



ST. PAUL'S SCHOOL

**SPS HANDBOOK**  
**"Living in Community"**

**2016-17**

## **SCHOOL MISSION**

*St. Paul's School is a fully residential academic community that pursues the highest ideals of scholarship. We strive to challenge our students intellectually and morally – to nurture a love for learning and a commitment to engage as servant leaders in a complex world. Founded in the Episcopal tradition, St. Paul's School models and teaches a respect for self and others; for one's spiritual, physical, and emotional well-being; for the natural environment; and for service to a greater good.*

*Adopted 2007*

## **SCHOOL MOTTO**

*Let us learn those things on earth the knowledge of which continues in Heaven.*

*St. Jerome, Epistle 53*

*St. Paul's School Motto*

## **SCHOOL PRAYER**

*Grant, O Lord,  
That in all the joys of life, we may never forget to be kind.  
Help us to be unselfish in friendship,  
Thoughtful of those less happy than ourselves,  
And eager to bear the burdens of others;  
Through Jesus Christ our Savior. Amen.*

*Chapel Services & Prayers*

## **SCHOOL HONOR CODE**

*To live honorably, we, as members of the St. Paul's community, strive to be truthful, respectful, and kind.*

*Revised by the Student Council, 2015*

As a four-year, coeducational boarding school, St. Paul's values as significant characteristics of life at the school: academic achievement, physical vigor, spiritual richness, and healthy human relationships. The curriculum is comprehensive and strives to meet the needs and abilities of each student. At St. Paul's School, the word "curriculum" describes all of the structured experiences in which students participate: classes, athletics, service, activities, and life in the residential houses. All of these settings involve interactions and a fundamental trust between faculty and students, considered to be at the heart of our collective pursuit as an educational community. Robust and healthy relationships are fostered in many ways: through daily contact with faculty, the formal advising system, the Living in Community (LINC) program and opportunities in the daily schedule including classes, meals, Chapel, athletics, activities, and special events.

As a member of this fully residential community, students are offered unique opportunities for cooperation, collaboration, and lasting friendships with peers, faculty, and staff. Although we are a diverse school composed of people with a broad range of interests and traditions, respect for others is essential in the fabric of our lives here. We ask, for example, that you be polite and appropriate in all verbal and electronic communications and that you consider carefully how your words, dress, and actions influence others and may have the potential to offend if they are not chosen thoughtfully. By listening when someone else is speaking, being considerate of all those living and working here, helping to maintain a safe and clean environment in the houses and grounds, following directions given by any adult in the community, using public spaces appropriately, and considering how behavior and communications affect or influence others, we are showing respect for all members of the SPS community. We expect that students will stand up and intervene, as appropriate, when they witness behavior that negatively affects others.

We believe that diversity in all of its forms is the bedrock of institutional excellence, and at SPS, our diversity is rich. We believe that all community members are responsible for nurturing a spirit of inclusivity and welcome in the following ways:

- support all students, faculty, and staff as they work to define themselves and to find their places in an increasingly diverse school community and a rapidly changing world;
- advance cross-cultural exchange within the School through both formal events and informal programs;
- foster a deeper understanding of, and respect for, the diverse backgrounds of SPS community members;
- eliminate barriers that may prevent people with specific racial, ethnic, religious, gender, age, or class affiliations or of any sexual orientation from participating fully in the community;
- act as allies, advocates, and advisers for those experiencing cultural alienation within the school; and
- uphold the sentiment that we benefit by learning from those different than ourselves, which in turn enhances the education, learning, and understanding of us all.



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## Residential Student Support Systems

As a fully residential Episcopal school, St. Paul's is committed to a relational context for learning. Our holistic philosophy includes the academic, social, emotional, physical, and spiritual facets of human development. This approach derives from an understanding of children being in the process of becoming, and acknowledges that growth is active and multi-faceted rather than didactic. We accept that dissonance and discomfort are a natural and necessary part of the development process, and understand that children must take risks and experience failure in order to develop and learn.

Development does not, however, occur in a vacuum. As a result, we strive to create an environment in which children can experience authentic, meaningful relationships with adults. It is within the context of these relationships – in classrooms, in houses, and beyond – that perspectives can be challenged, and real growth occurs. Differentiated expectations and programs help students learn safe, responsible and respectful behavior while honoring the process of ongoing human development.

Our approach to education is brought to life through the practice of Engagement, Empathy, and Education.

### **ENGAGE**

- We are present in the lives of our students.
- We are intentional in selecting the right moments to engage our students.
- We are mindful of the issues we choose to engage in with our students.
- We are self-reflective in our engagement and strive to listen first.

### **EMPATHIZE**

- We approach our work with students from a position of curiosity and empathy.
- We take time to understand student behavior, thoughts, and feelings in the context of their unique experiences and developmental stage.
- We work alongside young people to form healthy and collaborative relationships based on shared understandings and mutual accountability.

### **EDUCATE**

- We acknowledge that influencing development is an ongoing process.
- We strive to educate rather than “fix” our students.
- We reflect critically on our own practice and actions as educators so as to engage in a process of continuous learning.
- We empower young people to become the authentic authors of their own education and experience.

# Adult Resources for Support

## **ADVISERS**

Advisers are the adults most responsible for a student at our School and should be the first contact a parent has with the School if there is any concern or question regarding his or her child. They serve as the primary liaison between student, parent, and teacher.

Advisers are accessible and genuinely interested in the students. When a student needs help, the adviser either provides it or finds the necessary assistance. Advisers strive to cultivate an atmosphere of trust in which students can openly discuss personal issues. In addition to offering a listening ear and practical assistance, the adviser is a source of reliable information regarding policy and procedures and opportunities in the School as well as in the surrounding community. Advisers assist students in their academic programs and course selections, keep abreast of students' athletic commitments and community activities, and provide the friendship, support, trust, and understanding that undergird growth and development.

Advisers call or write parents at the start of each year and communicate formally several times a year and informally as often as necessary. Most new students are assigned faculty advisers who live in student houses. Houses have an average of three live-in faculty members to approximately 30 students.

Other advisers include members of the faculty, School clergy, School counselors, the deans, and the vice rectors. Additional sources of support for students include student leaders and house prefects.

## **HEADS OF HOUSE**

The head of house position is an important and valued faculty role at St. Paul's School. Stated simply, the head of house sets the tone for her or his house, and in doing so, helps to imbue all SPS students with the core values of our school, namely to be kind (thoughtful, unselfish, and compassionate) and to live honorably (respectful, responsible, and safe).

The heads of house, in collaboration with the Dean of Students Office and Clark House, are the chief stewards of residential life at St. Paul's School. Their principal charge is to create a safe, inclusive, and healthy residential program for our community.

The head of house team identifies and develops consistent expectations for students, works collaboratively to develop best practices for faculty and advises the Dean of Students, Vice Rector for School Life, and the Rector regarding residential policy development.



## **DEAN OF STUDENTS OFFICE**

At St. Paul's School, we believe in the power of positive student culture, and we strive to create and nurture a healthy environment where every student is able to explore, grow, and become their most authentic self.

The Dean of Students Office will ensure that St. Paul's School is a community where students are respectful, responsible and safe by delineating clear expectations, promoting positive behaviors, and holding students accountable.

The Dean of Students Office strives to support students in every aspect of their residential life at St. Paul's School. The dean of students team handles matters concerning student health and wellness, activities, off-campus programs, leadership development, daily attendance, special permissions, discipline, and more.

## **DEAN OF SCHOOL LIFE**

The Dean of School Life is responsible for advancing the health and wellness of the School community, specifically with regard to inclusivity in every realm of the School – race, class, ethnicity, gender, religion, nationality, sexual orientation, and/or disability. The Dean of School Life collaborates with community members (students, parents, faculty, and staff) to design, implement, and monitor programs and strategies to foster pro-social behavior and reduce student risk behaviors, attitudes, and experiences. The Dean of School Life is available to support students and faculty interested in developing and fostering initiatives to build a healthy, inclusive culture.

## **CHAPLAINCY**

The chaplaincy at St. Paul's generates, lifts up, and lives out the values of Living in Community for and with students, faculty, staff, and the wider SPS network through prayer, programming, presence, and music. Our mission for 2016-2017 is "Love One Another."

The chaplaincy is based in the Episcopal tradition, honors interfaith life and dialogue for our diverse community, and is committed to inclusive and multicultural expressions of life on campus, working in close dialogue with the Rector, Dean of School Life, and Dean of Students.

Chaplains are available for sacramental rites and pastoral care, to help with spiritual discernment, direct individuals to campus and wider resources (such as sites of worship or Clark House), and for suggestions/collaboration regarding Chapel programming.

## **CLARK HOUSE**

The philosophy of Clark House is based on a developmental understanding of early, middle, and late adolescence. Each of these stages, for our 13- to 19-year-olds, requires specific knowledge related to their physical, cognitive, social, emotional, and moral growth. Kindness, courtesy, and humane discipline form the core values from which we provide nurturing care while encouraging students to take advantage of the School's opportunities. We recognize the need for limits and boundaries as well as offering a place for comfort. Clark House provides a relaxed, quiet atmosphere in which students may recover from illness or injury as well as develop a necessary and healthy balance in their lives.

## **STUDENT TEACHER ASSISTANCE TEAM (STAT)**

Clark House also coordinates the Student Teacher Assistance Team (STAT). STAT is a group that meets to problem-solve academic or health-related issues. These concerns can be student specific or relevant to the entire community and may include such issues as health leave, drug or alcohol use, unhealthy eating patterns, learning issues, time management, or academic difficulties. The team, which acts as a resource, is composed of core members that represent a variety of support units within the School (Dean of Students Office, student adviser, Clark House counselor, and medical director). Additional members are added as needed, such as the student's adviser, a chaplain, or teacher(s). A referral to this problem-solving team can be made by anyone including a parent, faculty members, adviser, or student. STAT responds by making recommendations to address the concerns at issue.

Clark House is centrally located on the grounds of St. Paul's School, across from the Chapel and Ohrstrom Library and between the Rectory and Post Office, allowing for easy student access. Clark House consists of an inpatient and outpatient wing, counseling offices, health resource library, conference room, and meditation room. From this site, we provide and coordinate our medical, counseling, and wellness services.

## **ACADEMIC AFFAIRS OFFICE**

Our learner-centered classrooms reflect an understanding of how we learn best; we all learn differently, but our teachers understand when, how, and why their individual students learn. Our students assume responsibility for their own learning, following the belief that "The ones who do the work do the learning." Our shared responsibilities include:

*Understand how we learn:*

- Engage with the material and with each other
- Make discoveries rather than being told what to learn
- Repeat main ideas and consider them from different perspectives

*Share common goals:*

- Embrace and practice backward design
- Know where the course is going and what is expected of each of us
- Understand in advance the grading criteria for assessments
- Share homework assignments which are in line with homework guidelines by the end of the class before homework is due

*Assess our learning:*

- Cultivate ongoing dialogue, collaboration, and feedback
- Enjoy a variety of assessments to measure progress
- Share feedback on assessments within two weeks, or before the next graded assignment
- At least twice a term, we share student-to-teacher and teacher-to-student feedback and discuss the class dynamics

## **ATHLETICS AND FITNESS**

There are many different opportunities for athletic participation requiring varying levels of ability. SPS varsity teams usually meet six days a week; SPS JV teams meet five days a week; club teams and instructional programs meet three or four days a week. Some club teams are coed.

### **Athletic Trainers**

Certified athletic trainers provide services in the area of prevention, evaluation, treatment, and rehabilitation of injuries or illness sustained during practices or games. Athletic training facilities are located in the Athletic & Fitness Center, the Blass Club House, the Turf Field Building, and the Matthews Hockey Center. The athletic trainers are available before and after practices and games. They also schedule individual appointments.

### **Managers**

Some varsity and JV teams have managers. Any student interested in managing a team should see a coach. This does not fulfill an athletic requirement, but may, at the coach's discretion, be eligible for a JV or Varsity letter award.

### **Athletics Facility Coordinator**

This person provides services in the area of training expertise. The office is located in the Gillespie Strength & Fitness Center.

## **INFORMATION TECHNOLOGY (IT)**

### **The help desk**

The IT Help Desk assists members of the SPS community (students, faculty, and staff) in their use of the School's information and communications technology. IT staff covering the Help Desk are responsible for the following:

- Providing rapid response to all classroom technology issues
- Answering all user questions and inquiries
- Providing direct solutions to simple user problems or difficulties
- Referring more difficult problems that cannot be resolved over the telephone to the appropriate it service personnel
- Notifying the sps community of any planned disruptions of service due to the implementation of new technology or required preventive maintenance

Any failures of, or problems with SPS technology should be reported immediately to the IT Help Desk by calling ext. 2000 or from outside the School 603-229-5698; or by sending an e-mail to [help@sps.edu](mailto:help@sps.edu).

The IT Help Desk is staffed Monday through Friday from 8 a.m. to 4:30 p.m. Any voice-mail or e-mail messages received after hours or on the weekends will be cleared and addressed before 9 a.m. on the next business day.

The SPS community will be notified in advance if the Help Desk will not be staffed during regular "business hours" and all voice-mail and e-mail messages will be cleared and addressed by other IT personnel on an hourly basis.

Although IT's primary responsibility is the support of School-owned hardware, they will make every effort to assist students experiencing problems with their personal computers. Students are invited to bring their "broken" computers to the Schoolhouse Tech Shop during normal IT hours of operation. The IT technical staff will attempt to diagnose and repair the hardware and/or software problems at no charge to the student. Upon communicating the need to the student, IT will bill back the student's account for any parts required.

*For more detailed information about its services, see Daily Life.*

## **SAFETY**

Safety and security are, to a large extent, everyone's concern at St. Paul's School. We all share in the responsibility of ensuring maximum safety and security for the entire St. Paul's School community.

The telephone number for emergencies occurring on school grounds is 9-1-1. An emergency might be a fire, serious medical event or a police emergency, such as a crime in progress. You do not need to dial 8 first when calling 9-1-1. You will immediately be connected to emergency providers at NH E911. In addition, there are four emergency phones located on campus for emergencies. These phones connect you immediately to either SPS Safety or E911, depending on what button you select at the phone. These are located at the Lindsay Center for Mathematics and Science, the Boathouse and the Bogle-Lechner Turf Fields and Building. The Lower Pond dock phone is a safety-only phone.

The School provides 24-hour safety coverage. The Safety officers may be contacted from School phones by dialing ext. 4646. From other phones, dial 229-4646. You will be connected directly to the duty officer. State your name, location, problem, and the phone number from which you are calling. Give the information clearly and briefly. The Safety Department can be reached 24 hours a day, 7 days per week. Be aware however that the officer can only receive one call at a time, so it may be necessary to call back if there is no answer. Escorts are available and their use is encouraged for students returning to their houses from School activities after check-in.

Students are encouraged to contact the Safety Department promptly should they see any suspicious activity such as trespassers, prowlers, or a safety issue.

## **FACILITIES OPERATIONS AND ENGINEERING**

The Facilities Department is responsible for both the operation and maintenance of the School's physical plant (buildings, grounds, waterways, utilities, etc.) and also for the planning and oversight of capital projects, both new construction and renovation. We are also responsible for managing the School's Shipping and Receiving and Post Offices.

We endeavor to always provide the students and staff of the School with a clean, safe and comfortable working and living environment. Facilities staff are on-call 24 hours a day to respond to emergencies and can be reached by calling the Facilities Department during regular working hours and by calling SPS Safety at all other times.

# Peer Resources for Support

## **HOUSE PREFECTS**

The Prefect Program provides a link between students and faculty within the residences, and works to ensure the wellbeing of student members of this residential community. Prefects strive to make student life at St. Paul's School welcoming, comfortable, safe, and enjoyable by setting a positive example for all who live and work in the house. It is the goal of every prefect to enthusiastically support, monitor, and make a proactive effort to connect with students and faculty alike. As leaders in the house, prefects set the standard for fairness and objectivity and recognize the need to intervene and seek guidance from adults in times of crisis.

Each winter, prefects are chosen to serve for the following academic year. They must be Fifth Form students and must first complete a thorough application process. When they return to School, training takes the form of large group exercises as well as those conducted in smaller groups. Topics covered include student health and safety, hazing, harassment & bullying, group dynamics, clinical issues, sex and sexuality, conflict resolution, listening skills, and crisis intervention. At any time during the year, a head of house, in consultation with the Dean of Students Office, may require a prefect to relinquish his or her position as prefect.

## **PREFECT MENTAL HEALTH DAYS**

Given that prefects spend time assisting their peers in the house and are often called upon to put the needs of others ahead of their own, a prefect may, with the permission of his or her head of house, take an occasional mental health day to make up for lost time and sleep.

### **Process**

- A prefect must alert his or her head of house of a desire to take a mental health day on the morning of the requested day.
- The head of house will have a discussion with the prefect about the reasons for a mental health day and will decide whether or not to grant one.
- The head of house will notify the Dean of Students Office, which will then notify teachers that the prefect is excused from classes for the day.
- The prefect may not attend classes, athletic practices, or evening activities but may attend meals (including Seated Meal) and seek academic assistance in the evening hours.
- The prefect must check in at 8:30 p.m.
- The prefect must remain in his or her room without visitors for the duration of the day, except for the above-stated purposes.
- Mental health days should be taken as a direct result of time spent performing prefect duties, and not as a result of poor planning and time mismanagement.

## **BIG BROTHERS/BIG SISTERS**

Each new student is assigned a Big Brother or a Big Sister by the Admission Office. These older students generally provide support and counsel to new students during their adjustment to the School. Big Brothers and Big Sisters are an excellent source of information on all aspects of School life.

## **SPS BUDDIES**

Every new Fourth and Fifth Form student is paired with a returning student buddy in the same form. Buddies will help introduce their new student to the community and be a friendly and helpful resource as the new student adjusts to life at SPS.

Buddies are expected to spend two hours each week together during fall term in a combination of planned and casual events. Applications for the Buddy Program will be available to rising Fourth and Fifth Form students during the spring term and assignments will be made during the summer so that buddies can reach out to new students before the start of the new school year.

## **STUDENT GOVERNMENT**

### **Student Council**

The Student Council provides a forum for students to present ideas to improve the School community and serves as an advisory body to the Rector. The officers of the Sixth Form preside over the Student Council and choose a faculty adviser each year. The council meetings are open to the community.

### **Student Council Charter**

The charter governs the operation of the Student Council. It includes information on the Confidence System, the Honor System, elections, and other important matters. Copies are available in the library and in the Dean of Students Office.

### **Sixth Form Officers**

The four Sixth Form officers are elected by their form in the spring of their Fifth Form year. The officers share many responsibilities, including weekly meetings with the Rector, running Student Council meetings, serving as student reps on the Discipline Committee (DC), and presiding over other student matters. For further information, see a Sixth Form officer.

### **Form Representatives**

Two representatives each from the Third, Fourth, and Fifth Forms are elected to serve on the Student Council. In addition to serving on the council, form representatives run form meetings and organize form activities.

### **House Representatives**

Each house elects a representative to the Student Council. House representatives attend Student Council meetings, report back to students during house meetings, solicit input from them, and represent the members of their house before the Discipline Committee.

# Expectations and Policies



## Major School Expectations

*For information about Responses to these violations, please see Responses to Violations.*

St. Paul's School expects all members of our community to strive to live according to the values embodied in our School Prayer and School Honor Code:

- Be Kind: be Thoughtful, Unselfish, and Compassionate
- Live Honorably: be Respectful, Responsible, and Safe
- Be Truthful

These standards have characterized St. Paul's School and its students for more than 150 years. By choosing to join this community, you elect to meet these expectations. The choice to attend St. Paul's School represents your decision to respect these ideals and to be shaped by them. Disregard for the School's expectations jeopardizes your place at the School. In choosing to attend St. Paul's School, you agree to live in accordance with the School's expectations.

Families are critical in the fulfillment of our School's mission and in upholding our School values. In sending a son or daughter to St. Paul's School, parents form a partnership with the faculty and staff of the School. They agree to support the School's major expectations and rules in their relations with their own children, as well as with all St. Paul's School students. Through this strong partnership and collaboration with our parents/families we, as a community, strive to uphold our School honor code to live honorably, to strive to be truthful, respectful, and kind.

*Shared responsibilities of the St. Paul's School family include:*

- Communication between families and adviser as primary contact with the School.
- Empowerment of students to take responsibility for their own education and experience.
- Respect during interactions with the School.
- Support of the School's policies and procedures which guide students' education and development.

Being clear about expectations and policies will hopefully inspire positive participation in all areas of the school, promote learning, and encourage the understanding that being kind, living honorably, and standing up is at the heart of our community. The sections below are included to clarify the community's expectations of all students, regardless of age and including those who have turned 18. Later in the book, there is a more specific list of rules, expectations, and consequences for breaking them.



The rules and procedures outlined in this book apply under normal circumstances. However, from time to time there are situations that require immediate, nonstandard responses. Therefore, the School reserves the right to deal with instances of other inappropriate behavior in a timely and efficient manner, taking actions deemed to be in the best interests of the School, its faculty, and its students. This document as written does not limit the authority of the School to alter its rules and procedures to suit any unusual or changed circumstances.

Living honorably is a foundational value on which this community rests – a value found in our mission and School prayer. This means...safe, respectful, responsible, inclusive.... We expect honorable behavior in all areas of school life, formal and informal, curricular, and extracurricular. Kind and honorable interactions between students, parents, faculty, and staff are essential to sustaining the healthy functioning of our school.

### **ESSENTIAL ELEMENTS OF STUDENT LIFE**

In addition to abiding by the school rules in this handbook, students at St. Paul's are expected to have the skills necessary to function independently at a fully residential school. These skills include self-management, relationship skills, and positive decision-making. When a student's behavior impacts these areas of functioning, a separation from the school until evidence of skill restoration may be warranted.

The Americans with Disabilities Act (ADA) offers guidelines for reasonable accommodations to meet these standards:

### **AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT**

Members of the St. Paul's School community come from many backgrounds and bring many different gifts. As part of that diversity, St. Paul's School enrolls qualified students with documented physical, psychological, and learning disabilities and other health issues. The School recognizes that some accommodations will be necessary to ensure access to its academic and other resources and is committed to providing that support for students legally entitled to it.

Although the School does not offer special programs for students with disabilities, the School is committed to providing reasonable accommodations in academics, housing, and other programs and services to address the disability-related needs of otherwise qualified students with disabilities. Reasonable accommodations are interventions (excluding personal services)

that are designed to enable students with disabilities to enjoy equal access to the full array of programs and supports offered at SPS without creating an undue burden on the School, fundamentally changing the nature of a St. Paul's School education, or altering its standards.

## **MAJOR SCHOOL EXPECTATIONS AND RULES**

The focus of our disciplinary system is education: we believe people can learn from their mistakes and remain contributing, positive members of the community. A serious rule violation, therefore, often leads to a term of Probation, during which the student is asked to demonstrate both the willingness and ability to learn and mature from the experience and to repair harm done.

There are, however, certain offenses for which a student should expect to be dismissed from the School regardless of any prior disciplinary record. These include any egregious offense deemed exceptionally misguided or dangerous. Examples include serious instances of hazing, harassment, or bullying, major theft, possession of school keys, facilitation of games of sexual solicitation and/or conquest, repeated cheating, multiple offenses occurring in close proximity of time to each other, or consumption of alcohol or drugs that result in harm or risk of harm to self or others. In addition, separation from the School is a possible outcome, even after a first offense, when a student is selling or providing alcohol or illegal or prescription drugs (including drugs used to treat ADD and ADHD), or is in possession of paraphernalia associated with provision of alcohol or illegal or prescription drugs.

Failure to meet the terms of Probation, lying to a Discipline Committee, or a second probationary offense also may lead to separation from the school.

In order to clarify the community expectations, we have included below a minimum list of major offenses that all students have a responsibility to review and remember. Committing any major offense outlined in the handbook usually results in a meeting with the

Discipline Committee, followed by a formal disciplinary response, regardless of whether a student is on campus or school is in session. Ultimately, the Rector will determine how to process decisions regarding discipline. Normally, he will choose to use the counsel of the Discipline Committee before making his decision on violations of Major School Rules but there may be occasions when he chooses to make decisions without the use of the Discipline Committee. The Rector, in his authority, will decide on the dispensation of discipline for students who break these Major School Rules.

*Examples of violations of major expectations include, but are not limited to:*

### **Community**

- Actions threatening or posing a risk of harm to the health, safety, or well-being of self or other persons. Unacceptable behavior includes without limitation, tampering with alarms or fire safety equipment, smoking in a building, burning incense or candles, or the use of fire in any School building in an area not specifically designated for that purpose. Also, the unauthorized use or possession of weapons, firearms, explosives, or dangerous combustibles or explosives on the SPS grounds is not permitted under any circumstances. Hunting is not permitted on any part of the grounds.

- Actions potentially dangerous to people or property, including violation of fire regulations; destruction or defacing of property; and possession, use, or acquisition of any type of weapon, weapon facsimile, ammunition, fireworks, or other hazardous materials.

#### **Violation of any federal, state, or local laws**

- Disrespect of the rights of others
- Physical or verbal assault of another person, including without limitation fighting, bullying, or hazing, is prohibited. Any type of harassment violation of privacy (including the use of any recording or imaging technologies), or actions or communications (verbal or written) constituting harassment of any kind.
- Malicious, threatening, or defamatory remarks of any kind.
- Possession of school keys or proximity card that are not your own or knowledge of students in possession of keys.
- Participation in or facilitation of any game, “tradition,” or practice of sexual solicitation or sexual conquest under any name.
- Organizing or hosting rule-breaking activity in a student’s home, room, or car, whether on or off campus, even when the student is not participating in the actual rule breaking.
- Accessing unauthorized spaces on campus (roofs, school guest quarters, vacant school apartments, etc.)
- Jeopardizing the welfare or good name of the School and engaging in certain activities, even outside of School hours or off School property.
- Behaving in a manner inconsistent with the School’s expectations while away on a weekend and during vacations.
- Remaining in the presence of others who are breaking rules and being willfully blind to rule-breaking activity.
- Theft of goods or services; misuse of electronic communication devices, credit/debit cards, or ID cards, possession of ID cards that contain false information.
- Serious or repeated absenteeism in a single term from required school appointments or repeated terms of poor attendance.
- Failure to live up to the terms of probation.
- An accumulation of offenses that have resulted in repeated disciplinary responses or otherwise clearly indicate an unwillingness or inability to live within school behavioral guidelines.

#### **Dishonesty**

- Being dishonest and/or engaging in any type of deceitful behavior, including but not limited to lying, cheating, plagiarizing, or facilitating cheating; fraud of any kind, including, for example, deceit regarding permission forms, or falsifying sign-in; or failure to cooperate fully in an investigation conducted by the school.

## Drugs, Alcohol and Tobacco

- The possession, use, or testing positively for use of alcohol or drugs; the possession of paraphernalia or containers associated with alcohol or drug use, including e-cigarettes; the abuse or misuse of any illegal substance, any legal over-the-counter or “homemade” preparations or remedies for purposes other than legitimate medical treatment other substances, including inhalants, or prescription drugs, including those used to treat ADD or ADHD; or being in the presence of alcohol or drugs
- Remaining in the presence of the use or possession of alcohol or any illegal substance (or any paraphernalia or containers associated with their use while at School). All residents of a student room are equally responsible for possession of alcohol and other illegal substances that are discovered in that room and unclaimed
- Purchasing, selling, or providing illegal or prescription drugs or alcohol
- Smoking in, on, or in close proximity to any School building or repeated use of tobacco products.
- Abuse of prescription medicine or deliberately circumventing the School’s medication management policy. Permissions
- Absence from school bounds without permission.
- Serious or repeated violation of rules regarding sign-ins and absence from one’s dormitory after sign-in deadlines
- Unauthorized dormitory room visiting or hosting of visitors outside of permissible hours

## Mail and Privacy

Certain materials are not appropriate in a school environment, and their possession at the School likely will result in disciplinary action. In particular, students are not permitted to have, display, or have sent to them at the School any of the following: controlled substances (drugs, either illegal or prescription for which the student does not have a valid prescription; drug kits, alcohol and tobacco products), weapons (including firearms, edged weapons, and/or martial arts devices), explosives (including fireworks), highly flammable materials, or living animals. In addition, students are expected to refrain from bringing to the School or having delivered to them on campus by mail, common carrier, or e-mail publications and/or catalogs devoted to, or containing more than minimal amounts of material depicting, describing, or advertising pornography, weapons, or hate crimes/abusive behavior.

Students should realize that their mail, including periodicals and packages, is routinely handled by staff in the process of making it available in the School’s post office. While staff members are instructed to regard all mail and packages directed to students as the confidential property of the recipient, they also have been instructed to bring to the dean of students any package

or periodical that appears to contain materials not permitted on the School grounds. To protect the privacy of the recipient, staff has been instructed not to break intact seals on any package or periodical to determine whether it appears to contain improper material. However, students should be aware that a package or periodical already may be open when it arrives on campus and/or its wrapping may contain information that suggests it contains improper material. When a package or periodical suspected of containing improper material is brought to the Dean of Students Office, the dean will invite the student to meet to discuss the contents of the package or periodical and may ask the student to open the package or periodical with the dean. If the package appears to be medication, it will be sent to the health center and a member of the medical staff will invite the student to meet and open the package together.

### **Technology**

- Violation of the Acceptable Use Policy, including any use or misuse of the School's computers or computer websites, voice-mail, electronic messaging systems, electronic mail, the School's Internet or Intranet sites (personal, at home, or at school) network, telecommunications equipment, or radio station which do – or could – impact the welfare of any member of the School community or the reputation or functioning of the School; failure to comply with copyright laws; repeated or excessive downloading and sharing of any copyrighted material (movies, music, video, etc.) and/or any destructive, inappropriate, and/or hacking behavior. Students are responsible for all content contained on or communicated from personal devices.
- Downloading, distributing, or sharing sexually explicit material.

### **STUDENT STANDARDS**

In addition to the Major School Expectations and Rules, the School also has general Student Standards for its students. Breaking of Student Standards will result in disciplinary action which will vary depending upon the severity of the offense and the details of the situation (see Disciplinary Response System to Violations of Student Standards for more details.) Students who compile a record of multiple student standard violations, violate the same student standard multiple times or are involved in violations of any Major School Rules or that are otherwise very serious, may also be required to meet with the discipline committee. The dean of students and/or the Rector will decide on the dispensation of discipline for students who violate these Student Standards. Student Standards are as follows:

*Violations of Student Standards include:*

- Failure to meet all of your commitments, including required Chapel services, academic classes, athletics, Seated Meals, and work duty
- Using tobacco products (Note: smoking in a building is a violation of a Major School Rule.)

- Possession and use of all tobacco products (Students seeking to quit using tobacco in any form are encouraged to consult with the School physician.);
- Visiting students of the opposite gender in their rooms except during the approved hours of intervisitation
- Keeping or driving a car or motorcycle in Concord or its vicinity
- Leaving school grounds without properly signing out to an approved destination during approved hours for being away from School
- Possessing pornographic and/or sexually explicit materials
- Building structures of any kind on school property
- Use of pagers, portable two-way electronic communication devices, televisions, fax machines, or laser directional lights on the grounds
- Unrestricted use of smart phones, mobile phones and personal electronic devices (iPods, etc.) is restricted. There is no cell phone/smart phone or head phone usage while on the paths, in the Uppers Dining Halls and Common Room, and there are to be no active phone conversations inside academic buildings.
- Failure to wear a properly buckled helmet when riding a bicycle, skate-board, in-line skates or other transportation of this nature
- Disrespect of any School property, including student rooms, house common areas, and all other such spaces. This property is supervised by school personnel and can be searched at the discretion of the School administration and house advisers when it is determined to be in the best interest of the School community.
- Failure to swim in designated areas with a buddy, jumping off bridges, trampolines, and other structures, and/or forcing others into the water.
- Failure to have a Personal Floatation Device (PFD) for each person in the boat when using any watercraft on School waters Each PFD must be in good condition, be the proper size for the intended wearer, and most importantly, be readily accessible. All boats and watercraft must be registered at the Dean of Students Office.
- Failure to conduct yourself in a respectful and courteous manner and to support a healthy, safe and learning environment, including without limitation being insubordinate, using abusive language, inappropriate gestures, derogatory remarks, disruptive behavior, and other similar conduct.

# Living in Community (LINC)

Living in Community (LINC) is the comprehensive social, emotional, and residential life curriculum of St. Paul's School. Designed to support our School's strategic objective to "educate toward a greater good," LINC is built upon the core values and expectations of St. Paul's as articulated in our School prayer and in the School's honor code – to be kind and to live honorably.

- Be Kind: Thoughtful, Unselfish, Compassionate, Inclusive
- Live Honorably: Respectful, Responsible, Safe

LINC aspires to pro-actively shape, foster, and sustain a school culture that is inclusive, healthy and fun. We achieve this by providing comprehensive, coherent, and evidence-based programs and experiences that build skills and capacities that enable SPS students to lead healthy, fulfilling and productive lives.

## **SOCIAL AND EMOTIONAL EDUCATION**

"Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

As a fully residential Episcopal school, St. Paul's is committed to a relational context for learning. Our holistic philosophy includes the academic, social, emotional, physical, and spiritual facets of human development. This approach derives from an understanding of children being in the process of becoming and acknowledges that growth is active and multi-faceted rather than didactic. We accept that dissonance and discomfort are a natural and necessary part of the development process, and understand that children must take risks and experience failure in order to develop and learn.

