



GDS

GEORGETOWN DAY SCHOOL

**FAMILY &
STUDENT
HANDBOOK**

2025-26



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IMPORTANT CONTACT INFORMATION

GEORGETOWN DAY SCHOOL

4200 Davenport Street, NW
Washington, DC 20016

ALL-SCHOOL PHONE NUMBERS

Alumni Office: 202-295-1062
Auxiliary Programs Office: 202-274-1683
Business Office: 202-295-6110
Business Office Fax: 202-338-0480
Communications: 202-274-3294
Office of Diversity, Equity, and Inclusion: 202-295-6114
Space Use Inquires: 202-295-6179

LOWER/MIDDLE SCHOOL PHONE NUMBERS

LMS Main Number: 202-295-6200
360 Program: 202-295-6204
LMS Admissions: (202) 274-3210
Advancement Office: 202-295-1071
Announcement Line: 202-295-6202
Athletic Director, MS: 202-295-6144
LS Attendance: 202-295-6201
MS Attendance: 202-295-6220
Lower School Office: 202-295-6150
Middle School Office: 202-295-6220
LMS School Nurse/Health Room: 202-295-6137
LMS Security: 202-295-1090

HIGH SCHOOL PHONE NUMBERS

HS Main Number: 202-274-3200
HS Admissions: 202-274-3210
Announcement Line: 202-274-3202
HS Athletic Director: 202-274-3226
HS Athletic Trainer: 202-274-3191
HS Attendance Line: 202-274-3201
HS School Nurse/Health Room: 202-274-1663
HS Security: 202-274-3280



I. INTRODUCTION

MISSION

Georgetown Day School (“GDS” or “the School”) honors the integrity and worth of each individual within a diverse school community. GDS is dedicated to providing a supportive educational atmosphere in which teachers challenge the intellectual, creative, and physical abilities of our students, and foster strength of character and concern for others. From the earliest grades, we encourage our students to wonder, to inquire, and to be self-reliant, laying the foundation for a lifelong love of learning.

NON-DISCRIMINATION POLICY

GDS seeks to enroll students who have the potential to take advantage of its rich academic program. The School admits qualified students of any race, color, national origin, religion, sex, age, marital or familial status, family responsibilities, political affiliation, source of income, personal appearance, gender identity or expression, sexual orientation, or mental or physical disability or any other status protected by law, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the School, including but not limited to the Administration of its scholarships, and loans, and its educational, athletic, and other programs.

DIVERSITY AND INCLUSION STATEMENT

When GDS opened its doors in 1945, it did so as the first integrated school, public or private, in a segregated city. The parents who founded GDS believed that an integrated school would provide their children with a better and broader education.

Today, GDS has evolved from its historic beginning as a color-blind institution to one that recognizes, understands, and celebrates the differences that make each of us unique while continuing to foster the universal values that we share. GDS’s commitment to diversity remains the bedrock of its educational philosophy, as it seeks to foster the intellectual, ethical, and spiritual dimensions of students’ lives. Through day-to-day activities, curriculum, and School-wide celebrations, GDS encourages respect for the variety of beliefs and backgrounds reflected in our diverse community of students, teachers, and parents.

ACCREDITATION

A member of the National Association of Independent Schools (NAIS) and the Association of Independent Schools of Maryland and DC (AIMS), GDS holds accreditation from AIMS.

GOVERNANCE

As a parent-owned school, GDS values deeply the involvement and ongoing commitment of its parent body. The GDS Board of Trustees governs the affairs of the School in close partnership with the Head of School and senior leadership, helping to ensure that the School operates in a financially sound manner and adheres to the values implied and explicit in its mission statement.

The GDS Board carries out many of its responsibilities through working committees that make recommendations for action by the entire Board. The Board selects from its membership a chair, vice chair, secretary, and treasurer.

The majority of Board members are current GDS parents elected by the parent body. In accordance with the bylaws and the spirit of GDS, parents elect members of the Board of Trustees after receiving recommendations from a Nominating Committee. In its deliberations, the Committee seeks candidates who are committed to sustaining the School's core values and mission and who can contribute relevant professional expertise and leadership as well as the substantial time commitment required to attend full Board and committee meetings regularly.

ABOUT THIS HANDBOOK

This Family-Student Handbook (the "Handbook") is intended as a general guide for families to the policies, procedures, and personnel at GDS. Please take the time to carefully review this Handbook together with your child(ren). It is important that families understand the School's expectations and policies, and that families know to whom they can direct their questions or concerns. We use the term "parent" throughout this Handbook with the intention that it refers to both parents and guardians.

Please understand that this Handbook is intended only to highlight current policies, practices, and procedures. The policies and procedures set forth herein are intended as general guidelines—specific situations may call for handling a matter in a manner different from that described herein, depending upon the particular facts and nature of the situation. However, it would be nearly impossible to review every element of every policy, or every possible scenario and outcome. Rather, this Handbook serves as a series of policy summaries to keep your family better informed.

This Handbook supersedes all prior policies (whether written or oral, expressed or implied) which in any way contradict with the policies herein. However, this document is not intended to supersede any individual written agreement between you and the School, or any applicable law. If you find that such a conflict or discrepancy exists, please contact the Head of School's Office. This Handbook is not intended to constitute a legal contract of any kind.

FORCE MAJEURE AND MODIFICATIONS OF THE SCHOOL'S PROGRAMS, CURRICULUM, AND ACTIVITIES

From time to time, circumstances will require that the policies, practices, and procedures described in the Handbook may change. The School reserves the right to modify or change any or all such policies, practices, and procedures in whole or in part, at any time, with or without notice. The School will make every attempt to give timely notice of substantive changes in policy.

Should events which are beyond the School's reasonable control and which occur without its fault or negligence necessitate a closure, delay, or modification of its educational programs and activities, the family's obligations to the School as outlined in this Handbook, as set forth in the Enrollment Agreement, and/or as otherwise established by the School shall continue. The School shall not be liable for any failure, delay, or modification of its programs or activities. The School reserves the right to make modifications to the school

year as necessary to account for any time lost due to any closure or delay, including without limitation the following: extending the school year for a period of time due to any delay; conducting classes virtually; and/or scheduling weekend classes. Possible events which could necessitate closure, delay, or modification as described above include, but are not limited to, acts of nature, fire, pandemic, U.S. Government restrictions, wars, and insurrections.

II. DAILY LIFE AT SCHOOL

STUDENT PLACEMENTS (@LMS)

In the Lower and Middle Schools, a committee of teachers, counselors, and administrators forms homeroom, advisor, and classroom groups. We strive to have each group balanced according to academic and social considerations and to take into consideration the needs of students who would benefit by being together or separated. Receiving teachers do not weigh-in to placement decisions.

Each spring, we send an email to all families inviting new and relevant information about an individual student's needs with a specific due date. We ask for families' cooperation and understanding by respecting placement decisions and refraining from making requests for specific teachers.

ADVISORY

Middle School (MS)

An effective advisory system helps to meet the needs of our MS students. Advisory groups in MS provide a home base for students.

The advisor is someone a student can turn to for guidance about a variety of issues, from schoolwork to relationships with peers and adults. The advisory groups encourage students to feel a sense of belonging by providing opportunities for connection. We believe that students benefit from hearing the diverse points of view of their classmates, whether they are talking informally or discussing serious issues. In addition, the advisory group is a natural conduit for pertinent school information (announcements, events, etc.).

Good communication is vital to the advisory system. Each advisor serves as a clearinghouse for information about students and stays in close touch with parents. If a concern arises over a student's academic or social well-being, parents should make the advisor their first point of contact.

High School (HS)

The Ninth Grade Advisory Program is designed to help students transition to GDS and the division and to enhance their overall experience. Ninth graders meet weekly in small groups as well as individually with their advisor. Incoming ninth graders are assigned to an advisor who has specifically chosen to work with the ninth grade; thereafter, students may request a new advisor at the end of the ninth-grade year.

In 10th through 12th grades, each student has an advisor charged with overseeing their academic and social wellbeing. Advisories meet once a week as a group and individually as needed.

Advisors strive to be aware of their advisees' situations at School, to be available and supportive, and to serve as their advocate. Advisors also serve as a liaison between the School and the parents. Parents are expected to keep advisors informed of circumstances at home that may affect a student's performance at School.

General guidelines for the advisor/advisee relationship are as follows:

- Group meetings are generally held once a week. Attendance is required.
- Advisors are typically in contact with their advisees on a weekly basis.

- Advisors communicate with each advisee after a report card or Student Update is issued.
- Special appointments are arranged with any advisee who is having academic or behavioral difficulty during the year or whenever the advisor or advisee feels that it is necessary.
- Advisors also meet with their advisees early in the second semester to plan registration for the following year's courses.

COMMUNICATION BETWEEN STUDENTS AND TEACHERS/STAFF

Students and GDS staff may communicate with each other only through school-sponsored and -approved modes of communication, including GDS email, GDS phone number, and G-Chat during daytime hours. As needed, individual check-ins between a student and teacher or other support staff member (counselor, college counselor, dean, learning specialist, etc.) may take place by school phone or using one of the school-approved video conference platforms: Google Meet and Zoom. Texting between students and faculty is prohibited, except in emergency situations where using a school-sponsored technology system is ineffective or unavailable. In this emergency instance, at least one other GDS adult must be included on the text as well.

EMERGENCY/INCLEMENT WEATHER POLICY

When there is a possibility of severely inclement weather or another emergency situation during the school week, we post School closure information on www.GDS.org and send an email and text to families.

There are times GDS may **close early** due to changing weather conditions; in case of afternoon inclement weather, afternoon bus service, athletics and other extracurricular programming, and extended day programming may be adjusted based on timing and location. The school will stay open until all children are picked up/transported home.

When there is a high probability of improved weather conditions later in the day, we will have a **delayed opening**. In the case of a delayed opening, all divisions will start at 10 a.m. Morning buses will run on a two-hour delayed schedule and there will be no before-school programming unless otherwise noted.

In the event of inclement weather, GDS will have up to two snow days with no classes within one school year. Should we have more than two snow days, whether consecutive or interrupted, we will transition to an online learning plan, which will be a mix of synchronous and asynchronous learning.

EMERGENCY NOTIFICATION

GDS uses an emergency notification system to call, email, and text families during an emergency situation. This system is used only during extreme and unusual situations, although it may be tested at any time. **It is important that every family keep the School up-to-date with current contact information.** All High School students should make sure that the High School Office has their current cell phone information so they can be reached in the event of an emergency.

SECURITY, EMERGENCIES, AND DRILLS

GDS takes the safety of its students and the community very seriously. The School conducts regular drills and other safety procedures, including fire and lockdown drills. Each room includes an emergency response guide which is reviewed regularly by faculty/staff.

In the event that GDS students and staff must evacuate both buildings, the school's primary evacuation location is St. Columba's Church at 4201 Albemarle Street, NW, Washington, DC 20016. All students and school personnel will evacuate to St. Columba's, and parents may be asked to present ID before being reunited with their children. Please be patient while we ensure that all children are accounted for and being sent home with the correct caregivers. In case St. Columba's is not a viable evacuation location, GDS will use its emergency notification system to keep parents informed of updated locations and procedures.

DAILY SCHEDULE

GDS reserves the right to modify the Daily Schedule as necessary to account for emergency situations or needs.

Lower School

6:00 a.m. – School building opens
7:00-7:45 a.m. – Early Grasshopper Before Care Program
7:45 a.m. – Arrival Begins
8:00 a.m. – Classes Begin
3:00 p.m. – Daily Dismissal for first bell (PK-2nd)
3:30 p.m. – Daily Dismissal for second bell (3rd-4th)
3:30 - 6:30 p.m. – GDS 360 Extended Day Program
8:00 p.m. – School building closes

Students who arrive after 8:15 a.m. or leave before 3:00 p.m. must be signed in or out in the Lower School Office. Students leaving early must do so before 3:00 p.m..

Middle School

6:00 a.m. – School building opens
7:00-7:45 a.m. – Early Grasshopper Before Care Program
7:45-8:05 a.m. - Arrival
8:15 a.m. – Advisory Begins
3:30 p.m. – Daily Dismissal for 5-8 (7th & 8th may have later dismissal due to athletic game schedule)
4:00 p.m. – Students who have departed campus report to GDS 360
3:30 - 6:30 p.m. – GDS 360 Extended Day Program
8:00 p.m. – School building closes

Students who arrive after 8:15 a.m. or leave before 3:00 p.m. are expected to sign in or out in the Middle School Office. Students leaving early must do so before 3:00 p.m.

High School

6:00 a.m. – School building opens
7:15 a.m. - Arrival begins



8:00 a.m. – Morning Flex Time begins
8:45 a.m. – Classes begin
3:15 p.m. – Classes end
3:15 p.m. – Afternoon Flex Time begins
4:00 p.m. – Afternoon Flex Time ends
8:00 p.m. – School building closes

GDS buildings are only open on off-hours or weekends for specific pre-approved purposes, including rentals, community, athletic, or performing arts events, etc. All buildings are closed on federal holidays and holiday weekends.

TRANSPORTATION AGREEMENT WITH THE NEIGHBORHOOD

GDS was awarded the right to unify its campus provided GDS continues to manage transportation to and from the campus. The following processes and restrictions must be followed by all GDS community members:

Neighborhood Street Restrictions

Our Board of Zoning Adjustment (BZA) Agreement and our continued good relationship with the Tenleytown community requires that all passenger pick-up or drop-off must occur on campus and not within the neighborhood. **All parents and caregivers must conduct school drop-off and pick-up on campus in accordance with our neighborhood agreement.**

- Families are not permitted to park on neighborhood streets to walk their children to campus, nor may they park and wait for their children on neighborhood streets in the afternoons.
- Families may not use 43rd Place, Ellicott Street, Fessenden Street (between River Road and Wisconsin Avenue) or Chesapeake Street (between River Road and 42nd Street) for driving to or from campus.

No Single Child Morning Drop-Off

Our agreement with the neighborhood prohibits single child drop-offs in the morning. This means that families arriving by car **must drop off at least two children** in the mornings unless you fall into one of the following categories:

- Student has a documented medical condition that makes carpooling not feasible.
- Student is a PK, K, or 1st-grade student.
- Student is being dropped off prior to 7:30 a.m. and, if in PK through 8th grade, is registered to participate in the Early Grasshopper Program. HS students may also be dropped off prior to 7:30 a.m. and receive morning snacks in the LMS Dining Hall.
- Students for whom carpooling, public transit, and GDS Neighborhood Shuttle Bus service is near impossible due to distance from campus. (These families will be identified and alerted by the School of their exemption status.)

Families requesting accommodation (both temporary and/or year-long) should email improveyourcommute@gds.org. Accommodation requests based on documented needs will be prioritized; not all requests for accommodations will be granted.

GDS enforces restrictions around single-child drop-off and neighborhood drop-off and pick-up. Enforcement begins with outreach from the school, proceeds to include monetary fines of \$50 to \$250 per violation and, in cases of persistent violations, may jeopardize your family's ability to remain part of the GDS community. (Tuition is forfeited in the event a family is separated from the community due to lack of compliance.)

ON-CAMPUS PICK-UP & DROP-OFF PROCEDURES

Please follow the instructions of any School officials, security guards, and/or staff helping to direct traffic during pick-up or drop-off. Detailed maps of drop-off and pick-up procedures are online at www.gds.org/ImproveMyCommute.

Morning Carpool Drop-Off

- Drop off **Early Grasshopper Program LMS students** (between 7:00-7:35 a.m.) at the **LMS Terrace** level (they proceed into the LMS Dining Hall).
- Drop off **PK-1st grade students** arriving for the start of the school day (beginning at 7:45 a.m.) via the **LMS Terrace**.
- Drop off **2nd-8th grade students**, arriving for the start of the school day (beginning at 7:45 a.m.) via the **LMS parking garage**.
- Drop off **HS students** at the **main entrance of the High School** (or with their LMS counterparts and walk across Davenport Street to the High School). Drop off in the High School Garage is prohibited.
- **Enter** campus via Davenport Street (from Wisconsin, then 42nd Street) or River Road (via the HS parking garage).
- **Exit** campus via Davenport Street (right turn only), Ellicott Street (right turn only), or River Road (right turn only).

Afternoon Carpool Pick-Up

Drivers to campus are asked to use a GDS-provided placard with students' names and grades to facilitate carline. Please keep this placard visible until all students are in your vehicle.

- **Pick up PK-2nd grade students** via the LMS Garage at 3:00 p.m. (earliest entry to campus is 2:50 p.m.) Exit via Ellicott Street, turning right only.
- **Pick up 3rd-8th grade students and their PK-2nd grade and HS counterparts** via the LMS Garage at 3:35 p.m. (earliest entry to campus is 3:25 p.m.) Exit via Ellicott Street, turning right only.
- **Pick up HS students** in the High School garage at 3:15 p.m. (earliest entry to campus is 3:05 p.m.) Exit via Davenport Street, right turn only, or River Road, turning right only.

Afternoon Bus Departure

- **Neighborhood Shuttle Buses assemble on the LMS Terrace and depart at 3:40 p.m.** Students must be on the bus 5 minutes before departure. The bus does not wait for late MS or HS students.

Other Departures and Dismissals

- **LMS students** leaving early must be checked out before 3:00 p.m.

- **LMS students who go to the GDS 360 Extended Day Program** will proceed directly to GDS 360 at 3:00 p.m. (PK-2nd grade) or 3:30 p.m. (3rd-8th grade).
- **LMS students who depart** on their own/with a sibling via foot, by bike, or by public transit are expected to leave as soon as their school commitments are complete and sign out via SchoolPass. (Any students in grades PK through 8, who remain on campus after 4:00 p.m. will be signed into GDS 360 as a drop-in for a fee.)
- **LMS students participating in supervised non-GDS 360 activities after school** (tutoring, middle school clubs, etc.) are expected to be supervised by an adult at all times and will be given a 15-minute grace period from the time an afternoon activity ends to be picked up or, if authorized, to take public transportation or walk home, before they are signed into GDS 360 and charged as a drop-in.
- **LMS students being dismissed to the care of their HS sibling or buddy** must be accompanied at all times by their high-school counterpart and all are expected to depart school shortly after dismissal. LMS students may not go to the High School unaccompanied.
- **LMS students who depart School to visit a friend after school must** have their families make arrangements in SchoolPass, using either the “Move to Student” or “Move to Carpool” feature. For any bus drop-ins, please email ImproveMyCommute@gds.org. The SchoolPass system will notify the School office, advisor/homeroom teacher, and the parents. Parents must make this change before 2:00 p.m. If parents are unable to do so by this time, they must contact the School office. If applicable, parents must also notify GDS 360 of any changes by 2:30 p.m.
- **MS students participating in sports off campus** may be given permission to be dismissed from that location. Parents must arrange this in writing to the coach. If a designated caregiver is not present before the team returns to campus, GDS will drive students back to campus.
- For **LMS students** who have not been picked up at the end of the extended day program, following an early dismissal due to inclement weather, or during a situation involving an emergency evacuation, a GDS employee will make sure the student is safe and secure. If GDS has been unable to reach the child’s parents/guardians and/or emergency contacts within a two-hour time frame, that employee will alert a member of the school’s leadership and will contact police and/or CPS if we have not had any parental or guardian contact within 6 hours. The GDS employee will remain with the child until contact with parents is made.

SchoolPass

The School coordinates all student **absence**, **late arrivals**, and **dismissal** instructions through the SchoolPass system (gds.school-pass.net). The School is notified of carpool driver arrival based on a camera reading of the driver’s license plate. As vehicles proceed through the line, the student(s) is dismissed from the buildings in the order of the vehicle’s arrival.

At the start of the school year, parents are required to register their students’ names and the vehicle license plates for all drivers authorized to pick-up their children in SchoolPass. Further instructions on how to use SchoolPass are available on the [transportation minisite](#).

At the High School, all students are required to have SchoolPass on their phone and to use it for emergency notifications and when they enter or leave the building.

FAMILY PARKING (See also the section on student parking)

Our ability to maintain positive relationships with our neighbors depends upon our GDS community members behaving in a manner that upholds the values of the School. Please observe all parking regulations as established by the BZA, local Advisory Neighborhood Commissions (ANC), and GDS.

Parking on campus is reserved for GDS faculty, staff, and eligible and approved students during school hours (7:00 a.m. – 4:00 p.m.). A limited number of on-campus visitor parking spaces are labeled and designated for use from 9:30 a.m. – 2:00 p.m. on school days. Parents/guardians driving to campus to attend large events (i.e., Assemblies, divisional programs, etc.) during the school day should anticipate parking off-campus in metered parking spaces or a nearby public garage.

If driving is the only option available to you, there are public parking lots located at 4500 Wisconsin Ave., NW (beneath Target, entering from River Road) and 4530 40th Street, NW (Whole Foods, entering from Wisconsin Ave. or 40th St.), as well as limited paid street parking on Wisconsin Avenue.

Parking on campus is at your own risk. Should a car be damaged either by stray balls, another vehicle, or other mishap, the School will not be held responsible.

STUDENT SAFETY AND PARENT PICK UP

The safety of our students is always foremost in our minds. Along those lines, GDS may ask for identification and verification of unknown individuals attempting to pick up children through either the carline or by arriving at the School. In addition, if an approved pick-up person is driving and we have concerns about whether their driving might be impaired due to alcohol, drugs, etc., we will ask that they call someone else to pick up the children or call a cab or ridesharing service to get home. As mandatory reporters, we are also required to alert the authorities if we suspect that children are in an unsafe situation (for instance, getting into a car with someone who appears to be driving under the influence of drugs or alcohol).

PROVIDING PERMISSION FOR LMS STUDENT TO LEAVE GDS WITHOUT PARENT SUPERVISION

If parents/guardians provide permission (via SchoolPass) for their child to leave GDS (including a sports practice site, field trip location, bus drop-off location, etc.) on their own either by walking, taking public transportation, or by accompanying an older sibling, families agree to the following:

Your child is expected to leave the GDS premises when the program is dismissed. Once your child leaves the GDS premises, the School will no longer be supervising them. There are certain risks associated with being an unaccompanied minor. You agree to release GDS from liability associated with your child leaving campus unaccompanied.

Should GDS deem that it is unsafe for your LMS child to leave campus on their own (for instance, in severe weather or problems with Metro), your child may be enrolled in the GDS 360 program as a drop-in, with any eligible fees assigned, until it is safe for them to leave or until someone has arrived to pick them up. Students who have permission to self-dismiss must depart campus by 3:45 p.m. or upon returning from

their athletics activity. In the event that they need to remain on campus, they must be supervised and will be considered a drop-in for GDS 360 starting at 4:00 p.m.

LATE ARRIVALS, EARLY DISMISSALS, AND LATE PICK-UPS

Lower/Middle School

Early pick-ups and late arrivals must be entered into SchoolPass in advance using the “Schedule Early Pickup” or “Report Late Arrival” feature. Students who arrive late or leave early* must sign in/out in their division office. For early dismissals, the person responsible for pick-up must come to the Security Desk in the lobby and do so before 3:00 p.m. in order to avoid our regular dismissal process.

**Please see www.GDS.org or the section above titled “Daily Schedule” for school-day start and stop times.*

High School

Early pick-ups and late arrivals must be entered into SchoolPass in advance using the “Schedule Early Pickup” or “Report Late Arrival” feature. Students arriving late to school must use their school-issued ID to enter the building, use SchoolPass to scan in, and then proceed directly to class and check in with their teacher. Students who are leaving school early must make plans with their teachers beforehand. Students who need to leave campus on short notice must contact their teachers and scan out using the SchoolPass app when they leave the building. Students are not permitted to drive off campus during the school day without approval from their grade dean or the Assistant Principal for School Life. In general, students may only drive off campus for work/internships, community service, school or extracurricular related activities, or approved leave, according to GDS’s agreement with the BZA.

TRANSPORTATION OPTIONS

As good neighbors, to benefit the environment, and as part of our BZA and ANC agreements, GDS strongly encourages families to use methods other than driving to or from campus. Families will be provided with a menu of options related to their travel to and from campus. Students who live close to campus are encouraged to walk and bike; children living close to public transit are encouraged to use Metro; those who live near one of GDS’s Neighborhood Shuttle Bus stops are encouraged to use these options. Find more information in the Transportation section of this handbook or online at www.gds.org/Transportation. For a full complement of transportation options from your neighborhood, go to www.gds.org/ImproveMyCommute.

All families are required to register their primary commute mode with the School in a transportation form issued at the start of each school year. Failure to complete the form by the end of September may result in holds placed on student progress and/or grade reports.

GDS Buses

GDS offers several bus services for GDS students. Bus policies are described later in this Handbook and specific route information is available online at www.gds.org/Transportation.

Carpool

If driving is the only option available, families are required to carpool with at least one other GDS student in accordance with the School’s neighborhood agreement and continuing commitment to minimizing our

carbon footprint (see carpool exemption criteria under “No Single Child Morning Drop-Off”). The online directory includes the option to filter by zip code, enabling families to determine if other families live close to them. You can find detailed instructions of this process [here](#).

Bus/Metro Stops

The Tenleytown Metro stop on the Red Line is three blocks from campus. The Friendship Heights Metro station is also 0.7 miles away. A number of public buses from across the city arrive at both the Tenleytown and Friendship Heights metro stations. Metro Buses 30 and 33 stop on Wisconsin Avenue near the School.

Metro Cards & Transit Subsidies

Students living within the District are eligible for WMATAs Kids Ride Free (KRF) cards, which allow students to ride for free on Metrobus, the DC Circulator, and Metrorail within the District to get to school and school-related activities. Signing of the enrollment contract authorizes GDS to order a KRF card on your behalf. Cards will be distributed the first week of school. If you would like to opt-out of receiving a KRF card, please email ImproveMyCommute@gds.org. Students living in Virginia and Maryland may request monthly SmartTrip cards with a \$100 value for a cost of \$35 per month. (Students on financial aid receive these cards at no cost). Cards will be reloaded remotely by filling out the next month in CampBrain. Interested students should log on to www.gdscommutes.campbrainregistration.com for an application.

