

Seattle Preparatory School



Parent/Student Handbook

The Administrative Leadership Team reviews this document annually and makes revisions as needed throughout the year. Parents and students will be notified in a timely manner when any updates are made.

Revised September 2025

Seattle Preparatory School Parent/Student Handbook

A Reference for Students and Parents

Welcome to the 2025-2026 school year!

Whether you are just joining the Seattle Preparatory School community or you are returning for another school year, we look forward to sharing details about our mission, tradition, and our main policies and procedures with you.

We hope that the principles, standards, and philosophy outlined here will guide you in making healthy decisions throughout the year and beyond. We believe this handbook will help each of us live as “men and women for others,” all for the greater glory of God.

For clarity and brevity, we do not spell out every detail governing all decisions to be made throughout four years at Seattle Prep. We do hope that the information provided will give you some understanding of the school community and its programs and will help you feel at home here. If you would like more specific information about any subject addressed in this handbook, please feel free to contact a member of the faculty, staff, or administration.

Welcome back to the classes of ‘26, ‘27 and ‘28, and welcome to our newest Seattle Prep Panthers – members of the Class of ‘29. We look forward to a great year where we work together to seek “the magis.”

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Revised June 2025

2025-2026 Parent/Student Handbook

**SEATTLE PREPARATORY SCHOOL
PARENT/STUDENT HANDBOOK**

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QUICK REFERENCE PAGE

Attendance: To report an absence or tardy, please call 206-577-2145 or email attendance@seaprep.org

Building Accessibility: Buildings are generally open to students between 7:15 AM and 4:00 PM, Monday – Friday.

Calendar: For the most up-to-date school calendar, please visit the Seattle Prep website: www.seaprep.org/aboutprep/calendar

Directory: Please visit www.seaprep.org/aboutprep/directory for a full listing of office phone numbers and for a faculty/staff directory.

Lost and Found: Students who find high value items should turn them into the Attendance Office. All other items should be placed in the blue Lost and Found collection bins. Those missing items should contact the Attendance Office or the Dean of Students.

Main telephone number: The main telephone number is 206-324-0400.

School closures: Seattle Prep will communicate school closures or school delays through text message, email, and postings to the school website.

Security of Personal Belongings: Students are advised to secure all belongings, especially valuables, in their lockers when it is not possible to maintain personal, continuous control over them.

Visitors: Visitors must check-in upon arrival at the front desk of McDonnell Hall. Seattle Prep reserves the right to restrict visitor access to campus.

Website: Please visit the Seattle Prep webpage at www.seaprep.org

MISSION/PHILOSOPHY/HISTORY

I. SEATTLE PREPARATORY SCHOOL MISSION STATEMENT

Seattle Prep is a Catholic, Jesuit college preparatory school. We embrace the Ignatian ideals that God may be found in all things, that each person is sacred and that we are created to serve others in community. Our mission is to form discerning, transformational leaders who are intellectually competent, spiritually alive, open to growth, loving and committed to justice.

Approved by the Board of Trustees, May 2012

II. STRATEGIES FOR SUCCESS IN OUR MISSION

To achieve our Mission, we are committed to:

- Providing a learning environment in which all members are treated with dignity and respect.
- Applying the highest standards of excellence in the planning, evaluation and revision of all programs for our continuing growth and development.
- Encouraging enthusiastic participation by all students, parents and faculty/staff in the full range of activities offered within the Seattle Prep community.
- Insisting upon forthrightness, honesty and genuine accountability of everyone in maintaining and enhancing the common good of the community.

III. THE PROFILE OF THE GRADUATE AT GRADUATION

A. Introduction

St. Ignatius of Loyola, the founder of the Society of Jesus, was so animated by the love of God that the guiding principle for all of his decisions was to always seek the greater good for the greater glory of God. *Ad Majorem Dei Gloriam* ("For the Greater Glory of God") has been the Jesuit hallmark for over four hundred and fifty years and is at the heart of Seattle Preparatory School.

In "Ignatian Pedagogy", an ideal Jesuit school is described in the following way:

"Praise, reverence and service should mark the relationship that exists not only between teachers and students but among all members of the school community. Ideally Jesuit schools should be places where people are believed in, honored and cared for; where the natural talents and creative abilities of persons are recognized and celebrated; where individual contributions and accomplishments are appreciated; where everyone is treated fairly and justly; where sacrifice on behalf of the economically poor, the socially deprived, and the educationally disadvantaged is commonplace; where each of us finds the challenge, encouragement and support we need to reach our fullest individual potential for excellence; where we help one another and work together with enthusiasm and generosity, attempting to model concretely in word and action the ideals we uphold for our students and ourselves."

The young men and women in our care today will be among those who shape and influence our society of the future. Graduates from Seattle Preparatory School are formed so that their influence is to be a positive one, one that seeks to bring about a peaceful and just society, one that is true to the Ignatian ideal of seeking the greater good for the greater glory of God. Their education at Seattle Preparatory School prepares them to be discerning, transformational leaders who are intellectually competent, spiritually alive, open to growth, loving and committed to justice.

B. Overview of the Profile of the Graduate at Graduation

Seattle Preparatory School seeks to graduate students who embody the five characteristics of the Profile of the Graduation at Graduation (the “Grad at Grad”). These characteristics, outlined by the Jesuit Schools Network and held in common by Jesuit schools across the country, are essential to our Ignatian heritage. These characteristics are open to growth, intellectually competent, spiritually alive, loving and committed to justice.

Open to Growth

As a Catholic school in the Jesuit/Ignatian tradition, Seattle Preparatory School students at the time of graduation have matured as persons – emotionally, intellectually, physically, socially, spiritually – to a level that they are able to accept responsibility for their own growth. Ideally, Seattle Preparatory School graduates have begun to reach out in their development, seeking opportunities to expand their minds, imagination, feelings and religious/spiritual consciousness.

Intellectually Competent

By graduation, Seattle Preparatory School students will exhibit a mastery of those academic skills and understandings that are required for success in advanced education. While many of these requirements are subject matter specific, students will also have developed an array of academic skills which cut across disciplines and which go beyond requirements for college entrance. Our students will have begun to see the need for intellectual integrity in their personal quest for religious truth, spiritual experience and in their response to issues of social justice.

Spiritually Alive

By graduation the Seattle Preparatory School student will have a basic knowledge of the major doctrines and practices of the Catholic Church. The graduate, whether Catholic or of another sacred tradition, will also have examined his/her own religious feelings and beliefs in order to choose a fundamental orientation toward God and to establish a relationship with their religious tradition and/or community.

Loving

By the time of graduation, Seattle Preparatory School students are well on their way to establishing their own identity. Our graduates are also on the threshold of being able to move beyond self-interest or self-centeredness in relationships with significant others. In other words they are beginning to be able to risk deeper levels of relationship in which they can disclose self and accept the mystery of another person and cherish that person.

Committed to Justice

Seattle Preparatory School students at graduation have achieved considerable knowledge of the many needs of local and wider communities and are preparing for the day when they will take a place in these communities as competent, concerned, responsible members. Our graduates have begun to acquire skills and motivation necessary to live as a person for others. Although this quality will have begun by graduation, it will come to full maturity in adulthood.

IV. HISTORY

In 1891, Seattle College High School was established, with enrollment reaching 137 boys the following fall. At this juncture, students advanced through four years of schooling and graduated the college with the equivalent of a public high school diploma. School began with daily Mass at 8:30am and the young men were expected to master Latin, Greek, math, literature, and the sciences in addition to a strong religion curriculum. As is today, the focus of the Jesuit education was on liberal arts, philosophy, and social justice. In order to provide access to Jesuit education, in 1899 Seattle College charged a modest \$15 per year in tuition, despite the fact that the costs far outstripped the charge.

Seattle College's move to Seattle Prep's current location began with a fateful phone call to St. Joseph's pastor by wealthy Catholic entrepreneur T.C. McHugh in February 1919. After the sale of his cannery company, T.C. made a "promise to God" to donate \$50,000 to a charity. St. Joseph Pastor, Fr. John McHugh, SJ, (no relation) advised him to consider helping a struggling Seattle College. At the time, Seattle Prep's campus was called Adelpia College, was run by a group of Swedish Baptists, and served as both a seminary and school. Before that, the land was used as a cemetery until the City closed it due to health reasons. Because Adelpia College was unable to meet their mortgage, T.C. McHugh was able to purchase the land for the proverbial song and, in the fall of 1919, 143 students began classes at Seattle College's Interlaken campus. This move brought the inevitable separation of Seattle College High School and the college itself.

In 1933, the high school officially changed its name to Seattle Preparatory and in 1948 Seattle College became Seattle University. The next several decades brought much change to Seattle Prep. In the 1950s, McDonnell hall was built, in the 60s Peyton Hall was constructed, and the 80s welcomed the arrival of McHugh Gymnasium. In addition to its campus expansion, the 1970s brought several large structural and curriculum changes to the school as well. In 1975, Prep celebrated the first commencement of women students and at nearly the same time, students were allowed to complete their fourth year of studies at Matteo Ricci College at the Seattle University campus.

The 1980s brought the start of the Collegio program, a teaching method that synthesizes English, history and religion studies into one class taught by two instructors and that has become a hallmark of a Seattle Prep education. The 90s ended with the construction of the underground parking garage and the building of St. Ignatius Hall, which is used for both classroom and administrative space.

In the fall of 2007 Seattle Prep dedicated the PACCAR Commons, Lee Family Fine Arts Center and the beautiful Fr. Thomas F. Healy, SJ Chapel and Theater.

During 2013-15, Adelpia Memorial Hall and Our Lady of Montserrat Chapel were built, and the Nancy and John Rudolph Athletic Field was installed where the original Adelpia Hall once stood. Between 2010-2020, additional projects included: Ohno Field at Montlake, Muglia Science Lab, Fr. Paul Fitterer, SJ Community Ministry Center, Peyton Plaza, 1891 Terrace, Regina Melonson Learning Resource Center, and the Lico Athletic Center.

V. STATEMENT OF MUTUAL RESPECT FOR ALL INDIVIDUALS

Seattle Preparatory School is a faith community dedicated to quality education and Christian formation in the Ignatian tradition. As a Catholic community we recognize the presence of God in all people and seek to respect all members of our community in their individual uniqueness. In all we do we strive to create an atmosphere of trust, in which together we can challenge one another to growth.

Catholic tradition affirms the human dignity and worth of every person and recognizes the need for protection of their basic human rights. Further, in the Jesuit mandate of faith doing justice in the promotion of love, we are especially called to be a community committed to the inherent dignity and the equal and inalienable rights of all members of the human family, recognizing that this respect and fair treatment of all people is the foundation of freedom, justice and peace in our world.

A. Harassment

Seattle Prep defines harassment as conduct that has the purpose or effect of unreasonably interfering with an individual's participation as a member of the community or creates an intimidating, hostile or offensive environment. Seattle Prep deplores harassment of any kind and is committed to appropriately and adequately addressing any situations involving harassment that arise including but not limited to the specific forms of harassment outlined below:

Sexual Harassment: Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or continued enrollment in the school.
- Submission to or rejection of such conduct by an individual is used as the basis for any decisions with regard to his/her grades, participation in athletics or extracurricular activities, terms of employment and/or general status in the school community.

Sex-based Harassment: A behavior that denigrates, ridicules, and/or is verbally or physically abusive to an employee or student because of his/her gender or sexual orientation.

Racial, National and Ethnic Harassment: A behavior that denigrates, ridicules, and/or is verbally or physically abusive to an employee or student because of his/her race, ancestry, heritage or background identification with a specific country or ethnic group.

B. Bullying and Intimidation

Seattle Prep defines bullying as negative actions that are intentional, repeated, negative, show a lack of empathy, and take advantage of a power advantage. Examples of bullying include actions such as making threats, spreading rumors, and attacking someone physically or verbally. Accordingly In order to be considered bullying, the behavior must be aggressive and include:

- *An Imbalance of Power*—Students who bully use their power—such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- *Repetition*—Bullying behaviors happen more than once or have the potential to happen more than once.

Seattle Prep defines intimidation as overt or implied threats of violence.

C. School Response

In addressing these inappropriate actions and behaviors, we focus on promoting self-responsibility and self-esteem of all persons involved. If students or adults believe another member of the community has violated their rights in any way, they should report the offensive behavior to the appropriate person or persons.

- Students should inform a teacher, moderator, administrator, or counselor immediately and/or complete the Harassment/Bullying Form that will be submitted to the Dean of Students and the Dean of Student Academic and LRC Services.
- Teachers and staff of the community will report the offensive behavior to their immediate supervisor and the Principal. If the immediate supervisor or principal is a participant in the offensive behavior, the incident should be reported to that person's supervisor or another school administrator.
- Anyone who observes any inappropriate action or offensive behavior should immediately report it to the appropriate person.

All reports of offensive behavior will be investigated and will be disclosed only to those necessary to resolve the problem. If it is determined that a person has engaged in the inappropriate and offensive behavior, suitable action will be taken up to and including discharge, dismissal, or referral to law enforcement or other appropriate outside authority.

