

George Stevens Academy

Student-Parent Handbook

2025-2026

George Stevens Academy

Dan Welch - Head of School

"George Stevens Academy has accomplished what many schools dream of— authentic community that unites all members sincerely in a single purpose: student success."
New England Association of Schools & Colleges report, April 2011

Our mission says broadly who we are and what we do. Our vision sets out our bold goals for the future. We are well on our way to accomplishing some of these. Others will take longer. All are attainable with community support.

Our Mission

George Stevens Academy is a town academy on the coast of Maine. Founded in 1852, we are the high school for nearly all students from the seven towns in our rural community. We also enroll private-pay day and boarding students from around the world. Our students' interests, talents, and aspirations reflect the diversity of the communities from which they come.

GSA provides a comprehensive and challenging education for all students, for those who will build futures in surrounding communities and for those who will make lives elsewhere in the world. Our many academic and experiential programs foster a love of knowledge, inspire creativity, instill self-confidence, encourage good character, and prepare each graduate for a purposeful life in a changing world.

Our Vision

We will be a vibrant learning community that proudly reflects the diversity of students from our surrounding towns, as well as those from elsewhere in the world, enabling them to thrive now and in the future. We will provide all GSA students with an education that helps them pursue whatever jobs and career paths they choose, so that when they succeed, they and their communities will be the better for it.

We recognize that a GSA education is not just a matter of cultivating intellectual and creative strengths but also requires caring for students' physical and emotional needs. Everything we do will be stamped with this conviction.

We will be seen as a community resource, in the belief that schools and their communities make each other stronger. We will expand school-community partnerships and real-world learning opportunities that engage students and community members in shared activities and projects for the benefit of both.

We will have a safe, attractive, functional, and cost-efficient facility that supports our current programming well and has the flexibility to adapt to changing needs in the future.

We will be financially sustainable, with the resources we need to maintain GSA's facilities and provide for every GSA student's needs. We will grow our endowment, meet more ambitious annual GSA Fund goals, and benefit from the support of sending towns that recognize the indispensable value of a strong high school in their community.

GSA's mission and vision were approved by the Board of Trustees on April 25, 2019.

GSA students come from dozens of towns and cities in Maine and other nations, and they bring with them different interests, talents, aspirations, experiences, and expectations of what a school community should be. Even while we nurture the individuality of each student as they strive to be the best possible version of themselves, we also aspire to create a strong sense of connection for all who choose to join our community. To that end, we present our Statement of Community and Community Values.

Our Statement of Community

George Stevens Academy is dedicated to providing a safe, equitable environment for all community members, one free from discrimination and all forms of bullying and harassment. We strive to create programs and services which result in an environment that welcomes and celebrates every member of our community, provides opportunities for all to contribute, and provides for the civil rights of all.

Our Community Values

We value inclusivity.

Our students and staff come from different social, economic, cultural, political, ethnic, and linguistic backgrounds. We have different interests, talents, and aspirations. We embrace the opportunity to learn about our differences. Doing so enriches each of us and strengthens our community as a whole.

We value empathy.

To better understand the members of our diverse community, we are patient, we listen, we find a connection, and we help, not harm.

We value respect.

When differences of opinion arise within our learning community, we assume that everyone is acting from good intentions, we treat each other respectfully, and we avoid speaking or acting from anger.

Statement of Purpose

The purpose of the George Stevens Academy Student-Parent Handbook is to communicate the values, beliefs, and expectations for all members of our community. We value each member of our community and want to ensure that the rights and responsibilities of all are articulated clearly as we are all accountable for creating a positive learning environment. This handbook is about who we are and what we do living into our values every day. We are committed to applying the expectations stated in this handbook with integrity and fidelity through the lens of humanity, learning, and growth for all.

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George Stevens Academy is accredited by the New England Association of Schools & Colleges (NEASC). GSA is a member of the Maine Department of Educational and Cultural Services. GSA is a member of the National Association of Independent Schools (NAIS) and the Association of Independent Schools in New England (AISNE).

This handbook is not a contract. The statements and policies herein are subject to change. This handbook, including any revisions or updates, is available at www.georgestevensacademy.org

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CONTACT US

Main Office: 207-374-2808 Fax: 207-374-2982

Advancement Office 207-374-2800

Business Office 207-374-5081

Head of School Dan Welch

Athletic Director Billie L'Heureux

Attendance Clerk/Receptionist Lydia Gray '10

Business Office Christie A. Snow '90

Dean of Curriculum and Instruction David Stearns

Dean of Student Life Chrissy Allen '98

Director of Admissions Bob Slayton

Director of Advancement Rada Starkey

Director of College and Career Counseling Lila Gilbert

Executive Assistant to the Head of School Gail Strehan

Registrar Debbie Davis

Visit www.georgestevensacademy.org/directory for a complete list of faculty and staff.

WHO CAN HELP WITH ... ?

504 Plans
Contact 504 Coordinator Lila Gilbert at 207-374-2808 or l.gilbert@georgestevens.org.

Admissions
For local day admissions, contact Director of Admissions Bob Slayton at 207-374-2808 or at b.slayton@georgestevens.org.

Advisory Program
Contact Dean of Student Life Chrissy Allen at 207-374-2808 or c.allen@georgestevens.org.

Athletics
Contact Athletic Director Billie L'Heureux at 207-374-2808 or b.lheureux@georgestevens.org.

Attendance
After reviewing the attendance policy on page 14, contact Attendance Clerk Lydia Gray at 207-374-2808 or l.gray@georgestevens.org.

Business Office
Contact Business Officer Christie A. Snow '90 at 207-374-5081 or c.snow@georgestevens.org.

Classes

Questions or concerns about a class in which your child is enrolled, including questions about assignments, grades, or your child's performance, should be directed to your child's teacher or advisor by email or telephone.

For class schedules, to discuss your child's academic schedule, or for information about alternative courses, contact Dean of Curriculum and Instruction David Stearns at 207-374-2808 or d.stearns@georgestevens.org.

College and Career Counseling

Contact Director of College and Career Counseling Lila Gilbert at 207-374- 2808 or l.gilbert@georgestevens.org.

Facilities Use

To reserve campus space for activities and meetings, contact Executive Assistant to the Head of School Gail Strehan at 207-374-2808 or g.strehan@georgestevens.org.

Food Services

Contact Director of Food Services Lucheng Li (Chef Lu) at 207-374-2808 or l.li@georgestevens.org.

Fundraising and Development

Student-parent fundraising on behalf of clubs, sports, and special events, such as bottle drives and bake sales, does not require special administrative approval. However, fundraising initiatives that involve asking for money or for significant material donations must be coordinated through Director of Advancement Rada Starkey at 207-374-2800 or r.starkey@georgestevens.org.

Hancock County Technical Center (HCTC)

If you have questions about HCTC programs, contact Elizabeth Conners at econners@ellsworthschools.org.

Health and Medications

Questions or concerns about your child's physical or emotional health should be directed to School Nurse Nikki Jaffray at 207-374-2808 or n.jaffray@georgestevens.org.

Independent Study and Internship (ISIP)

Contact Dean of Curriculum and Instruction, David Stearns at 207-374-2808 or via email at d.stearns@georgestevens.org.

Library

Contact Librarian Lucas Allen at 207-374-2808 or l.allen@georgestevens.org.

Special Education

Questions about special education services, IEPs, and IEP meetings should be directed to Special Education Department Chair Cory Schildroth at 207-374-2808 or c.schildroth@georgestevens.org.

Student Life (Community Culture, Discipline, Activities, etc.)

Contact Dean of Student Life Chrissy Allen at 207- 374-2808 or c.allen@georgestevens.org.

Technical Issues

Contact IT Coordinator Lucas Allen at 207-374-2808 or l.allen@georgestevens.org.

HOW GSA COMMUNICATES

Email

Most GSA staff email addresses follow this pattern: first name initial, dot, full last name, @georgestevens.org, for example, Dan Welch's email is d.welch@georgestevens.org. Most email addresses are online at www.georgestevensacademy.org/directory. If you cannot contact someone by email, call the main office.

Every GSA student is given a GSA email address on enrolling. We expect students to check their email regularly.

Emergency Alerts

We use the SchoolMessenger system to give notice about school closings and other emergencies. This system sends SMS text and email messages to students and parents/guardians using contact information from our Emergency Contact form. The SchoolMessenger system pulls information directly from PowerSchool. Please make sure information is up to date. Alerts are also posted on the front of our website and on Facebook.

GSA News/Social Media: We share news about GSA, the school community, our alumni, and more on Facebook GSA Facebook and Instagram (GSA Instagram). Many of these stories also are shared on the GSA News page (GSA News).

Parent/Guardian E-Bulletin

Our bulletin of news, events, and more for parents is emailed weekly during the school year. A link to sign up is located on our website. You also may email Amy Strother a.strother@georgestevens.org to sign up.

PowerSchool & Canvas

PowerSchool: Parents and guardians can access their child's current attendance records, as well as grades from completed terms, through PowerSchool. A link to PowerSchool is in the "Families" section on our website. PowerSchool access information is provided in August's back-to-school mailing. If you need to access information again or are experiencing difficulties using PowerSchool, contact Registrar Debbie Davis at d.davis@georgestevens.org.

Canvas: Parents and Guardians have an Observer Account in Canvas to see their children' s current work and grades. A link to Canvas is in the "Families" section of our website. To set up your Observer account, contact your child's advisor or David Stearns at d.stearns@georgestevens.org.

Announcements to students are made via the Canvas Global Announcement feature.

Website

Visit www.georgestevensacademy.org for info about upcoming events, recent emails for families, links to recent publications, emergency alerts, and more. Visit www.georgestevensacademy.org/profiles to find out more about our faculty and staff.

No Internet Access?

Contact Registrar Debbie Davis at 207-374-2808 to arrange an alternative way to receive the Parent/Guardian Bulletin and other materials.

GENERAL INFORMATION

School Hours The school day is from 7:30 A.M. until 2:30 P.M. Prior to 7:50, students must report to the cafeteria. Classes begin at 8:10 A.M. and end at 2:30 P.M. Students may not leave campus during school hours without permission from the main office. **Students may not go to M&H or the Parking Lot between the hours of 8:10am and 2:30pm, including during break and lunch**. Parent permission is required for the main office to dismiss a student.

The main office is open during the school year from 7:30 A.M. until 4:00 P.M., Monday through Friday.

Bathrooms

Students may use bathrooms only for the designated purpose of that space. Students may not congregate, loiter, be in a stall together, or eat in the bathroom. During class periods, students must sign out of their room and take a bathroom pass with them. Any student found in violation of these rules may be subject to a consequence.

