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

This SPS Handbook is subject to updates throughout the year; the most recent version, fully searchable, is posted on millville.sps.edu.
St. Paul's work as an educational institution is guided by its core values: Love, Kindness, Compassion, the Pursuit of Wisdom, Humility, Inclusivity, Unselfishness, and Joy. The cornerstone of our model is the school's fully residential community, in which all faculty and students live together on campus. Our holistic teaching and learning experience is deliberately constructed, coordinated, and “integrated” among all places and spaces – classrooms, Chapel, athletic teams, housing, dining hall, community center, performing arts, and co-curricular programs. This educational model is comprehensive and uses a skill-based developmental framework to meet the needs and abilities of each student. Robust and healthy relationships are central to the educational experience and fostered in many ways: through daily contact with faculty and staff, the formal advising system, and the Living in Community (LINC) program.

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.
A NOTE ABOUT THIS HANDBOOK

Please understand that no set of rules or guidelines can cover every conceivable situation that might arise at a school. The rules, policies, and procedures set forth in this handbook are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or nonstandard responses. This handbook does not limit the authority of St. Paul's School to deviate from the normal rules and procedures set forth in this handbook and to deal with circumstances as they arise in the manner deemed most appropriate by the school (including but not limited to with regard to student discipline), taking into consideration the best interests of the school, its faculty, employees, students, and community. The policies may also be revised or updated periodically, even during the current academic term. You will be advised of any substantive changes as they are made.
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Community Structure

Living in Community (LINC)
Living in Community provides the developmental framework that directs and supports our Integrated Curriculum. Designed to “educate toward a greater good,” LINC is built upon the core values of St. Paul's School (love, kindness, compassion, humility, unselfishness, inclusivity, and the pursuit of wisdom) and is intentionally interwoven in all areas of school life. Distilled, these values are represented in the LINC slogan: to be kind and 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 live in alignment with the school values. LINC is built on best practices associated with prevention programming.

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” (The Collaborative for Academic, Social and Emotional Learning).

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. The five competencies are self awareness, self management, social awareness, relationship skills, and responsible 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 is 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

DIRECT 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. Care is taken to create a safe space in which students can talk about important or sensitive issues in the presence of a trusted adult and LINC Leader. 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.

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 are typically student designed and implemented, and feature an outside speaker or presentation for the entire school community. Other opportunities for direct program delivery are form-based meetings, House meetings, and student leadership trainings.

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. There lesson plans 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.

**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 parents have with the School if there is any concern or question regarding their child. They serve as the primary liaison between students, parents, and teachers.

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 heads of house set the tone for their houses, 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.

VICE RECTOR FOR SCHOOL LIFE
The vice rector for 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 vice rector for 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 vice rector for school life is available to support students and faculty interested in developing and fostering initiatives to build a healthy, inclusive culture.

STUDENT REVIEW PROCESS
Each fall, all new students will be reviewed by their respective house advising teams and returning fourth and fifth form students will be reviewed during the winter term. Students who are identified as potentially in need of additional support will be referred to the Student Review Committee or the Student Teacher Assistance Team.

STUDENT REVIEW COMMITTEE
The Student Review Committee is comprised of the vice rector for school life, the dean of studies, the dean of students, the director of counseling, the director of college advising, director of academic support, and a representative from the Admission Office. Other relevant adults will be consulted and may be invited to participate in the discussion.

Students referred to the committee will be assessed in regards to their basic functional skill expectations in all realms of school life. The committee will make recommendations that may include required engagement with appropriate support structures and recommendations to the family and rector about the student’s ability to thrive at St. Paul’s School. In cases where the student does not meet this criteria, the committee will recommend that the family consider withdrawal or recommend to the Rector that the student is dismissed.
STUDENT TEACHER ASSISTANCE TEAM (STAT)
The vice rector for school life, in coordination with an Associate Dean of Students, oversees the Student Teacher Assistance Team (STAT). STAT is a group that meets to problem-solve academic, behavioral, 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, Dean of Studies, student adviser, Clark House representative). Additional members are added as needed, such as a chaplain, Director of Academic Support, and 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.

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.

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, vice rector for 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.

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 interscholastic teams usually meet six 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 fulfill an athletic requirement for a season, if the manager is a full-time, every-day member of the team.
Athletics Facility Coordinator
This person provides services in the area of training expertise. The office is located in the Gillespie Strength & Fitness Center.

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.

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 IT 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.

BIG SIBLINGS
Each new student is assigned a Big Sibling by the Dean of Students Office. These older students generally provide support and counsel to new students during their adjustment to the School. Big Siblings 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. 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 Life

House Life

HOUSING ASSIGNMENTS
Students will live in one of the 19 residences that range in style from the 19th century gothic architecture of Coit to the modern minimalist style of Conover/Twent. All houses, however, have been renovated to meet current safety standards and contain mix of students by form. As part of the fully residential model of SPS, all students are expected to learn to live in house community environment and may be required to share a room with another student(s). Given the diverse range of housing that exists, students may be required to live in singles, doubles or triples.

The Housing Committee, consisting of a group of faculty members including an admissions officer and a representative from the Dean of Students Office, places students in various dorms and room types (with roommates as appropriate). The head of house then assigns both specific rooms within the house and the advisers. For returning students, students have an opportunity to submit their preferences for house, room, and adviser assignments each spring for the following year. The Housing Committee works to accommodate student preferences to the extent possible, however, they need to work within the constraints of the availability of rooms and room types within the houses.

HOUSE MEETINGS
Weekly house meetings of all members of each residence are held to discuss both house-specific issues, and broader LINC programming.

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 fosters the physical and emotional growth of each resident of the house. Because the advisers are the adults directly responsible for the house and its residents, they must have access to any room upon knocking and may confiscate any items not permitted on campus or appropriate in a dormitory.

HOUSE CLEAN-UP AND MAINTENANCE
All students are responsible for routine cleaning in their own rooms. Tasks include some sweeping, vacuuming, trash removal, and recycling. The house advisers and/or prefects assign specific jobs to clean the common areas of the house, 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
During the hours from 7:30 p.m. onwards, all houses should be quiet enough to allow for effective study on nights preceding classes. Although different people study at all different times during the day, the time after 7:30 p.m. is earmarked for academic work. Faculty and students are asked to be especially aware of the needs of other students to study in the house. As such, sound must be room-contained during these hours. Music should be kept to a low volume, or headphones should be employed so as not to disturb others.

SLEEP
Students should plan their time carefully to provide for at least eight hours of sleep every night. It is suggested that Third Formers have their lights out by 10:30 p.m. and Fourth Formers by 11 p.m. A reasonable balance of work and sleep can be achieved with planning and care. Advisers are a resource for students and can help establish this balance.

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:

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

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

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

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

HOUSE VISITING
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 all genders 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 from 7 p.m. until 8 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 whom they would like to visit.
- The adviser approves or denies the request.
- Visiting students must sign out and leave the dorm by the end of intervisitation (either 8 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 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. These parameters will be discussed and made known to the residents of the house and will be posted in the common rooms.

**OVERNIGHT GUESTS**

Because advisers must know exactly who is in the house in case of emergency, SPS students may spend the night in another house only with an adviser’s permission, granted well in advance and not on nights preceding classes.
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 are available at the school store. In addition, students may elect to bring either a trunk or a lock box. Please note that students will be required to open any of these spaces upon faculty request.

Additional Furnishings

In addition to the School-provided furnishings, each student may have one piece of upholstered furniture. 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 houses. Upholstered furniture that does not meet this criteria will not be allowed to remain in student rooms. Some rooms may only accommodate one piece of upholstered furniture. Head of house approval is required before purchasing or bringing any such item. 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. Students are responsible for leaving their room in its original condition, including the school furniture. Any damages beyond normal wear and tear are the responsibility of the student and student accounts may be charged for replacement, repair, or cleaning services.

Students may not store any belongings on campus over the summer. However, the school coordinates with a private moving and storage company that some students choose to utilize.

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
- Refrigerators (except prefects and Sixth Form LINC Leaders)
- Appliances – water heaters, hot plates, toasters or microwave ovens, irons, or coffeemakers (including Keurig-type coffee machines), popcorn poppers, etc.
- Electric blankets
• Halogen lamps
• Sofa beds
• Portable two-way electronic communication devices
• Drones
• Laser directional lights
• Prescription medication – see Clark House (the health center) policies
• Paraphernalia used to hold or consume alcohol and drugs (vaporizers, 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 AND PERSONAL PROPERTY SEARCHES
Room searches occur when adults have reason to believe a disciplinary infraction or safety concerns exist. The School may also search students’ possessions, including, but not limited to, locked trunks, backpacks, purses, mobile devices, personal computers and vehicles. When a search is necessary, it will be done by a member of the Dean of Students Office and/or the head of house and in the presence of another adult.

Chapel
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 must refrain from bringing in food and drink, using cell phones, using profane language or music, and climbing over the rails to find their seats. Students who arrive after the doors have closed for Daily Chapel at 8:30 a.m. should enter through the side door at the back of the Chapel and check in with the dean of students office so that they are not marked absent. Chapel absences will be recorded by faculty, and disputes can be taken to the dean of students office.

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 8:30 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. The 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. On the day of your announcement, students need to arrive by 8:10 a.m. Requests for announcements may not be submitted in the morning at Chapel. Announcements will be checked for appropriateness and should be no longer than approximately 30 seconds.

If the 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, “Log In,” select “Apps” then “Events.” Questions regarding the space should be directed to Ms. Ferman (ext. 4763 or bferman@sps.edu).

Skit may be an appropriate way to announce certain events. Skits must be authorized 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, “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 the Dean of Chapel prior to 8:30 a.m. in Chapel on the day of your announcement. Chapel announcements will be e-mailed to the community after morning Chapel.

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.

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.
Clark House health center provides medical and mental health care for students enrolled at St. Paul’s 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 the care of students falls beyond what Clark House can provide, rendering students incapable of functioning independently in this setting and/or jeopardizing their ability to be safe to self and others, students 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), relationship skills and positive decision-making. When a student’s condition negatively impacts these areas of functioning, a separation from the school until skill restoration may be warranted.

Parents can reach Clark House 24-hours-a-day by calling 603-229-4850 or e-mailing anurse@sps.edu.

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, as a condition of continued enrollment, students are required to sign the Informed Consent which then gives Clark House permission to discuss student’s medical care with their parents or legal guardians.

HEALTH CENTER REPORTING
It is the policy of Clark House to comply with all applicable federal and state reporting requirements. Clark House staff is 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 provides regular training to its staff on applicable reporting requirements and establishes internal procedures to facilitate compliance. For more information, please refer to the St. Paul’s School Reporting Expectations and New Hampshire Mandated Reporting Laws and your Informed Consent form. When a mandatory report is required, Clark House staff will also report the information internally to the vice rector for school life and the Dean of Student’s Office.

CONFIDENTIALITY OF HEALTH-RELATED INFORMATION
Clark House personnel maintains 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 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 sign the School’s Informed Consent policy, which allows the Medical Director to share limited information on a need to know basis with employees of the school. To release information to other agencies, 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, including off-campus chaperones, as determined by the Medical Director of Clark House, or designee, to meet the medical or safety needs of myself, the community, or the legal responsibilities of the School; (3) my parents/guardians; and (4) 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.

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[TF2] 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.

**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 inpatient care and six for outpatient 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 Orthopedics 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, and Counseling Consent. As a condition of enrollment, all forms must be completed, signed and received at Clark House by their respective dates. Students over age 18 will also be required to sign consent forms on their own behalf, which will also permit the School to continue to share health information about the student with the student’s parents or guardians.

Students with plans to travel internationally, independent of an SPS sponsored trip, are responsible for directly consulting with 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 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**

Students can access Clark House health center 24 hours a day, 7 days a week during the school year. During the day, we encourage students to schedule a time or “walk in” during a free period as to avoid missing class time or other commitments. If, however, a student is too ill to participate in their usual school activities, they can access the health center at any time. After a student has checked into their house for the evening, if a student must access the health center, that student should speak with an adviser and be accompanied to the health center by an adult or call Safety at x4646 to be transported. If Students need to access care during the night, they should not leave their dorm room unaccompanied, but instead should call Safety to be picked up at the dorm and then transported. If students are feeling ill and believe they need to miss Chapel or their first class, students should report to Clark House by 8 a.m.

Once students are evaluated by medical staff, they may be asked to stay at Clark House on “Health Center Bounds” or may be placed on “Dorm Room Bounds” if the health center is experiencing higher than normal volume of inpatients. 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 support of re-
covery and wellness of students, 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. While a student is recovering at the health center, daily commitments are excused. Absences will not be excused retroactively nor will absences be cleared when a student is not physically present at the health center (unless the student is on “Dorm Room Bounds due to Clark House overflow). If students miss classes due to illness or fatigue because they spent time in the health center or on Dorm Room Bounds, they cannot attend their athletic commitments for the day and will be asked to return to Clark House for a study hall and/or will be asked to check into their dorm early that evening.

COUNSELING SERVICES
As a condition of enrollment, students and their parents must review and sign the counseling consent form included in health center forms on the parent portal. Parents and students should read the form carefully and raise any questions with the counselors. Once students turn 18 years of age, they must sign the counseling consent form.

The Director of Counseling Services oversees three full-time counselors who are available to meet with students about any issues 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 years hold the privilege to see and release their child's medical records. The counselors must build trust with students to be able to engage in any meaningful work and to that end, the student may not want to immediately inform parents or advisers of their counseling visits. The counselors work toward including parents and advisers.

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 or the Medical Director; the School pays for these services.

An Episcopal priest is available for support and spiritual guidance. This faculty member is integrated into the 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 management, 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, during 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. Because of a growing body of evidence to suggest that the pediatric/adolescent population 1) is more vulnerable to concussion, 2) may require a longer period of recovery, and 3) may suffer more long term consequences, these guidelines for aggressive management of concussions were developed for the students of St. Paul's School. Much of the information obtained for this protocol comes directly from the NH State Advisory Council on Sport-Related Concussion and the Consensus statement on concussion in sport the 5th international conference on concussion in sport held in Berlin, October 2016 (The Berlin Consensus Statement, 2016). This St. Paul's School concussion paper is meant to be a management guideline only, realizing that each injury is unique, requiring a different evaluation and treatment plan for each student. It is a basic set of guidelines for the students at St. Paul's School and will encompass diagnosis, treatment and return to learn and play guidelines.

All new St. Paul's School students will be required to take a baseline ImPact neuropsychometric test, to be repeated every 1.5-2 years. These tests will be reviewed by the Medical Director and 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 is injured and a concussion is suspected. Educational materials will be provided to students and coaches, defining concussions and discussing the importance of good post-concussion management. Parents of students will be provided with concussion-related information as well as highlights of the School’s concussion management guidelines.

