

GEORGE SCHOOL COMMUNITY HANDBOOK: COMPLETE VOLUME

(of November 29, 2018)

This online handbook includes information about the facilities and services available at George School and the specific policies and procedures that are in place to enact our mission and core values.

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INTRODUCTION

George School was founded in 1893 by the Religious Society of Friends, or Quakers. As an educational community of over 800 students and adults, the school is committed to the following mission and core values:

MISSION STATEMENT

With Quaker tradition as its touchstone and academic excellence at its core, George School seeks to develop citizen-scholars cheerfully committed to openness in the pursuit of truth, to service and peace, and to the faithful stewardship of the earth. We want our students to treasure learning for its own sake and to use it to benefit a diverse world. Above all, we want them to “let their lives speak.”

CORE VALUES

Transformative Teaching and Learning

Transformative relationships between teachers and students are the heart of the George School educational experience. Based upon a powerful combination of example, mutual respect, and personal commitment, these relationships support a program that is intentionally balanced between rigor and reflection, passion and compassion. They provide the environment within which George School teachers challenge their students to hold themselves to high academic standards, to practice humility, and to develop lifelong habits of scholarship and intellectual curiosity.

Personal Integrity

The alignment of belief and action that arises when an individual decides what is important and finds a way to be true to it is summed up in George Fox’s phrase “let your life speak.” Through habits of reflection that are honed in meeting for worship, through our commitment to honor the Light of God in everyone, and by developing an understanding of the Quaker (Friends) values of simplicity, peace, integrity, community, equality, service, and stewardship, our graduates are provided with a firm foundation upon which to build lives of personal integrity.

Unity in Diversity

George School is committed to being a community where people with vastly different backgrounds, identities, and perspectives are united both in their respect for the unique gifts that each brings and in pursuit of a common good. We place a high value on diversity and on the ways that our convictions, both individually and collectively, are broadened, strengthened, and enlightened when we appreciate and respect a range of perspectives. This belief is reflected in the school’s motto, Mind the Light.

Responsibility to Others

At George School we are grounded by a sense of responsibility to each other and to the earth we inhabit. This leads us to practice good stewardship in all of our daily actions and decisions. A central Friends value, stewardship recognizes that physical, financial, natural, cultural, intellectual, and spiritual resources are to be grown and sustained for the good of all and for generations to come.

PARENTS/GUARDIANS AND THE FACULTY AND ADMINISTRATION

Parents/guardians play an essential and positive role in the life of an independent school. Not only are parents/guardians advocates for their children, they also support the faculty and staff through volunteer activities and events.

The appropriate relationship between parents/guardians and the faculty and staff is specified by the *Community Handbook* and governed by the Enrollment Contract, in which our procedures are spelled out. When parents/guardians choose to enroll their child at George School, they agree to all terms of the *Community Handbook* and the Enrollment Contract(s), subscribe to the school’s mission, follow its rules, and abide by its decisions. However, most teachers and staff

members would agree that trust and mutual respect are the most essential underpinnings of effective working relationships.

- George School encourages parents/guardians to work productively with teachers and staff by staying informed about their child and important events in the life of the school. George School welcomes thoughtful questions and suggestions. It is incumbent upon the school to provide parents/guardians and families with timely and pertinent information.
- Parents/guardians best support a school climate of trust and respect by communicating concerns openly and constructively to the student's advisor or the teacher or staff member closest to the problem. Efforts by parents/guardians to lobby other parents/guardians are viewed by the school as counterproductive, as are instructions to children not to abide by decisions or policies of the school.
- Although parents/guardians may not agree with every decision by or policy of the school, in most cases, the parents/guardians and school will find enough common ground to continue a mutually respectful relationship. In certain cases, however, George School may decide it is appropriate to separate a family from the school. George School retains all discretion, through its Head, to make a decision to separate and/or expel any family or student(s) for any reason, including without limit failure to comply with the *Community Handbook* and/or the Enrollment Contract(s).¹

THE PROGRAM

Academic Curriculum

George School's curriculum is designed to ensure that each graduate is well prepared both for college and for a lifetime of learning. It reflects our belief that students become creative, reflective, open, disciplined, productive, compassionate, and passionate adults by engaging in a broad range of learning opportunities, both inside and outside of the classroom, in the context of a spiritually grounded education. Finally, our program is designed to ensure that students will develop an appreciation of the many interconnected ways of knowing and being and thus will seek to integrate a wide range of perspectives on any issue.