This policy prohibits retaliation against anyone (employee or student) for asserting a good faith complaint or for assisting in the investigation of a complaint. If it is concluded that a frivolous complaint or false information has been provided during an investigation, disciplinary action will be taken against the person(s) involved.

This policy includes those times when the actions of a community member that take place off campus have a serious impact on Seattle Prep. When those actions are public in nature, are seriously at variance with the philosophy, values and practices articulated above, and bring discredit or disgrace to the Prep community, the school reserves the right to review the relevant circumstances and take action in response to the situation, including disciplining, dismissing and discharging those people involved.

VI. SCHOOL – FAMILY RELATIONSHIPS

Seattle Preparatory School recognizes the importance of the relationship between the school and a student's family. Teachers, counselors, administrators, moderators, and coaches work hard to communicate issues, concerns, and successes with the families of our students. This communication is valued as a means of keeping parents informed and learning how to best facilitate student formation. As such, school personnel will communicate with parents by phone or e-mail when issues arise. Similarly, a response to a parent communication will be issued quickly – on the same day when possible, certainly by the following day.

Students are encouraged to self-advocate with appropriate school personnel when they have a question or issue, utilizing the counselor as a support person when appropriate. When a follow-up is needed, parents are encouraged to communicate with appropriate school personnel via school e-mail whenever they have a question or issue. In order to promote effective communication, parents should contact the person most directly associated with the particular issue (the teacher, the coach, the moderator, the counselor).

If, after speaking to that person, a parent has additional questions or would like to pursue it further, s/he should speak to the person most directly in charge of that area (the Assistant Principal for Teaching and Learning, Assistant Principal for Community and Belonging, Athletic Director, Dean of Students, Dean of Student Academic and LRC Services). Following this, should a parent wish to pursue an issue further, s/he may contact the Principal. In order to most effectively respond to concerns, if a question is brought to a higher level of administration before speaking with the person with the most direct oversight, the administrator will inquire whether that conversation has occurred and most likely redirect the conversation if it has not yet occurred.

The relationship between parents and Seattle Preparatory is a vital one. Student formation and growth happen best when the school and parents communicate with one another about specific situations as they occur. In addition, it is important for parents and Seattle Preparatory to support one another in communicating values consistent with the mission statement of the school. Parental support for and cooperation with the school is essential for successful student formation. If, in the opinion of the administration, parent behavior seriously interferes with the teaching and learning processes or the school's ability to promote values consistent with the school's mission, the school may require parents to withdraw their children and end the relationship with the school.

To facilitate a strong relationship and communication between Seattle Prep and the family, students are required to be living with parents or an adult guardian.

ACADEMICS

I. CURRICULUM PHILOSOPHY

A. An Emphasis on the Learning Process

Seattle Preparatory School emphasizes not only subject matter but more importantly the process by which one “comes to know and understand.” Process rather than content is the central focus. Rather than passively receiving information and predefined explanations, students actively engage in learning what they want and need to know. Teachers actively involve students in the art of “learning how to learn.”

B. Coordination and Integration

The key to the learning process at Seattle Preparatory School is the coordination and integration of the curriculum. Coordination simply means that courses follow one another in a logical fashion, building on knowledge previously acquired and consistently broadening skills in a particular area. At Seattle Prep this coordination is taken one step further. The defined curriculum required of all students assures that these logical building blocks are built across the entire curriculum rather than simply within one discipline.

Integration helps students see the relationship between one subject and another. More importantly, it helps students to understand that skills are transferable across an array of disciplines. This integration is particularly apparent in Collegio, a course in which the disciplines of Social Studies, English, and Theology are integrated. Student outcomes in terms of content, skills and values are shared across all three disciplines.

C. Learning by Doing

Seattle Prep believes that effective learning occurs when students are actively involved in the learning process. The strong focus on skill building mandates that students have continual opportunities to test their skills in practice. Therefore, Prep students are continually engaged in critical reading, writing, computation, artistic endeavors, labs, experiments and other hands-on activities.

Additionally, Seattle Prep’s emphasis on collaborative, problem-based learning encourages simulations, debates, case discussions, seminars, and service-learning activities. The Model United Nations that takes place at the end of sophomore year is a concrete example of a learning activity that brings together the skills of research, critical reading, writing, debate, public speaking, and group collaboration.

D. Ignatian Pedagogy

Ignatian education strives to go beyond academic excellence. It is a collaborative process between teachers and students which fosters personal and cooperative study, discovery and creativity, and reflection to promote life-long learning and action in service to others. Its ultimate goal is to develop men and women of competence, conscience, and compassion.

Ignatian pedagogy is a way in which teachers accompany learners in their growth and development and in a call to action for the good of others. The Ignatian Pedagogical Paradigm is a process that includes context, experience, reflection, action and evaluation.

Context

Ignatian education assumes that learning is most meaningful when it happens in context. Teachers consider the context of a student's life and understanding of the world around them and the content areas in which they are studying. An understanding of context informs the learning process and helps the student connect with materials presented and make connections among different concepts they are learning.

Experience

For St. Ignatius, to “experience” something meant “to taste something internally.” Teachers foster a broad base of experience that goes beyond memorization and requires application, analysis, synthesis, and evaluation so that learners are attentive to the human reality that confronts them.

Reflection

Teachers help students reconsider subject matter so that as they discover meaning in their experiences they are asking, "Who am I?" and "Who might I be in relation to others?" Teachers formulate questions to broaden students' awareness. This process can be accomplished through discussion, journals, reaction/reflection papers, critical analysis activities, or by simply considering the viewpoints of others.

Action

For Ignatius, love is shown in deeds not words; action was the direct result of a “change of heart” experience. Through experience that has been reflected upon, students make the truth their own and serve others. Teachers help students to consider their experience from a personal, human point of view while, at the same time, remaining open to where the truth might lead. Ignatian education also compels students to act upon their convictions for the welfare of society.

Evaluation

Teachers evaluate the whole person in an effort to give feedback to students as they grow and develop. Effective methods of evaluation include various forms of assessments, reflections, written work, and discussions. Teachers use the evaluation process to encourage students as they continue to learn and grow.

II. GRADUATION REQUIREMENTS/CURRICULUM

A. Seattle Preparatory School Graduation Requirements

Seattle Preparatory School's graduation requirements exceed the Washington State Graduation Requirements.

Seattle Prep Credit Requirement = 25 credits

1 semester = 0.5 credits; 1 year = 1.0 credits

Subject	Seattle Prep Requirement	Credits	WA State Graduation Requirement*
English	4 years / 8 semesters	4 credits	4 years = 4 credits
Social Studies	3 years / 6 semesters	3 credits	3 years = 3 credits
Mathematics	3 years / 6 semesters	3 credits	3 years = 3 credits
Science	3 years / 6 semesters	3 credits	3 years = 3 credits
Theology	4 years / 8 semesters	4.0 credits	0 years
The Arts	2 years / 4 semesters	2.0 credits	2 years = 2 credits
Health/Exercise Science (HEX)	2 years / 4 semesters	2.0 credits	2 years = 2 credits
World Language*	2 years / 4 semesters <i>*3 yrs recommended</i>	2.0 credit	2 years = 2 credits
Electives	2 years / 4 semesters	2.0 credit	4 years = 4.0 credit <i>Seattle Prep students earn elective credit in Theology as well as other classes.</i>

B. Curriculum

A complete description of all courses offered at Seattle Prep is available in our Course Catalog under the Academics section of the Prep website. Each year, this catalog is revised with updated course descriptions and prerequisite information. Prep's website also contains descriptions of the typical curriculum at each grade level as well as information about how students are placed in classes each year.

C. Registration

The school conducts the course selection process in the winter for the subsequent school year. The Assistant Principal for Teaching and Learning, Registrar, and counselors provide guidance in course selection. Seattle Prep makes every effort to meet students' course requests. However, due to scheduling constraints we cannot guarantee all requests.

D. Schedule Changes

Requesting a schedule change is discouraged, and consequently students should choose courses wisely. A student may add or drop a course within the first two weeks of each semester (or within the first two weeks of 1st semester for year-long courses). Students who wish to request a course change must complete the Course Change Request Form and meet with their counselor. The Assistant Principal for Teaching and Learning and Dean of Student Academic and LRC Services will have final approval of all course changes. Students must attend a class until the schedule has been changed.

E. Courses for Credit

All credits towards graduation must be earned at Seattle Prep. Students wishing to take outside courses for credit must submit an appeal during the course request process. Families are responsible for all tuition and fees for outside classes that have been approved.

F. “Window” Courses

"Window" is a half block period which meets two or three times per week. It is an opportunity for students to be involved in various co-curricular activities (e.g. Yearbook, Newspaper, Mock Trial, Robotics), courses for personal enrichment, or courses that offer academic support. Students may also choose to use this time as a Study Hall. Window courses may change from one semester to the next. Freshmen and sophomores are required to take a window class or study hall.

III. ACADEMIC STANDARDS

A. Introduction

The aim of the educational program at Seattle Prep is to develop young men and women who are compassionate and curious learners, intent upon assuming increasing responsibility for direction of their own intellectual, social, spiritual, emotional, and physical development. Seattle Preparatory School emphasizes teaching students to be self-directed learners and people who make meaningful and deliberate choices about how to grow from their educational opportunities.

The academic year is divided into two semesters. Gradebooks will be available online through Prep's student data management system, Veracross, throughout the semester. The Veracross grade books will close a few weeks prior to the end of each semester to allow teachers to enter report card comments and finalize grades. Report cards are provided in January/February and June of each school year. Grades are cumulative throughout the semester and only semester letter grades are recorded on the transcript.

B. Academic Integrity

At Seattle Prep, we expect students to complete their work with integrity. Any student who has engaged in academic dishonesty may face both academic and disciplinary consequences. Academic dishonesty includes engaging in behavior that undermines the intent of the learning activity or the ability for a teacher to assess the student accurately. Academic dishonesty encompasses, but is not limited to: cheating, plagiarizing, copying another student's work, providing another student work or answers, viewing another's work during a quiz or test, passing off another's work as your own, or using a prohibited aid or electronic device.

Each course has a syllabus that describes academic integrity in the context of the class. This may include references to when Generative Artificial Intelligence (AI) and similar programs may be used to effectively and appropriately support student learning and when it is not permissible. The use of AI programs (e.g. ChatGPT, Grammarly, DALL-E, Copilot, Gemini) without specific permission by the teacher is prohibited. Misrepresenting AI-generated work as one's own is considered a violation of academic integrity.

All academic integrity violations will be referred to the Assistant Principal for Teaching and Learning, who will collaborate with the teacher to determine and communicate academic consequences to the student. Students may be required to make up any applicable assignment or assessment. Original or alternative assignments, as determined by the teacher and Assistant Principal for Teaching and Learning, will incur late penalties per typical class policies. Alternative assessments must be retaken as soon as possible, as assigned by the teacher or Assistant Principal for Teaching and Learning. Students may be assigned to After School Study Hall and have to miss after school activities to make up assignments or assessments on the designated day.

The student's counselor and the Dean of Students will be notified of all academic integrity incidents. Depending on the nature of the offense and the student's current standing, additional consequences may be considered, such as, but not limited to the student being placed on disciplinary warning or probation. In addition, engaging in academic dishonesty may adversely affect a student's college options as colleges frequently include questions about an applicant's academic integrity.

Finally, students must recognize that trust is broken when they are dishonest in their work. Students will be asked to reflect on how their decisions impacted themselves and others and may be asked to follow up with teachers, parents, or others in the community who were impacted by their decisions.

C. Academic Advising

Students who are experiencing academic difficulties should work closely with their teachers and counselors to assure their success. Improvement strategies will be designed and the student must faithfully adhere to the deadlines and criteria contained in the improvement plan.

D. Successful Academic Standing

Students must maintain successful academic standing to remain a student at Seattle Prep. Successful academic standing requires maintenance of a minimum of 2.0 GPA each semester. Failure to do so may result in the student's dismissal. Students who are dismissed from the school for academic reasons may appeal to the Principal.

E. Incomplete

Teachers, in consultation with the Assistant Principal for Teaching and Learning or Dean of Student Academic and LRC Services may assign the grade of "I" to a student who is unable to complete the requirements of the course due to special, extenuating circumstances. The teacher will write a contract outlining the conditions a student must meet in order to complete the class. The teacher will assign the grade the student earns upon completion of the contract. If the student

does not fulfill the contract requirements by the deadline established, the student will receive an Academic No Credit.

F. Academic No Credit

A student may earn a grade of *No Credit* in a course if he/she has not achieved the minimum requirements of a course due to failure to turn in work, poor test scores, excessive absences, or other reasons within the student's control. Deficiencies may be corrected in several ways:

- An approved class in an accredited school (e.g. public schools, Community colleges, online institutions, etc.)
- Summer school at an approved, accredited institution
- The teacher, with approval from the Dean of Student Academic and LRC Services, may establish a contract outlining the conditions a student must meet in order to receive credit for the class. If the contract is completed by the date established on the contract, the teacher will assign a passing grade no higher than a D.