If a head injury is suspected during a sports event, the Medical Director or Athletic Trainer will perform a sideline evaluation. If a concussion is suspected, the student will not be allowed to return to play that day, regardless of the amount of time symptoms lasted. The student will then be sent to the health center for further evaluation; “When in doubt, sit them out”. In a situation where a student is injured off the field, they will be directed or taken to the health center where a nurse will perform an evaluation and consult with the Medical Director. If after the injury, a student’s symptoms persist, they may be asked to stay for a night or two at the health center for physical and cognitive rest as this has been shown to be beneficial with concussion recovery. A medical history and exam will take
place while the student is at the health center and if a diagnosis of concussion is still uncertain, an ImPact test will be performed and used as another tool to assist with the diagnosis. An ImPact test is never used in isolation to make the diagnosis of concussion. 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.

It is important to understand that a concussion caused by a “big hit” may cause symptoms that last for a shorter duration than symptoms caused by a seemingly mild hit. Concussions are very individualized and each student may experience various degrees of symptoms, have different durations of recovery and suffer unique side effects and as such, accommodations during recovery are tailored to the individual. Typically a student who has suffered a concussion will get placed on “no sports” and will be granted temporary academic accommodations that will be communicated with the student’s teachers through the Director of Academic Support. All teachers are educated on our Return to Learn Protocol and are given a flyer of the protocol to post in their classroom for reference. As the student progresses through recovery, the incremental changes in recovery that translate to improving levels on the Return to Learn Protocol will be communicated with teachers. Once the student has progressed through the protocol and is fully participating in classes, the temporary academic accommodations will be removed and they will be directed to start their Return to Play Protocol, which will prepare them to return to sports.

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 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 the Living in Community program, OSHA training, and informally through literature and postings. A list of communicable diseases 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 NH Bureau of Communicable Diseases Control by the Medical Director. If a student for medical or religious reasons has opted out of state mandated immunizations, the School reserves the right to send that child home during an outbreak of an immunization preventable illness.
According to RSA § 141-C:2, “‘Communicable disease’ means illness due to a micro-organism, virus, infectious substance, biological product that may be engineered as a result of biotechnology, or any naturally occurring or bioengineered component of any such microorganism, virus, infectious substance, or biological product, which may be transmitted directly or indirectly to any person from an infected person, animal or arthropod (including insecta or arachnida) or through the vehicle of an intermediate host, vector, or 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 they are in danger of harming self or others, Clark House will immediately contact SPS Safety, the Medical Director, the Dean on Duty and/or the Concord Police Department as appropriate. Clark House personnel are not authorized to use physical or chemical restraints at any time.

LIFE-THREATENING SITUATIONS

Students, faculty, or staff witnessing or coming upon a life-threatening situation should call 911 immediately and then notify the Health Center (4850) and School Safety (4646). Students should always attempt to contact an adult for assistance when possible. Examples of life-threatening situations include:

- acute respiratory distress
- severe bleeding
- shock/anaphylactic reaction
- cardiac distress
- burns – serious/extensive
- poisoning
- unconsciousness
- injury involving large bones/severe head/neck trauma/paralysis
- natural or other disasters
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 understands, however, that serious physical, emotional, social, and legal consequences can result from intimate sexual contact. Therefore, the School strongly encourages students to postpone sexual intimacy.

St. Paul’s School is also 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. If a student is seeking medical attention outside the scope of care that can be provided at the health center, there are other resources locally to which they can be referred or directed.

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 nutrition, weight, body image, disordered eating, food preoccupation, and excessive exercise.

Eating disorders are serious and life-threatening medical and mental health conditions. Eating disorders are common, affecting adolescents with increasing frequency. The good news is that eating disorders can be treatable. Anorexia nervosa, bulimia nervosa, binge eating disorders, ruminating disorders, avoidant/restrictive food intake disorders, and other specified and unspecified eating disorders are all types of eating disorders that typically develop during adolescence and adulthood. Eating disorders affect all races, socioeconomic strata, genders. Females account for the overwhelming majority of cases of anorexia nervosa, however the prevalence of eating disorders in those who identify as males approaches 10 percent.

To address these issues, St. Paul’s School, through Clark House, has developed a support and intervention system for students who may be suffering from disordered eating patterns, over exercising patterns, and diagnosed eating disorders. The goal is not only to evaluate students with eating disorders but also to enhance prevention of these disorders through education and community support. Our guidelines are gleaned from a variety of professional sources which include the American Academy of Pediatrics and the American Academy of Family Practice. Input from outside sources act as reference material for St. Paul’s School as we navigate the spectrum and complexities of eating disorders.

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 the information disclosed falls within the framework of New Hampshire Reporting Laws, the Health Center professions must report the concern to the New Hampshire Division for Children, Youth and Families. If a school official reasonably believes that the student is exhibiting unhealthy behavior, that the student is currently presenting or is likely to present an immediate or long term threat to themselves or others, or is unreasonably disruptive to the campus community, there may be an obligation to disclose some or all of the information provided to other members of the SPS community. 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 their 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.

If we discover (either through self-disclosure, community concerns or in the context of counseling or medical evaluations), that a student is calorie restricting, losing a concerning amount of weight, exercising too much, has self-induced vomiting, or has a pattern of eating that raises concerns, the student will be evaluated at Clark House by a counselor, medical provider and registered dietitian. If the student is deemed medically stable by the medical team, they can return to the SPS community with specific treatment plans and nutrition goals will be set, 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. If it is immediately evident that the student is medically unstable (criteria described below) then the medical team may recommend immediate medical attention and services. If the student does not follow the recommended goals or the level of concerns warrants further specialty evaluation, we will require that the student be evaluated by an eating disorder specialist, at a local eating disorder clinic or by facility that is agreed upon by the family and Clark House professionals.

It is the School's expectation that when a student is identified by the health professionals as having a disordered eating pattern, restrictive caloric intake or over exercising, that the student will actively engage in and follow the therapeutic plan outlined by the health center. The plan may include all or parts of mental health counseling, nutritional counseling and medical evaluation and follow up.

If the student does not follow or engage in the plan set forth by the health center, misses appointments with the treatment team, is not forthcoming and truthful with information and/or avoids therapy, the student will need to take a medical leave from the School and receive treatment elsewhere until it is determined by the School that the student is ready to return, the terms of which will be set forth by the School during the medical leave in consultation with the eating disorder clinic. 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 medical leave from school. If the student, in the opinion of the Medical Director and/or Director of Counseling Services, or a treating physician, exhibits
a significant decline in emotional or physical health at any time, the student may be required to take a medical leave prior to the term's completion.

We have worked with several eating disorder facilities within driving distance of campus. Referrals to these organizations can be facilitated through Clark House, or families can decide to choose their own. In either case, it is always necessary for Clark House to communicate with any professional or facility where the student is being evaluated.

Once the student is evaluated by a licensed eating disorder specialist or eating disorder clinic, the written evaluation must be shared with the Medical Director or the Director of Counseling Services who will then make recommendations for further treatment. If care beyond what the School can reasonably provide is recommended, a Health Leave will be necessary. A return from health leave will be predicated upon satisfactory adherence to all guidelines as set by the eating disorder specialist.

**SLEEP DEPRIVATION**

On occasion students may request to rest at the health center. Students will be asked if they have any tests, quizzes, assignments or assignments due; if so, they are required to return to class, and once it is completed, may return to sleep if they choose. Students who have no assignments or assessments may use one of the day-beds for rest. Students who use sleep deprivation will be placed on “no sports” for that day,” and are expected to return to Clark House for a study hall in the afternoon. Students may also be placed on “early check” for the evening. In the event that a student misuses sleep deprivation, the student will be required to meet with the Medical Director. It is appropriate for faculty and advisers to remind all students of the need for sleep, particularly those students who may overuse the health center to get rest.

Sleep Deprivation Study Hall

Located in Clark House, sleep deprivation study hall is designed for students who spend time sleeping during the day in the health center and therefore, miss academic commitments. The goal of this study hall is to allow structured time for students to catch up on missed assignments.

**MANAGEMENT OF STUDENT MEDICATIONS**

Appropriate management of medication is required by New Hampshire Code of Administrative Rules He-P 816. The Medical Director and/or nursing staff at Clark House will store, administer, and/or oversee the use of all medications by students.

Clark House must be notified of all medications that a student is taking, including prescribed, over-the-counter, herbal, dietary supplements, vitamins, minerals, performance enhancers or other medications. All medications, supplements, etc. must be provided in original packaging.
All prescription medications dispensed from Clark House must be packaged in a blister or bubble pack that shows the medication count. If you are filling a prescription, please ask your local pharmacy to package it in this way. You will also need to obtain an empty labeled bottle (travel bottle) from the pharmacy for each medication. If your local pharmacy is unable to package the medication in this manner, you may ask your provider to send the prescription directly to the Prescription Center, our local pharmacy, at 125 North Main Street, Concord, N.H. (Phone: 800 870-7063; Fax: 603 224 5361).

Any student who takes prescribed medications 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. Prescription, non-prescription and nutritional supplements may not be mailed directly to students, but must be mailed or delivered directly to Clark House.

**Parent Disclosure and Releases**
As a condition of enrollment, parents and students are required to disclose to medical personnel at Clark House any and all medications used by the student. Parents and students must also 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**
All opiate, stimulant, and other ADHD medications as well as psychotropic medications for depression/anxiety and other mental health illnesses cannot be stored in a student’s room and must be housed and administered on a dose-by-dose basis by authorized personnel at Clark House. Clark House personnel recognize that there are some emergency situations when a student might need to carry medication. On occasion, the Medical Director can also authorize distribution of one to two doses of the above medications for nighttime use as described in the text that follows. No St. Paul’s faculty or staff member may be given the responsibility/authorization to administer prescribed medications to any student on campus.

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 opiate, psychotropic or stimulant medication. The medication will be provided to the student by the chaperone as indicated on the Medication Administration Record (MAR). The chaperone will document on the MAR whether the student took the medication (directly observed) or refused it. 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 MARs will be returned to Clark House by the chaperone. 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 narcotic/opiate, psychotropic or stimulant medications to Clark House.

To ensure the School’s medication policy is understood, students and parents of students taking any opiate, psychotropic or stimulant medications must sign the St. Paul's School Medication Compliance Policy agreement form. While Clark House will work with students to manage their medications, students cannot be forced to take their prescribed medications nor will Clark House notify students and their parents of any missed medication. It is expected that St. Paul's School students will be able to self-manage their medication compliance. Ultimately, the responsibility to take a medication lies with the student and the student's family.

*The following is a description of the various medications subject to this policy and description of the requirements pertaining to them.*

**Non-Prescription Medications**

Students taking non-prescription medications, dietary supplements, vitamins or herbal remedies must inform the medical staff about these medications, dietary supplements, vitamins or herbal remedies and the dosage. Examples include, but are not limited to, acetaminophen, ibuprofen, cough syrups, and decongestants. Students may store and self-administer these medications with parental permission.

**Topical Prescribed Medications and Certain Oral Prescribed Medications**

Some topically applied creams for the treatment of acne and/or dermatitis as well as oral antibiotics, oral medications for the treatment of allergies, oral contraceptives and other medications that are not opiate, psychotropic or stimulant medications, may be kept in a student's room with parental permission and, with the authorization from the Medical Director, the student may self-administer. Examples include, but are not limited to: Differin cream, Minocycline, Accutane, Claritin, Allegra, Zyrtec, birth control pills, Bactrim, Penicillin, Zithromax, Synthroid, and Metformin.

**Emergency Medications**

Emergency medications are those which a student needs to carry at all times. Examples include, but are not limited to, asthma inhalers, epinephrine auto-injectors, and insulin. Students will be allowed to carry such medication with permission of the parent and authorization from the Medical Director. By signing the Acknowledgment Regarding Medication consent, parents and/or legal guardians give St. Paul’s School and its designees the authority to administer emergency medications, like Epi-Pens for suspected severe allergic reactions, nebulized bronchodilators for asthma attacks, or naloxone for suspected opiate overdose.

**Opiate, Stimulant and Psychotropic Medications**

These medications MUST be housed and administered by authorized Clark House medical staff on a dose-by-dose basis. Students will not be allowed to keep a supply of these medications in their rooms.
Examples of opiates include, but are not limited to, Codeine, Vicodin, Percocet, Oxycodone.

Examples of stimulant medications include, but are not limited to, Adderall, Ritalin, Concerta, and Vyvanse.

Examples of Psychotropic medications include, but are not limited to, Zoloft, Prozac, Strattera, Lexapro, Wellbutrin, Xanax, and Celexa.

**Please note:** 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, the medical director may discuss and coordinate the student's diagnostic testing and care with the student's home provider, including any prescribing physician, evaluator or therapist. Parents will be asked to facilitate this process to ensure coordinated care between the School and home.

**Revocation of Self-Administration Privileges**

St. Paul's School reserves the right to revoke a student's right to self-administer medication 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 is a violation of a major school expectation and 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.

**DRUG AND ALCOHOL TESTING**

Whether on or off campus, students are expected to be completely drug and alcohol free throughout the school year and while under school supervision (e.g. school trips and preseason trips). They may not sell, distribute, use, possess, or be under the influence of illicit drugs, alcohol, nicotine, CBD or other substances that are used in a way other than prescribed. St. Paul's School is a vape-free campus. As a condition of the student's enrollment, parent(s) and students are required to authorize the School to conduct drug and alcohol testing during a disciplinary event or if there is suspicion of use of the student by a urine or hair sample or saliva during a disciplinary event or suspicion of use.

St. Paul's School reserves the right to test students for drugs and alcohol 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 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 dismissal from the School. Parents will be responsible for all costs incurred for drug testing services provided through Clark House.

**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 any adult (including the Health Center staff and the deans of students) an at-risk student and/or information concerning risky behavior by the student or another student, that would not otherwise be available to adults, or
- an adult refers to the Health Center or the dean of students a student whom is suspected to be engaged in an 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 and counseling. If a student continues to engage in at-risk behaviors after a Sanctuary, a disciplinary consequence is a likely outcome.

Students who are aware of at-risk behaviors should contact Clark House personnel for guidance.

**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 names of students who would not otherwise be known to adults.

Students should note that egregious situations, including those involving harm to another student, hazing, coercion, and/or the sale of controlled drugs will not be covered by the Sanctuary Policy.

It is important to note that if the School comes into the possession of a controlled drug in the context of a sanctuary, it is still required to make a report to the police who may then follow up with the student. 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.

**Health Leaves of Absence and Returning from Health Leaves**

Issues may 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 in the health center 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 necessary for the student's well-being. 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 that the student can return, the student's head of house, adviser, and parents, the Office of Academic Affairs, and the Dean of Students Office will be informed.

