SEATTLE ACADEMY

Student / Family Handbook

2026-2027

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Welcome & Who We Are

1.1 Introduction

Our mission is to challenge students to Question, Imagine, and Create in order to Contribute Boldly to a changing world. To accomplish our mission successfully, Seattle Academy strives to maintain an effective partnership between school and family. To be prepared to Contribute Boldly—in college and in life beyond—a student must have developed effective intellectual and academic habits, have a sense of purpose and agency, and be able to function successfully both as a member of a group and as a self-reliant individual. This preparation depends upon a strong, broad, general education, with the student encouraged to take risks in academics, the arts, athletics, civic engagement, and the trips & outdoor program.

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

The purpose of this handbook is to foster understanding about ourselves as a school community and to promote effective communication between students, families, and the school. The handbook is not a contract and Seattle Academy reserves the right to interpret or vary from its provisions or modify any policy at any time. The policies, practices, and expectations described in the handbook derive from Seattle Academy's mission, philosophy, and core values.

1.2 Mission

MISSION STATEMENT

SEATTLE ACADEMY IS
A **DYNAMIC COMMUNITY** THAT **CHALLENGES STUDENTS** TO
QUESTION, IMAGINE, AND **CREATE**
IN ORDER TO
CONTRIBUTE
BOLDLY TO A **CHANGING WORLD.**

1.3 Culture Principles

Build Connection

We believe relationships precede performance. Guided by the SAAS mantra Know the Kid, we teach from a foundation of mutual respect, grow together through challenges, and center learning in trust.

Expand Access

We understand that meaningful opportunity demands action and persistence, and must be grounded in a deep regard for others. We teach our students to become catalysts for hope and to extend their impact into the wider community.

Foster Agility

We equip the leaders of tomorrow with an entrepreneurial mindset rooted in the power to create. We teach the integration of skills and knowledge in moments of action, instill the courage to take risks, and adapt with confidence.

Pursue Excellence

We honor a broad definition of human ability and anchor achievement in purpose. We teach each other to reach beyond limits, become better versions of ourselves, and celebrate individual and shared success.

Adopted by the Board of Trustees May 2026

1.4 Core Values

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

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

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

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

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

1.5 Governance & Leadership

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

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

Daily Operations & Attendance

2.1 Daily Schedule

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

2.2 Lunch

All students have a designated lunch period and there is a school lunch program available at additional cost. Breakfast is served from 7:30 - 8:05 AM. Students can also bring their lunch. Microwave ovens are available, but there are no refrigerators for student use. 8-12th graders have the option of signing out for lunch at one of the neighboring eateries. 8th graders have specific locations they may access.

Parents or guardians may use mykidsspending.com to fund their student’s lunch account and monitor their spending and lunch choices.

2.3 After School

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

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

2.4 Attendance

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

Families are asked to cooperate by inputting attendance updates into Veracross directly or by calling or emailing the school by 8:15 AM if their child will be absent for all or part of the day.

- For Middle School contact msattendance@seattleacademy.org or 206-676- 6880.
- For Upper School contact usattendance@seattleacademy.org or 206-676-6644.

Attendance will be taken for the first time each day during the first period class. **Students arriving late (after 8:15 AM) must sign in at the front desk of the appropriate building before going to class.** They will receive a late slip, which they must take to their teacher.

If a student is reported absent and has not checked in late with the front office and if the parent has not contacted the school, the school will contact the parent at home or at work to verify the absence. Teachers will subsequently take attendance in every class. If a student is marked present for the first class of the day and misses a subsequent class without signing out, the school will contact the student and determine their whereabouts. If the school is unable to contact the student, the school will contact the family. **A pattern of unexcused tardies and absences may lead to disciplinary action.**

2.4.1 Attendance and Credit

Students who are absent for protracted periods of time and/or those students with high frequency absences may not be able to meet the minimum requirement necessary to assign a passing grade for a course. Students who miss 25% or more of one class will enter “Attendance Review” for that class. If a student is earning a passing grade in the class and engages in the review process with their Grade Level Dean, they may maintain their eligibility to earn a passing grade. Continued absences or failure to meet these two requirements during this review period could result in an escalation of consequences including receiving a failing grade, moving to pass/fail reporting, or withdrawal from the class. The circumstances surrounding the absences are always taken into consideration during the Attendance Review process. When calculating the percentage of class time a student has missed, both excused and unexcused absences are included.

2.4.2 Attendance and Eligibility for After School Activities

Students are required to be in attendance at school by the second block of the day in order to participate in after school activities that day (productions, sports matches, practices, etc.). Students who are present on campus on any given school day are expected to attend all scheduled classes for that day. Students who remain on campus but miss class for reasons unrelated to school activities or school-approved obligations may forfeit the privilege of participating in after-school activities.

This rule applies to all students, including those with morning free blocks.

Certain exceptions to the arrival time rule will be approved on a case by case basis by the appropriate Division Head. These exceptions include medical appointments, family emergencies, etc. ***Please note that if a student checks in by the second block of the day and then goes home during the day, the student may not participate in after-school activities unless given specific permission by the appropriate Division Head.***

2.5 Absences

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

To maintain the integrity of the school day, parents may not excuse a student from a class unless the student is departing campus. While on campus, students are required to attend all scheduled classes, unless excused by a school administrator or counselor; any unexcused missed periods will be treated as an unauthorized absence.

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

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

Please Note: If a parent has not authorized an absence, the parent(s) and student are expected to discuss the issue with the appropriate Grade Level Dean. Additional consequences may be assigned for unauthorized absences, and in the case of repeated unauthorized absences those consequences may escalate in line with behavior response protocols.

2.5.1 Extended Absences

Extended absence (beyond two days), whether excused or unexcused, is detrimental to the individual and to the class and is to be avoided if at all possible. Sometimes extended absences are unavoidable. When they occur for medical reasons, parents/guardians are asked to contact the appropriate Division Team (Middle School or Upper School) as far in advance as possible to discuss a support plan for the student as needed. Documentation from a medical or mental health care team may be requested.

In cases of anticipated extended absence for non-medical reasons, families should notify the Grade Level Dean and the student's advisor as far in advance as possible. Homework assignments and other make-up work and deadlines for such work will be set by the teacher in consultation with the Grade Level Dean.

Please Note: Once a significant amount of school has been missed, for whatever valid reason, **it might be the case that it is no longer appropriate to confer academic credit for the trimester in a given course or courses. The school will make the determination on when**

there is cause for concern and will communicate that concern to the student and their families and work to create a plan to recover the credit.

2.5.2 Absences Due to Travel

Seattle Academy acknowledges the value of travel and other experiential learning opportunities families may wish to provide for their children. We encourage families to plan vacations or other outside activities around the school holiday schedule. It may seem convenient to go on holiday just a day or two before the break officially begins, but if several families make the same decision at the same time, the effect on the planned educational program for a given class can pose challenges. Homework assignments and other make-up work and deadlines for such work will be set by the teacher in consultation with the Grade Level Dean.

Teachers are not expected to provide tutoring time to students who have fallen behind due to vacations as it takes time and attention away from the classroom when faculty have to come up with custom solutions that are not due to medical reasons.

Please Note: In certain situations, it might be impossible to eliminate a negative impact of an absence on a student's grade and in the Upper School, a student may be in jeopardy of not receiving credit for the class.

2.5.3 Absences for Religious Holidays

Seattle Academy encourages students to practice and deepen their faith identities throughout the school year. We understand that observance of religious holidays may cause a student to be absent from classes and other school commitments. If a student is unable to attend school due to observance, they are excused from completing assignments or assessments on that particular day. The student is not penalized for their absence and will be allowed to take an examination or complete an assignment within a reasonable time after the absence.

Students are encouraged to notify their teachers as early as possible regarding these planned absences and work to reschedule due dates for assignments and assessments.

2.6 Lateness/Tardiness

Punctuality is important in a school setting and chronic lateness is a hindrance to and disruptive to an educational environment.

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

2.6.1 Middle School Lateness Policy

If a student is repeatedly late to school, the school will communicate with the student and the family to determine how to address the situation.

2.6.2 Upper School Lateness Policy

Students who have unexcused tardies to 8 or more classes in one trimester will receive a lunch detention. Students may also receive detentions for arriving late by more than 20 minutes for any class that is NOT the first block of the day or for skipping all or part of a class. Consequences will escalate, in line with the school's behavior response protocol, for any student who receives three or more detentions in one trimester.

2.7 Leaving Campus (Sign-Out/Sign-In)

Seattle Academy allows and monitors a semi-open campus policy.

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

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

2.7.1 All Students Leaving Campus Rules

- When signing out early or for a parent-approved appointment, students must check out at a front desk and indicate clearly what time they are leaving. Upon returning they must check in at the front desk before returning to class.
- A student can only sign themselves out. Students cannot sign out other students.
- If during break or lunch there occurs an unusual event (an earthquake, fire, shelter in place, etc.) all students should immediately return to the designated evacuation meeting site unless otherwise instructed and assemble in the appropriate designated areas so that roll may be taken and the appropriate emergency procedures implemented.

Leaving campus under any other circumstances requires permission from the Division Head or his/her designee.

2.7.2 Middle School Students Leaving Campus

- Sixth and seventh graders do not have permission to leave campus.
- Eighth graders may sign out **ONLY** at lunch and they must obtain specific permission from persons designated by the Head of Middle School each time they sign out. They must travel with another 8th grader to purchase lunch.
- Once a Middle School student leaves campus for the day, they must remain off campus. If Middle School students are staying after school, they must remain on campus and in study hall or another adult supervised activity until they are picked up.
- Middle School students may not, under any circumstances, ride in cars driven by older students during the school day and including sign-out **unless it is in a car driven by an older sibling with parental permission.**

2.7.3 Upper School Students Leaving Campus

- All Upper School students may leave campus without signing out during lunch or community time, unless there is a scheduled required activity such as advisory.
- During regular academic periods, freshmen and sophomores cannot be out of the building (except for normal passages to and from regularly scheduled classes) without specific written or verbal permission, in advance, from a parent (for example, a medical appointment, etc.). Freshmen and sophomores are in assigned study halls during free periods.
- Juniors and seniors may leave a building during a free block. If the free block occurs during the first period of the day, students do not have to be in school until the second block of the day.

2.8 Medical Appointments

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

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

2.9 Student Illness During the Day

When a student becomes ill during the day, they must sign out with their classroom teacher and sign out with the front desk. Students who have a fever or other more serious illness must be picked up by a parent and taken home for care. Students who become ill and wish to leave school independently before 3:00 PM must obtain permission for an early dismissal through Veracross or by phone/email and sign out.