Bus Trips

Students must travel to all off-campus school activities by an approved school bus except when the Dean of Student Life has given prior approval for alternative transportation. Transportation is coordinated by each student's school union, not by George Stevens Academy. Students are expected to return from school activities on the bus, with their own parents or guardian, or with a faculty member. Any other arrangements must be made with the Dean of Student Life's approval prior to the activity. Guidelines and protocols for bus trips also apply to all activities sponsored by the boarding program.

Contacting Students during School Hours

Parents who need to speak with a student during the school day should contact the main office. Students will not have access to their cell phones during class and will not be able to receive calls or texts during those times.

Emergencies & Illness

Any accident or serious illness should be reported immediately to the main office. Students who are too sick to attend class should report to the nurse's office or to the main office. Students will be sent home once parent or guardian permission has been obtained. In an emergency, students will be transported to the hospital without a parent or guardian's permission. A parent, guardian, or other person designated on the GSA Emergency Card will be notified as soon as possible.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C.§ 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are: The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school

official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

1. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
2. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

   [NOTE: FERPA requires a school to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]
3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5901

Food and Drinks

Drinks and food may be consumed only during break and during lunch unless allowed by the classroom teacher.

- Students with certain medical conditions may be allowed to eat in classrooms. Permission requires the prior approval of the School Nurse.
- Students serving a lunch detention may eat in the detention classroom.
- Food that is not being eaten must be stored out of sight, e.g. in backpacks.
- Food deliveries from parents or friends will not be permitted while the student is in class. Any deliveries need to come to the Main Office and will be given to the student in between class or during break or lunch. Deliveries directly from a

business or food delivery service are not permitted at any time of the day.
- Students will not be permitted to go to M&H or their car for food or drink once the school day begins.
- **Students are responsible for busing their dishes and cleaning tables, floors, and other areas after they finish eating. This includes collecting and disposing of all recycling and trash. Keeping our campus clean is a collective responsibility - please do your part!**

Health Insurance

Students may purchase school medical health insurance with broad coverage and at a very small cost. School medical health insurance or its equivalent insurance is mandatory for participation on an athletic team. All boarding students must have health insurance either by private arrangement, through their educational consultant, or through GSA.

Immunization Policy

Regarding student immunizations, GSA follows the policies set forth by the Maine Department of Education. Visit www.georgestevensacademy.org/Policies to read that policy.

Laptop Computers

Every GSA student receives a laptop for use at school and at home. Parents and students are required to sign the GSA Student Use Policy and pay the “shared risk” fee before students can receive their laptops. Copies of the policy may be picked up in the main office or downloaded from the website Back-to-School page.

Library

The library collection includes books, magazines, DVDs, and other materials. Interlibrary loan is available. There are no fines charged for overdue books, but replacement costs will be assessed for lost books. Most items are available for loan for three-week periods, with renewals available as long as there is no hold on the item.

Locker Rooms

Locker Rooms are only to be used for their intended purpose. Students may not eat or congregate in locker rooms outside of regular acceptable use.

Lunch

During lunch students may eat only in the cafeteria, outside on campus on the front lawn or courtyard, in the trophy case hallway, or in a classroom that is supervised by a teacher. Students are responsible for their own trash and bussing their own dishes. Students may also go to the tennis courts/field **across Union Street to play frisbee or other games. Students MAY NOT go to their cars without permission, and MAY NOT leave campus during lunch, including to M&H.**

Medical Forms

A parent or guardian must complete GSA’s medical form every year and notify the school when a student needs to take medication during the school day. All forms must be sent in to the main office.

Prescription medication to be used by students during the school day must be brought to the School Nurse at the start of the school day. Students may bring to school only enough medication to meet their needs during the school day for one week at a time. A signature by the prescribing healthcare provider is required for long-term medications

and for any nonprescription medications. All medication should arrive at school in the original prescription container.

Short-term medications contained in a prescription container do not require the prescribing healthcare provider's signature.

Over-the-counter medication should be brought to the nurse's office with a parent's note explaining when it should be taken, the time frame for taking the medication, and the proper dosage. Note: Individuals with asthma may carry inhalers.

Ibuprofen and acetaminophen are available at the nurse's office or in the main office if parental permission to dispense is noted on the student's Emergency Contact form.

Non-Discrimination Policy

George Stevens Academy does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information, or veteran's status in employment, education, and all other programs and activities. The Head of School has been designated to handle inquiries regarding nondiscrimination policies.

Parking Lot and Vehicles

Parking facilities at GSA are for the use of GSA students, staff, volunteers, and authorized visitors only.

- Student vehicles must be registered with the school using the vehicle registration form provided by the office and have a parking pass displayed in their vehicle.
- GSA has the authority to deny the use of parking facilities to any individual.
- During the school day, students may park only in the designated student parking lot.
- Students may not park their vehicles anywhere else on campus property.
- The school parking lot may be used between 8 P.M. and 6 A.M. for school activities only.
- Students may not return to their cars during the school day without permission from the Dean of Student Life.

Students who drive irresponsibly on or near campus risk losing use of the school parking lot. This includes honking horns, revving engines, squealing/spinning tires, and other unsafe and/or disruptive behavior.

Restraint and Seclusion Policy

GSA follows Maine Department of Education policies governing physical restraint and seclusion. Visit www.georgestevensacademy.org/Policies to read that policy.

School Closings

We use the SchoolMessenger system to give notice about school closings and other emergencies. This system sends SMS text and email messages to students and parents/guardians using contact information from our Emergency Contact form. GSA typically follows the decisions made by Union 93 for weather-related closings and delays.

School-Sponsored Trips

All school trips must be approved by the administration. While on school trips, students must observe the rules and policies in this handbook. Students who miss other classes

in order to participate in a school trip are responsible for completing all work missed during their absence. Students must have a signed permission slip on record and use transportation provided by GSA.

Searching Vehicles

All school rules concerning possession of illegal or inappropriate materials, including drugs, weapons, firearms, and other prohibited items, apply to vehicles parked on school property. The administration may search student vehicles parked on school premises at any time for the purpose of enforcing school rules.

Senior Privilege

Seniors who maintain an average of 70 or better in all classes, who are in good standing, and are up to date on community service hours (see community service requirement) may leave campus during their study hall. To maintain this privilege students must be on time when they return to campus. Seniors must always sign in and out at the main office.

Senior privilege is granted by the Dean of Curriculum and Instruction each year, and it is not effective until that announcement is made and papers are signed by the parent/guardian, student, and the Dean of Curriculum and Instruction.

Textbooks & Return Policy

Textbooks do not belong to students; they are loaned to students for use in classes. Students are expected to keep textbooks clean, unmarked, and covered. The market replacement cost for a lost or badly damaged textbook will be charged to a student's family through the Business Office. Bills must be paid by the last day of school. Seniors must return all materials before graduation.

Title IX Harassment Policy

Behavior of GSA Employees with Students

All GSA employees, including teachers, coaches, counselors, administrators, staff, and volunteers, are expected to maintain the highest professional, moral, and ethical standards in their conduct and relationships with students.

Examples of inappropriate behavior with students include, but are not limited to:

- Any type of sexual or sexually suggestive interaction with students, including sexual advances, requests for sexual favors, pressure to engage in sexual activity, physical contact of a sexual nature, and gestures, comments, or other physical, written, or verbal conduct that is sexually explicit.
- Any form of harassment, whether based on race, color, sex, sexual orientation, religion, ancestry or national origin, or disability. Harassment may be written or spoken and may or may not include physical intimidation and/or threats.
- Singling out a particular student or students for personal attention and friendship beyond the normal teacher- student relationship.
    - Sexual banter, allusions, jokes or innuendos with students.
    - Asking a student to keep a secret.
    - Disclosing one's own personal, sexual, family, or employment concerns to students.
    - Addressing students in an overly familiar manner, including the use of terms of endearment and pet names.

- “Friending” students or engaging in any other interactions on social networking sites (outside of any school-approved activity).
- Communicating with students on non-school matters via computer, text message, phone calls, letters, notes or any other means.

Harassment of students by school employees, including sexual harassment, is grounds for dismissal. The Title IX Coordinator will investigate complaints of harassment.

Contact the Head of School or Dean of Student Life to initiate a Title IX Complaint.

Visit www.georgestevens.org/Policies to read the complete Student Discrimination and Harassment Policy and Complaint Procedure.

Visitors on Campus

All visitors to GSA are required to sign in and out of the main office, where they will receive visitor identification tags. Visitors may be on school grounds only with administrative permission.

ACADEMIC POLICIES AND SERVICES

The GSA Diploma

George Stevens Academy confers the diploma on students who have satisfactorily met the requirements described below at the time of graduation.

Year-long courses at GSA earn one (1) credit. Semester-long courses earn ½ credit. Students are generally required to carry a minimum of six courses each semester. For more detail, see the Full-time Student Status section below.

To receive a GSA diploma, a student must earn a minimum number of credits in the following study areas:

- 4 credits of English (includes Senior English or AP English Language & Composition)
- 3 credits of mathematics (includes Geometry and two years of Algebra)
- 3 credits of science
- 3 credits of social studies (includes U.S. History)
- 1 credit of physical education
- 1 credit of visual and performing arts
- ½ credit of health
- Ninth-Grade Seminar (up to ½ credit)
- ISIP (½ credit)
- Elective credits to reach total required for graduation Total: 23 credits, 60 hours community service

Accelerated Graduation

George Stevens Academy encourages all students to take full advantage of our four-year program. However, we understand that some students may wish to graduate in fewer than four years.

Students who are interested in accelerated graduation should begin considering their

interest by the middle of their sophomore year. Before making a request, the student must meet with the Director of College and Career Counseling, perhaps with a parent or guardian, to discuss how accelerated graduation will fit in with their post high school plans.

By April 1 of the student's sophomore year, the student and parents or guardians should notify the Dean of Curriculum and Instruction in writing of the wish for accelerated graduation. That letter should explain the reason(s) the student is interested in accelerated graduation; it should also explain the student's plans after high school and how accelerated graduation fits in with those plans.

One condition of the approval of accelerated graduation is that at the start of what will now become their senior year, the student's credits needed for graduation must be 8.75 credits or fewer. A student's ability to do accelerated graduation will also be dependent on whether they can fit their required courses into the matrix of the GSA schedule for that year. If accelerated graduation is approved, the student will become a senior in all that title entails, including being moved to a senior advisory.

After receiving this request, the Dean of Curriculum and Instruction will chair a meeting with the student and parents or guardians and two or more other faculty who know the student well. At this meeting, the student will share more about their interest in accelerated graduation. After this meeting the faculty involved will make a recommendation to the Head of School; the Head of School will let the student know of their decision.

Adding and Dropping Classes

The first three academic days of each semester are an open add-drop period. Schedule changes made during this period will not affect student transcripts. Schedule changes after the add-drop periods can be made only in special cases, which must be approved by the Dean of Curriculum and Instruction. Seniors must have their spring semester schedules set by Dec. 1.