Development does not, however, occur in a vacuum. As a result, we strive to create an environment in which children can experience authentic, meaningful relationships with adults. It is within the context of these relationships – in classrooms, in houses, and beyond – that perspectives can be challenged and real growth occurs. Strong relationships and a clear understanding of shared community expectations equip St. Paul's students to live out our school values on a daily basis; to be kind and to live honorably.

## **THE FIVE CORE SOCIAL AND EMOTIONAL COMPETENCIES**

All components of the LINC curriculum aid in the development of five critical social and emotional competencies (and their associated skills) in all St. Paul's students. The five competencies are self awareness, self management, social awareness, relationship skills, and positive decision making.

### **Competency 1: Self Awareness**

Self awareness is the ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

#### *Associated Skills:*

- Developing capacity for self-reflection
- Identifying and labeling emotions
- Demonstrating compassion for self
- Identifying and cultivating one's strengths and positive qualities
- Recognizing the multi-faceted nature of identity

### **Competency 2: Self Management**

Self Management the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

#### *Associated Skills:*

- Monitoring and regulating feelings so that they aid rather than impede the handling of situations
- Establishing and maintaining a growth mindset
- Caring for and advocating on behalf of oneself

### **Competency 3: Social Awareness**

Social Awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

#### *Associated Skills:*

- Identifying and understanding the thoughts and feelings of others
- Understanding that individual and group differences complement each other and make the world more interesting
- Applying critical analysis skills to media and social contexts
- Recognizing one's own privilege and a commitment to leverage that privilege on behalf of others



#### **Competency 4: Relationship Skills**

Relationship Skills is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

##### *Associated Skills:*

- Using verbal and nonverbal skills to express oneself and promote positive and effective exchanges with others
- Establishing and maintaining healthy and rewarding connections with diverse individuals and groups
- Achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned
- Effectively conveying and following through with one's decision not to engage in unwanted, unsafe, unethical, or unlawful conduct

#### **Competency 5: Responsible Decision Making**

Responsible Decision Making is the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

##### *Associated Skills:*

- Accurately perceiving situations in which a decision is to be made, and assessing factors that might influence one's response
- Recognizing and understanding one's obligation to engage in ethical, safe, and legal behaviors
- Believing that others deserve to be treated with kindness and compassion, and feeling motivated to contribute to the common good
- Generating, implementing and evaluating positive and informed solutions to problems
- Identifying and accessing appropriate resources
- Identifying and intervening in unsafe, unkind behaviors, and/or illegal behaviors

#### **LINC PROGRAMMING**

The Living in Community (LINC) Program is composed of an array of classes, programs, and experiences that target all SPS students. It includes two foundational courses for the Third and Fourth Form students, a Seminar for Fifth and Sixth Formers, LINC content-informed house meetings, form-based Community Outreach Days, LINC Days, and an array of other opportunities and experiences directed at both faculty and students.

## **Courses and Seminar**

Third Form students participate in a yearlong course which meets once each week. The primary focus of these courses is to create a safe space in which students can talk about important or sensitive issues in the presence of a trusted adult. Although important content regarding a wide range of topics is delivered over the course of the year, the primary focus of these classes is not didactic. Rather, emphasis is on the ability to explore and express thoughts, feelings and beliefs. In these courses, the content provides the vehicle to develop skills and competencies that will aid students in learning from one's self and one another while respecting and understanding diverse perspectives and backgrounds.

Skills for Academic Success (SAS) will be offered in conjunction to the LINC class in which all Third Formers are enrolled. This Fall Term course will introduce students to key learning strategies and important resources that will help them transition to the academic rigor of SPS. Topics will include mindfulness, metacognition, study and test taking tips, executive functioning strategies, and more. Third Formers interested in learning additional strategies and skills may elect to enroll in SAS Winter and Spring Terms. Students may also be assigned to additional terms of SAS as a recommendation from the Scholastic Committee. All other students may enroll in SAS as their schedule allows.

Fourth Form students participate in a LINC class for one term of their Fourth Form year that meets three days per week. While the content areas are, to a degree, similar to those in the Third Form course, the Fourth Form course is focused on the power of social norms and aims to equip participants with the skills and knowledge necessary to be critical consumers (and creators!) of the world around them.

Fifth and Sixth Form students participate in a seminar which meets nine times over the course of the school year. The purpose of the seminar is to create safe spaces for students to discuss topics related to healthy relationships. Content is focused on aspects of human sexuality including sexual health and reproduction, sexual identity, intimacy, affirmative consent, sensuality, and sexualization. An examination of the diversity of beliefs and values associated with these topics is central to the discussion.

## **Other Programming**

In addition to the form specific courses and seminars, LINC-related content and topics will be incorporated into or addressed through a number of other means that will affect the entire school community (students, faculty, and parents). These will include three, one-day events (LINC Days) that typically feature an outside speaker or presentation for the entire school community, as well as form-based meetings, and small group gatherings.

## **LINC LEADERS**

Most Third and Fourth Form LINC classes are co-facilitated by one adult and one student LINC Leader. LINC Leaders are Fifth or Sixth Form students who demonstrate a sincere dedication to the mission and wellbeing of the St. Paul's School community and who are prepared to take on a significant commitment as both authors and co-facilitators of the ongoing LINC curriculum for a full academic year.

LINC Leaders and LINC Faculty work together in pairs to deliver lesson plans, based upon a provided LINC curriculum, in order to engage LINC participants in creating a safe space for interesting discussions, activities and project-based learning that considers the joy, challenges and conundrums of life as an adolescent living in an intentionally diverse residential community.

In addition to co-facilitating LINC classes, LINC Leaders are expected to perform as consultants to the larger LINC program. LINC Leaders will work with the faculty of the LINC program to identify and implement learning opportunities for the entire SPS community.

## **CHAPEL**

Both the Chapel of St. Peter and St. Paul and the Chapel of St. Paul (Old and New Chapels) are sacred spaces, built and still used for worship purposes in the Episcopal faith and now in other traditions as well. All who use the Chapels should do so in a respectful manner, that protects not only the building itself, but the fundamental purpose of the space, which is to provide a safe, spiritual environment to help individuals to discern, grieve, ponder, and to love God and love their neighbor.

The Chapel is an inclusive space that honors the Episcopal, interfaith, and secular life of the School, and promotes the socio-emotional competencies in a tech-free (during services) and loving environment. Students should refrain from bringing in food and drink, using cell phones, using profane language or music in presentations or announcements, and climbing over the rails to find their seats. Students who arrive after the doors have closed for Daily Chapel at 8am should enter through the side door (by the statue of St. Paul) and check in with the associate dean of students so that they are not marked absent. Chapel absences will be recorded by faculty, and disputes can be taken to the associate dean of students.

The Chapels are open throughout the day for those who want to come and pray, reflect, play music, or meet. Specific requests and "holdings" on the Chapel space should be approved by the dean of chapel, and booked through the Events Office.

According to long-standing tradition, our School opens the day with Chapel in the Chapel of St. Peter and St. Paul (New Chapel) at 8 a.m., Monday, Tuesday, Thursday, and Friday. In addition, the School gathers for an opening service at the beginning of every term and for at least one Evensong each term. A regular cycle of voluntary services is offered as well.

## Chapel Announcements

To make an announcement in morning Chapel, you must submit the text of what will be read. Text for Chapel announcements is due by 3:30 p.m. the previous afternoon for the following morning's Chapel. Announcements for Monday morning must be in by Friday at 3:30 p.m. Music or lighting requests must be made 48 hours in advance and must be noted in the submission of your request. In addition, on the day of your announcement, you will need to arrive by 7:40 a.m. with your music and be ready to review your announcement. Requests for announcements may not be submitted in the morning at Chapel. If text is not provided by the appropriate time, an announcement will not be made. Announcements will be checked for appropriateness and should be no longer than approximately 30 seconds.

If your announcement contains information involving the use of any space at SPS, be sure the use and scheduling of such space has been approved. To schedule a space use the electronic form go to the Millville site at [millville.sps.edu](http://millville.sps.edu), "Log In," select "Apps" then "Events." Questions regarding the space should be directed to Ms. Ferman (ext. 4763 or [bferman@sps.edu](mailto:bferman@sps.edu)).

Skits may be an appropriate way to announce certain events. Skits must be requested by submitting a Chapel announcement (see below) at least two days in advance. Skits must be previewed and approved by the Dean of Chapel one day prior to the expected presentation.

### Submitting a Chapel Announcement

To submit a Chapel announcement, go to the Millville site at [millville.sps.edu](http://millville.sps.edu), "Log In," select "Apps," then "Chapel Announcements." Complete the form in its entirety, including the text of what will be read. You will receive a confirmation that the announcement has been received and approved. Please check in with Rev. Courtright prior to 8 a.m. in Chapel on the day of your announcement. Chapel announcements will be e-mailed to the community after morning Chapel.

## STUDENT WORK PROGRAM

St. Paul's School believes that every student should participate in the Student Work Program, which affords each individual the opportunity to make a contribution to the operation of the School. Students are expected to share in duties required to keep buildings and grounds presentable and to assist in operations necessary to our community life. The Student Work Program consists of three distinct areas of responsibility:

**House Duties** – All students share responsibilities for maintaining clean rooms, hallways, and common areas in their houses. They take care of recycling and bagging trash in the house, and during house clean-ups, they perform a thorough cleaning of their rooms and house common areas.

**School Service** – Several areas of community life, such as the Library, School Bookstore, and Mishop benefit from regular student assistance. Fifth Form students not

participating in Food Service Support (due to conflicting music commitments) are selected for these responsibilities according to their interests and abilities.

**Food Service Support** – Dining hall operations rely on regular student support. Kitchen helpers for Seated Meal are normally Fifth Formers and are assigned on a rotating basis. Waiters are typically Fourth Formers and are assigned to work one or both Seated Meals per week for the school year. In addition, Third Form students are required to assist Food Service on either Saturday or Sunday during Anniversary Weekend and Graduation or to fill in as Seated Meal waiters if needed.

Work duties and assignments are not optional, and all unexcused absences will appear on the student's attendance record.

The Dean of Students Office oversees the Student Work Program. Questions may be addressed to Mrs. Bonnie Roy at ext. 4811 or [broy@sps.edu](mailto:broy@sps.edu).

## **HEALTHY RELATIONSHIPS**

At SPS, we strive to help students develop close connections to a diverse group of acquaintances, classmates, teammates, and friends. We expect all relationships, including those that could become sexual, to be healthy. We seek to create a community of kindness and respect, acknowledging that an intentionally diverse community can present opportunities and challenges involving race, class, gender, religion, sexuality, differing abilities, or any other core issue of identity. We address these challenges in many contexts, including Chapel, LINC Days, adviser and house meetings, informal conversations with teachers and advisers, and more. Awareness and acceptance of identity – one's own and others' – is a central developmental task of adolescence. Sexuality is a particularly important and complicated element of this process. With that in mind, as well as the legal requirements of the state of New Hampshire, we have established policies to help students manage matters of sexuality safely and responsibly.

## **SEXUAL INTIMACY**

For high school students, the issue of sexual intimacy is a complicated one. In keeping with the School's developmental and residential life philosophy, we understand that adolescence is a time during which young people develop their personal and sexual identity. The School also recognizes that sexual intimacy is but one piece of a much larger constellation of elements that make up an individual's sexual identity and the expression of that identity. We respect our students and seek to affirm and support them in their search for appropriate expressions of self and affection towards others.

To that end, we provide age-appropriate sexual health educational programming for students, and training for faculty so that adults in the community can provide appropriate support to students as they explore issues of sexuality, healthy relationships, and gender identity and expression. Faculty and Clark House staff support the faculty as a whole in this work and are available to discuss reproductive health and other related issues. In addition, with parental permission, Clark House medical staff may provide reproductive health services to students.

While we recognize that healthy romantic relationships may involve a range of physical intimacies, we must be clear that in a boarding school there are some special considerations, applicable to all students regardless of their sexual orientation:

- We are concerned about the physical health of students and wish to protect them from sexual behavior that may lead to sexually transmitted infections and/or to pregnancy.
- We are aware of the emotional implications that accompany early sexual relationships.
- Within our community, there is a diversity of values and moral beliefs around the issues of sexuality and sexual behavior.
- Students living closely in residence deserve privacy, knowledge of when visitors will be present in their houses, and freedom from unwanted exposure to the intimate sexual behaviors of others.
- All actions of a romantic couple should remain respectful, consensual, and appropriate at all times. Hand-holding, having one's arm around a partner, or a quick kiss are examples of appropriate expressions of affection.
- Overly passionate displays of affection (e.g., prolonged touching or kissing, the removal of clothing) are not appropriate.
- All community members are expected to be respectful and appropriate when discussing sexual intimacy. Inappropriate language would include the use of words that objectify, demean, or imply competition or conquest.
- The School is aware of the serious physical, emotional, social, and legal implications that can accompany early sexual relationships. Therefore, the School strongly encourages students to postpone sexual activity.

## **RESPECT AND CONSENT**

Students must agree to guidelines that cultivate mutual respect and establish consent by both parties in every instance, including sexual activity.

1. In New Hampshire, a person under 16 years of age cannot give consent to sexual activity. In accordance with NH law, the School is required to report all instances of sexual abuse or suspected statutory rape to the local authorities. Because the age of legal consent in NH is 16, the School must report all sexual activity involving a student under 16 years of age.
2. Consent cannot be inferred from the absence of a "no."
3. Consent to some acts does not imply consent to others, nor does past consent to a given act imply present or future consent.
4. Consent must be ongoing and can be revoked at any time.
5. Consent cannot be obtained by threat, coercion, or force. Agreement under such circumstances does not constitute consent.
6. Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other condition.

# House Life

## **HOUSING ASSIGNMENTS**

Students will live in one of the 18 residences that range in style from the 19th century gothic architecture of Coit to the modern minimalist style of Conover/ Twenty. All houses, however, have been renovated to meet current health and comfort standards. Houses mix ages of students but are not coed.

The Housing Committee, a group of faculty members including admissions officers and a representative from the Dean of Students Office, makes housing assignments. The head of house assigns rooms.

## **HOUSE MEETINGS**

Weekly house meetings of all members of each residence are held to discuss both school-wide and house-specific issues.

## **HOUSES AND PRIVACY**

All members of the community should respect the privacy and property of others and share in the creation of an environment that protects the physical and emotional well-being of each resident of the house. Because the head of house is responsible for the house and its residents, s/he must have immediate access to any room upon knocking and may confiscate any items not permitted in a dormitory.

## **HOUSE CLEAN-UP AND MAINTENANCE**

All boarding students are responsible for routine cleaning in their own dormitories. Tasks include some sweeping, vacuuming, trash removal, and recycling. The house advisers and/or prefects assign specific jobs, whether permanently or on a rotating basis, and oversee the general condition of the dormitory. Students are expected to complete their assigned jobs as often as is deemed necessary by the head of house. Professional custodians who mop the floors and clean the bathrooms augment the housekeeping program. Fire safety inspectors from the Facilities Office routinely inspect dorm rooms and common areas in the evenings to identify safety hazards.

## **STUDY CONDITIONS**

A house and areas around classroom buildings should be quiet enough to allow for effective study, where all students should be able to work in undisturbed quiet. Although different people study at all different times during the day, the time after 7:30 p.m. on nights preceding classes is earmarked for academic work. Faculty and students are asked to be especially aware of the requirement for quiet during study (beginning at 7:30 p.m.), during which sound must be room-contained. Music should be kept to a low volume, or headphones should be employed so as not to disturb others. After 7:30 p.m., technology use should be limited to academic pursuits (e.g., spending time on social networking Internet sites, watching television or movies, video gaming, etc., are not considered academic pursuits) unless engaged in an approved activity, such as drama performances rehearsals, activities meetings, scheduled evening team practices, etc.

## **SLEEP**

Students should plan their time carefully to provide for at least eight hours of sleep every night.

A reasonable balance of work and sleep can be achieved with planning and care. Advisers can help establish this balance. It is suggested that Third Formers have their lights out by 10:30 p.m. and Fourth Formers by 11 p.m.

## **CHECK-IN**

Every student needs to check in to his or her house with the person on duty at the end of each day. On special holidays and evenings, a late check-in may be announced in Chapel. Standard check-in times are as follows:

### **Form III**

- Sunday through Friday, 9 p.m.
- Saturday, 11 p.m.

### **Forms IV and V**

- Sunday through Friday, 9:30 p.m.
- Saturday, 11 p.m.

### **Form VI**

- Sunday through Friday, 10 p.m.
- Saturday, 12 midnight

## **HOUSE VISITING**

While we acknowledge that some of our students do not identify as heterosexual, our current housing structure operates under a binary system of boys' dorms and girls' dorms. In order to promote healthy relationships, we have created rules that govern room visits between a student from a girls' dorm and a student from a boys' dorm. In an effort to make our room visiting policies as equitable and inclusive as possible with respect to our LGBTQIA+ students and anyone involved in relationships that are other than heterosexual, our hope is that these students will discuss their relationships privately with their adviser and adhere to our room visiting policies.

## **INTERVISITATION**

Intervisitation is a privilege afforded St. Paul's students that allows for students of the opposite gender to visit one another's rooms. Students use intervisitation as a means to interact socially and academically and to develop healthy relationships and mutual trust. The hours of intervisitation recognize the School's responsibility to supervise its students.

### *Intervisitation hours:*

- Sunday through Friday 7:30 to 9 p.m.
- Saturday 8 to 11 p.m.



## **Intervisitation Protocol & Expectations**

- All visitors, regardless of gender, greet the adviser on duty when they enter the house.
- Students then indicate who they would like to visit.
- The adviser approves or denies the request.
- The student then signs their name and the time in the house visitor log book.
- Visiting students must sign out and leave the dorm by first check (either 9 p.m. or 11 p.m., depending on the evening).

In addition, heads of house and advisers on duty have the discretionary power of limiting the times or days of intervisitation, the number of students visiting one student/room, as well as the discretion to limit whether or not particular students are allowed to have visitors on school nights (e.g., an adviser may indicate that a student who is struggling academically may not have any visitors for a period of time).

## **Intervisitation & Sexual Intimacy**

Intervisitation is not the time or place for the purpose of physical intimacy beyond a level that is acceptable in more public areas of campus (i.e., activity beyond hand-holding, putting an arm around a friend, etc.).

## **Addendum to Hours of Intervisitation**

In addition to the hours of intervisitation, students may visit each other in some of the common areas of the houses. Each head of house will establish parameters for these hours and locations in their own houses. These parameters will be discussed and made known to the residents of their house and these parameters will be posted in the common rooms.

## **OVERNIGHT GUESTS**

Because advisers must know exactly who is in the dormitory in case of emergency, SPS students may spend the night in another dormitory only with an adviser's permission, granted well in advance and not on nights preceding classes. Overnight guests who are not students at the School must have permission to be in the house from the dean of students office. Guests are the responsibility of their hosts and must abide by all school rules.

## **STUDENT ROOMS**

Students are welcome to furnish their room to reflect their own personal style; however, student rooms are the property of the School and must be treated with respect and care. We value our residential life and strive to maintain high standards for residential spaces. Students have a responsibility to maintain those high standards when occupying or using these spaces. (See Student Standards for more information on use of rooms.) Finally, any ostentatious display of lifestyle, clothing, possessions, or sexuality is inappropriate.

School bureaus are equipped with hardware that enables students to lock ONE drawer, where valuables may be stored. Locks (with a shackle diameter of less than one half inch) are available at the school store. In addition, students may elect to bring either a trunk or a safe deposit box. Only upholstered furniture that has been certified and labeled to have passed either the California Technical Bulletin 117 (2013 edition) or National Fire Protection

Association Standard 260 (2009 edition) are to be used in school dormitories. Upholstered furniture that does not meet this criteria will not be allowed to remain in student rooms

### **Additional Furnishings**

In addition to the School-provided furnishings, students may have one piece of upholstered furniture and other furnishings as long as the room is not over crowded. In almost all School houses, room size will accommodate only one sofa. Before bringing or purchasing any item, check to make sure it meets with the fire regulations and is approved by the head of house. The head of house also must be consulted before changing or substituting any room furnishings.

Students are responsible for the condition of their rooms and School furnishings. House and room inspections are carried out regularly during the year to ensure safety, cleanliness, and hygiene. All rooms must meet a final year-end inspection; diplomas will be awarded only to graduating students whose rooms have passed year-end inspection. Any damages beyond normal wear and tear are the responsibility of the student.

Students may store their belongings during the summer by using a commercial storage company recommended by the School.

*Items that are not allowed include:*

*(See Safety Department for a complete list of appliances and furnishings.)*

- Pets – fish, hamsters, turtles, frogs, or any other living animal
- Appliances – water heaters, hot plates, toasters or microwave ovens, irons, or coffeemakers (including Keurig-type coffee machines)
- Electric blankets
- Televisions, pay cable services, Apple TV devices, Chromecast, or Roku players, etc.
- Halogen lamps
- Refrigerators (except for prefects)
- Sofa beds
- Popcorn poppers
- Portable two-way electronic communications devices, fax machines, or laser directional lights

- Prescription medication – see Clark House (the health center) policies
- Paraphernalia used to hold or consume alcohol or other drugs (shot glasses, empty alcohol bottles, etc.)
- Sexually explicit images or images glorifying alcohol and/or drug use (see your head of house for guidance)

## **ROOM SEARCHES**

Room searches occur when adults involved have reason to believe a disciplinary infraction or the existence of physical or other potential harm to the student or to others might be discovered.

On the rare occasion when a search is necessary, it will be done by a member of the Dean of Students Office in the presence of the head of house or adviser, the student(s) who live in the room, and a Prefect from the house. In extremely rare instances, a dean may choose to leave any or all of the above out of the search at his/her discretion for reasons of health or safety.

If the student(s) is found in violation of the law, the student(s) will be reported to local authorities. If the student(s) is found in violation of a Major School Rule, the student(s) would normally face a meeting with the Discipline Committee. As with all discipline at the School, the Rector, in his authority, will decide on the dispensation of discipline for student(s) who break the Major School

Rules. If a student(s) is found in violation of any of the Student Standards, the student(s) will face appropriate disciplinary consequences.

The School expects that students will strive to act honorably and support one another. To that end, there is a range of responses that allows students to help one another and to get help for themselves without threat of disciplinary action.

## **Harassment, Discrimination, Hazing, and Bullying and the Community Conduct Board (CCB)**

Harassment, discrimination, hazing, bullying, and discrimination are serious offenses, prohibited by federal and/or state law as well as the policies of St. Paul's School. St. Paul's School will not tolerate harassment, discrimination, hazing, or bullying of any kind, whether it is of a general nature or consistent with any of the specific examples described below. Where inappropriate conduct is found, St. Paul's School will act promptly with the goal of eliminating the conduct and taking whatever other corrective action it deems necessary.

Through education and intervention, St. Paul's School makes every effort to achieve an educational environment that is free from harassment, discrimination, bullying and hazing.

## **HARASSMENT OR DISCRIMINATION**

Illegal harassment or discrimination is conduct or behavior which relates to race, color, religion, sex, age, marital status, sexual orientation, gender identity, genetic information, veteran status, physical or mental disability, national origin, or ancestry or other protected category and is personally offensive or threatening, impairs morale, or is so pervasive or severe that it has the purpose or effect of:

- Creating an intimidating, hostile, or offensive environment
- Interfering unreasonably with an individual's academic performance
- Creating a situation where academic decisions of a student depend on his or her submitting to and/or not objecting to the behavior

*Discrimination and harassment can take many forms. Examples include, but are not limited to:*

- limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics;
- slurs, jokes, statements, remarks, questions, gestures, pictures, e-mails, texts, or cartoons regarding legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes;
- demands for sexual favors in exchange for favorable treatment, academic rewards, or continued participation in a program or project;
- offensive or unwelcome sexual flirtation, advances, or touching;
- obscene, demeaning, or abusive commentary about an individual's body or other personal characteristics;
- audiotaping or videotaping individuals in potentially embarrassing situations and/or forwarding such taped material to others; and
- responding to refusals to provide sexual favors with verbal, emotional, or physical abuse.

Often harassing behavior results from ignorance or insensitivity to the feelings of others. Being mindful of how one's behavior is affecting others and communicating the effect of the behavior of others are good ways to minimize harassment.

## **BULLYING**

Bullying is characterized by a power differential and involves aggressive behavior that is repeated and intended to cause harm. Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the targeted student or damage to the targeted student's property;
- places the targeted student in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the targeted student;

- infringes on the rights of the targeted student at school; or
- materially and substantially disrupts the educational process or the orderly operation of the school.

*Bullying can include, but is not limited to:*

- hitting, slapping, pushing, and other physical conduct that causes bodily harm;
- threatening in a manner that puts someone down or is cruel;
- deliberately excluding someone as a way to humiliate or demean them;
- sexually harassing conduct;
- hazing activities.

### **CYBER-BULLYING**

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, fax machines, and the Internet. It includes, but is not limited to, e-mail, instant messages, text messages, and Internet postings, whether on a web page, in a blog, any form of social media, or otherwise.

*Cyber-bullying may include, but is not limited to:*

- taking a private e-mail, instant message, or text message and forwarding it, or threatening to forward it to others or posting it where others can see it to embarrass or intimidate a person;
- spreading hurtful rumors online about another person;
- threatening or insulting through aggressive e-mails, instant messages, or text messages;
- posting or threatening to post embarrassing pictures of someone online without his or her permission; and
- creating a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation causes any of the conditions listed in the definition of bullying listed above.

### **HAZING**

Hazing is defined as conduct or a method of initiation into any student organization which willfully or recklessly endangers the physical or mental health of any student or other person, regardless of consent of the individuals involved.

Examples of hazing include, but are not limited to: whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of a student or other person, or which subjects a student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

While harassment, discrimination, bullying and hazing all fall within a spectrum of interpersonal aggression and sometimes violence, they are not synonymous. Hazing is predicated on inclusion and can sometimes be overlooked because it can appear as neither particularly aggressive, nor as intended to harm. In addition, hazing can sometimes be confusing for students to understand because they might consent to the behavior. It is important to note that because hazing involves a group context and the power differential of current members and those seeking membership or acceptance by the group, peer pressure and a coercive environment can exist and interfere with consent. Therefore, conduct can be deemed to be hazing regardless of a person's willingness to participate.

## **SEXUAL HARASSMENT**

Any and all sexual advances or conduct between adults and students is prohibited.

Sexual harassment is defined as sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature which affects a student's emotional well-being or interferes with a student's academic performance or participation in co-curricular or extra-curricular activities, or which has the purpose or effect of creating an intimidating, hostile, or offensive learning or social environment.

By the same token, harassment of an adult by a student or by another adult may have legal implications. Sexual harassment of an adult occurs under the law when submission to such conduct is either an explicit or implicit term or condition of employment or any employment decision (e.g., promotion, training, timekeeping or overtime assignments, etc.); or the conduct has the purpose or effect of substantially interfering with an individual's work performance, or creating an intimidating, hostile, or offensive work environment.

St. Paul's School condemns and expressly prohibits sexual contact or relationships between adults and students and sexual harassment of any kind. While the School must comply with state and federal laws dealing with sexual harassment, our policy also seeks to educate members of the community about the nature of sexual harassment and to do whatever we can to prevent it from occurring.

St. Paul's School is unequivocally committed to ensuring the safety and integrity of student growth. We actively teach each and every member of the School community about the proper roles and relationships that compose community life. We set forth and seek every opportunity to talk about the importance of boundaries. We expect that the life experience of adults at the School will enrich the student's learning experience. We place the student's best interests above all other considerations. All sexual advances (overt or otherwise) between adults and students are prohibited, on or off the grounds, even if a student encourages or appears to encourage such advances. Sexual behavior between adults and students is considered a severe breach of trust and will be dealt with as such.

## Identifying Sexual Harassment

Sexual harassment can take various forms, many of which violate state or federal laws. Not all forms of sexual harassment may be readily apparent to every member of the community. It may be direct and overt, or it may be subtle and ambiguous. It may be behavior that is repeated, or it may be behavior that occurs only once. It is not social or courting behavior between equals, but rather the assertion of power over another individual that puts that individual at a disadvantage.

Individuals might unintentionally act in a manner that others experience as sexually harassing. It is the responsibility of all members of the community to ensure that their words, actions, and interactions with others always reflect the intent to promote respect and trust. Attempts to justify such behavior as a “prank” or “joke” do not change its harassing nature if the object of the joke is not a willing participant. Whatever the basis for the harassment, it is prohibited.

When trying to identify whether behavior is “harassing,” it is crucial to distinguish student-to-student interactions from sexual intimacy between students and adults, which is always prohibited. Physical contact between students that is intended and perceived by those involved as positive, healthy, and appropriate to their age and experience is likely to occur. However, inappropriate physical relationships between students are described and prohibited in the School’s written expectations of students.

When these behaviors occur between an adult and a student, it is irrelevant whether the behavior is welcome or unwelcome. There is no circumstance in which these behaviors between adults and students are permissible. The following behaviors are examples of harassing behaviors. The list is suggestive rather than exhaustive, and members of the community should seek advice and assistance in any circumstance in which they are made to feel uncomfortable by the behaviors of another.

*Some examples of harassment are:*

- physical assault, including rape or any coerced or non-consensual sexual relations
- sexual advances, whether they involve physical touching or not
- sexual physical contact
- sexual or lewd jokes, remarks, leering, whistling, brushing against the body, or other suggestive or insulting gestures or comments
- inquiries into one’s sexual experiences or activities or discussion of one’s own sexual experiences or activities other than discussed in a confidential medical or mental health visit
- audiotaping, videotaping, or otherwise recording others in sexual or other potentially embarrassing circumstances and forwarding or threatening to forward the recorded material to others

- intimidating or suggestive remarks about an individual's sexual orientation, whether actual or implied
- sexually suggestive or degrading sounds or remarks (written, oral, or electronically transmitted), including graffiti and the spreading of sexual rumors, made to or about another member of the community
- the use of School technology to transmit sexually suggestive, offensive, and/or degrading material, whether received at the School or elsewhere
- the open display of sexually offensive objects, pictures, and messages

### **HOSTILE ENVIRONMENT**

A hostile environment is one in which discrimination, harassment, hazing, or bullying causes the School environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

### **RETALIATION**

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports discrimination, harassment, hazing, or bullying, provides information during an investigation of such behavior, or witnesses or has reliable information about such behavior.

Retaliation against any individual for reporting violations of the policy, whether by the object of the complaint or someone else, will not be tolerated and will be subject to the same strict discipline as harassment, discrimination, hazing, or bullying itself. Each retaliatory offense will be investigated and sanctioned separately. Individuals who themselves are not complainants, but who participate in an investigation, for example, as witnesses or investigators, will also be protected from retaliation under this policy.

### **LEGAL DEFINITIONS AND SCHOOL POLICY**

It is important to bear in mind that stricter standards of behavior than those provided by law may apply under the policies of St. Paul's School in order that we may prevent inappropriate verbal and physical conduct. St. Paul's School reserves the right to apply disciplinary measures and other corrective action in a case of a single expression, act, or gesture, if the School determines that it is of sufficient severity to warrant disciplinary measures or other remedial action. Conduct need not meet the legal definitions of harassment, discrimination, hazing, or bullying to violate the School's expectations for appropriate behavior and be actionable.

### **PREVENTION**

St. Paul's is committed to providing the healthiest possible school environment for all members of our community. As such, the School regularly engages students, faculty, and staff in opportunities to understand and put into practice community standards and expectations.



Training for students, faculty, and staff that is specific to harassment, discrimination, bullying, hazing, and sexual harassment is provided at regular intervals at developmentally appropriate levels each school year. The aim of such training is to prevent such behaviors from occurring and to equip community members with the understanding, skills, and support to adequately respond to such instances should they occur.

Training occurs for groups of students and employees around particular topics. The School may also require individuals to attend such training to improve their understanding of the issues surrounding harassment, discrimination, bullying, hazing, and sexual harassment and the importance of preventing such instances. Information is always available through the Dean of Students Office, the Dean of Faculty, and the Human Resources Office. In addition, the School works closely with attorneys and healthcare professionals who can provide additional information and training to members of the School community when needed.

### **REPORTING COMPLAINTS**

St. Paul's School will not tolerate and responds vigorously to any reported harassment, discrimination, bullying, hazing or sexual harassment of students, faculty, staff, or family members of employees residing on the grounds by vendors, contractors, other third parties having agreements or other contacts with the School, supporters of the School (donors, volunteers, alumni, parents), and/or visitors to the School.

Even when students or adults are not certain about whether they have been subject to or witnessed harassment, discrimination, hazing, or bullying, it is important that the behavior be reported. Individuals who have been subject to such behavior often suffer in silence, believing that they are the only one to whom this is happening and wrongly feeling that they are somehow responsible. Inappropriate behavior can continue over many years because individuals think they are alone, or because they fear punishment or unwanted attention and embarrassment if they tell.

Any individual who feels that she or he has been subject to discrimination, harassment, hazing, or bullying may consult with a member of the Community Conduct Board (CCB; see below for a full explanation), the Dean of Students, or another trusted adult.

Any member of the faculty or staff of St. Paul's School who witnesses or otherwise becomes aware of discrimination, harassment, hazing, or bullying in violation of this policy or who becomes aware of retaliation against a student who provides information concerning a violation of this policy, is required to report it immediately to the Dean of Students, the CCB, the Dean for School Life, or the Director of Human Resources. Such reporting does not discharge the obligation of the faculty or staff member to report actions covered by reporting laws to the appropriate legal authority. A member of the faculty or staff may not make promises of confidentiality to a student or parent who informs him/her of an allegation of harassment, discrimination, hazing, bullying, or retaliation.