When a student misses an assessment (test, quiz, presentation etc.) it is the student's responsibility to reschedule with the teacher in a timely fashion. (See also 4.5 Assessment of Student Progress; 4.3.1 Communication About Assignments & Grades)

Health, Wellness & Emergency Preparedness

3.1 First Aid & Illness

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

If students exhibit symptoms at home, please keep them home. Should a student become ill or injured at school, the student will be brought to the front office if possible and a call will be made to the student's parent(s) or guardian(s). Depending on the situation, parent(s) or guardian(s) may be asked to pick up their student from school. If warranted, 911 will be called to transfer the student to an emergency room and parent(s) and/or guardian(s) will be notified immediately.

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

Seattle Academy has a Health Coordinator on staff.

3.2 Student Health Care Information Confidentiality Policy

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

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

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

Definitions: "Health care information" means any information that identifies the student and

relates directly to the student's health care, including mental condition. "Mental health information" is a subset of health care information.

Access to Health Care Information: Legal guardian(s) of minors under the age of 13 have access to health care information, including mental health information. Please note that minors 13 years or older may request and receive outpatient mental health treatment without the consent of the minor's legal guardian(s). Minors between the ages of 13 and 18 also have the right to decide to whom mental health information will be released, including to that person's legal guardian(s). In effect, minors age 13 or older have the right to decline disclosure of confidential mental health information. In some circumstances, however, a counselor may disclose mental health information without the authorization of the minor when such disclosure is permitted or required by law.

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

A. **Mandatory Reporting Laws**, described as follows:
"School personnel (including teachers, counselors, administrators, school nurses and child care personnel) are required by Washington State Law to report suspected incidents of abuse and neglect" (RCW 26.44.030(1)). Reprinted from the Washington State Department of Social and Health Services "Educator's Guide To Child Protective Services."
B. **Behaviors that Pose an Imminent Danger to the Safety or Health of an Individual**. Examples of imminent danger include the following:
    - There is clear evidence that a student intends to engage in self-harm and/or attempt suicide.
    - A student demonstrates clear intent to seriously harm another individual and/or cause serious destruction.
    - A student reports credible information that they are in impending danger of being seriously harmed by another individual. Sometimes there can be gray areas when determining "imminent danger." The counselor, using his or her professional judgment, might decide to inform the parents/guardians and/or a relevant health care provider of the minor's current engagement in a number of high risk behaviors. These categories include, but are not limited to, non-accidental self-harm, eating-disorder behaviors, substance abuse which places the student's health at serious risk, behaviors which could result in felony charges, or any other behavior that may pose an imminent danger to the health or safety of the student.
C. **As otherwise permitted or required by law.**

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

3.3 Communicable Diseases in the School Community

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

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

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

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

The State of Washington requires that we maintain proper immunization forms and have medical information included in a student's file. Each student's file must have a signed Washington State Certificate of Immunization Status by the first day of school or the student may not be allowed to attend. We ask parents/guardians to complete an Emergency Release and Medical Information forms each year in order to have current information on hand. We also ask parents/guardians to sign releases for emergency medical care. (See also 13.4 Immunization Forms; 13.5 Medical Forms)

3.4 Medications

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

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

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

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

- Prescription medications should be in their original container and include an expiration date.
- Families are responsible for updating supplies of prescription medications (whether due to quantity or expiration).
- Families are responsible for updating the medication lists for students in August Health.
- Medications such as epi-pens, Insulin and other necessary medications can be stored by the front desk personnel, trip leaders, and coaches as needed. Medication management will be overseen by our Health Coordinator. If special directions or instructions are needed, we ask the parent to contact the Health Coordinator and arrange for any specialized training needed.
- Students can never share over-the-counter or prescription medications.
- Whenever possible, students will take individual responsibility for their personal health.
- Students who need to self-administer medications during the school day or at school activities shall bring only the amount of medication to be taken during that time and must have a parent/guardian release note for self-medicating unless otherwise provided by state law.

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

3.5 Head Injuries including Return-to-Play

Parents or guardians are asked to inform the school any time a student is hospitalized, shows symptoms of or is diagnosed with a head injury, seizure disorder, diabetes, or any other health concern that might require specialized planning, knowledge, or training. Please report student head injuries to: safety@seattleacademy.org and either uscounseling@seattleacademy.org or mscounseling@seattleacademy.org.

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

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

See also Academic Accommodations for Temporary Disability.

3.6 Emergency Procedures

In the event of an emergency, the school will attempt to reach families via email and text message using our data management system. Please be sure that you update your contact information including your email, phone, and physical address in Veracross. Should we be faced with an emergency, please wait for contact via email or text so that school lines are free for emergency support, or check the school's website for updated information. Our SMS system number is 206-209-1206. All messages that we send to families will come from this number. Please save this in your phone contacts as SAAS Alerts.

You can reach our Campus Safety Team at (206) 676-6868. For non-emergency concerns or issues please call our Front Desk at (206) 323-6600.

3.6.1 Emergency Drills

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

If an emergency occurs during break or lunch (an earthquake, fire, shelter in place, etc.) all students should immediately return to the designated evacuation meeting site unless otherwise instructed and assemble in the appropriate designated areas so that attendance may be taken and the appropriate emergency procedures implemented. If for some reason students are unable to return to designated assembly areas they should contact Campus Safety line at (206) 676-6868.

3.6.2 Snow Emergencies

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

Announcements of school schedule changes or closure will be made on the school's website, the school's voice message system and through text message (206-209-1206).

See the Seattle Academy School Closure Page on the Seattle Academy website for more information.

3.6.3 Extended Interruptions of School

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

In the spirit of the above statement, **no classes will take place on Day 1 of interruption**.

On **Day 2** and days following, classes will resume and all students should attend classes remotely via Google Meets in order to best facilitate moving curriculum forward. Students should check the Learning Management System for information about remote learning.

There are a variety of reasons why school might be closed: a major storm with lots of disruption including power outages, icy streets but no other disruption, or perhaps a large percentage of

students with an illness, to name three possibilities. Every option implies a different impact on families, so we know that there may be reasons why a student is unable to view or complete assignments. For example:

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

Given the potential uncertainties, students will not be penalized for work they are unable to do, and teachers will make necessary adjustments in assignments and due dates. Our goal, however, is to continue to teach the curriculum as best we can. Students can access the Learning Management Systems and student email accounts through the school's SAAS website (http://www.seattleacademy.org).

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

3.7 Air Quality, Heat & Outdoor Activity Protocols (NEW)

Seattle Academy is committed to supporting student health and safety in a range of environmental conditions. Air quality, heat, and other environmental factors can impact students' ability to safely participate in outdoor activities, including athletics, physical education, and unstructured time.

The school monitors local conditions, including air quality indices and weather advisories, and may modify or limit outdoor activities when conditions pose a potential risk to student health.

In determining appropriate actions, the school may:

- Adjust, relocate, or cancel outdoor activities
- Modify the intensity or duration of physical activity
- Increase access to indoor spaces, hydration, and rest

Students with known health conditions that may be affected by air quality or heat (e.g., asthma or other respiratory concerns) are encouraged to work with the school to assess possible reasonable appropriate accommodations.

Decisions related to environmental conditions are made by school administration and are guided by public health recommendations, available data, and the specific needs of the Seattle Academy community.

3.8 Threat Assessment & Safety Reporting (NEW)

Students, families, and employees are encouraged to report any behavior or information that may pose a risk to the safety or well-being of an individual or the community. This may include concerning statements, threats, significant changes in behavior, or information about potential harm.

Reports can be made to any trusted adult at the school, including faculty, staff, counselors, or administrators. Concerns may also be directed to the school's safety team.

When a concern is reported:

- The school will assess the situation promptly
- Appropriate school personnel will be involved based on the nature of the concern
- The school may engage outside resources, including mental health professionals or law enforcement, when necessary

All reports are taken seriously. At the same time, the school approaches each situation with care, seeking to balance student support, privacy, and community safety.

Retaliation against any individual who reports a concern in good faith is not permitted.

3.9 Service Animals & Animals on Campus (NEW)

In order to promote a safe, inclusive, and focused learning environment, the presence of animals on campus is limited. Animals are not permitted on campus, including parking facilities, during the school day or at school activities, except as outlined and governed by the guidelines below.

Limited exceptions may be granted for:

- Specific curricular purposes (e.g., classroom learning activities)
- School-sponsored events or programs
- Other situations approved in advance by school administration

In all cases, the presence of any approved animal must be planned in advance and aligned with considerations for student safety, health (including allergies), and the overall learning environment.

3.9.1 Service Animals (NEW)

Service animals are permitted on campus in accordance with applicable law.

A service animal is individually trained to perform specific tasks for a person with a disability.

Emotional support, comfort, or therapy animals are not considered service animals under this definition.

Service animals must:

- Be under the control of the handler at all times (leash, harness, or effective voice control)
- Be housebroken and well-behaved in a school environment
- Not disrupt the educational setting or pose a safety concern

The school is not responsible for the care, supervision, or management of a service animal.

The school may ask the following two questions when the need for a servicer animal is not readily apparent:

- Whether the animal is required because of a disability
- What work or task the animal has been trained to perform

The school may require removal of a service animal that is out of control, not housebroken, or poses a direct threat to the health or safety of others.

3.9.2 Emotional Support and Therapy Animals (NEW)

Unless approved as a disability accommodation, emotional support animals (ESAs), comfort animals, and therapy animals are not permitted on campus during the school day as a substitute for a service animal.

Exceptions may be made in limited circumstances for school sponsored programs or activities (for example, counseling or wellness programming) with prior administrative approval.

3.10 Visitor Management & Campus Access (NEW)

Seattle Academy is committed to maintaining a welcoming and safe environment for students, faculty, staff, and visitors.

All visitors to campus must check in at the building's front desk upon arrival. Visitors are required to sign in and receive a visitor name badge, which must be worn while on campus. Visitors must sign out when leaving campus.

To help maintain campus safety:

- Visitors may only access areas of campus related to the purpose of their visit.
- Visitors may be asked to wait for or be accompanied by a faculty or staff member while on campus.
- Students may not bring guests to campus during the school day without prior approval from school administration.

- Individuals who do not have school-related business may not enter school buildings during the school day.

Seattle Academy reserves the right to deny campus access to any individual whose presence may disrupt school operations or compromise the safety and well-being of the community.

These procedures help ensure that everyone on campus is known to the school community and that learning spaces remain safe and focused.

3.10.1 Volunteer & Visitor Screening (NEW)

Seattle Academy benefits from the generous involvement of volunteers who support school programs, events, and community activities. The school is committed to ensuring that volunteer engagement occurs in a manner that prioritizes student safety.

Depending on the nature of the role, volunteers may be asked to complete screening or orientation steps before participating in activities that involve regular or direct interaction with students. These steps may include background checks, completion of volunteer agreements, or review of school policies related to student safety and conduct.

All volunteers must follow campus visitor procedures, including signing in at the front desk and wearing a visitor badge while on campus.

3.10.2 Alumni & Non-Parent Visitors on Campus (NEW)

Seattle Academy values ongoing connection with alumni and community members. At the same time, the school must balance this openness with the responsibility to maintain a safe learning environment.