Advanced Placement Courses and Exams

GSA offers Advanced Placement (AP) courses. AP exams are administered at GSA in May. Students may sign up to take AP exams at GSA in other subject areas, even when GSA does not offer an AP course in the subject. (For example, a student could take the AP Spanish test even though GSA does not offer an AP Spanish course.) GSA is also part of AP4ME, which enables students to take distance-learning AP courses.

Students enrolled in AP courses must take the AP exams.

Advisory Program

Each student is assigned an advisor on enrolling. Faculty members and administrators serve as advisors to approximately 10 to 12 students to assist them in their academic, social, and emotional development. Advisors meet with students nearly every school day for academic, social-emotional, and peer support. Student-led Conferences are coordinated through the student's advisor. Strong student-advisor relationships are built

through the advisory program, which is coordinated by the Dean of Student Life. Students earn ¼ elective credit each year for advisory, primarily from participation in Student-led Conferences.

Alternative Course Contracts (ACC)

An Alternative Course (AC) provides an opportunity for a student to take a course not offered in GSA's regular curriculum. A student, in consultation with the Dean of Curriculum and Instruction and a member of the GSA faculty, may design the curriculum and write a course proposal that includes a description of the course and its goals and objectives. AC proposals must be submitted and approved before the beginning of each new semester. Students and parents must sign an Alternative Course Contract upon approval and enrollment.

Alternative Courses may include

- self-designed courses,
- online courses,
- AP4ME courses or courses taken through college programs such as ExplorEC.
- one semester of work at a nontraditional limited purpose private school approved by the Maine Department of Education.

Attendance Policy *(Updated 8-1-24)*

The purpose of the GSA attendance policy and review process is to ensure that students attend school regularly and consistently. There is a great deal that happens each day—both in and outside the classroom—to nurture and support our students. Individualized Education (IEP) and 504 Plans will be taken into consideration in the implementation of this attendance policy.

The Dean of Student Life will review student attendance weekly. Students who have been absent for three (3) or more school days each semester will meet with their advisor and parents will be notified. If a student continues to be absent after the initial meeting and contact, the parents and student will meet with the Dean of Student Life with the goal of getting the student to school every day.

Students who are tardy to school or class three (3) or more times a quarter will receive an automatic after school detention.

Students who are absent or tardy from school (for a non-school reason) are ineligible for extracurricular activities for that day. At the end of each semester, if a student has missed more than ten (10) school days, there may be a hearing to determine whether or not a student will be able to earn course credit.

Absence Documentation

When a student is absent from school or tardy for any reason, parents should notify the school on the day of the absence and then provide written follow-up on the day the student returns to school.

Absences due to Illness

GSA encourages students who are sick to stay home, rest, and get necessary medical

attention. Absences due to illness also include those due to the student's mental health. Parents should notify the school about the absence and follow up with a written note on the student's return. Parents should provide a doctor's note or other documentation about the absence, illness, appointment, etc. For minor illnesses, a medical note may not be necessary. However, if a student is frequently absent for reasons of illness, parents should be in communication with the student's healthcare provider and the School Nurse, who can help manage the student's physical or mental health.

Planned Absences

Students who must be absent must complete a planned absence form and meet with the Dean of Curriculum at least one week before the planned absence. They should also collect work from their teachers before their absence and the completed work must be turned in upon return, but for situations of bereavement. Please note that planned absences count towards the absence limits, but documentation, preparation, and follow-up will be reviewed if there is a hearing.

Skipped Classes Policy

GSA students are expected to attend all classes while on campus. If a student skips class, their absence will be recorded as such, and reported as part of the attendance process. The classroom teacher, advisor, and parent will be informed when a student skips the class. Parents and advisors will be notified when a student skips class. Students who skip classes will be referred to the Dean of Student Life to determine a consequence. Refer to the student handbook code of conduct.

College and Career Counseling

George Stevens provides a challenging and multi-faceted academic program designed to prepare all students for college, specialized training, or entry into the workforce or military service.

Juniors and seniors have the opportunity to explore a particular career interest through the Independent Study and Internship Program (ISIP), which runs for two weeks after February vacation and culminates in an evening display of every student's project or internship.

Throughout 11th and 12th grades, students meet frequently with the Director of College and Career Counseling to formulate a post-graduation plan. For most students at GSA, this means applying to college and seeking financial support to attend; thus, a great deal of time is spent junior and senior year exploring college options and completing the necessary application forms for admission and financial aid. Each of these steps requires experienced and knowledgeable counsel, which is provided to every GSA student and parent.

Standardized tests (the SAT or ACT) are required by many, but not all, colleges. Juniors may take the PSAT at school in October as practice for the SAT. Juniors are strongly encouraged to take the school-day SAT at GSA in the spring, and seniors are encouraged to retake the SAT or take the ACT in the fall.

Students who do not wish to apply to college or who wish to take a gap year before entering higher education are encouraged to meet with the college and career counseling director in the spring of junior year or early senior year to explore other options and develop a workable plan. The success of these ventures depends a great deal on having a realistic plan and well articulated goals; properly conceived, they greatly enhance a student's education and preparation for adult life.

Commencement and Class Night

Participation in graduation ceremonies is reserved for those students who have completed all requirements at the time of graduation, but all members of the twelfth grade may participate in Class Night.

Commencement Speakers

Each year, top-ranked seniors are selected to speak at the commencement ceremony as valedictorian, salutatorian, first honor essayist, and second honor essayist. To be awarded one of these honors and a speaking part at graduation, a student must attend GSA for a minimum of four (4) semesters, three semesters by the time the final GPA is calculated. Valedictorian and salutatorian are determined using weighted grades. Other honor parts are determined using unweighted grades.

Community Service at GSA

George Stevens Academy values community involvement not only within our campus, but in our larger community. We believe that our school is part of our local community and our students and staff can and should work with local government and organizations to help make the Blue Hill Peninsula stronger and more connected. To honor this commitment, GSA requires students to complete 40 hours of community service during their tenure as students. Students who want to be eligible for certain privileges in school (i.e. Senior Privilege) will need to be “up to date” on their community service hours. We consider up to date meaning that they have completed and logged 5hrs per semester. Transfer students will have their requirements adjusted by 5 hours/semester or may transfer in hours from another school. This is a graduation requirement and must be completed by the end of the 4th quarter of their senior year in order to participate in commencement ceremonies. We will have on-campus activities that will help students complete their community service, but we also expect students will work outside of the school community. Students will work with their advisors and will be supported by the Dean of Student Life to complete their community service. This provides our students with opportunities to connect with and give back to their community, and for our local community to know our students and be part of their growth as young adults.

Community service must be unpaid, volunteer hours for a non-profit organization, government agency or organization, or other work in the community as approved by the Dean of Student Life. Hours must be logged by a supervisor in the organization and a record certifying hours must be submitted to the Registrar, Debbie Davis at d.davis@georgestevens.org.

Culminating Assessments

All full-credit courses at GSA will have a culminating assessment. Teachers may choose to have a culminating assessment in half-credit courses. All culminating assessments are worth 20% of the course grade. Teachers of full-credit courses may choose to have both a mid-year assessment and a culminating assessment; each will be worth 10% of the course grade. Mid-year and culminating assessment grades will be reported separately from quarter grades on report cards and the transcript.

A culminating assessment is a capstone assessment at or near the end of a course. This may be an in-class exam or it may be a significant piece of work such as a project, essay, presentation, or portfolio. This assessment will be closely aligned to the course curriculum and objectives, with the skills, knowledge and presentation method all having

been developed in the course before the culminating assessment. Culminating assessments may weigh heavily toward the material covered in the last half of the course.

Teachers may choose to exempt seniors with a 90+ average from the culminating assessment, unless those assessments are a core element of the course curriculum, such as a project or essay which covers part of the curriculum itself, in addition to being a culminating assessment. AP courses may count the AP test as the culminating assessment, even though it is not part of the course grade.

Full-Time Student Status

Full-time students at GSA must take a minimum of six courses each semester. With the approval of the Dean of Curriculum, students may take some courses through alternative learning opportunities (online courses, college courses, self-designed alternative courses, internships, etc.). A fuller description of alternative learning opportunities is available on the GSA Students course on Canvas.

Generally, alternative learning opportunities are only approved for courses not offered in the GSA schedule, but occasionally scheduling or other concerns mean we will approve a student taking a course GSA offers through an alternative learning opportunity instead.

In all but exceptional circumstances, a minimum of three of a student's total courses per semester must be GSA courses. Students with two or more alternative courses may receive permission to be off campus for half-days or even alternating full days. They will not be scheduled for study halls during these times and should be off campus. If as a result of their scheduled time off they miss a lot of advisories and assemblies, they are responsible for keeping up with the information they miss. If a student scheduled to be off campus does not maintain good progress in their GSA courses and alternative learning opportunities, they may be required to come in for study halls.

College courses count as one credit on the transcript and last for one semester. During the semester a student is taking a college course, the college course will count as two required semester courses in a full-time schedule; if a student is taking two college courses they will count as three required semester courses in a full-time schedule.

For students participating in MPA-sanctioned sports, they will be considered full-time as long as they are carrying six courses (as defined in this policy) for the duration of their sports season.

Seniors in good standing may take fewer than six courses each semester if they have a particular request, supported by parents, for why they need fewer classes (specific activities, including work, that they will not be able to do if they carry a full load of six classes). If they are engaged in MPA activities, they must participate in five courses during the entirety of their MPA season. Seniors must carry a minimum of five credits over the course of the year and a minimum of four courses in any given semester. Seniors with reduced schedules will be off-campus during extra study halls (those created by taking fewer than six classes).

IEP and 504 plans may override this policy when appropriate.

Grades

George Stevens Academy uses numerical grades:

90-100 (equivalent to an A)

80-89 (equivalent to a B)
70-79 (equivalent to a C)
Below 70 (equivalent to an F / no credit)

Grades Online

Parents and students have access to grades online through PowerSchool and Canvas. The aim is to keep families informed of their student's academic progress and performance, particularly when a student may be having difficulty in a class or is neglecting to complete assignments. Parents are encouraged to communicate with teachers as soon as problems appear. Teachers are required to update their students' grades on Canvas at least every two weeks. Questions about individual assignments or assignment grades should be directed to the class teacher either by email or phone.

Grade Point Average and Class Rank

Grade point average (GPA) is calculated with George Stevens Academy credits only, using numerical end-of- course grades. Averages are rounded to the nearest tenth. Both weighted and unweighted GPAs are reported only after completion of the student's 11th-grade year and appear on 12th-grade transcripts.

Weighted grades are calculated by adding 10% to all Honors and AP course grades. Individual grades are not weighted on student transcripts but are adjusted when GPA is calculated.

George Stevens Academy does not rank its students. All official documents (transcript, school report, school profile, etc.) say "GSA does not rank." When a class rank is required by an outside institution (college admissions, scholarship program), the Director of College and Career Counseling provides a decile ranking only.