Private Taxi Cab/Rideshare Services

GDS does not run background checks, insurance checks, car safety checks, etc. on any taxi cab/rideshare companies. While we encourage the use of a variety of transit options, each family is expected to perform their own due diligence to confirm that they are comfortable with any arrangements they may make. GDS does not take responsibility for any shared ride programs or for their use or vetting. If parents choose to use a ridesharing service for their students’ travel between school and home or other out-of-school activities, parents do so at their own risk, and that of their children. Use of a taxi cab/rideshare service does not exempt families from the carpool requirement prohibiting single child drop-off. The same policies related to entering ride information into SchoolPass apply to use of such services.

Parents should be aware that many taxi and rideshare companies, such as Uber and Lyft, have policies that prohibit transporting unaccompanied minors. The School does not recommend families use these services for their students nor will it take responsibility for calling a car service for students. GDS does not contract ridesharing and taxi services and has no means of screening the drivers. Should parents elect to use these services for their students’ travel to and from GDS, they agree to assume full responsibility for all injuries, loss or damage to property, harm, and/or death that their children may suffer and agree to release, indemnify, and hold harmless GDS, its officers, regents, agents, and employees from any and all claims, costs, suits, actions, judgments, and expenses upon any damage, loss, or injury to a child or damage to property arising out of their children’s independent travel.

In the HS, students can not arrive or depart separately from a group without communicating with and receiving permission from an official GDS chaperone prior to the start of the trip. In the HS, parents may

provide permission for a student to depart from an off-site location using a rideshare service provided they sign a form.

BREAK CAMPS (@LMS)

The School offers Break Camps at the LMS over specific vacations during the school year. Camp programs are geared toward PK-4th grade with limited middle school options and are open to GDS and non-GDS students. Program fees and financial aid information are available online. All families who participate in Break Camps are expected to adhere to the same rules and procedures as during the school day. Please note, while Break Camp staff members are certified in CPR and first aid, there may not be a school nurse on duty. The School will do our best to accommodate health needs on a case-by-case basis, but may not be able to accommodate all children. Accordingly, families of students who may require administration of medication and wish to participate in Break Camp must contact the School to discuss.

STUDENT IDS (@ HS)

All High School students are issued a GDS ID. Recognizing that students who do not attend schools with open campuses may be subject to truancy laws, High School students are expected to carry their GDS IDs when on- and off-campus during school hours. Any student who loses their ID should report the loss to the HS Security team and should request a new student ID via the HS Resource Page on MyGDS. Student IDs must be used to gain entrance to the HS building.

BOOKS & PLANNERS (@ HS)

Course books are distributed to students at the beginning of the school year. Students should write their names in the books that they are issued where indicated. Some science and math textbooks are loaned to students with an option to purchase. If a student loses a book during the year, the student or family must pay for it before being issued a new one. Textbooks are to be returned directly to the assigning teacher at the end of the year or semester. Bills are sent out for any unreturned books and for books returned in unusable condition. The HS also distributes a “Hopper” planner to all students, to support them in following the day’s schedule and tracking assignments.

LOCKERS

Lockers for MS and HS students are located throughout their buildings. The Middle School office assigns lockers to students, while High School students may claim any available locker. All lockers are the property of the School and are subject to search and inspection. These lockers are the responsibility of the students to whom they are assigned, and are designated for storing books, backpacks, and outerwear. Students must not change lockers without permission. No one is permitted to house one’s belongings in another student’s locker without the express permission of the student to whom the locker is assigned. The area around the locker is the student’s responsibility and must be kept clean. High School students who wish to use a locker should identify an available locker, share the locker number with the HS office, and place a personal lock on the locker. Middle School lockers cannot have locks. Students are advised not to bring valuables to School.

LUNCH AND RECESS

Lower & Middle School Lunch

Students in PK through 8th grade receive lunch (and snacks) provided by the school dining services, including milk. Menu options and guidance on dietary restrictions are available on the GDS website. Parents should check the daily menu and pack extra food as needed. Students may also bring lunch from home. Students will not have access to refrigeration or a microwave. Food and drinks may not be brought into the gymnasium or on the field.

Lower School Recess

Weather permitting, the School makes every effort to conduct recess outside. Third and fourth grade students have the option to go to the library twice a week during recess. If it is necessary for a student to remain inside during recess for any reason, the homeroom teacher must be informed in writing. Students not participating in recess due to an ongoing medical condition must provide the School with a doctor's note. Students who are unable to participate in physical education classes for medical reasons may not participate actively in recess.

Middle School Recess

Students may choose either outdoor recess, gym recess, or to spend time in the library. Students must not use their Chromebooks during recess unless supervised by an adult in a classroom or meeting space. Students not participating in recess due to an ongoing medical condition must provide the School with a doctor's note. Students who are unable to participate in physical education classes for medical reasons may not participate actively in recess.

High School Lunch

Students at the HS either bring a lunch to eat at various locations around the School, or take advantage of their open campus privileges to access neighborhood eateries. Students are encouraged to eat in the Forum, on the Terrace, or in designated campus areas where trash and recycling cans are available. Tables are provided in the Café and on the Terrace for students' convenience. Regardless of where they eat, students are expected to clean up after themselves and to make sure those around them do so as well. Food and drinks may not be brought into the gymnasium, the field, science labs, art studios, or computer rooms.

ASSEMBLIES AND FESTIVALS

School and division-wide gatherings have a long tradition at GDS and range from traditional assemblies that signal essential elements of GDS's founding mission to town halls where students and staff come together to discuss important topics of the day. Such gatherings are important parts of GDS's educational program and as such, student participation is expected.

Founded to be a racially and religiously inclusive school, GDS from its earliest days believed that learning from others' traditions was a vital and necessary part of an excellent education. In consequence, two core celebrations took place the first year the School opened and have been honored every year afterwards. The Christmas Festival celebrated the birth of Jesus. The Passover Festival shared the essence of the Seder meal and the story behind it. The school added a day celebrating Dr. King's birth and legacy the year he was assassinated. As Gladys Stern, our third Head of School observed, "At GDS we encourage a formal feeling of respect for the beliefs and values

represented in our student body. The celebrations of Christmas, Passover, and Dr. Martin Luther King, Jr.'s birthday express universal messages of peace, freedom, and the dignity of the human spirit.” Over time, we have added other celebrations that speak to the essence of who we are as a school and a community. The Free to Be Me Assembly at the Lower School and the Pride assemblies at the Middle School and High School have emerged as important and powerful annual celebrations that speak to the right of all people to love and be loved and to bring forward their truest selves. Additionally, the Thanksgiving Assembly focuses on the theme of gratitude.

Lower School

In addition to our main assemblies, there are three kinds of assemblies in the Lower School: Community Assemblies, Cultural and Heritage Assemblies, and Outside Performer Assemblies. Students are expected to participate in these assemblies; doing so supports students' understanding of diverse human experiences, consistent with our School's mission and philosophy.

At our *Community Assemblies*, students gather to celebrate and discuss their roles and responsibilities as members of the GDS community. These assemblies provide opportunities for community building and connection across grades PK through 4. *Cultural and Heritage Assemblies* occur throughout the year. There are three main goals for these assemblies. First, they provide a window for others to understand the diversity of local, national, and global experiences. Second, they seek to do so in a manner that demonstrates diversity within groups rather than presenting a monolithic experience. Last, these assemblies provide affirmation of individual and/or family identities within our own community. Coupled with our curriculum, these assemblies help develop globally conscious, empathetic children and future changemakers. *Outside Performer Assemblies* feature invited guests who present educational programs that are diverse in character.

Middle School

Assemblies occur on a weekly basis throughout the year. They may involve programs by outside groups, grade-level or student-led presentations, or focused discussions within the Middle School community. In general, assemblies create an opportunity for the 5th-8th graders to have a shared experience and build a sense of community.

High School

Assemblies are an integral part of the GDS High School community experience. As such, students are expected to attend all assemblies, Monday Meetings, and school-wide functions.

UNSUPERVISED ACTIVITIES

Some School activities, spaces, and times may be unsupervised by the School or adults within the School, especially for high school-aged students. For instance, students will change on their own in the locker rooms, students may hang out in common spaces without adult supervision, and High School students may form clubs that do not always meet with an adult present. There are risks and benefits to allowing students to meet without an adult. When alone on campus or participating in unsupervised, student-organized club activities off campus, students are expected to use common sense and abide by the same rules that apply at all other times as a GDS student. Families should acknowledge the additional risks of allowing their children to participate in unsupervised activities and discuss behavioral expectations with their children.

III. ACADEMIC PROGRAM

CURRICULUM

GDS is committed to high standards of excellence in its academic program, to a belief in the worth of each individual student, and to a School community that mirrors in microcosm the real world. Questions regarding the curriculum can be addressed to the Associate Head of School, division Principals, and/or department chairs.

LOWER SCHOOL ACADEMIC PROGRAM

The early years of personal development set the foundation for a lifetime of learning. At GDS, we recognize the critical role this foundation plays for our students' futures. Here, students engage in experiences that tap their natural curiosities, personal passions, and innate desire for fairness and justice. Teachers at the Lower School strive to stimulate, challenge, and inspire students to explore the world around them and discover their place in it. From Pre-Kindergarten (PK) through 4th grade, GDS encourages its students to develop into forward-thinking, compassionate, and intellectually curious problem-solvers and advocates for a better tomorrow.

At the Lower School, GDS seeks to:

- Engage enthusiastically in rigorous academic curricula.
- Work independently and collaboratively to solve problems.
- Develop joyful and long-lasting relationships with peers and adults.
- Question conventional ways of knowing and being.
- Think forward to imagine future possibilities.
- Foster the desire to discover and create.
- Integrate a diversity of experiences and ideas to empower learning.

Test and Homework Policies

- Reading to, with, and by children is encouraged to support literacy/language learning.
- Each grade level works to assign consistent homework. PK through 1st focuses on reading to, with, and by children. In grades 2 and 4, students may be assigned homework for additional practice and or assigned special projects.

Grades and Report Cards

The School posts grades, attendance, and schedule information at the end of each progress period and trimester on MyGDS. Parents access that information on their password-protected profiles on MyGDS. GDS prepares reports on each student in December, March/April, and June. The purpose of these reports is to share growth, progress, and performance in all domains of learning.

GDS reserves the right to withhold report cards/progress reports if any tuition or fee obligations have not been met or health forms have not been submitted. In such instances, report cards will typically be released within 3 to 5 business days after receipt of payment or forms. GDS reserves the right to send to collections any tuition amount not paid by the due date.

MIDDLE SCHOOL ACADEMIC PROGRAM

In the Middle School, teachers build on the standards set at the Lower School, partnering with students during their critical developmental period and helping them become their best selves. The program offers a rich curriculum study in studio and performing arts, physical education, world languages, math, science, English, innovation, health, and history. Students engage in real-world and hands-on learning to deepen their understanding of curricular content. Community engagement, student-initiated and -led clubs, intramural and interscholastic sports, theater productions, and more play an important role in helping students develop a sense of responsibility and teamwork and strong communal connection.

At the Middle School, GDS strives to:

- Encourage independent thought and individual expression within the framework of a consideration for others and respect for community rules.
- Recognize the unique educational needs of emerging adolescents.
- Challenge students to set high standards for themselves, learn from their mistakes, and cultivate their agency as students and lifelong learners.

Test and Homework Policies

- Teachers post all tests, major essays, and projects on MyGDS.
- Students in 5th, 6th, and 7th grades are not asked to take or submit more than one test, major essay, or project on a given day; 8th grade students are not asked to take or submit more than two on any given day. There is no corresponding limit on the number of quizzes administered (which are typically no longer than 15-20 minutes).

Grades and Report Cards

The School posts grades and attendance on MyGDS at the end of each trimester. A trimester one progress report is also posted at the midpoint of the first trimester (late October/early November). Parents access that information on their password-protected profiles on MyGDS.

GDS reserves the right to withhold report cards/progress reports if any tuition or fee obligations have not been met or health forms have not been submitted. In such instances, report cards will typically be released within 3 to 5 business days after receipt of payment or forms. GDS reserves the right to send to collections any tuition amount not paid by the due date.

MS Academic Probation

Academic Probation is designed to address the difficulties that students may have with academic work at GDS. A student is placed on Academic Probation at the trimester marking period if:

- They receive an Overall Statement of Performance grade of *Not Submitted or Not Meeting* in one or more courses.
- They are experiencing a significant lack of growth in their academic courses.

We strive to help students develop and implement strategies to attain academic success. Students placed on Academic Probation may be required to schedule regular meetings with one of our Learning Specialists and other teachers as needed. They may also be required to check in regularly with their advisors. When on

Academic Probation, the student will have specific objectives determined in partnership with the advisor, the Grade Dean, the Student Support Team, and their family. Those on Academic Probation may be required to curtail participation in extra-curricular activities until sufficient specific objectives have been met. The School, at its sole discretion, may assign additional work to be completed outside of the school day or over the summer in order to help a student remediate gaps in their learning and be considered for promotion.

Students who do not improve their academic performance after two or more consecutive trimesters on Academic Probation may have their enrollment contract held for the following school year or may jeopardize their eligibility for promotion.

LMS LIBRARY

GDS library resources include more than 14,000 materials (books and audiobooks) as well as numerous specialized databases that are accessible to all GDS students and parents via the password-protected Lower/Middle School Library page in MyGDS. The library catalog is available 24/7 online. The librarians guide students' book selections across our wide collection of children's and young adult literature for PK to 8th grade, encouraging regular and responsible checkouts. GDS librarians' primary task is to promote our students' ability to think critically, clearly, and creatively about all forms of information; while they may suggest books, they do not censor any student's reading choices. We expect all students to make a reasonable effort to return books to the library when they are due. Lost books are handled on a case by case basis.

LMS STANDARDIZED TESTING: MEASURE OF ACADEMIC PROGRESS (MAP)

MAP Growth measures of reading and math are administered each fall and spring to Lower and Middle School students in grades 2* through 8. This measure is a computer-adaptive test, with built in accommodations, and is untimed. MAP Growth is not a standardized measure; instead of asking all students the same questions, it adjusts to each child's performance, giving a much more accurate measure of what they know. MAP Growth uses an RIT scale score to accurately measure what students know, regardless of their grade level. GDS uses these test results as one way to assess student progress and growth over time (with growth reports), and to inform curriculum development. Parents receive copies of their child's test scores. (*Students in grade 2 take the math portion only at this time.)

HIGH SCHOOL ACADEMIC PROGRAM

At the GDS High School, we believe that young people achieve most when they are enthusiastic about their studies, work closely with their teachers, and involve themselves in a range of activities.

The GDS High School strives to instill moral and ethical values that result in an appreciation of others and a willingness to serve the larger community. We seek to graduate young people eager for a lifetime of learning who can work independently and who value collaboration.

The High School cultivates in its students a deep appreciation of the humanities, mathematics, and science. Through block scheduling and advanced courses in nearly all disciplines, students have the ability to shape their experience and have multiple opportunities for academic exploration and challenge.

Recommended Course of Study

The recommended course of study for the High School is:

4 years of English	3-4 years of history and social sciences
4 years of mathematics	1 year each of performing and studio arts
4 years of a world language	2 years of physical education & health
3-4 years of natural and physical sciences	9th grade seminar

Graduation Requirements

The minimum requirements for receiving a GDS diploma are:

- Arts, Performing: One year
- Arts, Studio: One year
- English: Four years of assigned English
- History and Social Sciences: 9th grade history; African history, Asian history, European history, Latin American history, World history; and U.S. history, U.S. political history, or American studies
- Mathematics: Three years of math while in High School.
- World Languages: A minimum of two sequential years of the same language completed in High School.
- Ninth Grade Seminar: One year
- Physical Education & Health: Two years
- Science: Three years, with one year of a life science (9th grade biology) and one year of a physical science
- Community Service: 60 hours

Course Load

The required minimum for each semester's work is five core academic courses, which may include Upper Level courses in the Arts, unless special circumstances arise. Many students elect to take additional academic, fine arts, or elective courses. GDS encourages all students to pursue their individual passions while exploring our diverse curriculum. Students who persist through our curriculum will be well positioned to gain admission to many colleges and universities. Highly selective colleges will expect students to explore beyond the minimum requirements for a diploma. All students must have at least one free period.

Changing Courses

Students may add a course or drop a course without penalty during the month of September. Please check dates with the Assistant Principal for Academics each school year. The procedure to make a course change is as follows:

- Obtain a course change form from the Assistant Principal for Academics and check to see if space is available.
- Have the course change form signed in the following order: (i) advisor; (ii) teacher of the course dropped; (iii) teacher of the course to be added; (iv) department Chairs concerned; and then (v) Assistant Principal for Academics.

The change is not complete until the signed form is returned to the Assistant Principal for Academics. Students must continue to attend all currently enrolled classes until the drop procedure is completed. After the designated dates, no course may be added or dropped unless the Director of College Counseling, the

Assistant Principal for Academics, or the Principal recommends it. Unless otherwise approved by the Principal or the Assistant Principal for Academics, all courses dropped after the assigned dates will be recorded on the student's transcript as a withdrawal, with a pass or fail grade as appropriate.

Major Assessment Policies

Teachers generally do not assign more than one major assessment per class in a five-day period. To enable students to plan their time, teachers post to MyGDS a course syllabus and weekly/nightly assessments, as well as information regarding major assessments, such as tests, papers, projects, lab reports, etc. For major assessments—tests, papers, and projects—students are generally given at least one week's notice.

Students should note that not every lab report, presentation, or essay falls under the heading of a "major assessment." In general, though, a test or "quiz" taking a full period, a lab report or an essay that constitutes a significant portion of a quarter's grade, or any other project that requires more than one or two night's homework is likely to be considered a major assessment. Most tests are designed to be completed within a classroom period.

Students commonly have no more than two major assessments due on any one day or more than four due in a given week. When a student has three or more major assessments due the same day in the same week, the student may request to have one rescheduled. When students are unable to take a test on the scheduled date, the student and the teacher must work together to establish a make-up date, with the understanding that it is preferable for students to make-up work within 24 hours of the original assessment. Advisors may be involved when appropriate.

Grades and Report Cards

The School posts grades, attendance, and schedule information at the end of each semester on MyGDS. Parents may access that information on their password-protected profiles on MyGDS.

Progress reports are issued at the midpoint of each semester. At the end of each semester, a semester grade is reported. At the end of the second semester, a final course grade is also reported. First semester grades and second semester grades are the grades that appear on the transcript. Grading marks consist of A+ (97–100), A (93–96), A- (90–92), B+ (87–89), B (83–86), B- (80–82), C+ (77–79), C (73–76), C- (70–72), D+ (67–69), D (63–66), D- (60–62), and F (Below 60).

Only students who have missed a substantial amount of school due to illness or some other emergency may receive a grade of incomplete. Students who have simply not completed an assignment will be given a grade commensurate with work completed. Students who receive an incomplete have two weeks from the end of the semester in which to complete assignments and receive a grade. This time period may be adjusted as necessary, at the HS Principal or Assistant Principal for Academic's discretion.

GDS reserves the right to withhold report cards/progress reports in the event that any tuition or fee obligations have not been met or required health forms have not been submitted. In such instances, report cards will be released within 3 to 5 business days after receipt of required health forms or payment of forms. GDS reserves the right to send to collections any tuition amount not paid by the due date.

Student Updates

Throughout the school year, teachers have the opportunity to issue Student Updates regarding students' academic progress. Student Updates may be sent home to inform parents when a student is struggling academically, when a student has done something particularly well, or simply to convey a necessary piece of information.

Academic Difficulty

If a student experiences academic difficulty in a course, the Assistant Principal for Academics and the appropriate department head may recommend that the student do summer work or attend summer school. A 60 or better is a passing grade. In sequential courses (i.e., math, science, and language courses), a 70 or better is required to move on to the next course. Students whose average grade is between 60 and 70 may not be eligible to take the next course in the sequence without intensive remedial work as determined by the department chair and Assistant Principal for Academics.

Any student who fails a course for the year may be asked to repeat the course the following year or, with approval of the appropriate department head or the Assistant Principal for Academics, take a course over the summer.

Summer Coursework for Credit

GDS does not accept summer courses for credit. There are two exceptions: 1) Summer coursework may be accepted only if arranged in advance with the Assistant Principal for Academics as described in the section titled Academic Difficulty. 2) Students may take and pass a summer geometry course at GDS. If taking a geometry course elsewhere, students must do the following: (a) Inform their math teacher and High School math department chair by the end of the school year. (b) Keep a portfolio of all summer work (assessments, assignments, syllabus, etc.) to submit to the department chair in August. (c) Take and earn a satisfactory grade (B- or above) on the corresponding GDS midterm and final exams. Other than GDS's summer geometry course, any summer coursework taken between 9th and 12th grade does not show up on the GDS transcript; it is attached in a separate document and is not typically used for calculation of GPAs by colleges or universities.

Academic Notice and Academic Probation

Academic Notice is designed to address the difficulties that students may have with academic work at GDS. A student is placed on Academic Notice at the progress period if they are receiving incompletes or grades in the D range in two or more courses or failure in one course. We strive to help students develop and implement strategies to attain academic success. Students placed on Academic Notice will be required to schedule regular meetings with one of our Learning Specialists and other teachers as needed. They may also be required to check in regularly with their advisors. When on Academic Notice, the student will have specific objectives determined in partnership with the advisor, the Grade Dean, the Student Support Team, and their family.

A student will be placed on Academic Probation at the end of the semester. A student may be placed on Academic Probation for any number of reasons, including failure in one or more courses by the end of a semester or grades in the D range in two or more courses. Students on Academic Probation may be required

to curtail participation in some courses or all extra-curricular activities until sufficient specific objectives have been met.

Students who do not improve their academic performance after one semester on Academic Probation may have their enrollment contract for the following school year suspended until an end-of-semester review.

Standardized Testing

GDS is not a College Board Testing Center and therefore does not administer AP examinations.

Standardized testing (SAT/ACT) is one part of the college application process at some colleges and universities. Many U.S. colleges and universities have remained test optional in the 2024-25 admissions cycle.

In a typical year, 10th and 11th grade students take the PSAT in October, which is a practice test for the SAT. The College Office also offers a practice ACT exam in the spring for 10th grade students. Although GDS registers students for the PSAT, students are responsible for registering themselves for the ACT and SAT if they choose to take these exams. When filling out registration forms, students should include the GDS code: 090081.

Decisions around standardized testing are highly individualized, and College Counselors work closely with students to develop a plan that is right for each student. Should students choose to take the SAT or ACT, most take them in winter or spring of 11th grade. Additional testing can be completed during the summer following 11th grade and in the fall of 12th grade. Information about the SAT and ACT can be found at <https://www.gds.org/academics/college-counseling> or at www.collegeboard.com (for the SAT) and www.act.org (for the ACT). Students and families meet with college counselors during junior year to map out an individualized standardized testing plan.

Should a student require accommodations supported by documentation for the SAT or ACT, please consult the chair of the high school learning resource department. The GDS Learning Resources Department handles all accommodation applications to both the College Board and/or ACT. GDS can only apply for accommodations that are both supported by documentation as required by the College Board and/or ACT, and are regularly used by a student in school.

College Counseling

GDS College Counseling provides equitable and individualized guidance to students and families throughout the college process and guides all aspects of a healthy college search and application experience. We offer a number of programs that appropriately guide students toward developing and articulating goals for their college experience beyond simply "admission," and making decisions that are grounded in a process of reflection. Students are assigned a primary college Counselor in the second semester of junior year and work closely with the college counseling team throughout the college process.

RELIGIOUS & CULTURAL OBSERVANCE

Throughout the year, certain weekends, holidays, and breaks are designated as homework-free, including Fall Break, Thanksgiving Break, Winter Break, and Spring Break.

As a School that honors the integrity and worth of each individual, we acknowledge the diverse range of religious and cultural traditions represented among the GDS community. We support the rights of students, faculty, and staff to observe according to their religious and/or cultural traditions. In order to accommodate the needs of those in observance, we ask that families notify the divisional office of specific dates and needs two weeks prior to ensure that appropriate accommodations can be provided. Such accommodations may include an excused absence or designating religious and/or cultural observance dates as homework-free.

IV. GENERAL SCHOOL INFORMATION

GDS NEWS AND ANNOUNCEMENTS

GDS Website

The School's website (www.GDS.org) provides information both for the GDS community and for those interested in learning more about the School.

MyGDS

MyGDS (<https://gds.myschoolapp.com/app/Core#login>) is an important community resource. Members of the School community have an individual login username and password, which grants access to a password-protected portal section of the website containing announcements, news, group pages, calendars, and security and safety measures. MyGDS also includes course pages, group and activity pages, athletic team schedules and pages, library databases, the Parent/Student directory, and other resources. Students can access projects, long-term assignments, and a calendar of tests and special events. MyGDS may also contain information relevant to specific grades and homerooms.

Students and parents can sign up to receive relevant class, team, and School notifications from MyGDS by email, text, or both. When logged in, select "Settings" in the dropdown menu under the account name, choose "Notifications," and select the desired notifications.

GDS Social Media

Parents and other members of the GDS community can also friend GDS on Facebook (www.facebook.com/GDSHoppers) and follow GDS on Instagram (www.instagram.com/GDSHoppers or www.instagram.com/GDSHopperAthletics).

Hop App

The "GDS Hop" is available in app stores. The app allows you to browse the calendar, read news stories, and log in to use the directory (for school-related use only). Access the [user guide](#).

Parent/Student Directory

The Parent/Student Directory, available online on MyGDS, includes student/parent addresses and phone numbers, parent emails and cell phone numbers, faculty and staff phone and email addresses, and class lists.