Alumni and non-parent visitors who wish to visit campus during the school day must check in at the front desk and receive a visitor badge. Visitors should indicate the purpose of their visit and the individual or office they are visiting. The front desk will connect the alumni with our Alumni Director.

Alumni wishing to visit former teachers or classes are encouraged to arrange visits in advance by reaching out to saasalumni@seattleacademy.org to arrange a visit. The Director of Alumni Relations will reach back out to the alumni or former student, finalizing the date and time of the visit.

During the school day, access to classrooms and student gathering spaces may be limited in order to minimize disruptions to teaching and learning.

The school reserves the right to limit or deny campus access when necessary to maintain safety and appropriate school operations.

3.11 Searches & Privacy Expectations: Lockers, Bags & School Devices (NEW)

Seattle Academy respects students' privacy while also maintaining the responsibility to support a safe and respectful learning environment.

Lockers, desks, and other school-provided storage spaces remain the property of the school and students have no expectation of privacy when using them. School administrators may inspect these spaces if there is a reasonable concern related to students safety, school policy, or the well-being of the community.

These guidelines help balance respect for individual privacy with the school's responsibility to maintain a safe and supportive environment for all members of the community.

In certain situations, administrators may also ask a student to open a backpack, bag, or personal item if the school determines that there is a reasonable basis to believe that school policies may have been violated or that safety concerns may exist.

School-issued devices, school email accounts, and activity conducted on the school network are part of the school's technology systems and may be reviewed when the school determines appropriate to address student safety, investigate potential policy concerns, or any other reason the school deems appropriate.

Academic Program

4.1 Participation

Success at Seattle Academy includes a willingness to engage in the breadth of the school's academic program. The academic experience extends beyond earning credits and completing assignments. Students are expected to participate in the required courses, learning experiences, presentations, projects, and other academic requirements that are intentionally designed as part of a Seattle Academy education.

4.2 Assignments & Homework

Teachers will communicate homework expectations and major assignments for their courses. Homework loads will vary throughout the year based on course content, projects, assessments, and individual student work habits. The estimates below represent a typical total homework load across all courses and should be viewed as general guidelines rather than nightly guarantees:

Middle School (Grades 6–8): Approximately 30–60 minutes per night.

Upper School (Grades 9–10): Approximately 1.5–2 hours per night.

Upper School (Grades 11–12): Approximately 2–3 hours per night, though students enrolled in multiple Honors or advanced courses may experience higher workloads at certain times during the year.

Students will occasionally have nights with little or no homework and other nights that require additional time due to long-term projects, assessments, or extracurricular commitments. If a student is consistently spending significantly more time than these guidelines suggest, families are encouraged to contact the student's advisor or Study Skills teacher who can suggest pathways for communication and additional support.

4.2.1 Communication About Assignments & Grades

Teachers will post course syllabi, assignments, and grades in the school's learning management system, Canvas. Teachers are also expected to provide timely feedback that helps students understand their progress and identify next steps for growth.

As part of our commitment to developing student independence, self-advocacy, and ownership of learning, we believe students are best served when questions about assignments, feedback, and grades are addressed first between the student and teacher. We encourage students to

take the lead in seeking clarification, discussing concerns, and reflecting on their academic progress.

Families play an important partnership role in supporting student learning. We recognize that self-advocacy develops over time and that younger students may need additional guidance and support in learning how to communicate with teachers about assignments, feedback, and grades. In these cases, families are encouraged to help students prepare for and participate in those conversations.. When questions or concerns remain after a student has communicated with their teacher, families are encouraged to reach out to the teacher directly.

4.3 Schedule & Credits

Seattle Academy operates on a trimester system, with the school year divided into three 12-week trimesters. Most core academic courses are year-long, while elective courses may be offered for one, two, or three trimesters.

Students register for courses in the spring prior to the upcoming school year. During the registration process, students select courses for the full academic year, including elective choices for all three trimesters. The schedule of classes for any individual student is created in a careful process that takes into account course placements, preferences as indicated in registration, and limitations of staffing and scheduling.

Students should thoughtfully consider the time commitments associated with their academic choices, including courses that require substantial work outside of class. While Seattle Academy encourages students to pursue their interests and challenge themselves academically, students are responsible for selecting a schedule that reflects a sustainable and manageable workload.

Grades are awarded at the end of each trimester. In the Upper School, students earn one credit for each trimester course in which they receive a passing grade (A through D- or Pass). To earn a Seattle Academy diploma, students must earn a minimum of 84 Upper School credits and meet all graduation requirements.

4.3.1 Course Change & Drop/Withdrawal Timelines (MS/US)

Course enrollment represents a commitment to a full trimester or year-long experience. Seattle Academy recognizes that, on occasion, adjustments to a student's course schedule may be appropriate. Course changes are considered within a defined timeline and in consultation with school personnel to ensure thoughtful decision-making and continuity of learning. Schedule changes are not guaranteed and depend on space, program balance, and educational rationale.

Middle School

In Middle School, schedule changes are rare and typically occur in response to academic or

developmental needs. The course change may be initiated by a teacher, counselor, or grade-level dean and progression through the process involves consultation with faculty, families, and the Middle School Division Head.

Upper School

In the Upper School, students are encouraged to make thoughtful course selections during the spring registration process for the full academic year. Advisors, Deans, and Division Heads support students in evaluating course requests in the context of graduation requirements, workload balance, and overall well-being.

Upper School Add/Drop Process

At the start of each trimester, Upper School students participate in a limited add/drop period during which schedule adjustments may be made without academic penalty..

- Students can request to change their trimester-long elective courses using the course add/drop form.
- Course changes are subject to approval and availability.
- Students interested in changing year-long, core classes should talk to their Grade Level Dean for approval before submitting the add/drop form.

After the add/drop period has concluded, students are expected to remain enrolled in their courses for their duration.. Mid-trimester changes (for single-trimester courses) or mid-year changes (for year-long courses) are rare and considered only in exceptional circumstances with input from adults including but not limited to the Upper School Division Head, Registrar, Grade-Level Dean, and counselors. A student who withdraws before the end of the term may not be eligible to earn credit for the course; the course may appear on the student's record as a Withdrawal (W).

4.4 Grades, Grade Reports, and Transcripts

Seattle Academy believes students learn best when they understand their academic progress directly from their teachers and take increasing ownership of their learning. Teachers communicate with students about progress throughout the year, and families are encouraged to contact teachers whenever questions arise. The Learning Management System, Canvas, is the repository of course materials, assignments, and current grades. **Middle School:** Teachers evaluate student proficiency based on course learning targets. A student's letter grade reflects the level of proficiency demonstrated at the time of reporting, based on clearly defined criteria in course materials.

Upper School: Teachers use department-approved grading practices to determine letter grades. Evaluation criteria and grading scales are outlined in course syllabi.

Physical Education and Study Skills in both divisions use a Pass/Fail grading system. A Pass is not included in GPA calculations.

Grade reports are shared with students and families six times per year, at the midterm and end of each trimester. Grade reports may include letter grades, information about classroom habits, and teacher comments. Written comments are typically provided when a student earns a grade of C- or below, and may also be included in other circumstances.

- **Mid-trimester reports** reflect progress in a course and are considered grades in progress.
- **End-of-trimester grades** are final grades for the course.

The **transcript** is the student's official academic record. Only end-of-trimester grades are included on the transcript. These grades are used to calculate the GPA and determine eligibility for academic honors. Additional information about GPA calculation and transcripts is available in the Upper School Grades, GPA, and Transcripts section.

4.4.1 Incomplete, No Credit, and Pass

When a student has had insufficient attendance or has not completed enough work to earn a grade, a teacher may issue an Incomplete in the Middle School or No Credit in the Upper School. In these cases, the teacher will provide a grade report comment outlining the conditions, requirements, and deadline for completion. Depending on completion of course requirements, an Incomplete or No Credit may be resolved into a final letter grade, a Pass, or No Credit. A Pass is not included in GPA calculations.

In rare circumstances, the school may determine that a Pass is the most appropriate reporting outcome in a graded course. In this case, the letter grade calculated in Canvas is converted to a Pass or Fail for the grade report, with grades A through D- being a Pass. These decisions are made on a case-by-case basis in consultation with school leadership and student support personnel.

4.5 Academic Integrity

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

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

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

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

If a student is unsure about the instructions or expectations for an assignment, or about plagiarism or anything related to academic integrity, they should talk to their teacher and ask for help.

4.6 Academic Failure

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

4.8 Study Abroad

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

Graduation Requirements

To earn a Seattle Academy diploma, a student must complete the required course distribution and must complete 120 hours of community action.

5.1 Course Distributions Requirements

Seattle Academy's academic year is divided into three trimesters. One trimester of a subject in which the student earns a passing grade (A through D- or Pass) equals one credit towards graduation. Eighty-four credits are required to graduate and are made up of the following:

HUMANITIES	**31**
● English	12
● History / Social Studies	9*
● World Languages	9*
● Rhetoric	1
STEM	**21**
● Math	9*
● Science	9*
● Math or Science electives	3
INNOVATIONS	**6**
● Distribution areas (foundations classes)	3
● Innovations electives	3
ARTS	**7**
● Distribution areas (one credit each of Dance, Visual Arts, Theater, and Music)	4
● Arts electives	3
PE / HEALTH	**6**
● Health distribution: Health 9	1
● Health elective	1
● PE	4
ADDITIONAL CREDITS	**13**

(Courses in any area taken beyond the point at which the requirement has been fulfilled will have their credit applied to this additional credit requirement.)

Total credits required to graduate	**84**

*Minimum requirement: most students will be encouraged to take a 4th year

Additional clarification of requirements within the course labels:

- **Health Requirement:** Two credits of Health are required within the Physical Education requirement.
- **Washington State History Requirement:** This course is completed in the 7th grade year at Seattle Academy and usually completed in the 7th or 8th grades at other institutions. Students in grades 9 – 12 who have not taken Washington State History will be scheduled to take the course their senior year in order to fulfill the requirement.
- **Electives:** Electives may be one, two, or three trimesters. When students continue to take classes in an area and have fulfilled their graduation requirement the credit is applied to the elective requirement. Elective credits are usually earned during the senior year.

5.2 Community Action Requirements

120 hours of community action are required.

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

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

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

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

External Service Opportunities: These opportunities include but are not limited to nonprofit organizations such as food banks, parks, environmental restoration and/or art projects,

hospitals, shelters, and retirement homes that provide health, human, and/or civic services. External hours can also be earned by participating in SAAS-sponsored trips that contain a service component.

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

Advising & Student Support

6.1 Advisory

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

The goals for Advisory include developing a trusting community of support, developing social emotional learning skills, providing organizational support, and creating a safe space to be together as a peer group.

6.1.1 Advisor Role

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

In both the Middle and Upper Schools, advisors help their advisees by working to build community, providing guidance in navigating school systems, and being the initial point person for parent communication and questions.