Honor Roll

Honor rolls are announced after the end of each quarter. To be eligible for the honor roll, a student must be a full-time student. Honor rolls are published quarterly in local papers and shared on our website.

Highest Honors = 90-100 in all subjects High Honors = 80-100 in all subjects

Report Cards

Grades and course information viewed online or printed off PowerSchool are for the convenience of parents and students; they may not be final and are not official. Official report cards are distributed to students in their advisories and at the end of each quarter. They are mailed home to parents at the end of each semester and delivered electronically to parents after quarter 1 and quarter 3. Parents and students should review report cards and speak with the student's advisor or the Dean of Curriculum and Instruction about any questions or concerns. Note: Official GSA transcripts are issued only by the Registrar. Student-led Conferences will be held during the first and third quarters of the school year.

Hancock County Technical Center

GSA students may enroll in courses at Hancock County Technical Center (HCTC) https://www.ellsworthschools.org/o/hancock-county-technical-center. GSA issues up to four (4) elective credits for up to two (2) years of student participation in the HCTC program.

Home-School Credits for GSA Students

GSA students who are candidates for a GSA diploma may be awarded credits towards graduation for home-schooling. In order to receive credit for home- school courses, the parent or guardian must provide documentation that the student has completed and demonstrated learning for the course content based on the standards established by the Maine Department of Education. Please refer to the information on the MDOE website for specific requirements.
https://www.maine.gov/doe/schools/schoolops/homeinstruction/ requirements.

Home-School Policy

GSA accepts home-school students as part-time students. Home-school students enroll for a full year and must take a minimum of two courses each semester. Students may participate in one extracurricular activity each season. Half-time tuition will be paid by the sending town, or the family if not from a choice town.

At the time of application, students must provide documentation from their superintendent's office that they are registered in good standing as home-school students. This documentation must be renewed annually.

For classes with prerequisites or honors requirements, home-school students must show evidence they meet the prerequisites or standards required for the course. Home-school students must pass all of their GSA classes in any given quarter to remain eligible for extracurricular activities; they must pass all of their GSA classes each semester to stay enrolled at GSA.

All school rules will apply to home-school students. They must leave campus when they are not in a class or in an extracurricular activity. They must sign in and out as they arrive and leave.

Homework

Students are responsible for:

- keeping track of what their teachers assign on Canvas,
- completing assignments when they are due,
- finding out what classwork and homework they missed while absent ("being absent" is a reason for finding out what one has missed; it is not an excuse for coming to class unprepared),
- making up missed homework assignments,
- talking to teachers about missed work and ways to make it up.

Honors Courses

Most departments at GSA offer courses designated as "Honors." Honors courses challenge students to pursue a subject more deeply, more intensively, and more rigorously than is usually possible in a College Prep (CP) course.
Honors course enrollment policies are as follows:

- New (entering) students should discuss the suitability of an Honors course with Admissions.
- A student enrolled in an Honors course must achieve a final grade of 80 or better in order to enroll in the next appropriate Honors course in that department. (Exception: If the next appropriate course is an Honors level course and no alternative non-Honors course is available, a student may enroll in the Honors course without having achieved a grade of 80 or better.)
- A student who earns a final grade of 90 in the second semester of a College Prep (CP) course may enroll in an Honors course in the next appropriate course in that

department if the student's average in that course for the semester is 87 or higher.
- A student who was eligible to take an Honors course but who began the year in a non-Honors course may, during the first semester and with the teacher's recommendation and approval of the Dean of Curriculum and Instruction, move into the corresponding Honors course.

Incomplete Work

All classwork must be completed by the end of the academic quarter. In some circumstances, at the teacher's discretion, students will be allowed up to five more school days to complete work. In extraordinary circumstances, the Dean of Curriculum and Instruction will supervise extensions of incompletes beyond this period.

Independent Study and Internship Program (ISIP) GSA's Independent Study and Internship Program (ISIP) provides every eligible junior and senior the opportunity to explore an academic or vocational interest through a self-designed, two-week course of study. ISIP develops students' independent learning and project management skills, while supporting interdisciplinary and authentic learning. Students investigate a specialized area of interest with the assistance of an ISIP advisor and an off- campus mentor (for off-campus projects).

A full description of ISIP is given to students in the fall and is published on the website. Participation in ISIP requires parental consent.

ISIP Seminar

Students who do not participate in ISIP must attend school each day for the two weeks of the program. Those students will participate in ISIP Seminar; a specially designed, interest-based program run by teachers of 11th and 12th-grade students.

Quarter Mid-Points

About half-way through each quarter, teachers will expect all work assigned up until that date to be completed. Students who are missing work around that date will be required to finish the work promptly (in tutored study halls or required after-school study halls) or receive permanent zeros for that work. The goal is for students to complete work promptly so that their grades and their learning will be timely and continuous.

Special Education Services

GSA strives to provide support for each student in the least restrictive environment appropriate for that student as required by special education regulations. Support includes: direct English/language arts and math instruction, guided resource room support, classroom modifications, one-on-one support, and standardized test modifications. For further information on our special education services, please contact the Special Education Department chair.

Student-led Conferences/Parent Teacher Conferences

The purpose of student-led conferences is to support student's self-direction, reflection, and ownership of learning; teach self-evaluation and goal setting; practice authentic communication, organization, and leadership skills; and focus positively on student learning outcomes. These required conferences are held at least once a year. **Students who feel ownership of their learning will be more likely to achieve and to find their educational experience more meaningful.**

Conferences are facilitated by each student's advisor, and students have the opportunity to share a portfolio of work from their classes that demonstrates their learning. Students

earn ¼ elective credit each year for advisory, primarily from participation in Student-led Conferences.

Parent Teacher Conferences may also be offered during the course of the school year. However, parents are encouraged to reach out to their student's teachers at any time if they have questions or concerns.

Study Abroad and Other Schools

Students who attend other schools for a semester or more before they have graduated from GSA will be unenrolled from GSA during the time they are attending school elsewhere. They will be re-enrolled when they return to GSA. GSA usually accepts credits earned at other accredited high schools in the U.S. and abroad. For details, contact the Dean of Curriculum and Instruction.

Withdrawing from a Course

Students who withdraw from a course after the end of the open add-drop period will receive a grade of W. Notations of W will not be recorded for transfers between sections of equivalent courses, such as when a student changes from an Honors section of a course to a College Prep (CP) section of the same course.

If a senior's grades have been submitted to a college prior to withdrawing, the Office of College and Careers will promptly send the college a revised transcript reflecting any significant change in the student's schedule and grades.

Seniors may not withdraw from or drop a course after Dec. 1. The Dean of Curriculum and Instruction may approve exceptions in extraordinary circumstances.

Withdrawing from GSA

If a student intends to transfer to another school, the parent or guardian must begin by contacting the Dean of Curriculum and Instruction. Student records, including transcripts, will be released only with parental permission and only after all school obligations have been met.

Extracurricular Eligibility

There are regular grade checks throughout the activity season, usually on a Monday, usually every two school weeks. Sometimes, such as at the beginning of a new quarter, or around exams, the time between grade checks may be longer, because there otherwise wouldn't be enough opportunity for students to improve their grades. The exact dates for grade checks will be communicated to students at the beginning of each season. When the grade check is on a Monday, students will be notified of their status on Tuesday, and any resulting consequence will begin on Wednesday.

Step 1: Any student failing two classes at a grade check will be placed on Step 1. Step 1 is a warning step but there is no impact on participation. Students on Step 1 will be placed in Classroom Study Halls, if possible, for the entire period until the next grade check.

Step 2: Any student on Step 1 with two failing grades at the next grade check will be placed on Step 2. Students on Step 2 may practice, but may not participate in games, contests, or performances. [Students on Step 1 with one failing grade at the next grade check will remain on Step 1 for another two-week period.] Students on Step 2 will be in Classroom Study Halls, if possible, for the entire period until the next grade check.

Step 3: Any student on Step 2 with two failing grades at the next grade check will be placed on Step 3. Students on Step 3 will be removed from their activity for the duration of the activity season. Students with one continuing failing grade will remain on Step 2.

Notes:

1. A student placed on Step 1 or Step 2 normally remains on that step until the next grade check, even if their grades become passing soon after the grade check. However, in unique circumstances students may come off certain steps early. If, for example, there are more than two weeks between grade checks, students will not remain on Step 2 for more than two weeks if all their grades have improved to passing.

2. A student or parent may appeal placement on Step 1, 2 or 3. The appeal must be made in writing and submitted to the Dean of Curriculum and Instruction. A recommendation will be made to the Head of School, who will make the final decision.

Fall 2025 Grade Check Dates:

September 22
October 6
October 20
November 3 (quarter one report cards)

Academic Dishonesty

Each student's education is the product of his or her own effort and participation in the process of learning. Therefore, it is a violation of school rules and personal responsibility to submit work that is not one's own or to interfere with the participation of others in the learning process. Two of the most serious forms of academic dishonesty are cheating and plagiarism.

Cheating

Cheating is an attempt to take credit for someone else's work. It includes the unapproved use of notes or answers during tests; giving or receiving unauthorized help on homework or other assignments; submitting someone else's work (paper, lab report, or other assignment) as if it were one's own.

Helping friends cheat is also cheating. It is cheating to write friends' papers for them, do their assignments, or share test answers with them. The consequences of helping others cheat are the same as for cheaters themselves. Cheating on homework, including sharing or copying another student's homework, will incur the same consequences as any other form of academic dishonesty. Cheating on homework, including sharing or copying another student's homework, will incur the same consequences as any other form of academic dishonesty.

Plagiarism

Plagiarism is making substantial use of someone else's words or ideas without acknowledging the true sources by using proper citation. Inappropriate use of AI to do student work is plagiarism. We represent ourselves as being the author of words or ideas when, in fact, we are not. Plagiarism is intellectual deception. It is a form of cheating, and

it is as wrong as smuggling notes into an exam or copying from someone else's test. It is wrong even if the author has given permission to use his or her work without attribution.

Consequences for Academic Dishonesty

It is important to learn the difference between appropriate help or collaboration and the dishonest use of others' work. Students are encouraged to ask teachers for help in learning proper citation practices.

The consequences of even a single instance of academic dishonesty (including any form of cheating and/or plagiarism) are serious and may become a permanent part of a student's GSA record. When a teacher believes a student has cheated or plagiarized, the following steps will be taken:

- The teacher will notify the Dean of Curriculum and Instruction and the advisor.
- The teacher will meet with the student, possibly along with the Dean of Curriculum and Instruction.
- The teacher will communicate to the Dean of Curriculum and Instruction and to the student's parents a description of the infraction and the penalty to be assessed.
- The academic penalty will be determined by the teacher and may include a zero on the assignment or test.
- A record of the incident will be kept on file by the Dean of Curriculum and Instruction to check for future infractions.