The information in the directories is for the sole use of the GDS community for School-related matters and may not be used for commercial, political, fundraising, or other non-School-related purposes, whether by students or parents.

Family-School Communication and Publications

GDS currently publishes two eNewsletters, *This Week with GDS* (sent Sundays, highlighting what parents need to know and do for the upcoming week) and *Hopper Happenings* (sent monthly, highlighting the teaching, learning, and community life of GDS). The timing and number of newsletters is subject to change. The School also publishes *Georgetown Days*, a biannual magazine for the entire community. The



Communications Department publishes most online and print materials specific to GDS, including this Handbook, courses of study, annual report, and *Georgetown Days*.

Contacting Faculty & Addressing Academic Concerns

To facilitate communication between the School and home, each member of the faculty and staff has a School-issued email account and telephone number with voicemail. Email addresses are typically the individual's first initial and last name plus @gds.org. For example, Russell Shaw's email address is rshaw@gds.org. Exceptions are found in the online directory. Email and phone numbers can also be found on the GDS website under Contact Us. **Students must only use their GDS email address when contacting a faculty/staff member, and students and families must only contact the faculty/staff member on their GDS email address or school phone.** Teachers strive to respond to voicemail messages and email within 24 hours, during the school week.

Expectations of civility in communications at GDS are the same for email, voicemail, and other electronic communication as for face-to-face communication. Respect for one another should be evident in tone and language as well as content. Unfortunately, email does not convey tone and affect and may cause the message to seem abrupt or confrontational when written in haste or anger. Issues of significant concern are best left to a personal meeting.

Inevitably, questions and issues arise during the school year that parents may need to have answered and resolved. Parents' first and most important contact will be their child's homeroom teacher(s) or advisor. In the Lower School, the teacher is in contact with the student throughout the day. In the Middle School and the High School, the advisor coordinates the student's schedule and maintains contact with subject teachers. For academic matters that need further discussion, parents may wish to communicate directly with the subject teacher first and then the Department Coordinator or Chair. At the High School, the specific Grade Dean and the Assistant Principal for Academics are also available for these discussions. Subsequently, parents may wish to have discussions with the divisional Principals, who are in charge of all curricular and disciplinary matters. Please only use school-issued contact (email or phone) to connect with a faculty member.

In the case of out-of-class concerns, please communicate with the appropriate directors/heads, which could include GDS 360 director, Athletic Director, Director of Community Engagement & Experiential Learning or others.

PARENT CONFERENCES

Lower School

LS Parent-Teacher Conferences are scheduled in both November and March. On parent conference days, students may not accompany their parents. If the student is a PK through 4th grade student and must accompany a parent to the school building, the School will provide supervised, short-term childcare only for the duration of the parent's conference, free of charge. Parents may not leave campus without their children. The School also offers day-long Break Camps during conference days.

Additional conferences may be scheduled at other times during the school year as necessary. Parent questions regarding a child's general well-being or overall progress are always welcome. If questions exist of a nature and range beyond classroom queries, please do not hesitate to contact the Lower School Principal or Assistant Principal.

Middle School

MS Parent-Teacher Conferences are held in late October/early November and Student-Led Conferences are held in March to discuss the progress of individual students. Parents are also encouraged to contact individual teachers, advisors, or appropriate administrators whenever issues of concern arise. Consult the online directory or call the Middle School Office to contact the appropriate person.

High School

Parent-Teacher Conferences for the High School are held in late October /early November. High School students do not attend classes on conference days, as noted on the calendar.

STUDENT MEDIA INFORMATION

In order to portray its program accurately and vibrantly, the School makes a concerted effort to highlight the accomplishments of our students and faculty and to publicize the strength of the program offered by the School, in a variety of media formats. Student media information—including student names, photographic images (i.e., portrait, picture, or other reproductions), audio recordings of students' voices, video recordings of students and/or reproductions of students' work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of student media information may include, but are not limited to, the School magazine, marketing materials, the School website, press releases, social media outlets, newsletters, newspapers, and external media outlets.

Parents must notify the School in writing if they do not consent to such use of Student Media Information on **an annual basis** by contacting the communications department (communications@gds.org) and including a recent photo of their child. ***By electronically signing the enrollment contract, and unless otherwise notified in writing, parents consent to the use of Student Media Information as stated above.***

BACKGROUND CHECKS

In keeping with the recommendations of the National Association of Independent Schools (NAIS), as well as our accrediting agency AIMS, GDS conducts regular background checks on all current faculty and staff and as part of the onboarding process for individuals who have received offers of employment. GDS requires that guests of the school, as well as volunteers and chaperones who will work independently with students, including parents, consent to a background check by providing their license for security team members to screen through SchoolPass or via fingerprinting. A volunteer's service is contingent upon successful completion of the check.

CURRENT FAMILY CONTACT INFORMATION

Parents and guardians are expected to keep the School informed of contact information for emergency situations, and must keep the School informed of any necessary changes to that contact information.

MULTIPLE HOUSEHOLDS

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

CUSTODY ORDERS

It is the parents' responsibility to inform the School of any living, custody, or financial arrangements that may affect the student's enrollment or experience at GDS. Custody orders or settlement agreements must be provided to the divisional Principal, the CFO, and the school's Director of Data Management, with clear instructions for the School regarding how to carry out the court's orders. While GDS endeavors to comply with court-ordered living, custody, and financial arrangements to minimize disruption to students' educational experiences, the School cannot do so without clear instructions from parents.

INCLUSIVE LEARNING ENVIRONMENT

GDS is an institution that values diversity, equity, and inclusion, and has committed to working actively against individual and systemic racism, hatred, oppression, and bigotry of any kind. GDS believes that children can only be their best selves and share the gifts they each possess when they are fully seen, heard, and loved for who they are and who they are becoming. We recognize that students need a safe and supportive school environment to progress academically and developmentally. Administrators, faculty, staff, and students each play an important role in creating and sustaining such an environment. As members of the community, parents and students agree to join in the school's commitment and to engage in actions and efforts in furtherance of these values and commitments within the GDS community.

GENDER INCLUSION AND ACCOMMODATIONS

As our Mission states, GDS honors the integrity and worth of each individual within a diverse school community. All GDS students, faculty, staff, and visitors are afforded the right to use School facilities and participate in School activities in a manner congruent with their gender identity. Respect for each individual's identity and the potential need for privacy are not mutually exclusive. For example, there are many reasons that students may feel uncomfortable using communal locker rooms or bathrooms. We therefore provide students the option to use a private space such as a single stall all-gender bathroom when seeking additional privacy. Additionally, the School will partner with students and their families with respect to the use of School facilities, participation in athletics, accuracy of student records, use of name and pronouns, accommodations for overnight trips, and privacy in accordance with applicable law and athletic conference regulations, to the extent that the School's campus facilities reasonably permit.

STUDENTS AGE 18 AND OLDER

Some students enrolled at the School will reach the age of 18 before graduation. The student's parent(s) or guardian(s) will continue to be responsible under the terms of the student's Enrollment Contract, including

but not limited to payment terms. It is a violation of school policy for an 18-year-old student to prohibit the school from communicating with parents.

GUESTS TO CAMPUS

All guests are expected to have an appointment, follow any protocols in place, and remain in designated areas. For the safety of our students, upon arrival, all visitors are required to check in with security and follow all requests to register as a guest, which may include showing a drivers license for a quick background check and wearing a guest badge. If a student would like to have a guest on campus, that guest must be pre-registered and approved through the division office in advance of the visit. Any employee, student, or parent who is aware of an unauthorized guest on campus should immediately notify security.

STUDENT RECORDS AND TRANSCRIPTS/RECOMMENDATIONS

Students' records are kept on file at the School. Each student's record contains a transcript with grades, athletic involvement, commendations, test scores, formal academic, athletic and advisor comments, advisor letters, letters involving any major discipline infractions, as well as any other documents which the School deems necessary or appropriate to include in the student's record. Medical information and health forms are kept in separate files.

A parent must complete and sign a GDS Transcript Request Form should a student apply to other schools, in order for the School to provide the other schools with an official transcript. The form may be obtained online or from the High School Registrar or MS or LS divisional offices and will be returned to the appropriate designee when completed. Faculty members are sometimes requested to give additional recommendations and comments about a student. All such recommendations by a faculty member are kept confidential from the requesting student and parents. All recommendations will be sent from the GDS School office to the receiving school office. The School reserves the right to withhold transcripts if there is an unpaid balance on any of the student's accounts (tuition, auxiliary, etc.). To determine if there is an unpaid balance on an account, families should check their admissions and CampBrain accounts.

PERSONAL DATA SECURITY

The security of personal data, such as personally identifiable information and financial account numbers, is increasingly important in our digital age. GDS is committed to preventing identity theft. The School collects personal information on a need-to-know basis, limits access to such information, and destroys personal information when it is no longer needed.

LOST AND FOUND/VALUABLES

Students must leave all valuables at home. The School is not responsible for the loss of any items brought to School. Found money, jewelry, and other valuables are generally turned into one of the divisional offices or security desks. If it is necessary to bring valuables to school, please leave them in the LS or MS Offices or with HS security during the day. The School does not insure personal items nor does it reimburse for lost items.

Please make sure a student's name is on all clothing and other valued possessions. Please note, we send unidentified and unclaimed clothing to charitable organizations at least once per semester to minimize the pile-up. We make an effort to return clearly marked clothes/items to their owners.

LOST BOOKS AND ATHLETIC EQUIPMENT

At the end of the year, the Business Office bills parents for lost books, electronic devices, and athletic equipment. The School prefers to have such items returned rather than to collect money.

GIFT GIVING

Parents are urged not to send gifts or presents to School, or to allow their children to bring them for teachers or classmates in general, including at holiday times. One appropriate alternative and long-standing GDS custom is the gift of books for the library or individual classroom. These books can be dedicated to specific teachers. Contact the librarians to make arrangements. Another such tradition is a gift to The Hopper Fund in honor of a teacher.

V. SCHOOL RULES

GENERAL CONDUCT AND COMMUNITY STANDARDS

GDS believes that the educational development of the whole person requires comprehensive study of academic subjects, in-depth exposure to the arts, regular opportunities for physical education and athletics, and involvement in extracurricular activities and community service. Believing that each young person is unique and has special gifts, the School recognizes that identifying and fostering the growth of these individual talents is one of its most challenging responsibilities.

As an academic institution devoted to the care of both the individual and the community, GDS values academic honesty, open and sincere dialogue, and a healthy respect for divergent views. GDS teaches and reinforces care, respect, and responsibility: care for each other and of the physical environment, respect for oneself and for others, sensitivity to the good of the community, and responsibility for one's behavior. GDS believes it is essential for young people to be at the center of their own learning experience, and to continually examine their responsibilities to themselves, to their community, and to the world. Such education for character is a continuous process that supports and sustains all other aspects of School life and purpose.

Community rules reinforce and undergird the values implicit and explicit in the School's founding mission. They apply to all students at all times. GDS expects students and parents to observe and maintain the rules of the School and to support the goals of the School both in and outside of School.

As in all matters involving student conduct, GDS reserves the right to discipline any student whose behavior, in the School's judgment, is not in keeping with the School's community standards, or is a threat to the well-being and safety of the GDS community, whether or not it violates a specifically stated rule.

ACADEMIC INTEGRITY

Education begins with a dialogue between student and teacher, the basis of which is an honest and truthful exchange of knowledge. In order for a teacher to respond fully and accurately to what a student knows and can do, all work submitted by students, whether homework, a test, a paper, artistic projects, or a lab report, must be their own work and reflect their own understanding and expression of ideas. Parents and tutors must be particularly careful in this regard—student submissions must not reflect the work of tutors or others and, as warranted, must include attribution from the original sources. The teacher must pre-approve any use of an external source, website, or app. Students must appropriately cite when they use ideas, language, or facts that are not originally one's own.

Regardless of motivation or intent, incidents that compromise a student's academic integrity, such as cheating and plagiarism at any step in the learning process, will result in appropriate consequences. The examples below represent examples of violations of this policy, but this is not an all-inclusive list.

- Giving or receiving information during a test, quiz, and/or class work assignment without teacher authorization;
- Using unauthorized materials during a test, quiz, paper, or project, including electronic devices to store or transmit information;
- Unauthorized collaboration;
- Using an online or otherwise unauthorized translator;
- Using generative artificial intelligence without express permission from the teacher;
- Copying homework;
- Copying other artists without the express permission from the teacher;
- Giving/receiving relevant information, questions, and/or answers on an assessment; or
- Plagiarizing by submitting or presenting another person’s work, words, or ideas as one’s own without proper citation or credit, including but not limited to downloaded or copied information from the internet, Generative AI, and lab data.

Where a student’s behavior violates those expectations, the School reserves the right to take appropriate academic and disciplinary action, including suspension or expulsion.

ATTENDANCE AND ABSENCES

Attendance & Tardiness

School attendance is mandatory, and students are required to attend all scheduled classes and schoolwide events punctually and for the duration of the program or class unless otherwise permitted by the School. At GDS consistent attendance is essential to maintain the integrity of our academic program and the development of social emotional skills that allow for students to be engaged members of the school community. Students are expected to attend all scheduled classes, divisional assemblies, grade-level meetings, and school-wide events on time unless they are excused by the school (see below).

GDS’s academic calendar includes designated periods for long vacations. Families are encouraged to plan extended trips during these breaks to minimize the impact on students’ education. Absences for vacations during regular school sessions risk students missing vital instruction and activities. We urge parents to uphold their commitment to education by ensuring their children are present when school is in session, adhering to set dismissal dates and times before and after vacations. Absences and tardiness due to extended vacation travel are strongly discouraged and teachers may be unable to provide make-up work for absences due to family vacation. In support of each child’s education, as well as the learning environment for their peers, we ask families not to prioritize travel convenience over attendance

Parents are asked to report any absence information promptly via SchoolPass, using the “Report Absence” feature. This policy applies equally to in-person learning as well as during any periods of virtual learning. Families are reminded that chronic lateness may lead to academic penalties or disciplinary actions. If students are late on a regular basis, the division office may call parents and request a conference. Chronic lateness may result in academic penalties, disciplinary action, or consultation with the Child and Family Services Agency.

Importantly, participation in practices, games, or other after school activities on any given day is contingent upon attendance in all classes and academic commitments unless otherwise excused.

Exceptions to this rule may only be granted by the division Principal or the Head of School or their designee.

Lower School

In the Lower School, students are considered late after 8:15 a.m. Students who are tardy must sign-in at the Lower School Office.

Middle School

In the Middle School, students are considered late after 8:15 a.m. Students who arrive after advisory must sign-in at the Middle School Office. Once at school, students are expected to participate in the entirety of the class programming, including 7th/8th grade athletics. Students who miss part of all of class are responsible for completing and submitting their incomplete class work within any required timeframe provided by teachers.

High School

At the High School, attendance will be taken at the beginning of each class period. As a reminder, parents should provide advance notice of any planned absence via SchoolPass whenever possible. An automated email will be sent out to inform parents that their child has been marked as absent for one or more classes on a day without a reported student absence. Parents should reply directly to the automated message with any pertinent information regarding your student's absence. A student who misses more than 20% of the classes during the academic year in any particular subject for any reason may be required to do extra makeup or summer work in the subject before receiving credit.

Doctor or Other Appointments

Lower & Middle School

Doctor's or other appointments should be scheduled after school hours. If it is necessary to leave School for an appointment at the LMS, parents must notify the School in advance by making the adjustment in SchoolPass and then signing students out of division offices. Please note, all early pick-ups must be completed by 3:00 p.m. Virtual/telehealth sessions/appointments may not be completed on campus.

High School

At the High School, students must use SchoolPass to scan in and out of the building during the school day; parents must update SchoolPass when leaving school for an appointment. High School students are not permitted to drive off campus during the school day (including to a doctor's appointment) unless cleared by a member of the High School Administration.

Assignments & Absences

In order to maintain their educational progress, students who miss classes are responsible for obtaining assignments and for making up the work to avoid academic penalties. When a student is absent for any reason, they must check with teachers and MyGDS for assignments. Students with absences may be

expected to return to class with assignments completed or make up work on a schedule determined by each classroom teacher.

Prearranged Absences

Student vacations should follow the School calendar. Unavoidable absences for reasons other than illness or an emergency should be cleared in accordance with the following procedures:

- At the HS:
 - Parents must update School Pass to reflect any prearranged absences.
 - Prior to the absence, students are expected to email and meet with their teachers and advisor in anticipation of any missed classes or time away from school to gather assignments and plan for make-up assessments.
 - In addition, for planned multi-day absences, students should pick up a Prearranged Absence Form in the HS office and fill out and sign Part A; students and/or teachers must fill out Part B, and then return the form to the division Principal's office.
 - Please note: This expectation includes all academic and co-curricular absences, like field trips, that may cause class absences.
- At the LMS:
 - Parents must adjust SchoolPass to reflect any prearranged absences.
 - Prior to the absence, the student is expected to report to the homeroom teacher or advisor to confirm in detail that arrangements have been made for all assignments.
 - The student must gather assignments from individual teachers to cover work during the absence.
 - After the student's return, the student must take make-up tests at the earliest possible time.

The overall objective is for the student to become involved as quickly as possible in the classroom and schoolwork after returning to School.

Leave of Absence

Should a student's extended absence from School be necessary or desired, a leave of absence may be appropriate. (A leave for medical reasons will be handled in accordance with the School's Medical Leave policy, which can be found in the Student Health Services section of this Handbook.) The School may recommend or grant a request for a voluntary leave of absence for other compelling reasons. The initial request for a voluntary leave of absence should be made in person and in writing to the appropriate division Principal. The School requires sufficient supporting documentation prior to the approval of any leave and reserves the right to accept the adequacy of the documentation or not.

The School will make the final determination as to whether to grant a leave of absence, as well as the duration of the leave and the conditions necessary for a student's return (including, but not limited to, whether the student must reapply for admission). The School, in its sole discretion, will determine whether the period of leave is counted towards academic requirements for promotion and graduation.

Leaves of absence may be noted in the student's educational record, including on the student's transcript. A leave of absence will not be used in lieu of disciplinary action to address violations of the School's conduct

expectations, rules, or policies. Additionally, a student being granted a leave of absence while on academic and/or disciplinary probation will remain on that same status. Families remain financially responsible for tuition and other fees while the student is on a leave of absence.

Open Campus (@HS)

The High School has an open campus policy but, as is always the case, with privilege comes personal responsibility. The following are some general guidelines:

- Students are required to scan in using SchoolPass each time they enter the School building and scan out using SchoolPass each time they leave. This system allows the School to identify which individuals are in the building in the event of an emergency.
- Students going off campus should always carry their GDS ID card. The Metropolitan Police Department may process students without proper School identification for school truancy.
- Visiting the campus of another school is never appropriate unless on official school business, such as attending a sports event, meeting, class, etc.
- All students are expected to act in accordance with the GDS Community Standards when taking advantage of open campus privileges. Failure to do so may result in the loss of the privilege to leave campus during school hours and/or other disciplinary action.
- Students may not drive off campus during school hours without express permission from the High School Administration. In addition, students are never permitted to drive off-campus during school hours, or for school related events, in another student's vehicle.

By electronically signing the enrollment contract, parents of High School students permit their children to enjoy open campus privileges, unless written notice is provided to the High School Administration. Once your child leaves the GDS premises, the School will no longer be supervising them. There are certain risks associated with being an unaccompanied child. Your signature on the enrollment contract releases Georgetown Day School from liability associated with leaving campus unaccompanied.

College Visits

Recognizing that time away from classes could affect their academic standing, students are encouraged to visit colleges during school vacations and designated visiting days. If a student expects to miss classes for a college visit, they should follow the prearranged absence protocols above.

ELECTRONIC COMMUNICATIONS AND ACCEPTABLE USE

The School is fortunate to have excellent resources for communication and research. Students are expected to remember that the principal purpose of any exchange of information within this community is for educational purposes and that any communication made to or from the School, with or without School-controlled equipment, must be made in line with the School's standards of conduct. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the School, whether linked to the School's network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, students are expected to comply with all applicable electronic-use policies and procedures as long as they are enrolled at the School, as set forth in this Handbook and as further described below.

The School has explicit guidelines for using computers and other electronic devices and services, both on and off campus, using the School's data network, and accessing the internet. Overall, students should understand that the guidelines and expectations for in-person interactions and behavior are equally applicable to interactions and behavior while using computers and other electronic devices. Students should understand that they have no expectation of privacy in their use of computers and other electronic devices. The School reserves the right to monitor the activity and contents (including email, documents, and other files) of school-issued devices and school-managed online accounts. Students failing to follow these rules will be subject to disciplinary action, ranging from loss of computer and network privileges to suspension or expulsion. The School expects students and parents to adhere to the following guidelines.

Students should use technology resources responsibly and ethically, and should use them for productive school-related activities. The examples below represent examples of inappropriate behavior, but this is not an all-inclusive list.

Students may not:

- Post personal information about themselves or other people using the School's data network;
- Access or try to access network resources not intended for them;
- Share their own passwords or the passwords of others with anyone;
- Alter electronic communications to hide their identity or impersonate another person;
- Communicate with or make plans to meet in person a stranger whom the student has contacted online;
- Use inappropriate language or images in email, web pages, videos, or social networking sites;
- Be disrespectful by communicating or posting derogatory or false material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method;
- Engage in cyberbullying or online harassment in violation of the School's Policies and Expectations for Interpersonal Student Relationships and related policies as stated in this Handbook;
- Access inappropriate information on the internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material;
- Plagiarize printed or electronic information; students must follow all copyright, trademark, patent and other laws governing intellectual property;
- Install or download software onto School computers from the internet, home, or by any other means; they may not remove network cables, keyboards or any other components unless expressly permitted by the School;
- Create or use a mobile hotspot on the School campus;
- Remove any School-owned computer equipment from the School without express permission;
- Store personal files on the network, except in their own network user account; any information that a student leaves on a School-owned device may be deleted at any time, with or without notice;
- Disclose confidential or proprietary information related to the School, make public remarks that defame or disparage the School, its employees, its students or its interests, or that recklessly disregard or distort the truth of the matters commented on;
- Access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission;
- Use the network for illegal, commercial, or political activities;

- Use the network or its resources to advertise for personal profit, fundraise on behalf of themselves or another organization, or promote a political candidate;
- Intentionally vandalize, steal, or cause harm to any School-owned equipment;
- Deliberately disrupt or attempt to disrupt the software or hardware of the School network;
- Be “friends” with, or otherwise directly connect to via online networks and services, any School employee on any social networking site that is not used primarily for educational purposes (e.g., social media may be used by both faculty and the Administration for educational and informational purposes). If students are contacted by a School employee via non-School channels for non-educational purposes, they should immediately notify the student’s advisor; or
- Use technology devices (whether student- or school-owned, through the School’s network or outside of it, or used on or off campus) to send any written message or image that contains explicit representations or references to sexual conduct, sexual arousal, or nudity (commonly known as “sexting”). In certain circumstances, “sexting” can be considered distribution of child pornography. Accordingly, the School retains the right to contact law enforcement should any student violate this policy.

Parents/guardians should understand that:

- It is the responsibility of all parents/guardians to read this policy and discuss it with the student;
- Teachers and administrators will strive to help students understand this policy at a level that is appropriate to their age and maturity; and
- If a student willfully damages the hardware or software of any School-owned technology, the parent/guardian will be responsible for paying for the repair or replacement of that technology.

Devices at School

The School provides access to technology resources for student use during the school day. These devices serve as valuable tools for students, providing structured, monitored, and equitable access to resources that students will need to complete assigned work. School devices are expected to be used for academic purposes only.

In grades PK through 4, School-issued devices are made available to students while on campus, and generally do not travel with students each day to and from school. In grades 5 through 8, each student is issued their own device, which can be taken home from school as directed by the student’s teachers and advisors, and as schoolwork dictates. To ensure an equitable and consistent technology platform at the School, students in all Lower and Middle school grades may not use personally owned devices during the school day.

In the MS, School-issued Chromebooks, including chargers, are in the care and responsibility of every student. Chromebooks are under warranty for a first repair if needed, and families will be billed for the cost of any subsequent repairs or replacements. Chromebook chargers are not under warranty; should they be lost, families will be asked to pay to replace them.

GDS requires that all students in grades 9-12 have consistent and individual access to a laptop computer. During class, students may use them at the discretion of the Learning Resources office or the individual teacher. Students should know that the use of personal devices does not exclude them from the School’s

ability to monitor the activity and content of students connected to the GDS data network and/or any administered accounts or services. Additionally:

- The student device must be portable (e.g., a laptop computer), have a functional battery and a full-size keyboard, and have wireless (“Wi-Fi”) connectivity. The operating system and make/model of the device is less important than choosing a device that will allow the student to robustly participate in their chosen course of study. For example, a student who is taking or intends to take many digital photography, film, animation, and 3D modeling courses should likely select a more powerful device than a student whose course of study will only require them to create documents and conduct online research.
- The GDS IT team is unable to provide substantial technology support, maintenance, or repairs to family-owned devices. However, if a device is lost, stolen, or damaged to the point of needing a repair or replacement, GDS IT will help to provide loaner equipment so that families can pursue repairs/replacements for their hardware outside of school.
- The School will not be held responsible for computer loss, theft, or damage that may occur to personal devices.
- GDS is prepared to support any families in need of financial assistance in acquiring a computer. If a family receives financial aid, the GDS Equity Fund will supplement an equivalent percentage toward the purchase of a device. For families receiving 90% or more in financial aid, the cost of the device will be fully covered by the Equity Fund. To engage in the process of requesting aid, families should contact the director of enrollment and financial aid. Families who are not currently recipients of financial aid but for whom the cost of purchasing a new device presents a hardship beyond tuition should also reach out to discuss what support may be available.