6.1.2 Conferences

Towards the end of the fall trimester, student/family/advisor conferences are scheduled for all students in Middle School. In the Upper School, 9th grade student/family/advisor conferences will be scheduled in December. The purpose of these student-led conferences is to have the opportunity to examine student goals, highlight challenges and successes in academics and extracurriculars, and to help build the partnership between families and the school.

6.1.3 Advisor Communications

Each year, families will receive regular communication from their student's advisor. Communication will be tailored to meet the needs of the student, grade level, and time of year. Advisors will communicate about academic progress, goal setting, social engagement, areas of strength, and areas for growth.

6.2 Accommodations

Accommodations are structural,environmental, or programmatic modifications that decrease barriers to classroom learning for students with diagnosed disabilities or physical or

psychological conditions. Access to accommodations is required by the Americans with Disabilities Act and other applicable laws.

6.2.1 Eligibility

To determine eligibility for academic accommodations, a student or family must submit current documentation from a qualified professional identifying limitations that arise due to disability. The Learning Specialist determines appropriate accommodations for the SAAS classroom and documents them in the student's SQUAD profile, where they are visible to both students and teachers. Meeting with the Learning Specialist for Middle or Upper School and uploading documentation are the first steps for getting accommodations at SAAS.

6.2.2 Collaborative, Student-Centered Process

As students move through Middle and Upper School, they should take increasing ownership of managing their accommodations to prepare them for the greater independence expected in college, the workplace, and other postsecondary settings. Conversations with the Learning Specialist can help students and their families understand what markers of independence are appropriate at a given moment in their time at SAAS and their journey of understanding accommodations.

Colleges, universities, and standardized testing organizations generally require students to independently initiate accommodation requests and communicate directly with disability support offices. Access to accommodations in postsecondary settings and standardized tests may depend on a documented history of accommodation use during high school. Part of the SAAS accommodations process in grades 9-12 is intentionally designed to help students document their history of accommodations use in preparation for these expectations before graduation.

6.2.3 Confidentiality & Limitations

Seattle Academy shares information with teachers about the accommodations and supports students receive, but the School does not automatically share all information received related to a student's accommodations. If a student or family would like teachers to be aware of a particular diagnosis, they may choose to share that information directly with the teacher(s).

Seattle Academy complies with our obligations in accordance with the ADA Title 3. We do not provide accommodations that would fundamentally alter educational programming, courses, or services or that would result in an undue burden. Seattle Academy is not obligated to provide accommodations if a student is direct threat to the health or safety of the student or others when the threat cannot be mitigated through reasonable accommodations. Students must be otherwise qualified to meet the standards required for admission or participation in the Seattle Academy's education program, course, service, or activity. Seattle Academy is not subject to the

Individuals with Disabilities Education Act and does not provide specially-designed instruction as would be found in an Individualized Education Plan at a public school.

6.2.4 Academic Accommodations for Temporary Disability

When a student experiences a temporary disability as a result of acute physical injury or mental health condition and communicates this to Seattle Academy, short-term accommodations may be available to support their learning while in recovery. A specific plan will be outlined using input from counselors, the Learning Specialist, and information from the student's physician or mental health professional, where appropriate. Temporary accommodations will then be communicated to the students' teachers. The goal of the temporary accommodation is for the student to eventually be able to return to full academic engagement.

6.3 Tutoring

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

Tutors cannot provide accredited course work that can be included in course transcripts.

All tutors who work on campus must pass a WA State Patrol and OSPI fingerprinting background check. **Tutors must sign in and out with Front Desk staff when they are on campus working with students.**

6.4 College Advising

6.4.1 College Advising: Disciplinary Disclosure Context (NEW)

Colleges and universities may have questions on their applications that ask about disciplinary history. When students apply, they must signify that they have answered all questions truthfully, including questions about discipline. While the student, and not College Advising, is responsible for answering these questions truthfully, it is always possible that colleges could contact College Advising directly in response to any concern about any student. College Advising will provide truthful responses to inquiries from institutions of higher education.

Should any student or family have questions about answering these questions, the student or

family is welcome to reach out to both the Division Head and College Advising who will advise the student and family on best approaches.

Regarding changes to status after application submission, please see the next item about updates to submitted application information.

6.4.2 College Advising: Application Integrity Standards (NEW)

Students certify at the time of college application submission that the information provided in their applications is accurate and complete and that they will promptly notify all colleges to which they apply if there are any material changes to that information. Students also acknowledge that they have reviewed and understood each college's application requirements and instructions. Offers of admission are conditional and remain subject to satisfactory completion of all current coursework at a level comparable to prior academic performance, submission of final official transcripts and honorable dismissal from the school. Colleges reserve the right to rescind admission if final academic performance, conduct or other disclosed information is not consistent with the record on which the admission decision was based.

6.4.3 College Advising: Recommendation Confidentiality (NEW)

Seattle Academy does not share letters of recommendation written by teachers or college advisors with the student subjects of recommendation letters or with their families. This practice is intended to preserve the integrity of the recommendation process and to strengthen the letter(s) in the eyes of the college or scholarship programs that receive them. We will not supply students with recommendation letters to submit to colleges or scholarship programs. Instead, we will always submit the letters confidentially and directly to organizations on behalf of the student.

6.4.4 College Advising: Early Decision Commitment (NEW)

Seattle Academy expects students and families to honor the commitments associated with Early Decision admission plans. When a student is admitted to an Early Decision college and the institution has met the student's demonstrated financial need as determined by the FAFSA and CSS Profile, we expect the student to withdraw all other college applications immediately in accordance with the binding nature of the agreement. This reflects our commitment to ethical college counseling practices and to maintaining trust with college admission partners.

6.4.5 College Advising: Enrollment Confirmation Policy (NEW)

Seattle Academy does not support or facilitate double depositing or the practice of enrolling at more than one post-secondary institution. In alignment with this policy we will send an official, final transcript only to one college for the purpose of confirming enrollment and supporting a

student's final decision. Once a student has made and communicated to us their final choice of college and submitted an enrollment deposit we will provide the required final transcript to that institution only.

Student Conduct & Community Standards

7.1 Disciplinary Process

We hope students will emulate the behaviors of positive role models and respond to guidance. At times, however, certain behaviors that are detrimental to the learning environment or the community may require disciplinary action. In such cases, the school will explain the problematic behavior to the student and family, define expectations for changing the behavior, and set a time frame for making the changes. The disciplinary process is described below, along with levels of disciplinary response. At all times, Seattle Academy retains the discretion to vary from the process and to assess disciplinary consequences it deems appropriate under the circumstances.

7.1.1 Who Is Involved

The appropriate Grade Level Dean, Division Head or Assistant Head, Middle or Upper School, or their delegate, will investigate incidents and/or concerns, determine responsibility, and levy a consequence, if one is required. Serious problems are brought to the immediate attention of the Division Head, Assistant or Co-Heads of School. Families are notified in a timely manner when students have been involved in a disciplinary issue at school.

7.1.2 Principles of the Disciplinary System

Our disciplinary system is based upon several principles:

- First, our responsibility as a school is to help students learn and grow from their mistakes and failures. In the vast majority of cases involving middle and upper school students, this is exactly what happens.
- Second, we work hard to ensure that the spirit that infuses the disciplinary process and the logic that determines the gravity of the response to an infraction are fair, reasonable, and consistent with the core values of the school.
- Third, we strive to be fair to the needs of the institution and fair to the needs of the individual. The costs of favoring the one over the other are often hidden but are always real, both pragmatically and philosophically. Tilt too far towards favoring the needs of the individual, for example, and some students will leave because they sense that there is no order or structure to protect them. Tilt too far towards accommodating the needs of the institution, and other students will leave to find an environment that does not try to force their square pegs into round holes.
- Fourth, we try to balance a consistency of process – following the same prescribed procedure in investigating and judging infractions – with a respect for precedent, the

awareness that a given consequence imposed upon a student should be reasonably consistent with consequences imposed in similar situations in the past.

- Fifth, when it comes to the application of discipline, we work hard to distinguish between rumor and fact and to hear all perspectives. We strive not only to be fair but also to appear to be fair. Effective communication to students and families about issues of discipline – to the extent that such communication does not violate a student's or family's right to privacy – is critical to the creation of the perception of fairness.
- Sixth, we believe that actions, including what a person says, ultimately define a person's character. In the case of a serious violation, probation rather than expulsion might be the consequence for a student who has no history of past misbehavior. For example, a consideration in determining a disciplinary response is the degree to which a student accepts responsibility for their actions and appears to be genuinely committed to correcting the problem.

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

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

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

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

7.2 Levels of Disciplinary Response

7.2.1 Low-Level & Infrequent Behaviors

Many low level disciplinary issues will be handled by the teacher, advisor, coach or another adult in classroom or community spaces. As we expect students will make mistakes and seek to help them learn from those mistakes in the moment, these types of behaviors will be addressed in the moment by the adult who witnessed them. In cases where the behavior is more disruptive to the community or demonstrates a pattern, the intervening adult will also email or call home to parents/guardians. With more severe behaviors or when a student's patterns do not show growth, the intervening adult will elevate the concern to the Grade Level Dean.

7.2.2 Mid-Level and/or Repeated Behaviors

A student receives an elevated response when the student has done something that could create a larger problem if the behavior continues, or when low level behaviors have been

addressed repeatedly without improvement. The Grade Level Dean is notified, investigates the behavior, and meets with the student. The dean will contact parents/guardians and provide follow-up written notification as documentation. Students at this level of disciplinary response are expected to reflect and repair the harm caused to the community by their actions, and continued check-ins with the Grade Level Dean may be put in place to support the student in learning and making different choices moving forward. Additional consequences may include detention, a break from community, or suspension, depending on the severity of the behavior. This level of disciplinary status is not considered reportable during the college admission process. If there is another breach of our Core Values, or the other conditions are not fulfilled, consequences may escalate and a family meeting may be called.

7.2.3 Academic or Behavioral Probation

Probation is given when a student violates the Core Values in such a way that could call into question the fit between the school and the student. In most cases, a student is placed on Probation when they have had repeated mid-level behavioral interventions in a short amount of time or have committed an egregious act (for example, harassment, theft, or inappropriate contact with another student) for which our standard response protocols are insufficient.

The duration of Probation is at the discretion of the Grade Level Dean/Division Heads. There are now serious questions about the fit between the student and the school; if there were to be another significant action or pattern of lesser actions that “resonate” the act or actions that caused Probation, the student can be asked to leave the school without further process.

Additionally, Probation may be reportable to colleges and other outside agencies. (See also 6.5 College Admission: Disciplinary Disclosure Context)

7.2.4 Separation from Community (Including Formal Suspension)

We use separation from community for a variety of reasons—including supporting mental health, creating time and space for reflection, or directly responding to a choice made out of alignment with school values—though these examples are not exhaustive. When choices fall out of alignment with our community values, our priority is to foster reflection and positive change.

External suspensions are reserved for severe cases, and a persistent pattern of infractions or multiple significant incidents over time may lead to dismissal.