As students progress through the curriculum at George School, the range of choices available to them broadens. In junior and senior year, choices include participation in the rigorous, two-year International Baccalaureate (IB) Diploma Program; the opportunity to take individual IB courses for certificate credit; more than fifteen Advanced Placement offerings; and a variety of elective courses.

The Daily Schedule

Classes at George School meet Monday through Friday. The academic school day begins at 8:00 a.m. and can end as early as 2:45 p.m. or as late as 3:55 p.m. depending on the day. Exceptions to this are the theater performance class and sports. The theater class meets Monday through Friday at the end of the traditional academic day and ends at 5:15 p.m. Sports practices begin shortly after the last class and, with the exception of some winter sports, are over by 5:30 p.m. Tuesday and Friday are designated game days when athletes may finish later than 5:30 p.m. Because schools have different athletic schedules, games may also be held on other days of the week. Student organizations usually meet one night a week from 6:30 to 7:20 p.m. or on

¹ *This passage is adapted from materials produced by The Association of Independent Maryland Schools (AIMS). AIMS is an association of more than 100 independent, college preparatory schools in Maryland and the District of Columbia, representing more than 40,000 students and more than 5,000 teachers, administrators, and staff. It was organized in 1967. AIMS works in cooperation with the Maryland State Department of Education and is a member of the Maryland chapter of the Council for American Private Education and the National Association of Independent Schools.*

the weekends. Study halls and quiet study periods in the dorms are held from 7:30 to 9:30 p.m. Sunday through Thursday. Students may also sign out and go to the library during this time.

Academic Expectations and Requirements

Students must take six classes each term, though most freshmen take seven. All students are required to take an English course each year, develop third-year proficiency in a foreign language, and take three years each of art, history, math, science, and religion (two years of each at George School for students who come to George School as sophomores; one year of each at George School for students who come to George School as juniors). Religion offerings include health and Theory of Knowledge (an IB requirement), as well as a range of electives in junior and senior year. If a student fails a course, the student must make up the credits (usually in summer school at another institution) regardless of the total number of credits the student has.

The school rarely makes exceptions to its requirements, but there are cases when an exception to a requirement might make an important difference to the student's education without compromising the standards represented by a George School diploma. Students requesting an exception should work with their advisor and parents to develop a proposal which will be considered by the Department Heads Committee and the director of college counseling. In general, proposals should only be related to a student's junior or senior year program.

With advance approval from the appropriate department head, a course taken over the summer at another institution can fulfill one year of a distribution expectation. It is possible to demonstrate fulfillment of the foreign language expectation by an exam following pre-approved summer study.

In order to receive a George School diploma, a student must attend George School for their senior year. A student who wishes to study at another institution for their junior year and return to George School as a senior must obtain approval from the associate head of school and the director of admission during their sophomore year.

Course Selection Process

Once new students have completed their online skills assessments, the registrar makes tentative course assignments for freshmen, and the director of studies makes tentative course assignments for transfer students. Parents and students are able to view these tentative course assignments through the parent portal beginning in early June. From this starting point, parents and students work with the registrar and director of studies to devise the student's final course assignments.

Beginning with a course planning workshop in the fall of ninth grade, each student develops an academic course plan that evolves over the course of their time at George School. Those involved in running workshops and assisting students with the evolution of the plan include the registrar, the director of studies, advisor, college counselors, the IB coordinator, the associate head of school, teachers, and department heads. The actual course selection process for returning students begins in late January when advisors receive individualized course sign-up sheets for each advisee. A student's sign-up sheet shows the courses that each department has recommended as most appropriate for the student in the coming year. The advisor meets with the student to review these recommendations, choose from among them, and make revisions to the student's overall academic plan.