Additional consequences, such as detention or suspension, may attach to an infraction, as well as the loss of credit for the assignment.

Repeated acts of cheating or plagiarism may result in suspension, academic probation, or dismissal.

GSA STUDENT CODE OF CONDUCT

George Stevens Academy is dedicated to creating a physically, intellectually, and emotionally safe learning environment for all. The purpose of this Code of Conduct is to ensure that all members of the GSA community are aware of expectations of behavior, and the processes, policies and procedures related to student behavior. This Code of Conduct describes the ways in which we interact with each other in our community and the procedures we follow when a member of the community does not adhere to the Code. The Code of Conduct is the intersection of our shared values and expectations of behavior so we can thrive as a school and live our mission, vision and values.

As a high school, George Stevens Academy is developing young people who will go out into the world ready to be independent, thoughtful and contributing citizens. How we utilize this Code and deal with negative behaviors will support that growth process. In the best of all worlds, students who misbehave will go through a process that will be fair and consistent, and support their growth and reflection, so that we can thrive together and the behavior will not recur.

All members of the GSA community (students, parents, faculty, staff, and administration) have a shared and collective responsibility for creating and sustaining a safe and productive learning community. We are each responsible for knowing and understanding the expectations of behavior outlined in this Code of Conduct, along with familiarizing ourselves with the processes and procedures associated with it.

In addition to formulating and administering consequences when a student breaks school rules, George Stevens Academy reserves the right to formulate and administer consequences when a student violates municipal, state, or federal laws, independent of the outcome of the legal process.

At GSA our **shared values** shape our Code of Conduct:

- Respect
- Compassion
- Honesty
- Empathy
- Safety
- Creativity
- Inclusion

Each member of the community has distinct roles and responsibilities with respect to this Code of Conduct as described below.

Student	Know and adhere to the expectations in the Code of Conduct. Support their classmates in adhering to the expectations of Code of Conduct. Help create an environment that is conducive to learning. Be an upstander - not a bystander. Be accountable for their behavior. Participate in a process to restore trust and repair harm when appropriate.
Teacher & School Staff	Know the expectations of the Code of Conduct and work to support students to understand the expectations. Model appropriate and expected behavior. Create and reinforce a positive learning environment by holding students accountable for their behavior both in and outside of your classroom. If you see something, say something; report to administration by following mandated reporting guidelines as soon as possible after an incident. Health and safety concerns should be reported to the Office, Nurse, Dean of Student Life, or Head of School immediately. Teachers may not conduct searches of students or their belongings, however they may be asked to collect student belongings and escort a student to administration.
Administrator	Support teachers and students in creating a positive learning environment for all and ensure adherence and accountability to this Code of Conduct. Maintain a safe learning environment

	across campus and at all school sponsored activities. Model appropriate and expected behavior. Partner with teachers in implementation of the Code within the classroom environment. Ensure that all members of the community are heard and all incidents are investigated thoroughly. Communicate to the student, teacher/staff, advisor, and parent the outcome of an incident as appropriate.
Parent/Guardian	Parents and guardians are critical members of the school community. Know and understand the expectations in the Code of Conduct and support their students in adhering to the expectations of the Code of Conduct. Communicate important information with the school in a timely fashion - beginning with the teacher, advisor, or main office. Work in partnership with school to create a safe learning environment for all students. As GSA prepares young people for the world beyond high school, minor behaviors may not immediately be reported to parents/guardians. Habitual behavior or more serious infractions will be communicated. Please trust the process.

***Student information is kept confidential by school staff.*

While this document is intended to be comprehensive we recognize that there are situations for which we cannot plan. In those situations we will consider the intent of this document, the needs of the community, past precedent and other factors to determine appropriate outcomes. In all disciplinary issues we strive to protect the integrity of our mission, vision and values while serving the needs of all students.

We are adults who believe in kids and their potential for learning and growth. We begin from a place of trust and faith in students and the community; we believe that most students want to do the right thing most of the time. Behaviors that undermine the core values of GSA; those that cause harm to members of the school community, will be held accountable for their actions.

Disciplinary Referral Process:

All members of the adult faculty and staff at GSA have the right and authority to address negative student behavior. When a student is sent to the office by an adult for in or out of classroom behavior, the faculty/staff member will communicate details of the issue with the office and/or Dean of Student Life.

The Dean of Student Life will review the faculty/staff member's comments and the student may be asked to fill out the reflection sheet prior to meeting with the Dean. The Dean of Student Life will meet with the student to review the teacher's comments and the student reflection. Any necessary investigation - speaking with other students or adults, speaking directly with the faculty/staff member - will be carried out prior to deciding next

steps.

Off campus behavior:

Off campus behavior that impacts the learning environment may be investigated and/or addressed by school administration.

Disciplinary Procedures, Infractions, and Consequences:

Any incident that disrupts the safety and the efficient operation of GSA will be addressed by the Dean of Student Life and/or Head of School consistent with the laws of the State of Maine. It is assumed that, when a teacher sends a student to the office, one or all of the following have occurred:

1. The student has been a cause of significant disruption of learning or of order in the building.
2. The safety of other students and staff has been threatened.
3. The student has committed an infraction that violates the policy on drugs and alcohol.
4. The student has been a habitual disciplinary problem.

Teacher managed behavior in the classroom:

Teacher managed consequences are intended to promote positive behavior or deter negative behaviors. Teachers will usually handle situations arising from Disruptive Behavior and/or Disrespect unless administrative intervention is necessary.

In most instances, such strategies listed below will be sufficient to affect change in a student's behavior.:

- Quiet verbal warnings,
- Proximity,
- Lunch or After-school Detention with the teacher
- Calls to parents

In those instances where the student's behavior continues to be disruptive or escalates, it may be appropriate to remove the student from the classroom. The teacher or staff member will notify the office as soon as a student is sent to the office for disciplinary reasons. After a student is sent to the office for discipline, the teacher or staff member will put in writing the reason(s) for sending the student; this may be shared with the parent when necessary.

George Stevens Academy disciplinary system is based on levels for infractions and consequences. Students who repeat lower level infractions may receive consequences from a higher level if the administration deems this necessary to correct the student's behavior or ensure the school environment is conducive to learning. This list is not comprehensive and the school will use its discretion to assign consequences as they deem appropriate for any infraction that may arise.

Level 1: Verbal/Written Warnings
Verbal and written warnings will usually not be entered into a student's school record and parents may or may not be contacted depending on the severity of the infraction and at the discretion of the faculty or staff member giving the warning.

Infractions that will lead to level 2 consequences:

- Dress code violations
- Electronic device/technology misuse
- Horseplay/overzealous behavior in the school
- Not returning promptly to a classroom after signing out
- Not having a pass when leaving class
- Over display of affection- Please note handholding is the only form of public affection allowed

Level 2: Detentions
After School detentions are held on select days of the week. These are usually entered into a student's school record and parents are contacted. Lunch Detentions are held any day of the week and may or may not be contacted depending on the severity of the infraction and at the discretion of the faculty or staff member giving the lunch detention. The type of detention and the dates/times of the assigned detention are not optional or negotiable. Students who miss an assigned detention will be given 2 detentions. If either of those detentions is missed, then the student will be referred for a level 3 consequence.

Infractions that will lead to level 2 consequences:

- Habitual level 1 infractions
- Being habitually tardy to school or class- please refer to attendance policy
- Being sent to the office by a staff member
- Cell phone/personal device violation
- Leaving school without permission during the school day, including skipping class, going to the parking lot or M&H
- Disruption of class
- Disrespectful behavior towards another student, faculty or staff member
- Missing teacher detentions
- Verbal dispute or altercation

Level 3: Friday Detention
Friday detentions are held on several Fridays per month from 2:45-4:30. These are usually entered into a student's school record and parents are contacted.

Infractions that will lead to level 3 consequences:

- Habitual level 2 infractions
- Destruction of school property
- Insubordination

- Missing after school detentions
- Offensive language/gestures
- Skipping/not reporting to class

Level 4: In School Suspension
In School Suspension lasts for an entire school day, students will report to the main office and be given their schedule for the day. Students are expected to be working on school assignments. The use of Cell Phones and other media devices is not permitted during in school suspension. Sleeping is also not permitted.

Infractions that will lead to Level 4 consequences:

- Habitual level 3 infractions
- Failure to report to the office when asked to do so by an instructor.
- First violation of the tobacco/vaping policy
- Missed Friday detention

Level 5: Out of School Suspension
Students placed on out of school suspension are not permitted on school grounds or at school sponsored functions. A student placed on out-of -school suspension has either committed a serious offense that compromises the climate and culture of the school or has habitually not followed the school's policies and procedures.

Infractions that will lead to Level 5 consequences:

- Habitual level 4 infractions.
- Behavior that endangers others or causing serious bodily injury
- Bullying/hazing/harassment
- Fighting- any student involved in a fight will have to leave school for that day. The length of the suspension following will be determined by the student's role as aggressor or as defender.
- School disruption
- Sexual activity or possession or sharing of pornographic materials
- Subsequent violation of the tobacco/vaping policy
- Theft of personal or school property
- Violation of the school's drug/alcohol policy
- Vulgar or obscene language directed at a staff member

Level 6: Possible Dismissal from GSA
We reserve the right to react to situations in the best interest of the safety and wellbeing of our school community. A student being considered for dismissal from GSA has either committed a serious offense that compromises these things or has habitually not followed the school's policies and procedures.

Infractions that may lead to a Level 6 consequences:

- Habitual level 5

- Any of the aforementioned behaviors deemed overly excessive or egregious
- Bomb or School Shooting Threat
- Fires and misuse of the fire alarms/extinguishers
- Violence (physical, sexual, etc) merge with physical aggression, physical injury, or intimidation/threat toward a student/staff
- Weapons/firearms

Detailed Descriptions of Infractions:

Bullying/Harassment/Hazing

Bullying and harassment are not tolerated at George Stevens Academy, and all instances will be investigated and responded to with the goals of addressing both the victim and the perpetrator by outlining consequences for the perpetrator, including opportunities for education and change of attitude as well as behavior.

Harassment and bullying behaviors are determined more by the perception of the victim than by the intent of the person accused of harassing or bullying. These behaviors may be written, spoken, or drawn. Electronic or online harassment or bullying is just as unacceptable and will incur the same disciplinary responses. We take all accusations of bullying or harassment seriously.

Harassment and bullying are not the same thing, although there is overlap in the behaviors. Depending on the circumstances, harassing behaviors might or might not constitute bullying. Both are generally connected to repeated, ongoing behavior, as opposed to a single incident. In particular, bullying has a specific definition in Maine educational law, which is outlined below.

Disciplinary action for both may include suspension or dismissal.