Under critical circumstances decisions about leaves may be made by the Dean of Students Office or the Clark House medical team unilaterally. However, The Student Teacher Assistance Team (STAT) determines the duration of leaves and the conditions necessary for a student's return. 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 the 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, 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 last 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 or mental health concern, 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 themselves 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 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. A clearly defined and extended period of time away permits students to focus, with their families, on the steps needed 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 behaviors.

5. A health leave may be required if a student does not possess the essential skills to function independently in a residential school (see Functional Skill Expectations) including self-management, relationship skills and positive decision making.

6. 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 the 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.

7. A dean's leave may be required in cases involving extenuating circumstances, as determined by the dean of students.
HEALTH LEAVE OF ABSENCE PROCEDURES

Procedures

The Medical Director or the Director of Counseling Services 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 or the Director of Counseling Services 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 or the Director of Counseling Services determines that a student will be leaving for a health leave, the Medical Director or the Director of Counseling Services 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 Academics Office 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 or the Director of Counseling Services in conjunction with the Dean Of Students Office may 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, these conditions for return will be communicated to the parents/guardian of the student.

The Medical Director or the Director of Counseling Services will need to communicate 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 or the Director of Counseling Services upon request in a timely fashion.

Requests for return to the School should be communicated to the Medical Director or the Director of Counseling Services and should include documentation demonstrating that the conditions of the health leave have been satisfied. The Medical Director or the Director of Counseling Services 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. The Medical Director and the Director of Counseling Services will determine if a return is appropriate from a health perspective but the STAT will consider all relevant information including, but not limited to, the student's ability to meet the functional skills expectations as described in the Expectations and Policies section. The Dean of Students is responsible for granting a student permission to return from a Health Leave.
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 STAT to help ensure continued good health and the ability to meet minimal functional expectations.

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 the 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 the term, the student 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 HEALTH 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 in writing when the leave is granted. Any conditions or behavioral expectations placed on the student upon return from a leave must be fully met. If they are not, the student will return to a leave-of-absence status.

**ILL AT HOME**
If it is suspected that a student will be sick for only a few days with a limited illness like influenza, a bad upper respiratory infection, strep throat, or a host of other short lived illnesses, they may be allowed to go home and recover instead of spending several nights in Clark House. Typically, the designation “Ill at Home” will allow students to stay at home for a few nights and return when they are better. During the time away from School, they are required to keep up with their assignments or make arrangements with their teachers upon their return to make up their work. They should work with their advisers to communicate their “Ill at Home” status to their teachers. If a student’s illness lasts longer than expected, the Medical Director or Director of Counseling Services can change the designation of “Ill at Home” to a “Health Leave” which is described above.

**PATIENTS’ BILL OF RIGHTS**
Mandated by RSA 151:21
New Hampshire law requires that the Patients’ Bill of Rights be made available to all persons accessing Clark House. The Patients’ Bill of Rights appears below and also is posted at Clark House. The policy describing the rights and responsibilities of each patient admitted to the facility shall include, as a minimum, the following:

I. The patient shall be treated with consideration, respect, and full recognition of the patient’s dignity and individuality, including privacy in treatment and personal care and including being informed of the name, licensure status, and staff position of all those with whom the patient has contact, pursuant to RSA 151:3-b.
II. The patient shall be fully informed of a patient’s rights and responsibilities and of all procedures governing patient conduct and responsibilities. This information must be provided orally and in writing before or at admission, except for emergency admissions. Receipt of the information must be acknowledged by the patient in writing. When a patient lacks the capacity to make informed judgments the signing must be by the person legally responsible for the patient.

III. The patient shall be fully informed in writing in language that the patient can understand, before or at the time of admission and as necessary during the patient’s stay, of the facility’s basic per diem rate and of those services included and not included in the basic per diem rate. A statement of services that are not normally covered by medicare or medicaid shall also be included in this disclosure.

IV. The patient shall be fully informed by a health care provider of his or her medical condition, health care needs, and diagnostic test results, including the manner by which such results will be provided and the expected time interval between testing and receiving results, unless medically inadvisable and so documented in the medical record, and shall be given the opportunity to participate in the planning of his or her total care and medical treatment, to refuse treatment, and to be involved in experimental research upon the patient’s written consent only. For the purposes of this paragraph “health care provider” means any person, corporation, facility, or institution either licensed by this state or otherwise lawfully providing health care services, including, but not limited to, a physician, hospital or other health care facility, dentist, nurse, optometrist, podiatrist, physical therapist, or psychologist, and any officer, employee, or agent of such provider acting in the course and scope of employment or agency related to or supportive of health care services.

V. The patient shall be transferred or discharged after appropriate discharge planning only for medical reasons, for the patient’s welfare or that of other patients, if the facility ceases to operate, or for nonpayment for the patient’s stay, except as prohibited by Title XVIII or XIX of the Social Security Act. No patient shall be involuntarily discharged from a facility because the patient becomes eligible for medicaid as a source of payment.

VI. The patient shall be encouraged and assisted throughout the patient’s stay to exercise the patient’s rights as a patient and citizen. The patient may voice grievances and recommend changes in policies and services to facility staff or outside representatives free from restraint, interference, coercion, discrimination, or reprisal.

VII. The patient shall be permitted to manage the patient’s personal financial affairs. If the patient authorizes the facility in writing to assist in this management and the facility so consents, the assistance shall be carried out in accordance with the patient’s rights under this subdivision and in conformance with state law and rules.
VIII. The patient shall be free from emotional, psychological, sexual and physical abuse and from exploitation, neglect, corporal punishment and involuntary seclusion.

IX. The patient shall be free from chemical and physical restraints except when they are authorized in writing by a physician for a specific and limited time necessary to protect the patient or others from injury. In an emergency, restraints may be authorized by the designated professional staff member in order to protect the patient or others from injury. The staff member must promptly report such action to the physician and document same in the medical records.

X. The patient shall be ensured confidential treatment of all information contained in the patient's personal and clinical record, including that stored in an automatic data bank, and the patient's written consent shall be required for the release of information to anyone not otherwise authorized by law to receive it. Medical information contained in the medical records at any facility licensed under this chapter shall be deemed to be the property of the patient. The patient shall be entitled to a copy of such records upon request. The charge for the copying of a patient's medical records shall not exceed $15 for the first 30 pages or $.50 per page, whichever is greater; provided, that copies of filmed records such as radio-grams, x-rays, and sonograms shall be copied at a reasonable cost.

XI. The patient shall not be required to perform services for the facility. Where appropriate for therapeutic or diversional purposes and agreed to by the patient, such services may be included in a plan of care and treatment.

XII. The patient shall be free to communicate with, associate with, and meet privately with anyone, including family and resident groups, unless to do so would infringe upon the rights of other patients. The patient may send and receive unopened personal mail. The patient has the right to have regular access to the unmonitored use of a telephone.

XIII. The patient shall be free to participate in activities of any social, religious, and community groups, unless to do so would infringe upon the rights of other patients.

XIV. The patient shall be free to retain and use personal clothing and possessions as space permits, provided it does not infringe on the rights of other patients.

XV. The patient shall be entitled to privacy for visits and, if married, to share a room with his or her spouse if both are patients in the same facility and where both patients consent, unless it is medically contraindicated and so documented by a physician. The patient has the right to reside and receive services in the facility with reasonable accommodation of individual needs and preferences, including choice of room and roommate, except when the health and safety of the individual or other patients would be endangered.
XVI. The patient shall not be denied appropriate care on the basis of race, religion, color, national origin, sex, age, disability, marital status, or source of payment, nor shall any such care be denied on account of the patient’s sexual orientation.

XVII. The patient shall be entitled to be treated by the patient’s physician of choice, subject to reasonable rules and regulations of the facility regarding the facility’s credentialing process.

XVIII. The patient shall be entitled to have the patient’s parents, if a minor, or spouse, or next of kin, or a personal representative, if an adult, visit the facility, without restriction, if the patient is considered terminally ill by the physician responsible for the patient’s care.

XIX. The patient shall be entitled to receive representatives of approved organizations as provided in RSA 151:28.

XX. The patient shall not be denied admission to the facility based on medicaid as a source of payment when there is an available space in the facility.

XXI. Subject to the terms and conditions of the patient’s insurance plan, the patient shall have access to any provider in his or her insurance plan network and referral to a provider or facility within such network shall not be unreasonably withheld pursuant to RSA 420-J:8, XIV.

MENTAL HEALTH BILL OF RIGHTS

“This Mental Health Bill of Rights is provided by law to persons receiving mental health services in the State of New Hampshire. Its purpose is to protect the rights and enhance the wellbeing of clients, by informing them of key aspects of the clinical relationship. As a client of a New Hampshire Mental Health Practitioner, you have, without asking, the right:

(1) To be treated in a professional, respectful, competent and ethical manner consistent with all applicable state laws and the following professional ethical standards:
   a. for psychologists, the American Psychological Association;
   b. for independent clinical social workers; the National Association of Social Workers;
   c. for pastoral psychotherapists; the American Association of Pastoral Counselors
   d. for clinical mental health counselors; the American Mental Health Counselor Association; and
   e. for marriage and family therapists; the American Association for Marriage and Family Therapists.

(2) To receive full information about your treatment provider’s knowledge, skills, experience and credentials.
(3) To have the information you disclose to your mental health provider kept confidential within the limits of state and federal law. Communications between mental health providers and clients are typically confidential, unless the law requires their disclosure. Mental health providers will inform you of the legal exceptions to confidentiality, and should such an exception arise, will share only such information as required by law. Examples of such exceptions include but are not limited to:
   a. abuse of a child;
   b. abuse of an incapacitated adult; 19
   c. Health Information Portability and Accountability Act (HIPAA) regulation compliance;
   d. certain rights you may have waived when contracting for third party financial coverage;
   e. orders of the court; and
   f. significant threats to self, others or property.

(4) To a safe setting and to know that the services provided are effective and of a quality consistent with the standard of care within each profession and to know that sexual relations between a mental health provider and a client or former client are a violation of the law (RSA 330-A:36).

(5) To obtain information, as allowed by law, pertaining to the mental health provider’s assessment, assessment procedures and mental health diagnoses (RSA 330-A:2 VI).

(6) To participate meaningfully in the planning, implementation and termination or referral of your treatment.

(7) To documented informed consent: to be informed of the risks and benefits of the proposed treatment, the risks and benefits of alternative treatments and the risks and benefits of no treatment. When obtaining informed consent for treatment for which safety and effectiveness have not been established, therapists will inform their clients of this and of the voluntary nature of their participation. In addition, clients have the right to be informed of their rights and responsibilities, and of the mental health provider’s practice policies regarding confidentiality, office hours, fees, missed appointments, billing policies, electronic communications, managed care issues, record management, and other relevant matters except as otherwise provided by law.

(8) To obtain information regarding the provision(s) for emergency coverage.

(9) To receive a copy of your mental health record within 30 days upon written request (except as otherwise provided by law), by paying a nominal fee designed to defray the administrative costs of reproducing the record.
(10) To know that your mental health provider is licensed by the State of New Hampshire to provide mental health services.

a. You have the right to obtain information about mental health practice in New Hampshire. You may contact the Board of Mental Health Practice for a list names, addresses, phone numbers and websites of state and national professional associations listed in Mhp 502.02 (a)(1)(a-e).

b. You have the right to discuss questions or concerns about the mental health services you receive with your provider.

c. You have the right to file a complaint with the Board of Mental Health Practice.”

(b) A licensee shall post a copy of the above mental health bill of rights in a prominent location in the office of the mental health practitioner and provide a copy upon request.

(c) A licensee shall provide a copy of the mental health bill of rights to the client and/or agency if the assessment, consultation or intervention is provided outside the office

**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. Theresa Ferns, Vice Rector for School Life
St. Paul’s School
325 Pleasant Street
Concord, NH 03301
603-229-4815

OR

Division of Public Health Services
Bureau of Health Facilities Administration
129 Pleasant Street
Concord, NH 03301
1-800-852-3345, ext. 9499
or 603-271-9499
TDD access 1-899-735-2964
Leaving School Grounds

Students are expected to be fully present as community members at SPS. While some absences and leaves for family events, weekends, or outside-of-school activities are 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.

It is the School’s goal to have systems in place to evaluate the risks involved with various activities/programs that take students off campus while also providing opportunities that challenge; and present learning and growth opportunities for students. Parents/guardians should never hesitate to reach out to their child’s adviser or the Dean of Students Office if there are questions about travel off campus. Any time a student leaves campus (excluding routine school activities, i.e. athletic competitions), the student is expected to sign out through the REACH system (as described below) and sign back in immediately upon return. Only custodial parents may grant permission for a student leave request.

Travel for school related programs: The School will provide transportation for students to participate in school related activities including academic field trips, school athletic team travel, Off Campus Program Trips and some club activities. The specific mode of transportation for these types of activities may include school-owned vehicles, chartered buses, faculty/staff personally owned vehicles, and cabs or taxis. In general, parents will not be asked for specific parental permission for students to participate in an activity off campus if they will be accompanied by an SPS employee and the activity is a requirement of a class or an athletic commitment. However, each student is required to sign out with REACH (see below) when a student leaves campus for any reason.

REACH

REACH is an online and app based Student Management System used to centrally manage leave requests, student sign in and sign out (SISO) functions, and evening check in. For leave requests that require parent permission, the system will generate an e-mail to request approval. After parent and adviser approval has been confirmed, the request will be sent to the Dean of Students Office for final approval. If a custodial parent does not have access to e-mail, the Dean of Students Office will work with your child’s adviser to create an alternate approval process. If a non-custodial parent receives an e-mail from the REACH system, please contact the Dean of Students Office.

BEHAVIORAL EXPECTATIONS WHILE AWAY

If a student is away from campus while School is in session, violations of school expectations will lead to disciplinary action.
DAY TRAVEL
During Town Hours (see below), students may travel within Concord without prior permission if they are not missing any commitments, but must sign in and out via REACH before leaving the grounds and upon their return. 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 Office. Students are responsible for returning to School on time. Please see the Expectations section for responses to Violation of Town Hours or Failure to Sign In and Sign Out. The School’s Safety Office is not available for transportation.

While the School sets guidelines for when and how a student may travel within the Concord city limits, an SPS adult will not pre-approve each trip and cannot monitor such travel in real-time. This means that the ultimate responsibility for a student’s travel downtown during Town Hours rests with the student and the custodial parent/guardian.

TOWN HOURS
Monday–Friday
*Third and Fourth Form students*: After class hours until 6:30 p.m.
*Fifth and Sixth Form students*: After class hours until 7:30 p.m.

Saturday
*Third, Fourth, and Fifth Form students*: From 12:10 p.m. until 10:30 p.m.
*Sixth Form students*: From 12:10 p.m. until 11:30 p.m.