If a student wants to take a course that is not listed among the recommendations on his or her sign-up sheet, the student and advisor review the prerequisites for the course and initiate conversations with the appropriate teacher and/or department head about what, if anything, the student might need to do in order to obtain the department's approval to take the course.

The master schedule for the next academic year is built upon the courses students select in February. After the schedule has been built, at the end of April, advisors receive a course confirmation sheet for each advisee. This is an opportunity for the student and the advisor to review the course selections and request changes. An updated copy of the course list for the upcoming year is available through the portal system at the end of the school year. This list shows which requested class changes were possible and indicates where the student may have been placed on a waiting list.

Students may make course change requests up until one week before the start of classes, but the later it gets, the more likely it is that courses will be full. Once the school year begins, changes are only made if a teacher believes a student is in a course that is inappropriate or if there are extraordinary circumstances. Changes after the start of the school year require department head approval.

Co-Curricular Expectations and Requirements

The following experiences are at the core of who and what we are as a community and are thus required of all students.

Meeting for Worship

Quaker meeting for worship, which is central to the George School philosophy, is a time for silent inward searching and reflection, as well as for sharing insights aloud. All students and their advisors are assigned to either Tuesday or Thursday morning meeting for worship at 10:10 a.m., and all students on campus on Sunday morning (including guests and visiting day students) go to meeting for worship at 10:45 a.m. Adults take attendance at each meeting for worship.

Assembly

Every Friday morning and on designated Mondays, students, faculty, staff members, and administrators go to all-school assembly programs in Walton Center. Assemblies feature a variety of speakers, professional dramatic and musical productions, and student presentations. Students sit in assigned seats near their advisor, who takes attendance.

Collection

Each student at George School is assigned an advisor who meets with all of his or her advisees during collection, a ten-minute required group meeting held three times a week.

Cooperative Work Program (Co-op)

The co-op program began at George School in the 1940s and is a requirement for graduation from George School. Working between sixty and ninety minutes each week on campus in various areas—such as administrative offices, the dining room/kitchen (affectionately called “shift”), on the grounds, and in classrooms—students make a personal contribution to maintaining the school. In addition to providing an important service to the school, the co-op program allows students to see how different areas of George School operate; teaches them about responsibility, teamwork, and time management; promotes connections between students and members of the faculty and staff; offers valuable work experience; and instills a shared sense of pride in the school.

Service Learning Project

George School students are required to do a service learning project (totaling sixty-five hours) any time after completing their sophomore year. Working at local human service agencies, on national service learning projects, or on international service trips, students learn about the complexities of society and the diversity of cultures, while they, in turn, share their talents with a variety of people. One long-standing school-organized project is held at Woods Services, a residential program for individuals with special abilities in Langhorne, PA. Domestic trips include places such as Arizona, Mississippi, Puerto Rico, and Washington D.C. International trips

include places such as Bonaire, China, Costa Rica, Cuba, France, Haiti, Nepal, Nicaragua, Rwanda, South Africa, and Vietnam. Students may also design their own independent service learning projects with prior approval.

ACADEMIC POLICIES AND PROCEDURES

Academic Overload

Teachers prepare their assignments with the expectation that, after freshman year, students take six courses. It is possible for an upperclassman to take an overload of seven courses, but it is important that a student who opts to do this recognizes that it will result in more homework and less free time during the day. While many students find this manageable in tenth grade, few students take an overload in eleventh or twelfth grade. Any student who has been on the Honor Roll in at least one term in a given year is eligible to take an overload in the subsequent year. A student who has not made the Honor Roll may, during the course selection process and in consultation with their advisor, apply for special permission to take an overload of courses.

Academic Reporting Policies

Grades - Explanations of Ratings

George School believes that no single rating by letter or number is adequate to express a teacher's evaluation of a student's development. In addition to letters rating academic achievement, teachers also write supplementary comments at the end of each term.