*An individual who needs to report an incident of harassment, discrimination, bullying, hazing, or sexual harassment may do so through one of three means:*

- Report the incident directly to the Dean of Students or Clark House personnel
- Report the incident to a member of the Community Conduct Board
- Submit a report via Lighthouse Services. Lighthouse is an independent company hired by SPS to provide a means for community members to report incidents without identifying the source of the report. Lighthouse can be contacted by:

Phone: 1-800-401-8004

E-mail: [reports@lighthouse-services.com](mailto:reports@lighthouse-services.com) (tell them you are at SPS)

Fax: 215-689-3885 (tell them you are at SPS)

Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. Also, while the School

cannot promise strict confidentiality because information must be shared in order to conduct an effective investigation, the School releases information concerning complaints of harassment, discrimination, hazing, bullying, or retaliation only on a need-to-know basis, such as to conduct a comprehensive investigation or to ensure that the requirements of this policy and applicable law are met.

### **Response to Complaints**

Once a report of harassment, discrimination, bullying, hazing, or sexual harassment involving students is made, the Community Conduct Board (CCB) will typically investigate the reported incident. In some cases, the CCB may ask the Dean of Students to help conduct the investigation. In other cases, the CCB may determine that no CCB investigation is necessary, at which point the case would be handled by the Dean of Students Office alone.

### **COMMUNITY CONDUCT BOARD (CCB)**

St. Paul's School is responsible for providing all employees and students with a healthy and safe learning environment. The CCB seeks to comply with federal and state laws, as well as relevant School policies to achieve, through education, communication, and mediation, a welcoming and respectful work and school environment free of harassment, discrimination, and retaliation.

The focus of the CCB is to take steps as a collaborative team to deal with incidents of harassment, discrimination, and retaliation in the work and academic settings. The CCB is charged with identifying and documenting incidents, conducting investigations, taking and collecting notes, archiving materials, and developing recommendations for handling incidents. From time to time, based on the level of an incident, this board may decide to enlist the assistance of an external investigator.

It is important to bear in mind that a stricter standard of behavior than that provided by law may apply under St. Paul's School policies in order that we may prevent inappropriate verbal and physical conduct. For example, although the law defines bullying as "repeated use" of certain expressions, acts, and/or gestures, the School reserves the right to apply disciplinary measures and other corrective action in a case of a single expression, act, or gesture, if the School determines that it is of sufficient severity to warrant disciplinary measures or other remedial action. Conduct need not meet the legal definitions of harassment, discrimination, hazing, or bullying to violate the School's expectations for appropriate behavior.

### **Your Privacy**

CCB members will strive to ensure privacy in the process of an investigation to the greatest extent feasible. Only the Rector, investigating members of the CCB, and others (e.g., legal counsel or an external investigative agency) as necessary, should be privy to the details of an investigation. In a debriefing of an incident, the names of the individuals should be disclosed only as needed. The CCB members shall sign a statement that affirms their commitment to privacy.

*The members of the CCB for the 2016-17 school year are:*

Caroline Bergeron (co-chair)

Scott Betournay

Colin Callahan

TJ Dumansky

Theresa Ferns '84

Aaron Marsh '97

Michael Spencer (co-chair)

Scott Morin

### **Reporting Incidents**

Students and employees currently already have multiple reporting methods, including taking concerns to any member of the community, as described in our Staff, Student, and Faculty handbooks. Under the CCB, students and employees will continue to have all current methods available to them and will also be able to raise concerns with any member of the CCB.

The primary contact for incidents involving students is the Dean of Students. For incidents involving faculty, the Dean of Faculty is the primary contact, and for incidents involving staff, the HR Director is the primary contact. At times, these primary contacts may ask other CCB members for assistance in handling and responding to incidents and investigations. If a primary contact person is involved in an incident in a manner that may create a potential conflict situation, then either the Rector or another CCB member as appropriate, may serve as the primary contact (and investigator) in handling the incident.

*Once a report is made to the CCB, members will determine:*

- a) Whether the CCB will investigate the case formally or refer it to another SPS department for an informal investigation, such as Dean of Students, Dean of Faculty, or Director of Human Resources. This assessment may occur through electronic communication using a set of predetermined criteria or in a meeting of CCB members.
- b) What, if any, intermediary measures need to be in place to mitigate against further harassment and/or retaliation while the CCB makes its decision.

Any person who believes he or she has been hazed, harassed, discriminated against, or bullied, who has witnessed such an incident, or who otherwise has relevant information about such an incident, should bring the matter immediately to the attention of an adviser, dean, member of the CCB, or to any other faculty or staff member with whom the person is comfortable speaking. The individual receiving the complaint will ensure that it reaches the proper channels for investigation. Also, any person who is subject to retaliation in violation of this policy or who knows of another person who has been subject to retaliation is likewise required to promptly report it.

A parent of a student who is the target of discrimination, harassment, hazing, or bullying, or of a student who has witnessed or otherwise has relevant information about such behaviors is strongly urged to promptly notify the Dean of Students office or any CCB member. Furthermore, any parent who has him- or herself witnessed discrimination, harassment, hazing, or bullying or has relevant information concerning such an incident, is strongly urged to come forward promptly to the Dean of Students or the CCB. A parent also should report promptly any incident of retaliation to the Dean of Students or the CCB.

Any member of the faculty or staff of the School who witnesses or otherwise becomes aware of discrimination, harassment, hazing, or bullying in violation of this policy or who becomes aware of retaliation against a student who provides information concerning a violation of this policy, is required to report it immediately to the Dean of Students or the CCB.

A member of the faculty or staff may not make promises of confidentiality to a student or parent who informs him/her of an allegation of harassment, discrimination, hazing, bullying, or retaliation. Faculty and staff may not make reports under this policy anonymously. Students and parents may make reports anonymously, but generally no disciplinary action will be taken based solely on an anonymous report. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously.

Also, while the School cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the School releases information concerning complaints of harassment, discrimination, hazing, bullying, and retaliation only on a need-to-know basis, such as to conduct a comprehensive

and effective investigation, or to ensure that the requirements of this policy and applicable law are met. The School will report all incidents of unlawful behavior to appropriate law enforcement officials, as required by law.

### **Investigation Process**

Once contacted, either by a student or an adult representing a person, the CCB may pursue an informal or formal process depending on the nature of the complaint. In situations for which an informal process is appropriate, the CCB may provide advice to the complainant or the person representing the complainant as to how to respond to the situation on his/her own. Alternatively, the CCB may obtain support for the complainant to moderate a conversation, in person or writing, between the complainant and the person perceived as the aggressor. Such mediation may be conducted by a dean, counselor, or other appropriate individual.

In the event that an informal process is unsuccessful or inappropriate, the CCB will initiate a formal investigation of the complaint. Such an investigation may include but is not limited to interviews of those individuals directly involved in the incident and any potential witnesses, and collecting documents and any other evidence bearing on the incident. The CCB will at all times during the process maintain privacy to the extent, in its judgment, the situation permits. All members of the School community are expected to cooperate fully with any investigation under this policy.

Upon completion of its investigation, the CCB will submit a written report recording the facts it has developed and summarizing its findings and recommendations to the Rector. The Rector, in consultation with the CCB, will determine what, if any, remedial action or disciplinary measures should be initiated. Upon the implementation of appropriate remedial measures, the CCB designee, will inform individuals directly involved of the outcome of the investigation and whether action has or will be taken. In addition, the CCB designee, in conjunction with the CCB, will provide documentation as appropriate for inclusion in the records of persons found to have engaged in discriminatory, harassing, hazing, bullying, or retaliatory behavior.

Although the School's goals are to support and educate members of the community as the principal means of preventing harassment, discrimination, hazing, and bullying, it is both a principled goal and the legal duty of the School to ensure a learning environment free of such behavior.

The School and the CCB thus reserve the right to act promptly, and if necessary, unilaterally, to end harassment, discrimination, hazing, or bullying where such intervention is deemed to be warranted. Individuals who have been found to have engaged in harassment, discrimination, hazing, or bullying will, in accordance with the procedures outlined above, be subject to remedial action or discipline as appropriate, from counseling to dismissal. In addition, the Dean of Students may take further action, up to and including a Discipline Committee, for any individual's failure to comply with the terms of any remedial action or discipline imposed.

## False Complaints/Abuses of Process

Because allegations of discrimination, harassment, hazing, or bullying are serious and can be damaging to accused persons' reputations, any person who knowingly, maliciously, or recklessly makes a false complaint will be subject to severe discipline. In addition, because candor and honesty are essential to the investigation and remediation process, they are required of all participants, including third-party witnesses.

The withholding of material information in an investigation by complainants, witnesses, and/or the accused party is prohibited. Students and employees are expected to cooperate fully in an investigation conducted by the School; failure to demonstrate such cooperation will lead to disciplinary action. Abuse of the process, including falsifying information, will result in discipline being imposed, up to and including dismissal.

## Records

Following disposition, all records of complaints will be retained by the CCB chair, dean of students, or the director of human resources, as applicable, and by the School's attorney. These records will be accessible on a need-to-know basis only.

# NH Anti-Hazing Law/Safe School Zone Reporting

## **ST. PAUL'S SCHOOL REPORTING EXPECTATIONS AND NEW HAMPSHIRE MANDATED REPORTING LAWS**

Given our institutional commitment to the well-being of our students and the overall health of our community, any behavior which potentially endangers members of our community is of serious concern. The expectation of St. Paul's School is that all students, faculty, and staff will address any and all behaviors that are not in keeping with our School mission to model and teach "respect for self and others; for one's spiritual, physical, and emotional well-being." Behaviors that might qualify as harassing, discriminatory, hazing, bullying, or retaliatory should be reported immediately to the Dean of Students, either directly or through another adult on campus.

In addition to the internal reporting referenced above, there are external reporting laws designed to ensure the health and safety of children in the State of New Hampshire. These laws require schools to monitor and report legally prohibited conduct to outside authorities. Depending on the behavior in question, the reports are made to the Department of Children, Youth and Family Services (DCYF), the police, or both. Generally speaking, the Dean of Students makes the reports on behalf of St. Paul's School, but a broad spectrum of individuals are deemed "mandatory reporters" under the various laws, including the School physician, nurses, and counselors.

*There are three reporting laws that most frequently affect St. Paul's School. These laws relate to:*

- 1) child abuse;
- 2) hazing; and
- 3) criminal acts in a safe school zone (including illegal possession or sale of a controlled drug and non-consensual sex).

A review of these laws reveals that they share some common elements, but that there are also differences between them. In all potentially reportable cases, St. Paul's School carefully reviews the circumstances to ensure that our students are well cared for and that we are meeting the mandate of the law. What follows is a brief explication of these three key reporting laws and their applicability to the specific context of St. Paul's School. Please note that the following is a summary of the laws and not a legal analysis.

### **CHILD ABUSE AND NEGLECT REPORTS**

In the case of suspected or actual child abuse, "all persons" who have "reason to suspect" that a child has been abused or neglected are mandated to immediately report that knowledge. At St. Paul's, community members who have knowledge of or suspect such abuse are required to report this information to either the Dean of Students, the School physician, or a Clark House counselor. The Dean of Students or Clark House will make the report to the Department of Children, Youth, and Family Services. Failure to report is a misdemeanor.

### **HAZING REPORTS**

In the case of hazing or potential hazing, students who have knowingly submitted to hazing, been present at, or who have direct knowledge of hazing are mandated to report that information. Similarly, as a member of an educational organization, any adult member of the St. Paul's community must also report any knowledge of hazing or suspected hazing. Officers and members in any student organization, team, or group are also responsible for making sure that hazing does not happen. At St. Paul's, these reports should be made to the Dean of Students, who will make the report to the Concord Police Department. Failure to report is a misdemeanor.

### **SAFE SCHOOL ZONE REPORTS**

Under the terms of the Safe School Zone laws, the School is required to report a number of legally prohibited behaviors. Any School employee who has witnessed or who has information from the victim of an act of theft, destruction, or violence in a safe school zone must report it in writing immediately to their supervisor. A supervisor must then report the incident to the Dean of Students or the Rector, who is required by law to immediately report it to the local police. In addition, if the alleged victim is a student, the Dean of Students or Rector must immediately notify the person responsible for the victim's welfare that a report was made to the local law enforcement authority. In some cases, a report to the Department of Children, Youth, and Family Services is also required. A "safe school zone" is an area inclusive of any school property or school buses.

*The definition of an “act of theft, destruction or violence” is broad and includes:*

- Homicide
- First or second degree assault
- Felonious or aggravated sexual assault
- Criminal mischief
- Unlawful possession or sale of a firearm or other dangerous weapon
- Arson
- Burglary
- Robbery
- Theft (any theft in excess of \$300 will be reported to the police)
- Illegal possession or sale of a controlled drug

Knowing failure to report as required under the Safe School Zone Law is a violation.

Under the terms of the law, when the School makes a report, we must provide the date and time of the incident, name(s) of individual(s) involved, names and addresses of witnesses, and actions taken by the School. At

St. Paul’s School, these reports are normally made by the Dean of Students, but also can be made by Clark House personnel or the Director of the Safety Department.

Once the report is made, the Concord Police Department’s response will depend upon a number of factors, including but not limited to the age of the student(s) involved and the nature of the specific crime.

### **Illegal Possession or Sale of a Controlled Drug**

Students 16 or younger who are found to be in illegal possession of or involved in the sale of a controlled drug should expect to be petitioned to Juvenile Court. If you are found to be in possession of or involved in the sale of a controlled drug and you are 17 or older, you are considered an adult, and should therefore expect to face arrest and prosecution in the criminal courts.

Students should also be aware that if, in the context of a non-disciplinary response to drug use (i.e., Sanctuary), the School comes into possession of a controlled drug, the School is required to make a report to the police. The student(s) involved would not face internal disciplinary consequences but could face external legal consequences.

### **New Hampshire Statutory Rape Laws**

When a child under the age of 16 is involved in voluntary and welcome sexual relations, we do not refer to the activity as “consensual” because in New Hampshire children under the age of 16 cannot legally consent to sexual relations. In those circumstances, the conduct is often referred to as “statutory rape,” a colloquial term for the laws that treat such activity as criminal. The statutory term is “sexual assault.”



In New Hampshire, there are different degrees of criminal responsibility for so-called “statutory rape.” The crimes with the most serious penalties are misdemeanors. It should be noted that any sexual activity with a child under the age of 13 is a felony.

This summary focuses on voluntary and welcome sexual activity with a child age 13 -15. (Sexual activity which is forced, coerced, or involves incapacity is a felony and is not considered “statutory rape”.) The level of criminal responsibility and corresponding penalties vary depending on the age differential between the parties involved and the type of activity. (The age differentials are sometimes referred to as “Romeo and Juliet” provisions.)

### “Sexual Contact” With a Child Age 13 - 15

“Sexual contact” means the intentional touching whether directly, through clothing, or otherwise, of the victim’s or actor’s sexual or intimate parts, for the purpose of sexual arousal or gratification.

#### *Age differential:*

- If less than 5 years, sexual contact is not criminal.
- If 5 years or more, sexual contact is a misdemeanor.

### “Sexual Penetration” with a child age 13 - 15

“Sexual penetration” means sexual intercourse, oral or anal sex, or any other act of sexual intrusion.

#### *Age differential:*

- If less than 4 years, sexual penetration is a misdemeanor.
- If 4 years or more, sexual penetration is a felony

## **SUMMARY OF KEY REPORTING STATUTES IN NEW HAMPSHIRE**

This “Summary of the Key Reporting Statutes” outlines who the mandated reporters are for each law, what triggers a report, the terms of “discharging the duty” to report, the terms of protections for those making the reports, and the penalty for failing to comply with the law.

### **Child Abuse Reports (RSA 169-C:29)**

- Mandated Reporters: Any person.
- Reporting Trigger: “Reason to suspect” that child has been abused or neglected.
- Discharging the Duty: Report orally “immediately” to the Department of Children and Youth Services (DCYF); followed by a written report within 48 hours, if requested.
- Protection for Reporting: “Good faith” reports are “immune from any liability, civil or criminal.”
- Penalty for Non-Compliance: Failing to report is a misdemeanor.

### **Hazing Reports (RSA 631:7)**

- **Mandated Reporters:** Public or private high school or college students, others, any public or private high school or college, or any related organization.
- **Reporting Triggers:** For students, knowingly submitting to hazing. For students or others, being present at, or having “direct knowledge” of, hazing. For an educational or related organization, having “knowledge” of hazing.
- **Discharging the Duty:** Students and others must report to law enforcement or educational institution authorities. Educational institution or related organizations must report to law enforcement authorities.
- **Protection for Reporting:** None.
- **Penalty for Non-Compliance:** Failing to report is a misdemeanor.

### **Safe School Zone Reports (RSA 193-D:4)**

- **Mandated Reporters:** Any public or private elementary or secondary “school employee.”
- **Reporting Triggers:** Witnessing a listed crime of theft, destruction or violence in a safe school zone, or having information from a victim of a listed crime in a safe school zone.
- **Discharging the Duty:** The employee must provide a written report “immediately” to a supervisor. The supervisor must “immediately” forward the information to the “school principal” who must “immediately” notify the local police verbally and in writing within 48 hours. If the alleged victim is a student, the principal must also “immediately” notify the student’s parents of the report.
- **Protection for Reporting:** Good faith reports are “not...subject to liability.”
- **Penalty for Non-Compliance:** Failure to report is a violation.

### **Illegal Sale or Possession of a Controlled Drug (RSA 318-B)**

#### **(Safe School Zone Report)**

- **Mandated Reporters:** Any public or private elementary or secondary “school employee.”
- **Reporting Triggers:** Witnessing or having information about the possession or sale of an illegal controlled drug in a safe school zone
- **Protection for Reporting:** Good faith reports are “not...subject to liability.”
- **Penalty for Non-Compliance:** Failure to report is a violation

### **Felony Non-Consensual Sex (RSA 632-A)**

#### **(Safe School Zone Report)**

- **Mandated Reporters:** Any public or private elementary or secondary “school employee.”

- Reporting Triggers: Witnessing or having information from a victim of felonious sexual assault (RSA 632-A:3) or aggravated felonious sexual with someone 13 to 15 years old is criminal and subject to prosecution in the discretion of the police, but it is not mandatorily reportable by a school under this act because it is a misdemeanor. However, if circumstances indicate that the underage child's health or welfare is or may be harmed, it must be reported to DCYF.)
- Protection for Reporting: Good faith reports are "not...subject to liability."
- Penalty for Non-Compliance: Failure to report is a violation.

## Confidentiality/Limited Information Sharing Policy

### **INFORMED CONSENT**

As a condition of enrollment, parents and students are required to sign the Informed Consent form. This consent also authorizes a student's participation in health and wellness programs. Upon turning 18 years of age, students are required to re-sign the Informed Consent as a condition of continued enrollment at the School.

### **HEALTH CENTER REPORTING**

It is the policy of Clark House to comply with all applicable federal and state reporting requirements. Clark House staff shall be knowledgeable on all applicable reporting requirements including, but not limited to, requirements relating to communicable diseases, child abuse, Safe School Zones, hazing, and injuries caused by criminal acts. Clark House shall provide regular training to its staff on applicable reporting requirements and shall establish internal procedures to facilitate compliance.

### **CONFIDENTIALITY OF HEALTH-RELATED INFORMATION**

Clark House personnel will maintain the confidentiality of all health-related information within its care or custody. Clark House personnel will not release any individually identifiable health-related information without the written consent of the parent or the student in cases where the student's consent is required by law. Clark House personnel will release health-related information if required to do so by law (e.g., mandatory reporting).

As a condition of enrollment, parents and students must provide written consent to release any medical or health information (including information related to drug/alcohol evaluation and random drug testing results) to the following (1) any health care professional, including counselors providing treatment while the student is attending St. Paul's School; (2) employees or agents of the School as determined by the Medical director of Clark House, or his designee, to meet the medical or safety needs of the student and the community or the legal responsibilities of the School; and (3) any persons necessary to process insurance claims. Clark House will disclose only the minimum information necessary to achieve the purpose for which it is released. In addition, students must provide written consent for release of all of their health-related information to their parents.

Clark House will maintain appropriate administrative, technical, and physical safeguards to protect the security of all health-related information within its care or custody. Clark House will retain medical information for seven years after a student graduates at which time paper information will be destroyed and electronic information will be purged/erased.

St. Paul's School can provide medical clearance only for programs that are affiliated with the School. For all other programs and travel, domestic and foreign, please refer the necessary forms to your child's primary care provider.

### **REPORTING PERSONAL OR HEALTH-RELATED ABSENCES TO COLLEGES**

Because of the confidential nature of personal or health-related absences, St. Paul's School leaves responses to such questions to the discretion of students and their families. St. Paul's School health officials may contact college health personnel with information regarding a student's condition, where appropriate, and with the consent of the family. This contact is made after the college application process is completed.

The College Office strongly encourages students who have taken an extended leave (more than three weeks) to submit a written explanation to the colleges explaining the absence. This leave will also be reflected in the number of credits on the student's transcript. Students should review these statements with their college adviser prior to submitting them to colleges.

## **Clark House**

Clark House health center provides medical and mental health care for students enrolled at St. Paul school. While we cannot serve as a substitute for a child's primary care provider, we can offer resources that support students' medical and mental health needs in a private setting while they are at SPS. For acute situations that require specialty care, referrals can be made locally. If a student's care falls beyond what Clark House can provide, rendering him/her incapable of functioning independently\* in this setting and/or jeopardizing his/her ability to be safe to self and others, that student may be sent home for ongoing, more specialized follow up. \*Students at St. Paul's are expected to have the skills necessary to function independently at a fully residential school. These skills include self-management (self-regulate sleep, time management, medication management, accessing health care, and organizational skills), relationships skills and positive decision-making. When a student's condition negatively impacts these areas of functioning, a separation from the School until evidence of skill restoration may be warranted.

### **MEDICAL SERVICES**

Clark House is directed by a full-time physician, board certified in family practice, who is a member of the faculty and serves as Medical director.

In addition, a female health practitioner is available as needed to focus on young women's health issues. The health center is open seven days a week when school is in session and is staffed 24 hours a day by registered nurses. Clark House has 14 patient beds, 8 of which are dedicated to in-patient care and six for out-patient rest and observation. Assessment and treatment are provided for routine, acute, and ongoing concerns. Permanent AEDs (automated external defibrillators) are strategically located throughout the grounds; portable AEDs are carried by our Safety officers and athletic trainers. In addition, Concord Hospital, Dartmouth Hitchcock Clinic, and Concord Orthopaedics are less than a mile from the School's entrance, which allows for easy referral to a variety of specialists.

In order to provide safe, high-quality treatment, the School must have on file all medical information relating to each student. Parents and students must provide the School with the following information/forms prior to attendance: proof of insurance, Informed Consent, Physical Exam/Immunization Record, Health Record, Authorization for Medication, Interim Report, and Counseling Consent. As a condition of enrollment, all forms must be completed and received at Clark House by their respective defined dates.

Students with plans to travel internationally, independent of an SPS-sponsored trip, are responsible for directly consulting their personal physician or a travel clinic to provide required/recommended immunizations. If these services must be provided in the Concord or surrounding area, a three-month notice is required for Clark House staff to facilitate an appointment or referral. Clark House is unable to provide this service as well as completing physical exams for outside camps, sports, academic programs, and college forms.

## **STUDENT ILLNESS**

In teaching students to assume responsibility for their own health care and well-being, the School encourages them to report to Clark House during a free period or at an appointed time to avoid missing classes or other School commitments. If a student is feeling ill and believes he or she may need to miss Chapel or first period class, the student should check in with Clark House by 7:30 a.m. Students who need medical attention after evening check-in time should contact a house adviser and School Safety at ext. 4646 for transportation to Clark House.

After being seen and treated by medical staff, a student may be asked to stay at Clark House on "Health Center Bounds" or may be placed on "Dorm Room Bounds." Students on Dorm Room Bounds should be in their rooms resting, not attending classes or participating in athletics or activities. Additional instructions may be given by the staff, who will periodically check on the student's well-being. Finally, students who stay overnight at Clark House are there for rest and recuperation. In our attempt to help students get well, visitors will be limited, with visiting hours ending at 9 p.m. and lights out by 10:30 p.m. In order to support the student, Clark House may contact a student's house adviser regarding follow-up care.

## **COUNSELING SERVICES**

Clark House offers counseling services to all of its students without charge. Clark House personnel are committed to providing quality, ethical, and compassionate counseling. The counselors abide by the codes of ethics of their respective professional associations. Copies of these codes are available upon request.

Students and parents must review a consent form for counseling before starting counseling. Students must sign the consent form. For students under age 18, parents must also sign the consent form. Parents and students should read the form carefully and raise any questions with the counselors.

There are three full-time counselors available to talk to any student about any issue during scheduled appointments, as urgent matters arise or for crisis intervention.

As trust is crucial in the counseling relationship, St. Paul's School will make every effort to protect a student's privacy. To promote candor, St. Paul's School asks that parents respect the privacy of students who may not wish to share certain information about their counseling, even though under

New Hampshire state law, parents of children who are under age 18 hold the privilege to see and release their child's medical records.

## **SUPPORT SERVICES**

In addition to counseling services, psychiatric consultation is available on a regular basis at Clark House. The psychiatrist may be asked to evaluate, prescribe, and monitor medication. All referrals to the psychiatrist must go through Clark House counselors; the School pays for these services.

An Episcopal minister is available for support and spiritual guidance. This faculty member is involved in the St. Paul's School community and may assist with adjustment issues, loss and bereavement, and spiritual concerns.

A part-time consulting nutritionist is available for students seeking help in the areas of healthy eating, weight loss, weight gain, sports nutrition, and/or eating disorders.

St. Paul's School employs two certified athletic trainers who are educated in the prevention, evaluation, management, treatment, and rehabilitation of injuries.

The athletic trainers are responsible for providing medical coverage at practices and games. There are two athletic training rooms located on the school grounds, one at the Athletic & Fitness Center, and one at the Hockey Center. The athletic trainers are available at these sites prior to and immediately following athletics.

## **CONCUSSIONS**

The understanding, definition, and management of concussions have significantly changed over the past decade to encompass a wider range of injuries that may or may not be the result of a direct blow to the head. What used to be thought of as a simple “ding” may now be considered a concussion depending on associated symptoms. A growing body of evidence suggests that pediatric/adolescent individuals are more vulnerable to concussion. Because students may require a longer period of recovery and may suffer more long term consequences, we have developed guidelines for the aggressive management of concussions at the School.

All new St. Paul’s School students will be required to take a baseline ImPACT neurocognitive test, to be repeated every two years. These tests will be reviewed by the medical director; those felt to be aberrant will be repeated. The reason for the baseline test is to have a comparison score in the event a student suffers a concussion or suspected concussion, either on or off the sports arena. Students and coaches will undergo educational sessions to define concussions and discuss the importance of good post-concussion management, at which time students will sign a form indicating that they have completed the session. If they request, parents will be provided with concussion-related information as well as highlights of the School’s concussion-management guidelines.

Because all concussions do not take place on a field, rink, or gym floor, these concussion guidelines will also encompass non-sports-related injuries suffered by any SPS student (athlete or non-athlete) while at school. In the event that the injury occurs off the field when an athletic trainer is not available, the student will be directed to the health center, where a nurse will perform an initial evaluation. Consultation with the medical director to determine management will follow nurse triage.

If a suspected head injury occurs on the field, initially the medical director or athletic trainer will perform a sideline evaluation and suggest a diagnosis. If by a sideline evaluation a concussion is suspected, the student will not be allowed to return to play that day regardless of the amount of time his or her symptoms lasted. In the event a concussion is suspected (either on or off the playing field) a medical exam will take place within 24-48 hours. If, after the medical exam, it is still felt that the student has suffered a concussion, a repeat ImPACT test will be performed within 48-72 hours of the injury. The medical exam will include balance testing (double-leg stance, single-leg stance and tandem stance with eyes closed and hands on iliac crest at minimum on a hard surface; additional testing can be done on a foam surface). In situations where a student suffers a significant head injury with post concussive vomiting, worsening headache, or declining neurologic symptoms an emergency room evaluation and/or CT scan will be ordered. Studies have shown that the first 48 hours after a concussion are important to recovery, so students may be asked to remain in the health center for a night or two to allow for cognitive and physical rest. Physical limitations and academic accommodations will be given a student until his or her concussion has resolved.

## **HEALTH POLICIES**

Clark House is governed by policies established by the School's Board of Trustees. These policies include the following: Communicable Diseases Health Center Reporting, Drug and Alcohol Testing, Life-Threatening Situations, Self-Destructive Behavior, Reproductive Health, Confidentiality of Health-Related Information, Management of Student Medications, and Health Leave.

## **COMMUNICABLE DISEASES**

St. Paul's School is committed to providing a safe and effective educational and working environment for its students, employees, and visitors. Consistent with this commitment is the policy to educate the community about how to prevent and control the spread of communicable diseases. St. Paul's School will comply with all federal and state laws concerning the prevention and control of communicable diseases. In addition, it will abide by rules issued by the Independent School League (ISL) and the New England Preparatory School Athletic Council (NEPSAC) for the control of communicable diseases in athletic competition.

The School provides education about communicable diseases to its students and employees on the nature of disease transmission and prevention through Living in Community classes, OSHA training, and informally through literature and postings. A list of communicable diseases which are reportable to the State of NH Bureau of Communicable Disease Control is available through Clark House. The Medical director at Clark House will make a determination about the communicability of an infection and will make recommendations about isolation, precautions, and control measures to be implemented by St. Paul's School. Any incidence of a reportable communicable disease will be reported to the N.H. Bureau of Communicable Disease Control by the Medical director.

*\*According to New Hampshire law RSA 141-C, a communicable disease is "an illness due to an infectious agent or its toxic products, which may be transmitted directly or indirectly to any person from an infected person, animal, or arthropod or through the vehicle of an intermediate host, vector or the inanimate environment."*

## **SELF-DESTRUCTIVE BEHAVIOR**

It is the policy of St. Paul's School to maintain a safe learning and living environment for its students, staff, and faculty. Since self-destructive behavior is a threat to the School's ability to maintain a safe environment, it is the policy of the School to respond to all such behavior by students. For the purposes of this policy, self-destructive behavior is defined as behavior that may include, but is not limited to, the following:

- an inability to control one's own actions; or
- bodily harm to oneself, including the overdose of drugs or any other suicide attempt/threat/gesture.



When a determination has been made that a student has engaged in self-destructive behavior, the student will be placed on a short-term or extended health leave in accordance with the School Health Leave Policy. If a student is found to be in a situation where he/she is in danger of harming self or others, Clark House will immediately contact SPS Safety. Clark House personnel are not authorized to use physical or chemical restraints at any time.

## **REPRODUCTIVE HEALTH**

St. Paul's School seeks to affirm and support young people in their search for appropriate expressions of intimacy and affection. The School is aware, however, of the serious physical, emotional, social, and legal consequences that can result from intimate sexual contact. Therefore, the School strongly encourages students to postpone sexual intimacy.

However, St. Paul's School is aware that students will make their own decisions about sexual intimacy. Clark House professional staff and faculty are available to all students who want to discuss reproductive health and other related issues. In addition, with parental permission, Clark House medical staff may provide reproductive health services to students. Clark House offers the following reproductive health services: testing and treatment for sexually transmitted diseases; pregnancy testing; and birth control, such as birth control pills, condoms, and emergency contraception. In the event that a student does not obtain parental permission to receive reproductive health services at Clark House, the student may access a local agency that may afford greater confidentiality. Please contact Clark House for a list of nearby service providers.

## **EATING DISORDERS**

At St. Paul's School we seek to foster the emotional and physical well-being of students. In keeping with this ideal we realize the intense need students may have for support and education around the topics of weight, body image, disordered eating, food preoccupation, and exercise obsession.

Eating disorders are serious medical problems. Anorexia nervosa, bulimia and binge eating are all types of disorders that typically develop during adolescence and adulthood or less frequently in childhood. Eating disorders affect both men and women. While eating disorders are less common in men, approximately 10 percent of those suffering from eating disorders are male.

To address eating disorders, St. Paul's School, through Clark House, has developed a support and intervention system. The goal is not only to treat students with eating disorders but also to enhance prevention of these disorders through education and community support. We are guided by the well-researched protocols outlined in the manual developed at the Dartmouth College Health Service (the "Dartmouth Manual") to assist us in providing a high quality of care for students with eating disorders in light of the School's resources. A copy of the Dartmouth Manual is available upon request.

Confidentiality is an integral part of all health services at St. Paul's School. It is important for students to trust that they can be authentic and honest in discussing their medical and mental health-related issues with health center staff without fear that their information will be shared with others outside the health center. There are, however, exceptions to the requirement to maintain confidentiality which we are obligated to address (see the Clark House policy on Confidentiality of Health-Related Information). For example, if a school official reasonably believes that the student is presenting or is likely to present a threat to him/herself and/or others or is unreasonably disrupting the School community, or the information falls within the guidelines of reporting laws, there may be an obligation to disclose some or all of the information provided by the student. When a School official has information which reasonably suggests that a student's behavior falls within one of these exceptions, the dean of students (or his or her designee) will be brought into our discussions and consulted, after which further disclosures may be deemed necessary. In certain situations, disclosure may be necessary prior to such consultation.