(See also 6.5 College Admission: Disciplinary Disclosure Context)

7.2.5 Termination of Enrollment

To operate effectively, the school must have a positive relationship with the student and the parents/guardians of the student. A positive relationship is built on mutual trust, respect and cooperation. The School reserves the right to dismiss any student whose behavior or lack of cooperation is deemed unacceptable with reference to established policies, or whose parents/guardians no longer have a cooperative relationship with the School, in the judgment of the Head of School.

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

(See also 6.5 College Admission: Disciplinary Disclosure Context)

7.2.6 Appealing a Decision

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

7.3 Equal Opportunity & Anti-Harassment

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

7.3.1 Student Reporting Committee

Seattle Academy embraces equity and inclusion and values the integrity of individuals. Our students' ability to learn and engage safely in our community is the paramount concern of the Student Reporting Committee. The purpose of the Student Reporting Committee is to provide current students with clear direction and support in instances when they have experienced unacceptable behavior involving discrimination or harassment based on race or identity.

Harassment, Intimidation, and Bullying is any intentional electronic, written, verbal, or physical act of a student that: (a) Physically harms another student or damages their property; (b) Has the effect of greatly interfering with another student's education; or, (c) so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

Current students can share their experience with any member of the committee and formally report an incident involving faculty, staff, visitors on campus or students. Following a report,

students can expect that all incidents will be reviewed and handled discreetly.

Complaint Procedure

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

Reports may be filled out by following the link in every ASB newsletter, via a QR code on posters located around school, or by completing an Online Form on the Seattle Academy website.

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

Members of the Reporting Committee

- Andres Arteaga, Middle School Community Impact and Inclusion Program Director., aarteaga@seattleacademy.org
- Rick DuPreee, Upper School Community Impact and Inclusion Program Director, rdupree@seattleacademy.org
- Leigh Hopkins, Director of Counseling, lhopkins@seattleacademy.org
- Shavette McGhee, Assistant Head of School for Student Experience, smcghee@seattleacademy.org

Tracking and Recording Information

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

Confidentiality, Access to Information, and Protection from Retaliation

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

7.3.2 Policy Against Sexual Harassment

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

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

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

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

Complaint Procedure

- If a student feels they have been subjected to any instance of sexual harassment, they should immediately report the incident to a trusted SAAS employee who has the responsibility to share the report with administration.
- The administration will promptly and fairly investigate all complaints.
- To the extent possible, allowing for a fair investigation, the school will treat all complaints in a confidential manner.
- At a minimum, the investigation will include interviews with the person bringing the complaint and with the alleged offender.
- All employees are expected to promptly notify the administration of any complaints of

sexual harassment brought to them by students per their reporting procedures.
- No student will suffer retaliation or intimidation as a result of bringing a complaint under the provisions of this policy or of assisting in the investigation of such a complaint.

Reports may be filled out by following the link in every ASB newsletter, via a QR code on posters located around school, or by completing an Online Form on the Seattle Academy website.

Corrective Action

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

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

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

7.3.3 Nondiscrimination Policy

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

Seattle Academy does not discriminate on the basis of race, color, religion, gender, gender identification, sexual orientation, disability, national or ethnic origin or other legally protected status in the administration of its educational policies, admissions policies, scholarship and other financial aid programs, and athletic, extra-curricular, and other school-administered programs and activities. If a student believes they have been subjected to discrimination they should report the concern to the school administration, starting with their grade level dean as the initial point of contact.

7.4 Prohibited Substances & Weapons

Seattle Academy is committed to maintaining a safe and healthy environment for all members of the community. The use or presence of substances or weapons that compromise individual well-being or community safety is inconsistent with this commitment.

The expectations below are grounded in both legal requirements and the school's core values.

They are intended to support sound decision-making, reduce risk, and ensure that the school environment remains focused, safe, and conducive to learning.

7.4.1 Drugs & Alcohol

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

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

Furthermore, it is the intent and hope of this policy that students will, through education and the development of good judgment, refrain from such activities that are against the law not only during school time, but in their private lives as well.

7.4.2 Non-Smoking Campus Including Vaping

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

By Washington State law, anyone under the age of 21 may not possess or use tobacco products. Students who violate this policy will be subject to disciplinary action. This includes cigarettes, vape pens, and any other tobacco products. Students found vaping will be in violation of this policy and should expect disciplinary action.

7.4.3 Weapons Policy

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

7.5 Property & Personal Safety

Respect for property and attention to personal safety are essential to a strong and trusting community. Each member of Seattle Academy shares responsibility for maintaining an environment in which individuals and their belongings are treated with care and consideration.

The guidelines that follow are intended to support personal responsibility, reduce risk, and promote a sense of shared accountability for the well-being of the community and the spaces we use.

7.5.1 Vandalism & Theft

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

7.5.2 Security of Personal Belongings

Lockers and locks are provided for students in Middle School and by request in Upper School. Students are expected to store personal items IN LOCKED LOCKERS or plan to leave valuables at home. Seattle Academy is not responsible for lost or stolen items.

7.5.3 Scooters, Monowheels, Skateboards

These modes of transportation are prohibited from use on campus including sidewalks, parking lots, garages, etc.

7.6 Community Expectations On & Off Campus (NEW)

Seattle Academy students are members of both the school community and the broader world beyond campus. The choices students make, both on and off campus, shape not only their own experience but also the well-being and reputation of the community as a whole.

The expectations outlined below reflect the school's core values and apply in all contexts where a student's actions may impact the learning environment, the safety of others, or the integrity of the community. Students are expected to act with integrity, respect, and responsibility, recognizing that their actions carry both individual and collective impact.

7.6.1 Being Good Neighbors

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

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

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

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

7.6.2 Appropriate Clothing

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

7.6.3 All-School Sanctioned Events

- Drugs, alcohol, and all tobacco products are prohibited. The school reserves the right to use appropriate measures to assure compliance.
- Chaperones may ask any student to go home from an event if the chaperones feel that is warranted.
- Faculty chaperones and security officers are present at all large-scale events.

7.6.4 Dances & Socials

- Once students enter a dance or social, they are not allowed to leave and return. (Particular exceptions may be permitted by school administration.
- There will be a mandatory backpack, coat, and/or purse check. If a student needs something out of their coat or purse, they may ask to get it out. A student may not remove their coat or purse from the check area.
- Students may be allowed to bring outside guests to some Upper School events, subject to approval by Grade Level Deans, Assistant Division Heads, and/or Division Heads. Guests are expected to provide the school with the name, school, age, phone number, and signature and business card from an administrator at their school. Seattle Academy students are responsible for the behavior of their guests.
- For Upper School dances specifically, the student and any guest will be required to sign a contract that will reiterate rules and expectations regarding the event, as well as provide the above general information. Any guests who are not currently enrolled

in high school will require a reference and/or direct parent communication, and will be decided at the discretion of the Division Head. Middle School students are not allowed at high school dances. The maximum age is 20 years old. **We expect all who attend dances to act in a way that creates an inclusive and welcoming environment rather than one in which some community members feel uncomfortable and/or excluded.**

7.6.5 Behavioral Expectations on School Trips

Students are expected to uphold all Seattle Academy policies and community expectations while participating in any school-sponsored trip, including, but not limited to field trips, overnight retreats, and extended travel. Behavior that violates these expectations, such as the use of substances, harassment, or disregard for trip guidelines, may result in immediate removal from the experience and could lead to disciplinary consequences upon return to campus. Participation in school trips is a privilege, and students are expected to represent themselves and the SAAS community with integrity and respect at all times.

7.6.6 Overnight Housing Policy

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

SAAS Guidance on Overnight Housing Practices Relating to School-Sponsored Trips and Gender Inclusivity

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

Technology, AI & Digital Citizenship

8.1 Appropriate Use of Technology

Access to technology and networking resources at Seattle Academy is dependent on a set of responsibilities and obligations. It is granted subject to school policies, as well as local, state, and federal laws. Given that Seattle Academy is an educational institution, the appropriate use of technology and networking resources must have an academic focus. Using resources appropriately means acting in alignment with our core values and using shared resources wisely. It also means respecting others' work, data ownership, security systems, and people's rights to privacy and freedom from harassment and unnecessary disturbance.

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

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

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

8.2 Use of Generative AI Tools

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

create a common framework of understanding please review our glossary of AI terms and descriptors.

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

8.3 AI-Generated Media & Deepfakes Policy

Seattle Academy recognizes the rapid evolution of artificial intelligence technologies, including AI-generated media such as “deepfakes” (synthetic or manipulated images, video, or audio created using AI). While such technologies hold educational value, their misuse can undermine our Core Values of trust, respect, responsibility, and integrity.

8.3.1 Guidelines for Appropriate Use

Students may only create, share, or use AI-generated media, including deepfakes, as part of coursework or school-sponsored activities with prior approval and supervision by a faculty member

Any academic use of deepfakes must include **full disclosure and proper citation** of the AI tool(s) used, prompts provided, and the role of AI in creating the final product.

Students may not use AI-generated media in any way that:

- Misrepresents or impersonates another person without their explicit consent.
- Causes harm, embarrassment, or reputational damage.
- Violates privacy or intellectual property rights.
- Spreads false or misleading information.

8.3.2 Prohibited Conduct

The following uses of deepfake technology are prohibited:

- Creating or sharing deepfake media depicting SAAS community members (students, faculty, staff, or visitors) without written consent.
- Using deepfakes for harassment, bullying, threats, or impersonation.
- Distributing deepfakes on social media or other platforms where the content could be reasonably perceived as real or factual.
- Any use of deepfakes that violates local, state, or federal laws.

8.3.3 Consequences

Misuse of AI-generated media will result in disciplinary action in accordance with Seattle Academy's Disciplinary Process. Consequences may include, but are not limited to:

- Official Warning or Academic/Behavioral Review.
- Loss of access to school technology resources.
- Academic penalties for violations tied to coursework.
- Probation, suspension, or expulsion in cases of severe misuse.

Seattle Academy reserves the right to notify appropriate authorities if deepfake misuse involves illegal activity.

8.3.4 Educational Commitment

Seattle Academy is committed to equipping students with the skills to critically evaluate and ethically engage with AI technologies. Instruction on media literacy, digital citizenship, and the ethical implications of deepfakes will be incorporated into relevant coursework and advisory programs.

8.4 Responsible Maintenance of Equipment & Software

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

- All laptops and associated equipment for class use must be clearly labeled with the student's name.
- Since all students should have working equipment at all times, there should be no need for students to lend equipment to others. In the rare instance when there is a legitimate need to borrow or lend equipment, borrowing requires explicit consent of the lender. Taking equipment without explicit consent is considered theft.
- Students are responsible for the security of their laptops and laptop equipment at all times. Students should use padded cases or other approved carriers for their laptops, and no laptop should ever be left unattended. Since the laptops are the personal property of the students and their families, the school cannot be responsible for theft. Families are strongly encouraged to purchase insurance against loss or theft.
- Mandatory software will be provided each year. Students are responsible for maintaining this software on their laptops.
- Additional software added by the student must not conflict with software required for

academic use.
- The Technology Department is not responsible for restoring or backing up students' personal files, software, or data.