We use six symbols—A, B, C, D, F, I—to rate scholastic achievement. These ratings indicate that the student:

- A Has achieved to a high degree the objectives of the course.
- B Has achieved to a substantial degree the objectives of the course.
- C Has achieved to a moderate degree the objectives of the course.
- D Has achieved credit toward graduation only; summer work may be necessary in some cases.
- F Has failed to achieve the objectives of the course. Credit must be made up in the future.
- I Has not completed the work of the course, usually due to medical reasons. One of the symbols above will be used to rate the work when it is completed.

Teachers may also include a plus or minus to further clarify a student's achievement. Physical education, service learning projects, and co-op work programs use S, D, and F to indicate the student:

- S Has done satisfactory work.
- D Has done unsatisfactory work, but has achieved credit.
- F Has failed to achieve the objectives of the course. Credit deficiency to be made up.

At the end of each term, the rating given in a year-long course is cumulative and does not represent the individual term rating. The rating in co-op reflects the term's work only.

The only ratings that are placed on the transcript are those received at the completion of courses. All other ratings should be considered as progress ratings. The only exceptions to this

are mid-year senior grades and term grades for students who request transcripts during the year. Even in these cases, the grades are eventually replaced by year-end grades.

Head of School's List

Each term, faculty and staff members nominate students to the Head of School's List for their diligence, constructive attitude, thoroughness, dependability, punctuality, and overall commitment to excellence. To be named to the list, students must earn five or more individual nominations. At least three of the nominations must be from the arts, English, history, language, mathematics, religion, or science. The fourth and fifth nominations may come from any of the above or from other areas such as co-op, physical education, or a team activity.

Honor Roll

Students are named to a term's Honor Roll when they earn a B or higher in each subject area that earns an A, B, C, D, or F rating, or a B+ average (3.33 on a 4.0 GPA scale) with no grade lower than a C. They must also earn S ratings in every area that is assessed with grades of S, D, or F.

Advisory Council

The Advisory Council—which includes the head of school, the associate head of school, the deans, the director of studies, the director of college counseling, the relevant advisors, the director of admission, the director of Learning Center services, a school counselor, and appropriate faculty—meets four times a year to evaluate students having academic or social problems. Students with two or more ratings below a C- automatically come up for discussion at Advisory Council. Advisors, dorm teachers, or deans may also recommend students for consideration. The purpose of Advisory Council is twofold: to intervene early in order to support a student's success at George School and to ensure that when we do ask a student to leave the school, we do so as thoughtfully and compassionately as possible. The Advisory Council recommends a variety of approaches to assist students having difficulty. These may include long-term assignment to study hall, meetings with the director of Learning Center services, Flag List, counseling, educational testing, appropriate probation, or expulsion. When unexcused class or co-op absences violate previous warnings at the end of a term, students should also expect to be discussed in Advisory Council. Advisory Council may respond with a letter home and/or demerit restrictions, or by placing that student on the Flag List.

Finally, when major school rule violations occur at or near the end of term, Advisory Council takes the place of the Discipline Committee to determine a penalty. The makeup and process of the Advisory Council differs from that of the Discipline Committee in that no student representatives sit on the Advisory Council, and the students under consideration are represented by their advisors. In situations in which there is likelihood that the Advisory Council, taking the place of the Discipline Committee, may recommend expulsion, the student's advisor, a dean, or the associate head of school will try to inform students and their parents of this possibility in advance.

Extra Help in Subject Areas

Any student who is having difficulty in a particular subject may seek help from a classroom teacher during consultation, a predetermined time in the school day when students may schedule meetings with their teachers. In addition, students may meet with the director of Learning Center services and also may arrange for a peer tutor or professional tutor. The Advisory Council may recommend, or require, that a student receive extra help from the director of Learning Center services or an outside tutor.

Flag List

If the academic or behavioral problems that bring a student before the Advisory Council continue, the Advisory Council may put the student on the Flag List to alert the student, parents, and teachers that a problem is serious enough that it could result in a student being asked to

leave the school if significant improvement is not made. Any student who is on the Flag List at the end of the junior year who earns two or more grades lower than a C- should expect to be asked to leave the school.

When students are put on the Flag List:

- The associate head of school notifies parents by letter.
- Advisory Council recommends or requires corrective steps.
- Teachers report progress to advisors, who report to parents and the associate head of school at regular (generally every three weeks) intervals.