The Dartmouth Manual provides specific treatment and health leave recommendations for students identified with eating disorders. In brief, any student identified as exhibiting behavior consistent with disordered eating will have an initial evaluation at Clark House to assess the extent of the problem. This assessment will usually include appointments with several members of our multi-disciplinary team, including the medical director, a counselor, a nutritionist, and in some instances, our consulting psychiatrist. Specific treatment and nutrition goals will be set for the outpatient program, and, in most instances, the student will be given a period of time to demonstrate improvement as determined by members of the health professional team. However, if the School determines that the student's current situation falls outside the scope of care that Clark House can effectively provide, the student will be required to take a health leave from school. If the student in the opinion of the medical director or a treating physician exhibits a significant decline in emotional or physical health at any time, he or she may be required to take a leave prior to the term's completion. A health leave may also be required

if a student has a history of an eating disorder combined with one or more of the following: 1) physiological signs or symptoms of health decline indicated by (including but not limited to) abnormal laboratory tests, persistent amenorrhea in females, dental erosions, low blood pressure, low pulse, other cardiac abnormalities, etc.; 2) while in treatment, an inability to maintain a body mass index (BMI) of at least 18 and/or an ideal body weight of

at least >80%; 3) an inability to break the cycle of chronic eating disordered behavior; 4) an inability to engage in or comply with any aspect of the effective outpatient therapy at SPS; 5) the needs or care of the individual exceed what the School determines it can effectively provide; or 6) the student's eating behaviors or results of the disordered eating unreasonably disrupts the School community.

In addition to the above, a required health leave for students with anorexia nervosa may be based on an ideal body weight (IBW) of <80% or a body mass index (BMI) of <18%. If a medical leave is necessary, then a returning weight which reflects a BMI of at least 19.5% (equivalent to an IBW between 96-98% for females and 90% for males reflecting different body compositions between males and females) is the goal, as this BMI standard for completion of a medical leave is associated with lower relapse rates. These weights must be maintained for a minimum of three months prior to gaining medical clearance to return.

For students who are identified as having bulimia, treatment recommendations will be based on physiological signs and severity of illness. As with students who have anorexia nervosa, it may be determined that a health leave is warranted in order to address the issues related to bulimia, particularly if it is determined by the team that the student's needs are beyond what the School can effectively provide. Students with bulimia who have gone on a health leave must demonstrate an ability to maintain a healthy weight, stable eating patterns, and management of binge-purge symptoms for at least three months prior to gaining medical clearance to return to St. Paul's School. Other medical symptoms, (i.e., laboratory abnormalities, abnormal vital signs, cardiac abnormalities, etc.) must also be stable and within normal limits for three months prior to a student's return.

Because excessive exercise is not uncommon in students with eating disorders, a restriction on athletics/exercise may be implemented or the student may be required to take a medical withdrawal if he or she fails to meet the goals established by the treatment team.

If a determination is made that a student's health is significantly compromised due to an eating disorder or disordered eating and the student refuses to accept a medical recommendation for a voluntary health leave, the dean of students in collaboration with medical input may, on an individualized basis, implement an involuntary health leave. Whether or not a health leave is voluntary or involuntary, SPS may impose weight goals and limits on an individualized basis, taking into account factors such as the student's compliance with treatment recommendations, weight history, height, frame size, family history, rapidity of weight change, and eating/exercise behavior which must be fulfilled prior to the student's return.

Upon matriculation to St. Paul's School or prior to the onset of a new school year, if a student has an active eating disorder as determined by, but not limited to, his/her health records, statements made by the student and/or family, or by the student's home physician(s) and/or counselor(s), the student's parents must authorize SPS officials to confer with the student's medical professional(s). If, after such consultation, SPS reasonably believes that the student's health is sufficiently at risk of being compromised, the dean of students may recommend or impose a health leave of absence. The dean of students will consider a range of factors, including but not limited to: a history of poor treatment compliance; an eating disorder not in remission; stability of an eating disorder of less than three months in duration; treatment needs beyond what St. Paul's School can effectively provide;

or information that reasonably suggests that attending a residential boarding school would present a legitimate health or safety risk to the student.

As with all health leaves, documentation of improvement from treating health care professionals will be required prior to consideration of a return to St. Paul's. For all students subject to a health leave for eating disorders, a period of a minimum of three months of documented recovery and health as determined by St. Paul's School, is required before a return to the School will be permitted. As per the Dartmouth Manual, St. Paul's School adheres to specific BMI criteria that a student must meet prior to being eligible to participate in athletics. Although the health care team at Clark House values and requires input from outside health professionals during the student's health leave, ultimately the decision to allow a student to return rests exclusively with the dean of students in close consultation with the treatment team and the medical director.

### **MANAGEMENT OF STUDENT MEDICATIONS**

Appropriate management of medication is required by New Hampshire Code of Administrative Rules He-P 816.17. The medical director and/or nursing staff at St. Paul's School Clark House will store, administer, and/or oversee the use of all medications by students. Clark House must be notified of all student medications, including prescribed, over-the-counter, herbal, dietary supplements, vitamins, minerals, performance enhancers, or other medications. Any student who takes prescribed medication to treat a psychological or learning-related disorder shall receive counseling or supervision as deemed appropriate by the Medical director or counseling services. All procedures for managing and distributing medication(s) will follow federal and state laws.

### **Parent Disclosure and Releases**

Parents and students are required, as a condition of enrollment, to disclose to medical personnel at Clark House any and all medications used by the student. Parents and students also must advise Clark House medical personnel of any changes in the student's medications, including dosage. All medication records will be maintained at Clark House.

### **Distribution**

Medications falling under Class 4/5 (narcotics, psychotropics and stimulants) cannot be stored in a student's room and must be stored and distributed by authorized personnel at Clark House. Prescription medication distribution is on a dose-by-dose basis in Clark House. Clark House personnel recognize that there are certain emergency medications that a student might need to carry on his or her person. On occasion the medical director can also authorize distribution of one or two doses of class 4/5 medications for night time use as described in the text that follows. No St. Paul's School faculty or staff member will be given the responsibility/authorization to administer prescribed medications to any student on campus. Failure to follow this policy may result in a disciplinary response which may include, but is not limited to, dismissal from the School.

When off grounds on a School-sponsored trip where a chaperone is present, or when on grounds when School is not in session and the health center is closed, a chaperone who has had proper training in medication administration will be allowed to hold and securely store a student's class 4/5 medication. The medication will be provided to the student as indicated on the Medication Administration Report (MAR) and the student will be observed taking the medication if opting to take that dose. The chaperone will then record on the MAR whether the dose was taken or refused. At the end of the trip, the chaperone will give the remaining medication to the student if school is not in session or return it to Clark House if the student is returning to campus. All students are required to return medications from travel, holidays, and vacations, to Clark House within 24 hours of returning to campus. Failure to follow this policy may result in a disciplinary response, which may include, but is not limited to, dismissal from the School. The Medical director will be notified of any failure to return Class 4/5 medications to Clark House.

To ensure the School's medication policy is understood, students and parents of students taking any class 4/5 medications must sign the St. Paul's School Medication Compliance Policy form. While Clark House will work with students to help manage their medications, we cannot force students to take their prescribed medications. Ultimately, the responsibility to take a medication is up to the student and his or her family.

*The following is a description of the various medications subject to this policy and a description of the requirements pertaining to each class:*

**Class 1: Non-Prescription Medications** Students taking non-prescription medications, dietary supplements, vitamins, or herbal remedies shall inform the medical staff about the type of medication, dietary supplements, vitamins, or herbal remedies they are using and the dosage amount. With parental consent, Clark House medical staff will determine the amount of medication to be taken based on recommended daily allowances.

**Class 2: Topical Prescribed Medications and Certain Oral Prescribed Medications** The following medications may be kept in the student's room with authorization by the Medical director, the student, and the parent (when the student is under 18): (1) Prescription medications which are applied topically, such as topical cream for the treatment of acne; (2) Oral antibiotics; (3) Oral medications prescribed for the treatment of allergies; and (4) Oral contraceptives.

**Class 3: Emergency Medications** Emergency medications are those which a student needs to carry on his or her person at all times. These include, but are not limited to, asthma inhalers, epinephrine auto-injectors, and insulin. Students will be allowed to carry such medication with authorization by the Medical director, the student, and the parent (when the student is under 18).

**Class 4: Narcotic, Stimulant, and Psychotropic Medications** All Class 4 medications will be distributed by Clark House medical staff on a dose-by-dose basis. Students will not be allowed to keep a supply of any Class 4 medication in their rooms.

In addition, all students who are prescribed psychotropic medications will be required to meet with the School's Medical director, counselor, or consulting psychiatrist during the school year to discuss treatment planning for the upcoming year. The treatment plan may include regular counseling and medication during the school year. As part of the treatment planning process, we may discuss and coordinate the student's diagnostic testing and care with his or her home provider, including any prescribing physician, evaluator or therapist. We ask that parents facilitate this process to ensure coordinated care between the School and home.

**Class 5: Prescription Drugs Not Otherwise Classified** All prescription drugs not in Classes 2, 3 or 4 will be distributed by Clark House medical staff on a dose-by-dose basis. Students will not be allowed to keep a supply of Class 5 medications in their rooms.

### **Revocation of Self-Administration Privileges**

St. Paul's School reserves the right to revoke a student's right to self-administer medications when, in the professional judgment of Clark House medical staff, the student has demonstrated an inability to self-medicate safely.

### **Failure to Comply**

All students must comply with the School's policy on medication management. Failure to comply with this policy may result in disciplinary action against the student including, but not limited to, separation from the School. Clark House personnel will notify parents of a student's failure to comply with this policy.

## **COMPLAINT PROCEDURE**

Any student or parent wishing to file a suggestion or complaint regarding care or treatment received at Clark House may write or talk to:

Dr. John Bassi  
Medical director, Clark House  
St. Paul's School  
325 Pleasant Street  
Concord, NH 03301  
603-229-4850

OR

Department of Public Health Services  
Bureau of Health Facilities Administration  
6 Hazen Drive  
Concord, NH 03301  
1-800-852-3345, ext. 4592 or 603-271-4592  
TDD access 1-899-735-2961

# Alcohol and Drug Testing Policy and Procedures

## **DRUG AND ALCOHOL TESTING**

Students are expected to be completely drug and alcohol free while they are enrolled at St. Paul's School. They may not sell, distribute, use, possess, or be under the influence of illicit drugs, alcohol, nicotine or other substances that are used in a way other than prescribed. As a condition of the student's enrollment at St. Paul's School, parent(s) and students are required to authorize the School to conduct drug and alcohol testing of the student by Breathalyzer, urine or hair sample, or saliva.

St. Paul's School reserves the right to test students for drugs and alcohol randomly or in the following circumstances: (1) the student exhibits drug or alcohol influenced behavior; (2) the student has a history of drug or alcohol use at St. Paul's School; (3) there are significant changes in the student's academic or social functioning; (4) there are signs of psychological distress; or (5) upon written request by the parent(s) of the student.

If a student has been caught using a substance or has admitted through the School's Sanctuary Policy to have used, the student will be placed on a list to be randomly tested. Each week several students from the list will be selected through a random number generator to undergo one of the methods of drug testing at the family's expense. If, during the school year, a student is randomly selected more than 10 times, the School will incur the cost of further testing.

If a student tests positive for illicit substances, whether or not it can be demonstrated that the substance was used on the grounds, the student is considered to be in violation of a Major School Rule, and will be subject to appropriate disciplinary action, up to and including separation from the School.

Parents will be responsible for all costs incurred for evaluation, counseling, and drug testing services provided through Clark House.

## **Sanctuary Policy**

### **SANCTUARY POLICY FOR INTERVENTION**

The Sanctuary Policy for Intervention creates an avenue for helping students engaged in high-risk behavior without the threat of disciplinary action. The adults of our community keep as a top priority the safety and health of the students and urge students to use this policy to help themselves or others they feel are at risk.

*Sanctuary may be invoked when:*

- a student brings to an adult, the Health Center, or the dean of students an at-risk student and/or information concerning risky behavior by him/herself or another student, that would not otherwise become available to adults, or
- an adult refers to the Health Center or the dean of students a student whom he/she suspects to be engaged in on-going high-risk behavior.

A student under the protection of the Sanctuary Policy is obligated to communicate openly and honestly with the adults working with the student.

## **RESPONSES TO AN INTERVENTION**

Response to the first episode will include notification of the student's parents, adviser, and head of house, student submission to a risk-behavior evaluation, counseling, and if relevant, regular drug/alcohol testing.

A second episode will require an off-site risk-behavior evaluation, counseling, and completion of a drug/alcohol rehabilitation treatment program. The student can return to school only after the medical director and the dean of students are convinced that the student demonstrates sufficient recovery and rehabilitation.

### **Exceptions**

Situations in which an adult finds a student engaged in risky behavior will not be covered by the Sanctuary Policy, though the student can invoke the Sanctuary Policy for others involved in such behavior by providing their names, unless adults would have otherwise learned this information.

Students should note that egregious situations, for example those involving harm to another student, hazing, coercion, or the sale of controlled drugs will not be covered by the Sanctuary Policy. Students who are currently participants in the drug and alcohol testing program may not invoke sanctuary when the dean of students or associate dean of students has engaged them to be tested.

It is important to note that if the School comes into possession of a controlled drug in the context of a sanctuary, it is still required to make a report to the police. The student(s) involved would not face internal disciplinary consequences (sanctuary still applies), but they may face external legal consequences.

The Sanctuary policy is not intended to cover behaviors that do not threaten the health and safety of a student, such as academic dishonesty.

## **ADMINISTRATION OF SANCTUARY**

As a health-based response, sanctuaries are administered by personnel at the Clark House health center. While the Dean of Students, head of house and adviser of students who are sanctuaried are notified, Clark House communicates the details of sanctuary cases to the parents/guardians of the student concerned.



# Leaves of Absence and Returning from Leaves

Sometimes issues can arise in the course of a student's career at the School that may interfere with the student's ability to engage constructively in the business of learning. On these occasions, a student may be required to stay awhile in the health center or another facility on campus or to leave St. Paul's temporarily, usually to return home. The School's leave-of-absence policy acknowledges that time away from campus can be important. Therefore, the School allows students to remain in good standing while taking the time they need to address important personal issues away from the school and with their families. When it is determined, the student and all others involved, including the student's head of house, adviser, and parents, along with the Office of Academic Affairs, will be informed.

The Student Teacher Assistance Team (STAT), comprising the medical director, the dean of students, the dean of studies, and the director of counseling, typically determines the duration of all leaves and the conditions necessary for a student's return, however under critical circumstances decisions about leaves may be made by the Dean of Students Office or Clark House medical team unilaterally. Additionally, a student and his/her parents may request a leave of absence for a variety of reasons.

The STAT and Dean of Students Office also decide on the length of the leave and what conditions must be met in order to return (e.g., educational activities, counseling, relevant assessments). The factors considered in making these determinations are the student's clinical needs, safety, impact on the safety and well-being of the community, and capacity to comply with the essential elements of student and academic life, as well as the community's ability to provide appropriate care and supervision.

## **HEALTH LEAVE**

*There are three types of Health Leaves, each based on the amount of time the student is absent from School:*

- Short Term Health Leave is defined as an approved absence from School for health reasons lasting no longer than three weeks.
- Long Term Health Leave is defined as an approved absence from School for health reasons that lasts longer than three weeks but less than one academic year.
- Health Separation is defined as an absence from School for health reasons that will require more than one calendar year.

1. A health leave may be required for medical reasons when, in order to ensure effective management or treatment of a medical problem, a student must be away from school for a period of time. St. Paul's School is committed to providing access to an appropriate level of health care. In some cases a student's health needs may exceed the limits of what Clark House can provide. In those situations, a student may be placed on a Health Leave. A Health Leave may also be necessary if a student is in danger of harming him- or herself or someone else, or is disrupting the community.

2. A leave may be required for a diagnostic evaluation or treatment, or it may be initiated when a student's presence on campus might jeopardize their own health or compromise the well-being of others. A Health Leave is granted or required for the management of health issues that cannot be adequately treated by the School or through local providers. A Health Leave may last up to one year in duration and is not an instrument of discipline.
3. A health leave will be required if it is determined, based upon an individualized assessment by the medical director and/or the director of counseling that, in their professional judgment, a student has exhibited suicidal behavior or behavior considered to be suicidal or otherwise potentially life-threatening, posing a risk of harm to the student and/or others. It is our experience that a clearly defined and extended period of time permits students to focus, with their families, on the steps to be taken to regain their equilibrium and to thrive.
4. A health leave may be required following any situation of egregious or repeated self-injury, including but not limited to drug and alcohol ingestion, a severe eating disorder, or cutting. 4. A dean's leave may be required in cases in which a student is unable to meet school obligations (academic, attendance, or residential) or in cases in which the needs of a student cannot be met by the community and/or are interfering with the well-being of others. When a student is unable to meet the school's expectations (including compliance with a previously determined treatment plan), a leave of absence will be required.
5. A dean's leave may be required in cases involving extenuating circumstance, as determined by the Dean of Students

### **LEAVE OF ABSENCE PROCEDURES**

The medical director, in consultation with the dean of students, determines whether or not a student at St. Paul's School will be required to take or will be granted a health leave. Prior to making a determination the medical director will normally seek information about the student from a variety of sources that may include the student, the student's adviser, the student's family and friends, and other medical care providers at the School and outside of the School.

When the medical director determines that a student will be leaving for a health leave, the medical director will inform all involved persons including the student affected, head of house, adviser, parents, the Dean of Students Office, and the Office of Academic Affairs.

The Office of Academic Affairs will contact the teachers of the student and, if appropriate under the circumstances, the Office of Academic Affairs will formulate a plan for continuing academic work and communication of these academic expectations for the student.

As soon as is reasonably possible, the medical director will convene a Student Teacher Assistance Team (STAT) meeting to discuss and determine the appropriate length of the health leave and to establish conditions for the student's return to St. Paul's. After this meeting, the medical director will communicate these conditions to the parents/guardian of the student.

The medical director will initiate contact with the professionals involved with the care and treatment of the student while the student is on leave and will follow-up over the course of the health leave. A parent/guardian must arrange for copies of all treatment records, evaluations and psychological or medical testing to be provided to the medical director upon request in a timely fashion.

Requests for return to the School should be communicated to the medical director and should include documentation demonstrating that the conditions of the health leave have been satisfied. The medical director will then reconvene the STAT to review the situation and the factors of the student's care away from school and determine whether a return to St. Paul's is appropriate. It is the medical director's responsibility to determine whether a return to St. Paul's is appropriate, from a medical perspective; it is the responsibility of the Dean of Students Office to determine whether a return is appropriate from an academic or residential perspective.

If a return is approved, the student may spend a night or several nights in residence at Clark House as a transition back to school life. The student must also abide by any conditions set forth by the medical director to help ensure continued good health for the student which will include compliance with a therapeutic plan.

The Office of Academic Affairs will contact the teachers of the student and, if appropriate under the circumstances, will formulate a plan for continuing academic work and for communication of these academic expectations to the student and the student's adviser and teachers. Typically, if a student is away for fewer than three weeks of a term, s/he will receive academic credit for that term. Absences that extend beyond three weeks in one term result in no credit received for the term unless there are extenuating circumstances that call for alternative credit designations.

### **RETURN FROM LEAVE**

Readmission of a student after a leave of absence is not automatic, but depends upon the student meeting certain criteria specified by the STAT and/or Dean of Students Office in writing when the leave is granted. Any conditions or behavioral expectations placed on a student upon return from a leave must be fully met. If they are not, the student will return to leave-of-absence status.

# Appropriate Use of Technology

Computers, mobile phones, digital cameras, and other technologies are now widely available, and the School supports their appropriate use. In the context of a school, however, students must use these devices cautiously so as not to affect negatively the educational mission of the school, a student's academic development, or the rights of other members of the community. The detailed Acceptable Use Policy, found below, should be read carefully. By way of preface, we ask that you also keep a few basic guidelines in mind.

1. Mobile phones should always be off during classes, concerts, and lectures, as well as in Chapel or any venue where a ringing phone may cause disruption. Students using phones (of all types) in the dormitory should take care not to disturb other students' quiet study.
2. Limiting time on the Internet, including on social networking sites, has become an essential skill for academic success. Internet access is primarily for academic purposes, and excessive abuse of this not only violates the school's Acceptable Use Policy, but also can interfere with academic work, healthy sleep patterns, and one's ability to meet certain expectations of respectful interaction with other community members. Even with academic work, there is reason for caution on the Internet; plagiarism and other inappropriate behavior (including getting too much research and editing help from family members and friends) can happen more easily electronically. Make sure you have clearly documented all outside sources and helpers on all academic work.
3. The School reserves the right to require students to remove from their rooms or from dormitory commons areas, any technology that the head of house feels detracts from the academic or social atmosphere of the dormitory. Each student is allowed, at most, one computer monitor (not to exceed 27" inches).
4. Finally, make sure to secure proper consent for all subjects of photographs or videos. Texts, voice-mails, photos, and videos can become public, and therefore you should always be fully prepared to take full responsibility for their content.

## **ACCEPTABLE USE OF TECHNOLOGY POLICY**

St. Paul's School is pleased to be able to provide a wide assortment of some of the latest technology resources available. These technology resources are provided as one of the privileges of being a member of the St. Paul's School community and are intended to enhance your life and work here. As with any privilege, it is expected that you will use these resources with care, concern, and respect. Violation of these policies may result in discipline, up to and including expulsion.

## **OVERVIEW**

Access to information technologies is integral to the educational mission and purpose of our institution. We use technology in nearly every facet of instruction, activity, service, research, and operation of our School. This policy provides

expectations for the use of technology as it affects our School and educational community.

Due to the evolutionary nature of technology, it is imperative for students to realize that our policies regarding the use of technology in our community will also be evolutionary. We ask all students to employ their best judgment when it comes to the use of School technology and keep in mind that our policies related to technology are not meant to supersede our other School policies, but rather to complement them. Although our School provides certain technologies, we recognize that members and guests of our community also have their own technology devices that they bring to our campus and School events. Our policies address the appropriate use of both technologies provided by the School and personally owned technological devices. Please read the policies below before using our network and computers, because by using our technology, you agree to be bound by the terms, conditions and regulations below.

### **SUPERVISION AND PERSONAL RESPONSIBILITY**

All students must sign an agreement before they can use any School technologies. This agreement needs to be signed one time only unless the form is updated in a subsequent year.

The use of School and personally owned technology on School property or at School events is a privilege, not a right. This privilege comes with personal responsibilities and if you violate the responsible use of any School technologies, your privilege may be revoked and/or suspended.

Our School provides sufficient information technology resources for each student for regular academic pursuits. If a particular research project requires additional resources, the Information Technology Department works with students on a case-by-case basis to provide additional resources.

### **PRIVACY**

St. Paul's School reserves the right to monitor and track all behaviors and interactions that take place online or through the use of technology on our property or at our events. We also reserve the right to investigate any reports of inappropriate actions related to any technology used at School.

All e-mails and messages sent through the School's network or accessed on a School computer may be inspected. Any files saved onto a School computer may also be inspected. Students have a limited expectation of privacy when using their own technology on School property or at School events as long as no activity violates policy, law, and/or compromises the safety and well-being of the School community.

### **RIGHT TO UPDATE**

Since technology is continually evolving, St. Paul's School reserves the right to change, update, and edit its technology policies at any time in order to continually protect the safety and well-being of our students and community. To this end, the School may add additional rules, restrictions, and guidelines at any time.

## **TERMINATION OF ACCOUNTS AND ACCESS**

After graduation or upon other termination of your official status as a student at our institution, you will no longer have access to the School network, files stored on the School network, or your School-provided e-mail account. Prior to graduation, we recommend saving all personal data stored on School technology to a removable hard drive and set up an alternative e-mail account. If you leave our institution in good standing, we will provide you with e-mail access for a period of six months after your graduation date.

## **USER ORIENTATION**

All incoming students must attend an orientation session about acceptable and unacceptable behaviors related to technology. This course is required before a student may use any School technologies.

## **PURPOSES AND USE EXPECTATIONS FOR TECHNOLOGY**

Students may use School technologies for some recreational uses, keeping in mind that School technology resources are both shared and finite. These resources include, but are not limited to, disk space, bandwidth, CPU time and effort, printers, faxes, software, and workstations.

If your recreational use interferes with another's educational use, you will be asked to refrain from your activity or engage in your activity in a specified time.

## **PERSONAL RESPONSIBILITY**

We expect our students to act responsibly and thoughtfully when it comes to using technology. Technology is a finite, shared resource offered by the School to its students. Students bear the burden of responsibility to inquire with the IT Department or a School administrator when they are unsure of the permissibility of a particular use of technology prior to engaging in the use.

## **INTERNET USAGE**

Do not access material that is offensive, profane, or obscene including pornography and hate literature. Hate literature is anything written with the intention to degrade, intimidate, incite violence, or incite prejudicial action against an individual or a group based on race, ethnicity, nationality, gender, gender identity, age, religion, sexual orientation, disability, language, political views, socioeconomic class, occupation, or appearance (such as height, weight, and hair color).

## **NETWORK STORAGE AND ACCOUNTS**

Network storage is a finite School resource. We expect students to be respectful of other users and limit the amount of space and memory taken up on School computers and on the School network. Each student has 2 GB of storage space to save files on our network.

All students are provided with a School e-mail address. All e-mails sent from this account are representative of St. Paul's School and are subject to School policies regarding appropriate language use, bullying, stalking, and other related School policies. Each student is provided with 1 GB of storage space.

St. Paul's School provides individual technology accounts for students to keep track of their technology use. Users must log off when they are finished using a School computer. Failing to log off may allow others to use your account, and students are responsible for any activity that occurs through their personal account.

## **CELL PHONES AND SMARTPHONES**

In an effort to protect the special nature of our fully residential community we restrict cell phone use on our campus. We recognize that students and families rely on cell phones for regular communication and for this reason we ask that students abide by these guidelines:

- No cell phone usage while walking on the paths
- Should a student need to call or text, students should find a place to sit.
- No headphones on the paths (not limited to cell phones/smartphones)
- No phone usage in the Upper Dining Halls and Common Room
- No active phone conversations inside academic buildings

During evening hours (7 p.m. to 6 a.m.), these guidelines will not be in effect with the exception of the library, where there should be no active phone conversations at any time.

In order to ensure access to their advisers, students are encouraged to take cell phones with them whenever they leave the grounds of St. Paul's School.

## **COMMUNICATION**

Inappropriate communication is prohibited for students in any public messages, in private messages, with cell phones or Smartphones, and material posted on-line. Inappropriate communication includes, but is not limited to, the following: obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language or images typed, posted, or spoken by students; information that could cause damage to an individual or the School community or create the danger of disruption of the academic environment; personal attacks, including prejudicial or discriminatory attacks; harassment (persistently acting in a manner that distresses or annoys another person) or stalking of others; knowingly or recklessly posting false or defamatory information about a person or organization; and communication that promotes the destruction of property, including the acquisition or creation of weapons or other destructive devices. If you are told by another person to stop sending communications, you must stop.

## **CYBER-BULLYING**

Students may not use any technology to harass, demean, humiliate, intimidate, embarrass, or annoy their classmates or others in their community. This is unacceptable student behavior known as cyber-bullying and will not be tolerated. Any cyber-bullying, on- or off-campus, that is determined to substantially disrupt the safety and/or well-being of the School is subject to disciplinary action.

## **SPAMMING**

Do not post or send chain letters or spam. Spam is an unnecessary and unsolicited message to a large group of people. Spamming can occur through e-mails, instant messages, or text messages.

## **PERSONAL INTEGRITY**

Do not pretend to be someone else online or use someone else's identity without express permission from that person and/or his/her parent/guardian if he/she is a minor. Do not use, post, or make accessible to others the intellectual property of someone other than yourself, including, but not limited to, text, photographs, and video. This includes intellectual property that you were given permission to use personally, but not publically. This behavior violates School policy as well as state and federal laws.

## **COPYRIGHT AND FAIR USE**

A work or item is copyrighted when, among other issues, one person or one group owns the exclusive right to reproduce the work or item. Songs, videos, pictures, images, and documents can all be copyrighted. Copyright infringement is when you violate copyright law and use or reproduce something without the authority to do so. Be sure to appropriately cite all materials used in your work. Do not use someone else's work without proper permission and bear in mind that appropriately citing material is not a substitute for permission to use another's work(s).

## **DOWNLOADS AND FILE SHARING**

Students may never download, add, or install new programs, software, or hardware onto School-owned computers. Downloading sound and video files onto School-owned computers is also prohibited. This prohibition applies even if the download is saved to a removable hard drive.

Students may never configure a School computer or personally owned computer to engage in illegal file sharing. St. Paul's School will cooperate fully with the appropriate authorities should illegal behavior be conducted by students.

## **COMMERCIAL AND POLITICAL USE**

Commercial use of School technology is prohibited. Students may not use School technology to sell, purchase, or barter any products or services. Students may not resell their network resources to others, included, but not limited to, disk storage space. St. Paul's School is not responsible for any damages, injuries, and/or claims resulting from violations of responsible use of technology. Students who are engaged in fundraising campaigns for School-sponsored events and causes must seek permission from the dean of students before using technology resources to solicit funds for their event.



## **RESPECT FOR THE PRIVACY OF OTHERS AND PERSONAL SAFETY**

Our School is a community, and community members must respect the privacy of others. Do not intentionally seek information about, obtain copies of, or modify files, other data, or passwords belonging to others. Do not misrepresent or assume the identity of others. Do not re-post information that was sent to you privately without the permission of the person who sent you the information. Do not post private information about another person. Do not use another person's account. If you have been given an account with special privileges, do not use that account outside the terms with which you were given access to that account.

Do not voluntarily post private information about yourself online, including your name, your age, your School name, your address, your phone number, or other identifying information.

## **COMPUTER SETTINGS AND COMPUTER LABS**

Students are allowed to alter, change, modify, repair, or reconfigure settings on School-owned computers only with the express prior permission of the Information Technology Department. This includes deleting cookies and history and re-setting the time and/or date on the computer.

Purposefully spreading or facilitating the spread of a computer virus or other harmful computer program is prohibited.

Students may not circumvent any system security measures. The use of websites to tunnel around firewalls and filtering software is expressly prohibited. The use of websites to anonymize the user is also prohibited. The use of websites, both domestic and international, to circumvent any School policy is prohibited. Students may not alter the settings on a computer in such a way that the virus protection software would be disabled. Students are not to try to guess passwords. Students are not to access any secured files, resources, or administrative areas of the School network without express permission or the proper authority.

No policy can detail all possible examples of unacceptable behavior related to technology use. Our School technology users are expected to understand that the same rules, guidelines, and policies that apply to non-technology-related student behavior also apply to technology-related student behavior. Our School technology users are expected to use their best judgment when it comes to making decisions related to the use of all technology and the Internet. If there is ever an issue regarding technology about which you are unsure, ask someone in the Dean of Students Office, a member of the IT Department, the director of the Language Center, or library staff for direction and assistance.

## **LIABILITY**

The School cannot and does not guarantee that the functions and services provided by and through our technology will be problem-free. The School is not responsible for any damages students may suffer, including but not limited to, loss of data or interruptions of service. The School is not responsible for the accuracy or the quality of the information obtained through School technologies. Although the School does filter some content obtained through School technologies, the School is not responsible for student's exposure to "unacceptable" information nor is the School responsible for misinformation. The School is not responsible for financial obligations arising through the use of School technologies.

There are risks involved with using the Internet. To protect personal safety, Internet users should not give out personal information to others via e-mail, social networking sites, bulletin boards, or other systems. The School cannot guarantee that users will not encounter text, pictures, or references that are objectionable. Responsible attitudes and appropriate behavior are essential in using this resource. As with e-mail, information that a user places on the Internet is akin to sending a postcard rather than a sealed letter. Its contents can last indefinitely and may be accessed by system administrators on this campus and elsewhere.

- Users must be aware that some material circulating on the Internet is copyrighted and subject to all copyright laws. Materials taken from the Internet must be properly footnoted.
- Users must be aware that some material circulating on the Internet is illegally distributed. Users must never use the School's system to download illegally distributed material.
- Users are cautioned not to open e-mail attachments or download any files from unknown sources, in order to avoid damaging their computers and bringing destructive viruses into the School's system.

## **POLICY ENFORCEMENT AND SANCTIONS**

All members of the community are expected to assist in the enforcement of this policy. Persons in violation of this policy are subject to a full range of sanctions, including, but not limited to, the loss of computer, telephone, or network access privileges, disciplinary action, and dismissal/termination from the School. Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the School may initiate or assist in the prosecution of any such violations to the full extent of the law.

- Any suspected violation of this policy should be reported immediately to the director of Information Technology, as well as to the dean of students (if the suspected violator is a student), the dean of faculty (if the suspected violator is a faculty member), or the director of human resources (if the suspected violator is an administrator or staff member).

## **SAFETY AND SECURITY TIPS FOR THE USE OF TECHNOLOGY**

### **Posting Online and Social Networking**

Never post personal information about yourself online. Personal information includes your phone number, address, full name, siblings' names, and parents' names. When creating an account on a social networking website, make sure to set your privacy settings so only your friends can view your pictures and your profile. Avoid accepting a friend you do not already know. If possible, set up your account so that you are notified of any postings onto your wall or page. Additionally, whenever possible, set up your account so that you have to approve all postings to your wall or page. Finally, if possible, set up your account to notify you when someone else has posted and tagged you in a picture. If you have a public profile, be careful about posting anything identifiable such as a sports team number or local park where you spend your free time.

### **Communications**

Think before you send all forms of communication, including e-mails, IM's, and text messages. Once you send the data it is not retrievable, and those who receive it may make it public or send it along to others, despite your intentions.

### **Strangers**

Do not feel bad about ignoring instant messages or e-mails from unknown people. Save all contacts from known or unknown people who are repeatedly contacting or harassing you. These saved messages will help authorities track, locate, and prosecute cyber-stalkers and cyber-bullies.