Students are required to maintain backup copies of their work. Failing to have a backup is not an acceptable reason for failure to turn in assigned work.

8.5 Responsible Use of Network

We would like to place special emphasis on the fact that the use of technology to harass others is not appropriate. This includes communication through text message or chat, on social networking sites, activity on any email account or system, and sending or replying to unauthorized mass emails. It also includes communications within the school network and communications going into or out of the school network. Additionally, the school's family directory is a resource for building connections within our community. We ask that families use it only for personal, school-related communication. Please do not use directory information to contact parents for the promotion of a business, political candidate, group, or cause.

At Seattle Academy, the following things are not appropriate:

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

one of the following: Division Head, Assistant Division Head, or Dean of Students.

8.6 Technology Etiquette in the Classroom

It is critical in a wireless environment that students follow the classroom guidelines listed below and any specific directives provided by the classroom teacher.

General guidelines for technology use during class include, but are not limited to, the following:

- Students may not access cell phones during class.
- Students will be expected to use their school laptops in class according to teacher instructions and/or as needed for their learning accommodations.
- Students may only use headphones for class work unless they have a specific accommodation otherwise.
- Students must immediately close laptop screens when the teacher asks for all screens to be closed.
- Students must not use games during class or other academic activity, including study hall unless directed by the teacher.
- Students must follow teacher directions for when it is appropriate or inappropriate to connect to the network or to use the Internet.
- Students must also carefully follow teacher directions for use of the wireless network during evaluations (for example, tests).

Students are always responsible for the work assigned. Loss of a computer or its components, inability to keyboard, problems with printing, or lack of back-up copies does NOT excuse students from completing work.

8.7 Prudent Use of Technology (Anytime/Anywhere)

- Students may not use school trademarked material (such as name and/or logo) without permission on public social media websites (such as Instagram, TikTok, Snapchat, etc.).
- Students may not use names and/or images of other students maliciously, or without permission on public websites (such as Instagram, TikTok, Snapchat, etc.).
- While at school, students may not take pictures of other students or community members without permission.
- Students should be prudent about protecting their identity online. The school provides instructions about online safety, but this is also an important family issue.
- Students should follow guidance from their teachers regarding the use of generative AI, and are expected to seek teacher permission before using any AI technology to complete coursework.

8.8 Consequences for Inappropriate Use of Technology

Consequences following from inappropriate use will vary with the nature of the problem and will be handled in a manner consistent with the school's disciplinary policy. Among the possible consequences are the following:

- Meet with the Grade Level Dean.
- Removal of particular software (such as games) from the device.
- Loss of networking privileges.
- Required device audits.
- Confiscation of laptop or cell phone.
- Suspension, probation, or expulsion.

More serious violations (such as the use of technology to harass others or inappropriate technology use during an exam) will be dealt with immediately by the Grade Level Deans or Division Heads and may result in suspension, probation, or expulsion.

Certain violations of this policy (such as sending harassing or hateful messages, postings, images, etc.) may **require** Seattle Academy to contact the appropriate law enforcement agency.

8.9 Middle School Electronics/Technology Policy

In efforts to simplify our days and maximize instruction, discussion, and interaction time, we request that students refrain from bringing personal electronics to Middle School.

- Students may not access personal technology (Cell phones, Kindles, AirPods, etc.) between 8:00 am - 3:01 pm.
- The use of personal electronics is not allowed in school before 3:01 PM. Personal electronics that are used during the school day will be held until dismissal time. If such a temporary loss of personal electronics does not remedy the behaviors, other measures will be taken.
- Students who need their phones for medical purposes should clear that with Safety and their respective Grade Level Dean.
- 8th graders going off campus for lunch are allowed to have their phones on them while off campus.
- School headphones will be available in class at the teacher's discretion.
- If a student is seen with a device in class, in the hallways, in the bathroom, etc, the teacher will take the device and deliver it to the Dean/Coordinators office.

8.9.1 Communication Support

- Students may use the main office phone if they need to be in touch with family. If you need to reach your child during school, please call the main office

(206-323-6600).
- If Middle School students need to get in touch with their family during the school day, they can use the phone in the Middle School Building front office. If parents/guardians need to get in touch with a student, they can call the front office, and the front desk will make sure the student gets the message as soon as possible.

8.10 Upper School Electronics/Technology Policy

We expect no phone use in classes: Students will be expected to keep their phones silenced and stored away in their bags or they will be asked to put them into phone holders in class. Teachers will design lessons that support this.

- If a student has their phone out, a teacher will give them a verbal reminder to put it away. If the student continues to use the phone, the teacher will ask to hold onto the phone until the end of class.
- In cases where such phone use recurs, teachers will have the option of giving the phone to the grade level Dean to hold onto until the end of the day, when the student can retrieve it from the Dean.

We recognize the important utility and safety of phones: This is particularly true as students move through our busy urban neighborhood. In case of an emergency or when a student's location is in question, communication via text message, email, or phone call is one of our best tools to support the safety of our students.

We value the right to privacy: No member of our community should be photographed, filmed, or posted about without explicit consent.

We seek to build an intentional in-person community: Outside of academic spaces, we will designate certain community-building activities such as class meetings and retreats as technology-free spaces.

8.11 Social Media Policy

At Seattle Academy, living our core values of trust, respect, integrity, and responsibility drives all we do—including our social media engagement.

Social platforms offer important places to connect, share information, and celebrate one another. We love bringing our community together in these forums! We want our social channels to be positive, civil environments where our students, faculty, and alumni benefit from the recognition and support they deserve.

8.11.1 Who This Policy Applies To

This policy applies to:

- Students enrolled in the school.
- Family members of students enrolled in the school.
- Volunteers.
- Official school social media accounts, including those run by student clubs or athletics teams.

8.11.2 General Guidelines for All

We encourage all those who engage with SAAS social media accounts to:

- Be kind and constructive.
- Be true, factual, and relevant.
- Embrace diversity of backgrounds, experiences, and viewpoints while staying respectful and inclusive.
- Ensure posts reflect SAAS's mission, inclusivity, and commitment to lifelong learning.
- Avoid commercial activity and political campaigning.
- Respect one another's dignity and privacy.

Our Communications team monitors SAAS social media channels and will remove content that conflicts with our guidelines and the spirit of our community, including comments made by members of the public. Political endorsement messages, spam, misleading information, personal attacks, bullying, harassment, unapproved promotions, and any content promoting hate or discrimination will be deleted.

8.11.3 Guidelines for Student Personal & School-Related Accounts

When posting on personal accounts:

- Adhere to the expectations for student behavior and conduct as outlined in the Student Handbook, including SAAS's Technology Policies.
- Cyberbullying, harassment, or hate speech will result in disciplinary action.
- Do not impersonate staff or other students.
- Avoid sharing SAAS students' personal information or photos without consent.

When posting on school-related social media accounts, such as accounts for SAAS clubs or sports teams:

- Ensure that information shared is factual and relevant.
- Ensure posts reflect SAAS's mission and values, including building an Inclusive Community.

- Coordinate account access with the Communications team. Official accounts are owned by Seattle Academy, not individual users. Account credentials must be shared with communications@seattleacademy.org and transitions managed when leaders change.
- Maintain account activity at a reasonable and consistent level; dormant accounts may be closed by the school.
- Do not create anonymous, parody, or unofficial accounts representing SAAS.
- Seek guidance from SAAS's Communications team with questions about what is okay to post or how to handle comments and reactions online.

8.11.4 Violations

The decision to delete content is at the SAAS team's discretion. Repeated violations may result in being blocked from viewing or commenting on our pages. In addition, violations of this policy may result in disciplinary action, up to and including:

- Suspension and/or termination of enrollment for students.
- Revocation of volunteer privileges.

The school reserves the right to take action at its sole discretion.

8.11.5 Reporting Concerns

If you see concerning or harmful content involving the SAAS community, please report it to communications@seattleacademy.org.

- Students should also inform a teacher, advisor, or dean.
- Staff should escalate directly to Communications or Division Leadership as appropriate.

If you have a concern about something we post, please contact us so we can address it together.

8.12 Technology Program Basics (BYOD/Loaners/Specs & Repairs) (NEW)

Middle School

Classroom Chromebooks

Seattle Academy maintains classroom sets of Chromebooks for use during Middle School instruction. Students are expected to handle these devices with care and treat them as shared school resources. Proper care and responsible use help ensure these devices remain available

for all students.

Home Device Requirement & Loaner Program

All Middle School students are expected to have access to an internet-connected device (other than a mobile phone) for homework, research, and independent learning at home. We recognize that not all families have access to a dedicated device, and we want to ensure every student can complete their coursework.

If your family needs a device for home use, Seattle Academy can lend a take-home Chromebook at no charge upon request. Please note that the school retains ownership of all loaner devices and will require return at the end of the school year. Families are responsible for the cost of replacing a lost loaner device; however, the school covers the cost of any damage that occurs during normal use.

Technical Support

If a Middle School student experiences technical issues with a classroom Chromebook or a loaner device, they should bring it to the Middle School tech office. Our team will diagnose and repair the device at no cost to the family.

Upper School

Dell Laptop Program

Upper School students are issued a Dell laptop, which they maintain administrative privileges on, allowing them to install software and customize the device for their academic and personal needs. Laptops are typically issued at the start of 9th grade or when a student enters Upper School. The cost of the laptop varies year to year; Seattle Academy purchases devices in bulk to secure significant discounts for families.

Warranty & Repairs

All Upper School laptops come with a four-year warranty that covers hardware failures and defects—with the exception of batteries, which are not covered. During the warranty period, any issues or damage can be brought to the Upper School tech office for repair at no cost to the student or family.

After the four-year warranty expires, repair costs become the responsibility of the family.

Technical Support

Upper School students should bring laptops with technical issues or damage to the Upper School tech office. Our team will assess the device, coordinate repairs, and work to minimize disruption to the student's coursework.

8.13 Student Records & Data Privacy (beyond COPPA) (NEW)

Seattle Academy is committed to protecting the privacy and security of student information while supporting the effective use of data to enhance teaching, learning, and school operations.

8.13.1 Student Records (NEW)

The school maintains student records in accordance with applicable laws and best practices. These records may include academic information, attendance, health information, disciplinary history, and other materials relevant to a student's experience at Seattle Academy.

Access to student records is limited to school personnel who have a legitimate educational interest in the information. The school takes reasonable steps to ensure that student records are accurate, secure, and used appropriately.

Certain records, including those related to learning accommodations, counseling, or student support services, are maintained with additional confidentiality and are shared only with school personnel who have a specific and legitimate educational need to know.

Families may request access to their student's records in accordance with school procedures and applicable law.

