Association's Parent Education Committee is composed of parent/guardian volunteers who plan and organize parent education events (speakers, panels, book groups, etc.) of special interest to our community.

**Logo Wear:** Volunteers help promote school spirit through organizing and managing our logo wear sales. Seattle Academy logo wear is sold online and at special events throughout the year.

**Welcome Program:** Returning families welcome new families to Seattle Academy as ambassadors at events, organizing socials, and by serving as "welcome mentors." Welcome mentors connect with new families to answer questions and provide a helping hand during the transition from applicant to enrolled family and starting the school year.

**Arts and Athletics Volunteers:** SAAS recruits parent/guardian volunteers to assist in the Arts and Athletics departments. In the Arts department, volunteers help with visual and performing arts shows (support with displays, backstage, on sets, costuming, ticket taking, etc). In Athletics, volunteers work with the director and coaches to support teams coordinating treats, score keeping, or planning an end of season party. Volunteers also participate in school-wide sports events in the fall, winter, and spring.