### **Passwords**

Do not share your passwords with your friends. When creating a password, do not make it anything obvious, such as your pet's name or favorite sports team. Also remember to include both letters and numbers in your password if possible.

### **Downloads and Attachments**

Do not open or run files on your computer from unknown or suspect senders and sources. Many viruses and other undesirable consequences can result from opening these items.

### **Stay Current**

Do protect your own computer and devices by keeping antivirus and anti-spyware up to date. Keep your operating system and application software up to date. Turn off file sharing as an option on your computer.

## Appropriate Use: School Publications, WSPS and Public Spaces

Publications and other media produced by School groups and individuals (including but not limited to the Directory, the Pelican, the Yearbook and the Horae Scholastica) should be considered official School documents, and as such, are required to conform to our community standards. Students should remember that when they create content for a School publication, they are acting as representatives of the School and their behavior should be in accordance with all major school rules and expectations. Content, including text and images, must be safe, respectful, and responsible. Content that is demeaning, humiliating and/or intimidating is expressly forbidden, as is the use of School documents to impersonate, harass, intimidate or discriminate against any person or group. School publications should never be used for personal gain, financial or otherwise.

WSPS reaches far beyond Millville and it is the obligation of student broadcasters to ensure that all content meets our community standards. Everything emanating from the station, including recordings and live commentary, must be appropriate for all audiences. The broadcast of explicit or obscene lyrics and language is expressly forbidden. Students must follow all applicable laws, rules, regulations, policies, and procedures that govern the use of the public airwaves, and the failure to comply will be considered a violation of the School's rules and expectations.

Students may be granted key card access to otherwise locked spaces on campus for the purpose of participating in extracurricular groups. Such spaces include the Pelican Office, Rock Band Room, and WSPS Studio, among others. Students wishing to gain access to these spaces must meet the following criteria: student is a recognized member of the extracurricular group and has secured permission to access the locked space from the group's faculty adviser. The student should then complete a Space Usage Agreement form and review expectations with a member of the Dean of Students Office. Students should remember that use of these spaces is a privilege and a student's access will be terminated if that student violates the Usage Agreement.

### **FILMS AND LYRICS**

It is the policy of our School that students may watch all films rated G (general audience), PG (parental guidance), PG-13, or any films projected by the School in large group settings. All R-rated films shown in larger settings (Memorial Hall, Hargate, etc.) must be approved by the Dean of Students. All R-rated films shown in smaller venues, such as classrooms, team buses, house common rooms, etc. must be approved by the supervising adult.

Similarly, music that is played in public venues by individuals should not include songs with explicit or offensive lyrics. Officially sanctioned school events that involve music (i.e., school dances, coffee houses, etc.) should also not include songs with explicit or offensive lyrics. Music played in the context of an academic class is under the purview of the supervising adult. Questions regarding this policy should be directed to the dean of students.

# Leaving School Grounds

Students are expected to be present in their role as a community member at SPS. While some absences and leaves for family events, weekends, or outside-of-school activities is expected, excessive time away to the extent that it affects one's ability to contribute as a community member is not in-line with community expectations.

## **BEHAVIORAL EXPECTATIONS WHILE AWAY**

Even while a student is away from campus on vacation, any violation of state or federal law, including possession and/or use of illegal drugs or alcohol, can lead to disciplinary action. Whenever such problems arise, the School may respond with counseling and/or disciplinary action.

## **DAY TRAVEL**

Students may not travel to Concord during class hours or other scheduled commitments and may not leave Concord city limits without special permission from the dean of students.

Students who elect to travel to Concord during appropriate times must be properly signed out to an approved destination during approved Town Hours.

Students must sign out via REACH or e-mail to their house advising team or their house sign in/out book before leaving campus. Information provided should include student name(s), time leaving, expected return, and destination. Students who fail to sign out will receive three nights of early check (Saturday nights not included).

Students are responsible for returning to School on time. The Safety Department will not be available for routine transportation from town. Please see the Expectations section for responses to Violation of Town Hours.

Students leaving School overnight must fill out a Permission to be Absent from School form and return it to the Dean of Students Office before departure.

**Exceptions:** Each student must obtain head of house permission for an extension of town hours. A student who needs to miss a Seated Meal for a special occasion must have prior permission from the Dean of Students Office. Students will be given permission only to be with members of their immediate families.

**Taxis:** To avoid excessive traffic on the grounds, the taxi companies use three pick-up/drop-off locations:

- Front of Foster House
- Gym parking lot
- Entrance to circular drive behind Coit

There will be no student pick-ups after 6:30 p.m. except on Saturdays. The number of passengers must not exceed seatbelt capacity.

**St. Paul's School Shuttle Vans:** Shuttle vans are available every hour on the hour, most Saturdays from 2 to 10 p.m. and most Sundays from 11 a.m. to 4 p.m. Vans travel from the Athletic and Fitness Center to Concord, stopping on Main Street, at Fort Eddy Plaza, the Steeplegate Mall, and Target before returning to the School (exact route subject to change). SPS ID is required, and seats are available on a first-come, first-served basis.

**Hitchhiking:** Hitchhiking is not permitted.

**Outside Concord:** Students may not leave Concord without permission from their adviser or head of house. Proper sign-out procedures must be followed.

### **SPECIAL EVENT TRAVEL (SIXTH FORM ONLY)**

- Students are limited to three event nights per year, one per term. Students must turn in a Special Events form four days before the event. Students who are On Bounds, On Restrictions, or serving an early check-in of any sort may not leave for a special event.
- Students must arrange their own transportation. No buses or cabs may be used. Before students depart for the evening, the adult taking responsibility must speak with a member of the Dean of Students Office. The adult does not have to be a faculty member. If students would like to have a non-faculty member taking responsibility for them, that adult must be a parent of a student presently attending SPS.
- Students are expected to obey all St. Paul's School rules while off the grounds.
- Students returning after check-in are responsible for arranging to be let into their house by Safety officers. Students may remain at an off-grounds destination as long as the School has approved that destination in conversation with the adult who is taking responsibility for the student(s).
- Students are responsible for all School commitments regardless of departure and return time and will be held responsible for any missed commitments. Teachers cannot allow students to be excused individually.

While away from the School, the student is expected to behave in a manner consistent with the School's expectations. School disciplinary consequences are possible. Students unable to return on time must telephone their adviser or head of house.

## TOWN HOURS

Students must return and sign in by:

	THIRD FORM	FOURTH FORM	FIFTH FORM	SIXTH FORM
SUNDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
MONDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
TUESDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
WEDNESDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
THURSDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
FRIDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
SATURDAY	10:30 p.m.	10:30 p.m.	10:30 p.m.	11:30 p.m.

*Sixth Formers involved with an ISP (Independent Study Project) or other special School commitments may have special permission to leave the School during other times.*

## VACATION TRAVEL

Students and their parents are responsible for making travel arrangements to and from the School during vacation periods (see vacation/bus schedule for dates and times). Students under age 15 may encounter airline policies that require the student to be escorted to and from the airline gate by an adult who is age 18 or older. Students and parents are responsible for making escort arrangements and should contact the agencies listed in Section V: Daily Life for assistance:

## EARLY RETURN POLICY (INTENDED FOR OVERSEAS STUDENTS)

In an effort to combat the jet lag that students experience from long overseas flights, the School has instituted an early-return policy. This policy allows international students to arrive a day early from winter and spring breaks only.

*The conditions are:*

- The student must reside in a country that has at least a five-hour time zone difference from SPS. This policy does not pertain to students who are simply visiting or vacationing in such a country; they must reside in the country.
- The student must arrive directly from their international home of residence.
- Students must notify the Dean of Students Office and their respective head of house prior to departing for vacation.
- Food Service will be available beginning with breakfast the following morning.

Contact the Dean of Students Office for any questions regarding School-arranged travel, or for any travel problems or concerns. Please make travel arrangements that coincide with published times of departures and returns. Exceptions create difficulties for the entire community.

## **WEEKEND AND SPECIAL WEEKEND TRAVEL**

While away on a weekend, a student is expected to behave in a manner consistent with the School's expectations. When students leave the School, they assume, in part, their own responsibility and remain, in part, their parents' responsibility for where they go and what they do. School disciplinary procedures may be applied when the School discovers that violations of School expectations occur while away on a weekend.

To go away on a weekend, permission of the adviser is required. Prior to the opening of School, parents complete permission forms online for their son or daughter. Students may take weekends only if they have permission and are in good standing.

Short weekends begin after the last commitment on Saturday. Long weekends begin Friday after the last commitment. Regularly scheduled games and practices are commitments.

Special weekends extend beyond these parameters and require advance notice and permission from the Dean of Students Office. Students must have a written request from a parent or guardian sent to the dean of students. Special weekend requests may be denied depending the academic or disciplinary status of the student, the previous attendance record of the student, the number of class days that will be missed, or as otherwise determined by the dean of students.

## **CLOSED WEEKENDS**

No weekend may be taken on Closed Weekends. See the Academic Calendar for a list of dates for Closed Weekends for this academic year. Special arrangements to be away from School must be cleared through the Dean of Students Office.

## **WEEKEND PRIVILEGES**

**Form III:** One long weekend in either Winter or Spring Term. Short and long weekends end at 8 p.m. on Sunday

**Form IV:** One long weekend per year. Short and long weekends end at 9:30 p.m. on Sunday

**Form V:** Two long weekends per year. Short and long weekends end at 9:30 p.m. on Sunday

**Form VI:** One long weekend per term. Short and long weekends end at 9:30 p.m. on Sunday

## **COLLEGE VISITS**

Sixth Formers are allowed no more than two class days through the Fall and Winter Terms combined, and up to three class days during the Spring Term for college visits. All visits must be approved by the student's college adviser and the dean of students.



## **GUESTS**

In order to have a weekend guest, a student must have permission from the head of house and a completed Permission to Have a Guest Form (accessed in Millville). The form must be filed with the Dean of Students Office by Thursday at 4 p.m. Students may not have guests on closed weekends or on nights of major School dances.

Overnight Guests – Students may entertain only one guest at a time. A guest is allowed to stay on Saturday evening only and must arrive after noon on Saturday and leave by 6 p.m. on Sunday. Arrangements may be made for guests of the opposite sex to stay in a house on the grounds. All overnight guests must be at least 13 and no more than 18 years of age. In addition, no later than Friday morning prior to their visit, they must provide the School with parental permission, proof of health insurance coverage, and permission to be treated in an emergency. Guests who have already graduated from high school may not stay with a student in his or her house.

Day Guests – A Saturday guest should not arrive before noon or stay later than the check-in time for the host's form. Sunday guests should not arrive before 9 a.m. or stay later than 6 p.m.

For the 2016-2017 academic year, the houses of Kitt I, Kitt II, Kitt III and Middle will be piloting a new technology platform to manage leave requests, sign in/out for town hours, visitor logs, and evening check in logs. Parents and students in this pilot will receive more information about the system directly at the beginning of the school year.

## **ATTENDANCE**

Students are expected to be present and on time for all classes, daily Chapel, Seated Meal, assembly programs, athletic practices and games, appointments at Clark House and other health facilities, and all other scheduled appointments. A few things to keep in mind with regard to attendance:

- Four “lates” equal one unexcused absence.
- Four unexcused absences equal On Restrictions.
- Each unexcused absence requires the student to be restricted to room study without visitors from 8:30 p.m. to 10 p.m. for one evening.

Students will be excused from their commitments if they are: a) ill in Clark House; b) have received permission to be away from the School (see Leaving the School Grounds); c) have followed appropriate procedures for taking a Fall Senior Holiday (see Academics section); d) have followed appropriate procedures for taking a Prefect Mental Health Day (see Residential Student Support Systems).

To excuse any absence after the fact, a student must seek approval from the dean overseeing attendance no later than 3 p.m. on Thursday of the same week of the absence, by completing an Absence Dispute Form in the Dean of Students Office, or lose the chance to do so. Students are responsible for checking daily attendance reports.

Faculty members cannot clear absences but may be called upon by a dean for input.

Students must be in good standing to take a weekend away. Students will not be allowed to leave the School early or return late from School-scheduled vacations. Classes missed due to early departures and late returns will be considered unexcused absences.

If a situation arises that requires special consideration for early departure or late return, the student's adviser should be contacted. Exceptions create difficulty for the entire community.

# Safety on the Grounds

## **FIRE SAFETY GUIDELINES**

Fire inspectors from the Concord Fire Prevention Bureau may inspect School buildings. To provide a safe environment for all, compliance with all regulations is required and will be ensured by room and building inspections by heads of house, and the School's fire marshal. Heads of house are responsible for the corrections of any fire safety violations found in their student houses.

## **GENERAL REGULATIONS**

- No smoking, no candles, and no open-flame devices are permitted in student rooms. Incense may not be burned. Natural cut Christmas trees and vegetation are prohibited.
- Know the location of fire exits, extinguishers, and pull stations in all School buildings.
- Fire doors should never be propped open, and hallways and exits must never be obstructed by any article which could hinder quick and easy exit from a room, passageway, or building. Combustible materials (paper, rags, trash, etc.) must not be piled or stored in any room or passageway.
- Tampering with fire and smoke alarms, other life safety devices to include Automated External Defibrillators or using fire extinguishers except for fire-fighting purposes is a criminal offense and will result in disciplinary action.
- Rooms, hallways, and common areas are to be kept uncluttered and clean. There must be a clear pathway and line of sight to the furthest part of any student room from the entry door.
- Doors to student rooms must never be propped open and must self-close and latch.
- Bicycles must be kept in bike racks or storage rooms. Bicycles are not to be left or stored in student rooms, hallways, common rooms, or stairways.
- Nothing should be hung from, or over, fire sprinkler pipes, sprinkler heads, strobes, or any other fire safety device.

## **ELECTRICAL/FIXTURE RESTRICTIONS**

- No halogen lamps or string lights are allowed in student rooms. Floor lamps with multiple gooseneck arms utilizing plastic shades are prohibited.
- Light bulb wattages used in lamps etc. should not exceed those recommended by the manufacturer. The use of compact fluorescent or LED bulbs in place of incandescent bulbs is strongly encouraged to save energy and to reduce the potential of fire.
- UL-approved power strips with circuit breakers must be used with multiple electrical devices and plugged directly into a wall outlet. One power strip per outlet is allowed. Multiple plug adapters are prohibited.
- Extension cords without integrated circuit breaker protection are prohibited.

- No electrical wiring should be spliced. Wiring must not be run under rugs or wall decorations or across passageways. Wires should be run around baseboards but not near heating elements; they must be taped, never tacked or stapled. They must not be looped around metal fixtures, pipes, or beds.
- Immersion heaters, hot plates, coffee pots (including Keurig-type coffee machines), microwaves, refrigerators, TV sets, electric blankets, sun lamps, space heaters, and other appliances are forbidden in student rooms. Prefects are authorized to possess refrigerators.
- Hanging electric paper lanterns is prohibited.

## **FURNITURE/DECORATING RESTRICTIONS**

- No fabric or synthetic materials included in flags, kites, uniform shirts, hats and banners of any kind may be attached to walls or ceilings unless encased in a glass frame or case. Curtains and draperies are prohibited.
- Flammable material, such as posters, banners, or decorations must not be hung on the outside surface of any student room door or in house corridors.
- Posters should be secured flat to walls. The number of posters are not to be excessive and may not exceed 20 percent of available square footage of the room's walls. Posters shall not overlap or be continuous but shall maintain adequate spacing between other posters.
- All student furniture must be structurally sound and in good repair without torn, taped, or worn fabric. Only one piece of upholstered furniture per student is allowed and must be sized with consideration given to the dimensions of the room. Only upholstered furniture that has been certified and labeled to have passed either the California Technical Bulletin 117 (2013 edition) or National Fire Protection Association Standard 260 (2009 edition) are to be used in School dormitories. Furniture that does not meet this criteria will not be allowed to remain in students rooms. In almost every house, room size will accommodate only one sofa. Furniture in no way can limit egress or reduce available floor space so as to hamper firefighter or emergency medical personnel access to a room.
- Floor coverings (rugs and mats) must be in good condition and must not obstruct the opening or closing of doors.
- Under no circumstances may mattresses be placed on floors. Students may only use School provided beds. Only mattresses that have been certified and labeled to have passed both the California Technical Bulletin 129
- (2002), Flammability Test Procedure for Mattresses for use in Public Buildings and Boston Fire Department IX-11 (1983), Regulations for Mattresses and Box Springs used in Hotels and University Dormitories, are to be used in School dormitories. School-issued mattresses have passed both tests. Lofts are only permitted when assembled by SPS Facilities personnel.
- Bookcases must be placed against a wall away from room exit.
- Metal or fire-rated plastic wastebaskets must be used.

## **OUTDOOR FIRE RESTRICTIONS**

No person shall kindle a fire anywhere on the School grounds without the written permission of the Rector or his designee and a permit issued by the

Concord Fire Department. This requirement shall include, but is not limited to campfires, bonfires, outdoor fireplaces and chimneys.

## **FIRE EVACUATION DRILLS**

Fire evacuation drills are regularly scheduled for dormitory and academic buildings. When the fire alarm sounds, leave the building quickly through the nearest exit and assemble at the designated area. Heads of house will do a student house familiarization walk-through during the first week of school. This includes advising students on where to meet outside the house for attendance purposes and shelter locations in the event of inclement weather.

One announced house evacuation drill will be conducted during the first 30 days that school is in session. Future house and campus building drills will be unannounced and conducted with such frequency so as to ensure students' familiarity with their responsibilities. Times of the drills will vary.

Accidental alarms may be used as a substitute for scheduled evacuation drills if, in the opinion of responding Safety personnel and the Head of House, the evacuation was timely and a sufficient number of students were present to demonstrate familiarity with their responsibilities.

Upon any evidence of fire, activate the alarm pull station located by the exit, leave the building and go to the designated assembly area. Evacuation is mandatory by all building occupants upon the sounding of an alarm. School fire alarms are connected to the fire department that will respond to the alarm.

Under no circumstances, should the building be re-entered without authorization from fire or Safety personnel. The silencing of the building fire alarms by the fire department does not signal re-entry. Wait for specific permission from the Safety Department or the fire department.

If during an evacuation the presence of smoke or fire prevents you from exiting, consider another emergency exit or retreat back into your room. Close the door behind you, seal the bottom of the door with a towel, slightly open a window and hang a sheet or towel out the window to alert fire department personnel. Call 911 immediately and explain where you are and your situation.

In case of any critical campus emergency **ALWAYS DIAL 911.**

## **OUTSIDE SIREN AND OTHER EMERGENCY COMMUNICATIONS**

In addition to the traditional building fire alarm systems, St. Paul's School has installed and maintains a separate Emergency Alert & Notification (EAN) system to be used to alert the School community of dangerous conditions on the grounds. Unlike a fire alarm, when the EAN system is activated, all community members must seek shelter in the nearest school building and remain there until given additional official instructions. Conditions under which the EAN system may be used include but are not limited to, armed intruders, hazardous material spill or release, severe weather, flooding, etc.

The EAN system is composed of outdoor warning sirens and wireless indoor speakers located in various buildings across the grounds.

When the EAN is activated, the first thing you are likely to hear is the outdoor warning siren. Once the outdoor warning siren has sounded and additional information becomes available, it will be distributed via text messages, e-mail, in building speakers located in many school buildings, and computer pop up messages on school networked computers. The School switchboard may also have information related to the emergency.

The outdoor siren will stop sounding after about three minutes from initial activation but this does not mean that the emergency has passed.

### **GENERAL RESPONSIBILITIES DURING EAN ACTIVATION**

When the outdoor sirens sound, all community members should immediately stop what they are doing and enter the nearest building. Once inside, adults should attempt to do the following:

- Gather unsupervised students into a room, closet, or space; and take charge of the group.
- Secure openings into the room by locking or barricading them.
- Turn off lights, quiet occupants, and silence cell phones.
- During an actual emergency, dial 911 to contact authorities when able.
- Never release occupants from a secured area until there is positive confirmation the issue is concluded.

In an actual emergency, you may be in your place of shelter for an extended period of time depending on the nature of the emergency. You must remain in your place of shelter until you are given specific instructions from either the School EAN system's pre-recorded message or in person from a School official, Safety officer, or uniformed officer that it is safe to leave. Do not leave the building under any other conditions, even the sounding of the building fire alarm, unless you can actually see or smell smoke/fire. During a drill and only during a drill, the all-clear will be sent over the outdoor and indoor speakers and via electronic communication. No demonstration or drill of the EAN system will take place without advanced notice.

## **OUTDOOR WATER ACTIVITIES**

The streams and ponds at St. Paul's are among its most beautiful natural assets, and we encourage students to enjoy these resources safely. To engage in any water activity, a student will need a Swimming Permission Form signed by a parent and filed with the Athletic Department, and will need to pass the School's swim test. Water activities should occur only during daylight hours and with at least one other person – it is unsafe to swim or boat alone.

Boating is allowed on Lower School Pond and Turkey Pond, as long as it does not interfere with crew. Life jackets or personal flotation devices (PFDs) must be present for each person in the boat (including rafts). Each PFD must be in good condition, the proper size for the intended wearer, and readily accessible. You may bring your own boat, but you must register it with the Dean of Students Office. Boats may be stored in the boathouse. Swimming is allowed at the Lower School docks, the shore area adjacent to the Gordon Rink, and the Turkey Pond docks. Swimming alone and jumping or diving from any bridge or other structure are prohibited. Trampolines are not allowed. At the first sign of thunder or lightning, students **MUST** immediately get out of the water and seek safe shelter.

The School maintains two dams within the waterways. Swimming in the immediate vicinity of either dam is very dangerous and strictly prohibited. Any violation will be reported to the Dean of Students Office

## **DRONES AND HOVERBOARDS**

The use and/or storage of hoverboards, whether inside or outside school buildings, is prohibited at St. Paul's School. Additionally, the recreational use of drones, or Unmanned Aircraft System (UAS) is prohibited on school grounds. The educational use of drones during a class, and supervised by a faculty member, is permitted while following current safety guidelines outlined by the Federal Aviation Association.

## **BICYCLES, SKATEBOARDS, ETC.**

Students are expected to register bicycles and unicycles with Safety and Security, to lock them when not in use, and to obey all rules of the road, including the use of proper lighting and reflectors at night. In the state of N.H., children 16 years and under are required to wear a helmet when riding bikes, scooters, skateboards, and in-line skates. Because of the risk of concussion, the School requires all students to wear helmets regardless of age. We require safe and reasonable use and note our concern about particular areas -- such as public streets. In other areas of campus, students are required to stay on defined campus paths and roadways (and off the grass) and are encouraged to wear protective elbow pads and kneepads; they are required to wear helmets. No scooters, skateboards, or in-line skates may be used inside School buildings, on any steps, ramps, benches, or railings.

## **BICYCLE REGISTRATION**

Students are encouraged to register their bicycles with the Safety Department in case they are lost or stolen. Students can do so by signing in to the Millville Community Portal, selecting Apps, then Bicycle Registration, and filling out the required fields. Once the form has been completed, you will receive a registration sticker to affix to your bicycle via school mail.

## **WEAPONS POLICY**

“Firearms” are defined as any gun, shotgun, rifle, pistol, or handgun designed to fire bullets, BBs, pellets, paintballs, shot, or any projectile, regardless of the propellant used. “Other weapons” are defined as any instrument that can be utilized to inflict or threaten bodily injury. These include, but are not limited to, knives with fixed blades, pocketknives with blades longer than 4”, swords, metal knuckles, blackjacks, bows and arrows, crossbows, blowguns, martial arts weapons or any explosive or incendiary device.

## **PROHIBITED ACTIVITIES**

*The following activities are strictly prohibited on all property owned or operated by St. Paul’s School and at all School-sanctioned events and trips:*

- the unauthorized use, possession, or storage of firearms, weapons, fireworks, and explosives; this includes the storage of such items in vehicles parked on property owned or operated by the School
- the unauthorized possession or use of realistic replicas of weapons
- the unauthorized possession or use of hazardous chemicals that could pose a health risk; this includes chemicals that, when combined with other substances, could be hazardous or present a danger to others.

## **EXCEPTIONS**

*This policy does not apply to the following:*

- law enforcement officials duly authorized to carry such weapons
- on-campus theatrical productions requiring props, provided these props are properly secured when not in use and are used under the guidance of a School faculty or staff member
- military drills, honor guards, and color guards utilizing facsimile weapons
- historical displays
- a starter pistol used for athletic events, properly stored when not in use and used by a game official or school faculty or staff member
- individuals licensed to possess, discharge, or display fireworks when providing these services for approved School events
- individuals licensed to possess, discharge, or use explosives when providing these services for approved School construction projects



- the separate storage of personal firearms and ammunition by adult community members residing in school housing, pursuant to the Firearms Storage Authorization policy
- normal kitchen utensils and cleaning supplies when appropriately used.

## **VEHICLES**

Students may not keep or drive an automobile in Concord or its vicinity during school session. Students living locally may not drive on the School grounds or transport any St. Paul's students. Students may ride with their parents, authorized SPS drivers as determined by the School, or any licensed driver approved by their parents.

### **Vehicles and Safety**

Although this is a large campus, the most common form of transportation around campus and to downtown SPS is by foot. Students are not permitted to have or to operate any motorized vehicles, including cars, motorcycles, mopeds, or motorized scooters while they are at school. A student may use public transportation or a taxi service, but must always sign out in advance of leaving SPS and inform an adviser if using a car service or taxi.

### **Pedestrian Safety**

Although students can walk to all campus locations, the school property is bisected by Dunbarton Road. Students should take special care in crossing Dunbarton Road and all streets on the grounds and should always use marked pedestrian lights and crosswalks. When walking at night, students are advised to use only pathways with lighting and to avoid walking alone in dark areas. Any student who is alone and feels unsafe walking on campus at night should request a ride from the School's Safety Department.

## **AHERA NOTIFICATION**

St. Paul's has been inspected for the presence of asbestos-containing material (ACBM) in accordance with the Environmental Protection Agency's Regulation 40 CFR Part 763. ACBM is present in several of the School buildings and is being managed safely in accordance with State and Federal standards. These materials are monitored every six months until they have been removed from the buildings. Inspection Reports for each building and the Management Plan are available for review during normal business hours at the Facilities Operations office located at 58 Dunbarton Road. This information is also available electronically via the St. Paul's School intranet – SPS Policies & Procedures. If you have any questions or need assistance, please contact the School's Asbestos Program Manager at the Facilities Operations office, telephone number 603-229-4602 or by dialing extension 4602 from any School phone.

## ENVIRONMENTAL STEWARDSHIP

St. Paul's School is committed to environmental responsibility. You can find more information about the ecology and sustainability of the School at [eco.sps.edu](http://eco.sps.edu).

### Environmental Values Statement *(Adopted December 2008)*

Inspired by its natural surroundings, St. Paul's School teaches and practices the sacred duty of environmental responsibility. To promote ecological literacy and exemplify environmental stewardship, the School commits to:

- Continuously reduce greenhouse gas emissions via energy efficiency measures, purchase of electricity from low-carbon sources, and on-site renewable energy production.
- Decrease production of waste and hazardous materials, both in our own operations and those of our suppliers.
- Promote health, productivity, and safety in all building maintenance, renovation, and construction.
- Enhance the functionality and biodiversity of campus ecosystems through sound ecological management practices, the use of native species in landscaping, and low-impact grounds maintenance.
- Incorporate comparative environmental analysis into the decision-making process for campus planning, investments, and purchasing.
- Foster ecological literacy in the community through classroom instruction, professional development, service learning, and special events.
- Establish environmental responsibility indicators by which to monitor and report progress.

Through these measures we aim to make environmental stewardship a cultural norm at St. Paul's School and a practice that remains with community members well beyond their time at this place of extraordinary natural beauty.

### Recycling and Waste

*Visit [eco.sps.edu](http://eco.sps.edu) for a complete list of what you can recycle and where.*

Look for recycling (blue) and trash (black) color coded bins around campus, including in classrooms and your house. Proper disposal of waste and recycling is part of your membership in the School community.

**Trash:** Look for black bins with black bags.

**Recycling:** *Paper, glass, plastic and metal goes in blue bins with clear bags:*

- There is no need to sort, our recycling is 'single stream'.
- Flatten large pieces of cardboard. There is no need to bag them.
- Recycling should be free of food. Greasy plates or cheesy foil go in the trash.
- Common items that CANNOT be recycled are napkins and Styrofoam.
- Plastic grocery bags and plastic films DO NOT go in these recycling bins.

**Other Recycling:** *Many other items may be recycled, just not in the blue bins. Visit [eco.sps.edu](http://eco.sps.edu) for the drop-off locations for:*

- All batteries\*
- Hangers (from your laundry and dry cleaning)
- Compact fluorescent light bulbs (CFLs)\*
- Electronics, small and large\*
- Plastic bags and plastic films (even if it has a recycling symbol)

*\*These items are, or can be, dangerous to our health and the environment if not properly disposed of. Do not place them in the trash.*

**House Drop-Off Bins:** You'll be responsible for helping keep your house clean by taking trash and recycling to your house's drop-off site. These stainless steel 'rodent proof' containers can be found outside your house. Only bagged trash and recycling can be placed in these bins. Be sure bags are tied tight. Your head of house will have more details.

### **Appropriate Use of Natural Resources**

Over seventy percent of School property consists of forests, meadows, ponds, and brooks. Additionally there are gardens, orchards, cattle, chickens and honeybees that community members and farmers maintain on campus. These spaces are open to all and you are encouraged to discover and explore them. As you do, remember that the land, structures, plants and animals are a part of the School community as well.

- You should be respectful and safe in your exploration of the School's natural resources and towards all of the School's ecology, plant, animal or otherwise.
- Wherever you find yourself on the property, your behavior should be consistent with the policies outlined throughout this handbook.
- Always notify someone where you are going and when you plan to return or bring a buddy.
- You should endeavor to "Leave no trace." Help maintain the wild-spaces on campus by sticking to established trails.
- Notify Facilities or the Environmental Steward about any hazards or concerns you encounter on the trails (downed trees, washed out areas, etc.).

*See Outdoor Water Activities section of this handbook for further expectations.*

# Daily Life

## **STUDENT DRESS CODE**

Students are expected to dress respectfully, sensibly, and appropriately at all times but are encouraged to express their individuality. Any ostentatious display of lifestyle, clothing, possessions, or sexuality is inappropriate. During School functions or special occasions, students should dress in a manner consistent with the seriousness/formality of the setting. Seated Meal, in particular, is a time for family-style dinner and does not represent an opportunity for extravagance.

### **Academic Day**

*(From 8 a.m. to 3 p.m., Monday, Tuesday, Thursday, and Friday and 1 p.m., Wednesday and Saturday)*

This includes lunches! Please note that the end of the Academic Day is either at 3 or 1 p.m., as described above and not when an individual student's classes are completed.

### **Meets Dress Code:**

- Dresses, skirts, blouses, dress shirts, collared shirts, sweaters, turtlenecks and sweatshirts
- Dress pants, trousers/slacks, khakis, corduroys, cargo pants, jeans (including blue), and shorts

### **Does Not Meet Dress Code:**

- Clothing that is not neat and in good repair
- Athletic wear including sweatpants and warm-ups
- Athletic/unisex T-shirts
- Leggings and/or yoga-type pants may be worn only under a skirt or tunic
- Army fatigues or bib overalls
- Hats may not be worn in any School building
- Spaghetti-strapped tank tops, tube tops, halter tops, or anything that is low-cut or reveals the midriff area; all tops must have collars and/or sleeves and must also have a back
- Miniskirts and shorts of a length higher than mid-thigh

### **School Functions, Special Occasions**

*(Anniversary Weekend and Graduation events, Family Weekend events, Evensongs, and Seated Meals)*

Seated Meal is a time for students to share a family-style dinner with faculty members and, in some cases, with their families. It does not represent an opportunity for extravagance. Any ostentatious display of lifestyle, clothing, possessions, or sexuality is inappropriate.

**Meets Dress Code:**

- Dinner jacket and tie
- Dresses, blouses, tucked-in dress shirts, collared shirts, turtlenecks, and sweaters
- Dress pants, trousers/slacks, skirts, dress shorts (in warm weather)
- Shoes (with or without socks), sandals without heels
- Shawls, cardigans, or other cover-ups worn over spaghetti-strapped and strapless dresses

**Does not Meet Dress Code:**

- Clothing that is not neat and in good repair
- Athletic wear
- Athletic shoes, high-heeled shoes may not be worn
- Polo shirts, T-shirts, dress shirts without ties
- Spaghetti-strapped, strapless, or low-cut garments (unless they are worn with above-specified cover-ups)
- Cropped tops, tube tops, athletic/unisex T-shirts
- Tightly fitted and/or revealing clothing
- Anything revealing the midriff area
- Cargo pants, blue denim, painter's pants, army fatigues, bib overalls, or casual corduroys
- Miniskirts or shorts (of a length higher than mid-thigh)
- Head coverings of any type (except for those dictated by religious observance) may not be worn in School buildings under any circumstance

**Non-Academic Day**

*(Before 8 a.m. and after 3 p.m., Monday, Tuesday, Thursday, and Friday; and after 1 p.m., Wednesday and Saturday, except for Seated Meal)*

When classes are not in session, students may dress in a more relaxed manner, but should remember to dress respectfully, sensibly, and appropriately at all times.

Sweaty athletic wear, swimwear, pajamas, and boxer shorts are inappropriate, especially in the dining hall.

## **ATHLETICS**

### **Medical Form**

Prior to athletic participation, a Parental Permit and Insurance Information form must be received by the School.