Sunday
*All students*: From 10 a.m. until 6 p.m.

DAY LEAVE REQUESTS (AS LISTED IN REACH)
Extended Town Hours: Students may request permission from their adviser to stay in Concord after Town Hours on a special occasion (dinner with parents, etc.) provided they will not miss any commitments and return before their check in time.

Non-School Activity: A parent must e-mail the Dean of Students Office in advance to request permission for their child to participate in all non-school activities that will take students away from campus, whether a one-time event or a recurring activity. After receiving approval, the student must complete a leave request in REACH and wait for final approvals from a parent, their adviser, and the Dean of Students office before leaving campus. Examples of this leave type include participation in a non-SPS team or organization (i.e. AAU basketball, the Boston Youth Symphony, Independent Study programs, and internships). Students are limited to leaving campus one evening per week and on Sundays to participate in this type of activity. For recurring events, parents should reach out to the dean of students to request permission for all of the events for an upcoming term, so they can be considered in aggregate. After approval, students must submit leave requests and sign in and out for each individual leave. Please note that students may not miss more than six program days in a term.
Other Day Leave (Academic Day or Beyond Concord): Students must include sufficient detail in the notes section for all Other Day Leave request (either during the academic day or beyond Concord) to be considered. The student may not miss any commitments (a special leave) and may not leave the grounds until their request is approved in the system (by parents, adviser, and Dean of Students Office). Examples include a trip to Boston on a Sunday or holiday, travel with another student’s family on a Sunday outside of Concord, lunch with parents during the academic day, etc.

SPS Clubs and Activity: For non-routine, but school-related day travel, students must get parental permission through REACH before departing campus. Examples of this leave type include a club adviser taking students to Boston to see a speaker or performance, participation in a day long debate at another school, etc.

OVERNIGHT TRAVEL
Students leaving the school overnight must complete a leave request in REACH and receive the appropriate approvals before their departure. Students need to submit weekend leave requests in REACH by 4 p.m. on Thursday for the upcoming weekend. Parents and advisers need to approve the request by noon on Friday so that the Dean of Students Office can review the requests for final approval. Parents need to e-mail the dean of students (sellinwood@sps.edu) to ask permission for any special or non-school activity leave requests.

Students who are departing for a weekend leave may not participate in the evening school activities and need to depart by 8:30pm on Saturdays.

WEEKEND LEAVE TYPES (AS LISTED IN REACH)
Short Weekend: begins after the student’s last commitment on Saturday (including regularly scheduled games and practices). Students departing for a short weekend must depart before 8:30 pm and may not participate in evening activities.

Long Weekend: begins Friday after the last commitment including regularly scheduled games and practices.

College Visits: Sixth Formers are allowed to miss no more than two School class days (any day with programming) through the Fall and Winter Terms combined, and no more than three School 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 prior to submitting the leave request in REACH.

Non-School Activity Leave: A leave that requires missing school commitments to participate in a non-school activity. Examples include non-SPS athletic competitions, tournaments, and showcases. Prior permission by e-mail to the dean of students at least a week in advance is required. If multiple leaves are expected over the course of a term, then please reach out to the Dean of Students in advance of the term to consider all of the requests in aggregate. Given
the School’s expectations regarding community presence, no more than six school days (any day with programming including Saturday mornings, LINC days, etc.,) in whole or in part may be missed for this type of activity in a given term, and students should not miss six days in multiple terms of any given year.

Special Leave (weekend or otherwise): Time away that extends beyond these parameters and requires advance notice and permission from the Dean of Students Office. Students must have a written request from a parent or guardian e-mailed to the dean of students a week in advance. Please note: factors including academic commitments, disciplinary status, and attendance record will be considered by the dean of students in the approval of special leave requests.

**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 will need to submit leave requests for vacation travel through REACH and sign out from campus when they leave and sign back in upon their return.

**International Early Return Policy (for students that live overseas):** This policy allows international students to arrive a day early from winter and spring vacations only.

*The conditions are:*

- The student must reside in a country that has at least a 5-hour time zone difference from SPS. Early return is not available for students who are visiting or vacationing in such a country.
- Students 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.
- Please note that Food Service will not be available until the following morning.

**CLOSED WEEKENDS**

No leaves 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
TRANSPORTATION OPTIONS

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

Ride Sharing and Private Transportation: Students must use the three designated pick-up/drop off locations above when using Uber, Lyft or any other ride share or private car service.

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: the SPS Shuttle runs most weekends. A full schedule is available on millville.sps.edu.

- Saturday 4 p.m. to 9 p.m.
- Sunday 11 a.m. to 4 p.m.

The shuttle departs from the Athletic & Fitness Center to Concord and stops on Main Street, at Fort Eddy Plaza, the Steeplegate Mall, and Target before returning to the School. 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 the Dean of Students Office and their parents. Permission must be obtained by completing a Other Day Leave request in REACH. Proper sign-out and sign-in procedures in REACH must still be followed upon departure and return to campus.

GUESTS

Day Guests – Guests are not permitted during the school week. On Saturdays guests may visit campus from noon until 9:00 pm. On Sundays guests may visit campus from 9:00 am until 6:00 pm. Guests are welcome in common spaces on campus but are not permitted in student houses. Students may not bring guests to SNL activities or dances. Prior permission is required from the Dean of Students office for meals in the dining hall.

Overnight Guests – Overnight guests are not allowed in student houses. Students who are returning from SYA or term exchanges may seek permission from the Dean of Students Office to stay overnight on Anniversary & Graduation Weekend.
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 and commitments. A few things to keep in mind with regard to attendance:

- Four “tardies” equal one unexcused absence. If a student is more than 10 minutes late to chapel or 15 minutes late to a class, it will be considered an absence.
- Each unexcused absence requires the student to serve Early Check In (restricted to room study without visitors from 8:30 p.m. to 10 p.m.) for one evening.
- Accumulation of unexcused absences will lead to further consequences (see Standard Responses to Unexcused Absences).
- Notification of Early Check In or further responses will be sent out on Fridays, and students are expected to begin serving the following Sunday.

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 Prefect Day Off (see Student Leadership).

To excuse any absence after the fact, a student must complete an Absence Dispute Form in the Dean of Students Office no later than 3 p.m. on the first Thursday following the absence, 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. Commitments 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 Dean of Students Office should be contacted. Exceptions create difficulty for the entire community.

How do I clear an absence?
If you believe you have a valid excuse for missing a commitment or that there has been a mistake, you should complete an Absence Dispute Form in the Dean of Students Office as soon as possible. To be eligible to be cleared, an absence must be disputed no later than 3 p.m. on the first Thursday following your absence.

What if I cannot clear the absence?
An unexcused absence will require you to serve Early Check In (restricted to room study without visitors from 8:30 p.m. to 10 p.m.) for one evening. Accumulation of unexcused absences will lead to further consequences (see Standard Responses to Unexcused Absences).
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

- Students may not change room occupancy by combining rooms, except in the case of adjoining singles with an interior door connecting the rooms.
- 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 firefighting purposes are criminal offenses 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.
- 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. cannot 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, electric blankets, sun lamps, space heaters, and other appliances are forbidden in student rooms.

• Prefects and Sixth Form LINC Leaders are authorized to have a small refrigerator the capacity of which may not exceed 4.5 cubic feet.

• Hanging electric paper lanterns are prohibited.

• Gaming consoles and other personal networked devices are permitted as long as they do not violate the School’s appropriate use policy and can securely connect to the schools enterprise Wi-Fi network. The information Technology group at St. Paul's School will work with students to get connected, but cannot guarantee every device/vendor will be supported.

• Students may request that the school consider permitting currently blocked games and applications across the School's network. SPS IT will evaluate these request on an individual basis but students should be aware that appropriate use, Dean of Students internet restrictions, and campus network security always takes precedence when considering any exceptions.

FURNITURE/DECORATING RESTRICTIONS

• No fabric or synthetic materials including flags, kites, uniform jerseys, 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, including posters, banners, and other decorations must not be hung on the outside surface of any student room door or in house corridors.

• Posters must 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 cannot 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, to be determined by the Head of House. 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 student rooms. Some rooms may accommodate one small sofa. Furniture can in no way 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 and dressers must be placed against a wall away from room exit. There must be a clear line of sight to the furthest part of any student room from the entry door. The use of any object(s) as an improvised partition is prohibited in a student room.

• 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 campus safety 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 student houses 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. While we cannot monitor outdoor water activities, we strongly discourage any student from engaging in any form of outdoor water activity unless they have passed a 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.

1. The School strongly recommends that all students pass their swim test administered at the Ma Indoor Pool prior to engaging in outdoor water activities. Due to the nature of outdoor swimming, however, it is not possible for the School to ensure that students have passed their swim test prior to swimming outdoors.

2. Outdoor water activities are permitted at only three designated spots on campus: the boat docks on Turkey Pond, the Lower School docks, and the shore area adjacent to the Gordon Rink. The water is a minimum of six feet deep off both docks and no lifeguards are present.

3. Boating with personally owned vessels, including but not limited to a canoe, kayak or inflatable raft, is allowed on the Lower School Pond and Turkey Pond as long as it does not interfere with crew. Life jackets or Personal Floatation Devices (PFDs) must be present for each person in a personally owned vessel. Each PFD must be in good condition, be the proper size for the intended wearer, and most importantly, be readily available. Students may bring their own vessel, but it must be registered with the dean of students office. Vessels may be stored in the boathouse but the School takes no responsibility for loss or damage to student property.

4. Swimming takes place in the designated spots described above without any adult supervision.

5. There are no lifeguards on duty which means students swim at their own risk.

6. No swimming take place unless the Dean of Students office has communicated outdoor swimming is “open”.

7. No swimming alone.

8. No swimming after dusk.

9. No jumping off bridges or other structures.
10. No “ponding” or otherwise forcing a person into the water.
11. No swimming if thunder is audible or lightning has been observed.

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. Refer to the Athletics Section for information regarding indoor swimming.

It is critical that students and parents be aware when considering whether to swim outdoors or engage in boating activities as described below that there are no lifeguards on duty at the designated outdoor swim areas and no adult supervision. While the School sets the following rules regarding outdoor swimming/boating activities and violations of these rules will result in disciplinary action, an SPS adult will not pre-approve a student’s decision to swim outdoors and cannot monitor in real-time if a student takes advantage of this opportunity. This mean the ultimate responsibility of whether a student decides to swim in the designated outdoor swim areas rests with the custodial parent(s)/guardian. The custodial parent(s)/guardian must communicate their wishes the student and take full responsibility that they honor this decision.

Parents should understand and are asked to acknowledge, in the dean of students swimming consent form, at the start of the school year that they accept full responsibility if their child decides to participate in the outdoor swim activities described above.

**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.**
The School requires all students to wear helmets regardless of age while riding a bicycle, unicycle, skateboard, scooter, or inline skates, etc. We require safe and reasonable use, particularly in areas near public streets. Students are required to stay on defined campus paths and roadways (and off the grass). No scooters, skateboards, or in-line skates may be used inside School buildings, on any steps, ramps, benches, or railings. Students are expected to lock bicycles when not in use, and to obey all rules of the road, including the use of proper lighting and reflectors at night.

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, any knives with fixed blades, pocket knives with blades longer than 1 inch, 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
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 car / rideshare / taxi service, but must always sign out in advance of leaving SPS and only use the three approved drop off and pick up locations (see Taxi section).

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.

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 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 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: Students are responsible for helping keep their house clean by taking trash and recycling to the house’s drop-off site. These stainless steel ‘rodent proof’ containers can be found outside every house. Only bagged trash and recycling can be placed in these bins. Be sure bags are tied tight.

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 safe and appropriate exploration and discovery is encouraged. Please remember that the land, structures, plants and animals are all part of the School community.

- Please 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.
- Student behavior in all spaces and places on the SPS campus should be consistent with the policies detailed in this handbook
- Students should always tell another person where they are going and when they expect to return (or bring a buddy).
- Please 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 encountered on the trails (downed trees, washed out areas, etc.).

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

St. Paul’s Student Leaders are co-creators of healthy cultures rooted in our school’s values: love, kindness, compassion, humility, unselfishness, inclusivity and the pursuit of wisdom. Student Leaders demonstrate the social emotional competencies and skills to create and sustain community norms that uphold our school's values. Student Leaders are expected to

• create a welcome, inclusive environment
• respect and support all community members
• actively up-stand to challenge behaviors and attitude that are not in alignment with community expectations
• engage in an ongoing process of self-reflection to strengthen and develop leadership skills
• mentor peers in their growth and development

Potential leaders will be assessed for demonstrated social emotional skill development, their ability to see challenges and setbacks as opportunities for growth, and their investment in living in alignment with the school’s values.

HOUSE PREFECTS

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. 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 DAY OFF

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 day off to make up for lost time and sleep. A prefect must alert their head of house of their intention to take a day off on the morning of the requested day. The head of house will notify the Dean of Students Office. 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. Check in is 8:30 p.m. on a Prefect Day Off.

LINC LEADERS

LINC leaders are Vth and VIth formers who help co-lead LINC classes, plan and run LINC days, and generally help with the implementation of the LINC curriculum at the school wide level.
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.

Student Admissions Officers
Student Admissions Officers are sixth formers who work with the Admission Office to organize tours for visitors to the School, help select the next incoming class, and represent the face of St. Paul’s students to the outside world.

Daily Life

DRESS CODE PHILOSOPHY

The St. Paul’s School Dress Code seeks to:

- contribute to a safe, respectful, and responsible School environment to celebrate equitable self-expression
- teach respect for self and others
- prepare students for the various contexts of a complex world
The Dress Code is enforced by:

- using inclusive, clear and firm guidelines
- having conversations in a supportive and relational context
- expecting all community members to address apparel issues
- not discriminating based on race, ethnicity, sex, gender identity, gender expression, sexual orientation, ability, religion, culture, socio-economic status, body type or body size

SPS Dress Code:

Students are expected to understand and comply with the Dress Code at all times and in all contexts while on campus. To be in compliance, students must be clean and presentable, and wear:

- Shoes within all non-residential buildings
- A top that covers one's front, back, and sides to the bottom garment so that nipples and undergarments are covered with opaque fabric (visible straps are allowed)
- A bottom that covers one's front, back, and sides to the top garment so that genitals, buttocks, and undergarments are covered with opaque fabric (visible waistbands are allowed) or
- A one-piece equivalent that meets the same criteria.