USE OF SOCIAL MEDIA

Basic Expectations

At GDS, we aim to foster open and respectful communication among members of our community, and we place a high value on freedom of expression. To help avoid misunderstandings and other problematic situations, we offer guidelines and policies for the responsible use of social media and messaging apps. Above all, we expect that students will be thoughtful and use common sense when posting or sending text and images.

It is important to remember that words are powerful and may be interpreted in ways that differ from one’s original intention. Students should consider their personal reputations and the feelings of other members of the community before sending or posting. Before posting anything students (and adults) should ask themselves: Is it true? Is it necessary? Is it helpful? Is it kind? If the answer to any of those questions is no, it would be wise to refrain from posting.

Students should also consider whether the chosen format is the best way to share their images, thoughts, and opinions. Finally, students should remember that all digital communication is permanent and may become public even without their consent or knowledge. Content shared early in life may continue to follow individuals for years to come. Students leave a digital footprint whenever they use social media.

All posts on social media, because they can easily be shared, are considered “public” by GDS, regardless of the privacy settings or with whom the post was shared. Neither the time of day, nor the owner of the account or the device will prevent us from taking action when a post affects the safety, well-being, or reputation of students, families, employees, or the School itself.

Social Networking Sites

We strongly encourage all families to speak directly with their children about their expectations for internet use. We are happy to work with families in order to keep their children safe and to help them make wise decisions both now and in the future. Safety is our primary concern.

- School computers and the school’s network are to be used for educational purposes, not for posting to social networks.
- Students may not use their GDS email to sign up for accounts on social networking sites. These email addresses are for school business only.
- If students use a social networking site and refer to GDS publicly or otherwise represent the School, their words, photos, and videos are a reflection of the school community. If those postings reflect poorly on the school, denigrate administrators, teachers, staff, or students, or otherwise bring harm to the school community, students may be subject to disciplinary action.
- Students may not “tag” other students, teachers, or staff in photos posted to social media sites without that person’s express permission.
- GDS will inform families of online behavior that concerns us.

Families and students should be aware of the following:

- Social networking sites archive all postings—all photos and texts are permanently stored on the company’s servers. Even if you deactivate your account, the data is not deleted.
- Those who sign-up for these sites typically waive their intellectual property rights—any word or photo posted becomes the property of the website. Media companies can access that information and use it without obtaining express permission from the poster.
- Many colleges and employers research applicants online, including on social networking sites, and use this information when making their decisions about admission or employment.
- Various media outlets have reported on the ease and frequency with which sexual predators find potential victims through the use of such sites. Students should be very careful not to share personal information on their networking sites that would allow a stranger to identify and track them.
- Policies around privacy settings on social networks change frequently. It’s best to assume that anything posted is fair game and potentially seen by the school, by one’s parents, and by strangers.

Types of Concerns

We recognize that the majority of social media posts and online communication contain positive or benign content. In practice, the School does not actively seek information about our students’ online lives. Nevertheless, there are situations that may raise concerns and may be brought to our attention by a member of our community. In such cases, the School may be obligated to investigate further.

- Privacy issues: Posts or messages that contain personal information or data that should not be available to the public. These may also include cases in which other individuals are mentioned, pictured, recorded, or “tagged” without their knowledge or consent.

- Sexually explicit text or images: Images containing nudity or written descriptions of sexual behavior. These may be related to the person posting or to another community member. This type of post raises special concerns about student safety and may constitute a violation of laws involving minors.
- Illegal activity: Descriptions or images of behavior such as underage alcohol use, drug use, or other illegal activity.
- Self-injury: Images or text related to situations of distress wherein an individual describes self-harm or thoughts of suicide or posts images of self-induced injuries.
- Offensive or demeaning posts: Images or text that are insulting to another community member or to an entire group. In more extreme examples, this could include cases of harassment, shaming, cyber-bullying, and hate speech.
- Threatening language or images: Images or text that are perceived to be a threat to an individual member of the community, a particular group, or the entire school.
- Impersonating others: Content posted in which a user hides their identity or impersonates another person, particularly within the GDS community.
- Violations of school policy: Images or text that depict or describe a violation of GDS's conduct expectations.

Student Action and School Response

If students see a post, image, or message that raises concerns, we encourage them to act to address the issue rather than playing the role of a passive bystander. As a first course of action, we strongly encourage students to inform a parent or another trusted adult. Depending on the relationship, direct, private contact with the responsible party may be the best course of action. Please note that public comments in an online forum are generally not effective and may serve to complicate matters.

If students experience or observe harassment, threats, or other violations of school policy, we encourage them to bring the issue to the attention of the division Principal or another administrator. All such concerns will be taken seriously and investigated. If the investigation determines that a student has harassed or threatened another community member, threatened the school, or otherwise violated a school policy, disciplinary action up to and including suspension or expulsion will be taken.

Additionally, postings that threaten self-harm or otherwise reveal that a student is in crisis should immediately be brought to the attention of an advisor, the school Counselor, or a member of the Administration. The School's priority in these cases will be to seek help for the individual involved in the posting.

As in all matters involving student conduct, GDS reserves the right to suspend or expel any student whose behavior is, in the School's judgment, a threat to the well-being and safety of the GDS community, whether or not it violates a specifically stated rule.

CELL PHONES AND ELECTRONIC DEVICES

Because we want all of our students to be fully present, focused, and active participants in the captivating conversations happening at all times and in all spaces of GDS, we believe that cell phones should be used minimally. The approach is slightly different by division as stated below. Please limit communication with

your child during the school day. In the event of an emergency, please call the security desk or divisional office.

At the LMS, personal devices such as cell phones, smartwatches, earbuds, or other Wi-Fi supported devices must be turned off and put away in lockers or cubbies while students are on campus. Cell phones may not be used at any time while students are on campus, unless given specific permission from an adult. These devices may not be used before, during, or after school, including transition times to and from athletics and during GDS 360 morning and afternoon program time. Should the School find LMS students using their phones, smart watches, earbuds, or any Wi-Fi supported device not issued by the School during school hours, the School will confiscate it/them and could hold them for up to 48 hours. Students are always welcome in the divisional offices to use the office phone. If a parent/guardian needs to communicate with a student about any change of plans during the school day, please communicate directly with the LS office (ls-office@gds.org or 202-295-6152) and MS office (ms-office@gds.org or 202-295-6222) and update SchoolPass.

At the HS, cell phones must be turned off and stored in backpacks or lockers between 8:00 a.m. and 3:15 p.m. Phones should not be heard or seen in the building or on any part of the campus during those hours. Exceptions will be made for students who need their phones for a documented medical need that links to a medical device (i.e., diabetes insulin tracking). Students may take their phones with them when they go off campus and should use them at that time to sign in and out through SchoolPass. Faculty may permit the use of phones in classrooms for educational purposes. Should the School find HS students using their phones during school hours, the School will confiscate the phone for the day. If a student needs to contact a parent or family member during the school day, they should do so from the HS or Dean's Offices. If a parent needs to get in touch with a student during the school day, they can call the High School Office 202-274-3278.

After-school participants in the GDS 360 Program may not use their personal cell phones or electronic devices during GDS 360 homework center or enrichment class time. Beginning 30 minutes after the end of the school day, cell phones must be turned off and put away in lockers or backpacks. This includes smartwatches and earbuds. If students would like headphones to listen to music, they may do so on their school-issued devices with permission of the supervising staff member.

USE OF DRUGS, ALCOHOL, AND TOBACCO

A student may not buy, sell, possess, or use alcohol or other unauthorized drugs or substances in any quantity, including tobacco and tobacco-related products (examples include e-cigarettes, vaping, and nicotine patches and/pouches), and/or any paraphernalia associated with the use of alcohol, unauthorized drugs or substances. Further, students may not intentionally misuse products that can act as inhalants, while enrolled at the School. This prohibition includes the use of medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer.

Nothing in this policy is intended to prohibit the permitted use of lawfully prescribed medications, including the use of medical marijuana. However, sharing, selling, or distributing prescription medications with or to another student is explicitly prohibited.

In concert with this policy, a student found to be in violation of the School's rules concerning the use of drugs and alcohol will be subject to the discipline appropriate to the infraction and the circumstances surrounding it, including suspension and expulsion.

Parents' Role in Alcohol/Drug Prevention

Parents are expected to reinforce the School's policy at home, including by discussing it with their children, and are expected to refrain from hosting or permitting parties where alcohol is served or students are using drugs or tobacco.

Seeking Help

The School may take action that it deems appropriate to the furtherance of a student's health and wellbeing. This is particularly true in matters of drugs and alcohol. The School realizes that there are occasions when a therapeutic response to a student's use of illicit substances may be the most appropriate one.

When it is brought to the Administration's attention, either by a student, a friend, or a parent, that a student is involved in the use of drugs or alcohol, and desires help, the School's first response will be therapeutic, not disciplinary. The School will support the student and the family in seeking counseling. This policy will not hold for a student who is caught or observed to be in violation of a school rule, such as coming to school under the influence, nor is the policy a free pass. The student receiving counseling may not then come to school under the influence or violate other school rules.

POSSESSION OF WEAPONS AND OTHER INAPPROPRIATE ITEMS

In order to maintain a safe atmosphere conducive to learning, GDS expressly forbids the possession or use on campus or at any school related event of any weapon, instrument, or device that could be used to harm another or oneself; this prohibition includes, but is not limited to, firearms, knives, fireworks, knuckles, etc. This policy includes toy guns, water guns, and gun replicas. In addition, propelling any projectile at a motor vehicle, an unwilling or unsuspecting person, or a building is considered reckless behavior and is also prohibited by the School.

CONDUCTING INVESTIGATIONS OF STUDENTS AND STUDENT PROPERTY

GDS may conduct a search of a student and/or the student's belongings, including personal items, such as backpacks or personal electronic devices, that is reasonable in scope, if the School suspects a student may be in violation of a School rule or policy or in violation of the law. In order to ensure the safety of all its students, the School reserves the right to conduct such investigations without seeking prior permission of the student's parents or guardians. Likewise, the School may search student lockers or vehicles to determine if students are harboring stolen property, weapons, or illegal or dangerous substances. The School may seize items that could jeopardize the safety of others or property, or constitute a health hazard.

STUDENT DRIVING/PARKING (@ HS)

GDS encourages students to use public transportation (particularly for students who live close to a metro or bus stop), walk or bike (particularly for students who live within one mile of campus), or use GDS

Neighborhood Shuttle buses to get to campus. GDS offers a plethora of services to support these modes of commuting to campus; learn more at our [transportation minisite](#).

GDS operates under a zoning agreement that has been in effect since the High School building opened in 1987 and which was renewed for the 2020 school unification. **According to the terms of that agreement, GDS students may not park on any streets in the neighborhood around the School, regardless of tag zoning.**

GDS personnel patrol the surrounding neighborhood streets to ensure that no students are parking in violation of the zoning agreement. Violations will result in a warning, followed by a \$100 fine, followed by a \$200 fine, followed by disciplinary consequences up to and including suspension and expulsion.

The High School has a limited number of assigned spaces available to students on the campus for an annual fee. Our BZA agreement requires some flexibility in parking fees, with students who regularly drive other students to school receiving a $\frac{1}{3}$ discount per additional rider and students who live within 1 mile of campus or a red line Metro station being charged $\frac{1}{3}$ more. Students are not eligible for a parking space without a carpool unless they qualify for a distance exemption. Parking spots are not eligible for financial assistance.

Students may apply for parking, and spots will be allocated based on the following criteria:

1. Students bringing other students (siblings or not) to school via carpool.
2. Juniors and seniors with valid driver's licenses who have been determined to live too far from other transit sources or other GDS families to make carpooling practical.
3. Students with documented mobility concerns.

Any student who applies and does not receive a space will automatically be placed on a wait list in the event that more spaces become available.

Once students park on campus, they may not take their cars off campus without the written permission of a member of the High School Administration. Students are not allowed to drive to off-campus activities unless given written parental permission and approval by the Administration. Other students may only ride with students with specific written parental permission.

Whether requesting on-site parking or not, all parents must fill out a transportation form indicating how their children will travel to School. Parents of a student who plans to drive to School must include the license plate number of the vehicle and indicate where the vehicle will be parked, whether at a private facility or in the School lot.

Parking on School premises is a privilege, not a right. As such, any person who operates a vehicle on School property or in connection with any School-related activity is agreeing that the School may inspect and search the vehicle and its contents without notice and without further consent.

Parents understand that the School is not responsible or liable for any damage or theft to cars parked on the property or to any driving or parking related injury their children may suffer while on or off campus. Parents

agree to ensure that their children fulfill all obligations deemed appropriate by GDS with regard to student driving and parking and understand that failure to comply with parking rules may result in the loss of the privilege to drive to school and/or park on campus.

VII. POLICIES & EXPECTATIONS FOR INTERPERSONAL STUDENT RELATIONSHIPS

COMMITMENT TO RESPECTFUL AND HEALTHY RELATIONSHIPS

The School is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to others. All members of the School community play important roles in maintaining these standards and intervening, as appropriate, when they witness or otherwise become aware of behavior that conflicts with community standards.

The School expects all members of the School community to treat others with civility, respect, and dignity and to interact (whether in person or electronically) appropriately. Before acting, students should give careful consideration to how their communications—whether through words, appearances, actions or otherwise—may negatively impact others. All students are valued members of the School community; this community presents unique opportunities to develop lasting relationships with peers, faculty, and staff. The School strives to help students develop close connections. However, the School expects these relationships to be appropriate and healthy. The School endeavors to promote this through education and intervention.

With these goals and interests in mind, as well as the legal requirements of the District of Columbia, the School has established policies to help students manage interpersonal relationships safely and appropriately. Students and parents/guardians are encouraged to communicate with the Head of School, Associate Head of School, the Divisional Principals, a divisional Counselor, and/or any member of the School’s health services and/or diversity, equity, and inclusion teams with any questions or concerns regarding these policies. The School believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

BULLYING, HARASSMENT, DISCRIMINATION, AND HAZING

GDS prohibits electronic, verbal, and/or physical behavior that constitutes bullying (including cyber-bullying), harassment, discrimination of any form, or hazing (collectively referred to as “interpersonal misconduct”). The School is committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the School community.

Bullying, harassment, discrimination, and hazing are prohibited both on and off the School’s campus and the property immediately adjacent to School grounds, on School vehicles and at School-sponsored events, activities, athletic contests and off-campus trips. School-owned technology or networks may not be used to intimidate, harass, threaten, or bully another student. In addition, the School may respond in a disciplinary fashion to any interpersonal misconduct that is perpetrated through the use of technology or an electronic device that is not owned, leased, or used by the School, if such conduct: (a) creates a hostile environment at School for a student, (b) infringes on the rights of a student at School, or (c) substantially disrupts the educational process or the School’s orderly operations.

Definitions

Bullying

Bullying is defined as the repetitive or persistent use of a written, verbal or electronic expression or a physical act or gesture, or any combination thereof, by one or more students directed at a target that: (a) causes physical or emotional harm to the student or damage to the student's property; (b) places the student in reasonable fear of harm to the student's self or damage to the student's property; (c) creates a hostile environment at School for the student; (d) infringes on the rights of the student at School; or (e) materially and substantially disrupts the educational process or the orderly operation of the School.

Cyber-Bullying

Cyber bullying is a form of bullying that makes use of electronic technology, including, but not limited to, cell phones and laptops, as well as communication tools including social media sites, text messages, chat, and other websites. Bullying behavior can involve posting rumors about a person, threats, sexual remarks, sharing deep fakes or otherwise impersonating a community member, disclosing an individual's personal information without their express permission, or using derogatory speech.

Harassment

Harassment is a form of discrimination and is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive environment; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation in which academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment can take many forms. Examples include limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

Hazing

Hazing is defined as any action taken or situation created, whether on or off the School's premises, that is harmful or potentially harmful to an individual's physical, emotional, or psychological well-being, regardless of an individual's willingness to participate or its bearing on the individual's membership status on a team or club.

Such activities and situations include, but are not limited to: whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical, emotional, or psychological health or safety of a student or any other person. Both individuals and groups may be held accountable for violating these expectations under this policy. The action of even one member of a group may result in both the individual and the group being held responsible and subject to disciplinary proceedings.

Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about misconduct.

PREVENTING AND ADDRESSING ALLEGATIONS OF SEXUAL HARASSMENT, SEXUAL ASSAULT, AND DATING VIOLENCE

GDS prohibits discrimination on the basis of sex within all aspects of academic, extracurricular, and social programs and activities. Discrimination on the basis of sex is inclusive of but not limited to sexual harassment and/or sexual violence, such as sexual assault, dating violence, rape, sexual battery, and/or sexual coercion (collectively referred to as “sexual misconduct”). GDS prohibits student-on-student sexual misconduct that occurs at School, during School events and activities regardless of their location, and during travel time to and from School, School events, and activities. Student-on-student sexual misconduct may also include contact over social media that has an impact on student safety and/or performance in School.

GDS also prohibits unwelcome conduct of a sexual nature of any School employee, contractor, volunteer, or agent of the School (“School personnel”) toward a student that would reasonably cause the student to feel uncomfortable. These behaviors may include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. This policy applies to all School personnel and students, regardless of whether any misconduct occurs on or off campus or during School hours.

GDS takes seriously all allegations of sexual misconduct and shall take immediate and appropriate action to investigate all complaints of such sexual misconduct.

Definitions

Sexual Harassment

Sexual harassment means any unwelcome or uninvited sexual advances, requests for sexual favors, sexually motivated physical conduct, stalking, or other verbal or physical conduct of a sexual nature that can be reasonably predicted to:

- Place the victim in reasonable fear of physical harm to their person;
- Cause a substantial, detrimental effect to the victim’s physical and/or mental health;
- Substantially interfere with the victim’s academic performance or attendance at school; or
- Substantially interfere with the victim’s ability to participate in, or benefit from, the services, activities, or privileges provided by the School.

Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender and/or sexual orientation, from anyone with whom a person may interact in the course of attending the School or being present at School-sponsored activities. Examples of behavior that may constitute sexual harassment (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable)

include: (a) offensive body language (staring and/or leering at a person’s body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, insults, delivered orally or in writing; (c) derogatory or pornographic posters, cartoons, or drawings; (d) pressure for sexual activity (such as hazing or threats as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, “playful” slapping, etc.).

Sexual Assault

Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent. Sexual activity includes, but is not limited to, rape (here defined as forced vaginal, anal, or oral penetration) and groping, touching, or fondling, either directly or through the clothing of another’s intimate areas. Sexual assault may be committed by an adult or a student.

Dating Violence

Dating violence means abusive or coercive behavior where a dating partner—or any person who is or has been involved in a sexual, romantic, or intimate relationship, whether casual, serious, or long-term, with another person—uses physical, emotional, economic, technological, or sexual abuse, and/or threats thereof, to exert power or control over a current or former dating partner.

CONSENT

The School prohibits students from engaging in non-consensual sexual activity. Consent must be the basis for every sexually intimate encounter. Consent means voluntary, positive agreement to engage in specific sexual activity. However, as described below, certain circumstances may make it impossible for a person to legally give consent.

- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated (whether due to drugs, alcohol, or some other condition).
- Consent cannot be obtained from someone who is not legally capable to consent to sexual acts.
- Consent cannot be obtained by threat, coercion, or force. In other words, if threat, coercion, or force is used, any “agreement” does not constitute consent.
- Consent may be withdrawn at any stage during an encounter.
- Consenting to one behavior does not obligate a person to consent to any other behavior.
- Consenting on one occasion does not obligate a person to consent on any other occasion.

Communicating consent means:

- The person is legally capable of giving consent.
- An ongoing verbal interaction, taken one step at a time, to an expressed and honest and enthusiastic “yes.”
- Asking permission to engage in specific activity and to progress to new, different or more intimate activity—regardless of who initiated the contact.
- Being clear about desires and expectations.
- A clear “yes.” The absence of “no” should not be understood to mean that there is consent.

- Remaining open to and respecting another’s expression of disagreement to engage in a particular activity. “No” means “no” in any sexual encounter. “No” does not mean that a person should continue requesting a particular activity unless the partner relents.

When sexually intimate activity is accompanied by violations of other School rules (such as abuse of technology or consumption of alcohol), the School may respond with disciplinary action.

The School prohibits, and may be obligated to report, sexual activity that violates the law, including rape, sexual assault, and statutory rape. Additionally, when such a complaint is brought to the School’s attention, the Administration may refer the matter to outside authorities or investigative counsel. Sexual activity, of any and all kinds, is prohibited between any student (current or prospective) and any School employee.

COMPLAINTS RELATED TO INTERPERSONAL OR SEXUAL MISCONDUCT

Reporting Complaints

A student who is the victim of interpersonal or sexual misconduct, whether by another student or by faculty, staff members, or another adult, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the School, should immediately report the matter (either orally or in writing) to the division Principal, school counselor and/or any other school administrator or faculty member with whom the student is comfortable speaking. When making such outreach, students may share as little or as much information as they feel comfortable disclosing.

If a student is uncomfortable contacting one of these individuals on their own, the student may ask an advisor, another adult, or a classmate for help. Oral reports made to a member of the faculty/staff will generally be brought to the Head of School, Associate Head of School, and divisional Principal who will work with the Incident Intake Coordinator (IIC) in an effort to memorialize the oral report in writing.

Parents or guardians of a student who is the target of interpersonal or sexual misconduct, or of a student who has witnessed or otherwise has relevant information about such misconduct, should immediately notify the division Principal and/or the Assistant Principal, or the relevant authorities, as appropriate. Furthermore, any parent or guardian who has witnessed interpersonal or sexual misconduct, or has relevant information concerning such an incident or any incident of retaliation, should contact one of these administrators immediately.

The School expects students and parents or guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than not reporting at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously.

Student health and safety are more important than discipline. Therefore, in the instance of interpersonal or sexual misconduct, a student should not refrain from seeking help due to fear of discipline by the School. If a student violates a School rule when seeking help or otherwise drawing attention to the misconduct, the

student will generally be granted sanctuary from discipline for the rule violation (unless, for instance, the student is the perpetrator of the sexual assault). We reiterate that we expect students and parents to promptly report to a School employee any incident in which the health or safety of a student may be at risk.

False Complaints

All persons involved in a complaint or an investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the School expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of bullying, harassment, discrimination, hazing, sexual misconduct or retaliation may be subject to disciplinary action.

Responding to Complaints

All complaints are brought to the immediate attention of the Head of School or the Head of School's designee, who will work in partnership with the Incident Intake Coordinator (IIC) to determine the initial steps appropriate to interrupt or stop the occurrence, prevent its recurrence, and address its impact. The IIC's role is primarily to provide oversight of a process around the School's response in these situations, keeping the safety of students (including both the alleged targets and aggressors) and School personnel in mind. Responsive measures will also, to the extent possible, prevent disruption of the learning environment while an investigation is undertaken. The School may use strategies such as increased supervision, stay-away mandates, or personal safety plans as may be appropriate to prevent further misconduct, witness interference, and/or retaliation throughout the course of and after the investigation. Should an allegation be raised against an employee of the School, the School will consider the actions necessary to protect students, which may include placing an employee on leave pending the results of an investigation.

Confidentiality

The School will investigate all complaints brought to its attention, with due regard for confidentiality in accordance with applicable law. The School cannot assure, however, complete confidentiality in its investigation as circumstances may require the disclosure of all or some information to people with a need to know.

The School shall discuss confidentiality standards and concerns with the reporting student. Some reporting students may wish to remain anonymous. The school shall inform the reporting student that a confidentiality request may limit the School's ability to respond. If the reporting student continues to request to remain anonymous, then the School will take all reasonable steps to investigate and respond to the complaint consistent with the reporting student's request, as long as doing so does not prevent the School from responding effectively to the complaint and preventing the action from recurring with other students.

The goals of an investigation, and any supportive, disciplinary, or other remedial process that is imposed following that investigation, are to interrupt any ongoing acts of sexual misconduct, correct the situation to

the extent reasonably possible, support students' safety and steps forward, and take measures to prevent repetition of the incident and retaliation.

If the circumstances indicate that the alleged victim may be the victim of child abuse or child sexual abuse, the School will report the incident to the appropriate authorities including Child and Family Services Agency, if appropriate, in accordance with the School's policy on mandatory reporting of child abuse. While the School recognizes the reporting obligations of each mandated reporter, in order to ensure that any and all factors that may impact the time and or manner of reporting to CFSA or the Metropolitan Police, employees who suspect abuse or neglect must first report their concerns to the Division Principal or Head of School or their designee who will, in collaboration with the employee raising the concern and other parties as may be appropriate, develop a strategy for reporting to CFSA or the Metropolitan Police.

The Head of School or Head of School's designee will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged victim(s), alleged aggressor(s), and any other witnesses or parties who have information relevant to the alleged incident. The School may consult with faculty or staff, the parents/guardians of the alleged victim(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint. The School will provide information to complainants, and if appropriate, the School community, regarding the School's investigatory process.

Retaliation

The School neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The School will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or for participating in the investigation of a complaint, will be subject to disciplinary action.

Investigation Completion

Upon completion of the investigation, the Head of School (or the Head of School's designee) will generally make the following determinations:

- Whether and to what extent the allegation of sexual misconduct is more likely than not to have happened.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services or advocacy organizations, should be offered to targets, aggressors, or family members of the affected students or targets.

As part of an investigation of student-on-student sexual misconduct, the Head of School or the Head's designee may investigate and make recommendations as to the appropriate disciplinary response. Alternatively, the School may, in its sole discretion, refer the matter to an outside investigator to determine the facts of the case and make recommendations about the appropriate disciplinary response. The range of

disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in probation, suspension, expulsion, and/or any disciplinary action deemed appropriate by the School. In all cases, final decisions regarding the removal of a student from the school community, whether on a temporary or permanent basis, lie with the Head of School or their designee. All disciplinary decisions are final and not subject to appeal.