If terms of the contract are not met, the student's NC will become a permanent part of his/her record. When the student makes up the class credit outside of Seattle Prep it is the student's responsibility to provide the school with an official transcript of all make-up work.

G. Credits Earned Outside of Seattle Prep

All credits towards graduation must be obtained through Seattle Prep. Exceptions are only made with approval from the Assistant Principal for Teaching and Learning or the Dean of Student Academic and LRC Services.

- When a student is approved to take a for-credit course outside of Seattle Prep, it is the student's responsibility to provide the school with an official transcript for credit upon completion of the course.
- Fees for outside courses are not covered by Seattle Prep.
- Outside courses are not reflected on the Seattle Prep transcript or reflected in the student's GPA, with the exception of courses taken during the school year through Arrupe Virtual Learning Academy. Outside transcripts can be attached to the Seattle Prep transcript.
- Credits taken outside of Seattle Prep for course progression do not count towards the Seattle Prep graduation requirements.

H. Attendance No Credit

Because the Seattle Prep curriculum is built on a collegial model of learning, a student's attendance in class is integral for successful completion of course requirements. A student with excessive absences may be denied course credit, as outlined in the attendance policy. Arrangements for course make-up will be determined by the Assistant Principal for Teaching and Learning or Dean of Student Academic and LRC Services. See Non-School Related Absences for further explanation of an attendance no credit grade.

I. Academic Warning

The Assistant Principal for Teaching and Learning or Dean of Student Academic and LRC Services may place a student on Academic Warning if they have a

semester or cumulative GPA at or below a 2.2 or the student finishes the semester with an I (incomplete), CR (credit), or NC (no credit) in one or more classes. The Assistant Principal for Teaching and Learning will establish the conditions and the duration of Academic Warning.

J. Academic Probation

Students' academic progress and records are reviewed each semester. All students must maintain a 2.0 or better grade point average (GPA) to remain in good academic standing. The Assistant Principal for Teaching and Learning or Dean of Student Academic and LRC Services may place a student on Academic Probation if they have a semester or cumulative GPA below a 2.0 or they end the semester with an I (incomplete), CR (credit), or NC (no credit) in one or more classes. The Assistant Principal for Teaching and Learning or Dean of Student Academic and LRC Services will determine the conditions, duration, and evaluation of the probation. A student who is on academic probation is being evaluated with regard to continued attendance at Seattle Prep. The extra time and effort expended by the faculty and administration on the student's behalf should be met with increased cooperation, effort, and motivation on the part of the student and family.

K. Grade Concerns

Concerns about student grades should follow the communication channels outlined in the school's issue resolution policy (page 10). The Principal is the final decision-maker about any grade questions that have escalated to an administrative level.

IV. GRADING SCALE

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

Grade Indicators

- A
 - excellence in all areas of course
 - participates actively insightfully
 - integrates understanding of material with other knowledge
 - communicates understanding at an exceptional level
 - contributes to a positive classroom dynamic
- B
 - has sound grasp of course content
 - regularly participates in class
 - communicates ideas well
 - turns in work and meets expectations
- C
 - has basic understanding of material
 - does not participate consistently
 - communication and understanding are rudimentary
 - work does not always meet expectations or is not consistently handed in
- D
 - minimal grasp of course content
 - consistently does not hand in work
 - does not communicate effectively
 - work consistently fails to meet expectations
- NC
 - “No Credit”
 - work fails to meet course expectations

V. OTHER

A. Textbooks

Seattle Prep will supply students with the e-texts and novels they need and will charge student accounts in the fall. The school provides all textbooks to ensure clean copies of the correct edition. Families should not purchase books outside of Seattle Prep. Students may not use previously-owned books as new copies are needed to learn annotation skills. On rare occasions, families may be asked to purchase a textbook on their own. These will be communicated by the teacher in the beginning of the semester. All resources are required.

B. Concussion Protocol

Seattle Prep has a Concussion Protocol for students that has been designed with current best practices in mind and in consultation with medical professionals. Once a student is on the Seattle Prep Concussion Protocol, the student, parents, and teachers will receive detailed email communications regarding our plan for support.

Students who experience a concussion while participating in a Seattle Prep-sponsored activity should check in with the trainer daily until the concussion has been cleared or a referral to another professional has been made. Students who experience a concussion outside of Seattle Prep must provide documentation of their diagnosis by a medical professional to their counselor. Students who are diagnosed by an outside medical professional must be cleared by an outside medical professional. Students will remain on Seattle Prep's concussion protocol until Seattle Prep receives clearance documentation.

All students start on Level 1 of Seattle Prep's Concussion Protocol. On Level 1 support, students are directed to rest for 48 hours and avoid completing schoolwork, tests, quizzes, projects, or presentations. After the first 48 hours, students who continue to experience concussion symptoms will be moved to a new level of support, the details of which will be communicated to students, parents, and teachers. If, at any time, a student or parent has questions about concussion protocol support, they should contact the student's counselor.

C. Tutoring Policy

Current faculty/staff may not privately tutor current students for any form of compensation (whether monetary, gift cards, etc). In the interest of fairness and equity, outside tutors assisting Prep students shall not be given special access to educational materials (ie. tests, quizzes, review materials, etc.), communications, information, or to Prep educators. Tutoring referrals may be available through Counselors or the Learning Resource Center. Seattle Prep does not endorse any individual provider or program. Families are responsible for conducting their own research before proceeding with a provider, and they should monitor their student's experience closely.

D. Requesting a Diploma

Diplomas are distributed after successful completion of all graduation requirements at Seattle Prep. If a student needs to order a diploma at another time, a fee may be charged. Seattle Preparatory reserves the right to withhold a diploma from students who bring into contention the school's good name or who have not completed their financial obligations to the school.

E. Withdrawing from Seattle Preparatory School

A family wishing to withdraw their student from Seattle Prep should contact the Assistant Principal for Teaching and Learning. The Counseling Department will conduct an exit interview and student and parent/s may need to meet with a school administrator. When all outstanding fees have been paid, the student may obtain an official transcript from the Registrar. Any student who withdraws from Seattle Preparatory School and wishes to return must apply for re-admission to the school.

VI. COUNSELING

A. Introduction

The Counseling Department's mission is to address the academic, social, and emotional needs of each student. In that regard, counselors serve as advocates for students and their families. While guiding students on their academic journey through high school, Seattle Prep's counselors engage students in developmentally appropriate activities to help them effectively navigate the teen years. Counselors work closely with students, staff, and families to foster a healthy well-being, emotional growth, positive interpersonal relationships, and self-awareness.

Seattle Prep Counselors are not available to provide regular therapy sessions. Students who need ongoing therapy or who are suffering from mental health issues should seek the help of outside professionals. Families may wish to sign disclosure forms that allow outside professionals to communicate with a Seattle Prep counselor in order to best support the needs of the student.

The Counseling Department places a high priority on communication between students, counselors and parents. In addition to the normal processes of communication (in-person, email, phone), students and parents are provided with access to a web-based software program designed to assist with college and career planning. The program, called *Naviance Family Connection*, provides families with access to college admissions information, scholarship opportunities, college visit information and direct email to the student's counselor. Students are provided with the tools to build and maintain a résumé, explore interests and personality types, research colleges and find statistical matches to colleges and universities.

B. School Counseling

Freshmen are assigned to one of four school counselors by last name. Students remain with the same counselor throughout their four years at Seattle Prep while also adding a college advisor beginning in junior year.

Students meet with their counselors several times each year. This includes small and large group meetings as well as individual student meetings to monitor academic progress. Additionally, counselors work in collaboration with teachers to deliver curriculum aimed at promoting wellness by identifying values, writing goals, and addressing stressors and pressures that impact decision-making.

Students wishing to see a counselor may go to the Counseling Office and sign up for an appointment during lunch, study hall, or after school. The Counseling Office is located on the second floor of St. Ignatius Hall.

Areas of responsibility for the Counseling Team include, but are not limited to, the following:

- Monitoring students' academic progress and providing academic counseling
- Supporting students' social/emotional development
- Advocating for students and their families
- Acting as liaison among students, teachers and parents
- Designing and delivering Wellness curriculum in the areas of drug and alcohol awareness, values, goal setting, and decision making
- Engaging in student formation activities

C. College Advising

Beginning the second semester of junior year, students work specifically with a college advisor who is an expert in the college guidance process. The college advising program builds on the work students have done during the first two and half years at Seattle Prep.

Together with students and their families, the college advisors assist students to become responsible for their college research and selection process. During this process, students have the opportunity to explore career interests, research colleges, create a college list, meet with admission representatives from colleges throughout the country, and receive support in pursuing financial aid options.

All students and their parents are required to attend an individual college advising meeting during the second semester of junior year. The students then continue to meet with their college advisor throughout the senior year.

Areas of responsibility for College Advising include, but are not limited to:

- Meeting with students and parents to plan for the college research and application process
- Meeting with students during the college application process
- Advising on course selection and its consequences with regard to the college application process
- Maintaining relationships with college representatives
- Preparing secondary school reports and letters for each high school senior
- Coordinating teacher letters of recommendation and required forms
- Conducting parent education nights related to college research and admission

D. Confidentiality Guidelines

Student confidentiality is important to us. Seattle Prep counselors inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notices include the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students. In the school counseling office, what is said there, stays there, with the following exceptions, as required by law and/or ethical standards:

Information about Harm to Self or Others

Information regarding possibility of harm to one's self or others will not remain confidential. Examples might include, but are not limited to, suicide attempts or plans, cutting or other self-injuries, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats – anything that puts a person's health or safety, or someone else's health and safety, at risk.

Information about Abuse or Neglect

Counselors receiving information regarding the possibility of abuse (physical, emotional, verbal, sexual or other) to any minor, are required by law to report it to Child Protective Services, and / or the police. If a counselor is told about an abuse case that's already been addressed by CPS or the police, s/he will still be required to make a call to double check.

Information about Court or other Legal Proceedings

By law, if a counselor is subpoenaed (required by law to attend a hearing or other court proceeding), s/he cannot guarantee that private information will be kept confidential. Counselors will only protect confidentially to the extent reasonable while following law and cooperating with police, CPS, and courts. If there is a need to reveal information, counselors will use best judgment in determining whether to let the student know in advance and work with that student to handle the situation in a way that respects the student's feeling and needs.

VII. LEARNING RESOURCE CENTER

A. Mission

As a Catholic, Jesuit institution, Seattle Preparatory School is deeply committed to creating a supportive, inclusive academic environment. The Regina Melonson LRC seeks to ensure that students have full and equal access to educational and co-curricular programs. The school does so by providing services and accommodations for students with diagnosed learning differences and assisting faculty in their efforts to provide reasonable accommodations and equal access to learning. The work of the LRC is a collaborative effort among school administration, faculty, staff, students, parents and outside support service entities.

B. Eligibility

Students wishing to enroll must submit valid documentation that confirms a diagnosed learning difference. Contact the LRC for documentation guidelines.

C. Location and Hours

The Learning Resource Center is located in McDonnell Hall, room M200. It is open from 7:30 AM – 4:30 PM Monday-Friday.

D. Services for All Students

All students at Seattle Preparatory School, regardless of whether they are enrolled in the Learning Resource Center, have access to the following:

- Peer Tutoring
- Peer Notes
- Diagnostic educational evaluations and referrals

E. Services for Students Enrolled in the LRC

Students that are enrolled in the LRC are eligible for the following services:

- Student Accommodation Plan written and disseminated to teachers
- Testing accommodations provided for classroom and standardized tests
- Executive skill and study skill workshops
- Homework management support
- Tutoring support

VIII. MCKAY LIBRARY AND INFORMATION CENTER

A. Mission

The mission of the McKay Library is to be an integral part of the educational program at Seattle Prep, ensuring that Prep students are skilled users and creators of information and knowledge.

B. Location and Hours

The McKay Library and Information Center, located on the 5th floor of Adelpia Memorial Hall, is open for student use on all regular school days from 7:15 AM to 3:30 PM Monday through Friday. The library is closed during all liturgies and assemblies. Hours on other days (AP testing, finals, etc.) will be posted as needed. Individual students are welcome to use the facility anytime during their free periods. If they are coming from a study hall, a pass from their teacher is required.

C. Available Resources

The library has access to a variety of books, databases, audiobooks, and other research tools both in print and online. In addition, the library provides individual and group research consultation, a conference room open to reservation by students or faculty/staff, various office supplies for use, and printing capability.

D. Conduct in the Library

The library is a space within the school designated for academic work. Students are expected to behave in a manner supporting this purpose. In addition, all guidelines outlined under “Conduct in Common Areas” in this handbook apply.

Food: Non-messy snacks (ex. fruit or a cereal bar) are allowed given that students take responsibility for any cleanup necessary. Full meals or messy foods need to be consumed outside the library. Covered drinks are welcome.