Bullying: Bullying is different from being mean or unpleasant, even extremely so. It has a particular, legal definition in schools. While all instances of mistreatment of another are wrong and will be addressed by the school, not all constitute bullying. Cases of bullying may require a preponderance of evidence as the school is not in the position to take one student's word against another to enact formal disciplinary consequences. This ensures that both complainant(s) and responder(s) are treated as fairly as possible, the school will perform due diligence to collect all relevant facts, from all related parties, to build a preponderance of evidence whenever possible. Nothing in this procedure is intended to hinder GSA's ability to enact formal disciplinary consequences that it feels is in the best interest of the school and the school community. At GSA, following Maine education law, "bullying" is defined as follows:

"Bullying" includes, but is not limited to, a written, oral, or electronic expression, or a physical act or gesture, or any combination thereof directed at a student or students that:

- Has, or a reasonable person would expect it to have, the effect of:
- Physically harming a student or damaging a student's property; or
- Placing a student in reasonable fear of physical harm or damage to the student's property;

Interferes with the rights of a student by:

- Creating an intimidating or hostile educational environment for the student; or
- Interfering with the student's academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school; or
- Is based on a student's actual or perceived characteristics identified in Title 5, section 4602 or 4684-A of Maine law, or is based on a student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics and that has the effect described in subparagraph (1) or (2).

"Bullying" includes cyberbullying. "Cyberbullying" means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device, and personal digital assistant.

"Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" also includes reporting that is not made in good faith on an act of bullying.

"School grounds" means a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction, or training. "School grounds" also includes school-related transportation vehicles.

Harassment: "Harassment" includes, but is not limited to, abuse based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, gender identity, gender expression, or any other distinguishing characteristic, or based on a student's association with a person with one or more of these actual or perceived characteristics.

Harassment can include some or all of the following:

- unwelcome sexual advances, gestures, comments, or contact,
- threats of physical harm,
- offensive jokes,
- ridicule, slurs, and derogatory actions or remarks,
- making a deliberately false accusation of harassment, which will be treated as harassment.

Hazing: Committing an act against a student or coercing a student to commit an act that creates risk of harm to a person, in order to be initiated into a student organization or class, or for any other purpose.

Reports of bullying, harassment or hazing normally should be made to the Dean of Student Life or Head of School but can be made to any adult at school. These reports cannot be kept confidential— any adult who suspects or is told of a potential instance of bullying must report it to the Dean of Student Life or Head of School, and all claims will be investigated. While it may be possible to keep the maker of the report confidential, no anonymous accusations will be investigated.

Process: All claims of bullying or harassment will be investigated by the Dean of Student Life or the Head of School. Investigations can be completed quite quickly; they also can take days to do well and thoroughly. The results of the investigation, and any further actions to be taken, will be shared with the person who made the allegation.

Consequences: If the claim is verified, depending on the specific circumstance, there are a number of different potential consequences. These range from suspension (for less severe, and first instances of bullying or harassment), to dismissal (for more severe, or repeat instances). In some cases, there may be a referral to law enforcement, the consequences may also include a restorative process through which the harm is directly addressed.

GSA is a school, and so also seeks to change any behavior that results in bullying, and therefore, substantial time may be invested in educating the student engaged in bullying.

At their discretion, for severe cases of bullying, the Dean of Student Life may consult with various members of the faculty and staff, including, but not limited to, the Head of School, the student's teachers or coaches, or a student's advisor, in determining the proper response.

Any consequences assigned are confidential and will not be shared with any students involved or not involved with the case.

Disrespect and Insubordination

Disrespectful Behavior: Communication or actions that demonstrate a lack of respect or courtesy toward an individual.

Horseplay/Overzealous Behavior: Excessive behavior which has the potential to cause harm accidentally (including playful hitting, pushing, shoving or other behaviors which could cause harm unintentionally).

Offensive Language/Gesture: Use of disgusting, hurtful, obscene or foul language, communication, or action.

Insubordination: Student conduct deemed as repeated unwillingness to submit to authority or refusal to respond to a reasonable request (including providing false information).

Disruption

Class Disruption: Creating or contributing to a moderate disturbance that disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others.

School Disruption: Creating or contributing to a disturbance that disrupts the normal operation of the school environment and poses a threat to the health or safety of others.

Dress Code

The purpose of the school dress code is to communicate expectations of attire for the school day. These policies are active between 7:30 A.M. and 2:30 P.M. All members of the school, students and teachers alike, should feel welcome to dress fashionably within these guidelines. Students whose clothing does not conform to the dress code may be asked to change their clothes. In shops, labs, in PE, and on field trips safety may be considered when advising students on attire; teachers will communicate expectations as needed.

This dress code applies to all students and will be applied equitably. The expectations are as follows:

- Swimwear, underwear, bras, briefs, or other foundation garments should not be visible. Students will not be penalized for exposed bra straps.
- Sleeveless shirts (muscle, spaghetti, and tank tops) are allowed given that pectorals and breasts are covered.
- Shoes must be worn at all times with the exception of being seated outside during break or lunch.
- Hats are permitted in common areas, teachers may request students to remove them in the classroom.
- Rear ends must be covered at all times, including when bending down.

As a community that values inclusion, safety, and respect clothing may not display:

- messages or images relating to alcohol, tobacco, or drugs;
- sexually suggestive messages or images;
- profanity;
- racist, sexist, or otherwise harassing messages or images.
- messages or images that could threaten a person's sense of safety and community; symbols and messages designated as hate speech are not permitted at George Stevens Academy.

Self-expression channeled through fashion can and should exist in a school environment and should not compromise anyone's education or teaching.

Electronic Devices

Cell Phones/Personal Devices: While in class (as defined below) students will place their cell phone in phone caddies as they enter classrooms; the phones will remain there until students leave at the end of class. Phones in the caddies should be powered off or on silent. Outside of the classroom students will be able to use their cell phones for personal and educational purposes in an appropriate manner.

GSA's cell phone policy is designed to support three goals:

1. to protect the educational environment;
2. to decrease the amount of time that students have access to texting and social media, which facilitates negative student interactions with each other;
3. to increase the amount of face-to-face interpersonal interaction during the school day.

During class, students can access their phones from the caddies with teacher permission only (1) for specific needs or (2) by pre-arranged set up of remote listening to music at appropriate times during class. If the entire class leaves the classroom for a class activity, students will take their phones out of the caddy and take personal possession of them. However, they should still not use the phones for the remainder of class time, as if they were in the caddy.

Students who have medical or other reasons for having more direct access to their phones than this policy allows may have their parents/ guardians petition the Dean of Student Life for permission for specific accommodations around this policy, based on demonstrated medical or other need. The Dean of Student Life will consult with the school nurse, school counselors and other administrators in making a judgment on the request. Requests for cell phone accommodations in an IEP or 504 plan will only be valid once they have gone through the official IEP/504 Meeting Process.

Students will use caddies during (1) all scheduled courses, including the Learning Center, RISE, Classroom Study Hall, and 9th Grade Seminar; (2) advisory periods when students are involved in a specific advisory activity; (3) activity periods.

Students will not use caddies, and thus may use their phones for appropriate purposes, during (1) Library Study Hall ; (2) Homeroom Periods; (3) occasional Wednesday advisory periods. During assembly phones should be stowed away. But in those situations phones may not be taken out of the room. Students found in the hallway or bathroom with phones during these times will be subject to disciplinary consequences. During Library Study Hall, teachers/staff may request that students put their phones away to focus on their work.

Consequences for violation of the cell phone policy are outlined in the student handbook. These consequences can be both for inappropriate cell phone use, but also for dishonesty or insubordination in relating to staff who are enforcing the policy.

This policy is a general guideline. George Stevens Academy reserves the right to adjust this policy at any time.

Electronic Device/Technology Misuse: Student access to and use of computer technology and the internet is a privilege and is limited to educational use during the school day and on the school network. The use during classes of any electronic device, website, or application for purposes other than learning may result in suspended access to the school network and computers.

- School administrators may examine files and hard drives of any computer, laptop, or other electronic device owned by the school. Administrators will cooperate in providing information and device access to law enforcement authorities when appropriate.
- In classrooms and other teaching settings, no form of electronic communication may be used without a supervising teacher's permission.
- Online bullying, cheating, libel, or copyright infringement, whether done on a school computer or a personal computer used at school, will result in disciplinary action ranging from detention to dismissal. Criminal activity may involve the appropriate law-enforcement agency. Students should be aware that defamation (both slander and libel) is not protected by the First Amendment.
- Posting comments to, or forming, social networks that seek to demean or damage the reputation and image of the school, its faculty, staff, or school designees, that negatively affect school climate, or that disrupt school is also a violation of acceptable computer use subject to disciplinary action. GSA reserves the right to act should a student's posted comments be deemed in violation of policy, and these actions may include contacting law enforcement officials.
- Students are expected to follow procedures and guidelines that are issued to protect the security of the GSA computer system and to respect its resource limits. In particular, computers and related devices brought in by students must be approved by Technology Staff and updated with security patches and virus protection. Students may be asked to limit internet usage during times of limited available bandwidth.

When using or accessing the school's computers, no student will deliberately or willfully cause damage to computer equipment or software or assist others in so doing;

- no student will deliberately access inappropriate materials or show others how to do so;
- no student will attempt to bypass the system's content filters;
- students will not attempt to view, alter, or damage other students' computer files without the owner's permission;
- students will respect and uphold copyright laws;
- students will follow any other regulations posted in the computer lab or other room where computers are in use;
- students will follow the directions of the person in charge of the computer lab or other room where computers are in use;
- the network administrator or school administrator has the right to inspect any

and all files stored on school-owned equipment.

Property Infractions

Theft: Taking something that does not belong to you. Stealing, or attempting to steal, private or school property, or receiving school property.

Destruction of Property: The intentional or careless destruction or damage of school property, including graffiti, is prohibited by law. Students are responsible for repairing or replacing any property they have damaged or destroyed, and they may be assessed reasonable costs. The school may notify law enforcement agencies of property damage or vandalism.

This also includes the alteration of student or school computer programs or systems.

Ranking Based on Appearance or other Attributes

(Written by GSA Students: March 2025)

At George Stevens Academy, we believe every student deserves to be treated with dignity and respect, regardless of their physical appearance or other attributes. We do not tolerate any ranking, judgment, or discrimination based on looks, perceived intelligence, or other attributes.

No Ranking: Students will not be ranked, categorized, or judged based on physical traits such as body size, skin color, or style or general appearance or any other category. Everyone's value is based on their character and actions.

Respectful Behavior: Negative comments or ranking about appearance or other personal attributes are strictly prohibited. All students are expected to treat each other kindly and inclusively.

Participating in the creation of ranking lists may result in a consequence and may be considered bullying or harassment depending on the severity.