### **Student Illness**

A student who is absent from classes due to illness should not practice or compete on that day unless specific approval has been given by Clark House (health center).

### **Equipment**

Basic equipment can be purchased at the School Bookstore, and there are several athletic stores in Concord. However, most students bring their own equipment for the sports they plan to play. Students will be assessed for unreturned equipment and uniforms at the end of each term. Some sports, such as football and boys lacrosse, incur a rental fee that is charged to the student's account.

### **Travel Days**

All travel information will be sent to coaches before the season begins. This plan is tentative. The information includes time of departure, means of transportation, meal arrangements, and other information.

If departure times (prior to 1 p.m.) do not allow sufficient time for athletes to have lunch at the dining hall, a deli line will be set up at the Athletic & Fitness Center entryway to feed team members before away games. In the case of a small number of students traveling, individual box lunches will be provided and may be delivered to the Athletic & Fitness Center entryway.

In each case, only team members whose schedule prevents them from going to the dining hall should partake in these meals. Travel teams will depart from the Athletic & Fitness Center parking lot.

### **Team Pictures**

Team pictures are taken each season. The athletes are allowed to charge an 8- by 10-inch photograph to their student account.

### **Letter Requirements**

*When considering awarding a player an SPS letter certificate (varsity or junior varsity), coaches will take the following into consideration:*

- Regardless of playing time, if a player makes the team, remains on the roster in good standing, and commits to practices, travel, and support of the team, then the student will be awarded a letter.
- In a sport where there is a ladder system, the coaches will work off 50 percent playing time or use their individual discretion.
- In the case of injury to a student, where the injury may have directly prevented the individual from fully committing to practices, travel, and support of the team, the athlete may be considered for a letter if his or her conduct has been consistent with team expectations throughout the season.

NOTE: The student members of the team are encouraged to recognize in their own way, the significant contributions of any support personnel that had an effect on their program. It should be pointed out that the second instance for awarding a letter may cover the student manager.

### **Athletic Clubs**

Until the late 1950s, all team athletics were intramural (except for ice hockey) with students playing for one of three clubs, Delphian, Isthmian, or Old Hundred. There are also two intramural boat clubs, Halcyon and Shattuck. Each new student is assigned to an athletic club and a boat club upon arrival at the School.

## **FACILITIES USE GUIDELINES**

### **Gillespie Strength & Fitness Center**

**Philosophy:** The Athletic & Fitness Center of St. Paul's School is dedicated to the health and wellness of our students. The only commitment more important than their health and wellness is their safety and security. All of the guidelines for use – who may use this facility, under what conditions, and when – must be understood within this fundamental commitment to the safety, security, health, wellness, and fitness of the students currently enrolled at our School. The student Fitness program, with appropriate facility supervision, is given priority in The Gillespie Strength & Fitness Center from 3:30 to 5 p.m. on Monday, Tuesday, Thursday and Friday during the academic year.

**Orientation of Strength and Conditioning Programs:** All new incoming students need to go through a fitness center and weight room orientation with the Athletic Facilities Coordinator before using the Gillespie Strength & Fitness Center. The Athletic Facilities Coordinator also is available and trained to help teams and individuals with strength and conditioning programs.

**Guest Policy:** An occasional guest may accompany faculty and staff. Faculty and staff need to be present whenever a guest is using the facility, and the guest will need to sign a waiver before using the facility. Arrangements must be made in advance; waivers are available in the Athletic Office.

Any guest under the age of 18 (between ages 14-18) must have signed permission by his/her parent/guardian to use the Athletic & Fitness Center.

Each community member is allowed two guests per visit. More than two guests is considered a group, for which use of the facility must be preapproved through Barbara Ferman, special events coordinator.

**Supervision:** Any community member under the age of 14 will need parental supervision to use the Gillespie Strength & Fitness Center, so parents must accompany their children and be able to visually monitor them at all times. No children under 12 years of age are allowed in the Gillespie Strength & Fitness Center.

## Ma Swimming Pool

**Swimming Permission:** Any student under the age of 18 must have a Swimming Permit signed by his/her parent/guardian on file. *Students without a Swimming Permit are not allowed in the pool.*

**Swim Test:** Each person who enters the pool for the first time must pass a swimming test; this includes all students, faculty, staff, family, and alumni. The swimming test involves swimming a lap of the pool and treading water. Anyone who does not pass the swimming test must remain in the shallow end of the pool.

**Sign-In Procedures:** All swimmers must take a shower before entering the pool. All swimmers must also sign in before entering the water and sign out on the large dry-erase board on the pool deck after leaving the water.

**Guest Policy:** All guests must be accompanied by the SPS community member at all times, and all guests must sign a swim permit waiver. Guests under the age of 18 will need to have a signed permit from his/her parent/ guardian. All guests must also take the Swim Test.

## Climbing Wall

- For each person who uses the climbing wall there must be a signed permission on file (signed by a parent or guardian for any St. Paul's School student) and a registration card on file stating that he/she has passed his/her belay and climbing safety test.
- All climbers must sign in with the supervising staff.
- Climbing is only permitted during open wall hours with staff supervision.
- Absolutely no untested climbers or belayers are permitted to use the wall.
- Participants must use the School's harness unless the wall supervisor has approved their harness. The Athletic Facility will provide all other climbing equipment.
- Climbing shoes are required on the climbing wall and may be loaned from the facility. Helmets, which are an additional safety option, are recommended but not required.
- Only certified institution-approved staff may teach belaying and climbing classes.
- All climbers must tie-in with a figure 8 with backup knot.
- Only active belayers, climbers and supervisor(s) should be in the climbing area.
- Standing position is required during belaying. No sitting or lying down while belaying.
- No one should walk between the belayer and wall.
- Dangling jewelry, excessively loose clothing, gum, candy, and items in pockets must be removed when climbing or belaying. Long hair must be tied back. Appropriate attire is required when using the climbing wall.



- Only chalk balls are permitted on the climbing wall. Loose chalk is not allowed.
- No food or beverages are permitted in the climbing area.
- Bouldering/free climbing is not allowed on the climbing wall. Those wanting to boulder may use the bouldering wall in the Matthes Cage.
- When climbing on the bouldering wall, climbers should not “top out” and stand on the top of the wall. Only climbers’ hands should reach the top of the bouldering wall.
- Tampering with the wall when closed will result in disciplinary action for any student or employee of St. Paul’s School.

**Guest Policy:** All guests must be accompanied by the SPS community member at all times and all guests must sign a climbing wall permit waiver. Guests under the age of 18 must have his/her parent/guardian sign a waiver.

### **Matthes Cage**

**Supervision:** Any community member under the age of 12 will need parental supervision when in the Matthes Cage and/or using the bouldering wall. Parents must accompany children and visually monitor them at all times.

- All activity must take place inside the netted area. If no one is using the track, players can throw balls against the far (back) wall only.
- The indoor track is closed while the climbing wall is open.
- Live pitching/hitting is not allowed. Hitting grounders/soft toss is allowed.
- Helmets must be worn by anyone inside the netted area during boys lacrosse (no exceptions).
- Please review and follow all bouldering wall rules. Report any problems with the bouldering wall mats to the athletic facilities coordinator or Equipment Room managers.
- If the building is not staffed, you must always exercise with a partner and sign in on the clipboard in the Gillespie Strength & Fitness Center.

### **Bouldering Wall**

- Bouldering is only permitted during Athletic & Fitness Center regular hours of operation.
- Climbers must not climb alone – all climbers must have a partner present when bouldering.
- Any community member under the age of 12 will need parental supervision when using the bouldering wall. This means that parents must accompany their children and be able to visually monitor their children at all times.
- Keep the crash pad area around the bouldering wall free of gear and personal items.
- No topping out on the bouldering wall. All hands, feet, etc. must remain below the top of the wall.
- Intentional jumping off the wall is not allowed.

- Inform other climbers of any situation as seen unsafe. All climbers are asked to assist and encourage other climbers.
- Report all accidents, loose holds, or damaged equipment to the SPS Athletic Department.
- Loose chalk is not permitted on the wall; participants must have chalk balls in a chalk bag.
- Food, beverages, and chewing gum are not permitted in the climbing area.

## **SPORTS OUTSIDE THE SCHOOL**

At St. Paul's School, the demands on a student's time and energy are significant. Students are expected to participate fully in the academic, athletic, and residential life of the School and to fulfill all the School's commitments. Also, the School provides opportunities in a variety of sports at levels appropriate to individual abilities. For these reasons, St. Paul's School discourages participation on any athletic team outside the School.

## **CONDUCT**

Unsportsmanlike conduct or action of a player resulting in ejection from a game by an official will invoke an automatic one-game suspension to be served in the next contest. There could be additional ramifications depending upon whether or not opponents are league or non-league members.

### **Sportsmanship Creed**

The ISL is proud of the behavior and sportsmanship displayed by its players, coaches, and fans. We value spirited and fair play as well as positive support for our players and teams. In order to ensure that our expected level of decorum continues each season and each game, we ask that all members of the ISL community continually renew their efforts to abide by the ideals of our league.

## **DISCIPLINARY ACTION**

Students who are On Bounds will not be allowed to compete or travel with interscholastic athletic teams. Students who are On Bounds are expected to continue to practice with the team. Training and team expectations are outlined by coaches in consultation with the director of athletics, the dean of students, and the Rector.

## FALL ATHLETICS

Male	Female	Coed
Cross Country *	Cross Country *	Fitness **
Football *	Field Hockey *	Club Soccer
Soccer *	Soccer *	Club Tennis
	Volleyball *	

## WINTER ATHLETICS

Male	Female	Coed
Alpine Skiing # ^ \$	Alpine Skiing # ^ \$	Fitness **
Basketball *	Basketball *	Instructional Skiing/Snowboarding \$
Ice Hockey * »	Ice Hockey *	Club Hockey
Squash *	Squash *	Wrestling *
Nordic Skiing #	Nordic Skiing #	Club Nordic Skiing Club Swimming

## SPRING ATHLETICS

Male	Female	Coed
Baseball *	Softball * ^	Fitness **
Crew *	Crew *	Club Squash
Club Crew	Club Crew	
Lacrosse *	Lacrosse *	
Tennis *	Tennis *	
Track *	Track *	

\* ISL Sport

\*\* Only offered to Fourth, Fifth, and Sixth Form students

# Lakes Region League

^ Varsity only

\$ Additional fee charged to student account

» Keller Division

In the majority of cases, students are responsible for providing their own athletic equipment. Students in need are given first priority on loaned equipment for club sports.

Please contact the director of athletics with any questions regarding athletic programs at St. Paul's School.

Athletic schedules, directions to competing schools, and contest results can be found on the St. Paul's School website at [www.sps.edu](http://www.sps.edu).



## Academic Expectations and Policies

St. Paul's School is committed to educating the whole person and preparing students to make contributions in a changing and challenging world. To meet these commitments, the School offers a curriculum that is interdisciplinary, collaborative, and innovative.

The School believes in a learner-centered classroom, which reflects an understanding of how we learn best. We all learn differently, but our teachers understand when, how, and why their students learn, and our students share responsibility for their learning.

We work to instill in our students a lifetime love of learning. Our teachers are lifelong learners themselves; committed to better understanding cognitive development and using the most up-to-date teaching methods.

We expect our students to challenge themselves in the classroom, knowing that they are learning in a supportive and collaborative environment. It is in this collaborative environment that we, as a community of learners, can develop a fuller understanding of the world around us. We work to instill in our students a shared feeling of responsibility to their community and themselves. We expect that St. Paul's graduates leave Millville equipped with the skills necessary to improve their own learning as well as an interest in doing so.

### **GRADUATION REQUIREMENTS**

*The St. Paul's School diploma is awarded to the student who:*

1. enrolls in a minimum of five credits per term;
2. completes at least 25 credits during the Fifth Form and Sixth Form years and has missed no more than one term during his/her tenure at the School;
3. has no more than one Unsatisfactory final grade for any year-long course or the equivalent;
4. satisfies the requirements listed within one year of their anticipated graduation year at the time of matriculation.
5. misses no more than one term (note: if a student misses more than three weeks in a term, the students does not receive academic credit for that term).

Students and their advisers have regular conversations about academic goals and progress. In the spring of each year, students meet with their advisers to select courses for the following year. Graduation requirements and the interests and strengths of the student are important considerations when making course selections.

### **Credit Requirements: Arts**

1. Matriculate in Third Form: three credits; one-year or three-term sequence in one discipline within the arts; recommendation that the full year of study be completed in the first year at SPS
2. Matriculate in Fourth Form: three credits; one-year or three-term sequence in one discipline within the arts; recommendation that the full year of study be completed in the first year at SPS
3. Matriculate in Fifth Form: three credits; one-year or three-term sequence in one discipline within the arts; strong recommendation that the full year of study be completed in the first year at SPS

### **Credit Requirements: Humanities**

1. Matriculate in Third Form: 19 credits; sequence of Humanities III (six credits), Humanities IV (six credits), Humanities V (six credits). Then one required course in religious studies (one credit)
2. Matriculate in Fourth Form: 13 credits; sequence of Humanities IV (six credits), Humanities V (six credits). Then one required course in religious studies (one credit)
3. Matriculate in Fifth Form: seven credits; Humanities V (six credits). Then one required course in religious studies (one credit)

### **Credit Requirements: Languages**

1. Matriculate in Third Form: nine credits; three-year sequence in the same language
2. Matriculate in Fourth Form: six credits; two-year sequence in the same language
3. Matriculate in Fifth Form: three credits

### **Credit Requirements: Mathematics**

1. Matriculate in Third Form: nine credits or through Precalculus (minimum of three credits earned in residence at St. Paul's School)
2. Matriculate in Fourth Form: six credits or through Precalculus (minimum of three credits earned in residence at St. Paul's School)
3. Matriculate in Fifth Form: three credits earned in residence at St. Paul's School

### **Credit Requirements: Science**

1. Matriculate in Third Form: nine credits; recommended series of Physics First (three credits), Chemistry (three credits), Biology (three credits)
2. Matriculate in Fourth Form: six credits; recommended six credits in two of the following: Physics (three credits), Chemistry (three credits), Biology (three credits)
3. Matriculate in Fifth Form: three credits

*Courses are assigned one credit per term, with the exception that Humanities III, Humanities IV, and Humanities V are each assigned two credits per term.*

### **Non-Credit Requirements: Athletics**

1. Matriculate in Third Form: eight terms; Third Form year (three terms), Fourth Form year (three terms), then two additional terms, one of which must be taken in the Fifth Form year; swim test\*
2. Matriculate in Fourth Form: five terms; Fourth Form year (three terms), then two additional terms, one of which must be taken in the Fifth Form year; swim test\*
3. Matriculate in Fifth Form: two terms; Fifth Form year (at least one term); additional one term in the Fifth Form year or the Sixth Form year; swim test\*

\* *New students required to pass a swim test within two years of matriculation*

### **Non-Credit Requirements: Community Outreach**

1. Matriculate in Third Form: 40 hours; 10 hours required each year in residence
2. Matriculate in Fourth Form: 30 hours; 10 hours required each year in residence
3. Matriculate in Fifth Form: 20 hours; 10 hours required each year in residence

### **CHANGING COURSE PROGRAMS AND TRANSCRIPTS**

The deadlines for student-initiated course changes are published in the Academic Calendar. Teachers may initiate course changes at any time; however, if a course change is made when fewer than three weeks remain in the term, the class will be listed on the transcript with a grade. In the case that a student moves down a level within a class (i.e. Spanish 2H to Spanish 2), the original course will not appear on the transcript as a separate course, unless a full term has been completed.

### **ACADEMIC INTEGRITY**

Academic integrity is at the foundation of any community of learners. All members of the SPS community are bound by the same standards of intellectual honesty, and all are responsible for understanding and acting upon those standards, as articulated below. When students put their names on their work, they pledge that the work is their own, in accordance with the School's Honor Code. Additionally, students write the following pledge on graded assignments: "I pledge my honor that I have neither given nor received any unauthorized assistance on this essay/test/assignment."

The St. Paul's Honor Code has been written by students, and both faculty and students have a role in upholding and educating the community about the Honor Code. During the first weeks of school, the Student Council reviews the principles and the responsibilities that constitute the Honor Code. At the same time, all teachers in each department discuss the Honor Code's particular implications for each class, explaining the details of responsible scholarship appropriate to their courses. Such discussions continue throughout the year.

Issues of academic honesty are complex but, in general, St. Paul's School expects that every individual will abide by the principles of fair work and will acknowledge the source of ideas and words. When in doubt, students should seek clarification from their teacher. In an effort to provide clarity, some examples of academic dishonesty are listed below:

- Copying someone else's work, whether homework, quiz, lab, paper, test, or examination
- Giving or receiving unauthorized assistance on any form of work completed for credit
- Receiving authorized help with any form of work, without acknowledging the assistance
- Using unauthorized notes during an examination, test, or quiz
- Giving or obtaining information about an examination, test, or quiz given in an earlier section of a course
- Submitting work done for one course as original work for another course
- Misrepresenting oneself or one's work on a college application
- Plagiarism

Plagiarism is the act of taking another's thinking or writing and using it as one's own, whether consciously or unconsciously, deliberately or inadvertently. Plagiarism occurs in the absence of proper citation and generally takes one of three forms: the verbatim copying; paraphrasing; or the appropriation of an apt word or phrase. Any form of plagiarism violates the Honor Code, and each individual bears the responsibility of understanding its definition, its risks, and the means by which to avoid it. St. Paul's School recognizes the complexities of plagiarism and understands its responsibility for helping students learn appropriate methods of scholarship. Carelessness and absence of intent do not constitute excuses for plagiarism.

St. Paul's School students are often encouraged to collaborate with peers and to seek assistance from faculty; they must acknowledge such collaboration and assistance.

## **GRADING SYSTEM**

There are eight grades at St. Paul's School: High Honors with Commendation, High Honors, Honors with Commendation, Honors, High Pass with Commendation, High Pass, Pass, and Unsatisfactory. A general, school-wide rubric for academic work can be found below. Independent Study Programs and Advanced Studies courses are graded Satisfactory or Unsatisfactory.

The academic year is divided into three marking periods – each approximately ten weeks long.

## Grading Standards

The following standards outline our grading system in general terms. In addition, each department has a written statement explaining the type of work required to receive each grade.

### *A student earning High Honors with Commendation (HH+):*

- Demonstrates exemplary understanding of all course material, including the application to novel or complex situations
- Demonstrates exemplary performance in all measured skills of the course
- Demonstrates exemplary creativity, insight, curiosity, and original thought in all areas as appropriate to the subject and level of study
- Demonstrates exemplary engagement and collaboration to the degree that it inspires and elevates the work of one's peers

### *A student earning High Honors (HH):*

- Demonstrates superior understanding of the course material, including the application to novel or complex situations
- Demonstrates superior performance in the measured skills of the course
- Demonstrates superior creativity, insight, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates superior engagement and collaboration to the degree that it is usually worthy of emulation by one's peers

### *A student earning Honors with Commendation (H+):*

- Demonstrates strong understanding of the course material with some evidence of application to novel or complex situations
- Demonstrates strong performance in the measured skills of the course
- Demonstrates frequent creativity, insight, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates frequent engagement and collaboration that occasionally elevates the work of one's peers

### *A student earning Honors (H):*

- Demonstrates solid but not thorough understanding of the course material with the occasional evidence of application to novel or complex situations
- Demonstrates solid but not consistent performance in the measured skills of the course
- Demonstrates occasional creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates occasional engagement and collaboration



*A student earning High Pass with Commendation (HP+):*

- Demonstrates emerging but incomplete understanding of the course material
- Demonstrates emerging but inconsistent performance in the measured skills of the course
- Demonstrates emerging but inconsistent creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates emerging but inconsistent engagement and collaboration

*A student earning High Pass (HP):*

- Demonstrates acceptable understanding of the course material
- Demonstrates acceptable performance in the measured skills of the course
- Demonstrates acceptable creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates acceptable engagement and collaboration

*A student earning Pass (P):*

- Demonstrates minimally acceptable understanding of the course material
- Demonstrates minimally acceptable performance in the measured skills of the course
- Demonstrates minimal creativity, curiosity, and original thought as appropriate to the subject and level of study
- Demonstrates minimal engagement and collaboration

*A student earning Unsatisfactory (U):*

- Demonstrates unsatisfactory understanding of the course material
- Demonstrates unsatisfactory performance in the measured skills of the course
- Demonstrates unsatisfactory engagement and collaboration

### **Grade Reporting**

Grades are reported to students and sent to parents at the end of each of the three marking periods. Midway through each marking period, Progress Reports in the form of narrative comments are provided to advisers, students, and parents to indicate the student's progress. A week later "Inside Grades" are made available. Progress Reports, term, and final grades are mailed to parents and are also available in the parent portal; sign in at [www.sps.edu/parents](http://www.sps.edu/parents).

## Academic Honors

Beginning in the 2016-17 school year, we will report student GPAs on SPS transcripts. The GPA calculation is:

Grade Scale before 2016-17	Grade Scale for 2016-17	7 PT. GPA
High Honors (HH)	High Honors with Commendation (HH+)	7
	High Honors (HH)	6
Honors (H)	Honors with Commendation (H+)	5
	Honors (H)	4
High Pass (HP)	High Pass with Commendation (HP+)	3
	High Pass (HP)	2
Pass (P)	Pass (P)	1
Unsatisfactory (U)	Unsatisfactory (U)	0

### TESTIMONIALS

Testimonials are awarded annually to students in the Third, Fourth, and Fifth Forms who meet the following standards:

2nd Testimonials – 4.5+ GPA

1st Testimonials – 5.5+ GPA

1st Testimonials with Honor – 6.5+ GPA

NOTE – Testimonials are calculated using course grades (final grades for a one-term, two-term or three-term course).

### DIPLOMA HONORS

Diplomas cum laude are awarded at Graduation to graduating students whose academic record for the combined Fifth and Sixth Form years meet these standards for final grades other than Satisfactory:

- **Cum Laude:** to students who have achieved Honors or better in 100 percent of final grades;
- **Magna Cum Laude:** to students who have achieved High Honors in 40 percent or more of weighted final grades and no final grade below Honors;
- **Summa Cum Laude:** to students who have achieved High Honors in 80 percent or more of weighted final grades and no final grade below Honors.

NOTE: One-term courses earn one credit, two-term courses earn two credits, and full-year non-Humanities core courses earn three credits. Humanities III, IV, and V each earn six credits.

## **Distinctions**

Diplomas with distinction are awarded at Graduation at the determination of each department. Distinction in any department will be awarded only to students whose superior effort, achievement, and commitment deserve special recognition.

## **RESPONSES TO INSUFFICIENT ACADEMIC PROGRESS**

### **Academic Warning**

A student is placed on Academic Warning if he or she earns any Pass or Unsatisfactory grades on Inside Grades.

When a student is placed on Academic Warning, his or her adviser notifies the parents and the student works with his or her adviser to develop an academic plan. This plan should include specific, agreed-upon action steps and may include a time management plan, times and locations for teacher extra help, plans for student tutoring, peer study groups, study hall or room study restrictions. Upon being notified, the student will be given one week to submit his or her plan to the Director of Academic Support. If the student missed this deadline, he or she will be placed on restrictions (early check-in) until the academic plan is completed and submitted. This plan will remain in effect through the end of the term, at which time the student and his or her adviser may adjust the plan.

### **Academic Review**

A student's academic performance is reviewed at the end of a term if he or she earns more than one Pass or at least one Unsatisfactory grade, or if other factors cause concern about a student's ability to successfully meet the School's expectations. Additionally, all students are reviewed at the conclusion of the Winter Term of the Fourth Form year in order to assess their preparedness for the Fifth Form year.

The Scholastic Committee examines the student's grade history, teacher comments, adviser reports, scholastic reports, student/adviser academic plan, and any other relevant information. Following its discussions, the Scholastic Committee will communicate to the student, adviser, and parents recommendations and possibly requirements for the student. The Scholastic Committee may place a student on Academic Probation or make a recommendation that the student's family consider withdrawal.

### **Academic Probation**

When a student is placed on Academic Probation, it is an indication that the Scholastic Committee is concerned about the student's ability to meet with success in our academic program. Academic Probation may include specific conditions that must be met by the student if he or she is to remain at the school.

### **Academic Dismissal**

Students who remain on Academic Probation may be dismissed from the School. If a student is dismissed for academic reasons he or she may only reapply to the School after consultation with the Dean of Studies.

## **ACADEMIC SUPPORT**

The Academic Support Office is designed to enhance the opportunity for all St. Paul's School students to strengthen their skills to enable them to meet their personal goals and strive to reach their potential, while adhering to the demanding standards imposed by the School.

Students can make appointments by e-mailing Mrs. Daniels at kdaniels@sps.edu. Students are also strongly encouraged to ask their advisers to attend meetings when possible.

*Services available include:*

- instruction in organization, time management, study skills, test-taking strategies, and other academic skills
- coordination of educational testing
- development of student support plans
- teaching of self-advocacy skills
- coordination of standardized testing accommodations
- additional support includes Study Hall, Teacher Extra Help, and Peer Tutors

### **Study Hall**

A quiet and monitored Study Hall is offered four nights each week: Monday, Tuesday, Thursday, and Friday during study hours (7:30 to 9 p.m.). Students may be assigned to Study Hall by their advisers or they may self-refer.

### **Teacher Extra Help**

Students are encouraged to meet regularly with their teachers for extra help. Each teacher will announce to his or her students when extra help sessions take place.

### **Peer Tutoring**

Peer tutors are currently available in the Mathematics, Sciences, and Languages Departments. If interested in working with a peer tutor, students should communicate with their teacher and/or adviser, who will then contact the peer tutor coordinator.

### **Private Tutoring**

On occasion students may engage a tutor or academic counseling (SAT prep, etc.) unaffiliated with St. Paul's School. These meetings may not take place on campus, unless a member of the SPS community is tutoring the student.

### **Accommodations**

The Americans with Disabilities Act (ADA) guarantees certain protections and rights of equal access to programs and services for students with disabilities who are otherwise qualified for admission to St. Paul's School. In order to access these rights, a student (or his or her parent) must present documentation that is current and sufficient to establish that the student's condition(s) substantially limits a major life activity. St. Paul's School follows the guidelines for documentation of

the Educational Testing Service, which can be found at [www.ets.org](http://www.ets.org). Once this documentation is received, a committee consisting of the Director of Academic Support, the Dean of School Life, the Medical director, and a faculty member will review the documentation to determine if the condition(s) rises to a level of constituting a disability under the ADA, and, if so, what requested accommodations are necessary and reasonable in this educational setting.

Students new to St. Paul's who have had accommodations at their previous school must submit current documentation to the Director of Academic Support for review and assessment. Accommodations at a student's previous school, however, do not guarantee that St. Paul's will agree that the student qualifies as an individual with a disability under the ADA or that St. Paul's will necessarily honor the accommodations the student received at his or her prior school. St. Paul's uses a team approach in making disability and accommodation determinations, taking into consideration the student's current performance in this academic setting.

Occasionally, a disability in the form of a learning disability, or a health condition that involves a long-term injury or illness, may be identified or arise. A student's teachers, an adviser, or the student might ask for information at the Academic Support Office about pursuing accommodations. Additionally, students identified through our Student Teacher Assistance Team (STAT) – a group that meets at the request of a student's adviser to gather multiple sources of input and offer advice in support of a student's particular needs – might refer students for further testing. Identifying and funding the necessary evaluations are the responsibility of the family.

In order to apply to the College Board or ACT for accommodations, students and their parents must work with the director of academic support to submit the appropriate forms at least eight weeks before the scheduled testing period to the College Board or ACT for their evaluation.

### **INDEPENDENT STUDY PROGRAM**

The ISP provides a means for Sixth Formers to learn from study and experience outside the classroom. Projects may be at the School, in Concord, or away. They may replace any number of courses and run for one to three terms. Students design their projects under the guidance of the ISP director. See the program director for specific details.

### **ADVANCED STUDIES**

An Advanced Studies course provides a student an opportunity to pursue a particular academic subject beyond the level that is offered in the regular curriculum or outside of the regular schedule. Each department offers Advanced Studies, and there may be specific department guidelines for eligibility. Therefore, students should refer to the department head. Advanced Studies are normally for Sixth Formers. The Dean of Studies coordinates the submission and review process for Advanced Studies.

*The following guidelines apply to all Advanced Studies offered at St. Paul's School (more specific information is available from the Dean of Studies):*

1. Students may take one Advanced Studies per term, the subject of which should be self-initiated.
2. A student must complete an application form and meet the appropriate deadlines each term.
3. Each Advanced Studies must have an adviser, and the proposal must be reviewed and approved by the appropriate department head.

### **SCHOOL TRIPS**

Any group of St. Paul's School students traveling together with a St. Paul's faculty member constitutes a School Trip and, therefore, requires approval from the School, regardless of whether or not the School is providing funding. All School Trips must go through an approval process, which is overseen by the Off-Campus Programs coordinator.

### **OFF CAMPUS PROGRAMS**

Off-Campus Programs, including student exchange programs and school trips, are an extension of the student experience at St. Paul's School and as such, all pertinent student handbook policies and expectations as well as specific trip policies shared with participating students and their parents, are fully applicable and enforced.

### **SCHOOL YEAR ABROAD (SYA)**

School Year Abroad (SYA) is a yearlong program designed to give students a chance to study in France, Spain, Italy, or China. The program is sponsored by SPS, Andover, and Exeter. St. Paul's School also sponsors exchanges of students with schools in England (Eton College), France (École Alsacienne), Germany (Humboldt School), and Japan (Seikei School and the Toin School).

### **TERM AWAY**

Occasionally, a student wishes to enroll in an academic program other than School Year Abroad or SPS exchange programs for a term. Such a request does not fall under the guidelines of Off-Campus Programs, School Year Abroad, Independent Study, or Advanced Studies programs and requires the special permission of the academic department heads. A student may request to take part in programs that fall within the second half of the year or are full-year. In order to apply, students must meet with the dean of studies and develop a proposal to be shared with the department heads by April 15 of the year preceding the program year.

### **EARLY GRADUATION**

In extraordinary circumstances, a student may request to graduate at the conclusion of the Fifth Form year. Any request to graduate a year early must be made by the end of the fall term of the Fifth Form year, and a student will be informed of the decision by January 15. Please contact the dean of studies for guidelines on making such a request to the School.

## **ADDING AN ACADEMIC YEAR**

In extraordinary circumstances, a request to add an additional year of study at St. Paul's School may be made by a student. Any request to add a year of study must be submitted by a student by May 1 for the following academic year. The opportunity to add an additional year of study at St. Paul's School is available only to Third, Fourth and Fifth Formers. Please contact the Dean of studies for guidelines on making such a request to the School.

## **UNEXCUSED ABSENCES AND ACADEMIC ASSESSMENTS**

Students who have an unexcused absence for a class on the day of an assessment will lose 10 points on the assessment for every 24 hours or parts thereof that the assessment is late, or untaken. It is the student's responsibility, not the teacher's, to make arrangements to make up the missed work.

## **MAJOR ASSESSMENTS**

In order to assure that students can do their best work in all courses, all assessments are due during a scheduled class meeting – never late at night or over the weekend. Students are never required to complete more than two major graded assignments on any day. Major assessments include chapter or unit tests, papers or essays of three pages in length, major laboratory reports, etc. Major assessments do not include vocabulary quizzes in languages, pop quizzes, or homework quizzes. If a student learns from a teacher that a third major assessment is expected on a day in which they already have two major assessments, the student should speak with the teachers involved. In this case, the student has the right to request an extension for the assessment that is due in the latest class period of the day.

## **HOLIDAYS**

Holidays are provided each term as an opportunity for students and teachers to relax, take a break from the routine of the academic program, and enjoy one another's company, our grounds, and community. No assignments will be collected or expected on a holiday. Once a holiday has been announced, students should expect that assignments and assessments scheduled for that day will be expected the day of the next class meeting. Class syllabi for affected classes are shifted back one day, and assignments are not doubled up to make up for the lost class time because of the holiday.

On holidays, athletic practices are optional for varsity teams only; JV teams are not allowed to have practice. When a holiday is announced in Chapel, varsity coaches and varsity captains will meet after Chapel to decide together whether or not to hold practice. Practices are not allowed to be longer than one and one-half hours and must begin at 9 a.m. Teams should wait outside after Chapel for further instructions. When Cricket Holiday is called in the Fall Term, varsity practice is optional for returning students only. New students are required to participate in the walk around the grounds with the Rector. Music commitments take priority over practice. When a holiday is called the day before, only varsity teams may practice from 4 to 5:30 p.m. on the day of the holiday.

## **FALL SENIOR HOLIDAY**

St. Paul's School recognizes the unique responsibilities and experiences of its Sixth Form students and understands the realities and challenges of the Sixth Form Fall Term. To afford students an opportunity to catch up, work on college applications, or concentrate on a project of particular interest, the School gives each Sixth Former the opportunity to take a day off from his or her academic and athletic commitments in the Fall Term. Beginning with 8 a.m. commitments and ending prior to 6 p.m. commitments, Sixth Formers can request to take a Fall Senior Holiday.

In order to request a Senior Holiday, students must complete the "Fall Request Form" and submit it to the Dean of Students Office by no later than 12:45 p.m. on the day before they plan to use the privilege. Completion of the form (available on Millville) requires that students receive the approval and signature of their adviser as well as each of the instructors from whose classes they will be absent. Requests from students with four or more absences will not be approved. The dean of students grants final approval.