Quiet Study Room: This room is designated for classes and individuals may reserve it for group meetings. When not reserved, this room is designated as quiet study for individuals—all device notifications should be turned off and conversation kept to a minimum.

Main Library: This area is designated for both individuals and groups. Normal conversational volume that respects the needs of others to get academic work done is permitted.

E. Loan Periods/Renewals

Checkout Length: Most circulating materials are checked out for a period of three weeks. Longer loan periods may be approved by the librarians. Any item may be renewed for an additional three weeks providing it isn’t requested by another borrower.

Overdues: Students will be notified of any overdues once a semester via email, and if necessary an additional note will be sent home. If a third notice does not result in return of the book, the book will be declared lost and the student’s account charged for replacement of the title.

F. Lost or Damaged Materials

The full price of an item will be charged to students for any item reported lost or returned damaged beyond repair. Students may replace a lost or damaged item with a duplicate copy of the exact same title if it is in excellent condition. If a lost and paid for item is recovered by the end of the school year, the amount paid for the material will be refunded to the student.

STUDENT LIFE

I. GUIDELINES AND EXPECTATIONS FOR STUDENT BEHAVIOR

A. Responsible Choice Discipline Model

Seattle Prep’s responsible choice model of discipline focuses on choice and developing responsibility. Principles are stressed instead of rules. A wide range of consequences, many with student or parent input, are available to address

inappropriate behavior. These consequences are implemented *consistently* but *not necessarily equally* depending on the elements of the situation and the student's context. This model is closely aligned with an *authoritative* (principles/setting bounds--logical and necessary consequences) parenting style.

Responsible Choice Model Summary

Main Goal:	To teach students to make responsible choices
Principle:	To learn to make responsible choices based on positive outcomes for self and others.
Consequences:	Focus towards internal locus of control (student decisions and choices dictate outcomes and consequences). Consequences are logical and necessary.
Student learns:	I cause my own outcomes. I have many alternative behaviors in any situation. I have the power to choose the best alternative.

B. Underpinnings

Prep has established underpinnings, based on Ignatian values, to guide our approach to discipline. These underpinnings are categorized into four areas: Student Experience, Characteristics of Student Discipline, Qualities of Adult Interaction with Student Discipline, and Values of the Community.

Values of the Community

- Student centered: adults are agents for student's reflection on behavior
- Mutual respect: always upholding the dignity of other individuals and groups
- Continuous direction toward student responsibility and internal locus of control
- Consultative: emphasizes student participation and shared ownership

The Characteristics of Student Discipline

- *Authoritative* verses authoritarian or permissive
- A system possessing clear expectations and clear and immediate consequences
- Decentralized and process oriented
- A system that promotes open dialogue and emphasizes student responsibility
- *Cura Personalis* (care or concern for the student)

Qualities of Adult Interaction with Student Discipline

- Compassion
- Consistency (within the elements of each situation)
- Ignatian: emphasizes paradigm of context-experience-reflection-action-evaluation
- Open dialogue and feedback with the community

The Student Experience

Students should:

- Feel valued and respected.
- Experience due process in disciplinary proceedings.

- Have input into the process through which decisions are made.

These underpinnings, together with our approach to discipline, informs and guides faculty and staff action, at the different levels of discipline, in response to student behavior not meeting prescribed expectation.

II. SPECIFIC POLICY REGARDING STUDENT BEHAVIOR

A. Dress Code

Students should wear clothing and practice personal grooming that respects the dignity of self, other individuals and groups, and promotes effective learning and social environments. To that end, we offer the following guidelines.

Clothing and personal grooming must be neat, clean, respectful and appropriate for the classroom setting. Appropriate includes, but is not limited to, the following:

- Clothing must cover areas from one armpit across to the other armpit, down to approximately the midpoint between the waist and the knee.
- Clothing should fully cover undergarments and the midsection.
- Tops must have shoulder straps.
- Clothing must be free of holes, tears, and rips.
- See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
- Clothing with messages communicating double entendres, while humorous, may be inappropriate, possibly offensive, and must not be worn.
- Clothing must be free of messages that promote either violence or drugs, alcohol and/or tobacco use.
- Students are required to wear appropriate clothing and footwear not only during the academic day but at all Prep sponsored events.

Students who violate the dress code may receive JUG for a first-time offense. Second and/or subsequent offenses may result in additional consequences.

The Dean of Students, in accordance with this policy, reserves the right to determine if clothing or personal grooming practices are hindering effective learning and social environments at Prep or Prep activities.

B. All-School Mass Dress Code

The Mass is central to our identity as a Catholic school. For our All-School Masses there is an expectation of formality in our attire. To help students understand and respect the importance of this sacred ritual, the dress code for All-School Masses will be strictly enforced. Students out of dress code will receive JUG and parents/ guardians may be called and asked to bring their student appropriate clothing so the student can attend Mass. Mass dress code:

- Dress pants (no jeans) or longer skirt/dress
- A collared shirt, blouse, or sweater with sleeves.
- Shoulders must be covered, and ties are optional but encouraged.

C. Cell Phones/Electronic Devices/Internet

While technology is a great gift to Prep students, it does present potential discipline issues that need to be understood and addressed. Please see Appendix A for the school's full Responsible Use Policy.

To foster the educational experience for all students, Seattle Prep has adopted the following policy regarding the use of cell phones:

- Cell phones must be turned off and not visible on campus from the first bell for class that day and continuing through the end of the day.
- If a student believes it is necessary to use a phone during school hours the student must ask prior permission from the classroom teacher, the Dean of Students, the attendance coordinator, or the receptionist.
- Cell phones are prohibited at all times in Seattle Prep locker rooms.
- If a cell phone is out in class while a student is working on an assignment, the student may be deemed in violation of the school's academic integrity policy and referred to the Assistant Principal for Teaching and Learning.
- Cell phones confiscated will result in JUG for that student. A student whose cell phone is confiscated will not have that cell phone returned to him/her until the assigned JUG is served.
- Repeated violations of this policy may result in the student being placed on disciplinary warning and/or JUG may be assigned for 2 hours.

Students may not wear headphones/earbuds in classrooms or during passing periods regardless of active use of the devices. Teachers, coaches, and immediate supervisors may grant exceptions. Headphones/earbuds may be used during free periods in order to complete assignments or to help students focus while working, but only in areas where it is appropriate for studying. Students should remove earbuds/headphones when approached by or while speaking to a member of the community. Teachers, coaches, and immediate supervisors may request removal of headphones/earbuds. Failure to follow these guidelines may result in JUG. Faculty and staff reserve the right to confiscate any electronic equipment they see as disruptive to the educational process.

Inappropriate use of social media can result in consequences at school. Conduct, including a student's use of social media which brings discredit upon the school, is in conflict with the values for which Seattle Prep stands for, or is in violation of civil law or the reasonable rights of others, is grounds for disciplinary action. Discipline could include: probation, suspension, and/or dismissal.

D. Locker Rights and Responsibilities

The school provides a locker for freshmen and sophomores and on a space-available basis for juniors and seniors. Students should contact the Dean of Students or Attendance Coordinator with this request. For those who are issued lockers, the following responsibilities will apply:

- All lockers are the property of Seattle Prep.
- It is the student's responsibility to keep the outside and inside of his/her locker clean and free of writings/stickers/gum/etc.
- The student is responsible for maintaining proper operation and appearance of their locker. Report damage (scratches and writing

included), deficiencies, or possible theft to the Dean of Students the same day noticed.

- Lockers are to be locked at all times.
- Students may not bring valuables or flammable/hazardous materials to school.
- Secure all belongings in locker when it is not possible to maintain personal, continuous control over them.
- The student's name must be on books, calculators, electronic devices.
- Students are not allowed to share lockers or exchange lockers/combinations to lockers.
- The school retains the right to inspect students' lockers at any time.
- Contact the Dean of Students if there is a problem with a locker.

E. Conduct in Common Areas

Student conduct in common areas should show consideration for other individuals, their property and the property located in those areas. To that end we offer the following guidelines:

- Activities which are loud, athletic, or involve fast moving objects are inappropriate for congested areas to include the campus plaza entrance/lobby areas of buildings and the immediate neighborhood.
- Keep passageways in buildings clear.
- After using an area, leave it in the same or better condition.
- Keep areas free of litter.

JUG or other consequences may be assigned to students who do not meet expectations for conduct in common areas.

F. Lunch Areas and Cafeteria Use

Designated lunch areas will be defined and communicated to students at the beginning of the school year. Students are expected to eat lunch only in the areas designated. Seniors and juniors have off-campus lunch privileges; freshmen and sophomores must remain on campus throughout the school day. Juniors and seniors who have multiple tardies to class after lunch may lose their off-campus privileges for a period of time at the discretion of the Dean of Students. After using a designated lunch area, students are to leave it in the same or better condition. As needed, lunch prefects will routinely ask students to clean these areas. Inappropriate behavior in a designated lunch area may result in JUG or additional disciplinary action if warranted. Additionally, freshmen or sophomores leaving campus at lunchtime may be required to spend their entire lunch in the cafeteria for a designated period of time and may receive additional consequences.

G. 1891 Terrace and Merlino Center Mezzanine Use

The 1891 Terrace and the Merlino Center Mezzanine may only be used when directly supervised by a faculty or staff member. As with any other spaces on campus, it is imperative that students who choose to use these spaces behave appropriately. Students and all their possessions must always stay inside the boundaries of the terrace. There should be no leaning on the railings, running, or roughhousing in either space. Students also must clean up after themselves, using the trash bins and cleaning materials.

H. Assemblies and Liturgies

There is no better time to show consideration for others than at all-school liturgies or guest speaker and spirit assemblies. Prep expects all students to:

- Provide their attention to speaker(s), remaining silent unless participating.
- Maintain proper posture.
- Remove hats and other headgear during liturgies or when we are honoring our nation's colors.

I. Substance Use Policy

Prep has a zero-tolerance policy regarding illegal substance possession, sale, use, distribution or other association at any Prep sponsored activity or event including, but not limited to, field trips, retreats, and trips abroad. Substances include alcoholic beverages, illicit drugs, tobacco products, vaping products or other controlled items defined as illegal under the law.

If the zero-tolerance policy is violated, consequences may include one or a combination of disciplinary probation, suspension or dismissal. Additionally, when a student receives consequences for substance use, those consequences may impact continued participation in athletic or other co-curricular activities.

Please note that Prep may utilize either alcohol identification sticks or a breathalyzer at school dances and other school events when student behavior creates a "reasonable suspicion." Students should understand that their attendance at a school event indicates their willingness, and that of their guest, to submit to such a test upon request. When a student is suspected or found to be under the influence of a controlled substance (including alcohol), Seattle Prep reserves the right to take the following action(s):

- request the student's parent/emergency contact pick him/her up
- not allow the student to travel with other students
- send the student home in a cab

Substance abuse prevention education is provided to students by Prep's teachers and/or staff members, often in conjunction with the Counseling Department. Prep welcomes the opportunity to assist students who feel they may need help.

Depending on the situation, Prep may recommend, and in some cases require, a professional drug/alcohol assessment and follow-up meetings with a certified drug and alcohol counselor. The school is committed to providing a supportive environment for students who have been involved with substances.

J. Search and Seizure

For the protection of the student body, Seattle Prep personnel reserve the right to search students, students' backpacks/purses/bags, phones, tablets, calculators, laptops or other property that is brought onto campus when there is reasonable suspicion. Students and parents grant permission to Prep personnel to search personal property brought onto the Prep campus and/or to Prep events off campus.

K. Recording Devices

Students may not utilize any form of recording device during class unless given expressed permission by the teacher.

III. LEVELS OF DISCIPLINE

A. Level 1: Immediate Supervisor

At this level, minor inappropriate behavior is handled through established policy, teacher classroom guidelines and consequences or other disciplinary means. Prep's intent is to resolve the majority of first-time discipline situations at the faculty and staff/immediate supervisor level.

B. Level 2: JUG

JUG is a form of discipline and is approved by the Dean of Students. JUG is derived from the Latin word, jugum, meaning yoke. Jugum – putting a burden upon. But also note that most yokes are for two; that is, one carries the burden with the other.

Students who receive JUG will do service to the school in the form of maintenance work. There may be times a student is asked to write a reflective statement on the situation that caused them to receive JUG and discuss his/her reflection with the Dean of Students or assigning faculty/staff member.

Previously scheduled medical appointments, emergencies and serious extenuating personal or family circumstances coordinated in advance with the Dean of Students are the only acceptable reasons for not completing JUG on the day assigned. Athletic or other co-curricular practices, meetings or competitions, work – school-related or outside employment, and carpools/ride arrangements are not acceptable reasons. Students will incur additional time if they fail to serve JUG. Students are required to arrive to JUG on time (no later than ten minutes after their last class) and adhere to the guidelines established by the JUG moderator.

C. Level 3: Disciplinary Warning

Disciplinary warning may occur when a student has multiple Level 2 (JUG) offenses, multiple instances of truancy, excessive class tardies, has engaged in significant inappropriate behavior, has engaged in behavior that is inappropriate and targets another member of the community, and/or a student is referred to the Dean of Students for insubordination or willful disobedience.