Students may not wear:

- Any clothing that interferes with health or safety or contributes to a hostile environment, including any language or images depicting drugs, alcohol, violence, illegal activity, profanity, or pornography

Some occasions and places call for additional specifications. These include:

- **Academic Day Attire**: Students may only wear head coverings for religious, cultural, or medical reasons. Students may not wear sweat pants, pajama bottoms, or athletic shorts.
- **Formal Attire**: Students must dress in business casual-type attire. Garments such as a dress shirt, sweater, blazer, dress, slacks, skirt, and tie would all meet this requirement. Students may not wear jeans, athletic wear, or shoes with more than a one-inch heel. Students may only wear head coverings for religious, cultural, or medical reasons.
- **Swimming Attire**: Students may wear swimwear only when in the direct vicinity of Turkey Pond, Lower School Pond (including the Chapel Lawn), and the Ma Pool.

Enforcement

All community members are expected to comply with the Dress Code and hold others accountable. Faculty, in particular, have a responsibility to address student violations at any time on campus. When addressing violations, faculty and staff are expected to reference the Dress Code requirements, and refrain from using
shaming language or allowing their own personal biases to impact their enforcement of the Dress Code. If a student violates the Dress Code, violations will be tracked and the responses will be as follows:

- **One violation:** required meeting with adviser, adviser issues Dress Code warning
- **Two violations:** required meeting with adviser, and one night of early check-in
- **Three violations:** required meeting with adviser, adviser informs parents, and two nights of early check-in
- **Four violations:** required meeting with Dean of Students, Dean of Students informs parents, and one week of On Restrictions
- **Five violations:** required meeting with Dean of Students, Dean of Students informs parents, and one week of On Bounds
- **Six plus violations:** Dean of Students decision

Students who feel they have been subject to discriminatory enforcement of the Dress Code should contact a member of the Dean of Students Office.

**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**

There are several athletic stores in Concord and some basic clothing (sweatshirts) can be purchased at the School Bookstore. However, most students bring their own equipment for the sports they plan to play. Team uniforms are provided by the school. Students will be assessed for unreturned equipment and uniforms at the end of each term. If obtaining equipment is prohibitively expensive for you, please speak with your adviser.

**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 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 (the only exception being the ice hockey teams who will depart from the Coit Dining Hall 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 the case of injury to a student, where the injury may have directly prevented the individual from fully committing to practices, 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. This tradition is maintained with our club intramural program in soccer, hockey, tennis and squash. 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.

**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 required commitments. As such, there are limits on the amount of time that students are allowed to leave campus to participate in non-SPS athletic teams and competitions. Please see the section on Non-School Activity Leaves for more information.

The School provides opportunities in a variety of sports at levels appropriate to individual abilities. For these reasons, St. Paul’s School cautions that participation on an athletic team outside may be challenging and have a negative impact on the SPS experience.

**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. SPS 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 community continually renew their efforts to abide by the ideals of good sportsmanship.

**DISCIPLINARY ACTION**

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

**FALL ATHLETICS**

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>Cross Country</td>
<td>Cross Country</td>
<td>Fitness **</td>
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<td>Football</td>
<td>Field Hockey</td>
<td>Club Soccer</td>
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<td>Soccer</td>
<td>Soccer</td>
<td>Club Tennis</td>
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<td>Volleyball</td>
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**WINTER ATHLETICS**

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<th>Male</th>
<th>Female</th>
<th>Coed</th>
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<tbody>
<tr>
<td>Alpine Skiing ^ $</td>
<td>Alpine Skiing ^ $</td>
<td>Fitness **</td>
</tr>
<tr>
<td>Basketball</td>
<td>Basketball</td>
<td>Instructional Skiing/Snowboarding $</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>Ice Hockey</td>
<td>Club Hockey</td>
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<tr>
<td></td>
<td>Squash</td>
<td>Squash Wrestling</td>
</tr>
<tr>
<td>Nordic Skiing</td>
<td>Nordic Skiing</td>
<td>Club Nordic Skiing</td>
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<tr>
<td></td>
<td></td>
<td>Club Swimming</td>
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</tbody>
</table>

**SPRING ATHLETICS**

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<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Coed</th>
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<tr>
<td>Baseball</td>
<td>Softball ^</td>
<td>Fitness **</td>
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<td>Crew</td>
<td>Crew</td>
<td>Club Squash</td>
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<td>Club Crew</td>
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<tr>
<td>Lacrosse</td>
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<td>Tennis</td>
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<td>Track</td>
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** Only offered to Fourth, Fifth, and Sixth Form students
^ Varsity only
$ Additional fee charged to student account
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 guests are using the facility, and guests will need to sign a waiver before using the facility. Arrangements must be made in advance; waivers are available in the Athletic Office. Any guests under the age of 18 (between ages 14–18) must have signed permission by their parents/guardians 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 students under the age of 18 must have a Swimming Permit signed by their parents/guardians on file. Students without a Swimming Permit are not allowed in the pool.

The following rules apply at all times regarding swimming at the Ma Pool:

- All students must pass a swim test administered at the Ma Indoor Pool.
- Swimming is only allowed during posted hours when lifeguards are on duty.
- Swimmers must follow the instructions of the lifeguards on duty and adhere to all posted signs.
- Swimmers must immediately inform the nearest lifeguard of any pain, discomfort, fatigue, or any other symptoms of distress to themselves or another swimmer.
Due to the risks of shallow water syndrome, swimmers are prohibited from holding their breath for prolonged periods of time underwater and should immediately notify a lifeguard if they witness another swimmer performing this risky behavior.

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 an 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 their parents/guardians. All guests must also take a 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 students) and a registration card on file stating they have passed both the belay and climbing safety tests.
- 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.

Matthes Cage Rules
• 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.
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.

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.

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. The goal of these organizations is to build a welcoming and fun community, while also promoting leadership through a shared mission, skill development, and pursuit of individual interests. These organizations help create 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.
SPS student-led clubs, societies and affinity groups 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 and their faculty adviser). These organizations meet on a regular basis and each has a faculty adviser who attends all meetings and events. 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.

At the beginning of the year, all clubs, societies, and affinity groups (new or existing) must fill out a club application. The organization leaders, and their faculty adviser, are required to meet with the Dean of Students Office to discuss their organization’s mission, as well as their plan for meetings and community education. Funding for any purchase (with prior approval from the Dean of Students Office) is available for organizations. In order to continue receiving funding each term, an organization must hold at least three meetings per term, and submit a sign-in sheet from each meeting to the Dean of Students Office. Prior to participation in certain clubs or societies a custodial parent/guardian may be required to complete an informed consent or an indemnification agreement.

All 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. Prior to participation in certain clubs or societies a custodial parent/guardian may be required to complete an informed consent or a participation agreement.

**Reserving a Meeting Space**

Students and faculty advisers can reserve spaces for club meetings.

Spaces where students can reserve spaces without adults: community center project rooms and library meeting rooms. For all other meeting spaces, the faculty adviser must put in the event request and needs to be present for the entire meeting.

To view the calendar and see what spaces are already reserved, go to 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, “Log In,” select “Apps” then “Event Request.” Technical requests require a two business day 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).
Catering
In order to request a meal or refreshments, club members must obtain prior approval from the Dean of Students Office (whether ordering from SPS food services or an outside vendor). After receiving approval, the club adviser must complete an Event Request in millville.sps.edu. The Dean of Students office is available to help complete the necessary forms.

STUDENT WORK PROGRAM
St. Paul's School expects every student to participate in the Student Work Program. The program affords each individual the opportunity to make a contribution to the operation of the School. Students will share in the duties required to keep buildings and grounds presentable and to assist in operations necessary to maintain 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.

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. The School's educational philosophy embraces diversity and endorses the principle that as individuals we all learn when we broaden our own beliefs, values, and customs and seek out the wisdom and experience of others. To foster these values, students are encouraged 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(s) of Spring Vacation and provide a wonderful opportunity to explore other cultures and realities. Many students participating in off-campus programs over the years, have found their experience to be not only fun but profoundly transformational as they discover other cultures and perspectives and realize the impact it has had on their worldview and their interests.

Off-Campus program offerings for the school cycle are announced in Chapel, as well as via e-mail and posters, in early October. After securing parental support, students must submit a timely online application available on millville.sps.edu. 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 (passport, parental approval) and first payment must be submitted by 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.

Families will incur additional costs related to these programs that are not included in tuition. Financial aid for these programs is generally available for eligible students.

Students selected to attend a school trip must meet the eligibility criteria for the trip, and must be and remain in good health and good standing. Students on leave are not eligible to attend a school trip.

During a school trip, students are expected to respect the most stringent of the US/destination laws/school rules, and to follow the trip guidelines and chaperone instructions, with a high regard for individual and group safety and wellbeing.

Students breaking a major school or trip rule will face the same disciplinary consequences as if they were on campus, and may be returned home from the trip, at the parents’ cost. Many students participating in off-campus programs over the years, have found their experience to be not only fun but profoundly transformational as they discover other cultures and perspectives and realize the impact it has had on their worldview and their interests.

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.
COMMUNITY ENGAGEMENT PROGRAM
The Community Engagement Program connects St. Paul’s students with the local community, with an emphasis on youth mentorship, to address critical community needs and to foster and support positive academic, civic and social/emotional growth for all. Students involved with Community Engagement Programs will:

• Develop the capacity for self-reflection;
• Monitor and regulate feelings to aid in the handling of situations;
• Identify and understand the thoughts and feelings of others;
• Use verbal and nonverbal skills to express oneself and promote positive and effective exchanges with others.

The goal of the program is to:
• Help students develop and strengthen a sense of identity,
• Become integrated in a mentor-type relationship, and
• Acquire the necessary skills to become agents of change.

The program is based on a credit system as opposed to an hourly COP requirement. Students will be required to complete two credits and can earn credits by:

• Participating in Community Engagement activities such as Service Team (1 cr.), FIRST LEGO League Team (1 cr.), Academic Enrichment Program (1 cr.), McAuliffe Language Club (1 cr.), The Friends Youth Mentoring Program (2 cr.) as well as other designated programs,
• Spring break service trips (1 cr.), Sokoloff Grant recipients (1 cr.), Missionary Society Officer positions (1 cr.), and qualifying Mish Project Leader positions (1 cr.), and
• Submitting for approval an application to receive credit approval for winter, spring and summer break independent projects that meet the criteria for Community Engagement.

For the 2019-2020 school year:
For Sixth Formers, there is a 10 hour annual service requirement to be met by May 11, 2020. Any hours earned over the summer break count towards either the previous academic year OR the upcoming academic year.

For Fifth Formers, you will need to earn one Community Engagement credit over the next two years.

For Third and Fourth Formers, you will need to earn two Community Engagement credits over the next three years.
Applications for independent Community Engagement projects can be obtained from the Community Outreach Office or on the Outreach web page and must be submitted for approval to the Community Outreach Office five weeks prior to the start of the break period in which you want to complete your service. A formal reflection essay of your experience will be required along with verification letters from your supervisor.

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, 2 Community Engagement credits are required for graduation.

For students who matriculate in the Fourth Form year, 2 Community Engagement credits are required for graduation.

For students who matriculate in the Fifth Form year, 1 Community Engagement credit is required for graduation.

Students who fail to meet this requirement will receive an Incomplete grade for Community Engagement and will not graduate with their class.

**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.
Major School Expectations
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

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.

FUNCTIONAL SKILL EXPECTATIONS
Although we recognize that adolescence is a period of growth and development, we believe that students must possess basic functional skills and capacities in order to engage successfully in a fully residential school environment. These basic requirements are best described through our framework of Social-Emotional Competencies and Skills.

Self-Management
Students must be able to:

- regulate one’s sleep
- wake oneself
- complete assigned tasks within given deadlines
- meet required obligations
- maintain a healthy and safe environment
- practice basic self-care
- control negative impulses

Relationship Skills
Students must be able to:

- share a room and common living space with peers
- live with and respect individuals from diverse backgrounds
- establish and maintain healthy boundaries with peers
- communicate effectively with peers and adults
- be truthful, respectful, and kind in interactions with others
Positive Decision Making

Students must be able to:

• make use of academic and health resources as deemed necessary by the School
• live in alignment with our school's values to be kind and live honorably

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 handbook, 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 handbook 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.
STUDENT ACCESS AND SCHOOL EXPECTATIONS REGARDING LEGAL AUTHORITY

The School requires that all individuals with authority to make legal decisions (hereafter referred to as custodial parent/guardian) regarding the Student’s education, medical care and residence have been properly identified by the School.

Parents/guardians who are confirmed to have authority to make legal decisions for a student will be the only individuals who may grant permission to leave school (see Leaving School Grounds section), sign informed consent/indemnification forms or grant permission for medical treatment (see Clark House section).

In the event of divorce or separation, it is the policy of the School to provide the custodial parent/guardian and the noncustodial parent access to all the official records and reports regarding the child as well as all school announcements and related information. Moreover, each is granted access to the child, to the teachers, and to administrators. Such access is provided without notification to other parties and regardless of the party or parties named who claim financial responsibility. Exceptions to this policy are undertaken only when necessary to comply with applicable law and/or when so ordered in writing by a court of law.

STUDENTS AGE 18 AND OLDER

Some students enrolled at the School will reach the age of 18 before graduation. In New Hampshire, 18 is the age of majority, which means that legally, an 18 year old student is able to enter into contractual obligations (and is required to abide by those obligations). As a condition of continued enrollment, students and/or parent(s) or guardian(s) will be asked to agree that when any student turns 18 while enrolled at the School, the School shall continue to have the right to communicate with his or her parent(s) or guardian(s) about a variety of topics regarding the student including, but not limited to, academics, conduct and discipline, medical and mental health, or financial matters, or any issue whatsoever that the School deems necessary. Once the student turns 18, the student and parent(s) or guardian(s) will receive a reminder about this obligation. If a student refuses to confirm these conditions of enrollment in writing, the student may be asked to withdraw.
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. has no more than one Unsatisfactory final grade for any year-long course or the equivalent;
3. satisfies the requirements listed within one year of their anticipated graduation year at the time of matriculation.
4. misses no more than one term (note: if a student misses more than three weeks in a term, the student 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.
ACADEMICS

Credit Requirements: Arts
1. Matriculate in Third Form: three credits; one-year or three-term sequence in one discipline within the arts;
2. Matriculate in Fourth Form: three credits; one-year or three-term sequence in one discipline within the arts;
3. Matriculate in Fifth Form: three credits; one-year or three-term sequence in one discipline within the arts;

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

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 are required to pass a swim test within two years of matriculation

CHANGING COURSE PROGRAMS AND TRANSCRIPTS

Students and advisers work together thoughtfully when selecting courses. Significant work is put into scheduling these courses. Thus, student-initiated course changes are not made lightly. Students wanting to make changes must receive permission from the Dean of Studies and must adhere to the deadlines 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 integrity 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.
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.

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
The academic year is divided into three marking periods – each approximately ten weeks long. 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 available in the parent portal; sign in at www.sps.edu/parents.