Sexual Misconduct

Pornographic Materials: Transmitting, possessing, creating, or viewing obscene writings, drawings, photographs, videos, sound recordings, or the like.

Inappropriate Public Display of Affection: Prolonged physical contact of an intimate or sexual nature between two or more students is not permitted on school property or at school functions and activities. This includes kissing, grinding, extended hugging, lying on someone, sitting on laps, fondling. Students should not share chairs in the cafeteria, classrooms, or library.

Sexual Activity: Touching of a sexual nature, attempting to engage or engaging in sexual activity, or exposing private body parts.

Sexual Violence: Physical sexual acts against a person's will, or where a person is incapable of giving consent.

Searches

Searches: A school administrator who has reason to suspect that a student is in possession of, or under the influence of, an illegal substance or tobacco product, object, or any other prohibited item on school property may search book bags, bags, wallets, lockers, jackets, or vehicles parked on school property, and random searches by law enforcement officials and/or police dogs may occur at any time.

Students may be asked to empty their pockets and remove their shoes to show reasonable evidence that they are not in possession of any illegal or prohibited items. These searches may be done without prior parental notification or consent; however, parents will be notified after a search is conducted. Refusal to comply with a search will be grounds for suspension. Any prohibited or illegal items found will be confiscated and may be reported to the appropriate law-enforcement agency.

Skateboarding

Skateboarding: Skateboarding is not allowed on GSA property.

Substantial Disruptions and Illegal Activities

Fires and Misuse of the Fire Alarms/Extinguishers: Hoax fire alarms and writing notes threatening the detonation of devices are both crimes. Each event will be investigated by the school administration and will be reported to the appropriate law enforcement agency.

Students are not allowed to possess any type of lighter or matches at school. A student found in possession of a lighter or matches will have the item(s) confiscated. Parents will be notified, and the student will face disciplinary action ranging from detention to in-school suspension. The use of a lighter or matches will result in suspension from school. Setting a fire on school grounds or at a school activity is arson and a crime, and it will be reported to a law enforcement agency.

Weapons and Other Threats of Violence:

- Possession or use of items commonly used or designed to inflict bodily harm, or to threaten, intimidate, coerce, or harass another person, is prohibited.
- Use of any object to threaten, intimidate, coerce, or harass another person is not allowed.
- Violent or threatening behaviors are not tolerated by GSA.

- Oral or written statements (including those made electronically) that threaten, intimidate, or harass others, or that intend to incite violence or disrupt the school program, are prohibited.
- George Stevens Academy may request or require a psychological evaluation of any student who seems to pose a risk to school safety. All evaluations will be conducted by a licensed professional and performed at the student/family's expense. Refusal to comply with this request invites the school to draw inferences from the student's behavior concerning the risk posed for purposes of determining appropriate disciplinary action, including suspension or dismissal.
- Violations of state and federal laws will be reported to the appropriate law enforcement agency.

Bomb Threat or Threat of School Shooting: A threat to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or not such a device actually exists, or a substantial threat or plan to conduct a school shooting.

Firearms: Carrying, possessing, storing, keeping, leaving, placing, or putting into the possession of another person, any firearm, including an air gun.

Tobacco, Vape, Alcohol, and Drugs

Tobacco and Vape Products: Using, possessing, selling, or dispensing of tobacco and/or vapor products and related items, regardless of nicotine content, such as, but not limited to: cigarettes, cigars, chewing tobacco, loose leaf tobacco, vapor pens, e-cigarettes, and e-liquids and oils, matches, or lighters during school hours, or at school-sponsored activities may be suspended, and may be required to do counseling with one of our school counselors. If the student is under eighteen, the appropriate law-enforcement agency may be notified.

Drugs, Mood-Altering Chemicals or Substances, Alcohol, and Paraphernalia: George Stevens Academy encourages all students to develop safe, healthy behaviors. We know that substance abuse by adolescents creates or exacerbates behavioral, cognitive, and developmental problems that directly and indirectly affect a student's ability to perform well in school. Therefore, we prohibit recreational substance use, not only because it is illegal, but because it is unsafe and unhealthy for teenagers.

Substance abuse includes, but is not limited to, the use, misuse, possession, or distribution of alcohol, nicotine, prescription or over-the-counter drugs, marijuana products, or illegal drugs, in all forms. GSA prohibits the abuse or misuse of any substance that is harmful to GSA students.

Any violation of our substance abuse policy will lead to suspension or dismissal and may include notification of the authorities. The following are guidelines to which the Dean of Student Life will refer to in administering consequences to students who break the GSA substance abuse policy.

*First Offense on School Grounds, Self-Report**:* Mandatory substance abuse evaluation and potential continued counseling. Also, see athletic department policy.

First Offense on School Grounds or on a School-Sponsored Event: Three to five-day suspension (on or off campus) and a mandatory substance abuse evaluation before returning to school.

Second Offense: Five-day suspension, mandatory counseling, and educational element, and a mandatory substance abuse evaluation before returning to school.

Third or Additional Offense: Intervention with school administrators and parent/guardian of the student. Length of suspension and/or dismissal from the GSA community will be considered.

The Extracurricular Penalty: It is a privilege, not a right, for students to participate in an extracurricular activity in which students represent or are associated with the school in any public forum outside the traditional school day. Students who are enrolled at GSA and who participate in extracurricular activities, clubs, or teams, including, but not limited to, athletic teams, music groups, theater groups, Chess Team, Student Council, and the like, may not ILLEGALLY use, buy, sell, possess, or give away alcohol, drugs, or tobacco products (e-cigarettes, vaporizers, chewing tobacco) at any time.

Students who knowingly participate in activities, events, or functions at which others are illegally using, selling, buying, or giving away illegal substances will be viewed as supporting and enabling prohibited behavior and, as such, may be subject to the same penalties and consequences as if they were themselves using, buying, or giving away the illegal substances.

When George Stevens Academy administration is made aware of the substance abuse violation, the following consequences will apply.

*First Offense on or off School Grounds, Self-Report**:* Participation in GSA-approved drug and alcohol assessment program, two assessments required. No loss of events.

First Offense on or off School Grounds: Participation in GSA-approved drug and alcohol assessment program, two assessments required. No events until completion of assessments.

Second Offense: Participation in GSA-approved drug and alcohol assessment program, two assessments required. No participation in extracurricular activities for a calendar year.

Time Frame for Offenses: Following a first offense, if two full years have elapsed without another offense, a subsequent substance abuse offense will be treated as a first offense.

**Self-Report: Students who make poor choices are encouraged to immediately recognize their mistakes and accept the consequences. Participants in time-intensive extracurricular activities who report their violations within 24 hours, and prior to the school being made aware by other parties, will be considered under the Self-Report.

Verbal and Physical Altercations

Verbal Dispute or Altercation: A hostile confrontation between two or more students without physical aggression or injury.

Physical Aggression Toward another Person: Aggressive behavior with the potential to cause physical harm towards others, including a forceful action, attitude, or behavior that is expressed physically towards another GSA Community Member.

Physical Injury of another Person: Causing physical injury to another GSA Community Member. Cases in which physical injury are caused by accident or other action undertaken on the reasonable belief that it was necessary to protect another person or self shall not constitute a violation of this rule.

Intimidation/Threat: Use of coercion, force, threats, violence, intimidation or similar conduct that constitutes a threat to another GSA Community Member's safety or interferes with school purposes.

Fighting: A physical conflict involving two or more students while in attendance at school or at any school-sponsored activity, or at any time or place so as to interfere with the operations, discipline, or general welfare of the school, is a major violation of school policy.

Endangering the Lives of Others or Causing Serious Bodily Injury: Actions causing serious bodily harm or actions that significantly jeopardizes an individual(s) safety or well-being.

Additional Infractions

Accessory: A student who causes someone else to commit a violation, helps in the commission of a violation, or who encourages, advises, or acts with another to commit a violation will be disciplined as though they committed the violation themselves.

Guilt by Association: Students found in close proximity to other students committing a violation of school rules may also be subject to consequences similar to those for committing the actual violation.

Transportation behavior: While in school-provided transportation (including, but not limited to a bus or van), students shall adhere to the same behavior expectations, standards, and consequences as at school. Consequences will be consistent with the violation committed, which may include suspension of riding privileges.

Should a student receive ISS or OSS: there shall be no participation in extracurricular activities or sports (including practices, games, or competitions) for the amount of days you have consequences.

Consequence Definitions

Detention:
Detentions usually occur after school but also may be assigned during lunch. Detentions may be assigned by classroom teachers to be served with them in their

classroom, or by the administration at a designated location with a specific teacher. Parents will be given 24-hour notification for all after-school detentions. It is the responsibility of the student to coordinate transportation home from a detention. Failure to have adequate transportation home, having work, or an extracurricular activity, does NOT excuse the student from detention.

Students assigned detention must observe these guidelines:

- General detention begins at 2:45 P.M. and ends at 3:45 P.M. and consists of supervised study hall or activity.
- Lunch detention begins at 11:20 and ends at 11:50. Lunch will be arranged for the students in detention.
- Friday detention begins at 2:45 P.M. and ends at 4:30 P.M.
- Students who are late for detention will make up the time at the next scheduled detention.
- Students must come prepared with academic work or reading material.
- Students in detention may be asked by the supervising faculty member to do some jobs such as straightening classrooms or the library.
- Students must not leave the detention room once they arrive. Students are not allowed to use phones or other electronic devices while in detention. Laptops are permitted for academic work only.
- Students are expected to be quiet and not converse with other students during detention.
- Sleeping and laying down is not permitted during detention.

In-School Suspension:
Temporary denial to a student by the Administration, Superintendent, or School Board, of participation in a class or classes. A student who receives in-school suspension will be notified by the Dean of Student Life, and a parent or guardian will be notified. A written notice will be mailed to the parent or guardian explaining the reasons for the suspension and the term of the suspension. Before the end of the suspension period, the student and the parent or guardian may be asked to make an appointment with the Dean of Student Life to review the student's behavior and to plan appropriate remediation. HCTC students who receive in-school suspension from GSA also may be suspended from HCTC. In certain instances, a disciplinary contract between George Stevens Academy and the student will be requested by the school and signed by all parties at the conclusion of the suspension.

Students assigned ISS must observe these guidelines:

- ISS begins as soon as the student arrives at school. and ends at 2:30 P.M. and consists of supervised study hall or activity.
- Lunch will be arranged for the students in ISS.
- Students who are late for ISS will make up the time at the next scheduled detention.

- Students must come prepared with academic work or reading material.
- Students in ISS may be asked by the supervising faculty member to do some jobs such as straightening classrooms or the library.
- Students must not leave the ISS room once they arrive. Students are not allowed to use phones or other electronic devices while in ISS. Laptops are permitted for academic work only at the discretion of the supervising faculty or staff member.
- Students are expected to be quiet and not converse with other students during ISS.
- Sleeping and laying down is not permitted during ISS.