8.13.2 Use of Student Information (NEW)

Student information is used for educational purposes, including, but not limited to:

- Support instruction, assessment, and student learning
- Communicate with families
- Ensure student safety and well-being
- Operate and improve school programs and systems

Seattle Academy uses a range of digital platforms and tools to support these functions. The school seeks to partner with vendors that demonstrate strong commitments to data privacy and security.

8.13.3 Data Privacy & Security (NEW)

The school implements reasonable administrative, technical, and physical safeguards to protect student information from unauthorized access, use, or disclosure.

While no system can be guaranteed to be fully secure, Seattle Academy takes proactive steps to:

- Limit access to sensitive information
- Maintain secure systems and practices
- Work with trusted third-party providers

8.13.4 Review and Monitoring of School Systems

Seattle Academy reserves the right to review and monitor student activity on school-owned devices and on platforms licensed or operated by the school, including but not limited to school email, Google Workspace, Canvas, the school network, and any other systems provided by Seattle Academy. Students should not expect privacy in their use of these systems, and any personal use of school systems is subject to the same right of review.

The school may access content, communications, files, browsing activity, and system logs when there is a legitimate educational, operational, safety, security, or legal reason to do so. Examples include investigating suspected policy violations, responding to security incidents (such as compromised accounts or phishing), supporting students and faculty with technical issues, maintaining school systems, and complying with legal obligations such as preservation or disclosure requests.

Access is limited to school personnel with a legitimate need. Seattle Academy does not engage in routine content-level surveillance of student communications; however, activity on school systems may be reviewed at any time and without prior notice. Student devices connected to the school network—including personally owned devices—may also be subject to network-level monitoring as part of standard security and operational practices.

8.13.5 Appropriate Use & Community Responsibility (NEW)

Members of the Seattle Academy community are expected to respect the privacy of others.

Students may not:

- Access, use, or share another person's personal or account information without permission

- Distribute personal information, images, or records of others without consent
- Use technology in ways that compromise the privacy or security of the community

Violations of these expectations may result in disciplinary action.

8.13.6 Third-Party Platforms & Digital Tools (NEW)

In the course of instruction and school operations, Seattle Academy may use third-party applications that require limited student information (such as name, school email address, or grade level).

The school reviews these tools with attention to educational value, privacy protections, and data security practices. Families provide general consent for use of such tools through school agreements and policies.

8.13.7 Questions & Concerns (NEW)

Families with questions about student records or data privacy are encouraged to contact the school. Seattle Academy is committed to transparency and partnership in addressing questions related to student information.

Student Life & Co-Curriculars

9.1 Student Clubs & Activities

Seattle Academy has a wide range of student clubs and activities. We offer these activities so that students can be engaged and participate in the school outside of classroom activities and to encourage them to take intellectual and creative risks. Middle and Upper School clubs are student-initiated and student-led under the supervision of a faculty or staff member.

New clubs must be formally proposed to and approved by the MS Dean of Student Life and/or US Lead Coordinator. Club proposal forms can be accessed by directly contacting the aforementioned administrators and are welcomed throughout the entirety of the year.

9.1.1 Posters, Flyers & Student Posting (NEW)

Seattle Academy encourages students to share school-related events, opportunities, and student projects. To keep campus shared spaces welcoming and uncluttered, posting is limited to designated locations and must follow the guidelines below.

What May Be Posted

- School-related announcements (clubs, performances, athletics, advisory/class projects, student government activities)
- Student-created projects and initiatives connected to SAAS

What May Not Be Posted

- Promotions for non-school events or outside organizations (including summer camps, outside programs, businesses, or services)
- Political campaign materials or partisan advocacy
- Content that is inappropriate for a school environment (including discriminatory, harassing, threatening, profane, sexually explicit, or otherwise unsafe content)

Approved Posting Locations

- Arts Center (AC) Lobby
- STREAM Upper Learning Commons
- VB Lobby
- Upper School Commons

Posting in other locations (including hallways, doors, windows, stairwells, bathrooms, and exterior walls) is not permitted.

Posting and Removal Expectations

- Students may post their own materials in approved locations.
- Students may remove only their own poster(s). Do not remove, cover, or alter someone else's materials.
- Students are expected to remove poster(s) promptly after an event has occurred or when the posting is no longer current.

Removal by the School

- Any poster that violates this policy (including political or inappropriate postings)
- Posters placed outside approved locations
- Posters that are outdated or left up after an event has ended

9.2 Arts

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

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

9.2.1 Performances & Visual Arts Offerings

Please visit links on the Arts page on the SAAS website for this year's events.

9.2.2 Program Levels: Auditions and Portfolios

Each arts area has many classes that are available to all students. Dance, Music (Vocal & Instrumental), and Theatre have an "audition track" for students who want to make a more focused commitment to skill and repertoire development through practice and study in the art form. In the Visual Arts, students who wish to make a more focused commitment to their skill development can continue with Intermediate Visual Arts. The Advanced levels of Film, Photography, and Visual Arts require a portfolio review by the instructors for admission, as does the junior-level Portfolio Development Class. (For reference, here is the 2024-25 Audition/Portfolio Review Plans.)

9.2.3 General Arts Information (Productions; Credit; Rehearsal/Commitment; Attendance; Food; Ticketing)

Theatre Productions

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

Credit

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

Rehearsal/Commitment

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

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

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

Attendance

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

Food for Rehearsal

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

Students are not allowed to eat while in costume.

9.2.4 Ticketing Information

Arts Center Theatre Tickets

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

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

Arts Center Black Box Theatre Tickets

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

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

9.3 Athletics

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

of students.

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

At the Upper School levels of team play, players could be divided into varsity, junior varsity, a "JVC" or freshman team when necessary. In the Middle School, the Red Team plays in the Cross Town Middle School League Division 1.

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

9.3.1 General Athletics Information & Eligibility

Pre-Participation History and Physical Examination, Head Injury and Sudden Cardiac Arrest Forms

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

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

Eligibility for participation in sports follows the WIAA Scholarship guideline 18.8.4 of the 2025-26 WIAA handbook. To be eligible for participation in sports, students must be enrolled full-time at SAAS and maintain passing grades in 7 classes.

Seniors who are on track to graduate may initially enroll in 7 rather than 8 classes (the 8th being a study hall, for example), but they must maintain passing grades in all seven of those classes in order to remain academically eligible. Seniors may not drop or withdraw from a class in order to remain eligible.

To be eligible for participation in a given term, a student must have passed seven classes at the end of the previous trimester. A student who has not met the academic requirements at the end of a trimester will be ineligible to complete for the first three weeks of the following trimester, until their eligibility is re-instated, through the process outlined in the WIAA handbook.

9.3.2 Athletic Attendance

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

9.3.3 Impact Testing

The school conducts required impact testing on all high school athletes. The test provides a baseline comparison for each athlete. The test is completed on campus by a designated school official at no cost to families.

9.3.4 PE Credit

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

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

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

Club activities, such as Sideline Cheer and Bouldering, do not earn credit.

9.3.5 Uniforms

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

9.3.6 Community Chest (athletics)

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

9.3.7 Early Dismissals

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

9.3.8 Return to Play After Injury

A student must provide the Athletic Director with a doctor's note before returning to the team following an injury that has required medical attention. The doctor's note should include instructions on the care and recovery of the injury. (See Head Injuries including Return-to-Play)

9.3.9 Player Eligibility & Transfer Students

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

9.3.10 Gym Safety & Security

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

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

9.3.11 Athletics Contact Information

- Cathy Schick, Athletic Director (contact for Cross Country, Boys Basketball, Spring Soccer, Ultimate, Fastpitch)
- Erin Aitchison, Associate Athletic Director (contact for Volleyball, Wrestling, Track and Field.
- Max Bayern, Assistant Athletic Director (contact for Girls Flag Football, Baseball)

You can reach our Athletics department by emailing Athletics@seattleacademy.org

9.3.12 League & WIAA Athletics Affiliations

League and District Formats and Allocations

Seattle Academy Upper School is a member of the Metro 3A League, consisting of 1 4A school, 14 3A schools, and 3 2A schools.

Washington Interscholastic Activities Association (WIAA)

WIAA classifications are calculated based on school enrollment in 9th-11th grades. Seattle Academy competes at the 3A level.

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

The Washington Interscholastic Activities Association establishes starting dates and maximum number of regular season games and practices allowed for the sports season. This information can be found in the WIAA handbook or provided by the Athletic Director. The association also has rules about when one can coach a student off-season. The following is an example of a WIAA guideline: Athletes participating at the high school level must have a total of **7 practices prior to participating in their first competition.**

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

9.3.13 The Athletics Season (Pre-Season Meeting; Recognition)

Pre-Season Parent/Guardian/Team Meeting

The purpose of the pre-season meeting is to involve the family and the school in a conscientious effort to be productive partners. Head coaches provide an overview of the season ahead and answer general questions.

Recognition

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

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

9.3.14 Upper School Tryouts & Team Selection

Beginning in the 2025–2026 school year, Seattle Academy will no longer operate a fully "no-cut" Athletics program in the Upper School. While we remain deeply committed to inclusive access and student growth, most Upper School teams will now require tryouts and may have limited roster spots based on skill level, team size, and program capacity. This shift allows us to maintain developmentally appropriate and competitive team environments while enhancing the overall student-athlete experience. We are committed to offering at least one no-cut sport each season for interested participants.

Middle School athletics will continue to follow a no-cut model that prioritizes participation, skill-building, and exploration.

9.3.15 Hazing & Team Initiations (Policy) (NEW)

Practices commonly described as hazing or "team initiations" are inconsistent with Seattle Academy values and are strictly prohibited. The school is committed to a culture grounded in respect, inclusion, and the dignity of every student.

Hazing is defined as any activity, whether physical, emotional, or psychological, that is expected of someone joining or participating in a group and that has the potential to cause harm, humiliation, degradation, or exclusion, regardless of a student's willingness to participate.

This includes, but is not limited to:

- Activities that involve coercion, pressure, or implied obligation
- Physical discomfort, exertion, or risk of injury
- Humiliation, embarrassment, or demeaning treatment

- Isolation, exclusion, or social manipulation
- The use of substances or unsafe behavior

Consent does not make these activities acceptable. A student's willingness to participate does not reduce the seriousness of the behavior or its impact.

Seattle Academy expects that all teams, clubs, and student groups build community through inclusive, respectful, and positive experiences. Traditions and bonding activities must align with the school's core values and support the well-being of all participants.

Students who experience or are aware of hazing or inappropriate initiation practices are expected to report their concerns to a coach, advisor, dean, or other trusted adult.

Violations of this policy will result in disciplinary action and may include consequences for individuals and, when appropriate, for the group involved.

9.3.16 Student and Spectator Sportsmanship

Student Sportsmanship Policy

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

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

Spectator Sportsmanship Policy

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

9.3.17 Athletics Transportation Policy

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

9.3.18 Athletics Contract

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

Transportation & Parking

10.1 Transportation Overview

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

- The safety of our students.
- Our good relationship and respect for our neighbors.