Academic Honors
Student GPAs are reported on SPS transcripts. The GPA calculation is:

<table>
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<th>Grade Scale before 2016-17</th>
<th>Current Grade Scale</th>
<th>7 PT. GPA</th>
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<tr>
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<td>High Honors with Commendation (HH+)</td>
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<tr>
<td></td>
<td>High Honors (HH)</td>
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<td>Honors with Commendation (H+)</td>
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<td>Pass (P)</td>
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</tr>
<tr>
<td>Unsatisfactory (U)</td>
<td>Unsatisfactory (U)</td>
<td>0</td>
</tr>
</tbody>
</table>

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

- 2nd Testimonials – 5.0+ GPA
- 1st Testimonials – 5.5+ GPA
- 1st Testimonials with Honor – 6.0+ GPA

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

**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
Students are placed on Academic Warning if they earn an Unsatisfactory or more than one Pass on Inside Grades.

When a student is placed on Academic Warning, the student meets with the appropriate teacher(s), their adviser, and the director of academic support. The goals of the meeting are to obtain a better understanding of any skill deficits and a plan for how to improve the student's understanding. This plan should include specific, agreed-upon action steps and may also provide a time management plan, times and locations for meetings with teacher(s), plans for student tutoring, peer study groups, study hall and/or room study restrictions. The adviser communicates the plan and the status of Academic Warning to the parents.

Academic Review
If students earn one Unsatisfactory grade or more than one Pass at the end of a term, they will be referred to the Student Review Committee (See description of Student Review Committee in section Adult Resources for Support). The Student Review Committee examines a student's grade history in the context of a student's overall experience. The Student Review Committee considers teacher comments, adviser reports, scholastic reports, student/adviser plan, and any other relevant information such as attendance and citizenship. Following its discussions, recommendations from the Student Review Committee will be communicated to the student, adviser, and parents. If students are to remain at the school, students must meet the conditions specified by the Student Review Committee.

The Student Review Committee may place a student on Academic Probation, make a recommendation that the family consider withdrawal, or recommend to the Rector that the student be dismissed.

Academic Probation
When a student is placed on Academic Probation, it is an indication that the Student Review Committee is concerned about the student's ability to meet with success in our academic program. If the student is to remain at the school, the student must meet the conditions specified by the Student Review Committee.

Academic Dismissal
Students who remain on Academic Probation may be dismissed from the School. If students are dismissed for academic reasons they may only reapply to the School after consultation with the Dean of Studies.

Even after supportive services and accommodations have been put in place, students may still not be able to fulfill their academic requirements satisfactorily. In such instances, STAT or other support personnel may notify the student's parents that the accommodations put into place may not suffice to ensure the student's
success at the School. At that time, the Vice Rector for School Life and additional support personnel, students, and their parents will discuss whether it makes sense for them to continue at the School. If there is a disagreement, the School will decide, in its sole discretion, whether to issue a re-enrollment contract.

**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 the Director of Academic Support. 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 in Ohrstrom Library four nights each week: Monday, Tuesday, Thursday, and Friday during study hours (7:30 to 9 p.m.). Study hall is also available during the academic day, Monday through Friday. 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. Teachers will communicate the availability of their extra help sessions.

**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.

**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, students (or parents) 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. Once this documentation is received, a committee consisting of the director of academic support, the vice rector for school life, the dean of students, 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 received at a 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 are encouraged to 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.

Although the School endeavors to provide the finest academic programs and assistance to students in helping them to achieve their academic goals and advancement, no particular student success is, or can be, guaranteed. These are primarily the result of the individual student's effort, ability and attitude.

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
Sixth Formers have an additional educational opportunity in Advanced Studies to pursue their passions in a particular discipline when the area of interest is beyond the standard courses offered by the department. It is expected that students have already pursued the courses offered in the standard curriculum before applying for an Advanced Studies course. Interested students should meet with the Dean of Studies to learn about the application process and be sure to adhere to the deadlines posted in the Academic Calendar.

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 SPS handbook policies and expectations as well as specific trip policies shared with participating students and their parents, are fully applicable and enforced. The school facilitates exchanges with schools in England (Eton College), France (École Alsacienne), Germany (Humboldt School), and Japan (Seikei School and the Toin School).

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. Due to our knowledge of the program, the School facilitates participation in the SYA program for our students.

TERM AWAY
One Term: 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. Students in good standing (in all aspects of their life at SPS) 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 that will be considered by the dean of studies and the dean of students. The proposal must be submitted no later than the first day of the academic term preceding the leave. The request should outline the purpose of the leave and how the student will be prepared to rejoin SPS. If the leave request is approved, students will work with the dean of studies to meet all graduation requirements. Tuition and fees are not prorated for any partial year leaves.
Full Year: School Year Abroad (SYA) is the only approved program that supplants a fifth or sixth form year of study at St. Paul's School. The School will consider requests from students in good standing (in all aspects of their life at SPS) to participate in other programs outside of SYA, but it is highly unlikely that those requests would be approved to replace a year of study at St. Paul's School. In certain circumstances, students may be able to reclassify to take a year-long leave of absence while still completing their fifth and sixth form years at St. Paul's.

Students interested in a year-long leave of absence should make the request and submit all supporting documents to the dean of studies no later than February 1 of the preceding school year. The request should outline the purpose of the leave, the curriculum for the year of study, the proposed dates and schedule, and a description of the program the student is considering. The dean of studies and the dean of students will review all requests. If the leave request is approved, students will work with the dean of studies to meet all graduation requirements.

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 one full letter grade (H to HP) 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 at least 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. Practices are not allowed to be longer than one and one-half hours. When Cricket Holiday is called in the Fall Term, new students are required to participate in the walk around the grounds with the Rector.

**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 a break from the normal routine of their academic program.

**VACATIONS AND RECESSES**
There are three school vacations scheduled each year: Thanksgiving Vacation (one week), Winter 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 (vice rector for school life, institutional researcher, and dean of studies) for approval.

MAJOR SCHOOL EXPECTATIONS AND RULES

(Examples of violations of major expectations include, but are not limited to the following):

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, barring access to student rooms, 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

• Disrespecting the rights of others

• Physical or oral 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.

• Distribution or solicitation of sexually explicit media (images, audio, or video).

• Possession of school keys or proximity card that are not your own or knowledge of students in possession of such keys.

• Participation in or facilitation of any game, “tradition,” or practice of sexual solicitation or sexual conquest under any name

• Disrespectful and inappropriate documentation of relationships

• Organizing or hosting rule-breaking activity in a student’s home, room, or car, whether on or off school grounds, even when the student is not participating in the actual rule breaking
• Accessing unauthorized spaces on school grounds (roofs, school guest quarters, vacant school apartments, etc.)
• Unauthorized entry into a student’s locked room (forcibly or otherwise).
• Failing to be present in your house at check-in and remaining in the house afterwards. For example, leaving the house after check-in and before 6am the next day for any reason.
• Unauthorized dormitory room visiting or hosting of visitors outside of permissible hours
• Jeopardizing the welfare or good name of the School, 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.
• Being dishonest and/or engaging in any type of deceitful behavior, including but not limited to lying; 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.
• Any form of misrepresentation to adults on campus, including falsifying sign-in at School programs with required attendance.

Academic Misconduct

Some examples of academic misconduct 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.

Drugs, Alcohol and Tobacco

- Possession and/or use of alcohol or drugs, including nicotine and CBD products;
- Possession of paraphernalia and containers associated with alcohol or drug use including e-cigarettes and vaporizers;
- Use of any illegal substance,
- Abuse or misuse of any legal over-the-counter or “homemade” preparations or remedies for purposes other than legitimate medical treatment including inhalants, and prescription drugs (including those used to treat ADD or ADHD);
- Remaining in the presence of the use or possession of alcohol, nicotine, or any illegal substance by another St. Paul's student (or any paraphernalia or containers associated with their use while at the School). All residents of a student room are equally responsible for possession of alcohol, nicotine, and other illegal substances that are discovered in that room and unclaimed.

- Purchasing, selling, or providing illegal or prescription drugs or alcohol.
- Possession of a fake form of identification.
- Abuse of prescription medicine or deliberately circumventing the School’s medication management policy.

Permissions

- Leaving School Grounds without appropriate permission.
- Serious or repeated violation of rules regarding signing in and off of School Grounds.

Technology

- Violation of the School's Acceptable Use Policy for technology, 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. Downloading, distributing, or sharing sexually explicit material. Students are responsible for all content contained on or communicated from personal devices.

**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 at school 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 school grounds 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.

**STUDENT STANDARDS**

In addition to the Major School Expectations and Rules, the School also has general Student Standards.

**Examples of Violations of Student Standards include:**

- Failure to meet all commitments, including required Chapel services, academic classes, athletics, Seated Meals, and work duty
- Keeping or driving a car or motorcycle in Concord or its vicinity or traveling with another student who is inappropriately driving
- Hitchhiking
• Leaving school grounds during town hours without properly signing out in REACH
• Possessing pornographic and/or sexually explicit materials
• Building structures of any kind on school property
• Use of pagers, portable two-way electronic communication devices, or laser directional lights on the grounds
• Use of smart phones, mobile phones and personal electronic devices (iPods, etc.) is restricted. There is no cell phone/smart phone or headphone 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, skateboard, in-line skates or other transportation of this nature
• Disrespecting 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.
• Non-compliance with Delivery Expectations and taxi/rideshare drop off and pickup locations on school grounds
• Minor acts of academic misconduct as determined by the Dean of Studies and Dean of Students.
• Failure to conduct yourself in a respectful and courteous manner and to support a healthy and safe learning environment, including without limitation being insubordinate, using abusive language, inappropriate gestures, derogatory remarks, disruptive behavior, misrepresenting circumstances to adults, and other similar conduct.
Alcohol and Drug Testing Policy and Procedures

DRUG AND ALCOHOL TESTING

Students are expected to be completely drug and alcohol free throughout the school year and while under School supervision (e.g. School trips and preseason camps). They may not sell, distribute, use, possess, or be under the influence of illicit drugs, alcohol, nicotine, CBD products, 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 during a disciplinary event or if there is suspicion of use 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 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 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.

Parents will be responsible for all costs incurred for drug testing services provided through Clark House.
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. Clark House staff support the faculty 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 environment 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.
• 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.
Harassment, Discrimination, Hazing, Assault, and Bullying

Harassment, discrimination, hazing, bullying, and assault 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, assault 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, assault 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 legally 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 severe or repeated and intended to cause harm. Bullying is defined as the severe or 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 or damage to 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.

SEX-BASED HARASSMENT

(including Sexual Harassment, Sexual Violence and Gender-based Harassment)

St. Paul’s School expressly prohibits all forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is persistent, offensive and unwelcome conduct of a sexual nature. It includes, but is not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

St. Paul’s also prohibits gender-based harassment, which is unwelcome conduct based on a person’s gender or perceived lack of conformity with traditional gender stereotypes. Sex-based harassment can be carried out by school employees, students, and third parties. Any person can experience sex-based harassment irrespective of any aspect of that person’s identity.
For students, sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student’s ability to participate in or benefit from the school’s program. When the school becomes aware of possible sex-based harassment, it will take appropriate steps to investigate.

Any sexual contact or relationships between adults and students are strictly prohibited.

The School complies with all state and federal laws dealing with sex-based harassment. Our policy seeks to educate members of the community about the nature of sex-based harassment as part of our broader efforts to create healthy cultures at St. Paul’s.

Sex-based 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.

Identifying Sex-Based Harassment

Sex-based harassment can take various forms, many of which violate state or federal laws. Not all forms of sex-based 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 more severe behavior that occurs only once.

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.

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.

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 gender or 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.

RETAILATION
Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports discrimination, harassment, hazing, assault, or bullying, provides information during an investigation of such behavior, or witnesses or has reliable information about such behavior. Retaliation may include behaviors such as being ostracized, having rumors or misinformation spread about the reporter, or the reporter being given extra cleaning or other onerous student life assignments, within the purview of student leaders to assign.

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. The School’s efforts to enhance its protection of students in no way expands an individual’s rights under the law.

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 Vice Rector for 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 persist over time because individuals think they are alone, or because they fear punishment or unwanted attention and embarrassment if they tell.

Any individual who feels that they have 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 vice rector 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 (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 or employees is made, the Community Conduct Board (CCB) will typically investigate the reported incident. In some cases, the CCB may ask the dean of students, vice rector for faculty, or director of human resources to help conduct the investigation. In other cases, the CCB may determine that our Memorandum of Understanding (MOU) with the Concord Police Department has been met and no CCB investigation is necessary. In such instances, the case would be handled by the appropriate office.

Community Conduct Board (CCB)
This CCB structure was developed to ensure that federal and state laws and relevant School policies are followed. The CCB membership will include the specific School positions identified below. The CCB will continually review its structure and processes and will make changes as appropriate.

SCOPE OF CCB
St. Paul's School is responsible for providing all employees and students with a healthy and safe learning environment. The School 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, hazing, bullying, assault, discrimination, and retaliation.

The members of the CCB are:
- Director of Human Resources (co-chair, staff)
- Vice Rector for Faculty (co-chair, faculty)
- Vice Rector for School Life (faculty)
- Dean of Students (faculty)
- Director of Information Technology (staff)

HOW THE CCB OPERATES
The focus of the CCB is to take steps as a collaborative team to deal with incidents of harassment, hazing, bullying, assault, 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. Based on the level and nature of an incident, this board may decide to enlist outside resources, including the assistance of an external investigator. The CCB will meet weekly or as necessary to review its work.

As indicated above, 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.
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 annually that affirms their commitment to privacy.

REPORTING INCIDENTS

Students, employees, and parents currently have multiple reporting methods, including taking concerns to any member of the community, as described in our SPS, Staff, 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 vice rector for school life and the dean of students. For incidents involving faculty, the Vice Rector for Faculty is the primary contact, and for incidents involving staff, the Human Resources 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 unavailable or involved in an incident in a manner that may create a potential conflict situation, then 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:

• Whether the CCB will investigate the case formally or refer it to another SPS department for an informal investigation, such as dean of students, vice rector for 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.

• What, if any, intermediary measures need to be in place to mitigate against further harassment and/or retaliation during the CCB process (including leaves of absence or administrative leave).

Any person who believes they have been hazed, harassed, discriminated against, assaulted, 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 employee 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 directly witnessed discrimination, harassment, hazing, assault, or bullying or has relevant information concerning such an incident is strongly urged to promptly come forward to the dean of students or the CCB. A parent also should promptly report any incident of retaliation to the dean of students or the CCB.

Any employee of the School who witnesses or otherwise becomes aware of discrimination, harassment, hazing, bullying, or assault in violation of this policy or who becomes aware of retaliation is required to report it immediately to the dean of students or the CCB.