Out-of-School Suspension:
Temporary denial to a student by the Administration, Superintendent, or School Board, of participation in a class or classes. A student receiving out-of-school suspension will be notified by the Dean of Student Life, and a parent or guardian will be called to pick up the student. A formal written notice will be emailed to the parent or guardian and to the Superintendent of the Union from the student's sending town explaining the reasons for the suspension and the terms of the suspension. During suspension, the student may not be on school property and is ineligible to participate in all extracurricular activities. Assignments will be provided by teachers through Canvas during this time and any necessary materials may be picked up in the main office. Students must complete work while suspended, but will not be penalized for in-class assignments they miss. HCTC students who are suspended from GSA may also be suspended from HCTC, internships and ISIP projects.

Before returning to school, the student and a parent or guardian will make an appointment with the Dean of Student Life to review the conditions under which the student will be able to return. In certain instances, a disciplinary contract between George Stevens Academy and the student will be requested by the school and signed by all parties.

Dismissal:
Enrollment at George Stevens Academy is a privilege, not a right. To remain in good standing, students must comply with behavior guidelines and all policy of GSA, including but not limited to those defined in the Student- Parent Handbook. The Head of School may dismiss a student for committing a major offense or for habitually unsatisfactory conduct (Approved by the Board of Trustees March 24, 2004).

Only the Head of School has the authority to dismiss a student from GSA after receiving a recommendation from a discipline committee that included the Dean of Student Life, the student's advisor, and any other relevant parties.

Students may be dismissed from GSA for significant violations of GSA policy, for crimes or offenses not specifically noted in the Student-Parent Handbook, as well as for inadequate academic progress toward graduation. Students also may be dismissed from GSA for repeated violations and/or misbehaviors. A student who is dismissed from GSA will not be permitted to return to campus for any reason without specific permission from the Head of School. A formal written notice will be mailed or emailed to the parent or guardian and to the Superintendent of the Union from the student's sending town explaining the reasons and the terms of the dismissal. A student who has been dismissed from GSA may apply for readmission after one semester successfully completed at another school.

Parents or students eighteen years old or more may request an appeal to the decision to the Board of Trustees by contacting the Board Chair.

ATHLETICS POLICIES

GSA offers a rich array of competitive sports at both the varsity and junior varsity levels. Students should understand that, like all extracurricular programs, participation in GSA athletics is a privilege, not a right, and a student may lose that privilege by failing to abide by the policies and expectations outlined in this handbook, including all rules about substance use, tobacco use, and academic probation. Student athletes (and their parents) should understand that breaking school rules or failing to meet academic requirements can directly affect a student's athletic eligibility.

Goals of GSA's Athletic Program

A properly controlled, well-organized sports program supports students' self-expression, resiliency, determination, and physical growth, and nurtures and reinforces their personal integrity and sense of fair play. The rules and guidelines in this section of the handbook are designed to promote a full range of qualities in our student athletes, not only their athletic prowess and talents, but the character and conduct that are the hallmarks of a true champion.

We encourage a competitive spirit, but always balanced with a sense of fairness, good sportsmanship, a desire to improve, and an ability to enjoy the game.

We remind our athletes that their high visibility in the community invites others—particularly younger students—to look up to them as role models, and they will try to emulate not only our students' athletic accomplishments, but their overall behavior.

The GSA student athlete bears a responsibility not only to his or her teammates, but to the school's reputation as well as to his or her own reputation.

Interscholastic Sports

We offer twelve interscholastic sports: baseball, softball, girls' and boys' basketball, girls' and boys' cross country, girls' and boys' golf, girls' and boys' indoor track, girls' and boys' outdoor track, sailing, girls' and boys' soccer, girls' and boys' tennis, volleyball, and girls' and boys' swimming. Athletes may participate in only one interscholastic sport at a time.

As well as the policies and rules that apply to all GSA students, there are policies, rules, and expectations that pertain specifically to students who are participating in an interscholastic sport, as follows:

Athlete Absence from School

A student athlete who is absent from school, either for all or any part of a day, or tardy to school, except with verification of an appointment (doctor, etc.), may not participate in that day's game or practice.

Athletic Eligibility Requirements

- An athlete must be under age 20 at the time of participation.
- An athlete's parental permission form must be current, signed, and on file in the Athletic Office.
- An athlete must have passed a current year physical exam, and the exam record must be on file in the Athletic Office.
- An athlete's emergency medical form must be current, signed, and on file in the Athletic Office.
- An athlete must meet all academic eligibility requirements in order to participate in sports. These requirements are exactly the same as for all students who participate in other extracurricular activities.
- Mandatory preseason meeting: An athlete must attend the mandatory preseason meeting in order to participate in a sport.
- A student athlete may join a team after tryouts if no cuts were made and they join within the first two weeks of the athletic season.

Athlete Suspensions

Student athletes who are suspended from school, including in-school suspension, will not be allowed to practice or participate in athletics during the period of suspension.

College Recruitment

A student athlete who is contacted directly by a college recruiter has an obligation to work through his or her GSA coach and the Athletic Department. Inform your coach of such a contact as soon as possible. College recruitment information is in the Athletic Office.

Conflicts with Other Extracurricular Activities Students who participate in extracurricular activities will occasionally face a conflict of obligations. GSA's Athletic Department realizes that every student should have the opportunity for a broad range of experiences in extracurricular activities; therefore, we do our best to schedule athletic events to minimize these conflicts. Students also have a responsibility to try to foresee and avoid continual conflicts, which includes limiting activities to prevent inevitable conflicts. However; we want student athletes to understand that when an athlete decides to be a member of a GSA team, that team should be their first priority.

Dropping or Transferring Sports

Students who are selected as squad members or managers of an athletic team will be

considered members of the team through the end of that regular sports season unless they are removed for disciplinary reasons, academic ineligibility, or through mutual agreement between player and coach. All squad members who complete the season will participate in Athletic Awards Night. There are occasionally good reasons why an athlete will need to drop a sport, or transfer from one sport to another. In such cases, the student should discuss the situation with his or her immediate coach, then with the head coach, and then with the Athletic Director. Students who must drop a sport, or students who are removed from a team, must return all equipment to the coach without delay.

Eliminating (Cutting) Student Athletes from Teams Currently, in the following sports, student athletes are not eliminated based on specific numbers of participants: girls' soccer, boys' and girls' cross country, boys' and girls' indoor track, boys' and girls' outdoor track, sailing, boys' and girls' tennis, and golf.

This means that every student who meets the eligibility criteria (see above) and who tries out automatically becomes a member of one of these teams, but automatic membership does not alter the obligation of all athletes to follow general training rules and specific rules for that sport prescribed by the coaching staff. It may at some future point become necessary to limit the number of participants on each team.

In the remaining sports, student athletes may be eliminated or denied the privilege of participation because the sport prescribes a specific number that may participate. The following teams may need to limit the number of participants: boys' and girls' basketball, and baseball. The number in each sport is prescribed by the coach of that team, with the help of the head coach in that sport, based on many criteria. Among the criteria used to determine the size of the team are the talent and work ethic of the students trying out, the number of students trying out, the optimum number determined by the coach to conduct productive practices and insure adequate substitutes.

Our coaches realize that, as difficult as it is for them to cut a student, it is much more difficult on the student athletes. We expect coaches to let these students know that we understand their disappointment, that this is not a personal decision, and that we are supporting them in the future. We ask our coaches to put themselves in the place of the athlete. Coaches are expected to be especially reluctant to eliminate a senior who has been loyal to the program.

Coaches are encouraged to involve parents in defusing problems resulting from cutting of student athletes.

Coaches follow these guidelines when cutting student athletes from specific teams.

Tryouts must last at least three full practice sessions, and the student will be informed of the length of that tryout period in advance.

Cut lists will not be used. Student athletes will be told by the coach, with as much empathy as possible, the reasons he or she is eliminated. If large numbers of students are being cut, a group meeting may be arranged, but only with the approval and oversight of the Athletic Director.

Equipment

School athletic equipment checked out by the student athlete is his or her responsibility. Athletes are expected to keep all equipment clean and in good condition. It is the athlete's responsibility to pay for lost or carelessly damaged equipment.

Missing Practice

Athletes are expected to attend all practices and games, and consequences for missing practices or games without a coach's permission will be administered by the coach. In case of sudden illness or other emergency, the athlete or the athlete's parents should notify the coach as soon as possible.

Parent-Coach Communications

The success of our athletics program depends largely on the support of our athlete's parents and guardians, and their support, in turn, often depends on good communication with the student's coaches. We offer the following guidelines for parent-coach communications:

- The GSA Athletics Program values the support of our parents and our community and strives to keep lines of communication open between and among adults. However, high school athletes are young adults and will be treated as such.
- Communication about concerns should therefore begin between the athlete and the coach. If further support from the parent or Athletic Director is needed, the coach or athlete will reach out.

Parents/guardians should expect your athlete's coach(es) to keep you informed about

- the time and place of practices, matches, and games;
- the coach's philosophy;
- what the coach expects of their players, and of your athlete in particular;
- participation requirements, including fees, special equipment, and off-season conditioning;
- any injury your athlete suffers while participating;
- any discipline your athlete receives.

You are encouraged to talk to your athlete's coach(es) about

- the treatment of your athlete, mentally and physically;
- your athlete's skill improvement and development;
- concerns about your athlete's behavior.

Avoid questioning your athlete's coach(es) about

- playing time,
- team strategy,
- play calling,
- other student athletes.

Coaches expect you as parents to

- notify the coach of schedule conflicts well in advance,
- support the program,
- ensure your athlete attends all practices on time,
- support your athlete in being well-prepared for games and matches and encourage your athlete to eat well and get enough sleep before a game.

After speaking with a coach, if you still have concerns, you should speak directly with Billie L'Heureux, Athletic Director, at extension 125. The Athletic Director may then arrange a meeting with the coach to resolve the issue. The Athletic Director will work with you and the coach to find a resolution to issues and concerns.

Risk of Participation
Athletes and their parents should understand the risk of serious injury resulting from athletic participation. George Stevens Academy takes the following precautions to reduce or eliminate injury.

- We conduct a mandatory parent-athlete meeting prior to the start of the season to fully explain the athletic policies and to advise, caution, and warn parents and athletes of the potential for injury.
- We require coaches to keep up to date on techniques and skills to be taught in their sport.
- We teach all student athletes about the dangers associated with a particular sport.

Sports Travel
Students must travel to all off-campus school activities by an approved school bus except when the Athletic Director has given prior approval for alternative transportation.

Students are expected to return from school activities on the bus, with their own parent or guardian, or with a faculty member. Any other arrangements must be approved by the Athletic Director prior to the activity.

Varsity Letter Requirements
Criteria for earning a letter will be given to each athlete by coaches at the preseason meeting.