The Dean of Students may also assign a student JUG or remove certain student privileges (ex. off-campus lunch, attendance at a dance) for a period of time. A student who continues to be insubordinate or willfully disobedient while on Disciplinary Warning will be placed on disciplinary probation.

D. Level 4: Disciplinary Probation

The following inappropriate behaviors are among those that Prep considers serious and may result in suspension, disciplinary probation, or a combination of both:

- Violence or the promotion of violence, to include fighting or the presence of a real or toy look-a-like weapon
- Threatening or harassing/offensive behavior towards members of the Prep community, including neighbors of Prep (See Statement of Mutual Respect section), regardless of where or when such action takes place.

- Inappropriate use of social media that harasses a member of the community.
- Repeated instances of insubordination or willful disobedience
- Theft/stealing
- Drug (includes but is not limited to alcohol, nicotine and tobacco) possession, sale, use, distribution or other association
- Destroying or defacing school property or the private property of members of the community
- Academic dishonesty
- Behavior that negatively impacts the reputation of Seattle Prep.
- Multiple instances of truancy and/or JUG
- Any other action/behavior deemed a serious violation, at the professional discretion of Dean of Students

Staff and students will refer those involved in these types of behaviors to the Dean of Students. The parents of a student being placed on disciplinary probation or suspension will be notified.

A student placed on disciplinary probation may be allowed to continue at Seattle Prep on the condition s/he not be involved in an act of serious misconduct (refer to previous bulleted examples of behaviors Prep considers serious). There may be other conditions of a student's probation period, such as the loss of privilege to attend school social events; or the requirement to fulfill certain obligations such as required attendance at After School Study Hall.

E: Level 5: Suspension

Behaviors detailed in the levels above may also lead to suspension from school. Generally, suspension is reserved for behaviors where there is a potential for harm to a member of the community or substantial disruption to the operations of the school. Suspension may also be given for a failure to be forthcoming with a teacher, staff member, or administrator in interviews concerning issues of discipline.

When a student is suspended, s/he misses the subject material specifically covered during the period of suspension. Teachers are not required to re-teach any of this material. Students are required to make up the work they missed but will only receive credit for "major" assignments such as finals, midterms, book or unit tests, course projects, essays, and labs. Though a suspended student's grade may not fall more than a partial grade (for example, from A- to B+) due to "missed" graded work, his/her grade may drop due to poor performance on work covered during the time of the student's suspension.

Additionally, while on suspension, a student may not practice or participate in any organized school activities, nor may he/she attend school functions. Coaches and moderators may impose additional consequences with respect to participation in their sport or activity in accordance with pre-established policy which has previously been communicated to the student and which would apply to all members of the team or activity.

F. Level 6: Expulsion

The Dean of Students and/or the Principal will consider expelling a student for the following behaviors:

- Flagrant or repeated incidents of insubordination, disrespect or harassing/offensive behavior
- Possession of weapons at school or school-related events
- Drug possession, use, selling/providing prior to, at, or immediately following school or school-related events (inclusive of alcohol)
- Malicious and non-accidental destruction of school, private or neighborhood property
- Stealing/theft
- Multiple infractions of academic dishonesty
- A second action that would lead to probation or suspension while on disciplinary warning or probation.
- Behavior or action that brings into contention Prep's good name or that of the faculty, staff or students, regardless of where or when such behavior or action takes place

Additionally, whenever criminal law is breached, Prep may refer the situation to the Seattle Police Department and/or the appropriate authority.

G. Appeals

Appeals are in accordance with an established appeal policy. The appeal policy is as follows:

Discipline Levels 1 – 4

The appeal at these levels is first to the faculty, staff or immediate supervisor person. This appeal is usually with respect to establishment, communication, or enforcement of classroom or activity guidelines/expectations. The student must inform that person why he/she feels an injustice has occurred and, if necessary, request to meet at a specific time on the day the situation occurred in order to continue a discussion.

Immediately following that meeting or no later than the end of the following school day, the student may appeal in person or in writing to the Dean of Students who will make a final decision that day. Situations that occur at the end of the day may require additional time for resolution. In regard to students being placed on disciplinary warning, disciplinary probation, and suspension, the Dean's decision is final.

Level 5 or Expulsion Appeal

When the Dean of Students expels a student, an appeal may be made in writing by the student/parent(s) to the Principal within 48 hours following the notification of the Dean's decision. The Principal will respond within 72 hours after receiving the formal appeal.

When the Principal expels a student or when a Principal upholds an expulsion by the Dean, an appeal may be made in writing by the student/parent(s) to the President within 48 hours following the notification of the Principal's decision. The President will respond within 72 hours after receiving the formal appeal.

IV. ATTENDANCE

Because Seattle Prep is a college preparatory school, it is essential students participate in class activities as fully as possible. In addition, because the curriculum is heavily devoted to hands-on, experiential and cooperative learning activities, student presence is an important element of Prep's educational philosophy.

Therefore, Prep has an absentee policy that strongly supports academic participation. Students are expected to be in school and on time every day. A parent/guardian decides when an absence is necessary. However, Seattle Prep determines the type of absence that obligates the teacher to assist in make-up work and those for which disciplinary consequences may be appropriate. Parents should communicate absences to the school through the Veracross Parent Portal (preferred method), call the school (206-577-2145), or email at attendance@seaprep.org before 9:00 AM on any day their son/daughter will be absent, including a brief explanation of the reason for the absence. If a parent fails to notify the attendance office by 9:00 AM, the student may be considered truant. Generally, the student will have one business day to clear the absence with the Attendance Administrator.

A student is absent if s/he misses more than 1/3 of a class (30 minutes for block classes, 15 minutes for single-period classes). If a student misses less than 1/3 of the class, s/he will be marked tardy. The following types of absences are identified:

A. School Related Absences

These absences are defined as those that occur because of a school sponsored event or activity: i.e. athletic contests, field trips, retreats, other co-curricular activities.

B. Non-School Related Absences

School-related absences only pertain to Seattle Prep sponsored curricular and co-curricular activities. All other absences are classified as non-school related. All non-school related absences are counted when determining whether the student has exceeded the maximum number of allowable absences in accordance with our attendance no-credit policy.

Non-School related absences include, but are not limited to, illness, appointments, absences related to a death or serious illness in the family, vacations, college visits, and any co-curricular or athletic events not sponsored by Seattle Prep. The school may request documentation for illness if a student misses three or more consecutive days of classes. Any student who anticipates an absence of over two days must follow Seattle Prep's pre-planned absence protocol.

Teachers are not obligated to assist with make-up work or tests for non-school related absences. Students are responsible for managing communications with their teachers and counselor regarding non-school related absences.

C. Truancy

Truancy is an absence without parental/guardian consent and is considered a serious violation of school policy regardless of the number of class periods missed. If the Attendance Office has not received notification of an absence, the school will contact the parent to reconcile the absence. If the absence is not cleared by the following day, the Attendance Administrator will notify the Dean of Students. The

Dean of Students may notify parents/guardians and the appropriate teacher(s) that the student was truant. If a student misses a test or does not hand in an assignment on time, s/he will face academic consequences to be determined by the Assistant Principal for Teaching and Learning and the teacher.

In the event of truancy, teachers have no obligation to provide make-up work, accept assignments, or give tests. Any missed work may be given a zero grade. Additionally, the student will receive 2 hours of JUG for each class missed. Multiple truanies may result in additional consequences, including disciplinary warning, probation, suspension or expulsion.

D. Attendance No-credit

Students may receive an Attendance No-credit grade for any class in which s/he exceeds the maximum number of absences per semester. Students in danger of receiving an Attendance No-Credit grade may petition the Assistant Principal for Teaching and Learning to consider extenuating circumstances (e.g. illness) before a grade is assigned.

Number of ABSENCES

<u>Department</u>	<u>Allowable # Per Semester</u>
Collegio	12
All other classes	8

Below are the steps to petition an Attendance No-credit:

- Parents write letter to Assistant Principal for Teaching and Learning describing extenuating circumstances before a grade is assigned.
- The Assistant Principal for Teaching and Learning will review the request, consult with the teacher, and make a decision.
- The parent/student will be notified of the decision either by phone or in writing.
- The parent/student may appeal the Assistant Principal for Teaching and Learning's decision in writing to the Principal within 24 hours of being notified of the Assistant Principal for Teaching and Learning's decision. The Principal has final authority regarding the grade assigned.

A student who receives an Attendance No-credit grade must make up the course. Arrangements for course make-up will be determined by the Dean of Student Academic and LRC Services.

E. Students Leaving During School Hours

Students should pick up an early dismissal pass from the Attendance Office before school starts. To do this, parents must communicate through the Veracross Parent Portal, call the Attendance Office or send a note with their student requesting an early dismissal. Students will present the pass to their teacher prior to the start of the class period and leave at the designated time. Parents are not required to come into school but can arrange a meeting place along 11th Ave E, Miller St., or the parking garage. Failure on the part of a student to check with the Attendance Office prior to leaving campus may result in JUG.

F. Attendance Related to Co-curricular and Athletic Activities

A student must be in attendance at school or at an authorized school activity for all scheduled classes on the day of an event, meet, or performance in order to be

eligible to compete or participate. Exceptions may be granted by the Principal or the Principal's designee, but illness is not an acceptable excuse.

G. Pre-Planned Absence Procedure

Students who have a non-school related, planned absence that will exceed two days must utilize the following procedure. The **student** should send one email at least two days prior (but no more than 7 days prior) to the start of the planned absence. The email should include all of the following:

- Each classroom teacher
- Counselor
- Parent(s)/Guardian(s)
- Attendance Director
- Dean of Students
- Dean of Student Academic and LRC Services

The email must include:

- Dates of absence
- Reason for absence
- A request for each teacher: What schoolwork can I complete during my absence?

Students are also encouraged to have in-person conversations with teachers about make-up work prior to the absence. Pre-planned excused absences do count towards a student's attendance maximums.

Students are responsible for communicating with their teachers and for all the work administered while they are absent. If a student does not follow this procedure at least two days prior to being absent, teachers are not obligated to accept work that was assigned or provide make-up assignments administered during the absence.

Lengthy and/or repeated family trips present students and teachers with a difficult make-up task. Family trips should be taken during scheduled school vacation times whenever possible. If a trip falls outside of a regular vacation time, the absences directly affect a student's class participation and therefore their comprehension of the subject matter. Because trips directly affect the workload of teachers involved, in some cases teachers may *not* have time to meet all requests for make-up help. The additional absences may also affect a student's ability to receive course credit per the attendance maximums detailed above.

H. Tardies

A student will be marked tardy if s/he misses any part of a class, up to 1/3 of the class. If a student is less than 10 minutes late to class, s/he should report directly to the class and will be marked tardy. If a student is more than 10 minutes late for class, s/he should report to the Attendance Office and obtain a note to return to class. On a student's fourth (4th) tardy for any non-Collegio class, and the sixth (6th) tardy in Collegio, and any subsequent tardy for class during a semester, the Dean of Students will assign JUG. Starting on a student's eighth (8th) and tenth (10th) in Collegio, the Dean of Student will assign two hours of JUG for each

instance. If a student continues to be tardy, other possible consequences may result at the discretion of the Dean of Students.

I. Visitors of Students

If a student hopes to bring a visitor to Prep to participate in classroom or other activities, that student needs approval from the Dean of Students, his/her parents and his/her teacher(s) at least two days before the visit. Visitors must have a valid reason for visiting and check in with the Dean's Office or Attendance Office upon arrival.

Students may bring only one guest to visit classes and one guest date to designated Prep dances. Students may bring guests to athletic events and activities and are responsible for their guest's behavior. Generally, if a guest's behavior proves inappropriate for a Prep activity, both the guest and the Prep host are required to leave. Additionally, other consequences may be appropriate.

V. STUDENT/PARENT ADMINISTRATIVE RESPONSIBILITIES

A. Student Messages

For emergency or urgent messages only, parents or guardian should call the School's Attendance Office at 206-577-2145. Personal contact will be made with the student as soon as possible when communication is needed immediately. We ask that parents or guardians do not call students' cell phones as they are not to be on during school hours and it is important an adult at Seattle Prep is aware of any emergency situation your family may be facing while your student is here during school hours.

B. Medical Considerations

Prep has no school nurse but does have a sick room. When a student becomes ill or injured, he/she should report to his/her immediate supervisor/teacher. If the illness or injury takes place during the school day, the teacher will inform the Attendance Office and may refer the student to the sick room. Office personnel will notify parents or emergency contacts and perhaps call for medical assistance. Prep has no medical personnel to help make medical decisions, but the following rules apply:

- Self-administering only of any and all medications. Medications brought to the school must be prescribed by a certified medical doctor or sold over-the-counter.
- Medications brought to school must be in the original container.
- Students may not share medication with other students. Students may keep specialized medications in the Attendance office, i.e. epinephrine pens, etc.