In cases where a complaint of sexual misconduct has been brought forward against a staff member, the School may refer the matter to an outside investigator to determine the facts of the case and guide its determination of the appropriate disciplinary response. Should the School have reasonable cause to believe that an allegation of sexual misconduct against an employee did occur, the employee will be subject to immediate disciplinary action, including discharge.

Resources for Affected Students and Families

Resources such as counseling or referral to appropriate services or advocacy organizations are available to all students—including the alleged aggressor(s) and the alleged target(s)—during and after an investigation. The [DC Victim Hotline](#) is available 24/7 by telephone, text, or online chat. Through a partnership with the Mayor’s Office of Victim Services and Justice Grants and the National Center for Victims of Crime, the hotline provides comprehensive information, resources, and referrals in the District of Columbia. The DC Victim Hotline represents a collaboration of service providers in the District who are working to connect victims of crime to free resources and to help them navigate the physical, financial, legal, and emotional repercussions of crime. To contact the Hotline, dial or text 1-844-4HELPDC (1-844-443-5732) or access the online chat at www.DCvictim.org/Chat.

Please consult the following for lists of appropriate resources, services, and information for students and families affected by student-on-student acts of sexual harassment, sexual assault, and dating violence.

- [Department of Behavioral Health’s \(DBH\) Behavioral Resource Directory](#);
- [MPD’s Sexual Assault Resources List](#);
- [MPD’s Victim Specialists Unit](#); and
- [OSSE’s Supporting Mental Health in Schools Resources List](#)

Notification to Parents, the School Community, Government Authorities, and Other Schools

The School will notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) in as timely a manner as possible after a complaint has been filed, upon completion of the investigation, and to report the results of the investigation.

When circumstances warrant, such as when a crime may have been committed, at any point after receiving a report of misconduct, law enforcement or other appropriate government agencies may be notified. The School shall not provide assistance to any employee or contractor of the School in obtaining a new job involving direct interaction with children if the School has reasonable cause to believe that the employee or contractor has engaged in sexual misconduct with a child or student. If the School receives a complaint

involving students from another School, the School may notify the appropriate administrator of the other School so that both may take appropriate action.

Information about investigations of student sexual abuse committed by students, employees, staff, and sexual misconduct allegations, is not typically publicized, but may be shared with the School community as deemed appropriate by the Head of School or their designee. Such communication may be made in person, by electronic communication, or otherwise, in a manner that maintains the integrity of the investigation and protects the confidentiality of those involved.

Additional External Resources

MedStar Washington Hospital Center
110 Irving St. NW
Washington, DC 20010
Phone: (202) 877-7000

Wendt Center for Loss and Healing
4201 Connecticut Ave., NW, Suite 300
Washington, DC 20008
Phone: (202) 624-0010

Network for Victim Recovery of DC
6856 Eastern Avenue NW, Suite 376
Washington, DC 20012
Phone: (202) 742-1727
Hotline: (844) 443-5732

Safe Shores
D.C. Children's Advocacy Center
429 O Street NW
Washington, DC 20001
Phone: (202) 265-6530

D.C. Coalition Against Domestic Violence
5 Thomas Circle NW
Washington, DC 20005
Phone: (202) 299-1181

Rape, Abuse, and Incest National Network (RAINN) (<http://www.rainn.org/>)
1-800-656-HOPE
RAINN provides live, secure, anonymous crisis support for victims of sexual assault and their families. RAINN's "online hotline" (online.rainn.org) is available in Spanish as well as English.

VIII. DISCIPLINE GUIDELINES

The School weighs the following considerations when pursuing disciplinary action:

- Respect for the privacy and confidentiality of students and families and the desire of the community for a transparent process;
- The need to respond to circumstances promptly and the importance of conducting a thorough investigation;
- The distinction between an action that brings harm to oneself and one that harms others;
- The distinction between harm to an individual and harm to the broader School community;
- The difference between restorative justice and retributive justice and the merits of either in a particular circumstance; and
- The age, grade, and prior disciplinary history of the individuals involved.

With these considerations in mind, this section outlines some of the steps in the process the School follows to determine the seriousness of an infraction and the potential consequences. In all situations the School takes as its essential charge the maintenance of a school climate free from discrimination, harassment, and violence. The guidelines in this section apply to all conduct by students, as long as they are enrolled at the School.

BEHAVIORAL EXPECTATIONS WHILE AWAY FROM SCHOOL

Students should be aware that they represent the School community at all times, both on and away from campus. While it is not the School's intention to monitor students in all of their off-campus activities, the School may take disciplinary action, including suspension or expulsion, in response to inappropriate conduct that is brought to the School's attention occurring outside of campus, whether during the School day or at night, on weekends, vacations, over the summer, or otherwise. At the discretion of the Administration, the School may enforce rules in connection with off-campus behavior that constitutes a serious violation of the School's rules or interferes with the School's ability to provide a safe environment for its students and staff. Students are expected to adhere to all school rules while on trips.

DISCIPLINARY RESPONSES AND PROCEDURES

Potential consequences for violations of School rules and expectations are detailed below. Students may be disciplined for any conduct, on or off School grounds, which is illegal, contrary to School policies, disruptive to the educational process, or which endangers or harms persons or property.

In most situations, short of expulsion, disciplinary responses are the prerogative of the division principal who will seek input, as warranted, from other administrators. When a disciplinary circumstance is sufficiently grave as to warrant possible expulsion, primary responsibility for that decision lies with the Head of School or their designee in consultation with other administrators. All disciplinary decisions are final and not subject to appeal.

GDS respects the privacy of its students and their families and, as a matter of practice, keeps confidential the details of student misconduct and the School's response to it. However, there are times when the community's need to know and the School's need to establish clearly its expectations for students and families outweigh its desire to protect individual student's privacy. In such cases, the Head of School will determine how much of a disciplinary matter and the School's response to it will be shared with the broader community.

BEHAVIOR AND DISCIPLINE

The examples below represent examples of conduct that is likely to lead to a disciplinary consequence, but this is not an all-inclusive list.

- Attending School, School-sponsored functions, or being on the School campus while in possession of, or after having consumed, alcohol and/or drugs in any quantity;
- Misuse of prescription medication or any chemical substance while on the School campus or otherwise involved in School-related activities;
- Use, possession, or distribution of tobacco, electronic smoking devices, alcohol and/or drugs in any form on campus or at any School-sponsored function;
- Cruel or intolerant remarks or actions, particularly when they include religious, racial, or sexual references;
- Interpersonal misconduct;
- Physical aggression;
- Academic misconduct, including, but not limited to, plagiarism, cheating, the unauthorized use of generative AI;
- Hazing and bullying, including cyber-bullying;
- Use or possession of guns on campus or at any School-sponsored function;
- Use or possession of fireworks, weapons, or any other device that can be construed as dangerous;
- Vandalism to any School or personal property (including vehicles);
- Remaining in the presence of other students engaging in misconduct that may endanger or result in harm to others; and
- Leaving the Lower/Middle School building without permission.
- Failure to attend classes or be in designated areas under adult supervision in the Lower/Middle School building.

LOWER/MIDDLE SCHOOL DISCIPLINARY ACTION

When a student violates one of the School's standards or expectations, the School will respond in a variety of ways, taking into account many variables and individual needs specific to a situation.

While these consequences may proceed in a linear manner relative to the severity and frequency of offenses, there is no automatic progression from one step to the next. Serious and/or repetitive actions will warrant serious consequences and intermediate steps may be skipped.

- Lying, stealing, cheating, plagiarism, vandalism, or acts of cruelty—including verbal and physical abuse, bullying and/or harassment (including sexual harassment)—are regarded as serious misconduct and may result in discipline, up to and including suspension or expulsion.

- Because of the clear danger posed to each individual in the community, the consequence for any student who brings a firearm to School is typically expulsion and police notification. The consequence for a student who brings other weapons (or facsimiles of weapons) is generally suspension and may be expulsion.

Should consequences be necessary, they will match the action and may include, but not be limited to the following, at the discretion of the division's Principal:

Immediate Correction of Behavior

A teacher or an administrator may speak to the student at the time of the incident in order to reaffirm the importance of maintaining the particular standard.

Follow Up

A teacher or an administrator may meet with the student (and others) to discuss the misbehavior and the consequences of the student's actions. The student may be asked to explain the inappropriate behavior, detailing what happened and explaining what should occur if the student is faced with a similar situation again.

Teachers routinely communicate with students regarding their behavior. The School generally believes that the younger the student, the more the student has to learn about how to behave in a group setting. Every incident does not warrant a call home. Repeated violations of school expectations, however, or a single significant violation, will in all likelihood involve contacting parents/guardians, often with a follow-up in-school meeting with the parents/guardians, the appropriate division administrator and the student.

Call/Email to Parent/Guardian

A teacher or administrator may call or email home to share that the student is having difficulty meeting a community standard.

Conference

An administrator may require that there be a conference with the student, the parent(s)/guardian(s), and the homeroom teacher.

Contract

An administrator may require that the student write a contract that explains the rule the student has broken and how the student's actions negatively affect the School community. This contract will contain a commitment to follow the rule from then on. The student is expected to sign the contract and deliver it to the student's parents or guardians and the School.

Loss of Privileges

An administrator may revoke certain school privileges, which may include, but are not limited to loss of or limited access to school events, field trips, or School-sponsored overnight trips.

In-School Service

An administrator may require the student to miss recess in order to perform some service to the School community.

In-School Suspension

An administrator may require that the student leave the classroom community for a period of time.

Out-of-School Suspension

An administrator may require that the student leave the School community for a period of time.

Probation

An administrator may require that a student's continued enrollment or re-enrollment be contingent upon meeting community standards.

Expulsion

The Head of School or the Head's designee may require that the student leave the School community permanently.

HIGH SCHOOL DISCIPLINARY ACTION

While the primary goal of any disciplinary action or proceeding is modification of the student's behavior, students will be asked to take responsibility for their actions and accept the consequences of them, anticipated or not. While these consequences may proceed in a linear manner relative to the severity of the offense, there is no automatic progression from one step to the next. Egregious and/or repeated violations of school rules, expectations or norms, will warrant an immediate and equally serious response.

Student/Faculty Discipline Consultation Committee

Addressing issues related to student conduct that is inconsistent with the policies, procedures, and culture of the school in a fair, thoughtful, and productive manner is essential to the educational mission of GDS. With this in mind the Student/Faculty Discipline Consultation Committee (DCC) was created through a collaboration between the student body, the faculty and the High School Administrative team. The DCC includes both faculty and student representatives from grades 10, 11, and 12. The purpose of the DCC is to review and consider certain designated student behaviors and conduct that are violations of school policy and provide disciplinary recommendations to the High School Principal and/or the Head of School or their designee. The High School Principal and/or the Head of School or their designee will consider the DCC's recommendations when making their disciplinary decision. Matters that go before the DCC include cases that could result in a wide range of disciplinary outcomes, including separation from school. Certain disciplinary matters of a highly sensitive nature will not be referred to the DCC. The determination as to which matters will be referred to the DCC rests entirely with the HS Principal.

Should consequences be necessary, they will match the action and may include, but not be limited to the following, at the discretion of the High School Administration:

- Meeting with the parents and a member of the High School Administration.

- The assignment of tasks/responsibilities designed to reinforce changes in student behavior.
- Loss of school privileges, which may include, but are not limited to loss of or limited access to the following:
 - Open campus permissions;
 - Leadership position, if applicable, including SSC representative, athletic captaincy, or club head;
 - Participation in extracurricular activities, including athletics, performing arts, etc.;
 - Bus and/or car/parking privileges;
 - Participation in School events; and
 - Participation in field trips or School-sponsored overnights;
- Day of reflection;
- In-school suspension;
- Out-of-school suspension;
- An administrator may require that a student's continued enrollment or re-enrollment be contingent upon meeting community standards;
- Disciplinary Probation; and
- Expulsion.

Suspension

Students who are suspended from school for any period of time will be granted the privilege of making up missed schoolwork. The work must be made up in accordance with the timeline set by the affected teacher(s).

Disciplinary Probation

Students may be placed on disciplinary probation for any violation of a school rule. Unless otherwise stated the probation will continue for the duration of the student's time at the school. Students on probation need to be particularly cognizant of the potential consequences of their actions, as suspension or expulsion will likely result in a violation of school rules if one is already on probation.

Expulsion

Expulsion from the School may be the result of a single violation of a school rule or an accumulation of lesser offenses or conduct that is detrimental to the School and/or School community. Violations of school rules or expectations that may result in expulsion include, but are not limited to, the following:

- Supplying, possessing and/or using drugs or alcohol;
- Sexual harassment or other forms of harassment;
- Threat or use of physical violence;
- Possession or use of fireworks, explosives, weapons or other dangerous materials;
- Bullying, hazing, sexting or malicious gossip;
- Reprehensible conduct that brings discredit to the School;
- Willful destruction of property;
- Stealing;
- Dishonesty;
- Repeated acts of misconduct; and

- Repeated classroom behavior that impedes other students' learning.

Expulsion results in forfeiture of the student's privilege of earning a diploma from the School and from participating in graduation ceremonies. After expulsion, the School may provide the grades through the last completed marking period; however, the student will not receive academic credit for the time after which the student is expelled. Any incomplete grades will remain as such. A student's parents/guardians are responsible for the full tuition cost for the entire academic year, regardless of any expulsion. A student may not apply for readmission following expulsion. Expulsion and suspension (as described below) become part of a student's record, and may be reported to other secondary schools and colleges to which a student applies or has been admitted as required by those schools.

Disclosure to Colleges

It is the School's policy to communicate reportable disciplinary incidents that occur between ninth and twelfth grades to colleges when that information is requested by the college or university. If a college requires student disclosure of disciplinary incidents, students will work closely with the college counseling team as they address the circumstances of their experience. If the disciplinary infraction occurs after a college application has been submitted, it is the School's policy to require the student to notify the college (if required by that college) within 15 days from an issued disciplinary action (even after college decisions have been rendered or a student has submitted an enrollment deposit). A record of the disciplinary action remains part of the student's official record. Reportable disciplinary violations include, but are not limited to: suspension, dismissal, or withdrawal from the School. The School, in its sole discretion, may determine whether a particular disciplinary violation must be reported to the student's college or university.

STUDENTS WHO ARE ARRESTED

If a student is arrested, the School, in its sole discretion, may take disciplinary action or other steps that it deems appropriate, depending on the nature of the alleged crime, the potential threat to the safety of members of the school community, or the timeline and outcomes of an investigation.

PARENT INVOLVEMENT IN DISCIPLINARY ACTIONS

With privileges comes responsibility and the willingness to accept the consequences of one's actions. Consequently, when students choose wrongly and violate school rules, conversations regarding the incident and the logical disciplinary response to that incident begin with the student, not the parents.

Parents understand that it may be necessary for members of the School's faculty and staff to speak with students directly regarding behavioral and disciplinary concerns during the school day with school Counselors, divisional leadership, and teachers, as the School deems necessary. Parents further understand that the School is not a legal setting and students and parents will not be permitted to invite legal counsel into any disciplinary conversations. Parents recognize that they may not always be told in advance when such meetings are scheduled.

As already noted, the School reserves the right to conduct investigations as it deems necessary. In serious disciplinary situations, parents will be kept informed as warranted. The School has the sole role in determining the appropriate response to violations of its rules.

DISCLOSURE TO NEXT SCHOOLS

Families whose children are applying to, or have been accepted to, another school have the obligation to inform the new school when there is a change in their child's status at GDS due to a disciplinary incident. GDS may also communicate with the new school regarding the incident and the School's response to it. To the best of its ability, GDS will work closely with students and families to support the honest reporting of all disciplinary matters.

IX. STUDENT HEALTH SERVICES

SCHOOL NURSE

GDS's registered nurses cover both buildings between 8 a.m. and 4 p.m. on school days. The school nurses evaluate students who become ill during the school day and contact their parents as appropriate. The school nurses also help ensure that all student medical forms and immunizations are current and on file.

In order to maintain a safe and healthy environment for students and staff, please do not send students to School with any of the following: fever, vomiting, diarrhea, or profuse discolored discharge from nose or eyes. Students who develop a fever of 100.0 degrees F or greater, are vomiting, or have diarrhea will be asked to go home. Students sent home for fever, vomiting, or diarrhea or who develop these symptoms at home, must be symptom free for a full 24 hours—without medication—before returning to School. Students placed on medications for contagious illnesses must be on the medication for a full 24 hours before returning to School. Parents are expected to notify the School if their child contracts a contagious illness such as strep throat, chicken pox, COVID-19, or influenza.

If a student is ill or expresses health-related discomfort before leaving home, please do not send the student to School. The health staff are not licensed to diagnose illness, nor is there space or staffing to monitor sick students all day. Should a student become sick at school, or have an accident and need outside treatment, GDS will call a parent or other person designated as an emergency contact in the Magnus Health Portal. The responsible person is expected to make arrangements for the student to be taken home as quickly as possible.

ATHLETIC TRAINER

There is a full-time certified athletic trainer (AT) at the HS. During HS athletics seasons, the AT provides health coverage during HS athletics practices and home games. An athletic trainer is an allied health professional trained to, among other things, prevent athletic injuries, provide immediate care, make the appropriate medical referrals for orthopedic injuries, and provide general therapeutic rehabilitation services. The GDS AT works closely with the school nurses, coaches, and the Athletic Director to manage athletic injuries and is available for emergency care during most athletic practices and events held at the High School. The AT has a variety of therapeutic modalities and equipment available in the Athletic Training Room to facilitate recovery from injury. The AT plays an integral role with the Concussion Management Team for all HS students with concussion-like symptoms. All athletic injuries and concussions must be reported to the AT as soon as possible after they occur.

EMERGENCIES

The school nurse or AT will attempt to contact parents regarding serious illness or injury, but in circumstances that warrant immediate attention or when the School is unable to reach the parents/guardians, designated emergency contacts, or the student's physician, the school nurses or AT will determine appropriate management. In the event of a serious emergency, an ambulance will be called, the student will be taken to a hospital emergency room, at the discretion of the EMS system, and at least one parent will be notified immediately. As part of the enrollment contract, families provide permission for a

school designee to act in loco parentis should it be necessary. Parents are expected to keep emergency contact information up to date in the Magnus Health Portal.

MEDICATION AT SCHOOL

Students may not bring, and will not be permitted to maintain, medicine of any kind with their personal belongings, except emergency medications, such as epinephrine, rescue inhalers, and insulin. Parents of LMS students self-carrying emergency medications must provide a duplicate dose to the appropriate campus nurse. Parents are expected to attend to students' medication needs outside of school whenever possible. However, if a student must take a daily prescription or over-the-counter medication not authorized in the Magnus Health system while at school, parents must complete the Medication Authorization form located on the Magnus Health Portal on MyGDS. A responsible adult should deliver medications to the School in the original or manufacturer-labeled container. Please ask your pharmacy to provide separate bottles for school and home. Medications will be dispensed by school nursing staff or by appropriate school personnel. Medications and equipment should be picked up at the end of the school year; any medications or equipment left one week after the close of school will be discarded.

Please note: Medication Authorization forms for prescription medication require both a parent and a health provider's signature. For over-the-counter medications not stocked in the Health Offices, parents must complete and sign a medication authorization form, but a health provider's signature is not required.

If a student needs acetaminophen, ibuprofen, or other over-the-counter medication, the student may obtain it from the LMS or HS Health Offices, so that it may be administered in accordance with the parental and medical authorizations on file.

Medical Marijuana

As required by DC law, the School treats the use of medical marijuana by students similarly to the approach for the use of other prescription medications: a medication authorization form signed by the prescribing health provider is required; parental consent is also required if the student is under 18. The School will comply with all applicable laws regarding students' use of medical marijuana on school premises.

ELEVATOR POLICY

Elevator use in both buildings is permitted for students who need it, whether the need is visible or not. To access the elevator during the school day (before 2:00 p.m.), students must have their student ID activated. After 2:00 pm, the elevator is open for use by all students. Elevator use is prohibited during fire drills.

Obtaining Elevator Access

Students who require elevator access—short-term (due to acute injury) or longer-term—must (a) have a note from a parent explaining the need for access or (b) a documented medical accommodation from a physician. The HS administration (in the HS) or the LMS nurse (in the LMS) will review the note and confirm the term approved.

HEALTH RECORDS, REGULATIONS, AND ACCESS

Parents must provide the School with information about the student's physical and emotional health. Parents are expected to keep all information in the Magnus Health Portal up-to-date, including but not limited to, allergies, current medications, medical conditions, and emergency contacts. In part, this information is obtained to comply with applicable laws; it is also needed to keep the School well-informed of the health of all students. The School is sensitive to the privacy of this information and is committed to protecting the confidentiality of students and their families.

The School requires that proof of an annual physical examination from a licensed health provider, an annual dental exam, and proof of up-to-date immunizations for every student be kept in their Magnus Health Portal (please see below for a more detailed policy on immunizations). According to District regulations, the required DC Universal Health Certificate is valid for 365 days after the date of the physical exam. Annual physicals can be scheduled at any time throughout the year, but are only valid for 365 days. (For example, physicals completed on May 1, expire 365 days later on May 1 of the subsequent year). GDS offers a two-week grace period from the health form expiration date for submitting a new physical.

Parents and guardians must enter the required health information into the School's online Magnus Health Portal, accessible from www.GDS.org/Health when requested and are responsible for making any changes during the school year as their child's health changes (e.g. when medications are started or stopped, injuries occur, or new diagnoses occur).

If required health forms and information are outstanding, students may not attend school, beginning on the first day of school and/or within two weeks of the date of their health form expiration date. Within the two-week grace period of a student's health form expiration date, GDS will hold students from participating in athletics, P.E., or other activity-based classes, recess, field trips, and extra curricular/after school activities. Additionally, GDS may withhold report cards/progress reports in the event required health forms are not submitted; reports will be released within 3 to 5 business days of receipt of forms.

The School's policies with regard to student health are in accordance with information and direction from the following: Centers for Disease Control and Prevention, DC Department of Health (DC DOH), the DC Office of the State Superintendent of Education (OSSE), and the School's health advisors. Any changes to communicable disease campus policy will be shared when required and available on our website at www.GDS.org.

MEDICAL CONFIDENTIALITY

Confidential medical information regarding a student may be shared on a need-to-know basis with teachers, administrators, school counselors, learning specialists, athletic coaches, athletic trainers, community service coordinators, the school nurses, GDS 360 staff members, and other individuals. If an injury has occurred on School property or during a School-sponsored event, medical information may be provided to non-GDS medical personnel providing medical support as well as the insurance company that receives a copy of the claim form. At the LS, in cases where parent chaperones support classroom teachers (overnight field trips, for example), medical information will travel with the teachers and will be disclosed to the chaperones in the event of an emergency or on a need-to-know basis.

IMMUNIZATION AND COMMUNICABLE ILLNESS

Immunization

The School requires all students to provide proof of up-to-date immunizations in accordance with Washington, DC law, regardless of the student's state of residence. Proof of immunization must be recorded on the DC Universal Health Certificate Immunization page and signed, stamped, and dated by the student's health provider. Students who do not provide proof of up-to-date immunizations may be barred from attending School and participating in any school-related activities. The School reserves the right, in its sole discretion, to require that students obtain additional vaccinations to attend in-person classes to protect the health and safety of the School community. Parents agree to comply with the School's policy regarding required immunizations, possible exemptions, and provide the school with required health records and documentation.

Parents seeking an exemption from the immunization requirement, as described below, must contact the DC DOH regarding the appropriate documentation for the exemption they are seeking. Students will not be permitted to attend school for more than 20 school days unless a certificate of immunization or sufficient documentation in support of an exemption is provided. If complete immunization requires a series of vaccinations which will take more than 20 school days to complete, students must provide the School with written notification from their treating physician that the immunization series is in progress.

COVID-19 Vaccine

GDS strongly recommends that all students and staff members have a COVID-19 vaccination. GDS reserves the right to require booster shots or additional vaccinations as needed.

Exemptions to Immunization Requirements

Medical Restriction: The School permits an exemption from the immunization requirement if immunization is medically inadvisable. If this is the case, the School requires documentation from the student's physician to support the exemption from the immunization requirement and to outline the basis of the medical restriction. A medical-restriction exemption must be renewed annually. In these cases, the student's physician must also provide appropriate documentation on the DC Universal Health Certificate.

Religious Belief: In order to request a religious exemption from the immunization requirements parents must submit a written and signed statement in their own words describing in good faith their religious belief that prohibits immunization of the child. Please note that the School does not grant exemptions based on personal, moral, secular, scientific, or philosophical beliefs. A religious belief exemption must be renewed annually.

Denial: If a request for an exemption from the immunization requirement is denied, the School will provide the parent(s)/guardian(s) with notification in writing, including the reason(s) for the denial.

Students who have submitted exemption documentation for religious or medical reasons may be prohibited from attending School and participating in School activities in the event of an outbreak of a vaccine-preventable disease. Students excluded from the School for this reason will not be permitted to

return until (1) the danger of the outbreak has passed or (2) the student is immunized. In determining whether there is an outbreak of a vaccine-preventable disease and how long a student will be excluded, the School will consult with the DC DOH.

Communicable Illness

It is the responsibility of every person in the School community (including parents, legal guardians, faculty, staff, and students) to report immediately to the School any health condition that may call for separation or isolation or other special measures to protect the health of other persons. Communicable conditions, such as COVID-19, strep, flu, chicken pox, impetigo, and pertussis must be immediately reported to the divisional school nurse.

The School may exclude any student from school who has a communicable illness or has been exposed to an infected person if the School determines that such exclusion is appropriate for the welfare of the student who is excluded from School and/or the welfare of other students or employees at the School. In reaching the decision to exclude a student from the School, the School may consult with appropriate medical professionals and/or the DC DOH.