- Students must keep up with their work in classes while understanding that teachers are not required to help make up the material missed.
- Students may not travel outside of the Concord area, and while on the grounds, must not interfere with the academic or athletic life of the School.
- Students must return to the School no later than 6 p.m., and are expected to participate in all required activities after 6 p.m.

Sixth Form students may not use this privilege in the final week of the term, or on the day of an Evensong, a special calendar event, such as a scheduled Conroy visitor, any pre-assigned major assessment, or any mandatory field trip. Major assessments include chapter or unit tests, papers or essays of three pages or more in length, major laboratory reports, music juries, etc. Major assessments do not include vocabulary quizzes in languages, pop quizzes, or homework quizzes. Teachers will not expect Sixth Form students who take their special day off to make up missed non-major assessments, and term grades will be calculated accordingly. Any Sixth Former who has questions about this policy should speak to his or her adviser, the dean of studies, or the Dean of Students Office.

## **WEEKEND RECESS**

Weekend recesses are scheduled once each term: Family Weekend, Winter Recess, and Spring Recess. Students should expect no more than a typical assignment for the first class meeting after these weekend recesses. Faculty members will not schedule major or unusual assignments or assessments for this first class after the recess so that students can enjoy the break from the normal routine of their academic program.



## **VACATIONS AND RECESSES**

There are three school vacations scheduled each year: Thanksgiving Vacation (one week), Christmas Vacation (three weeks), and Spring Vacation (three weeks). Students will not be expected to complete academic work during these vacations. Faculty members may suggest that students who are struggling in particular classes might use this time to review material not yet mastered, or work ahead in a class.

## **SUMMER ACADEMIC WORK**

In general, it is the hope of the faculty that students use the summer vacation for relaxation, restoration, and adventure. To this end, the School's expectations for summer academic work are minimal. Rising Fourth and Fifth Form students are asked to complete summer reading assignments in preparation for Humanities IV and V. In addition, the Scholastic Committee may suggest that students who have struggled academically review material or work ahead to preview material in a particular class for the next year.

Should students be interested in pursuing academic work in order to skip ahead in the program, they should be in contact with the appropriate department head. While, in some cases, coursework completed in the summer may move a student forward in their course of study, St. Paul's school credit is never awarded for courses completed elsewhere and they are not represented on our transcript.

## **FACULTY RESEARCH AND STUDENT PARTICIPATION**

As faculty continually work to develop their pedagogy through participation in graduate degree programs, opportunities arise when students may be involved in research. In order to balance the obligations to improve and inform teaching and learning while also promoting student safety, all proposals involving the use of students in research must be submitted to the Internal Review Board for Student Research (dean of faculty, dean of studies, and dean of curriculum and teaching) for approval.

# Responses to Violations



## Violations of Expectations and Policies

Clearly articulated School rules ensure healthy relationships, civility, and stability in our community. The discipline system at St. Paul's School strives to delineate and reinforce behaviors informed by the shared values of the community, providing for evenhanded consequences when behavior is out of alignment with those values. When a student veers away from the values of the school and from safe, respectful, and responsible behavior, that misbehavior may be transformed into a learning experience for those directly involved, ultimately benefitting the entire community. Because the system honors responsibility, accountability, and honest communication, there is emphasis not only on building understanding and promoting behavioral change in the offending students but also on incorporating impacted individuals into the discipline process as an opportunity to facilitate the healing of our fully residential community.

### **DISCIPLINE COMMITTEE**

The Discipline Committee (DC) serves as an advisory committee that gathers information, hears testimony, and makes a recommendation to the Rector. The Rector is not bound by the Discipline Committee's recommendation.

A student who does not admit to the violation of a Major School Expectation or Rule, or who denies involvement, does not go before the Discipline Committee and is disciplined directly by the Rector. On these occasions, the Rector will rely upon information provided by a thorough investigation of the facts conducted by the Dean of Students Office and interviews with the appropriate students and faculty involved in the situation before coming to his decision.

Prior to the beginning of a Discipline Committee meeting, the student has admitted to the breaking of a Major School Expectation or Rule. Guilt is established before a meeting has been convened. The aim of a DC meeting is to recommend responses appropriate for the student's particular violation that are reasonably consistent with past responses. The DC recommendation also is mindful of the community – its safety, its education, and its rules, norms, standards, and expectations.

The final disciplinary decision rests with the Rector, who has the authority to impose such disciplinary action as is warranted. The Rector, at his sole discretion, may suspend, dismiss, or expel a student if he believes it to be in the best interests of the student or the School.

## **WHO IS ON THE DISCIPLINE COMMITTEE?**

The Discipline Committee (DC) is composed of two parts:

- A standing committee composed of eight faculty members and a chair appointed by the Rector, and the four Student Council officers elected by the Sixth Form
- Ad hoc members for a particular meeting of the DC. These three members are the student, the student's adviser, and the Student Council representative from the student's house (at times, a prefect has served in this role).

## **HOW IS A DISCIPLINE COMMITTEE CONVENED?**

A DC meeting is convened by the chair of the Discipline Committee following notification of a violation. Each meeting of the DC is run by the chair of the committee and includes the following participants:

- Two faculty members from the Standing Committee; generally, one female and one male are selected by the chair, based on individual availability and equitable rotation
- Two Student Council officers, determined by their own consultation
- The ad hoc members of the committee listed above
- An advocate of the student's choosing (either another student or a faculty member)
- The dean of students (or an associate dean)

## **WHAT HAPPENS DURING A DISCIPLINE COMMITTEE HEARING?**

### **Confidentiality Agreement**

The DC meeting begins with the reading of a statement explicitly defining the need and expectation for confidentiality and honesty. After the statement is read, all attending the meeting are asked to sign the statement, acknowledging that they will keep the contents of the meeting confidential unless disclosure is required by law and that they will be honest in their discussion during the meeting.

### **Statement of Involvement**

All in attendance are given a copy of a statement written by the student. In this statement, written as soon after the incident as possible, the student acknowledges and describes the actions that have resulted in this meeting. The student also may write about the circumstances leading to the particular offense. All in attendance are given a statement by the adult who confronted the particular situation. This statement may be helpful in corroborating the student's description of the event(s) and also helps the student to reflect on his/her actions.

*The student is asked to answer the following questions:*

1. What happened?
2. What have you been thinking about since it happened?
3. Who was impacted? How?
4. What do you think needs to happen to make things right?

### **Questions and Responses**

Once the statements are read, any member of the DC may ask specific questions of the student about the situation. All present – the student, the adviser, the advocate, and the house representative – are welcomed and invited to speak. Any person may ask questions, offer clarification, or make comments. They also may choose to remain silent.

### **DC Deliberations**

Following the discussion, the student and the advocate are dismissed.

The DC and the remaining ad hoc members discuss possible recommendations to the Rector. If there are known precedents, they are considered. Each case, however, is considered individually. At the conclusion of this discussion, there often is unanimous agreement; at other times, significant disagreement remains. There is never a vote. All recommendations, whether from one or from all, are reported to the Rector. All members understand the need to keep the conversations and the resultant recommendations confidential to protect the student and the committee members.

The recommendations are conveyed to the Rector by the chair of the DC and by the dean of students/associate dean of students. Pertinent information about the student, or circumstances that are confidential and could not be shared with the DC, also are conveyed to the Rector. The Rector determines the School's response to the student. The Rector's decision is final.

### **NOTIFICATION OF DISCIPLINE**

The student and his or her family and adviser are informed of the Rector's decision. The School's response is communicated by the Rector in Chapel but is not printed or published.

Further, Sixth Form officers, prefects, and members of the Student Council will automatically lose their leadership positions as a result of breaking a Major School Expectation or Rule and going before the Discipline Committee. These students may stand for re-election or reappointment.

The team status of an athlete is determined by the coach and athletic director after a Discipline Committee meeting.

## **CLARIFICATION OF SPECIFIC ROLES IN THE DISCIPLINE SYSTEM**

**Advocate:** The student is allowed to bring one advocate to the DC meeting; this advocate may be a student or a faculty member. The advocate is not a defense attorney but simply a person who is there to support the student. As with any other person who attends the meeting, the advocate may ask questions, seek clarification, or speak on the student's behalf. The advocate's presence as a supportive friend may be the most important function. It is, of course, expected that the advocate will be honest.

**Adviser:** The adviser often will provide a fuller context for the student's actions and of the way in which the School and the adviser already have attempted to address any underlying problems that have previously occurred. The adviser will speak according to his or her own wishes and will make a recommendation regarding the individual student.

**House Representative:** Although house representatives seldom attend more than a few Disciplinary Committee meetings, they have a higher likelihood of knowing the student more intimately and tend to feel more pressure to aid in the student's defense. Although experience has shown that students not involved with the meeting often approach this person for information about the proceedings, the house representative must maintain the confidentiality of the proceedings. The house representative will make a recommendation regarding the individual student.

**Dean of Students (or Associate Dean):** The dean of students does not make a recommendation to the Rector in the context of the DC and in general attends only as a silent observer, both while the student is present and in the discussions after the student and advocate leave. The dean of students or associate dean assures all concerned that there is someone aware of all that happens prior to, during, and after a DC, as well as of any confidential information that may be pertinent. This is particularly important in dealing with parents and in providing the best possible follow-up and support following a DC.

**Chair, Student Council Officers, and the Faculty Members of the Committee:** These members of the committee are present to ask questions, to comment on the particular situation, and to formulate their recommendations for the Rector's response to the individual student.

## **RESTORATIVE PRACTICES AND ACTIVE PROBATION**

After a student meets with the Disciplinary Committee and a formal response (which includes probation) is communicated by the Rector, a member from the Dean of Students Office may meet with the student and recommend a Restorative Panel process.

The composition of a restorative panel typically includes an associate dean of students (Chair), 2-4 trained students, and 2-4 trained faculty. A Restorative Panel may also be convened for a specific case or issue unrelated to the Discipline Committee.

During a Restorative Panel, members gather relevant stakeholders to discuss and outline a plan of repair. Additional members could include the student, adviser, and potentially others representing places of impact (e.g. coach, teacher, head of house, director, club adviser, roommate, student leader, and community member.) The panel might also include selected community members most affected by the actions of this student.

Restorative questions to guide discussion are the same as the ones used in a Discipline Committee meeting:

1. What happened?
2. What have you been thinking about since it happened?
3. Who was impacted? How?
4. What do you think needs to happen to make things right?

After the discussion, a formal plan of action/agreement is made and all members sign it to show support and participation. The plan will be specific with tasks and timelines, and a written and/or reflection component regarding community communication will be included. Progress will be tracked by an adult chosen by the student. The student will give the dean three choices of possible adult monitors, and the student will reach out to those adults to see who is available during the time period needed.

Review meetings will take place at the end of each term, and student progress would be discussed. At that time, a student either continues or concludes their time of Active Restoration.

### **DISCIPLINARY RESPONSE TO ACADEMIC DISHONESTY**

*When a faculty member suspects academic dishonesty, regardless of its nature or degree, he or she must:*

- Report the situation to their department head.
- Engage the student in a conversation about the concern.
- Report the concern to the Dean of Studies, providing evidence of the violation and any mitigating circumstances.

The Dean of Studies, in consultation with the department head, will determine whether or not a violation has occurred and will coordinate the School's response accordingly. If a student is found to be in violation of the school's Honor Code, he or she will normally appear before the Discipline Committee, although there may be times when a School response is formulated without incorporating the Discipline Committee.

*The School's response to academic dishonesty may include, but is not limited to:*

- The student receives an Unsatisfactory grade of zero on the assignment
- The student is required to redo the assignment to the satisfaction of the teacher, for no credit
- The student is required to meet with a School counselor in Clark House
- The student is ineligible for any year-end academic awards
- The student's parents are required to come to the School to meet with the Rector
- The student is placed On Bounds or On Restrictions
- The student is placed On Probation
- The student is suspended, dismissed, or expelled

In the event that the student does not admit guilt and the department head and dean of studies agree that a preponderance of evidence exists of an infraction of the Honor Code, the dean of studies will meet with the student and adviser to inform them that a special meeting will be called to consider the situation. This meeting will consist of the dean of studies, the five academic department heads, the teacher involved, and the student's adviser. The teacher and adviser will participate in this meeting to offer information about the student and the specific situation under question, but will leave the meeting before the dean of studies and five academic department heads deliberate the matter. It is the responsibility of the dean of studies and the five academic department heads to determine if an infraction of the Honor Code has occurred in these situations and to make a recommendation to the Rector for a School response to the infraction. If guilt is determined, the School's response may be more severe than the response from a Discipline Committee process for a similar situation because to agree upon guilt under such conditions suggests a student's untruthfulness in the process.

In all cases of academic dishonesty, the dean of studies will meet with the student and adviser throughout the process and write a follow-up letter to all involved, including the parents, after the process is complete. All cases of academic dishonesty are recorded and kept on file in the dean of studies, with a copy of the report in the student's file in the Dean of Students Office.

### **DISCIPLINARY REPORTING POLICY**

It is our expectation that students will respond truthfully to any questions on college applications regarding their disciplinary records. Students who are required to do so will write statements outlining circumstances of their infractions and will review these statements with their college advisers prior to submitting them to colleges. The same holds true if a disciplinary infraction occurs after the submission of an application.

Most colleges also expect the School to provide written explanations of major disciplinary infractions, and the College Office will report the facts of all major disciplinary violations and academic dishonesty violations in a brief report, separate from the School's letter of recommendation.

While disciplinary matters are a concern to colleges, our experience is that they understand that young people make mistakes. Admissions committees are typically more concerned with the manner in which students respond to disciplinary actions than the actual event leading to the sanctions. A mature, graceful, and honest response to a discipline infraction can illustrate a student's growth and development as a young adult.

### **REPORTING OF DISCIPLINARY ACTIONS TO COLLEGES**

- Students will review college applications to determine if a college requests information about their disciplinary record.
- It is our expectation that students will respond truthfully to any questions on college applications regarding their disciplinary records. Students who are required to do so will write statements outlining circumstances of their infractions and will review these statements with their college advisers prior to submitting them to colleges. The same holds true if a disciplinary infraction occurs after the submission of an application.
- Most colleges also expect the School to provide written explanations of major disciplinary infractions, and the College Office will report the facts of all major disciplinary violations and academic dishonesty violations in a brief report, separate from the School's letter of recommendation.

### **DISCIPLINE COMMITTEE RESPONSES**

*The Discipline Committee may recommend any of the following:*

#### **On Restrictions**

*The student loses privileges for a period of time:*

- The student meets with the dean of students.
- The student loses weekend privileges for the period of On Restrictions and is restricted to the School grounds, except for a meal in town with parents (without student guests) or a School-sponsored activity.
- The student must report to the adviser on duty and be restricted to his or her room from 8:30 p.m. to 10 p.m. with no visitors.
- On Saturday, the student must report directly to the adviser on duty in his or her house by 9 p.m. and remain in the house.
- Any student On Restrictions may be placed On Bounds if conduct or attitude is unsatisfactory.



## **DC On Bounds**

- Required to check-in at 7:30 p.m. each School night and 9 p.m. on Saturday night.
- Restricted to his or her room without visitors from 7:30 p.m. each week-night until breakfast the next morning.
- Loses weekend privileges for the period of On Bounds and is restricted to the School grounds, except for a meal in town with parents (without student guests) or a School-sponsored activity.
- On Saturday, the student must report directly to the adviser on duty in his or her house by 9 p.m. and remain in the house. The student may move freely about the house after the 9 p.m. check-in on Saturday nights, but may not host guests.
- The student may participate in club sports and may practice with a team but may not represent the School in interscholastic competition.
- The student may not take part in any School activities, including dramatic performances, the radio station, singing groups, major dances, or others.

## **On Probation**

The student is given notice that another violation of a Major School Expectation or Rule by that student will likely result in a recommendation for dismissal or expulsion from the School.

## **Suspension**

A time-specific separation from the School. The School assumes the student will return after fulfilling specific conditions.

## **Dismissal**

A permanent separation from the School, although the possibility of re-application at a future time might be available if the student fulfills specific conditions.

## **Expulsion**

A permanent separation from the School without the possibility of return.

## **Withdrawal**

An option a student or parent may exercise to voluntarily separate from the School. Withdrawal from the School assumes a permanent separation from the School; however, withdrawal does not prevent the student from reapplying for admission if the criteria for withdrawal have been fulfilled.

## **VIOLATIONS OF STUDENT STANDARDS**

When there is a violation of Student Standards, the types of discipline may include without limitation: On Restrictions, On Bounds, suspension, expulsion, and any other action or combination of actions deemed appropriate, depending upon the severity of the violation and the circumstances of the situation.

Students are expected to be truthful when confronted with allegations or evidence of violations of Student Standards and at any time they are participating in the process to determine the credibility of or appropriate response to such allegations or evidence.

In the event that a student violates student standards in a repeating or chronic fashion, also involves a violation of a Major School Rule, or is otherwise very serious, a student may be required to meet with the Discipline Committee.

**ON RESTRICTIONS AND ON BOUNDS**

The chart explains the differences between the most common responses.

	(OR) ON RESTRICTIONS	(OB) ON BOUNDS	(DCOB) DC ON BOUNDS
Check-In	8:30 to 10 p.m. in room; no visitors	8:30 to 10 p.m. in room; no visitors	7:30 p.m. to morning in room; no visitors
Saturday Check-In	9 p.m. to morning in house	9 p.m. to morning in house	9 p.m. to morning in house
Sports & Activities	YES	NO	NO
Weekend Privileges	NO	NO	NO
Town Privileges	meal with parents; School activity	meal with parents; no visitors/guests	meal with parents; no visitors/guests
Notification of Parents	adviser	appropriate dean	dean of students

In addition to On Restrictions and On Bounds, following are other possible responses to violations of student standards.

**STANDARD RESPONSES TO UNEXCUSED ABSENCES**

*Category I: Response to a student who has four or fewer unexcused absences (bags) the previous term:*

- 1-3 bags: early check-in for each absence
- 4 bags: one week On Restrictions
- 5-9 bags: one week On Bounds
- 10 or more bags: additional week On Bounds

*Category II: Response to a student who has five or more unexcused absences (bags) the previous term:*

- 1-3 bags: early check-in for each absence
- 4 bags: one week On Restrictions
- 5-9 bags: two weeks On Bounds
- 10 or more bags: additional week On Bounds; possible one week suspension

*Category III: Response to a student who has five or more unexcused absences (bags) the previous two terms:*

- 1-3 bags: early check-in for each absence
- 4 bags: one week On Bounds
- 5-9 bags: two weeks On Bounds
- 10 or more bags: one week suspension

*Category IV: Response to a student who has five or more unexcused absences (bags) the previous three terms:*

- 1-3 bags: early check-in for each absence
- 4 bags: one week On Bounds
- All others: Rector's decision, possible probation, suspension, or dismissal

Note: Repeated but not necessarily consecutive terms of absenteeism could result in major discipline. The dean of students and/or Rector may elect to respond to absences during or at the conclusion of the term. Sixth Formers whose attendance records are unsatisfactory in the spring term should expect to receive work hours if there is not enough time to serve the standard response. Any Sixth Former with 10 or more unexcused absences will receive a delayed diploma and may be excluded from Graduation exercises.

## **RESPONSE TO VIOLATIONS OF APPROPRIATE USE POLICY**

The School's network and other administrators shall have broad authority to interpret and apply these policies. Violators of our technology policies will be provided with notice and opportunity to be heard in the manner set forth in the School Handbook, unless an issue is so severe that notice is either not possible or not prudent in the determination of the School administrators. Restrictions may be placed on violator's use of School technologies and privileges related to technology use may be revoked entirely pending any hearing to protect the safety and well-being of our community. Violators may also be subject to discipline of other kinds within the School's discretion.

St. Paul's School cooperates fully with local, state, and/or federal officials in any investigations related to illegal activities conducted on School property or through School technologies. School authorities have the right to confiscate personally owned technological devices that are in violation or used in violation of School policies. Failure to cooperate in such an investigation is regarded as grounds for disciplinary action.

If you accidentally access inappropriate information or if someone sends you inappropriate information, you should immediately tell a faculty member or a member of the IT Department in order to prove that you did not deliberately access inappropriate information.

The School retains the right to suspend service, accounts, and access to data, including student files and any other stored data, without notice to the student if it is deemed that a threat exists to the integrity of the School network or other safety concern of the School.

### **RESPONSE TO TOBACCO/SMOKELESS TOBACCO VIOLATIONS OUTSIDE OF A SCHOOL BUILDING AND VAPORIZER/E-CIGARETTE USE (INDOORS OR OUTDOORS)**

*To a specific concern about smoking, the use of smokeless tobacco outside a School building or the use of electronic nicotine delivery systems (whether they contain nicotine or not).*

(NOTE: Smoking inside a School building will result in a meeting with the Discipline Committee.)

**Procedure:** A student violating the School's Major Expectations or Rules regarding tobacco/smokeless tobacco must be reported to the dean of students.

**Results:** The dean of students informs the student's adviser and meets with the student to review the School's reasons for prohibiting the use of tobacco in any form.

The student will be required to meet with the School physician and may be required to attend a tobacco-free program. The student also will be placed On Bounds for a specified period of time.

### **RESPONSE TO VIOLATION OF INTERVISITATION**

*If students are found to be in violation of any of the intervisitation expectations outlined earlier, the School will respond in one or more of the following ways:*

- Students will be required to meet with an adviser, head of house and/or dean to discuss the circumstances.
- Intervisitation privileges will be lifted for a period of time determined by the dean and adviser. All violations will be reported to the head of house.
- Students will receive a warning letter indicating that a repeated offense may lead to further disciplinary action including On Restrictions, On Bounds or a meeting with the Discipline Committee. Parents will receive a copy of this letter.
- Students who violate intervisitation hours may be required to sit before the Discipline Committee
- Students found to be sexually intimate beyond the acceptable public standard will be reported to the Dean of Students Office (see Sexual Intimacy Policy).

### **RESPONSE TO VIOLATION OF TOWN HOURS**

If a student is in town beyond the hours outlined in the Daily Life section of the Handbook, the head of house or adviser will place him or her on three nights of early check. If the student violates town hours again, they will be sent to the Dean of Students Office, placed On Restrictions and warned that another violation will place them On Bounds. Another offense will result in more serious disciplinary consequences, which may result in the student being sent home.

## **RESPONSE TO STUDENT USE OF PORNOGRAPHY**

Students may not possess pornographic and/or sexually explicit materials such as, but not limited to, magazines, videos, films or photographs. Pornographic material that is accessed through the School network will fall under the Acceptable Use of Technology Policy.

If a student is found with pornographic materials, the head of house will consult with the Dean of Students Office to determine what action the incident warrants.

*If it is determined that the situation warrants further action or is a repeat offense:*

- The Dean of Students or associate dean will interview student(s) involved.
- The Dean of Students or associate dean will confiscate the pornographic material.
- The student's adviser or the dean will inform the parents of the situation.
- The dean of students or associate dean will write a letter to the student(s) involved placing the student On Restrictions and/or On Bounds for a period of time determined by the dean. The dean will include in the letter a warning to the student(s) that any other infraction of this nature will warrant a major disciplinary response by the School.
- The dean or associate dean will forward a copy of the response letter to the parents.

## **RESPONSES TO SEXUAL ACTIVITY**

Understanding that sexual intimacy is a natural part of human development for many adolescents, and with the goal of promoting healthy, sex-positive messages, we use a health-based approach when we discover or learn of adolescent sexual activity.

*When students are sexually intimate, a dean will gather relevant information about the intimate encounter and respond in one or some combination of the following ways:*

1. Meet individually with the students involved
2. Communicate with adviser and/or head of house
3. Communicate with parents
4. Require individual meeting(s) with a Clark House Counselor
5. Recommend a disciplinary response (if school rules unrelated to sexual intimacy have been broken – e.g., being in an unauthorized space on campus, or violating the terms of intervisitation).

It is important to note that some sexually intimate behaviors violate state laws. (See *St. Paul's Reporting Expectations & New Hampshire Mandated Reporting Laws*.) Any member of the St. Paul's School faculty or staff who has knowledge of conduct in violation of New Hampshire sexual assault laws is required to report it to the dean of students and/or vice rector for school life. Parents or legal guardians will be notified thereafter.



## Off-Campus Programs

St. Paul's School believes that a student's education extends beyond the classroom and that a change in physical environment enriches perspective. Our educational philosophy embraces diversity and endorses the principle that as individuals we learn when we broaden our own beliefs, values, and customs and seek out the wisdom and experience of others. To foster these values, we encourage our students to pursue an authentic understanding of a culture different from their own and to engage this new culture with an open mind.

To this end, St. Paul's School offers a variety of domestic and international off-campus programs to its student body, including service-learning, cultural and language immersion, music performance, and academic extension programs.

These school trips are most often conducted during the first week or two of Spring Vacation and they provide a wonderful opportunity to explore other cultures and realities.

Off-Campus program offerings for the school cycle are announced in Chapel, as well as via e-mail and posters, in early October every year. After securing parental support, students submit an online application through Millville, found under Community/Off-Campus Programs, by the deadline indicated, which falls during the second half of October. Detailed trip information as well as eligibility criteria for each program and general guidelines are found on the same Millville/Community/Off-Campus Programs link.

Application results are communicated to students by the end of the Fall Term.

Required documentation and first payment are due the first Wednesday of winter term to secure a spot on the trip roster. Participants attend trip orientation meetings during the winter term to prepare for their school trip.

Financial aid for these programs is generally available for eligible students.

## Community Outreach Program

The Community Outreach Program (COP) at St. Paul's School challenges students to live out the intrinsic values of our school's mission and prayer. The annual service requirement strives to inculcate a habit of service that will extend beyond a student's time at St. Paul's, ideally strengthening the foundation for good citizenship and fostering active moral engagement within society.

There is a 10 hour annual service requirement to be met by each student within the St. Paul's community. The inclusive dates for the annual requirement are from September 1st of one year until August 31st of the following year – a period of time covering one academic year, plus the subsequent summer.

For Third, Fourth, and Fifth Formers, any hours earned over the summer break count towards the annual requirement for the previous academic year. If a student earns in excess of 10 community service hours, the hours above and beyond the requirement cannot be applied for any upcoming years and are considered bonus hours for the current 12 month period.

For rising Sixth Formers, any hours earned over the summer break count towards either the previous academic year OR the upcoming academic year.

The deadline for which to submit proper documentation of any summer break volunteer hours is 10 days after the return of all forms in September.

Proper documentation includes an e-mail to the COP director verifying service hours and dates that is sent directly from a student's site supervisor or submission of a completed COP hours log from the student or supervisor with the site supervisor's signature validating the service hours and dates.

*A student's graduation requirement is determined by the year in which he or she matriculates at St. Paul's.*

- For students who matriculate in their Third Form year, 40 hours of community service is required for graduation.
- For students who matriculate in the Fourth Form year, 30 hours of community service is required for graduation.
- For students who matriculate in the Fifth Form year, 20 hours of community service is required for graduation.

Students who fail to meet the annual deadline in September of a given year will be awarded consequence that can range from On Restriction, On Bounds to receiving an Incomplete grade for Community Outreach.

## **COMMUNITY OUTREACH HOURS POSTING**

COP Hours are entered by students on Millville. Within "SPSEA" under "COP" select "Entry." Start by clicking the "Add Contact" button to create a contact, follow the prompts for adding project and hours information and check the SPS Honor Code statement declaring that the information posted is truthful and accurate.

## **DEFINITION OF OUTREACH**

Outreach is an activity of providing services to any populations who might not otherwise have access to those services. It refers to service that a person performs for the benefit of his or her local, national and international communities. Community outreach strengthens one's sense of civic engagement and nationalism. It also broadens one's educational, developmental and social goals.

## **DIFFERENTIATING BETWEEN SCHOOL SERVICE (INREACH) AND COMMUNITY OUTREACH**

School service does not equal community outreach. Community Outreach is performed as a service EXTERNAL to the school (Fourth Form Outreach Day and athletic team outreach are the only exceptions). If you participate in school activities such as student clubs, student leadership roles, tutoring, theater, and faith groups (including music and art), these are considered school service and do not count toward required community outreach hours. However, external service done as a part of a club or organization can be considered community outreach if approved in advance by the COP office and COP Steering Committee.

## **How Absences are Reported/How to Clear Them**

### **COMMON QUESTIONS AND ANSWERS**

**When are absences reported?**

If you miss a commitment it will appear on the daily attendance report the following morning.

**How can I find out if I was marked absent or not?**

Any student who has an unexcused absence will be e-mailed by noon the following morning (or Monday in the case of Friday or Saturday absences) with the details of the absence, as will the faculty. You can access your attendance record by going to [millville.sps.edu](http://millville.sps.edu), SPSEA, Attendance, Attendance Report. Enter the date(s) you want to check, check off the types(s) of entries, and click on Go. Mistakes can be made, and it is in your best interest to clear an incorrect absence as soon as possible.

**What do I do if I miss a commitment?**

You will need to serve Early Check In (in your room from 8:30 to 10 p.m. with no visitors) on Sunday of the following week.

**How do I clear an absence?**

The next day, you should complete an Absence Dispute form in the Dean of Students Office regarding the absence in question. Do not forward your absence e-mail to your dean in an attempt to clear your absence. Remember to have an excuse in hand on the way to your dean. To be eligible to be cleared, an absence must be disputed by the following Thursday.

**What if I cannot clear the absence?**

You will be placed On Restrictions once you accumulate four unexcused absences in a term.



*On Restrictions consists of the following:*

- The student loses weekend privileges for the period of On Restrictions and is restricted to the School grounds, except for a meal in town with parents (without student guests) or a School-sponsored activity.
- The student must report to the adviser on duty and be restricted to his or her room from 8:30 to 10 p.m., with no visitors.
- On Saturday, the student must report directly to the adviser on duty in his or her house by 9 p.m. and remain in the house.
- The adviser will contact parents explaining the cause of the student's restriction.
- Any student On Restrictions may be placed On Bounds if conduct or attitude is unsatisfactory.
- You will be placed On Bounds for accumulating subsequent absence(s) after being placed On Restrictions in the same term.
- On Bounds adds penalties and restrictions to those attached to On Restrictions:
- The student loses weekend privileges for the period of On Bounds and is restricted to the School grounds, except for a meal in town with parents (without student guests) or a School-sponsored activity.
- The student must report to the adviser on duty and be restricted to his or her room from 8:30 to 10 p.m., with no visitors.
- On Saturday, the student must report directly to the adviser on duty in his or her house by 9 p.m., and remain in the house. After 9 p.m., the student may not host guests who do not live in the house.
- The student may participate in club sports and may practice with a team but may not represent the School in interscholastic competition.
- The student may not take part in any School activities, including dramatic performances, the radio station, singing groups, or others.
- The house dean will meet with the student and inform the parents.
- Additional absences accumulated while On Bounds or after serving On Bounds in the same term may result in additional time On Bounds or in a suspension from the School.

# Vacation Travel

Students and their parents are responsible for making travel arrangements to and from the School during vacation periods (see vacation/bus schedule for dates and times).

*Students under age 15 may encounter airline policies that require the student to be escorted to and from the airline gate by an adult who is age 18 or older. Students and parents are responsible for making escort arrangements:*

- Manchester Airport – Chartered bus for departures and arrivals, if number of persons warrants
- Boston – Chartered bus for departures and arrivals at Logan Airport and South Station
- Connecticut – Chartered bus for departures and arrivals (except June travel) stopping in East Hartford, New Haven, and Greenwich as needed
- New York/New Jersey – Chartered bus for departures and arrivals at JFK Airport, the Metropolitan Museum of Art, and Secaucus Junction, NJ
- Concord Coach Lines also operates buses on their regular schedule from Logan Airport and from the Trailways Terminal at South Station at 700 Atlantic Avenue in Boston. Buses to Concord depart from Gate 14 until about 9:30 p.m. Schedules are available at the Dean of Students Office or from Concord Coach Lines at [www.concordcoachlines.com](http://www.concordcoachlines.com).

# Expenses

## **DAILY EXPENSES/ATM**

Students should not need to carry more than \$25 in cash or need to keep cash in their rooms. Rooms in student houses cannot be locked, and the School will not be responsible for valuable items of clothing, jewelry, and furnishings that are lost, stolen, or damaged. Textbooks may be charged at the School Store. Although many of the following items may be charged at the School Store, it is convenient for students to have cash for cab and bus fare, food delivery, snacks at the Freeman Center, books, toiletries, and writing materials.

A checking account, preferably in Concord, is recommended. Students may cash checks for a maximum of \$200 per week at the School Store (third-party and payroll checks excluded). There is also an ATM machine available in the Tuck Shop (lower level of Freeman Center). There is a transaction fee, which covers the cost of the machine.

## **STUDENT ID/LAUNDRY CARD**

When arriving at St. Paul's, each student is issued a photo identification card that also provides access to School buildings via a proximity (PROX) card system. Please note that it is a major school rule violation to be in possession of keys or proximity card(s) that are not your own. (See Major School Rules).

Students may also request a separate card capable of storing monetary deposits that can then be used for laundry machines in the dorms and for refreshments at the Tuck Shop.

### **Lost Cards**

A lost card should be reported to the Dean of Students Office. There is a \$20 fee to generate a new proximity card. The charge will be made to the student's account. A \$5 cash fee will be charged to replace a lost laundry card. Students will not be reimbursed for the value on lost cards.

### **Damaged or Broken Cards**

An inoperative or broken card should be brought to the Facilities Office in the Physical Plant building. A new card will be issued to the student at no cost. The student may be reimbursed the amount on the card, not to exceed \$20.

## **LAUNDRY**

Students may either use the washers and dryers available in their dorm, utilizing a declining balance card (see previous page) that can be refilled at the Tuck Shop and Post Office, or subscribe to a service plan offered by E&R Laundry and Dry Cleaners of Manchester, New Hampshire. Students are encouraged to label all clothing with first and last name.