C. Lockers/Personal Property/Security

All lockers are the property of Seattle Prep. Seattle Prep assumes no responsibility for lost or stolen items. Key student responsibilities in the agreement are:

- Secure all belongings, especially valuables, in locker(s) when it is not possible to maintain personal, continuous control over them.
- Keep locker locked at all times when not in use.
- Do not share or exchange lockers or combinations to lockers.

Seattle Prep retains the right to inspect lockers at any time when reasonable suspicion exists that lockers are being misused. The Dean of Students will periodically announce maintenance/cleanliness checks of lockers. Whenever possible, these inspections will take place with students present. Generally, we will provide students opportunities to repair their lockers under the supervision of maintenance personnel after 5:00 PM.

Students who don't meet their locker responsibilities may lose locker privileges. Students are responsible for the security of their belongings and should lock all of their valuables in their lockers in order to ensure the safety of these items. If an item is too large to fit, students should contact the coach to lock it up.

D. Student Parking

Seattle Prep has very limited parking spaces in its garage. Priority is based on greatest carpool capability (actual number of students riding in vehicle) when assigning spaces.

Parking Allocations

Criteria, in order of priority, for parking privileges are as follows:

- Medical Consideration
 - Long term medical considerations (priority #1) – must be supported by documentation
 - Short term (temporary) medical considerations – must be supported by biweekly medical documentation
- All other parking spots will be determined on a points system. To be eligible to apply, a vehicle must have a driver and three passengers (for a total of four students). Exceptions may be made for students driving greater than 30 miles one way.
- Scoring on a point system as follows
 - Distance Traveled – one way based on zip code
 - Over 30 miles: 6 points
 - 29-20 miles: 4 points
 - 19-15 miles: 3 points
 - 14-10 miles: 2 points
 - 9-5 miles: 1 point
 - Total Students in car to school – 1 point per student

Students who fail to have the number of passengers submitted on their registration form and who do not provide the Transportation Coordinator with an adequate reason will receive two warnings. A third violation will result in the loss of garage parking privileges. Appeals of a violation should be directed to the Dean of Students.

Parking Application

Students who wish to receive a parking spot in the garage must complete an application that will be published during the summer for the upcoming school year. Applications returned late or incomplete may impact parking consideration for respective students. Students that receive a parking spot have the following key responsibilities:

- Maintain valid license and insurance.
- Observe a safe parking lot speed (5 MPH for Prep lot in mornings, and afternoons when congested) and all other safety requirements at all times.
- Inform the Transportation Coordinator and the Dean of Students immediately whenever there is a permanent change in carpools. Carpool numbers should be maintained at the level submitted at registration throughout the year. Reduction due to co-curricular activities is not an acceptable reason for a reduction in carpool numbers.
- Students who are assigned a parking spot who have first period free should either drive in the carpool or designate another member of the carpool to park in the garage in a properly registered vehicle.
- Report to the Dean of Students whenever someone is inappropriately parked in an assigned spot. (If this happens, park in visitor spot).

Parking Registration and Additional Parking Regulations

- All students possessing a driver's license, regardless of assignment to a Prep parking spot, must complete the vehicle registration through Veracross.
- Sophomores are not allowed to park in the garage or in the neighborhood without specific permission from the Traffic Coordinator or the Dean of Students. Freshmen may not drive to school. Exceptions due to emergencies may be granted by the Transportation Coordinator or the Dean of Students.
- Students are not authorized to exchange parking spots without approval from the Transportation Coordinator.
- Except for juniors and seniors who are exercising their off-campus lunch privileges, students may not go to their vehicles during the school day without approval from the Transportation Coordinator.
- Student drivers who don't meet their carpool registration or parking responsibilities may lose parking privileges and possibly receive other consequences.

The Dean of Students or Transportation Coordinator will make a reasonable effort to resolve campus parking issues by contacting appropriate students or making an announcement. In certain circumstances, especially as related to vehicles blocking traffic or otherwise illegally parked, vehicles will be removed at owner's expense.

E. Neighborhood Parking and Driving

All laws concerning parking and driving apply both on campus and in the neighborhood. It is essential that students respect the dignity and property of our neighbors. Faculty and staff should inform the Dean of Students and Transportation Coordinator of any situation that is not respectful of the neighborhood.

All Prep students, families and visitors should:

- Drive according to the speed limit at all times.
- Park legally without blocking residential driveways.
- Turn off engines when waiting for pickup/drop off.

- Be respectful of neighbors.
- Avoid waiting for extended periods of time in the neighborhood.

A two-hour, one-sided Residential Parking Zone (RPZ) is in effect on the streets adjacent to Prep. The Board of Trustees, based on the written agreement with the North Capitol Hill Neighbors Association, has agreed that Prep will take the necessary steps to ensure students do not park in the RPZ-12 at any time. One hour of JUG is assigned to students who park in RPZ-12 at any time for any period of time, with increasing consequences for subsequent instances which may include a loss of driving privileges.

CO-CURRICULARS & ATHLETICS

I. MISSION

The mission of co-curricular activities and athletics at Seattle Prep is to develop students who embody the five characteristics of the Profile of the Graduation at Graduation (the “Grad at Grad”): loving, open to growth, spiritually alive, intellectually competent, and committed to justice.

National studies indicate that students perform better in high school when they participate in co-curricular opportunities at the school. There is a strong correlation between participation and higher grades, better attendance, and lower substance abuse rates. Those who get involved seem to have a greater stake in their school and, therefore, enjoy school more and make friends more quickly.

The purpose of the activities program at Prep is to provide fun, challenging events and opportunities that serve to create effective learning and social environments for students. To this end we have established a co-curricular and athletics program that provides ample opportunities for Prep’s diverse student body. A goal is to encourage all students to find their level of comfort in Prep’s activity program. Students needing financial assistance should contact their coach/moderator, counselor, or the Assistant Principal for Community and Belonging.

Any student placed on Academic Probation who desires to participate in activities and/or athletics will be required to meet with the Dean of Student Academic and LRC Services or the Assistant Principal for Community and Belonging. The Dean of Student Academic and LRC Services will create a contract that outlines the conditions under which the student may participate in school activities and/or athletics.

Seattle Prep offers a diverse range of leadership opportunities, special activities, co-curricular programs, and clubs. Please visit www.seaprep.org and the Student Life tab for more information on each.

A. Student Outcomes

- Work with others: In a democratic society a person must develop self-discipline, respect for authority, and the spirit of hard work and sacrifice. The club or team and its objectives must be placed higher than personal desires.
- Be successful: Our society is very competitive. We do not always win, but we succeed when we continually strive to do so. One can learn to accept defeat only by striving to win with earnest dedication. Develop a desire to excel.
- Develop sportsmanship: To accept any defeat like a true sportsman, knowing we have done our best, we must learn to treat others as we would have others treat us. We need to develop desirable social traits, including emotional control, honesty, cooperation, and dependability.
- Improve: Continual improvement is essential to good citizenship. Students must establish goals and constantly try to reach them. Try to better oneself in the skills involved and those characteristics set forth as being desirable.

- Enjoy athletics and activities: It is necessary to enjoy participation, to acknowledge all of the personal rewards to be derived from co-curriculars and athletics, and to give sufficiently of themselves in order to preserve and improve the program.
- Develop desirable personal health habits: To be an active, contributing citizen, it is important to obtain a high degree of physical fitness through exercise and good health habits, and to develop the desire to maintain physical fitness after formal competition has been completed.

B. School Goals

- Strive always for excellence within the bounds of good sportsmanship and mental health of each student.
- Ensure growth and development that will increase participation.
- Provide opportunities that will allow the program to serve as a laboratory where students may cope with problems and handle situations similar to those encountered in the contemporary world.
- Promote physical, mental, spiritual, and emotional growth and development.
- Assist in the acquisition and development of special skills in activities of the student's choice.
- Develop team play with the development of such commitments as loyalty, cooperation and fair play.
- Promote directed leadership and supervision that stress self-discipline, self-motivation, excellence, the ideals of good sportsmanship, and the understanding of one's role.
- Provide a superior program of student activities stressing participation and offering one sport per season with a "no cut" philosophy.
- Provide opportunities for students to experience success and have fun.
- Provide an outlet for a wide variety of interests and abilities.
- Create a desire to succeed and excel.
- Develop high ideals of fairness in all human relationships.
- Provide an environment in which students may practice self-discipline and emotional maturity in learning to make decisions under pressure.
- Provide a positive image of the school.

II. ATHLETICS GOVERNANCE, AFFILIATIONS, AND PARTICIPATION REQUIREMENTS

A. Governance

The Principal is the official school representative in matters dealing with the Washington Interscholastic Activities Association and the Metro League. The Assistant Principal for Community and Belonging, directly oversees the Athletic Director, who is responsible for the day-to-day operations of the Athletic Department. This includes training and evaluating head coaches, oversight of individual athletic program budgets, hiring of assistant coaches and serving as the school's designee for matters dealing with the state and league athletic ruling bodies. The Athletic Director works in partnership with the Assistant Principal for Community and Belonging, in the hiring of Program Heads. Program Heads are responsible to the Athletic Director for the total operation of their respective sports program.

B. Affiliations

Seattle Prep is affiliated with the following Athletic organizations:

WIAA

Seattle Prep is a member of the Washington Interscholastic Activities Association that serves as the authorized representative of the Department of Education in the supervision and control of the interscholastic athletic activities of the schools in the state.

The purpose of the organization is to promote, develop, direct, protect and regulate amateur interscholastic athletic relationships between member schools and to stimulate fair play, friendly rivalry, and good sportsmanship among contestants, schools, and communities throughout the state. As a member of the WIAA, Seattle Prep agrees to abide by all of the state by-laws, rules, and regulations with special emphasis placed on those governing eligibility, age limitation, enrollment and attendance, scholarship, residence, transfers, recruiting, amateurism, and the conduct, character, and discipline of athletes.

Sea-King District II

Seattle Prep is a member of the Sea-King District (II) of the WIAA. Most post-season competition runs through the district's support.

Metro League

Prep is a member of the Seattle Metro League, consisting of the ten 3A Seattle Public Schools, Bainbridge, Bishop Blanchet, O'Dea, Holy Names Academy, Lakeside, and Eastside Catholic. The League was established to encourage member schools to improve their extra-curricular program in the area of athletics in a setting of both public and private schools. The value of a league membership is derived from arranging of schedules, equalizing competition, conducting league meets and generally up-grading the activities program by adhering to league standards and goals. Membership implies abiding by league schedules, by-laws, rules and regulations.

C. Requirements for Participation in Athletics

Athletes must turn in several forms prior to being allowed to turnout for a sport. A student must have a current physical exam and Seattle Prep's physical form must be signed. Obtain a copy of the form before seeing your physician. An Emergency Form is also required which includes Driving Permission Form, Concussion Form and Liability Waiver.

In addition, the following requirements must be met:

- Insurance: All athletes must have their own insurance coverage to take care of any injuries that might occur. Individual student insurance policies are available upon request.
- Scholastic Eligibility: Any student placed on Academic Warning (below 2.2) will be required to meet with the Dean of Student Academic and LRC Services. The Dean of Student Academic and LRC Services will create a contract that outlines the conditions under which the student may participate in school activities and/or athletics.
- Age Limits: Students must be under 20 years of age on September 1st.

- Previous Semester: Students must have been in regular attendance in a grade school or high school the previous semester to be eligible.
- Residence: Upon initial enrollment, the student must live within a 50-mile radius of Seattle Prep and be living with parents or a court appointed legal guardian.
- Equipment Care and Obligations: Participation implies a willingness to care for the equipment and uniforms handed out to athletes. Athletes are responsible for costs associated with damaged or lost equipment.

D. Transfers

Students transferring into Seattle Prep from another high school, without changing residence, will be declared ineligible for varsity sports for one calendar year in concurrence with WIAA rules. Students may participate at a non-varsity level, however. In order to gain eligibility, the athlete must request an eligibility hearing with the District II Eligibility Committee. The Committee will only grant eligibility in a case where the student can demonstrate a “hardship,” unique and beyond the athlete’s control, which subsequently caused the transfer. The athletic director will facilitate this by assisting the athlete and parent with necessary paperwork.

III. CO-CURRICULAR AND ATHLETIC CODE OF CONDUCT

Like any other student, the athlete is expected to follow the conduct guidelines for all Students at Seattle Prep. A special responsibility exists for athletes because they represent the school in their athletic endeavors.

A. Alcohol, Drugs

In the case of an athlete using an illegal substance (inclusive of alcohol and tobacco), s/he will be referred to the Dean of Students and follow procedures outlined earlier in this handbook regarding substance use by students of Seattle Prep. Additionally, when a student receives consequences for substance abuse, those consequences may impact continued participation in his/her athletic endeavors.