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

See Transportation - Seattle Academy for more important information.

10.2 Metro Bus

In the interest of traffic safety and the environment, and due to limited parking space and traffic congestion in our neighborhood, we encourage the use of public transportation and carpooling. Seattle Academy is well served by Metro Transit, including the new G Line. For more information, call 206-553-3000 or consult the Metro website at http://metro.kingcounty.gov/.

10.3 Link Light Rail

Link Light Rail number 1 line connects students in King County from Angle Lake (south) to Lynnwood. . The number 2 line serves stops on the east side of Lake Washington. The Capitol Hill stop on Broadway is ten blocks from SAAS.

10.4 Carpools

We encourage families to form carpools as needed. Please refer to the Transportation page for tools to help form carpools.

10.5 Route Buses

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

Please review our Bus Rider Expectations.

10.6 Student Drop-Off & Pick-Up

The roads, sidewalks and driveways around the school are congested during morning and afternoon dropoff and pickup times. Drivers should use 13th Avenue. DO NOT travel northbound on 13th and DO NOT not use Spring Street at all, as it interferes with school bus activities and garage ingress/egress. Conditions around the school change frequently due to ongoing construction activities. Please refer to the Transportation page for up-to-date information.

10.7 Student Driving & Transportation

Seattle Academy is not responsible for any loss, theft, damage, or injury that results in connection with students driving themselves or others, including carpool partners. For additional information on parking, please see the parking tab on the Transportation page.

Please Note:

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

10.8 Visitor/Parent Parking

On-campus parking is limited. The Spring Street garage and 16th Avenue parking lots are reserved from 7:30 AM - 3:30 PM. If you are coming to campus and require ADA parking we ask that you reach out to transportation@seattleacademy.org

Fees, Services & Resources

Seattle Academy provides a range of services and resources to support students' daily experience and full participation in the life of the school. Some of these services involve fees, while others are supported directly by the school.

We are committed to balancing responsible stewardship of school resources with our core value of inclusivity. Financial considerations should not be a barrier to participation in the educational program or broader school experience.

The information below outlines expectations related to fees, shared resources, and available support systems. Families are encouraged to reach out to the school with any questions or concerns so that we can work in partnership to ensure access and clarity.

11.1 Lockers

Each student will be assigned a locker in the Middle School to store books and other personal items. Students in the Upper School may request a locker if they would like, but it is not required. These lockers are school property. Students are to keep lockers clean and free of damage. Anything placed on/in a locker must be within the school's general expectations for appropriateness and must be removed by the student at the end of the school year. Families will be charged for damage, repair, or clean-up of lockers not adequately taken care of by students.

11.2 Community Chest

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

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

11.3 Graduation Funding

Funding of graduation is provided by the school.

Family Partnership & Communication

12.1 Communication Path

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

1. Contact the faculty member, coach, or other adult directly involved first.
2. If the matter is not satisfactorily resolved, contact the Grade Level Dean.
3. Finally, if the Grade Level Dean is not able to resolve the concern, contact the Division Head.

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

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

- first letter of the first name
- followed by the entire last name
- followed by @seattleacademy.org.

For example, Madison Cardinal's email would be mcardinal@seattleacademy.org. Faculty may also periodically call or email you about your child's academic or extracurricular accomplishments and challenges.

12.2 Communication Tools

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

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

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

all the information carefully.

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

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

Please also see our 8.9 Middle School Electronics/Technology Policy in the Technology, AI & Digital Citizenship section of this handbook.

12.3 Family Association (Purposes / Meetings / Volunteer Opportunities)

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

The full Family Association meets three times during the school year, and all families are invited to attend. For current meeting information, please check the school's online calendar.

Questions about the Family Association? Visit the Family Association page on the school website at www.seattleacademy.org/families/familyassociation. For further questions, contact Anne-Marie Guerrero at amguerrero@seattleacademy.org or 206-676-6874.

12.3.1 Volunteer Opportunities

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

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

potlucks, etc.).

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

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

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

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

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

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

12.4 Showing Appreciation for Faculty (Gifts Guidelines)

Seattle Academy deeply appreciates the thoughtfulness and generosity of our families. To maintain fairness and professional boundaries, we ask that gifts to individual faculty and staff members follow these guidelines:

- Monetary gifts of cash, checks, or gift cards over $25 cannot be accepted.
- Individual gifts should be modest in nature and not exceed $100 in value.
- Small tokens of appreciation, such as handwritten notes, homemade items, or modest classroom supplies are always welcome.
- Overly personal or extravagant gifts are discouraged to ensure equity for all members of our community.
- Families who wish to express appreciation more broadly are encouraged to participate in

school-wide recognition efforts.

To show appreciation in a way that benefits the entire community, families are encouraged to participate in school-wide recognition efforts, such as the Annual Fund or Family Association sponsored faculty/staff appreciation activities, rather than offering substantial individual gifts.

Thank you for helping us celebrate our dedicated faculty and staff in ways that reflect the integrity and values of our school community.

12.5 Parent/Guardian Code of Conduct (NEW)

Seattle Academy believes that a strong partnership between school and family is essential to student success. This partnership is grounded in mutual trust, respect, and a shared commitment to supporting students' growth, well-being, and learning.

We expect all interactions within the school community to reflect these values. Parents and guardians play a critical role in shaping the tone of the community and in modeling for students how to engage thoughtfully, respectfully, and constructively.

When questions or concerns arise, we encourage open and direct communication. Families are expected to follow the school's established communication pathways (see Communication Path), beginning with the individual closest to the situation. In all communication, we ask that families approach conversations with a focus on understanding and problem-solving, allowing space for thoughtful response and maintaining respect for all involved.

In all school-related settings, including on campus, at events, and in digital communication, parents and guardians are expected to conduct themselves in a manner that supports a safe and respectful environment. This includes:

- Engaging with students, faculty, staff, and other families with respect and civility
- Supporting the school's mission, policies, and educational program
- Modeling appropriate behavior for students in both in-person and online spaces
- Addressing concerns constructively, without personal attacks or inflammatory language

Certain behaviors are not consistent with these expectations and may result in school response. These include:

- Disruptive, threatening, or intimidating conduct
- Harassment or demeaning language directed at any member of the community
- Interference with classroom instruction, school operations, or student activities
- Use of social media or other platforms in ways that harm individuals or the broader community

Seattle Academy faculty and staff are responsible for the design and delivery of the educational program and for student supervision and safety. We ask that parents and guardians respect

these roles and avoid intervening in student matters during the school day or at school-sponsored activities.

We recognize that disagreements may occur and are committed to working through them in good faith. At the same time, the school maintains clear expectations to ensure the well-being of the community. When a parent or guardian's conduct does not align with these expectations, the school may take appropriate action, including limiting access to campus or events, adjusting communication channels, or requiring meetings with school leadership.

In situations where concerns persist or significantly impact the school community, Seattle Academy reserves the right to determine whether the partnership between the family and the school can continue.

12.6 Photo/Video & Media Consent (Opt-Out) (NEW)

Seattle Academy regularly documents school life through photographs, video, and other media to celebrate student experiences, support school communications, and share the work of the community.

These materials may be used in school publications and communications, including but not limited to:

- The school website and social media channels
- Newsletters and internal communications
- Admissions and advancement materials
- Event displays or presentations

Enrollment at Seattle Academy includes general consent for a student's image, voice, or work to be included in these materials.

Families who prefer that their student not be included in school photography, video, or media may opt out by notifying the school in writing. The school will make reasonable efforts to honor these requests.

While the school takes care to respect opt-out preferences, it may not always be possible to exclude students from incidental or background inclusion in large group settings, public events, or crowd scenes.

Seattle Academy does not identify students by full name in public-facing media without additional consent, except in contexts where identification is appropriate (e.g., recognition, awards, or publications).

Families are also expected to respect the privacy of other students and community members when sharing photos or videos from school events or activities.

Forms & Agreements

13.1 School Forms - August Health Portal

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

13.1.1 General Permission

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

13.1.2 Head Injury & Sudden Cardiac Arrest Forms

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

13.1.3 Immunization Forms

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

13.1.4 Medical Forms

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

13.1.5 Pre-Participation History & Physical Examination

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

13.2 COPPA Parental Consent

Seattle Academy is committed to using technology in responsible and innovative ways to increase student learning. We carefully assess the resources we use to ensure that they are developmentally appropriate, follow best practices in safeguarding student privacy, and are a good match for our curriculum. Throughout the year, we will be using resources that may require your child to have an account on an app, a website, or a program. Many of these applications require parental permission before a student under the age of 13 may register. Under the Children's Online Privacy Protection Act (COPPA), websites must meet privacy expectations, provide parental notification, and obtain parental consent before collecting personal information from children under the age of 13. For more information on COPPA, please visit the FTC page with information about COPPA.

Seattle Academy utilizes several computer software applications and web-based services not operated by Seattle Academy, but by third parties. A complete list of the programs, with the privacy policy for each, can be found by accessing Seattle Academy's Seattle Academy's Digital Resources List. In order for our students to use these programs and services, certain personal identifying information (PII) must be provided to the website operator. Examples of PII generally consist of the student's name, username, school email address, and grade level. However, some online services, such as standardized testing applications may require student gender, age, and/or date of birth. Under federal law, these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13.

13.7.1 COPPA and Privacy Policy

COPPA requires that website operators never knowingly collect personally identifiable information from anyone under the age of 13 without prior verifiable parental consent. Pursuant to COPPA, Seattle Academy may collect personally identifiable information from students under the age of 13 when such students use their Seattle Academy email accounts to communicate with the school. A parent or legal guardian's consent is required for the school to collect any personal information that may be contained in the email transmission.

13.7.2 Agreement Form

This form will constitute consent for Seattle Academy to provide minimally required personal identifying information for your child to the following web-operators found on Seattle Academy's Digital Resources List and to the operators of any additional web-based educational programs and services which Seattle Academy adds during the course of the academic year. With this form, parents further release the school from any claims and liabilities that may arise out of or in connection with the use of the technology at Seattle Academy.

If you have any questions about the resources or the process, please contact the Director of Technology.

As a parent or guardian of a Seattle Academy student, you agree to the following statements:

- I grant permission for my child(ren) to use a personal computing device while at Seattle Academy and to have access to the school network (wired and wireless), Internet, Seattle Academy email account, and other school accounts.
- I further grant permission for the school to collect, use, and disclose personally identifiable information about my child(ren), in accordance with the school's Privacy Policy, as a result of my child's access to and use of the network, Internet, Seattle Academy email account, and other school accounts.
- I understand that in order for my child(ren) to use digital educational programs and services, certain personally identifiable information (PII) may be provided to the application's website operator strictly for educational purposes.
- I agree to allow my child to use the educational websites, apps, and programs listed in Seattle Academy's Digital Resources List.

I agree to allow my child(ren)'s teacher(s) or authorized school personnel to complete the registration process or assist my child in registering for these resources.