Advisory Council reviews the progress of students on the Flag List at the mid-term in October, and at the end of each term.

Study Halls

Study Hall hours are Sunday through Thursday from 7:30 to 9:30 p.m. If a student is not assigned to the Learning Center or Quiet Study Hall, boarders must study in the dormitories, in the library, or possibly in the dining room. Study Hall in the library is for silent study only. Study Hall in the dining room is available for collaborative work and group study from Monday through Thursday. During the first six weeks of school, boarding freshmen and boarding new sophomores attend a supervised evening study hall. Day students are welcome to study in the campus library at all times, and freshmen and new sophomores may be assigned to a supervised study hall during the first six weeks of school.

Monday through Thursday, a variety of supports and resources are available in the Waghorne Academic Study Hub (WASH) on the second floor of the library. Math Help is available for math tutoring each evening. The Learning Center is available for help with organization and planning, and for help with content areas. Several nights a week, the Writing Center is also available for help with writing assignments. These resources are available to all students on a drop-in basis. The tutoring center is staffed by faculty and peer tutors.

For academic or disciplinary reasons, students may be assigned to one of two monitored study halls, either Quiet Study Hall or the Learning Center. Quiet Study Hall is completely quiet and is for students who do not need or want to work with a tutor. The Learning Center is for students who need or want to actively work with a tutor. Students assigned to the Learning Center follow an agreed-upon study plan, with the goals of learning to manage their time more efficiently and to organize their work and study habits so that they can keep track of their assignments and complete them nightly. As stated above, the Learning Center is also available to all students on a drop-in basis.

Waghorne Academic Study Hub

The Waghorne Academic Study Hub (WASH) is a place where peer mentors and subject-specialist faculty will be available to lend a hand. Assistance is available for Math Help, the Writing Center, or one of the language or science peer sessions.

ATHLETICS

Sport and Physical Education Requirement

George School promotes long-term health and physical fitness by requiring students to participate in competitive sports and in physical education classes. George School seeks to educate the whole student, both intellectually and physically: a sound body can help promote a sound mind. Organized physical activities, whether in a team sport context or in a physical education class, allow students to be part of a group that they might not otherwise experience. These activities can be great stress relievers even as they help students learn to take risks, to take a chance on themselves, and on those around them. The activities promote community in that

students work together, discovering and playing to their own strengths and to the strengths of others as they seek a common goal. In a physical education class, on a developmental squad, and at the elite varsity level, students build confidence as they reach new levels of fitness and skills, learn to overcome setbacks, and revel in their successes. Sports and physical education can help students forge lifelong friendships. They teach many life lessons that shape students during their George School experience and for years to come.

Freshmen Requirement

Freshmen are required to play a sport in the fall and a second sport during winter or spring term. The third commitment can be any of the following:

- A third sport
- An after-school performance class in the term you are not doing a sport
- A physical education class in the term you are not doing a sport
- Dance as a yearlong arts course

Note: Freshmen may not be managers or student athletic training aides.

Sophomores Requirement

Sophomores are required to play at least one sport (special permission is required if this will not be in the fall). In a subsequent term, either a second sport or an after-school performance class must be taken.

Unless there is a yearlong overload (a class in every arrangement all year), one of the following must be chosen as a third commitment:

- Another sport or after-school performance class
- A physical education class in the term that a sport/performance is not taken
- Dance as a yearlong arts course

Juniors Requirement

Juniors are required to select one of the following options:

- Two sports at the varsity or junior varsity (JV) level
- A varsity or JV sport and an after-school performance class
- Two after-school performance classes
- Three terms of a sport or after-school performance or physical education, including at least one sport or after-school performance
- A yearlong overload plus two terms of a sport or after-school performance or physical education, including at least one sport or after-school performance
- A sport or after-school performance class, plus dance as a yearlong arts course

Note: It is strongly recommended that a sport or after-school performance be taken in the fall.

Seniors Requirement

Seniors must select one of the following options:

- Two sports
- Two after-school performance classes
- A sport and an after-school performance class
- A sport or an after-school performance class, plus a term of physical education
- Dance as a yearlong arts course

Note: It is strongly recommended that a sport or after-school performance in the fall.