Please refer to the WIAA handbook regarding new regulations governing the use of Legend drugs and controlled substances. The handbook can be found at: <http://www.wiaa.com/pub/handbook/>

B. Absences

Seattle Prep and the Metro League require attendance at all classes on the day of a contest. The rule reads, “A student must be in attendance at school or at an authorized school activity for **all** scheduled classes on the day of an event or meet in order to be eligible to compete in that event or meet. Exceptions may be granted by the principal (or the principal’s designee), but illness is not an acceptable excuse.” Please call the school if there are any questions about this policy.

C. Policy on Fighting or Unsportsmanlike Behavior

Rules of the sport dictate response to situations where athletes are ejected from contests. In addition, the WIAA determines that any athlete or coach ejected from a contest will sit the next contest in that sport. The second offense requires the

athlete or coach to sit for the remainder of the season. A third offense would end the athlete's high school career permanently.

D. Sportsmanship

Athletes, spectators, and coaches are expected to demonstrate sportsmanlike and respectful behavior towards opponents, officials, and other participants. Unsportsmanlike behavior will not be tolerated.

E. Appeal Procedure

Internal athletic appeals may be made to the Assistant Principal for Community and Belonging. The Metro League and the WIAA appeals procedures are outlined in the Metro League By-Laws and the WIAA Handbook. Copies are available from the Athletic Director.

F. Travel/Transportation

Students are expected to travel on the school provided bus or van both to and from contests. Coaches will decide if a need arises for an athlete to drive or ride with someone other than the team vehicle.

G. College Recruitment

Less than 2% of high school athletes in the state of Washington will receive college scholarships and many of those will be partial scholarships. Students should contact their counselor, coach and the athletic director for assistance in "recruiting" a college. Division I and II prospective athletes should fill out the NCAA Clearinghouse Forms available from the counselors during their senior year.

H. Conflicts in Co-Curricular Activities

Seattle Prep and the Metro League observe the following rule regarding participation at non-school athletic events: During any sport season after joining a school squad, students may participate in non-school athletic activities provided they do not miss a team practice or scheduled contest. In unusual or unique situations, schools may petition the League athletic director for an exception to this regulation provided the petition is made and ruled upon in advance.

Athletes who miss participating in a League scheduled event (regular season or play-offs) as a result of participating in a non-league athletic activity shall be ineligible for the remainder of the season. If there is no season remaining, loss of eligibility can occur during a subsequent season.

I. Early Dismissal

Many contests are scheduled for the afternoon (3:30 or 4:00). Because of travel and the need for sufficient warm-up, teams are occasionally dismissed from classes early. It is the responsibility of the athlete to discuss with the teacher what may be missed in class and how to make up any assignments or quizzes scheduled for that day. Alternatives to early dismissal, such as dressing in uniform at lunch or leaving later for a contest in a private vehicle, may be possible if conflicts exist or a student does not feel he/she can miss a particular class. Communication on the part of the athlete is essential to this.

J. Vacation Policy

If for any reason an athlete will miss a scheduled practice, the athlete should contact the coach in person or by phone. Keep in mind that athletes who miss practices or contests may lose playing time to others who did participate and progress in their athletic abilities.

K. Reporting of Injuries

Athletes should always inform their coach and the school's athletic trainer of any injury or potential concussion sustained at a practice or contest. Athletes and parents must follow the school's concussion protocol, created in partnership with Seattle Children's Hospital.

L. Locker Room Regulations

Athletes may be assigned a locker. They are expected to secure their valuables in the locker and inform their coach or the athletic director if there is any problem. There is to be no horseplay at any time in the locker rooms or showers. Glass bottles are forbidden in the locker areas. Cell phones are prohibited at all times in locker rooms.

IV. OTHER

A. Beginning a New Activity

Students interested in starting a new club or activity are encouraged to do so by obtaining a student activity application form from the Student Activities Director. Upon completion, the Student Activities Director will consult with other key program directors and administrators in making a decision to approve a new activity.

B. Attendance Related to Co-Curriculars

A student must be in attendance for school, online classes, or other authorized school activity for all scheduled classes on the day of a performance or event in order to be eligible to participate (this would include practice and rehearsals). Exceptions may be granted by Student Activities Director or Dean of Students, but illness is not generally an acceptable excuse.

C. Goodwin Club Membership

The John Goodwin Club is an organization whose function is to support the athletic program through supporting state and national tournament travel, professional growth for coaches, and some capital needs for athletic programs. All Prep families and alumni are invited to join and participate in the Goodwin Club activities. Membership allows families into regular season home contests at no charge.

D. Seattle Preparatory School Spirit Wear Policy

Design Approval: All current and new designs must be reviewed and approved by the Director of Communications and Marketing.

Student and Parent Merchandise: The school handbook prohibits students and parents from creating and/or selling their own merchandise except with school approval through the Athletic Director, or the Panther Place store.

- **Athletic Orders:** The Athletic Director is responsible for all orders related to specific athletic team/program uniforms and spirit wear. Panther Place store inventory is managed separately from Athletics.
- **School Club Orders:** Panther Place is responsible for all orders related to school club/program spirit wear.

General Inventory: Except for school club/program spirit wear, all other Panther Place store inventory is general to the school.

Department Sales: Other school departments are encouraged to purchase spirit wear through Panther Place and are not permitted to sell general items that would reduce store merchandise profits.

- Panther Place does not sell items that would reduce profits from other school sales (such as the cafeteria). Panther Place concession sales are permitted as regulated by the school.

Program Compliance: Other school programs must not compromise brand identity.

COMMUNITY MINISTRY & MAGIS CHRISTIAN SERVICE

Community Ministry and Christian Service aid in the continuing spiritual development of the individuals at Seattle Prep and helps to provide for the holistic development of a Christian community. While Theology is taught in the classroom, Community Ministry and Christian Service provide opportunities outside the classroom to grow in relationship with God.

I. COMMUNITY MINISTRY

A. Mission Statement

Proclaiming the Gospel of Jesus Christ, and rooted in the Catholic faith and Jesuit tradition, Community Ministry collaborates with and serves the Seattle Prep community through experiences of:

- Sacraments
- Prayer
- Ministerial Training
- Retreats

Community Ministry at Seattle Prep is administered by a core group of faculty and staff who minister as a team. The team attempts to model to the broader Seattle Prep community the practices of prayer, discernment and concern for others. Just as importantly, the team works in partnership with students, staff, parents and alums in ascertaining the spiritual needs of the various groups within the Prep constituency and planning programs and experiences that meet those needs.

B. Sacraments

Catholic Liturgy/Mass

Liturgically, Community Ministry attempts to provide a broad variety of prayer and worship experiences. Several times a month a liturgy is offered

and students are invited to participate in those liturgies by planning, attending, or watching. Weekly liturgy is offered on B days. Students can check out of their study hall to attend. Five mandatory all-school liturgies are held each year in the gym.

The Mass is central to our identity as a Catholic school. For our All-School Masses there is an expectation of formality in our attire. To help students understand and respect the importance of this sacred ritual, the dress code for All-School Masses will be strictly enforced. Students out of dress code may receive JUG and parents/ guardians may be called and asked to bring their student appropriate clothing so the student can attend Mass. In addition to our daily dress code, students should follow this Mass dress code:

- Dress pants (no jeans) or longer skirt/dress
- A collared shirt, blouse, or sweater with sleeves.
- Shoulders must be covered, and ties are optional but encouraged.

Reconciliation

The formal Sacrament of Reconciliation is offered during Advent and Lent by Seattle Prep priest ministers.

C. Prayer

Prayer is a regular feature at Seattle Prep. Community Ministry starts each school day off with a prayer for the whole school. During Lent, the school pauses for the Examination of Conscience after lunch. All-school gatherings start with prayer. Community Ministry assists students as they grow in their ability to pray.

D. Ministerial Training

Community Ministry offers over 500 opportunities for students to take leadership in ministerial roles during the school year. These include training and leadership in liturgy, prayer, retreats and service. Students interested in playing an instrument or singing for Mass can join our music ministry program that meets during liturgy / study period.

E. Retreats

Retreats are a core component of the student experience at Seattle Prep. There are a variety of mandatory and optional retreats offered throughout the students' four years at Prep. The Freshman Retreat is a mandatory retreat. Information regarding all our retreats is located on our school's website. All school rules apply on Seattle Prep retreats.

II. MAGIS CHRISTIAN SERVICE PROGRAM

A. Introduction

Seattle Prep's programs are rooted in this philosophy: "Our ideal is the well-rounded person who is: intellectually competent, open to growth, spiritually alive, loving and committed to doing justice in generous service to the people of God." This is why Seattle Preparatory School includes in its curriculum the Magis Christian Service Program. It is more than a requirement or extra work. Service to others is proof of our love for God and is the starting point for all that happens at Seattle Preparatory School.

"The Jesuit High School, faithful to its Christian and Jesuit heritage, gives its students an experience of the value of service to their fellow humans in the name of Jesus. In the course of their high school years, students are expected to participate in a service-oriented experience within the school's program. It is understood that the enrollment of a student in a Jesuit High School is a commitment to an exploration of the human and religious significance of Christian Service." (The Jesuit Schools Network)

B. Goals of the Magis Christian Service Program

The Magis Christian Service Program is designed to provide opportunities for students to:

- deepen their formation of Christian and human values and attitudes.
- broaden their experience of the wider world.
- respond in a practical way to the call to be men and women-for-and-with-others.
- experience multiple ways of being of service to the world.
- become sensitized to people in need on all levels of society, thereby helping her/him realize what she/he can offer others, what she/he can learn from others, and what her/his own needs may be.
- discover talents they may have that are not as evident in their usual academic environment; and also to become aware of what their limitations might be.

C. Forms of Service

The three-year Magis Christian Service Program exposes students to many different forms of service including service to family (freshman year), to school (sophomore year), and to the poor and marginalized (junior year). For more information, please see the Magis Christian Service section on the school webpage.

III. OUR LADY OF MONTSERRAT CHAPEL

The Our Lady of Montserrat Chapel at Seattle Prep is an award-winning chapel located at the heart of the school. It is a place of sanctuary for the community where people can pray and gather for prayer and worship. Find out more about the art and features of the chapel at <http://www.seaprep.org/faithandservice/chapel>.

COMMUNICATION WITH THE PARENT COMMUNITY

I. COMMUNICATIONS TO PARENTS

There are several important ways that the school communicates with Prep families:

Prep Post Weekly Email

During the school year, the Communications Office sends out an electronic weekly news update to all parents. These updates include information about activities, academics, athletics, community ministry, parent gatherings and other aspects of parent and student life at Prep.

Email blasts

Periodically, the Communications Office will send an email blast to all Prep families or a subset of Prep families in order to share pertinent news or information about a specific topic.

Website

Prep has an up-to-date calendar, information about upcoming events, notifications of school closures, news stories, and other information on the website at www.seaprep.org. The Parent Portal on our website is tailored specifically toward providing current parents with information and resources throughout the school year, and it can be found at www.seaprep.org/parents.

Department-Specific Emails

Periodically, various departments at Prep will send information to parents through email. During summer, the student's schedules will come via email. Important updates, forms and other information will be sent electronically throughout the year.

Veracross

Seattle Prep utilizes Veracross as its Student Information System. Through Veracross, students may access assignments and grades for each class and parents can access student grades, student accounts, and a family directory.

II. STUDENT PHOTO RELEASE

Seattle Prep uses pictures of students in its various publications, including the school website, social media, and Panther Tracks magazine. Additionally, Prep sometimes uses photos and/or videos that include students engaged in or attending various school-related activities, including field trips, clubs, and athletics.

If you do not authorize the school to use a photo or image of your student, please contact the Director of Communications at 206-577-2103.

POLICY FOR PREVENTION OF SEXUAL ABUSE AND RESPONSE TO ALLEGATIONS OF SEXUAL ABUSE OF MINORS

Seattle Preparatory School deeply cherishes the bond of trust between its students and their families and its faculty, staff, administrators and volunteers. As a community of faith we acknowledge the worth and dignity of every person. These important values will always guide our response as we address the issue of sexual abuse of minors or misconduct by employees or volunteers. This policy for prevention of sexual abuse and response to allegations of sexual abuse of minors applies to all employees and volunteers working for Seattle Preparatory School

I. PREVENTION AND EDUCATION

A. Educating Employees and Volunteers

All employees and volunteers of Seattle Preparatory School whose established volunteer work includes regular ongoing unsupervised contact with children will complete a training session that include the following subjects:

- Appropriate boundaries
- Nature of the problem of sexual abuse of minors
- Policies and procedures for prevention of sexual abuse of minors by employees or volunteers
- Policies and procedures for reporting allegations of sexual abuse of minors
- Types of disclosure and how to respond appropriately

B. Educating Parents, Other Adults, and Students

In order to raise the awareness of parents about the nature and scope of the problem of sexual abuse of minors, this policy will be made available to all parents of Seattle Preparatory School students.