In order to return to School, students who have been excluded from School for health reasons must submit a physician's certification that the student may return to School without risk to self or to others. Additionally, the DOH requires that specific illnesses be reported to them. In such cases, DOH may be consulted prior to the student's re-entry

Health and Safety Communications Regarding Communicable Illnesses

When appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. We encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

MEDICAL LEAVE OF ABSENCE

In cases of serious illness, bodily injury, or an emotional or psychological condition that prevents a student from engaging in the life and work of school, a medical leave from school may be appropriate. Decisions regarding medical leave and reinstating a student who has been on leave, are made by principals in consultation with senior administrators, the school nurse and/or the school counselor. Decisions regarding such leave will be guided by one goal: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at School. In the absence of a treatment plan that, in the School's opinion, will achieve these goals, the School may decline to grant a family's request for medical leave, and instead require the student to withdraw.

A student's family may request medical leave with supporting documentation (as determined by the School in its sole discretion) to allow the School to evaluate the leave request. Families should provide at least the following information: (a) a recommendation from the student's current treating health professional(s)

that the student would benefit from taking a medical leave; (b) a description of how the student's condition limits the student's ability to participate in required academic or extracurricular activities; (c) the plan for treatment of the student's condition; and (d) a commitment to an action plan at the time when re-entry is considered.

Additionally, if, in the School's judgment, a student is exhibiting symptoms or behavior that makes the student unable to participate appropriately in academic or extracurricular activities without imposing an undue burden on the School's resources, the School may require that the student be evaluated and, based on the results of the evaluation, may place the student on medical leave.

The initial discussion about leave may include, at the School's sole discretion, the division principal, school counselor and/or school nurse, the student's advisor or homeroom teacher, senior administrators, the learning specialist, and the parents. Students may be involved with initial discussions in some way also. The purpose of this initial discussion is to establish the steps that the family is taking to ensure that the student is well enough to participate fully in life at School, and the further steps that the School may require if the situation does not improve.

The School may require a medical leave of absence in circumstances including, but not limited to when:

- Mental health or physical symptoms are or may be impeding a student from functioning effectively academically and interpersonally;
- A student needs a higher level of care such as hospitalization, a partial hospitalization; and/or an intensive outpatient program that does not allow regular school attendance;
- A physical or mental health condition interferes with a student's attendance at School;
- A physical or mental health condition interferes with the safety of the community;
- A student behaves in ways that may be self-destructive or dangerous to others;
- A student exhibits symptoms or behaviors that are of concern to the School;
- A student is not undergoing the treatment that the School has required for continued attendance at School.

The School requires that the family provides a signed release of information form that allows the School to communicate with the professional(s) who treat or will treat the student. To return to School from a medical leave, a student must provide a thorough, written professional evaluation or discharge letter detailing the student's current mental health and/or medical condition from the physician, psychiatrist, or other licensed professional(s) who treated the student during the medical leave. The School may require additional evaluation by a physician or mental health clinician. The school must be in agreement that the provider(s) is appropriate for treating presenting needs. The guiding principle of re-admission from a medical leave is the School's confidence that the student can return safely and that the student's return will not compromise the student's continued recovery, interfere with the School's ability to serve other students' needs, or place an undue burden on the School. The decision regarding any student's return to the School from a medical leave remains in the sole discretion of the School subsequent to a re-entry meeting. As a corollary to this principle, a student whom the School determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or other school activities.

FOOD ALLERGIES

While GDS is not an allergen-free school, we are an allergen-aware school. This means that GDS cannot guarantee an environment free of allergens, however, the School works to educate all community members about the seriousness of food allergies and has protocols in place to support students with allergies, in an age-appropriate fashion. GDS strives to provide accommodations that allow our students with allergies to participate as much as possible in school and extracurricular activities while also keeping them safe.

Food Allergy Emergency Action Plans

Before each school year, parents/guardians of students with food allergies must complete and/or review and edit the allergy section of the Vital Health Record in Magnus, with specific information about each of the child's allergens, the level of severity of the allergy, and the expected symptoms of an allergic reaction; they must also submit an action plan (Food Allergy Emergency Action Plan) signed by a health provider. Each year, the School distributes these to GDS adults who work with the student. Additionally, all faculty and staff are trained in the recognition of an allergic reaction/anaphylaxis and administration of epinephrine.

Epinephrine

If epinephrine has been prescribed, parents of LMS students are asked to provide the Health Office with at least two epinephrine auto-injectors. Parents of HS students who self-carry epinephrine auto-injectors are responsible for ensuring that the epinephrine is stored properly and is replaced before the expiration dates. Additionally, the School maintains stock epinephrine available in designated locations in both campus buildings.

Managing Food Allergies in the High School Building

Because GDS has an open campus policy for HS students, they may leave the premises for lunch. In addition, given the many activities that run outside of the normal school day hours, it's important to note the nurse is not available after 3:30 p.m. Lastly, there are many spaces where students are allowed to eat in the building, and no foods are restricted.

With these givens, we ask all HS students to take responsibility for managing their food allergies. This means HS students should:

- Carry any needed emergency medications. (Although we do not ask parents to provide additional emergency epinephrine auto-injector devices for the HS health office, you may choose to do so.)
- Review all food labels and ask questions about ingredients to prevent allergen exposure (including from lunch vendors and student-led bake sales).
- Refrain from eating any food for which the ingredients cannot be verified.

LMS Lunch Protocols

- The School's lunch service provider, will, upon written request, provide individually labeled lunch boxes for students who have a Food Allergy Emergency Action Care Plan on file with the school. The School's lunch service provider provides allergen information for all of the food that is served.
- **For PK/K lunch**, GDS does not restrict the contents of individual lunches that either a faculty member or student bring into the classroom from outside of GDS. Faculty will make a good faith effort to monitor what is in individual lunches and assign students to sit in a safe table

environment, maintaining awareness of the allergies of students in the classroom. Faculty will make good faith efforts to prevent food from being shared, monitor that students with allergies are well spaced, and that hand washing and table cleaning takes place.

- **In grades 1-8**, students are permitted to go through the lunch line and select foods that are safe for them to eat, based on the allergen list, unless their families have made the written request for a boxed lunch. Students whose families have elected for them to receive a boxed lunch may not self-select items from the lunch line
- Students bringing individualized lunches with tree nuts, peanuts, or sesame will be seated at an allergen table.
- All students are encouraged to wash their hands before and after eating, however, the School does not monitor student handwashing.

Bringing in Outside Food

We understand that families may wish to send in special treats to celebrate different events or activities; however, in order to maintain a safe environment for all our students, the School has established the following policies surrounding outside food:

In the **PK** and **K** classes, no food is permitted for birthday parties. In coordination with the homeroom teachers and room parents, outside food is welcomed for holidays, special occasions, and gatherings following assemblies. In cases of life-threatening food allergies in the PK-K classrooms, the school may communicate with families at the start of the year with information about food requirements (without identifying individual students), including requirements that any outside food brought to the classroom must be store-bought, packaged with a list of ingredients, and free from all identified allergens.

In addition, parents/guardians of students with any food allergies or dietary restrictions are asked to provide personal safe treats for their child, which are stored in the classroom, ensuring no child will be excluded from celebrations.

In **Grades 1-4**, any food brought into the classroom must be store-bought, packaged food that includes a list of ingredients. Food may be brought in for birthdays, holidays, special occasions, and gatherings following assemblies (in coordination with homeroom teachers and room parents.r). The homeroom teacher will advise whether there are any life-threatening food allergies in the classroom (without identifying individual students), and suggest appropriate food. In addition, parents/guardians of students with food allergies or dietary restrictions are asked to provide personal safe treats for their child, which are stored in the classroom, ensuring no child will be excluded from celebrations.

In **Grades 5-8**, food treats are permitted to be shared **only** in Advisory and must be store-bought, packaged food that includes a list of ingredients. Students with allergies will be asked to review labels and lists of ingredients on packaged food before eating. Students are asked not to consume a food product if the label indicates the food is processed in a facility that contains the student's allergen(s). Parents/guardians of students with food allergies or dietary restrictions are asked to provide personal treats for their child, which are stored in the Advisory space, ensuring no child will be excluded from celebrations.

In **Grades 9-12**, students are expected to take responsibility for their food allergens and avoid exposure to allergens by, for example, reading the food labels and refraining from sharing food.

GDS-Provided Food Not Sourced from Dining Partner

In the Lower School, any food ordered for students not sourced from our dining partner (i.e., pizza parties, etc.) will be ordered through the LS office only. The LS office will work with the school nurse to determine whether there are appropriate alternatives for students with allergies and may, if necessary, check with the families of students receiving outside food. GDS will refrain from bringing in peanuts, tree-nuts, or sesame, though there may be occasions when outside food is made in a facility that also serves these ingredients. In these cases, faculty and the LS office will communicate with families with these allergies to provide an alternative.

In the Middle School, any food not sourced from our dining partner is required to have an ingredient list that students can review prior to the event, and students with allergies will have a suitable substitute if they cannot eat what has been ordered. GDS will refrain from bringing in peanuts, tree-nuts, or sesame, though there may be occasions when outside food is made in a facility that also serves these ingredients. In these cases, students with these allergies will be made aware of this and provided an alternative.

Overnight trips

Families with children with food allergies are encouraged to send food that their students can eat on overnight trips. Because all food is outsourced to the overnight trip provider and an allergy list is provided by the school nurse, the School cannot guarantee that there will be appropriate substitutes.

Food Prepared at School Associated with a Class

All ingredients prepared as part of class will be store bought and in sealed packaging (with the exception of fruits and vegetables, which may be bagged). Faculty will work with the nurse to understand if there are any allergies that are of concern with the food that is being prepared. Utensils, pots, pans, and dishes will be either borrowed from MG or will be part of the School's inventory and will be washed/sanitized in advance of the class.

MANAGEMENT PLANS

Parents of students with asthma, diabetes, food allergies, insect sting allergies, or a seizure disorder should fill out the appropriate forms on the Magnus Health Portal and contact the school nurse prior to the start of school if needed.

LICE

GDS does not exclude students from School because of head lice, nor do we perform class-wide or school-wide screening after a case has been reported. We encourage parents/guardians to reinforce with their children the importance of avoiding head-to-head contact with others and to regularly screen their children for the presence of lice and nits (eggs). Such screening is especially important after attending camps, vacations, and sleepovers (where close head-to-head contact is most likely to occur). Parents who find lice on their children should also screen all household members. Parents should alert child care providers, carpool members, and friends with whom the student has had sleepovers or head-to-head contact in the past month.

Parents should also alert the divisional office; the School will anonymously notify grade-level or division-level families as a courtesy. GDS preserves the privacy of any student found or reported to have lice.

TOILET TRAINING

All students must be toilet trained by the time they begin School, which means they must be able to determine when they need to go to the bathroom and be able to express that need to a teacher. They should also be able to deal with their clothing and their own toileting needs.

CONCUSSIONS

GDS seeks to provide a safe return to activity for all students after any injury, especially after a head injury that results in a concussion. Guidelines have been developed to aid in ensuring that concussed students are identified, treated, and referred to an appropriate physician, receive appropriate care during the school day (including academic accommodations as needed); and are appropriately recovered prior to returning to full activity.

GDS recognizes that a concussion is a traumatic brain injury that alters the way the brain functions. Effects are usually temporary, but can include headaches and problems with concentration, memory, balance, and coordination. GDS is committed to safe practices and subscribes to the ImPACT Testing Program for students in grades 7 through 12. Testing is typically done post injury, as deemed appropriate. Baseline testing can be done upon request by completing the consent form and having the student make an appointment with the HS Athletic Trainer to complete testing.

The School will notify parents as soon as a head injury is suspected, and families should report any head injury that did not happen at a school-related activity to the school nurse and/or, for athletes, to the athletic trainer. Parents are expected to obtain proper medical evaluation and clearance by a licensed healthcare professional with training in concussion evaluation and management. The treating healthcare professional is expected to provide the school an initial care plan and follow up care plans as indicated.

GDS takes Return-to-Learn and Return-to-Play seriously. In order for a student to return to physical activity without restrictions, appropriate documentation must be received, students must be completely symptom-free, both at rest and during physical and mental exertion, with neurocognitive function within a normal range, and have completed a supervised Return-to-Play protocol. GDS will not allow the student to participate fully while experiencing any lingering or persisting symptoms of a concussion, no matter how slight. In addition to being held out of PE, athletics, recess and activity-based classes, students who are symptomatic and/or receiving academic modifications may also be held out of extracurricular activities and field trips. Parents should provide documentation from the treating professional related to the educational impact of the injury. If needed, students and families will work with Learning Specialists to manage workload and implement accommodations according to our Return-to-Learn protocol.

CHILD ABUSE AND NEGLECT REPORTING

The School is committed to the highest standards of care for its students, which includes protecting students from inappropriate or harmful actions by others. In accordance with District of Columbia law, all School employees are required to report to authorities suspected abuse or neglect of any student under age

18. The School will take measures to support a student who is age 18 or older. While the School recognizes the reporting obligations of each mandated reporter, in order to ensure that any and all factors that may impact the time and or manner of reporting to authorities, employees who suspect abuse or neglect must first report their concerns to the Division Principal or Head of School or their designee who will, in collaboration with the employee raising the concern and other parties as may be appropriate, develop a strategy for reporting to authorities.

School employees report where they have reason to suspect that a child has been subjected to abuse or neglect. In all instances where the School reports, measures will be taken to protect and support the student as needed.

X. STUDENT SUPPORT SERVICES

GDS recognizes that there is a direct relationship between a student's sense of wellbeing and their academic success. Students receive personalized support when their academic, behavioral, health, and/or social and emotional needs are greater than what can be addressed by a teacher alone. At each division, there is a Student Support Team comprised of divisional leadership, learning specialists, and counselors and a member of the Diversity, Equity and Inclusion team. The Director of Learning Services and the Chair of Counseling Services also participate in each divisional meeting to ensure consistency across divisions. Support services are provided directly by learning specialists, counselors, and nurses, working in collaboration with principals, deans, instructional coaches, teachers, parents, and private service providers to develop coordinated plans for intervention.

LEARNING RESOURCES

The School strives to provide an optimal learning experience for each student while maintaining the academic standards of the institution. The School provides support to students with identified learning differences as appropriate. Across divisions, the School: (1) makes referrals to outside professionals or clinicians for psycho-educational, neuro-psychological, speech and language, and occupational therapy evaluations; (2) develops student learning profiles to document diagnosis, accommodations, and recommendations; (3) coordinates recommended support services and necessary accommodations; (4) consults with teachers and students on a regular basis; and (5) works directly with students. All evaluations are kept confidential among the learning specialists, counselors, and administration using confidential online software.

In order to work with any evaluator or outside professional, families must sign a GDS approved release form so that teachers, learning specialists, counselors, and other school staff (as needed) may communicate and share information as appropriate.

Through communication with administrators, teachers, parents, and consulting professionals, our learning specialists, teachers, and counselors help to monitor students for whom there are concerns and for those students who need support. We assess Lower School students for academic readiness at the beginning of the academic year and continue to assess individual students, as needed, to provide ongoing data to inform our instruction and support services. GDS seeks to accommodate students' individual needs where we can. However, there are instances where we are limited in our capacity to do so. We strive to maintain open communication with families and others to ensure students' needs are met. Results of screenings, observations, teacher feedback, and administrative recommendations determine which students may work with a Learning Specialist through small group sessions. When necessary, we suggest other strategies or recommend further evaluation and/or tutoring services.

ACCOMMODATIONS

The School is committed to ensuring that students with disabilities are provided with equal access to the School's programs and services, in accordance with applicable law. For students who need accommodations, the School requires documentation from treating professionals. The School will make reasonable

accommodations to enable a student to participate in the program and where doing so does not pose an undue burden to the School.

GDS does not offer Individualized Education Plans (IEPs) nor do we implement them specifically. GDS creates our own Learning Profiles using the assessment documents. All students are expected to pursue the same minimum course of study, as articulated in the School's official Course of Study.

Accommodations that are appropriate for the GDS program (based on documentation from treating professionals) may include:

- Extended time for in-class tests and exams (maximum accommodation of 50% extended time in all divisions);
- Preferential classroom seating;
- Use of off-line laptops (which may be school provided based on the circumstance), adaptive technology, and software for in-class written assignments and/or testing;
- Use of a calculator when appropriate;
- Access to audiobooks, and
- An alternate testing location.

Student learning profiles also include a list of recommendations from the evaluator, or strategic suggestions, based on a student's relative strengths and needs. Not all specific recommendations are relevant to all courses, and not all recommendations included in the evaluation can be implemented at GDS. The learning specialist will interface with teachers and a family regarding which recommendations are appropriate and possible within certain courses.

World language waivers are considered for middle and high school students with a diagnosed language-based learning disability on a case-by-case basis that is approved by divisional administration.

In the High School, and in conjunction with families, the department chair of learning resources will navigate the process to secure accommodations on standardized measures with the College Board (to include the PSAT, SAT, and AP exams), and the ACT Test. Per College Board and ACT policy, GDS applies for accommodations that are used at the School, including a maximum of 50% extended time. You can find the list of required documentation needed for each disability category for College Board and ACT accommodations submission on their respective websites. The decision whether to grant accommodations for the College Board or the ACT lies solely with those administering organizations, and not the School.

Even after supportive services and accommodations have been put in place, a student may still struggle to meet the School's academic and community requirements and expectations satisfactorily. In such instances, the School may notify the student's family that the accommodations put into place may not suffice to ensure the student's success at the School. At that time, the division principal, the student (if age appropriate), and the student's parents will meet to consider whether it is in the student's best interest to remain enrolled at GDS the following year. If there is a disagreement, the School may decide, in its sole discretion, whether to issue a re-enrollment contract to the student. As an independent school, GDS

provides reasonable accommodations to students with documented learning differences; however, the school does not provide the following supports or services:

- Individualization of curriculum or program,
- Certain behavioral interventions, such as formal individual behavioral management plans, and
- Related services, such as speech and language, occupational and physical therapies, or an individualized social skills curriculum.

TUTORING

Some students may require academic support outside the classroom, beyond what the teacher can supply. A member of the Learning Resources Team may recommend tutoring if the School feels it is warranted to meet academic demands. The School will recommend tutoring or evaluation only after we have provided support through our in-house programming and the student is still not achieving at expected levels.

While teachers and the Administration strive to monitor individual student's progress, parents who feel that tutoring may be necessary should contact their division's learning specialist. The Learning Resources Team maintains a list of GDS-approved tutors who have been through an onboarding process and are familiar with our academic program. Before tutoring begins, the School encourages parents to meet with their child's teacher(s), tutor, advisor, and the division's learning specialist. The School expects tutors to maintain regular communication with the student's teacher(s), learning specialist, and advisor.

Financial Support

Although GDS will do all it can to contribute appropriate financial support to students, funds are limited and must be distributed equitably, according to demonstrated need. To be considered for financial support from the School, a member of the Learning Resource team and designated member of the appropriate divisional Leadership team must sign off on the recommendation for tutoring or evaluation. Families should then reach out to the Director of Enrollment Management and Financial Aid to request support.

Communication

Communication is the key to being best able to support your child. Please share when your child is working with an outside tutor. We work hard to keep private information private. For this reason, parents must sign a GDS-approved Release of Information in order to allow their tutor to obtain information from the learning specialists or classroom teachers about your child's progress, and to allow for an open line of communication, even if the tutor is a member of the GDS faculty or staff. A copy of this release is available from our learning specialists.

On-Campus Tutoring

Tutors working on campus are required to register and complete a Memorandum of Understanding on CampBrain, register with the appropriate Learning Specialist, and follow the School's guidelines. Such tutors, however, are engaged and supervised by the parent, not the School. Criminal background checks will be run on all tutors who access GDS facilities. On-campus tutoring must take place on school days prior to 6:00 p.m. and must take place in designated tutoring spaces arranged by the Learning Specialist. Lower and Middle School students engaged in tutoring after school must be supervised between the end of the school day and their pick-up time or will be enrolled in the GDS 360 program as a drop-in student. In addition, we

are not able to share information about any health issues your child might have with tutors. If your child has allergies or other health issues that might be an issue during the course of the tutoring session, please share that information directly with your child's tutor. For more information about on-campus tutoring, please contact the Learning Resources teachers in your child's division.

Off-Campus Tutoring

We recognize that students may receive tutoring support off-campus. While these relationships are primarily organized between the family and the tutor, we recommend that families communicate with their child's Learning Specialist to complete a Release of Information form for open communication between school and tutor to ensure consistency, and inform teachers of the nature of the tutoring. Because we do not meet, run background checks on, or require insurance for off-campus tutors, it is the family's responsibility to vet the tutor to ensure they are a good fit for your child.

Math Center (@ HS)

The High School Math Center offers teacher assistance to students in all math subjects through individual or small group meetings on a drop-in basis. High School students seeking help with assignments, review, or study techniques are encouraged to visit the Center. The Math Center is staffed each school day during class periods.

Hopper Academic Learning Lab (HALL) (@ HS)

Located on the third floor of the High School, the HALL offers support to all students from the learning specialists with multiple weekly drop-in hours and regular workshops. Workshop topics in the HALL include note-taking strategies, studying for assessments across disciplines, organization of materials between home and school, and annotating texts. Interested families and students should connect with the HS Learning Specialists to learn about the schedule of office hours and upcoming workshops.

GDS COUNSELING SERVICES

GDS counselors provide both prevention and intervention services to promote wellness and the healthy development of all students. Through individual, group, and broader work, they address social and emotional issues that impact the school experience and provide a bridge for families between outside mental health support and the school. Counselors are a resource for students, teachers, and families. Members of our community can "drop in" to see a counselor or schedule time to meet. Conversations can be initiated by parents, teachers, counselors, or the students themselves.

Counseling at school is intended to be short-term and specific. Students needing longer-term support or support related to non-school related issues may be referred to private mental health providers. Counselors assess and address mental health needs that arise, in collaboration with families and school personnel. Though the counselors' role may vary somewhat by division and the developmental needs of students, counselors regularly provide:

- Individualized check-ins
- Mental health assessments to determine safety and capacity to function in school
- Coaching for social skill development, social problem solving, and other aspects of intra- and/or interpersonal functioning

- Short-term counseling for individuals or groups of students
- Consultation with faculty and staff, parents, outside mental health professionals, etc.
- Advocacy
- Referrals to community mental health resources
- Instruction related to social emotional learning and mental health, depending on the division

Confidentiality

Counselors strive to honor privacy and confidentiality. As is developmentally appropriate, certain information shared with the school counselor by the student is confidential, and the student's privacy is guarded in accordance with law, ethics, and school rules. Likewise, information that families share will be kept private or confidential, depending on the nature of that information. Counselors communicate the limits of confidentiality as well as rights to privacy.

- The school counselor will report information when there is concern about a student's possible harm to self or others, or if they learn that someone else is likely to harm, or is harming, the student or others.
- While the School recognizes the reporting obligations of each mandated reporter, in order to ensure that any and all factors that may impact the time and or manner of reporting, employees, including counselors, who suspect abuse, neglect, or sexual assault will report their concerns to the Division Principal or Head of School or their designee who will, in collaboration with the employee, raise the concern and other parties as may be appropriate, develop a strategy for reporting to necessary authorities.
- The school counselor may share information when consulting with other school employees with the goal of supporting and advocating for students' emotional, physical, psychological, social, and academic well being, and other needs.

In an effort to maintain positive partnerships with students and their families, counselors will advise students and families when sharing information with others at school, as appropriate. GDS school counselors are bound by ethical and legal codes of their professions as well as policies and expectations of the School.

Just like learning specialists, counselors seek to keep private information private. For this reason, parents must sign a GDS-approved Release of Information form in order to allow counselors to release and exchange information with private mental health providers.



XI. CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

Students are encouraged to enrich their school experience by being involved in extracurricular activities, which are an integral part of school life. The School has an active community of clubs, affinity groups, activities, and committees.

FORMATION OF CLUBS AND ORGANIZATIONS (@HS)

Clubs and Student Organizations are a large part of high school life. The class schedule is constructed to allow for clubs and activities to meet. In the High School, clubs and activities are formed on the basis of student interests and are based on the premise that their organization and leadership is to be by students and not adults. While the goal is to provide students with maximum opportunities for following their interests, for leadership, and for experience in organizing and running an activity, each club or student organization is required to work closely with a faculty advisor. Each fall, the school runs a Club Fair in order for students to advertise their club but to also learn about other club opportunities. Students who wish to begin a club or activity in the High School must receive permission from the Assistant Principal for School Life.

Fundraising

Clubs that generate expenses are required to cover those expenses. Fundraising and applying for funding through the Student Staff Council (SSC) are viable options. Any fundraising must be approved by the HS Administration. For SSC club funding, club heads should contact the SSC treasurer or the Assistant Principal of School Life.

Communications

GDS groups or individuals wishing to place content on the official school website must consult with other members of the organization about the content (e.g. other students, staff, advisors, a member of the technology staff, web manager, or division principal), draft content where applicable, and obtain the approval of the communications department. Student groups may request to create a GDS email for their club or activity.

The use of all other forms of social media or online presences, including but not limited to websites, podcasts, and personal social media accounts, is prohibited without explicit approval. Student clubs, organizations, and athletic teams may request, through the School, to establish an official and approved social media presence, such as an Instagram account. Any non-approved accounts or the unauthorized use of “GDS,” “Georgetown Day School,” “Hoppers,” or any terms or references that link the account to the School are strictly against school rules.

Only the official GDS website represents the School. Individuals who post content on non-GDS websites must not present content as if it represents any official views of GDS. No representation of GDS may be made on any website, social media, or bulletin board, or via email or through any other means without the approval of the GDS administration.