Athletic Trainers

George School employs two full-time athletic trainers for the school year. The Athletic Training Suite is located in the Fitness and Athletics Center. The hours of operation are posted outside of the Athletic Training Suite, which begin at 1:30 p.m. and end after the last home contest or practice. All athletes are encouraged to see one of the athletic trainers to prevent and treat injuries. The athletic trainers provide medical treatment, taping, and wrapping as well as pre-season conditioning and basic rehabilitation for athletes. The athletic trainers will oversee most sports-related injuries. He or she will also communicate with the George School Student Health and Wellness Center regarding all injuries that occur. Athletes who have seen or are referred to a physician must have a doctor's note allowing them to resume physical activity.

George School has a student athletic training aide program. Student athletic training aides earn Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) certification within the first month of each new sports season. Student athletic training aides can give ice to an injured player on the field, provide emotional support for an injured player on the sideline, learn basic taping, and serve as a liaison between the athlete and the athletic trainers.

In case of an emergency, a coach will contact one of the athletic trainers or the George School Student Health and Wellness Center.

Performance and Wellness

George School employs year-round performance and wellness coaches, located in the Hayden Family Fitness Center on the second floor of the Fitness and Athletics Center (FAC). George School Performance and Wellness (GSPW) coaches provide supervision and guidance in the fitness center, as well as individual and small group personal training sessions for teams, students, parents, faculty, and staff. The supervised fitness center hours are posted outside of the fitness center, as well as on the George School [website](#). Weekday hours are typically 7:00 a.m. to 9:00 p.m. The fitness center is open on weekends; typically supervised Saturday from 10:00 a.m. until 2:00 p.m. and Sunday from 12:30 p.m. until 5:30 p.m. If a student wishes to utilize the Hayden Family Fitness Center outside of the posted supervised hours, they must complete an orientation of the center with a GSPW coach. After receiving permission from the FAC duty supervisor, they can use the fitness center with another student on the orientation list or an adult. Only oriented students can be in the fitness center during unsupervised hours.

Athletics and Physical Education Policies and Procedures

Athletic Team Structure

George School offers a variety of sports at different levels including varsity and junior varsity. In some sports, freshmen, third, and developmental teams are available. Tryouts are held at the beginning of each term; students earn a position on the appropriate team based on ability, experience, and team size.

Athletic Team Eligibility

Athletes may only participate on one team per term. All students who attend George School are eligible for team competition. Students who turn nineteen years old on or before September 1 may not participate in a Friends Schools League (FSL) competition at George School.

Athletic Team Practice Times and Games

Students who participate in team sports will have home and away athletic competitions during their season. For away games, students are told in advance about the time they can expect to return to campus. Day students who do not have a ride home until after the beginning of study hall must report to the library.

Attendance at all practices and games is mandatory. During the year, athletes can expect to practice up to two hours each day during the week, and some teams may practice on Saturdays. Varsity coaches will require that athletes remain at practice and games until the practice or contest is over. Some students may need to leave practice a few minutes early to catch a bus or to do a kitchen duty or other co-op.

Athletes can expect to practice shortly after classes end. On Monday, Wednesday, and Thursday, practice may run from 3:45 to 5:30 p.m. Specific arts groups may arrive to athletic practices at 4:05 p.m. on Thursday. On Tuesday and Friday, athletes can expect to begin practice at 3:00 p.m.

Postponements, Directions, Schedule Changes, and Cancellations

All postponements, cancellations, and schedule changes will be posted and updated via the team page of the athletics section of the George School [website](#). Coaches will notify the athletes as soon as game cancellations or postponements are known. Directions to all games are available via the team page in the athletics section of the [website](#), as well as via the George School calendar located at <http://calendar.georgeschool.org>.

Individuals can subscribe to an email service that allows coaches and managers to send updates as they are posted. A team news sign-up is also available on each team page.

Driving to and from Games Policy

The Athletic Department and Deans' Office expect that ALL students will travel to and from a game on school-provided transportation.