Employees may not make promises of confidentiality to students or parents who inform them of an allegation of harassment, discrimination, hazing, bullying, assault, or retaliation. Employees may not make reports under this policy anonymously. 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, assault, and retaliation only on a need-to-know basis 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 about a concern, 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 complainants or others representing the complainant as to how to respond to the situation on their 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, external counsel, 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 either may be handled directly by members of the CCB, by an external investigator, and/or by the Dean of Student's Office, and by any other individuals as appropriate. This will 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 summarize its findings and recommendations to the Rector. The Rector, or the Rector’s designee, in consultation with the CCB, will determine what, if any, school response should be initiated.

The CCB designee, in conjunction with the CCB, will provide documentation as appropriate for inclusion in the records of persons found in violation of school rules or expectations.

Although the School’s goals are to support and educate members of the community as the principal means of preventing harassment, discrimination, hazing, bullying, and assault, 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, and bullying where such intervention is deemed to be warranted. Individuals who have been found to have engaged in harassment, discrimination, hazing, bullying, or assault will, in accordance with the procedures outlined above, be subject to remedial action or discipline, including expulsion/termination, or counseling, as appropriate. In addition, further action may be taken for any individual’s failure to comply with the terms of any remedial action or discipline imposed.

**ABUSES OF PROCESS/Failure to Cooperate in an Investigation**

Because allegations of discrimination, harassment, hazing, bullying, or assault 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 discipline. In addition, because candor and honesty are essential to the investigation and remediation process, they are required of all participants, including individuals interviewed who witnessed but did not engage in the conduct in question.

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 a school response. Abuse of the process, including falsifying information, will result in discipline being imposed, up to and including expulsion/termination.
RECORDS
As adherence to confidentiality allows, the CCB will inform individuals directly involved of the outcome of the investigation. Following disposition, all records of complaints will be retained by the CCB, the dean of students, the vice rector for faculty, or the director of human resources, as applicable. These records will be accessible on a need-to-know basis only. For employees, these records will generally be kept apart from an employee’s central personnel file. If disciplinary action has resulted from a complaint against the employee, pertinent documentation will become a part of the central personnel file.

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:

- Murder or manslaughter
- First or second degree assault
- Simple Assault (St. Paul's reports all incidents of Simple Assault)
- Aggravated felonious sexual assault, felonious sexual assault, or sexual assault
- Kidnapping
- Endangering the welfare of a child
- Indecent exposure and lewdness for the purpose of sexual gratification or arousal
- Prostitution and related offenses
- Possession, distribution or manufacture of child sexual abuse images
- Computer pornography
- Prohibited uses of computer services related to online solicitation or enticement of a child
- Obscene matter offenses related to a child
- 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
- Criminal Threatening

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.” 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” or “close in age” 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

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 sexual assault (RSA 632-A:4), felonious sexual assault (RSA 632-A:3), aggravated felonious sexual assault (RSA 632-A:2) in a safe school zone. Under circumstances as defined in RSA 632-A and as noted above, sexual penetration with someone 13 to 15 years old is criminal and is subject to prosecution in the discretion of the police and will be reported by the school when required under the law. In addition, some forms of sexual contact with someone 13 to 15 may be criminal depending on the circumstances and the age differential between the actor and the other person involved, and may be subject to prosecution in the discretion of the police and will be reported by the school when required under the law. The school will also report such conduct to DCYF under the child protection act as required.
• Protection for Reporting: Good faith reports are “not…subject to liability.”
• Penalty for Non-Compliance: Failure to report is a violation.
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, whether accessing the school's network or private networks, on or off campus, as long as students are enrolled at the school. 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 that follow.

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.
If the School suspects a violation of its policies, the law, and/or that student safety and well-being is compromised by the use of a student’s own cell phone, computer, or other device, the School has the right to search such devices and the parents and guardians of the students consent to such search. If consent is not provided, the School may determine that the student is not cooperating with an investigation and make subsequent decisions about discipline accordingly.

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 official status as a student, students will no longer have access to the School network, files stored on the School network, or their 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 a student leaves the School in good standing, access to SPS e-mail will be extended for six months after the graduation or departure 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 recreational use interferes with another’s educational use, the student will be asked to refrain from the activity or engage in the activity at another 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, appearance (such as height, weight, and hair color), or any other legally protected class.

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 except at 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 online. 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 (as defined earlier in this handbook and including 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.

TRANSMISSION AND/OR SOLICITATION OF SEXUALLY EXPLICIT MEDIA
Students should be aware that taking, sending, receiving or forwarding sexually explicit messages, photos/images, and other media (including audio or video recordings) via a computer, digital device or cell phone (commonly known as “sexting,”) may subject a student to criminal charges under federal and state laws. The School prohibits students (regardless of their age) from using technology devices (whether owned by the student or the School, and whether through use of the School's network or outside of the School's network, and whether used on or off campus) to send any written message or image that contains explicit representations or references to sexual conduct, sexual excitement, or nudity. New Hampshire and federal law prohibits anyone (regardless of age) from possessing and disseminating obscene or pornographic images of minors, and the School may contact law enforcement should any student violate this policy. For students over the age of 18, the School prohibits the possession or dissemination of pornographic images of adults, including dissemination of such images of another student who is also over the age of 18, with or without the subject-student's consent. Any form of coercion in the solicitation of such sexually explicit media will is expressly prohibited.

Any student with questions or concerns about sexting, such as being the unwitting recipient of a sexual image, should speak with the Dean of Students or other school administrator.

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 another's identity without express permission from them or their parents/guardians if they are minors. 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 publicly. 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 regarding illegal behavior 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 vice rector for 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 Publication Room, Film Lab, Music Practice Rooms, 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.

Responses to Violations

The focus of our disciplinary system is both educating students and reinforcing our community values: 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 response in which the student is asked to demonstrate both the willingness and ability to learn and mature from the experience and to repair any harm done. Typically, a second violation of a major school rule will result in dismissal from the School.

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, multiple offenses occurring in close proximity of time to each other, or distribution 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, such as when a student is selling or providing alcohol, nicotine, or illegal or prescription drugs (including drugs used to treat ADD and ADHD), or is in possession of paraphernalia associated with provision of alcohol, nicotine, illegal, or prescription drugs. Lying to a Discipline Committee will also likely lead to a dismissal from the School.

In order to clarify the community expectations, we have included in the section titled Major School Expectations 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. The Rector may choose to use the counsel of the Discipline Committee before making a decision on violations of Major School Rules but there may be occasions when the Rector chooses to make decisions without the use of the Discipline Committee. The Rector will decide on the dispensation of discipline for students who break these Major School Rules.
Violations of Expectations and Policies

Clearly articulated School rules, standards and expectations ensure healthy relationships, civility, and stability in our community. The discipline system at St. Paul's School delineates and reinforces behaviors informed by the shared values of the community, providing for consequences when behavior is out of alignment with those values. The system honors responsibility, accountability, and honest communication, thereby both promoting personal growth and reinforcing a positive community culture.

The Deans Team, comprised of the offices of the vice rector for school life, and the dean of studies, will consider all potential violations of the School's Major Expectations to determine whether a Discipline Committee hearing is appropriate. In the event that the student does not admit responsibility and the Deans Team concludes that a preponderance of evidence (it is more likely than not that there has been a violation of the School's Major Expectations) indicates an infraction, then the student will meet with the Discipline Committee.

**DISCIPLINE COMMITTEE**

The Discipline Committee (DC) serves as an advisory committee with representatives from the community that hears testimony and makes response recommendations to the Rector, however, the Rector is not bound such recommendations. Prior to the beginning of a Discipline Committee meeting, the student has been determined to have violated a Major School Expectation or Rule whether through admission or preponderance of evidence (see above). The level of a student's responsibility is established before a DC meeting has been convened; thus the aim of a DC meeting is to recommend responses appropriate for the student's particular violation. Responses are meant to be reasonably consistent with past responses, and respectful of individual circumstances. In short, the recommendations of the DC are 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 their sole discretion, may suspend, dismiss, or expel a student if the Rector 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:

- Standing committee members include eight faculty members and a chair appointed by the Rector, and the four Student Council officers elected by the Sixth Form. The chair of the DC presides at every meeting; two faculty members and two sixth form officers participate in an informal rotation.

- Four ad hoc committee members who participate in a particular meeting of the DC. The four ad-hoc members are the student facing the DC, the student's adviser, the student's house Student council representative or prefect, and an advocate chosen by the student.
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 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
- The dean of students, dean of studies, 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 for and expectation of 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 detailing the actions that have resulted in this meeting. The statement may include the circumstances that have led or contributed to a particular offense. All in attendance are given a statement written by the dean of students office or the dean of studies detailing the events as witnessed or discovered.

The student is asked to answer the following questions in their statement:

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, the house representative or prefect 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, recommendations are recorded individually by the committee chair. There is never a vote.

All members are reminded of their pledge to keep the proceedings and the resultant recommendations confidential to protect the student and the committee members.

The recommendations are conveyed to the Rector by the committee chair and the dean who attended the hearing. 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.

COMMUNICATION AROUND A DISCIPLINE COMMITTEE HEARING
Effective communication around a discipline committee hearing is important for both the individual student and the broader community. Adults and student leaders need to be aware of a situation to help support a student as they navigate the discipline process. While the specific deliberations of the DC are confidential, discipline is not a private matter in our community and students are expected to take ownership for their actions by communicating directly to the communities most impacted. Additionally, the community needs to have an awareness of both the discipline incidents that have occurred and their respective responses to help reinforce community values and expectations.

Before a Discipline Committee Hearing
• The student and student’s adviser will meet with a member of the Dean of Students or Dean of Studies office to review the process.
• The student’s parents will be informed that the student is deemed to have violated major school rules and will be going to the Discipline Committee.
• Faculty will be e-mailed with the student’s name, timing of DC and which policy violation lead to the DC.
• Student Council Officers and the house representative will be made aware of the situation to prepare for the hearing.

After a Discipline Committee Hearing
• The student and the student’s adviser will meet with a member of the dean of students or dean of studies office to review the school’s response and their responsibilities going forward.
• Faculty will learn the discipline consequences for the student in the subsequent faculty meeting. On an annual basis, faculty are provided with training on ways to support students before and after a DC in the context of their relationship.

• In the first few days following a DC, the student and their adviser will work on a communication plan to address the following as soon as reasonably possible, but within the first week post-DC:

• Students will communicate with their house and any other impacted communities (teams, clubs, music/theater groups), affected by the incident or impacted by the response.

• The minimum level of information communicated to each group will include which specific expectation or policy the student violated and the resulting consequences. A student may choose to share more information with these groups.

• The student and adviser will work on the communication together, and the student will have an active role in the communication. The adviser will consider both a developmental lens and the cultural context in supporting the student and helping facilitate the conversations. Younger students may require more scaffolding for these challenging conversations.

• In the case of a Suspension, the adviser will make the minimum communication to the house immediately. The student will be responsible for communication as part of rejoining the community after the separation.

• In the case of Dismissal/Expulsion, the adviser will make the minimum communication to the house as soon as possible.

• After a meeting of the DC the Rector will communicate the violation and response verbally to the School in Chapel. Such communication will not include the name of the student(s) involved.

Clarification of Specific Roles in the Discipline System

Advocate: The student may bring an advocate to the DC meeting; this advocate may be a student or a faculty member. The advocate's role is to provide support and speak to the student's character in a way that provides context for the rule violation. The advocate is not a defense attorney. As with all members of the DC, the advocate may ask questions, seek clarification, and will be called to speak on the student's behalf. It is, of course, expected that the advocate will be honest.

Adviser: Advisers are often able to provide a fuller context for student actions and may be called upon to speak to the ways in which the School has supported the student. The adviser may speak in accordance with their own wishes and may make response recommendations to be shared with the Rector.
House Representative: The function of a house rep is similar to that of the advocate, providing support and speaking to the student’s character in a way that provides context for the rule violation.

Dean of students, dean of studies, or associate dean: A dean attends each meeting of the DC and serves as a generally silent observer during the meeting and the subsequent discussion of responses. The presence of a dean assures all concerned that there is continuity throughout the process; one person aware of all that has transpired prior to, during, and after the DC, as well as confidential information that may be pertinent. This continuity is particularly important for parent communication and ensuring informed support of a student after the DC.

Chair, Student Council Officers, and the Faculty Members of the Committee: These members of the committee are present to ask questions, share perspective, and formulate an individual response for the Rector’s consideration.

**DISCIPLINE COMMITTEE RESPONSES**
The Discipline Committee may make any of the following recommendations:

**On Restrictions**
The student loses some privileges for a period of time:

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

**Discipline On Bounds**

- Student is required to check-in at 7:30 p.m. each School night and 9 p.m. on Saturday night.
- Student is restricted to their rooms without visitors from 7:30 p.m. each week-night until breakfast the next morning.
- Student loses weekend privileges for the period of On Bounds and is restricted to the School grounds, except for a meal in town with the student’s own parents (without student guests) or a pre-approved School-sponsored activity.
- On Saturday, students must report directly to the adviser on duty in their houses by 9 p.m., and remain in houses. Student may move freely about their houses after the 9 p.m. check-in on Saturday nights, but may not host guests.
• Student may not represent the school in any athletic or non-athletic event. Student may participate in club sports and may practice with their teams but is not allowed to dress for games. Additionally, the student may not take part in any School-sponsored activities, including dramatic performances, radio shows, acapella performances, and major School dances.

On Probation
While on probation, the School's response to even standard level violations will be dealt with more seriously. Being placed On Probation for a period of time may require the student to disclose the discipline to college. Please see the section above, as students are expected to complete all college applications completely and honestly.

Suspension
A time-specific separation from the School. The School may require the fulfillment of certain specific conditions, detailed in the School's response letter, prior to permitting the student to return.

Active Restoration (please see below)

Dismissal
A permanent separation from the School, one that preserves the student's ability to reapply at a future time. Such reapplication may be subject to the fulfillment of certain specific conditions, detailed in the School's response letter.

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

Withdrawal Pending Discipline
Students and their parents may decide to voluntarily separate from the school. Withdrawal from the School assumes a permanent separation from the School; however, such withdrawal may not prevent the student from reapplying for admission if certain specific criteria are met.

Academic Consequences
Responses to academic misconduct may include academic consequences, such as:

• The student receives an Unsatisfactory grade on the assignment
• The student is required to redo the assignment to the satisfaction of the teacher, for no credit
• The student is ineligible for any year-end academic awards
Violations of Student Standards

When there is a violation of Student Standards, the types of discipline may include without limitation: Early Check In, On Restrictions, Discipline On Bounds, Active Restoration, 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.