II. SCREENING AND SELECTION

A. Screening Employees

All employees shall be screened for the fitness to work with minors. Applicants who refuse to grant permission for the background check and other screening will not be employed at Seattle Preparatory School. The basic screening program for all employees shall include:

- A letter of application and resume
- A statement concerning felony conviction or release from incarceration with the previous ten years
- A statement disclosing whether the applicant has ever been accused, arrested, charged, convicted or subjected to administrative employment acts taken as a result of any allegation of a crime involving harm to a minor, child abuse or neglect or any crime classified as a sexual offense
- Confirmation of education status/history
- Confirmation of employment history with previous employers
- A personal interview with the applicant
- Reference checks
- A criminal background check, including fingerprinting

No individual with a conviction for a crime involving harm to a minor, child abuse or neglect, or any crime classified as a sexual offense or involving violence will be employed by Seattle Preparatory School. The School will immediately place any employee on administrative leave if it discovers evidence of previous sexual abuse of a minor by the employee. If an investigation concludes that the employee engaged in any form of sexual abuse of a minor, the employee will be terminated.

B. Screening Volunteers

All volunteers who have regular ongoing unsupervised contact with students in the course of their volunteer work will be screened for fitness to work with minors. The basic screening program for these volunteers shall include a criminal background check. Volunteers who refuse to grant permission for the background check and other screening will not be allowed to participate in volunteer activities. No individual with a known conviction for involving harm to a minor, child abuse or neglect, or any crime classified as a sexual offense or involving violence will be allowed to engage in volunteer activities.

C. Code of Conduct

Seattle Preparatory School will adopt a Code of Conduct for employees and volunteers. The code will establish guidelines for appropriate interactions between school personnel and those they serve.

III. REPORTING SEXUAL ABUSE

Washington State law sets forth the requirements for reporting alleged or suspected child abuse and/or neglect to the Washington Department of Children and Family Services (CPS) or other law enforcement authorities. The State law mandates that any professional school personnel who has reasonable cause to believe that a child has suffered abuse or neglect shall make a report to CPS or other law enforcement authority.

- Reasonable cause means a situation that would motivate a person of ordinary intelligence under the circumstances to believe, based on observations or conversations, that a child has been or is being abused.
- Abuse or neglect includes physical injury, sexual abuse (including inappropriate touching), negligent treatment or maltreatment that indicates a child's health, welfare or safety is harmed or is in clear or present danger. Negligent treatment or maltreatment may include ridicule or intimidation, but does not include poverty or homelessness.

Any person who makes such a report in good faith is immune from liability for making the report. Washington law recognizes an exception to this policy. Under Washington law, if a priest receives a disclosure of child abuse in the sacrament of reconciliation, either from the abuser or the victim, the priest may not report the disclosure without the permission of the person making the confession.

Seattle Preparatory School personnel shall follow the following procedures, which have been developed in accord with Washington law. Seattle Preparatory School personnel shall maintain confidentiality for the benefit of those involved.

If the alleged abuser is a parent, guardian, or caretaker at the time of the abuse:

- Call CPS or other law enforcement authority.
- Report within 48 hours of the time it is noted.
- Make the report prior to contacting the child's family. It is the responsibility of CPS or the other law enforcement authority to decide how to notify the family of the referral.
- Document the phone call.
- Inform the Principal and/or President of Seattle Preparatory School with a copy of the documentation of the phone call.

If the alleged abuser is a school employee or volunteer:

- Call CPS or other law enforcement authority.
- Report within 48 hours of the time it is noted.
- Call the President and/or Principal.
- The reporter shall also provide the President and/or Principal a written copy of the report.
- The President and/or Principal shall suspend the school employee from school duties where any interaction with students would be required. Suspension may be with or without pay. The suspension shall be documented in writing, specifying, "until investigation has been completed."
- The President and/or Principal shall inform the employee that a report has been made to CPS or other law enforcement authority and that the employee or volunteer will be informed of their rights by CPS or the other law enforcement authority during and after the investigation. The employee may be informed concerning her/her legal right to consult an attorney.
- The school will conduct an internal investigation consistent with the guidelines herein. The school will take appropriate steps to protect the reputation of the accused where guilt has not been admitted or clearly established.

Regular communication with the family of the alleged victim is important. A supportive, objective manner regarding the welfare of the child is appropriate. Care must be taken not to make unwarranted judgments about the guilt or innocence of the alleged abuser and not to defame or disseminate confidential personnel information. There will be communication with school parents as appropriate. Personnel shall cooperate with the CPS caseworker and/or the proper legal authority.

Any public statement should be made only with legal advice. Care must be taken at all times to protect the student's anonymity. School personnel should not release the name of the alleged victim or the alleged abuser to the public or press.

Because Seattle Preparatory School is a Catholic, Jesuit high school, the administration may notify the Provincial of the Oregon Province of the Society of Jesus of any allegation as well as notify the appropriate offices of the Archdiocese of Seattle, but only after notifying the police or CPS. During the investigation, the school will take appropriate steps to protect the community. The school will also take appropriate steps to protect the reputation of the accused whose guilt has not been admitted or clearly established.

CODE OF CONDUCT FOR SEATTLE PREPARATORY SCHOOL EMPLOYEES OR VOLUNTEERS WORKING WITH STUDENTS

In order to assure that School personnel and volunteers act in a manner consistent with the preceding policy, they are required to:

- Respect the dignity of each person as made in the image and likeness of God.
- Maintain appropriate professional boundaries to avoid impropriety or the appearance of impropriety.
- Conduct themselves in a manner consistent with the discipline, norms and teachings of the Catholic Church.
- Maintain confidentiality except in circumstances indicating harm to individuals may occur.
- Refer people to appropriate professional resources for counseling services.
- Respect the right of all persons to a good reputation.
- Report violations of policy or suspected violations of policy to the appropriate civil and/or School authorities.

School personnel are prohibited from engaging in the following conduct. This list is not exhaustive.

- Crimes against persons
- Possession or distribution of pornographic material
- Engaging in sexual abuse, sexual misconduct or sexual harassment
- Failure to follow school policies

I. APPROPRIATE INTERACTIONS

Appropriate interactions between School personnel and minors are a positive aspect of School life and ministry and promote healthy development. Depending upon circumstances, the following forms of interaction are customarily (but not always) regarded as appropriate.

Examples of Appropriate Physical Contact

- Short hugs (particularly side to side hugs)
- Pat on the back or shoulder
- Handshakes
- “High-fives”
- Holding hands during prayer

Examples of Appropriate Behavior

- Maintaining professional relationships with students and their families
- Following appropriate instructions of parent or guardian
- Informing parent or guardian of activities
- Acquiring appropriate signed permission forms

Examples of Appropriate Verbal Interactions

- Positive reinforcement
- Verbal praise
- Appropriate jokes and age-appropriate humor

II. INAPPROPRIATE INTERACTIONS

Some forms of interaction with students have been used by adults to initiate inappropriate contact. Physical contact should generally be initiated by the student. In order to maintain a safe environment for students, the following are examples of activities to be avoided.

Examples of Inappropriate Physical Interactions

- Lengthy hugs or forceful frontal hugs
- Kisses
- Holding students on the lap
- Touching buttocks or genital areas
- Being in bed with a student
- Wrestling
- Tickling
- Piggyback rides
- Any type of massage involving a student given by or to school personnel

Examples of Inappropriate Behavior

- Giving personal email, telephone number or residence location to a student. Provided that with their supervisor's permission, teachers, coaches, and moderators may provide cellphone numbers to students and parents to facilitate group planning or to promote student safety
- Being alone with a student in a private setting, outside the view of others
- Allowing students to break rules or violate the law
- Offering alcohol or illegal drugs to students
- Using, possessing or being under the influence of illegal drugs in the presence of students
- Showering with or in the immediate presence of a student
- Exposing a student to sexually oriented or morally inappropriate materials
- Transporting a student alone
- Giving gifts to students, except with the consent of the parent or guardian and when generally distributed
- Giving money to students

Examples of Inappropriate Verbal Interactions

- Swearing
- Telling sexually suggestive jokes
- Shaming
- Comments relating to physique or body development
- Involving students in personal problems or issues of adults
- Asking students to keep secrets from their parents or guardians
- Derogatory remarks about a student's family
- Engaging in sexually oriented conversations unless part of a legitimate lesson in an approved class, in accord with Church teaching

III. DIGITAL COMMUNICATIONS EXPECTATIONS

Seattle Prep community members' representation of self and school should reflect Prep's identity as a Catholic, Jesuit, college preparatory school. The standards of ethical conduct and personal integrity extend to all forms of written, verbal and electronic communications.

Employees and volunteers shall only engage in digital communication with students via phone, email, texting, social media and/or online networking media when such communication is directly related to curricular matters, co-curricular events or activities, and/or the health and safety of the individual.

School personnel should not use personal digital communications to interact one-on-one with students (e.g. through individual message, chat, text, or other means). All Seattle Prep employees and students must use Seattle Prep email accounts for email correspondence. Other digital communications should utilize school messaging software and/or school-monitored processes.

Under unique circumstances, a Prep staff member or volunteer may need to communicate individually with a student using a personal account. In those rare cases, school personnel should communicate those circumstances to their supervisor before engaging in such communications or immediately following the situation.

Safe Environment Policy expectations regarding appropriate boundaries and communications apply to all interactions between and among Prep employees and students.

APPENDIX: TECHNOLOGY RESPONSIBLE USE POLICY

Introduction

The mission of the Seattle Preparatory Technology Plan is to empower our students, faculty and staff to be informed, ethical and contributing members of an increasingly digital and global society. We embrace technology as a tool that supports our school mission of forming "discerning, transformational leaders who are intellectually competent, spiritually alive, open to growth, loving and committed to justice."

Use of technology is a privilege that carries responsibilities and behavioral expectations consistent with all school rules and policies, including but not limited to those stated in the Parent/Student Handbook. It is understood that members of the Seattle Prep community will use devices and the school's network in a responsible, ethical, and legal manner at all times. Consequences for violating any condition of this policy may include further education, disciplinary action, or termination of network privileges.

What Constitutes Responsible Use?

Network and system administrators will do their best to maintain a reliable and responsive network. The performance of our system is dependent on the integrity of our users. All users are accountable for their actions and are expected to:

- **Respect the classroom learning environment.** For example, users will comply with the teacher's directives regarding the use of devices in the classroom and ensure that work is submitted regardless of device malfunctions or other mechanical failure.
- **Respect the rights of others.** For example, users will comply with all Seattle Prep policies regarding digital privacy, harassment, and disorderly conduct.
- **Respect the intended usage of resources.** For example, users will only access their unique accounts, protect their accounts with passwords where appropriate, and refrain from sending forged/anonymous communications.
- **Respect the legal protection provided by copyright and licensing of programs and data.** For example, users will acquire appropriate permissions before copying licensed software or other legally protected content.
- **Respect the integrity of system and network resources.** For example, users will refrain from breaching system security through any means, including hacking, viruses, Trojan horses, flooding/spamming, proxy servers, bypassing the firewall, or password grabbing.

What Devices May I Use At Prep?

All faculty, staff, and students must register each device that accesses the Seattle Prep network resources. Acceptable devices for use at Seattle Prep include registered Surfaces and, in approved cases, laptops. Phones are not allowed to be used during the school day, except with permission from faculty or staff.

What Privacy Can I Expect?

Network use, storage, and communication (including email) are not private. Seattle Prep's network and school administrators may review files and communications to maintain system security and integrity. Administrators and teachers may examine users' files, communications, and use when situations warrant. Any inappropriate material or copying/transfer of copyrighted material to or from devices on the Seattle Prep network will result in disciplinary action.

How Will Seattle Prep Manage My Device?

Seattle Prep utilizes a mobile device management (MDM) solution to:

- Register devices.
- Apply Seattle Prep's device rules and resource protections.
- Remotely distribute educational software
- Monitor usage.
- Track and protect lost or stolen devices and data.

- Set age restrictions on the types of apps and music.
- Log and filter student Internet traffic while on campus.

Facebook, Twitter, Snapchat, and Tumblr are examples of sites blocked by the web blocker server as well as the MDM device.

What Are Classroom Expectations?

During instructional time, students will use devices at the discretion of the instructor. Students may not record or photograph teachers or students without their permission. In order to ensure that students' technology use conforms to instructional expectations, instructors have the prerogative to:

- Specify appropriate times of use of technology during class time, for individuals or classes.
- Specify sound settings, notifications, angle of display, and which apps may be running.
- Check a student's device for compliance.
- Take disciplinary action, including (but not limited to) the following: Temporary suspension of privileges; JUG, and/or confiscate device; Referral to the Dean, who may take further disciplinary action.
- Record and distribute class lessons and activities for student use.

Outside the Classroom, When and Where May I Use My Device?

Students may use their devices on campus to enhance educational objectives. Understanding that time before and between classes may be needed for schoolwork, areas exist outside of the classroom where devices may be used. Devices can be accessed and used ***for schoolwork in:***

- the classrooms at teachers' direction
- the PACCAR Commons
- the Library
- the Great Room

In turn, the following areas are – **at all times** – device free zones:

- Our Lady of Montserrat Chapel
- Locker rooms
- Restrooms