STUDENT/STAFF COUNCIL (SSC) (@ HS)

The Student/Staff Council (SSC) brings together representatives from the student body, faculty, and Administration in order to help the School community maintain an environment that supports the values of the School and the education of all its students. The SSC provides a forum and means for students and staff to plan, organize, and give their opinions and suggestions regarding all aspects of School life. It also works with the Administration on academic affairs, school activities, budgets, and funding. The Council is composed of four elected student representatives from each grade, deans, and the Assistant Principal for School Life. The Principal is ex officio. Meetings are held weekly and are open to everyone. The SSC has standing committees that are open to membership by any student.

XII. SPECIAL EVENTS

BIRTHDAY AND OTHER PARTIES @ LMS

Please coordinate all aspects of the celebration of birthdays in advance with your child's advisor or homeroom teacher. Please see "food allergies" section under Student Health Services for information regarding classroom food. The School will do its best to celebrate each child's birthday appropriately.

If a family is planning an at-home birthday party, Bar or Bat Mitzvah, or other social gathering, please hold it on a weekend (not during school hours). Invitations and plans for a party that does not involve everyone should take place outside the classroom. We sincerely request that parents speak with their children about being inclusive and guide them about when and how to talk about parties that do not include all classmates.

While GDS limits space use for special events, requests for space (for a rental fee) may be made to the office of auxiliary programs.

SCHOOL TRIPS AND CHAPERONES

The School will send home information about trips. As part of the enrollment contract, parents provide consent for participation in day-time field trips. Parents who wish to opt out should contact the trip organizer or divisional office. On overnight trips, specific permission from parents/guardians may be required. Please be advised that should a parent chaperone a School-sponsored activity, the School's liability insurance will provide limited supplemental coverage. Note: At the HS, parents do not chaperone trips. Personal property lost or stolen is not covered by the School's insurance. Be sure to consult the Trip Permission Form regarding fees, cancellation, and refunds before committing to overnight school trips.

GDS requires, as we do with employees and guests to the school, that volunteers and chaperones who will work independently with students, including parents, consent to a background check. A volunteer's service is contingent upon successful completion of the check.

DANCES

The following rules apply at all School-sponsored dances/socials:

- Once students arrive at a dance, they are required to stay in the designated area.
- Faculty representatives will be present at the dance and will be in charge at all times.
- At *Middle School dances/socials*, students may not leave the dance before it is over unless accompanied by a parent/guardian or other authorized person. Once a student leaves a dance, they are not permitted to re-enter. Parents (or authorized adults) are expected to pick up students on time. All school rules apply.
- At High School dances, any student guest must have a valid HS ID. To participate in HS dances, students must arrive and remain at dances at times specified by the administration. Students unable to adhere to those timeframes (arriving late or leaving early) must gain permission from the administration beforehand. All school rules apply.

XIV. ATHLETICS & PHYSICAL EDUCATION

PHYSICAL EDUCATION (@LMS)

Students in grades PK-6 are expected to wear sneakers and comfortable and weather-appropriate clothing for physical education, which is held four days a week. GDS believes strongly that physical education is an integral part of a child's development. Students learn the value of physical activity while participating in a safe, positive, inclusive, and cooperative class environment. Students move through a progression of individual and class challenges to enhance their fitness, develop their skills, and improve their confidence. Students are empowered and encouraged to make good decisions about their physical, cognitive, social, and emotional health, leading them to an active, productive, and fulfilling life.

GYM USE

Students must not enter the gym or any athletics facilities before, during, or after school without permission and appropriate School supervision. Families wishing to make use of the gym or the field may contact the Auxiliary Programs office to inquire about rental opportunities.

EXPECTATIONS OF ATHLETES

GDS expects all athletes who choose to participate on an athletic team to make a sincere commitment to the team. GDS teams can neither go up against strong competition nor meet the rigors of existing schedules without a commitment and understanding from all athletes of our expectations.

The expectations of each athlete are as follows:

- **Commitment** to yourself, your teammates, the sport, and GDS:
 - Attend all games and practices and put forth one-hundred percent effort.
 - Come prepared and on-time for practices and games.
 - Work to improve essential skills and knowledge of the sport.
- **Respect:** Display appropriate behavior toward yourself, teammates, coaches, opponents, officials, managers, bus drivers, athletic staff, spectators, the game, and the rules of the game.
- **Responsibility:** Be responsible for your equipment, uniforms, reporting of injuries, and attendance at all practices and games. ALL team members will share team responsibilities equally.

EXPECTATIONS OF PARENTS AND GUARDIANS

- Parents and guardians are expected to demonstrate positive support for the coaches and the School's athletic program, including its policies, strategies, and team rules.
- With the exception of positive cheering, parents/guardians are prohibited from interfering or interacting with players, coaches, or members of the opposite team during games, scrimmages, or practices.
- Parents/guardians should neither ask nor expect to receive special favors regarding the student-athlete's position on a particular team or allotted playing time.
- Parents and guardians are expected to adhere to the sportsmanship code of conduct which prohibits heckling the officials.

NAME, IMAGE & LIKENESS

GDS Athletes need to adhere to the [DCSAA NIL Policy Guide For DC High School Student Athletes](#).

7th & 8th GRADE ATHLETICS PROGRAM

Athletics at GDS are considered an important part of the educational experience. Students in 7th and 8th grade are required to participate in athletic activities. Our expectation is that students will be present for all of their daily classes, which include their athletic activities.

Mission

The mission of the GDS 7th & 8th grade Athletic Program is to provide those students with the opportunity to represent the School and compete inter-scholastically in a wide variety of sports. It is our hope that each student athlete will experience the challenges and triumphs that are unique to sports. GDS athletics provide a supportive atmosphere in which coaches challenge the intellectual and physical abilities of our student athletes, foster strength of character, and encourage concern for others. It is our goal that the athletic experience of each student will be framed within a context that instills self-discipline, dedication, pride in performance, respect for others, and a lifelong love of sports.

Goals

The goals of the 7th & 8th grade athletic program are as follows:

- To develop skills and knowledge of game strategies and rules
- To collaborate and compete with others
- To develop respect and appreciation for teammates, coaches, opponents, and officials
- To develop self-discipline and a commitment to personal and team excellence
- To exhibit good sportsmanship at all athletic contests
- To provide maximum participation through inclusivity where possible
- To have a coordinated 7th through 12th grade athletic program

Coaches work with individuals and teams to improve and promote good character and leadership, and encourage personal and athletic growth. GDS takes great pride in our athletic program and wants all players to experience the feeling of a job well done.

Split and Cut Policies

The athletic program at the Middle School is a competitive one. As we frequently have more students vying for positions on teams than we have spaces, coaches inevitably have to make difficult decisions. Splits to A and B teams and cuts are made with considerable care and with the plan that students who are cut will have the opportunity to select another available sport. The selection of team members seeks to balance talents and performance in order to produce a group of players who can depend on and support each other. It is presumed that any athlete trying out for a team is prepared to participate on that team.

7th & 8th grade Sports*

The 7th & 8th grade athletics program is designed to provide students with fitness, skill-building, teamwork, and competition. The athletics program is divided into three seasons: fall, winter, and spring. Students must participate in at least two seasons of athletics and can choose to participate in a third season of athletics OR one season of the non-competitive programs.

FALL	WINTER	SPRING
	Competitive sports	
Cross-Country (Coed)	Basketball (Boys)	Baseball (Boys)
Soccer (Boys)	Basketball (Girls)	Lacrosse (Boys)
Soccer (Girls)	Wrestling (Coed)	Lacrosse (Girls)
Tennis (Girls)		Softball (Girls)
Volleyball (Girls)		Tennis (Boys)
		Track & Field (Coed)
	Non-competitive sports	
	Sports Management	
	Boxing Training & Yoga	
	Squash	
	Winter Track & Field	

*Additional Sports may be added

Eligibility for 7th & 8th grade Athletics

In order for a student to participate in team tryouts and practice sessions, ALL health-related forms must be completed in Magnus and verified by a school nurse before a student may be allowed to participate. These forms include, but are not limited to:

- DC Universal Health Certificate (due every year for all MS students)
- Immunization record (due every year for all MS students)
- Permission for Emergency Care form (see more below) (due every year for all MS students)
- [Appropriate care plans](#)

Practices

Game and practice schedules are listed online at www.gds.org/Athletics. Practices and games take place four days a week (Monday, Tuesday, Thursday, and Friday); practice and game schedules vary from team to team and depend on the practice site.

Transportation to/from Practices and Games

When practices or games take place at other sites, the school will provide transportation to and from those practices or games. Parents of middle schoolers who wish to pick their student up from away games and off-site practices must indicate in SchoolPass that their child will self-dismiss. Any special arrangements,

including permission for the student to walk home or having another parent pick your student up from practice and/or game, must be completed through SchoolPass. No athlete will be allowed to remain at a site without supervision unless indicated in SchoolPass. Athletes must be picked-up at the scheduled pick-up time from GDS. If athletes have not been picked-up by 4 p.m. or within 15 minutes of the team’s return time, they will be enrolled in the GDS 360 program as a drop-in (additional fees apply).

Uniforms and Equipment

The School views the care and maintenance of uniforms and equipment as the responsibility of the athlete. Each athlete is responsible for their uniform and equipment and must return them immediately following the completion of the season. Athletes who fail to return their issued uniform and equipment will be billed a replacement fee by the Athletic Director. Athletes will not be issued new uniforms or equipment for the next season until obligations have been met from the previous season.

HIGH SCHOOL ATHLETICS PROGRAM

The High School athletics program at GDS is considered an important part of the educational experience. The goal of the High School athletic program is to field competitive teams exhibiting discipline, desire to excel, and pride in themselves and the School. Coaches work with individuals and teams to improve performance and to promote character, leadership, excellence, and team spirit through competitive athletics. Athletic teams at GDS compete in two organized leagues: the Mid-Atlantic Athletic Conference (MAC) and the Independent School League (ISL). GDS also competes independently in accordance with the needs of each team and its members. The athletic program provides opportunities for students to participate at various levels of competition in the following sports:

FALL	WINTER	SPRING
<p>ISL Sports Cross-Country Varsity Soccer Varsity & JV Tennis Varsity & JV Volleyball Varsity & JV</p>	<p>ISL Sports Basketball Varsity & JV Swimming & Diving Varsity Indoor Track & Field Varsity</p>	<p>ISL Sports Lacrosse Varsity & JV Softball Varsity Track & Field Varsity</p>
<p>MAC Sports Cross-Country Varsity Soccer Varsity & JV Golf Varsity</p>	<p>MAC Sports Basketball Varsity & JV Swimming & Diving Varsity Wrestling Varsity Indoor Track & Field</p>	<p>MAC Sports Baseball Varsity & JV Lacrosse Varsity Tennis Varsity & JV Track & Field Varsity</p>
Other		
<p>Strength & Conditioning</p>	<p>Strength & Conditioning</p>	<p>Crew Varsity & Novice Strength & Conditioning</p>

Eligibility for High School Athletics

In order for a student to participate in team tryouts and practice sessions, ALL health-related forms must be completed in the Magnus Health Portal and verified by a school nurse before a student may be allowed to participate. These forms include, but are not limited to:

- DC Universal Health Certificate (due every year for all HS students)
- Immunization record (due every year for all HS students)
- Permission for Emergency Care form (see more below) (due every year for all HS students)
- Appropriate care plans

Coaches may not allow a student to participate in any aspect of tryouts or practice until ALL health-related forms are current in the Magnus Health Portal. Coaches carry permission for emergency care forms to all home and away games and practice sessions in case of a medical emergency. The form provides important health information (regarding allergies, chronic illness, current medications), and emergency contact phone numbers, as well as permission for emergency treatment.

ISL Player Eligibility

To be eligible for league competition at the varsity level, an individual must be a regularly enrolled student (grades 9–12) at her school. The student may not:

- Have a high school diploma.
- Participate at the varsity level for more than four years in one sport.
- Be 19 years of age or older as of September 1 of the current school year.
- Participate in a league contest in more than one sport in one season.
- Play in a varsity and a lower-level game on the same day.

MAC Player Eligibility

To be eligible for league competition at the varsity level, an individual must be a regularly enrolled student (grades 9-12) at his school. The student may not:

- Have already competed in four seasons of varsity competition in the sport.
- Be 19 years of age or older as of September 1 of the current school year.
- Participate in a MAC contest in more than one sport per season.

Sportsmanship; ISL & MAC Sportsmanship Code of Conduct

The ISL and MAC embrace a common core of values and cooperate in a collective attempt to achieve them. We emphasize the value of respect for self and others. We realize that an athletic contest is only a game. We expect only positive encouragement from all the participants and spectators. ISL and MAC members are gracious in victory as well as defeat.

ATHLETIC DEPARTMENT POLICIES

The athletic program at the High School is a competitive one. As we frequently have more students vying for positions on teams than we have spaces, coaches inevitably have to make difficult decisions. Cuts are made with considerable care and with the hope that students who are cut will make other plans for the season. The selection of team members seeks to balance talents and performance in order to produce a group of players who can depend on and support each other. It is presumed that any athlete trying out for a

team is prepared to play on that team. Consequently, athletes who try out for and are selected to play on a school team and then quit without a satisfactory reason will forfeit their right to play on any School team for the next two consecutive sports seasons. All athletes are reminded that membership on a GDS team is expected to be their first priority in case of a conflict with an outside league.

- Participation in practices and games on any given day is contingent upon attendance in all classes and academic commitments unless otherwise excused.
- If a player is injured and seen by a doctor, that player must check in with the AT at the HS or school nurse at the MS and provide written physician clearance to the AT, nurse, or coach before returning to any participation.
- All players must wear sports-specific appropriate safety equipment that complies with the rules of the sport and athletic department guidelines. This applies to both practices and games. For example, all soccer players must wear shin guards and lacrosse players must wear mouth guards.
- Athletes will be issued one uniform and are responsible for having it on game day.
- Athletes must ride on the bus to and from practices and games unless they are departing with their parents or have a signed note from their parents or guardians and the principal, stating otherwise.
- GDS alumni may practice with High School teams; as with any visitors to School, they must come through Lobby to register as guests.
- GDS community standards that guide our students also hold true for our athletes. The use of alcohol, drugs, and tobacco is forbidden.
- Hazing is unacceptable on any team. Please refer to the Policies & Expectations for Interpersonal Student Relationships section of this Handbook for more information on rules against hazing.

SCHOOL AND TEAM RULES

The GDS Community Standards that guide our students also hold true for GDS athletes. When teams compete at home or away, we expect the same behavior that is expected on a school day or at a School-sponsored activity. Because our athletes represent the School and are constantly in the public eye, adherence to Community Standards and team rules is a necessity. All athletic teams are expected to represent and embody the respect for integrity, human rights, and equality that have been the essence of Georgetown Day School since its founding in 1945.

Coaches may also set specific rules for their teams, which cover such topics as attendance at practices and games, training rules, dress for practices and games, etc. Rules may vary from team to team.

DRIVING TO PRACTICES AND GAMES

Generally speaking, students are not permitted to drive to games or practices at any location other than off-campus practice sites. In order for a student to receive permission to drive to an off-campus practice or game they must meet the following criteria and submit a written request through the HS Administration at least 24 hours in advance:

1. They must already be approved by the GDS Administration to drive and park on the HS campus.
2. They may not transport anyone else in their car to or from practice. (With parental permission they may transport a sibling.)

3. The parent of the student requesting to drive must get prior approval from the student's coach as well as the HS Assistant Principal for School Life.

Students will only be permitted to drive when the school has determined that the situation justifies the need to drive. Examples of such instances may include the location of a student's home relative to the practice site, the time of practice, the need to transport sibling(s) after practice, or a work commitment. *Permission to drive must be requested for each incidence of need.* For practices that take place at an off-campus site in the morning before school, or on the weekend, parents may drop students off at those practice locations.

MEDICAL AND OTHER EXCUSES

Any student who is to be excused from long-term physical education or athletics must bring in a medical excuse signed by a doctor and present it to the school nurse or AT. For shorter term injuries or illnesses, parents should reach out to the school nurse or AT.

Importantly, participation in practices, games, or other after school activities on any given day is contingent upon attendance in all classes and academic commitments unless otherwise excused. Exceptions to this rule may only be granted by the division Principal or the Head of School or his designee.

COMMUNICATION

Please refer to the Athletic Calendar on the School's website which is updated regularly.

XV. PARENT INVOLVEMENT

PARENTAL COMPORTMENT AND SUPPORT FOR SCHOOL POLICIES

At GDS, we believe that a positive relationship between the School and a student's parents or guardians is essential to the fulfillment of the School's mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved.

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

To assist in creating the most effective relationship, the School expects that parents will observe the following guidelines:

1. *Share in the School's vision.*

- Support the mission of the School.
- Understand and support the School's philosophy, policies, and procedures.
- Support the School's disciplinary process, and understand that the School's authority in such matters is final.
- Be supportive of the School's commitment to a diverse and inclusive community.

2. *Provide a home environment that supports the intellectual, physical, and emotional growth of the student.*

- Create a schedule and structure that supports a student's study and completion of homework requirements.
- Be aware of the student's online activities/screen times and use of computers, television, and video games.
- Encourage integrity and civility in the student.
- Be a role model, especially when it comes to behavior at School and at athletic events.
- Encourage the student's participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.

3. *Maintain a Home/School partnership built on communication, collaboration, and mutual respect.*

- Provide a home environment that supports positive attitudes toward the School.
- Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.

- Help build and maintain a positive School environment by not participating in or tolerating gossip.
- Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, disclose necessary information to the Head of School, administrators, outside professionals, or law enforcement officers.
- Respect the School's responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- Seek to resolve problems and secure information through appropriate channels (i.e., teacher/advisor/counselor, department chair, principal, Head of School, in that order).
- Acknowledge the value of the educational experience at the School by making regular School attendance a priority and scheduling non-emergency appointments and vacations outside the school day.
- Support the School through volunteerism and attendance at School events.
- Financially support the School to the best of one's ability.
- Share with the School any religious, cultural, medical, or personal information that the School may need to best serve students and the School community.
- Keep sick children home.

4. Understand and support the School's policies.

- Adhere to the rules and guidelines outlined in this handbook.
- Set clear expectations at home that reflect the School's policies and values.
- Ensure that any personal events off-campus provide a safe environment that upholds the School's values. Establish and communicate clear ground rules that align with the policies in this handbook.
- Prohibit the provision of illegal drugs or alcohol at student-oriented events.
- Encourage your child to lead by example, respecting School policies even beyond School premises.

PARENT SERVICE ASSOCIATION (WWW.GDS.ORG/PSA)

The PSA was organized to foster a greater sense of community among parents and to support School activities. Since its founding, the PSA has become an integral part of the School and has enhanced many programs. All parents and guardians of currently enrolled GDS students are members of the PSA and are encouraged to volunteer for various functions by completing the annual PSA Volunteer Sign-Up (available online) or by calling PSA officers. Parent volunteers are a great resource for the School.

The PSA is led by co-chairs representing each division who serve overlapping two-year terms. A treasurer, communications chair, and other coordinators complete the Executive Board. The PSA is funded through the School budget (voted on by the GDS Board of Trustees). Monthly PSA meetings are open to all and are noted on the online calendar and announced in school newsletters.

The PSA assists in planning and staffing many School events and programs, including:

- The welcome program for new families to GDS;
- Teacher/Staff appreciation functions;
- Grade-Level and Division PSA coordinators;

- The Lower/Middle School Book Fair;
- In-class parties; and
- High School After Prom and sports banquets.

GDS PARENT AFFINITY & ALLIANCE GROUPS

As we do with our students, GDS actively supports parent affinity and alliance groups. We recognize their value in helping parents who share a common element of identity to explore, celebrate, sustain, and process their experiences around that identity both for their own sake and that of their children. GDS benefits from the richness of diversity in our community and deeply appreciates the contributions of all its members.

Asian American Pacific Islanders and Allies (AAPI)

The term Asian American Pacific Islanders is inclusive of those who identify as, or affirm with the nations of Japan, China, Vietnam, the Philippines and other Asian and Southeast Asian Nations.

Black Parent Resource Group

An affinity group for GDS parents/guardians of African descent. The mission of the Black Parent Resource Group is to support Black parents and their family network by encouraging active engagement and participation in the GDS community.

HOLA Affinity Group

Open to all GDS families who identify as or affirm with the Hispanic and/or Latino/a Community.

IGE Food Allergy Parent & Guardian Affinity Group

To convene parents and guardians who have children with IGE (life-threatening) food allergies on a regular basis to provide emotional support, share information, create awareness, and be a liaison to GDS.

Infinity

We support families with neurodivergent children at GDS and work to make learning better for all students.

LGBTQ Affinity Group

A group for members who identify within the LGBTQ community dedicated to building community, expanding awareness, and strengthening support.

Parents of Students of Color (POSOC)

The term “Students of Color” includes children from Black/African American, Asian American, Middle-Eastern American, American Indian/Native American, Latino/Hispanic, and Multiracial backgrounds. POSOC is open to allies and parents who identify as, or who have students who identify as people of color.

Single Family Affinity Group

A group that focuses on support and resource sharing for all parents/guardians who parent or co-parent as single people.

South Asian Parent Affinity Group and Allies

The term “South Asian” is inclusive of those who identify as or affirm with the nations of Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka.

White Anti-Racist Alliance Group

This group is a “calling-in” to White folks, as well as an open invitation to Black, Brown, Indigenous, or People of Color (BIPOC) who want to engage and/or inquire about White racial identity antiracism work.

PARENTS COUNCIL OF WASHINGTON

The Parents Council of Washington includes approximately 50 independent schools in the Washington metropolitan area. These member schools each appoint two parent representatives who act as liaisons with their school’s Administration, parents, and the Council during their two-year terms.

The function of the Parents Council is to foster communication among students, parents, and the School community through its programs and publications. The Council sponsors programs on topics of current interest to parents and schools and publishes newsletters in the fall and spring. Their booklet *Changing Trends* contains helpful information for families on subjects ranging from drugs to health care to peer pressures to baby-sitting. It is distributed through member schools to families with children in grades four through twelve.

PARENT VOLUNTEERS

We encourage parents to help out in classrooms, trips, theatrical productions, fundraising, and special events. Parents should not bring siblings, particularly those of pre-school age along for these activities.

GDS requires, as we do with employees and guests to the school, that volunteers and chaperones who will work independently with students, including parents, consent to a background check. A volunteer’s service is contingent upon successful completion of the check.

SCHOOL & PARENT SOCIALS

School-sponsored grade-wide and PSA-sponsored smaller get-togethers and socials provide parents opportunities to get to know one another better and share concerns and interests about their children. At School gatherings, a representative of the school administration is often present to listen and help with questions; a facilitator or a panel may lead these discussions with expertise in a particular area. The PSA socials are organized for each grade and are purely social occasions.

GIVING TO GDS

For almost 80 years, contributions to the School have supported a curriculum that provides students the opportunities to learn, practice, and ultimately, master the skills they will need to change the world—skills that lie at the heart of a GDS education. Current and past parents, alumni, grandparents, faculty, and friends have a long-standing tradition of supporting the heart, and soul, of GDS.

Philanthropy benefits virtually every aspect of life at GDS: faculty who are leaders in their field, inspiring students to be true to self and succeed; financial aid funds that help the success of student; program

innovation; and academic and athletic programs that support the “whole child” and model for students how to care for the whole community. Tuition covers approximately 89% of the School’s annual operating expenses, and your philanthropy helps to cover the remaining budget needs through gifts to the Hopper Fund, strategic initiatives, financial aid, capital improvements, and endowment. Families can give online at www.GDS.org/Giving.

Each year, GDS families, alumni, parents of alumni, grandparents, and faculty are invited to participate by giving to the Hopper Fund as generously as possible. Our School community recognizes that we benefit today from the generosity of those who have come before us. All GDS families are asked to make the School their number one philanthropic priority while their children are students.

XVI. FINANCIAL INFORMATION

ENROLLMENT CONTRACTS

Enrollment contracts are sent to families each January. Students may not attend classes unless a properly executed enrollment contract is submitted to the School. Enrollment contracts will be sent to returning students only if all financial obligations are current and the student's academic performance and behavior are satisfactory. Please see the Re-Enrollment Policy for additional information.

Unless a Tuition Refund Plan is purchased and the insurance covers the tuition, once an enrollment contract has been signed and accepted by the School, parents are responsible for the full tuition for the academic year, regardless of the reason for withdrawal. The Tuition Refund Plan offers enrolled families an insurance policy for recovering tuition in the event of certain absences, withdrawals, or dismissals. Insurance information and an application are included with contracts. The plan is optional, but families participating in the installment payment plans are encouraged to participate.

FINANCIAL AID

GDS opens its doors to students who can benefit from its educational program, regardless of economic circumstances. Financial aid is a major commitment of the School and is available to students enrolled in Pre-Kindergarten through 12th grade. Although it is not possible to meet all requests for assistance, the School endeavors to help as many students as possible. Grants are made solely based on financial need.

GDS uses Clarity to process financial aid applications. Please visit www.GDS.org/Admissions for details. A complete copy of the relevant tax return is needed to complete an application. Parents who own their own business must submit the appropriate business tax returns as well.

This financial information is evaluated by GDS and by an independent processor using established criteria. The School's Financial Aid Committee makes award decisions. While most applications are considered with enrollment contracts, the Financial Aid Committee may consider applications at other times and award aid if the budget permits. Please be aware that decisions may take as long as two months. Except in extreme cases, all families are required to pay a minimum of \$500 per student each year.

Once a student has been granted financial aid at GDS, our goal is to provide an equitable School experience in all areas of the program. While this is not always possible, it is important to note that the same financial aid percent may be applied to other programs, including GDS 360 extended day programs, tutoring services approved by divisional Principals (up to a certain dollar amount), school shuttle bus service, and more.