E&R Cleaners provides a laundry bag and offers six different levels of service for the academic year. Parents receive a mailing directly from E&R during the summer. To sign up, go to [www.thecampuslaundry.com](http://www.thecampuslaundry.com). The SPS school password is cq68. To reach Customer Service, call 1-800-243-7789 (in the U.S.) or e-mail [info@eandrcleaners.com](mailto:info@eandrcleaners.com).

## **SCHOOL BOOKSTORE**

The St. Paul's School Bookstore, operated by the Follett Higher Education Group, is located between Memorial Hall and the Central Heating Plant, with direct access from Dunbarton Road. The store is open throughout the year, Monday through Saturday during the day, with extended days or hours as needed for special events. It is the only facility on the grounds for purchasing textbooks, school and art supplies, clothing, gifts, and toiletries. Please visit the website at [www.efollett.com](http://www.efollett.com), or click the link from the A-Z index at [www.sps.edu](http://www.sps.edu).

## **ST. PAUL'S SCHOOL CHARGE ACCOUNT**

The School allows students to charge items sold in the School Bookstore to their student account with the Business Office. The charges are billed on a monthly statement from the Business Office and are due before the end of the following month or finance charges are assessed. The School reserves the right to notify Follett that a student can no longer charge on this account due to unpaid balances.

## **BOOKSTORE PREPAID ACCOUNT**

In addition to their St. Paul's School charge account, students also have the option of opening a Bookstore Prepaid Account. In order to do so, a parent or guardian would call the School Bookstore at 603-229-4789 to set up the account. This type of account can replace the Student Charge Account if desired. Payment using a credit card, in the amount desired by the parent or guardian, will be accepted to set up the account. A Bookstore Prepaid Account can also be set up using cash or a personal check. Once an account is established at the School Bookstore, students are able to charge purchases to the prepaid account, resulting in a declining balance as the account is used. Additional funds may be added to the account at any time. For security purposes, all credit card numbers used to establish or replenish funds on an account will be destroyed as soon as the account is set up or added to. This type of account allows students to purchase what they need at the School Bookstore while protecting parents' credit card information. Restrictions regarding what your student can purchase and charge to their Bookstore Prepaid Account can also be established. If setting up an account by check, please send payment to the attention of The School Bookstore and made payable to St. Paul's School Store.

## **Staying in Touch**

*Students find out what is going on in the community and may post notices of meetings through a variety of different sources:*

- general community announcements in a "Daily Announcements" e-mail
- the student newspaper, The Pelican
- bulletin boards in the Schoolhouse, at the post office, and in Coit
- a calendar of events, located on the Millville site at [millville.sps.edu/allaccess/spscalendar](http://millville.sps.edu/allaccess/spscalendar)
- in Chapel during Reports
- announcements in Chapel (see Chapel Announcements and Reserving a Meeting Space for more information and proper procedures).
- students have many means of communication at their disposal including voice-mail, e-mail, and announcements.

*For information on how to use the voicemail system and other technology including computers and phones, see **Information Technology**.*

To schedule an event for the School, see Ms. Ferman.

## **TELEPHONE SERVICE**

St. Paul's School provides in excess of 90 public telephones throughout the grounds. Each house has a minimum of two public phones that are accessible on a 24 hour-a-day basis, seven days a week.

For service problems/inquiries, please contact the SPS Help Desk at ext. 2000 or 603-229-5698 (from outside the School).

**Making an Internal Call:** To call another telephone station on the grounds, just dial the last four (4) digits of the telephone number.

**Making an External Call:** Local – Dial “8,” then dial the telephone number.

**Long Distance / International Long Distance:** St. Paul's School provides local telephone calling to students from phones in the house common rooms. Students will need to use their mobile phones to make calls beyond Concord.

## **POST OFFICE**

The School Post Office operates like a small-town post office. Each student and faculty member has a post office box for letters and small packages. Students may send and receive packages, letters, and faxes.

You are assigned a box with a combination and are given written instructions on how to open your box. Keep your copy of the combination in a safe place! Generally, your mail will be in your box by about 10 a.m. Packages arrive a little later.

Also located in the Post Office is a fax machine. The fax number is 603-229-4649. Students may send faxes only when the window is open, but faxes may be received anytime and are distributed to student P.O. boxes.

Window hours in the morning and afternoon vary during the year and are posted on the SPS intranet.

Mail is picked up from the mailbox outside the Post Office once daily at 4:30 p.m. Monday through Friday. On Saturday, the mail is picked up once at 1 p.m. There is no Sunday or holiday pick up. Stamps and all other services are available during window hours.

United Parcel Service, Federal Express, and Airborne Express make morning deliveries to the Shipping/Receiving Office at the White Barn. Packages are then taken to the SPS Post Office or delivered to the appropriate department. To expedite delivery and minimize delivery errors, please be sure that the recipient's name and/or department is on incoming parcels. Packages are usually available at the SPS Post Office by early afternoon. U.S. Express mail is delivered to the SPS Post Office. Please note that there are no Saturday deliveries. When you receive a package, an electronic notification will be sent to your SPS e-mail address. Please bring a copy of this e-mail with you when you come to collect your package. Unclaimed packages that remain in the Post Office for more than 30 days may be returned or discarded.

## **WHITE BARN SHIPPING AND RECEIVING OFFICE**

**Outgoing UPS and Overnight Services:** The Shipping/Receiving Office at the White Barn provides outgoing UPS and overnight shipping services. UPS packages must be at the White Barn by 3 p.m. for shipping the next day. Overnight packages must be there by 2 p.m. to ship that day. U.S. Express mail service is available at the SPS Post Office.

### **Shipping/Receiving Office hours**

- **Weekdays:** 7:30 a.m. to 12:30 p.m., and 1 to 4 p.m.
- **During the summer:** Weekdays 7 a.m. to 12:30 p.m., and 1 to 3:30 p.m.
- **All Year:** Closed Saturday and Sunday

## **What to Bring From Home**

*The School provides the following for every student:*

- A bed (twin XL)
- A bureau
- Pillows
- A desk
- Ceiling lights
- A chair

*You will need to bring these outer clothing items:*

- Heavy coat/warm outer clothing
- Waterproof and insulated boots or shoes
- Hats and gloves
- Heavy sweaters or fleece-type vests and pullovers

*You need to bring in addition to personal items and clothing:*

- Sheets (twin XL) and towels if not rented from E&R Laundry
- Blankets
- Toiletry kit

*(Please mark all clothing and blankets with indelible pen or sewn-on name tags.)*

*Items that students often bring include:*

- Computers (monitors must not exceed 27 inches; the use of projectors/projection systems are allowed only at the discretion of the head of house)
- Lamps
- Alarm clocks with batteries
- Power strips with circuit breakers for operating multiple electrical devices
- Headphones to keep music from disturbing your roommate or neighbors
- Cell Phone
- Lockbox
- Bicycle and helmet
- Sunscreen and insect repellent

# Meals and Deliveries

The typical day begins with breakfast in Coit, where everything is offered, from juice, cereals, pastries, muffins, toast, and fruits to made-to-order eggs, omelets, pancakes, and occasionally sausage and bacon, make-your-own smoothies, and make-your-own waffles.

## Seated Meal

Seated Meals are formal dinners designed to give students the opportunity to converse with students and faculty they might not otherwise get to know. There is a dress code for Seated Meal. Seated Meals begin at 6 p.m. Students are assigned to different tables on a rotating basis and attendance is taken. Only the Dean of Students Office may grant permission to miss a Seated Meal. All other meals are cafeteria style.

## Guests at Meals

Students who wish to have a guest dine with them (other than immediate family) in the dining hall should either complete a “Permission to Have a Guest Form” on Millville (for weekend guests) or contact their adviser or the dean of students office in order to secure permission during the school week.

## Tuck Shop/Grab 'n Go Deli Bar Lunch

The Tuck Shop offers grilled-to-order breakfast and other items Tuesday through Saturday 8:30 a.m. to 2:30 p.m. and 7 p.m. until check-in time.

The Grab 'n Go Deli Bar lunch offers a quick, convenient alternative to cafeteria lunch and is available in the Tuck Shop Monday, Tuesday, Thursday, and Friday (except School holidays) from 11:30 a.m. to 1 p.m.

## Food Delivery

While students should have regular meals in the dining hall, they may want to order takeout on occasion. Deliveries can be made to three locations: in front of Foster House, the Gymnasium parking lot, and the entrance to the driveway of Coit.

*Approved food delivery hours:*

- Sunday: 8 a.m. – 9:45 p.m.
- Monday: 2:15 – 9:45 p.m.
- Tuesday: 7 – 9:45 p.m.
- Wednesday: 12:30 – 9:45 p.m.
- Thursday: 7 – 9:45 p.m.
- Friday: 2:15 – 9:45 p.m.
- Saturday: 12:30 – 9:45 p.m.

# Activities, Events, and Meetings

## Weekend Activities

As a fully residential school, St. Paul's is committed to offering weekly student activities options that are engaging and fun. Throughout the year, Saturday night activities are planned and hosted by many different student groups. All registered student-led clubs and societies host at least one all-school event each year. Other students groups, including forms, houses, or even an unofficial group with a great idea, are encouraged to host events as well.

## Weekday Events

In addition to student-run Saturday night programming, there are occasional weekday events and at least one special event dance each term. Most students also stop by the Rectory for the weekly Rectory Open House, where Mr. and Mrs. Hirschfeld open up the library for students to play games, chat, and enjoy some homemade snacks and refreshments.

## Saturday Night Life (SNL)

Students interested in hosting a weekend event should contact St. Paul's Night Life (SNL), the student group charged with soliciting, planning, and executing weekend programming throughout the year.

Students interested in helping with student activities should consider applying for SNL at the beginning of the school year. SNL members are selected from all four forms to work alongside the Dean of Students Office to plan events, and they also have the opportunity to guide other student groups through the process of hosting events. From student-deejayed dances to hypnosis shows, sports competitions to outdoor movie screenings, SNL ensures that there are plenty of fun and healthy outlets for students each Saturday night.

## Concerts

The Keiser Concert Series provides musical performances at the School. Several free tickets are available for students wishing to attend the regular season Friday afternoon concerts of the Boston Symphony Orchestra. Tickets for other special music performances are also available from time to time.

## Clubs

Student-led clubs and societies celebrate the diversity of the St. Paul's School student body, and represent the many different academic, artistic, athletic, cultural, entertainment, political, religious, and service-oriented interests of our students. Through regular meetings, activities, and large-scale events, these organizations help build and sustain a positive and inclusive school community by providing opportunities for students to meet new people, engage in enriching extracurricular activities, and use their free time in healthy ways. Finally, the student-led clubs and societies structure promotes student leadership development, as all organizations are not only run by students, but overseen by students. Among other skills, student leaders improve their abilities to plan, coordinate, execute, and communicate.



SPS student-led clubs and societies are fully inclusive and welcome all new members (a few clubs, such as musical groups and publications, may determine membership by audition, application, appointment, or election, but these groups' selection processes must be approved by the Dean of Students Office). Students are encouraged to attend the Clubs and Societies Bazaar at the beginning of each term to join groups. If a student misses the Bazaar, they may always visit the Dean of Students Office to learn about how to join active clubs on campus.

Both new and existing clubs are required to register with the Dean of Students Office each year before beginning any club activities (groups are also reminded never to incur any expenses without first consulting the Dean of Students Office). All Student Leaders are also required to attend the Clubs and Societies Meeting each term for their group to continue in good standing.

### **Reserving a Meeting Space**

To view the calendar and see what spaces are already reserved, go to [millville.sps.edu/allaccess/calendars/events.aspx](http://millville.sps.edu/allaccess/calendars/events.aspx). To reserve the use of any space at SPS, use the electronic form on the Millville site at [millville.sps.edu](http://millville.sps.edu), "Log In," select "Apps" then "Event Request." Technical requests require a two-weekday notice.

Questions regarding student clubs and/or activities should be directed to the Dean of Students Office. Questions regarding the spaces for an activity should be directed to Ms. Ferman, events manager (ext. 4763 or [bferman@sps.edu](mailto:bferman@sps.edu)).

### **Catering**

In order to request a meal or refreshments, you must obtain approval from the appropriate person for expenses to be incurred (students should consult the Dean of Students Office before incurring any expenses). After your request has been approved, an Event Request Form will need to be completed (students should work in conjunction with the Dean of Students Office to complete this form, as an account number will be needed). You may be asked to contact the director of Food Services, Mr. Kurt Ellison (ext. 4671 or [kwellison@sps.edu](mailto:kwellison@sps.edu)), to confirm these arrangements and the menu.

# Technology Resources

## WHAT IS PROVIDED

**Network Services:** All academic and administrative buildings, as well as student housing, are connected to our switched Ethernet network and fiber optic backbone. Wireless connectivity is available in the student house study pods, most academic locations, throughout Ohrstrom Library, and in other key gathering spots.

**Internet Access:** Internet access is provided to all academic and administrative areas, at campus public computing locations, and to students in their houses. Electronic mail is available over the Internet. In deference to the School's educational mission, as well as the wishes of the School's faculty, student Internet access is "shut down" during overnight hours from 12 a.m. (midnight) to 6 a.m. with an exception made on Saturdays extending it to 2 a.m.

**Intranet Access:** Students have access to the School's intranet in their rooms. Public areas within the Library, common rooms, and the academic buildings also have intranet access. The School's growing list of intranet services includes online library catalog access, full electronic mail access (see Electronic Mail), the Blackboard course management system, and access to the School's web pages.

**File Services:** The School provides file servers for the community that are backed up daily. Each end user is allotted a fixed amount of personal network storage space.

**Electronic Mail:** The School provides an electronic mail server. The officially supported e-mail program is Webmail for students and Outlook or Entourage for dedicated faculty and staff computers. E-mail is automatically set up for every new student. *Before it is activated, however, the student is required to attend a Technology Orientation and sign an Appropriate Use Agreement.*

**Public Computing:** The School provides extensive public computing resources in many locations. There are more than 500 computers available around campus for student use.

**Public Phones:** There are more than 90 public phones located throughout the grounds. Each student residence has at least two public phones. A complete listing may be found in the Directory.

## SUPPORTED HARDWARE AND SOFTWARE

**Macintosh vs. Windows:** Currently, both Apple OS X and Windows operating systems are used for academic purposes at St. Paul's. Academic departments are platform-specific to simplify the sharing of resources in shared classrooms. Administrative workstations are primarily Windows-based.

Academic and administrative systems have standardized on the Windows 7, Windows 8, Windows 10, or Apple OS X operating systems.

The following table shows some minimum recommended hardware configurations that new computers should meet or exceed.

**Recommended Specifications:**

CONFIGURATION	WINDOWS PC*	APPLE MACINTOSH*
Operating System*	Windows 10, 8, or 7	OS X
Desktop Productivity	Microsoft Office Standard/ Student Edition	Microsoft Office Standard/ Student Edition
Memory (RAM)	8 GB minimum;	2 GB minimum;
Hard Disk	200 GB or higher	200 GB or higher
Network	Wireless available in houses and most academic spaces.	

*\* The campus Information Technology Department will make every effort to support older discontinued manufacturer operating systems. However, lack of manufacturer support and upgrades coupled with instabilities inherent in these operating systems may prove incompatible with the campus network and resources.*

If you have questions regarding the configuration of your computer, call the IT Help Desk at ext. 2000 or 603-229-5698 from outside the School.

## **PURCHASING A COMPUTER**

Students are not required to purchase and/or bring their own personal computers with them to St. Paul's School. The School provides students with an ample supply of public computing resources to meet most academic needs.

However, you may already own a computer and wonder if it is appropriate for use at St. Paul's School. We suggest that you review the section on Supported Hardware and Software for specifications regarding which hardware and software are "minimally acceptable" for use at St. Paul's School. Please note that this section is updated annually. The School's network supports either Macintosh or Windows computers. The School has standardized on Mac OS X and Microsoft Windows XP and Vista operating systems. IT will attempt to support older operating systems (Windows 98, OS 9, etc.) but the end-user should be aware that these platforms are no longer maintained or supported by the manufacturer, which in turn limits problem resolution.

## **SOFTWARE**

The School provides standard "administrative" software for faculty and staff and for public and classroom computers. In addition, students can reasonably expect to find the following software on all School computers, either on the individual workstations or over the St. Paul's Network. We endeavor to make available current versions of our standard software, while continuing to provide older versions required for the older computers.

## **THE HELP DESK**

*The IT Help Desk assists members of the SPS community (students, faculty, and staff) in their use of the School's information and communications technology.*

*IT staff covering the Help Desk are responsible for the following:*

- Providing rapid response to all classroom technology issues
- Answering all user questions and inquiries
- Providing direct solutions to simple user problems or difficulties
- Referring more difficult problems that cannot be resolved over the telephone to the appropriate IT service personnel
- Notifying the SPS community of any planned disruptions of service due to the implementation of new technology or required preventive maintenance

Any failures of, or problems with, SPS technology should be reported immediately to the IT Help Desk by calling ext. 2000 or from outside the School 603-229-5698; or by sending an e-mail to [help@sps.edu](mailto:help@sps.edu).

The IT Help Desk is staffed Monday through Friday from 8 a.m. to 4:30 p.m. Any voice-mail or e-mail messages received after hours or on the weekends will be cleared and addressed before 9 a.m. on the next business day.

The SPS community will be notified in advance if the Help Desk will not be staffed during regular "business hours" and all voice-mail and e-mail messages will be cleared and addressed by other IT personnel on an hourly basis.

## **TECHNICAL EMERGENCIES**

- A technical emergency requires one of the following conditions:
- A widespread loss of basic network service
- A widespread loss of basic telephone service
- The loss of primary file services
- The failure of a major administration applications server

*Any user experiencing a technical emergency should do the following:*

- During regular operating hours (Monday through Friday from 8 a.m. to 4:30 p.m.), immediately contact the IT Help Desk at ext. 2000 or 603-229-5698 (from outside the School) and report the situation.

*After hours or on weekends notify the most convenient and/or available of:*

- Head of house or on-duty faculty member
- Personnel at the front desk of Ohrstrom Library
- On-duty Security officer

*St. Paul's School provides several levels of technology-related help for computers, telephone, or voice-mail, much of which is available around the clock:*

- The Information Technology Department (IT) manages the Help Desk at ext. 2000 or 603-229-5698 (from outside the School) to provide answers to common computer questions, schedule repairs, and direct callers to the member of the IT best qualified to help users solve their problems. The Help Desk is staffed Monday through Friday from 8 a.m. to 4:30 p.m., but you can leave a message 24 hours a day, seven days a week.
- The Academic Technology Window is open from 8 a.m. to 4:30 p.m. in the Schoolhouse from Monday through Friday. Anyone with a technical problem is welcome to stop by for help.
- The staff of Ohrstrom Library and the director of the Language Center also can provide help with computer questions.

### **STUDENT PERSONAL SYSTEM REPAIR**

Although IT's primary responsibility is the support of School-owned hardware, they will make every effort to assist students experiencing problems with their personal computers. Students are invited to bring their "broken" computers to the Schoolhouse Tech Shop during normal IT hours of operation. The IT technical staff will attempt to diagnose and repair the hardware and/or software problems at no charge to the student. Upon communicating the need to the student, IT will bill back the student's account for any parts required.

Should the device require manufacturer specific warranty work IT will coordinate with the visiting manufacturers' technician or help the student arrange return shipping if required.

Advanced repairs outside of the manufacturer's warranty and/or requiring replacement components (disk drives, LCD panels, etc.) may be forwarded to a third-party (manufacturer approved) service provider for repairs. Should a third-party service be required, the costs of these repairs will fall to the students (or more specifically the parents). Call the Help Desk at ext. 2000 or 603-229-5698 (from outside the School) to receive more information regarding this program.

### **APPLICATION HELP**

Sometimes special help is required in using school specific applications. Help is available with report writing, web pages and special projects. Inquiries should be made initially through the Help Desk and then scheduled with the individual support person who will be providing the help.

## **TRAINING AT ST. PAUL'S SCHOOL**

IT provides special Opening Days training sessions for new students at the beginning of the school year. This mini-course covers a wide range of topics, including student network and computing resources at SPS; the School's appropriate use policies; the St. Paul's network navigation; student network folders, privileges, and file operations; e-mail account startup and practice; basic Internet tools; and an introduction to Academic Technology personnel and support services.

IT, in conjunction with faculty and student advisors, also works with students to provide specific training sessions as needed on class-specific software and special lab equipment.

Self-directed training is available online. The Ohrstrom Library also has training videos on reserve for patron use and purchases computer books and periodicals for the library collection.

## **PERIPHERAL EQUIPMENT (PRINTERS, SCANNERS, ETC.)**

Most SPS classrooms and labs are equipped with networked computers and peripheral equipment for use during class hours. The School also provides many computers for general public use. All are equipped with standard SPS academic software and can access network services and resources, including networked laser printers via the St. Paul's network.

Clusters of public computers are available for student use in the Lindsay Center, Schoolhouse Language Center, and Ohrstrom Library. All houses also have computers for student use, either in common rooms or special computer rooms.

The School provides networked laser printers for student use in all academic buildings as well as in student housing. Printers are distributed throughout the campus. The Language Center and the Hargate Graphic Design Studio have color printers that can be used by special arrangement.

Photocopiers are available for student use in the lower level of the Schoolhouse and in Ohrstrom Library. Students may send and receive faxes at the SPS Post Office.

Additional peripheral equipment for student use is located in the Multimedia Room in the IT Office area. IT provides resources for multimedia production and video editing. Also available by special arrangement are digital video cameras, projectors, and photo equipment.

## **COPIERS**

IT is responsible for all of the School's copiers. This includes both color copying and networked printing services. While Ohrstrom Library provides basic copier services for students, all other copiers are generally restricted to faculty and staff use only.

# Campus Vocabulary

Language is powerful and significantly informs how we live and communicate. To help navigate our richly diverse SPS community and engage in thoughtful and meaningful discourse with one another, we offer some basic campus vocabulary.

## **DIVERSITY GLOSSARY**

Please consider the following definitions as a starting point. Because language constantly changes and evolves, we encourage you to search for the appropriate words and continue to investigate and expand your awareness, understanding, and knowledge of the people who make up the SPS community and the world.

**ABLEISM:** The system of oppression based on ability. Assumes people with disabilities as flawed, insufficient, and inferior. Includes assumptions about what is “normal” and results in the marginalization of people with disabilities.

**ACCULTURATION:** The process of learning and incorporating the language, values, beliefs, and behaviors that makes up a distinct culture.

**ASSIMILATION:** The process whereby an individual, family, or group may give up certain aspects of their own culture in order to adapt to that of their new host country.

**CLASS:** As in upper, middle, lower class, working class; refers to people’s socio-economic status based on factors such as wealth, occupation, education, income, and assets.

**CLASSISM:** Prejudice or discrimination on the basis of social class. Includes individual attitudes and behaviors, as well as systems of policies and practices that are set up to benefit the upper classes at the expense of the lower classes.

**CULTURAL COMPETENCE:** The ability to interact effectively with people of different cultures and ethnic backgrounds.

**DISABILITY/DIFFERENTLY ABLED:** A condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment, mental illness, and various types of chronic diseases.

**DISCRIMINATION:** Actions, based on conscious or unconscious prejudice, that favor one group over others in the provision of goods, services, or opportunities; unfavorable or unfair treatment toward an individual or group based on race, sex, color, religion, national origin, age, physical/mental abilities, or sexual orientation.

**DIVERSITY:** The recognition of differences among people. These differences include but are not limited to ethnicity, religion, age, gender, class, culture, cognitive ability, physical ability, life experiences, family situations, and sexual orientation.

**EQUITY:** The guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

**ETHNICITY:** A social construct that divides people into groups based on characteristics such as a shared sense of group identity, values, culture, language, history, ancestry, and geography.

**FEMINISM:** A movement to end sexism and oppression based on gender and gender identity; the belief that men and women should have equal rights and opportunities.

**GAY/LESBIAN:** Words used to describe people who are emotionally, romantically, and/or physically attracted to some members of the same sex and/or gender.

**GENDER:** A noun that can be usefully divided into two separate concepts. First, gender identity describes a person's own internal—and often deeply held—sense of their gender. Many people have a gender identity of “man” or “woman” (or “boy” or “girl”), but for many others their gender identity does not fit neatly into one of those two categories. Second, gender expression describes external manifestations of gender, including behavior, name, preferred pronouns, clothing, hairstyle, voice, and/or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine and feminine changes over time and varies by culture. Gender expression should not be viewed as an indication of sexual orientation.

**GLOBAL AWARENESS:** The understanding of world and cultural perspectives. Awareness broadens from learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.

**HETERONORMATIVE:** Denoting or relating to a worldview that naturalizes heterosexuality as the normal or preferred sexual orientation.

**HETEROSEXISM:** The system of oppression that assumes heterosexuality as the norm, favors heterosexuals, and denigrates and stigmatizes anyone whose gender or sexual behavior is considered non-heterosexual.

**INCLUSION:** The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.



**INTERCULTURAL COMPETENCE:** The ability to communicate effectively and appropriately in a variety of cultural contexts with people across cultures.

**INTERSECTIONALITY:** The idea that classifications such as gender, race, and class – and others – cannot be examined in isolation from one another; they interact and intersect in individuals' lives and in social systems and are mutually constitutive.

**LGBTQIA+:** An acronym that strives to include all non-(hetero)normative sexual and/or gender identities, including lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, agender, and more.

**MICROAGGRESSIONS:** Subtle words, cues, and/or behaviors that insult, invalidate, or exclude traditionally marginalized group members. The long-term effect of microaggressions can have a significant negative impact on one's health.

**OPPRESSION:** The systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

**PREJUDICE:** A preconceived judgment about a person or group of people, usually indicating negative bias.

**PRIVILEGE:** Systematic favoring, enriching, valuing, validating, and including of certain social identities over others. Individuals cannot “opt out” of systems of privilege; these systems are inherent to the society in which we live.

**RACE:** A non-biological, social construct that divides people in groups based on factors such as physical appearance, ancestry, culture, history, etc.; a social, historical, and political classification system.

**RACISM:** A system of oppression involving subordination of members of targeted racial groups by those who have relatively more social power. This subordination occurs at the individual, cultural, and institutional levels.

**SEXISM:** A system of sex oppression that privileges men, subordinates women, and denigrates women-identified value. This subordination occurs at the individual, cultural, and institutional levels.

**SEXUAL ORIENTATION:** A noun that describes an individual's enduring physical, romantic, and/or emotional attractions. Some people experience their sexual orientation as static throughout life, while others experience it as changing or even fluid. Sexual orientation is different from gender identity and gender expression.

**TRANSGENDER:** An adjective used as an umbrella term to describe people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. Being transgender does not indicate one's sexual orientation.

**UNCONSCIOUS/IMPLICIT BIAS:** A positive or negative mental attitude, held at an unconscious level, toward a person, thing, or group.

**WHITE SKIN PRIVILEGE:** A set of benefits, including greater access to resources and power, which in many institutional contexts tend to be, and historically have been, bestowed upon people classified as white, based on the color of their skin.

**XENOPHOBIA:** Fear and hatred of strangers or foreigners or of anything that is strange or foreign.



# EMERGENCY RESPONSES

## BUILDING EVACUATION

Walk; don't run, to the nearest exit and leave the building.

Be aware, some exits may be unusable due to smoke or danger.

Do not use the elevator to exit a building.

If you can do so quickly, grab your coat and other valuables as you may be out of the building for an extended period of time.

Report to the buildings meeting place for attendance purposes.

## LOCKDOWN

Shut off lights, close and lock doors, silence cell phones.

Gather students and hide in areas not visible from hallway or doorway. Remain quiet.

Develop plan to overtake intruder **should they enter room or area.**

Remain in lockdown until told otherwise by authorities or School officials.

Wait for additional instructions. Be prepared for other response actions.

## SHELTER IN PLACE

Close all windows, especially if sheltering for an airborne hazardous material.

Check that all **exterior** doors are closed and secured.

Account for and calm any students.

Wait for additional instructions by checking school computers and other communications. Be prepared for other response actions.

## SECURE CAMPUS

If outside, enter nearest building and wait until told otherwise.

Close windows and doors and shut curtains if available.

Continue normal indoor academic functions unless told to take another action.

Cancel outdoor activities.

Entering and leaving school buildings may be confined to one entrance, which will be monitored. Information will be provided.

## SIREN ACTIVATION

When the outside siren activates, all people should enter the nearest building and begin to Lockdown.

Additional information will be forthcoming once it is available. Monitor in building speakers when possible and silence cell phones.

Never assume the event is over until you have definitive communication or the ALL CLEAR siren has been heard.

## ADULT RESPONSIBILITIES

Call 911 for help, or Safety Dept. at 229-4646.

During an emergency, adults should remain calm, take control of students in their immediate area and reassure students.

Monitor communication items (phone, computer, in building speakers) for additional information when safe to do so.

Model responsible behavior during an emergency.

FIRE, POLICE, AMBULANCE – 911  
ST. PAUL'S SCHOOL SAFETY DEPT. – (603) 229-4646



## In case of a SCHOOL EMERGENCY follow these instructions



### FIRE/SMOKE

Activate the fire alarm and evacuate the building.

DO NOT attempt to fight the fire, unless fire is contained, small, and you have been trained.

DO NOT use elevators during evacuation.

Gather at a pre-determined area and account for students and other community members.

Wait Fire Department's arrival before re-entering.



### MEDICAL

Contact 911 for serious injuries. Contact Safety department for minor injuries (x4646).

If the patient is not breathing, and has no pulse, call 911, begin CPR and get the closest AED.

If there is active bleeding, assist the injured in providing firm pressure on wound site while avoiding direct contact with body fluids



### ARMED INTRUDER

CALL 911

RUN - if safe to do so, move quickly away from scene preventing others from entering.

HIDE - if not safe to run, hide as best you can locking and barricading doors: or

FIGHT - as a last resort, try to disrupt or incapacitate the intruder.



### SEVERE WEATHER

Seek shelter away from exterior windows and doors. Move to the basement of buildings during high windstorms.

Do not go outside during lightning or windstorms until 5 minutes after storm passes.

Be aware of downed wires and falling objects.

If possible, shut windows and doors.



### SUSPICIOUS PACKAGE

Do not touch or disturb object.

Contact 911 or St. Paul's Safety Department at 229-4646 to report the item.

Be prepared to evacuate if necessary. Exit routes may not be the normal way out.

If told to evacuate, look around for other suspicious items and report to authorities.



### POWER OUTAGE

If necessary, move cautiously to a well lit area.

Use flashlights or cell phones to light your work areas.

For localized outages contact the Facilities Dept. at 229-4600.

For information during a long-term outage check emails for communications.

**FIRE, POLICE, AMBULANCE - 911**  
**ST. PAUL'S SCHOOL SAFETY DEPT. - (603) 229-4646**

## TOWN HOURS

Students must return and sign in by:

	THIRD FORM	FOURTH FORM	FIFTH FORM	SIXTH FORM
SUNDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
MONDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
TUESDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
WEDNESDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
THURSDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
FRIDAY	6:30 p.m.	6:30 p.m.	7:30 p.m.	7:30 p.m.
SATURDAY	10:30 p.m.	10:30 p.m.	10:30 p.m.	11:30 p.m.

*Sixth Formers involved with an ISP (Independent Study Project) or other special School commitments may have special permission to leave the School during other times.*

## ON RESTRICTIONS AND ON BOUNDS

The chart explains the differences between the most common responses.

	(OR) ON RESTRICTIONS	(OB) ON BOUNDS	(DCOB) DC ON BOUNDS
Check-In	8:30 to 10 p.m. in room; no visitors	8:30 to 10 p.m. in room; no visitors	7:30 p.m. to morning in room; no visitors
Saturday Check-In	9 p.m. to morning in house	9 p.m. to morning in house	9 p.m. to morning in house
Sports & Activities	YES	NO	NO
Weekend Privileges	NO	NO	NO
Town Privileges	meal with parents; School activity	meal with parents; no visitors/guests	meal with parents; no visitors/guests
Notification of Parents	adviser	appropriate dean	dean of students

## CHECK-IN

Standard check-in times are as follows:

### FORM III

- Sunday through Friday, 9 p.m.
- Saturday, 11 p.m.

### FORMS IV AND V

- Sunday through Friday, 9:30 p.m.
- Saturday, 11 p.m.

### FORM VI

- Sunday through Friday, 10 p.m.
- Saturday, 12 midnight

# EMERGENCY PHONE NUMBERS

## GENERAL

Fire Department .....	911
Police Emergency .....	911
Ambulance .....	911
Safety .....	229-4646

## DEAN OF STUDENTS OFFICE

Jennifer Cotton.....	229-4813
Suzanne Ellinwood.....	229-4810
Aaron Marsh '97, Dean.....	229-4807
Beverly Moller .....	229-4694/4724
Bonnie Roy .....	229-4811
Grace Saravia, Off-Campus Programs .....	229-4845
Kathy Taylor, Community Outreach.....	229-4706

## RECTOR'S OFFICE

Kathleen Koesterer .....	229-4801
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BUSINESS OFFICE .....	229-4749
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LIBRARY .....	229-4860
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ADMISSION .....	229-4700
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## ST. PAUL'S SCHOOL MEDICAL ASSISTANCE

Clark House .....	229-4850
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ST. PAUL'S SCHOOL

325 Pleasant Street  
Concord, NH 03301-2591  
603-229-4600 / [www.sps.edu](http://www.sps.edu)

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