**EARLY CHECK IN**
The student is required to check in at 8:30 p.m. Sunday through Friday and 9 p.m. on Saturdays.

**ACTIVE RESTORATION**
The discipline process is an important opportunity for student learning and growth. To intentionally facilitate that growth, the Active Restoration process is a structure designed to guide a student through a process of rebuilding the community impacted by their words, actions, or behavior and self-reflection. It also provides an opportunity for the student to bring closure to the discipline process and formally regain the status of a student in good standing.

**Process**

- The student will choose either their adviser or the DC advocate (if an adult) to guide them through the process.
- The student will return to the four restorative questions and develop a customized plan for reflection and growth in conjunction with their guide. It is meant to be an active, structured process to demonstrate growth and restorative impact on community.
- The plan should include a proposed timeline, any community restorative element / peer education appropriate and a final reflection.
- The Deans Team will review and approve the plan. As appropriate, member of Deans Team will communicate with the victim(s) about the process.
- The process is expected to take a minimum of 4 academic weeks after the DC, but in most instances the process would be expected to take longer.
• When the adviser or advocate deems the student has sufficiently completed the plan of active restoration, a member of the Deans Team will meet with them to review the student’s progress. The dean will consider whether or not student has reached a sufficient level of learning and growth after the DC and examine other behavior (attendance, late for check, etc.) during the period.

• If active restoration continues, then the student, adviser or advocate, and dean will discuss the process to complete Active Restoration.

• If the dean deems the student to have adequately completed the process, then the student will have completed the active restoration and resume their position as a student in good standing.

Disciplinary Reporting Policy

It is a School expectation that students will respond truthfully to any questions on college applications regarding their disciplinary records. Reportable offenses include any academic or disciplinary infractions that result in probation, suspension, dismissal, or expulsion.

Students will review college applications to determine if a college requests information about their disciplinary record. In the case of a reportable offense, the student will write a statement outlining the circumstances of the infraction and his/her response and growth from the situation and will review this statement with his or her college advisers prior to submitting it. 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, so when a student is required to report, the College Office will submit a letter detailing the offense, the School’s response, and the student’s subsequent growth and restoration within the community.

While disciplinary matters are a concern to colleges, our experience is that admissions officers 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.

Finally, if a student is expelled or withdraws after the submission of college applications, the School will notify any college to which the student has applied of this fact within one week of their expulsion or withdrawal.
Standard Responses to Specific Violations

STANDARD RESPONSES TO UNEXCUSED ABSENCES

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

• 1–3 unexcused absences: Early Check In for each absence
• 4: one week of On Restrictions; required meeting with adviser and adviser notifies parents
• 5: one week of On Bounds; required meeting with Dean of Students and Dean of Students notifies parents
• 6: additional week of On Bounds
• 7: additional week of On Bounds; placed on Attendance Warning
• 8: Rector decision (likely suspension)

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

• 1–3 unexcused absences: Early Check In for each absence
• 4: one week of On Restrictions; required meeting with adviser and adviser notifies parents
• 5: two weeks of On Bounds; required meeting with Dean of Students and Dean of Students notifies parents
• 6: additional week of On Bounds; placed on Attendance Warning
• 7: Rector decision (likely suspension; possible dismissal if previously suspended)

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

• 1–2 unexcused absences: Early Check In for each absence
• 3: one week of On Restrictions; required meeting with adviser and adviser notifies parents
• 4: one week of On Bounds; required meeting with Dean of Students and Dean of Students notifies parents
• 5: additional two weeks of On Bounds; placed on Attendance Warning
• 6: Rector decision (likely suspension; possible dismissal if previously suspended)

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

• 1–2 unexcused absences: Early Check In for each absence
• 3: one week of On Restrictions; required meeting with adviser and adviser notifies parents
• 4: two weeks of On Bounds; required meeting with Dean of Students and Dean of Students notifies parents; placed on Attendance Warning
• 5: Rector decision (likely suspension; possible dismissal if previously suspended)

Note: Repeated but not necessarily consecutive terms of absenteeism could result in a major disciplinary response. 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 alternate consequences if there is not enough time to serve the standard response. Any Sixth Former who accumulates 8 or more unexcused absences in the Spring Term may 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 SPS 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 the violator’s use of School technologies and privileges related to technology use may be revoked entirely pending any review, 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 investigation 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 a student accidentally access inappropriate information or if someone sends a student inappropriate information, the student should immediately tell a faculty member or a member of the IT Department in order to help determine that the student 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 VIOLATION OF TOWN HOURS / FAILURE TO SIGN OUT AND SIGN IN

If a student is in town beyond the hours outlined in the Daily Life section of the Handbook or fails to sign out and sign back in, for a first offense the head of house or adviser will place the student 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, including, but not limited to, the student being sent home.

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 suspicion 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.
How Absences are Reported/How to Clear Them

COMMON QUESTIONS AND ANSWERS

When are absences reported?
Missed commitments will appear on the daily attendance report the following morning.

How can I find out if I was marked absent or not?
E-mails with full details are sent by noon on the weekday following the absence. Student attendance records may be accessed by logging in to millville.sps.edu, SPSEA, Attendance, Attendance Report. Enter the date(s) in question, check off the types(s) of entries, and click on Go. Mistakes can be made, and it is the student’s responsibility to clear an incorrect absence as soon as possible.

What do I do if I miss a commitment?
Students will need to serve one night of Early Check for each missed commitment beginning on Sunday of the following week.

How do I clear an absence?
Please complete an Absence Dispute Form available in the Dean of Students Office. To be eligible to be cleared, an absence must be disputed in person no later than 3 p.m. on the first Thursday following the absence.

What if I cannot clear the absence?
The consequence for each unexcused absence is one night of Early Check. Accumulation of unexcused absences will lead to further consequences (see Standard Responses to Unexcused Absences).

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 the student’s own parents (without student guests) or a pre-approved School-sponsored activity.
- The student must report to the adviser on duty and be restricted to their room from 8:30 to 10 p.m., with no visitors.
- On Saturday, the student must report directly to the adviser on duty in their house by 9 p.m. and remain in the house.
- Student’s adviser is required to inform parents of the student’s placement On Restrictions.
- Any student On Restrictions may be placed On Bounds if conduct or attitude is unsatisfactory.
A student will be placed Discipline 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 the student’s own parents (without student guests) or a pre-approved School-sponsored activity.
- The student must report to the adviser on duty and be restricted to their room from 8:30 to 10 p.m., with no visitors.
- On Saturday, the student must report directly to the adviser on duty in their 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, radio shows, and musical performances.
- A 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 possible suspension or dismissal.

**Expenses**

**DAILY EXPENSES/ATM**

Students should not need to carry more than $25 in cash or need to keep cash in their rooms. 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 some checks for a maximum of $200 per week at the School Store. There is also an ATM machine available in the Friedman Community 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 Kwok Café.
Lost ID Cards
A lost card should be reported to the Dean of Students Office. Student accounts will be charged $20 for a lost proximity card. 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
Inoperative or broken proximity and laundry cards may be replaced without charge. Please bring damaged cards to the Facilities Office in the Physical Plant building. The student may be reimbursed the amount on the laundry 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 Kwok Café, 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. 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.

SCHOOL STORE
The St. Paul’s School Store, operated by the Higher Learning Supply Company Education Group (HLSC), is located in the Roundhouse across from the flagpole at the center of campus. The store is open throughout the school year, Monday through Saturday, 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.

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 restrict a student’s ability to charge items to their student account.
Staying in Touch

Students have many ways to both access and share information about upcoming community events:

- Bulletin boards in the Schoolhouse, at the post office, and in Coit
- Reports in Chapel
- announcements in Chapel (see Chapel Announcements and Reserving a Meeting Space for more information and proper procedures).
- Daily Announcement e-mails.

TELEPHONE SERVICE

St. Paul's School provides in excess of 90 telephones throughout the grounds for community use. Each student house has a public phone that is 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 service on all phones. 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.

First class mail and small packages should be addressed as follows:
Student Name
325 Pleasant Street
Concord, NH 03301

Each student is assigned a box with a combination. Students are encouraged to take a photo of their post office box number and combination with their phone for future reference. Mail is delivered to student boxes Monday through Friday.

Outgoing mail is picked up from the blue USPS mailbox at 4:30 p.m. Monday through Friday and at 1 p.m. on Saturday.

**Shipping**
The shipping center, located next to the Central Heating Plant, has its own address:
56 Dunbarton Road,
Concord, NH 03301

Please use this address for deliveries of anything that will not fit in a post office box.

**WHITE BARN SHIPPING AND RECEIVING OFFICE**
Outgoing UPS and Overnight Services: The Shipping and 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 desk chair

In addition to clothing and personal toiletries and school supplies please bring:

- 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.)*

You will need to bring these outer clothing items for the New Hampshire Winter:

- Heavy coat/warm outer clothing
- Waterproof and insulated boots or shoes
- Hats and gloves

Items that students often bring include:

- Computer (monitors must not exceed 27 inches)
- Desk/reading lamp
- Foam or “egg crate” mattress pad
- Alarm clock
- Power strip with circuit breakers for operating multiple electrical devices
- Headphones to keep music from disturbing your roommate or neighbors
- Cell Phone
- Padlock for top bureau drawer
- Bicycle and helmet
- Sunscreen and insect repellent

**Personal Property**

Families should be aware that the School’s insurance does not cover the personal property of any student. The School recommends that families purchase insurance that covers any personal property brought on campus. Any personal property left in any school building (including the student’s house room) or left outside on campus is done so at the student’s risk. The School also does not provide summer storage for a student’s personal belongings.
Meals and Deliveries

Full, cafeteria-style breakfasts, lunches and dinners are available in the dining hall every day that the School is in session. Vegan, gluten-free and vegetarian options are always available.

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 contact the Dean of Students Office in order to secure permission.

KWOK CAFÉ/GRAB ‘N’ GO DELI-BAR LUNCH

The Kwok Café is located in the Friedman Community Center and offers grilled-to-order breakfast and other items Monday through Saturday from 8:30 a.m. to 2:30 p.m., Tuesday through Friday from 7 p.m. until check-in, and Saturday from 8 p.m. until midnight.

The Grab ‘n Go Deli Bar lunch offers a quick, convenient alternative to cafeteria lunch and is regularly available in the Kwok Cafe Monday, Tuesday, Thursday, and Friday from 11:30 a.m. to 1 p.m.

FOOD DELIVERY

For the occasional treat, students may want to order from a local restaurant. Deliveries can be made to three locations: in front of Foster House, the AFC 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.
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 Acceptable 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: As indicated above, 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:**

<table>
<thead>
<tr>
<th>CONFIGURATION</th>
<th>WINDOWS PC*</th>
<th>APPLE MACINTOSH*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating System*</td>
<td>Windows 10, 8, or 7</td>
<td>OS X</td>
</tr>
<tr>
<td>Memory (RAM)</td>
<td>8 GB minimum;</td>
<td>8 GB minimum;</td>
</tr>
<tr>
<td>Hard Disk</td>
<td>200 GB or higher</td>
<td>200 GB or higher</td>
</tr>
<tr>
<td>Network</td>
<td>Wireless available in houses and most academic spaces.</td>
<td></td>
</tr>
</tbody>
</table>

*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**

While students are not required to purchase and/or bring their own personal computers with them to St. Paul's School, many students choose to bring their own.

Please 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. The School's network supports both Macintosh and 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 students should be aware that these platforms are no longer maintained or supported by the manufacturer, which in turn limits problem resolution.

**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.

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 socioeconomic 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: 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 groups people together 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, 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.

HETERO NormATIVE: 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. While often unintentional, 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 gender non-binary individuals, and denigrates non-male 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.
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
# 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.

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FIRE, POLICE, AMBULANCE – 911  
ST. PAUL’S SCHOOL SAFETY DEPT. – (603) 229-4646
TOWN HOURS
Town hours begin after class hours on Monday through Saturday and at 10 a.m. on Sunday. Students must return and sign in by:

<table>
<thead>
<tr>
<th>Day</th>
<th>THIRD FORM</th>
<th>FOURTH FORM</th>
<th>FIFTH FORM</th>
<th>SIXTH FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNDAY</td>
<td>6:30 p.m.</td>
<td>6:30 p.m.</td>
<td>7:30 p.m.</td>
<td>7:30 p.m.</td>
</tr>
<tr>
<td>MONDAY</td>
<td>6:30 p.m.</td>
<td>6:30 p.m.</td>
<td>7:30 p.m.</td>
<td>7:30 p.m.</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>6:30 p.m.</td>
<td>6:30 p.m.</td>
<td>7:30 p.m.</td>
<td>7:30 p.m.</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>6:30 p.m.</td>
<td>6:30 p.m.</td>
<td>7:30 p.m.</td>
<td>7:30 p.m.</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>6:30 p.m.</td>
<td>6:30 p.m.</td>
<td>7:30 p.m.</td>
<td>7:30 p.m.</td>
</tr>
<tr>
<td>FRIDAY</td>
<td>6:30 p.m.</td>
<td>6:30 p.m.</td>
<td>7:30 p.m.</td>
<td>7:30 p.m.</td>
</tr>
<tr>
<td>SATURDAY</td>
<td>10:30 p.m.</td>
<td>10:30 p.m.</td>
<td>10:30 p.m.</td>
<td>11:30 p.m.</td>
</tr>
</tbody>
</table>

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.

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

CHECK-IN
Standard check-in times are as follows:

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

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

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

SIXTH FORM
- Sunday through Friday, 10 p.m.
- Saturday, 12 midnight
EMERGENCY PHONE NUMBERS

GENERAL
Fire Department ................................................................. 911
Police Emergency ............................................................... 911
Ambulance ........................................................................ 911
Safety Office ..................................................................... 229-4646

DEAN OF STUDENTS OFFICE
Theresa Ferns, Vice Rector for School Life ....................... 229-4815
Suzanne Ellinwood, Acting Dean of Students ................. 229-4721
Robb Arndt ....................................................................... 229-4813
Thomas Gregston ............................................................... 229-4719
Stephanie Harris ................................................................. 229-4803
Melissa Perkins ................................................................... 229-4817
Bonnie Roy .......................................................................... 229-4811
Sarah Keefe, Off-Campus Programs ............................... 229-4845
Kathy Taylor, Community Outreach ............................... 229-4706

RECTOR’S OFFICE
Kathleen Koesterer ............................................................. 229-4801

BUSINESS OFFICE ........................................................... 229-4749
LIBRARY ........................................................................... 229-4860
ADMISSION ...................................................................... 229-4700

ST. PAUL’S SCHOOL MEDICAL ASSISTANCE
Clark House ....................................................................... 229-4850

St. Paul’s School
325 Pleasant Street
Concord, NH 03301-2591

603-229-4600 / www.sps.edu

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