GDS's Equity Fund addresses gaps in our financial aid program to ensure equitable access to the complete GDS experience for all High School students. The Equity Fund supplements our existing financial aid program in the following areas: Technology (i.e., personal devices), College Counseling (i.e., testing and application costs), Athletics (i.e., equipment and uniforms), and High School trips. While the Equity Fund is designed to support families in our existing financial aid program, we will also consider supplementing

costs in the categories above on a case-by-case basis for families not currently receiving financial aid but facing hardship due to additional program costs.

Separate financial aid applications may be required and may not be guaranteed for overnight trips, break and summer camps, other School activities, and the Equity Fund. Students wishing to participate in an extracurricular program that has an additional cost and which the family cannot afford should reach out to the Director of Enrollment Management and Financial Aid. All such requests for financial aid must be made to the Director of Enrollment Management and Financial Aid.

TUITION AND FEES

GDS offers a variety of tuition payment options through Clarity. Parents may wish to take advantage of the direct debit from checking and savings accounts or credit card payment options. Tuition Refund Insurance is also available at approximately 1% of the total year's tuition excluding fees.

An enrollment deposit of \$1,000 is due upon admission and is held on account until graduation or exit from the School. The enrollment deposit for financial aid recipients is \$250. The enrollment deposit is not applied to tuition. Upon graduation or departure from GDS, enrollment deposits automatically convert into a contribution to the School. Each spring, the School will notify parents of graduating seniors to remind them of this policy. The notification will include clear instructions for families who would prefer to request a refund of their deposit instead of allowing it to become a tax-deductible gift to the School. Refund requests, for all departing students, must be submitted before the last day of the academic year.

In addition to tuition and the enrollment deposit, families new to GDS also pay a \$750 physical plant replacement reserve fee for each student enrolled, for the first three years of enrollment. This fee is due on July 1. A graduation fee is included in the 12th grade tuition.

No student will be permitted to begin School in September unless the tuition has been paid in full or a family is participating in an approved payment plan and is current with payment. The School does recognize that families may experience extenuating financial circumstances. While the School is willing to work with families in these instances, all accommodating payment plans must be approved in writing by the Head of School or their designee.

If an account is more than 30 days overdue, it will be brought to the attention of the Head of School and CFO. They will review the case, make appropriate arrangements regarding collection, and may decide the student will not be permitted to return to School the following semester or for the remainder of the school year. GDS will place student report cards on hold until tuition payments are current. No student will be permitted to re-enroll if there is an outstanding account balance from the previous school year. Furthermore, the School will not release any student records, to the extent permissible by law, and may litigate for monies due.

The School may not issue a re-enrollment contract and/or financial aid award for the upcoming year when the current school year's tuition and fees are in arrears. Reports, transcripts, and letters of recommendation

for students will not be sent unless all financial obligations are current. All financial obligations must be met in order for a student to graduate. GDS reserves the right to send to collections any tuition amount not paid by the due date.

STUDENT ACCIDENT INSURANCE

The School provides secondary accident insurance coverage for all enrolled students. It covers accident injuries sustained while engaged in School-sponsored activities only. This policy only supplements a parents' own insurance policy by covering all but \$100 of the deductible and limited out-of-pocket expenses. To receive a reimbursement, parents must complete an accident-claim form (provided by GDS) with the Schools secondary accident insurance provider within 30 days of an injury.

XVII. RE-ENROLLMENT

Re-enrollment at the School is not automatic. A student is promoted to the next grade when the student has satisfactorily met the expectations of the student's current grade, when the School feels it can continue to meet the student's needs, and when the behavior and comportment of the student and family are consistent with the School's policies.

HOLDING ENROLLMENT CONTRACTS

After the spring grading period, the divisional Administration reviews the academic and community standing of all students. At this time, students who have violated school rules, who are on probation, and/or who, in the opinion of the School, are not living up to the standards of the School community, may have their enrollment contract, for the following school year, suspended until the end-of-year review.

RE-ENROLLMENT POLICY

In January, parents of current students in good standing receive an electronic enrollment contract via email. Enrollment from year to year is not automatic and is contingent on the student's academic and behavioral standing, as well as the student's and the family's support of the community standards, fulfillment of School financial obligations, and the mission of the School.

Parents of enrolled children are asked to let the School know by February 14 if they wish a space held for the next year. The enrollment fee already on deposit will be reapplied for the following year. If the Head of School is notified in writing by February 11 that the student will not be returning, the deposit will be refunded. After February 14, the deposit will be forfeited in the event a student withdraws. Please see Tuition and Fees on www.GDS.org/Admissions for more information about tuition.

In addition, the family of a current student who withdraws after the initial tuition-payment due date of May 18 will be held responsible for the school year's tuition. New and returning student contract binding date is June 1. Re-enrollment contracts that are not completed by June 1 are considered a forfeiture of the right to enrollment in the coming school year. GDS withholds end-of-year report cards, diplomas, and grades in the event that tuition obligations have not been met. All financial obligations must be met for students to begin the next school year. If all financial obligations from any prior school year(s) are not met by March 1, GDS may not hold the student's place for the coming year and may award that spot to another incoming student.

SIBLING ENROLLMENT

GDS has had a long-standing commitment to its connected families. Consequently, comparably qualified children of faculty/staff and qualified sibling candidates receive admission priority in the admissions process. Given the limited number of spaces available in a grade, however, such priority does not guarantee admission. Connected applicants are expected to meet the same criteria as other students in terms of both academic readiness and emotional maturity.



Current families who are interested in applying for a sibling are urged to contact the Admissions Office in September. Applications for admission, from both current and new families, must be submitted by the deadline posted at www.GDS.org/Admissions each year. Enrollment decisions, regardless of a family's prior or current relationship to the School, are always made at the School's sole discretion.

FAMILY LEAVE

Families who take a leave of absence from the School for a year or more, and who have not gone through the deferral process mentioned below, are generally expected to apply to the School for readmission. The student will be considered on a space-available basis, as well as within the context and competition of the applicant pool for the student's grade level. Strength of the applicant's file is important, including a strong finish to the student's last year at the School, as well as a strong record of academic performance and citizenship while the student is away. Ultimately, the School cannot predict the number of openings or competitiveness of applicant pools for specific grade levels, and given the School's high enrollment, there is never an absolute guarantee of readmission for the following year. Applications for admission, from both current and new families, must be submitted by the deadline posted at www.GDS.org/Admissions each year. Enrollment decisions, regardless of a family's prior or current relationship to the School, are always made at the School's sole discretion.

STUDENT SPENDING A YEAR AWAY

Students who elect to defer re-enrollment to GDS by one year must send notice to the School by February 13 and, if approved, must deposit a processing fee of \$1,500 to hold the student's spot. This deposit will be applied to the tuition for the returning year, but is neither refundable nor transferable (e.g. not to other siblings, other students, or other future years.)



XVIII. GDS 360 EXTENDED DAY AND EARLY GRASSHOPPER PROGRAMS

The GDS Early Grasshopper and 360 Extended Day Programs include a variety of enrichment classes designed to build community and foster friendships in a fun and relaxed atmosphere. Extending and complementing the GDS learning experience, these programs also offer physical and creative outlets for self-discovery and lifelong learning through structured classes, free-choice and group activities, and a homework center.

LOGISTICS

GDS 360 and Early Grasshopper Rules

The rules for the extended day programs are the same as the rules during the school day. As such, we expect children to be respectful, caring, and responsible with regards to the program staff, students, and supplies. Children who are unable to follow these guidelines may be referred to the program director or Director of Internal Auxiliary Programs and may ultimately be asked not to participate.

Cell Phone and Computer Use During GDS 360 and Early Grasshoppers

Students may use their school-issued Chromebooks for school-related work and educational activities only. Students may not play games without permission. Games involving violence (e.g. shooting games) are prohibited.

Students are expected to adhere to the school day technology policies during GDS 360 and Early Grasshopper. Students who do not adhere to the technology policy will lose their device until pick-up or the device will be given to the division office. Families will be contacted if this is an ongoing issue.

Program Times

The GDS Early Grasshopper Programs runs from 7:00 to 7:45 a.m. Students are dismissed to their classrooms at 7:45 a.m. The GDS 360 Extended Day Program runs from dismissal until 6:30 p.m. Students follow division or classroom guidelines to join the program at the end of the day. Both programs are operational every day that GDS is open, unless otherwise communicated.

Inclement Weather

If school closes early due to inclement weather, GDS 360 will remain open for emergency purposes only until the last child is picked up; we ask parents to pick up their children as soon as possible. Refunds will not be provided.

If school is delayed due to inclement weather, please follow the guidelines communicated from the School.

Early Grasshopper Drop-Off Procedure

Early Grasshopper Program student participants are dropped off at the LMS driveway terrace entrance until 7:45 a.m. Please pull forward and wait for a member of the Early Grasshopper team to welcome your student. Students who walk or ride their bicycles to campus, must use the front LMS entrance and walk to the Dining Hall.



Students participating in morning sports, tutoring, or any non-Auxiliary Programs activities must sign-in at the LMS Security desk prior to going to their destination.

GDS 360 Pick-Up Procedure

The GDS 360 program operates its own dismissal and carline process, which will be shared with families prior to the start of each year. Students may not leave the building unaccompanied without permission to self-dismiss. Families are asked to list the names of people permitted to pick-up your child at registration or via email the GDS 360 Program Director with instructions for pick-up. Please understand that if we do not recognize the person picking up your child, we will ask for ID and will call home if that person is not on the approved pick-up list. Names of all persons authorized to pick-up your child must be added into both SchoolPass **and** into CampBrain, the GDS 360 registration platform, as “authorized drivers.”

Students leaving campus by bicycle or walking must check-in with the Director or Assistant Director of GDS 360 prior to leaving the LMS campus.

GDS 360 and SchoolPass

If a child is participating in 360 programming, families should update dismissal defaults in SchoolPass. SchoolPass should be used for day-to-day drop-in’s or absences from GDS 360. For any changes to departure made after 4:00 p.m., please email auxiliaryprograms@gds.org.

Walking Home, Biking, or Taking Public Transportation

Children who have permission to walk home, biking, or take public transportation home must leave campus by 4:00 p.m., or they will be registered as a drop-in. If they are registered for GDS 360 and allowed to walk home, please leave specific instructions in the carline section of registration, including the days and times the permission applies. The GDS 360 staff reserve the right to determine if there are circumstances which make it unsafe for a child to walk home (for instance, weather or darkness) and to request that an adult come to pick up the child(ren).

With your permission to allow your child to walk home or take public transportation from the school, you acknowledge that GDS allows your child to leave campus or School supervision alone and that the child will be unaccompanied and out of the School’s custody once they have left campus and that there are certain risks associated with being an unaccompanied child. You agree to release GDS from liability associated with leaving the School’s supervision alone. You further understand that GDS may make a decision that it is unsafe to allow your child to walk home and that in this case, your child will be enrolled in the GDS 360 program as a drop-in until it is safe to leave or until someone has arrived to pick up your child.

Evening Activities

GDS 360 ends at 6:30 p.m. If your child will be participating in another GDS evening activity, such as a dance, performance, sports game, etc., parents must make other arrangements for care between the end

of 360 and the other events. A late fee will be incurred for every 10 minutes past 6:30 p.m. your child remains at GDS (see below for full late fee charges).

15-Minute Grace Period

Students are given a 15-minute grace period from the time a non-GDS 360 program ends to be picked up or they are considered a 360 drop-in. Even if a parent or caregiver is elsewhere in the building, your child will be considered a drop-in to GDS 360 if they are unattended in any part of the building including the library and outdoor spaces such as the field or playground. In these cases, for their safety, your child will be enrolled in the GDS 360 and applicable drop-in charges will apply.

Restricted Areas

Areas of the School used by the GDS 360 Extended Day Program (such as the playground) are for GDS 360 students only. Non-GDS 360 students may not play in these areas, even under a parent's supervision.

Teacher Absence

In some cases, a teacher of an enrichment class may be unable to attend or may become ill. When possible, we will let you know or find a substitute. When a substitute is not available, students will join afternoon Clubhouse Activities or Homework Center. In most instances, a make-up class will be scheduled in the future. Our make-up classes are scheduled for Fridays from 4:00 p.m. to 5:00 p.m. In the event that a teacher is unable to complete a session of enrichment classes and a replacement cannot be found, families will receive a prorated refund. If the student wants to join a different enrichment class, the family must contact the GDS 360 Office. No refunds will be provided for enrichment classes that do not take place if the child is present for the GDS 360 program or for student no shows.

Extended Day Health Capacities

Typically, there is not a school nurse on campus during GDS 360. Many of the program staff have up-to-date first aid and CPR certifications and are also trained to administer rescue inhalers and EpiPens. We are NOT able to dispense any over-the-counter medication. If your child has health issues requiring medication other than rescue inhalers or EpiPens in the afternoon, please reach out to the program director and/or school nurse to determine whether we have the right accommodations in place to support your child. The program and the school will do our best to accommodate needs on a case-by-case basis.

REGISTRATION, FEES, AND FINANCIAL AID

Registration

Registration for all GDS 360 Extended Day Programs takes place online. Fall registration typically opens the first weekday in August; winter registration typically opens mid-October; and spring registration typically opens mid-February. Sessions run September-November, December-March, and April-June. Class sizes are limited for all programs, so please register early.

Program Fees

The Early Grasshopper program is offered as a free service and includes a light breakfast snack in the school's dining hall for students arriving between 7:00 and 7:45 a.m.

There are fees associated with the GDS 360 program. When you register for a GDS 360 program, whether for an enrichment class, clubhouse activities (our structured free-play program), or Homework Center, you will be responsible for a class fee for the season. Ten percent of the program fee (plus any applicable financial aid) is always non-refundable. Late registration will result in prorated fees with a maximum of 50% proration.

Financial Aid

Families will receive the same percentage of financial aid for the GDS 360 program as they do for school tuition. A financial aid code will be emailed to all families receiving aid when registration opens. This code can be used during the online registration process. Ten percent of adjusted financial aid fees for the GDS 360 are nonrefundable in the case of a program cancellation.

Staff Parents and GDS 360

GDS staff whose children are GDS students are entitled to reductions in the GDS 360 program fees. While faculty and staff do not pay the full class rate, they must pay the minimum class or drop-in fee. Faculty/Staff discounts do not apply to any late pick-up fees. All other payment, registration, and cancellation policies apply to staff parents.

GDS 360 PAYMENT, CANCELLATION, AND REFUND POLICIES

Payment Policy

Payment may be made at the time of registration. You are financially responsible for all days for which you are registered, whether or not your student attends or if school is unexpectedly canceled (for instance, due to inclement weather). Bills will be sent home by email monthly. You may pay online through the online registration portal.

Outstanding Balances

When registering for GDS 360, families will be asked to select a payment plan for the extended day program which will include several credit card options. If one does not select to have a card on file charged for any incidental 360 fees and/or if one's credit card is declined, GDS will attempt to make contact with the parent.

Students of families with outstanding balances and those who have not set up a payment plan will have their progress reports or report cards held. Students with large outstanding balances may not be permitted to register for additional programs.

Cancellation Policy

Minimum class fees (10% of the total registration fee) are non-refundable. Should you decide to withdraw from a program, contact the GDS 360 Director by email no later than the third Friday of the season. All fees are non-refundable after the third Friday of the season. After that date, you are

financially responsible for the entire season and the registration regardless of whether or not your child attends.

GDS 360 DROP-IN AND LATE PICK-UP POLICIES AND FEES

GDS 360 Drop-In Policy

If your child is on campus after 4:00 p.m. by the school's clock, they will be enrolled in the GDS 360 Program as a drop-in child. This includes students who are not with their tutors, siblings of athletes, students participating in a non-GDS 360 program, students who are returning from sports, Buddy Program participants (after 4:30 p.m.), etc., and those who have not been picked up within 15 minutes of the determined end time. Even if a parent/guardian is in the building, the child will be considered a drop-in to GDS 360 if they are unattended in any part of the building. In these cases, for safety, they will be enrolled in the GDS 360 Program and applicable drop-in charges will apply.

Drop-In Bundle

Drop-ins are not intended to be a regular part of your child's after-school care. However, we recognize that life happens and that you may occasionally need to leave your child at GDS while you're at a late meeting or because your regular childcare coverage schedule has changed. As part of GDS 360 registration, families may select for a once-per-semester drop-in bundle of 10 drop-ins at a reduced rate. No refunds are given if all drop-ins are not used. After the 10 drop-ins are used, regular drop-in fees apply. If you know you will need more than 10 drop-ins in a season, we recommend that you register for a GDS 360 class.

Drop-In Fees

Drop-in fees are a flat fee of \$40 per day. Financial aid will apply.

Late Pick-Ups

All GDS 360 activities end at 6:30 p.m. Late pick-up fees are as follows:

- First three late pick-ups for the year: fee is \$15 for every 10 minutes after 6:30 p.m. (rounded up, by the School's clock) you are late.
- Subsequent late pick-ups: \$25 per 10 minutes after the fourth late pick-up.

You will be billed for these charges on a monthly basis. An adult must enter the building to sign your child out of the program unless otherwise directed. A GDS 360 staff member must remain with your child until they have been signed out and you will be responsible for any late pick-up fees. Financial Aid is not applicable towards these charges, nor will the charge be adjusted for siblings, inclement weather, traffic, etc.

GDS 360 ENRICHMENT CLASS POLICIES

Class Absences

If your child is absent for three or more classes in a session or if your child does not wish to attend a class, we reserve the right to remove your child from the class with no refunds provided.

Class Times

Generally speaking, classes run from 4:00 to 5:00 p.m. In signing a child up for a class, we ask that parents inform their children that they are registered and expected to participate for the duration of the class and that parents pick up AFTER a class has ended whenever possible to avoid disrupting the activity.

Class Attendance and Early Pick-Ups

As a courtesy to the teacher and other students in the class, we ask that students remain in the class for the full class period except in emergencies. Students will not be called to go home during a class except in urgent situations. Should you know in advance that your child will be unable to attend the full class, please email the GDS 360 Program Director by 1:00 p.m. Depending on the time children need to be picked up, we may ask that they not participate in the class that day to prevent class disruption. Should you pick up your child early from a given class three or more times in a season, we may ask that the student no longer participate in the class. No refunds will be given.

Minimum Registration

In general, a minimum of eight students must be registered for any class to move forward. Should a class be under-enrolled, we will let you know within one week of the class start date if it will be canceled.

Class Cancellations and Refunds

If we cancel a class in which your child is participating, GDS will provide a refund for the remaining classes in the season. If you cancel your child's participation in a class, regular cancellation policies will apply.

Sports Enrichment Classes and Winter/Rainy Weather

Children enrolled in a sports enrichment class taking place in the winter should be sure to bring sufficiently warm clothing for outside play. Should the weather be too cold or too wet, we will move indoors for alternate athletic activities (teamwork games, cooperative activities, strength and training, etc.). Parents will not receive a refund or credit if we are unable to play the sport outdoors.



XIV. GDS BUS SERVICE

In our continuing effort to be environmentally responsible and to make life easier for our families, GDS offers several morning and afternoon transportation options. The most up-to-date bus information, including stops and pick-up and drop-off times, is available at www.GDS.org/ImproveMyCommute.

GDS BUS SERVICE REGISTRATION

Parents may register for bus service through our online registration portal on CampBrain at GDScommutes.CampbrainRegistration.com. Registration is required to ensure a seat on the bus. Fees will be \$2 per day for morning bus routes and \$6 per day for afternoon bus routes. Families can register by day of the week, by semester, or for the year. Financial aid discounts will be applied at the same rate as tuition; financial aid discount codes can be obtained by emailing ImproveMyCommute@gds.org. In addition to registering on CampBrain, families are requested to change their ridership status through SchoolPass when their child will not be riding to enable other children to ride as drop-ins. If the bus is full and your child is registered for a bus on a specific day of the week but does not show up for three consecutive weeks, GDS will contact you about changing your child's registration status to enable other students to ride in your child's place. When a student is registered to take the bus, GDS reserves the right to charge even if the student has not ridden the bus.

DROP-IN RIDERSHIP

Because there are a limited number of seats available on each bus, drop-in ridership is not a guarantee. If seats are available, drop-ins may be reserved through SchoolPass. If space allows, for morning buses only, we may allow an unregistered child to ride the bus and be manually registered, for which a drop-in fee will be charged. Find fee information at www.GDS.org/ImproveMyCommute.

EXPECTATIONS FOR MORNING BUS ROUTES

GDS expects that a parent or other authorized adult will be present at drop-off until the child is on the bus. GDS does not take any responsibility for children left unattended at bus stops until the bus has arrived and the student has entered the bus. It is the parent/guardian's responsibility to ensure the safety of their child until that point.

DELAYED OPENINGS, EARLY CLOSINGS AND INCLEMENT WEATHER

In case of a delayed opening, the morning buses will likely run on the same delay as the school; similarly, in case of an early dismissal, buses will likely leave at the same interval after school; however, please check the email from the School and the transportation resource board for details and specific times as this may vary depending on the reason for the time change.

NO STOPS

For safety reasons, once the bus pulls away from the curb, it will not stop to pick up passengers.

MEETING CHILDREN AT AFTERNOON BUSES

Unless a parent explicitly gives permission for a young child (PK through 8th grade) to self-dismiss from the bus, a caregiver must be present to meet the bus when it arrives at the stop. Caregivers are expected to be present at the bus stop 10 minutes before the scheduled arrival time to account for variations in traffic. Buses cannot wait. If a parent is not present to pick up their child, the driver or monitor will attempt to reach the parent. If the parent is able to be reached, the parent may meet the driver at the next stop or last stop on the bus route. If the parent cannot be reached, the student will be brought back to school and the child will be enrolled in the GDS 360 program as a drop-in until the parent arrives to pick up the child. In the event of three late arrivals, the student will temporarily or permanently lose permission to ride the afternoon buses.

AFTERNOON BUS PASSES

For safety reasons, all PK-4 and some MS students registered for and regularly riding an afternoon bus will be issued an ID/luggage tag bus pass that will indicate their route and whether or not they have permission to self-dismiss. The transportation ID tags must be attached to student backpacks to guarantee busing service. The first tag is included with registration and will be distributed on the first day of school.

GUIDELINES FOR STUDENT USE OF ELECTRONICS ON GDS BUSES

We understand that bus travel to and from school can involve a lot of down time. We encourage students to use the time to spend time with friends, relax, or read a book. At the same time, we know that some students may choose to use that time to do homework or other activities involving personal electronic devices (cell phones, laptops, etc). While GDS will not discourage or prevent students from engaging in these activities, the School's policies surrounding acceptable use of such devices still apply.

BUS RULES

Each bus route may have specific rules related to pick-up and drop-off locations. See the School's website for details.

In addition, the following rules and procedures relate to riding all GDS buses. GDS appreciates your talking through these rules as a family and ensuring that you and your children understand and agree to follow them. This is both for safety reasons and to ensure that your child gets on the bus and that the bus departs on time. Students must behave in accordance with the School's community guidelines (including showing care, respect, and responsibility at all times). In addition, all rules that apply to students on any other trip apply on morning and afternoon bus routes.

- NO FOOD OR DRINK may be consumed on the bus (exception: bottled water).
- Remain seated, facing forward at all times.
- Follow the instructions of the bus driver and/or the bus chaperone the first time they are given.
- Use "indoor voices."
- Nothing goes out the bus windows—arms, legs, voices, trash, etc.
- No running near or climbing under the buses. If something is dropped next or under the bus, notify an adult who will help retrieve it.
- Conversation on the bus should be appropriate for the youngest children. Talk about sex, drugs, use of curse words, etc. are not appropriate for the bus.



Should students be unable to follow the guidelines listed above, they will be given three warnings, with parents informed as needed. Following the third warning, children may temporarily or permanently lose the privilege of riding the bus, with no refunds given.

AFTERNOON BUS RULES

- LMS Students will be dismissed from their afternoon carpool locations when the bus is called.
- Middle and High School students are expected to be at the designated bus stop on time and must check in with the bus monitor before boarding.
- Students may do their homework or engage in seated games while waiting for the bus and on the bus.
- Buses depart promptly at 3:40 p.m. The afternoon buses cannot wait for delayed MS athletics buses to return to campus or for late students. Afternoon buses do not wait for late MS or HS students.
- Parents will be given a contact number for the bus monitor or bus driver in case they are running late.

BUS STOP ETIQUETTE AND SAFETY

We ask that parents and caregivers prioritize student safety during loading and unloading at off-campus locations. While driving or parking, please ensure that all students have a safe pathway to and from the bus. Remain attentive to other vehicles and keep an eye on students (and staff) who are on foot. Those on foot—students especially—should remain at least seven giant steps back until 1) the bus is and will remain completely stopped and 2) the doors are open. While it is important to make eye contact with the bus driver, families should also always confirm for themselves that the scene is safe before approaching the bus. When possible, parents should park and walk their students to the bus in the morning and meet their students at the bus in the afternoons.

CHANGES TO BUS SCHEDULES AND ROUTES

The school reserves the right to change bus routes, schedules, and stops based on ridership, traffic, and other factors. Routes and times may shift from year to year as required to address the schools' needs.

GDS SHUTTLE BUS CANCELLATIONS, REFUNDS, AND SERVICE ADJUSTMENTS

GDS understands with changing sports seasons and academic schedules that families need some flexibility for bus service. One-off changes (meaning a single-time removal from the bus roster) can be made on SchoolPass using the "Move To" tool. However, if a family wishes to move their child to a different bus or drop-in on a day they are not registered for bus service, they will need to connect with ImproveMyCommute@gds.org to modify bus service. GDS does not issue refunds for missed service or one-off changes. Families wishing to make permanent service adjustments should email ImproveMyCommute@gds.org. Families looking to cancel future service may be refunded for unused time periods, but will not receive a refund for unused past bus service. Families canceling future services, but on a payment plan, will have the remainder of the payment plan canceled. For any questions about this policy please email ImproveMyCommute@gds.org.