In a rare circumstance that a student must drive to a game, he or she must speak with the athletic director first and then be cleared by the dean on duty. Driving to a game should rarely occur.

The Athletic Department discourages athletes riding home with their friends' parents at the end of games. However, we recognize that there may be exceptions. Therefore, students must plan ahead by gaining permission from the Deans' Office and his or her coach.

No athlete is permitted to ride with another George School student or non-George School community member, to or from a contest. Requests for exceptions to this rule need to be communicated to the coach of the team, the athletic director, and the Deans' Office well in advance. No permission will be granted immediately following a contest.

Friends Schools League Sportsmanship Policy

George School athletes compete in a league comprised of eight other schools. George School was a founding member of the Friends Schools League (FSL) in 1981. The nine schools that comprise this league share many common beliefs and concerns included in Friends testimonies.

Among them are the value of athletic competition and the need to keep such competition in the proper perspective. The integrity and intrinsic value of each individual are of primary concern. The Friends Schools League sportsmanship policy indicates that it “expects all of its athletes, coaches, and spectators to behave in a sportsmanlike manner at all contests.” The George School Athletic Department expects that parents, teachers, students, and athletes will represent George School well, and that they will be mindful of setting a good example for all participants and fans.

Policy on Participation in Outside Teams

Students may participate in outside teams if practice times do not conflict with participation at George School in any way. Students are not excused from George School practice to go to games or practices for their outside teams. They are not excused from George School responsibilities for travel teams. A student’s commitment is to his or her in-season team first.

Policy Governing Independent Physical Education

On rare occasions, a student may apply for an Independent Physical Education credit to receive his or her physical education (PE) credit for the term. The student can get an application from the physical education coordinator. The final decision for all independent PEs is made by the Athletic Department upon review of the student’s application. The baseline criteria include the following:

- A request in which a student is competing in a sport at a higher or more specialized level than George School offers.
- A request in which a student is pursuing an activity (sport) which we do not offer at George School, especially if college acceptance and scholarship money are a factor for this student.
- A student who participates in a sport at a specialized level must participate in that sport at George School during the term that it is offered.

With the exception of the fall term, requests for an Independent Physical Education credit should be submitted to the physical education coordinator no later than the last class day of the previous term. Fall requests are due one week from the start of the first term.

Students who do an Independent Physical Education need to practice a minimum of six hours during the week. Weekend developmental activities or concentrated games do not meet George School’s minimum requirement for consistent exercise.

Daily exercises such as running, weight training, or fitness walking cannot be considered as an Independent Physical Education.

ADMINISTRATIVE STRUCTURE

Senior Administration

George School’s senior administrative team is the leading strategic body within George School. The administrative team is also primarily responsible for making sure there is accurate and appropriate communication and consultation across offices and divisions of the school, including faculty, students, and families, and for advising the head of school on which George School constituents should be consulted about potential decisions and initiatives. The administrative team supports the George School Board, and members staff board meetings and board committee meetings. The administrative team consists of the head of school, associate head of school, dean of students, director of enrollment management and strategic initiatives, director of operations, chief financial officer, director of college counseling, director of marketing and strategic communications, chief development officer, and the director of inclusion.

The **head of school** is responsible for all aspects of the school, with special responsibility for its strategic direction. He/she also has responsibility for programmatic, operational, and institutional aspects of the school. Reporting directly to the George School Board, he/she provides leadership for all of the school's constituencies, ensures the financial health of the school, and is responsible for maintaining the spiritual life, high intellectual standards, and commitment to diversity, inclusion, and community that define George School's unique nature.

The **associate head of school** oversees curriculum, course planning and placement, advisor and teaching assignments, athletics, and student life and is responsible for all matters relating to the faculty. He/she is also the partner to the head of school and other members of the senior administrative team in strategic matters. In case of the head's absence or incapacity, the associate head will be vested with the powers of the head of school and will be considered the acting head of school.

The **dean of students** is the chief student affairs officer of George School and reports to the associate head of school. The dean is responsible for care and support of students outside the classroom and for all nonacademic aspects of student life at George School, and their articulation with the academic program of the school to ensure a balanced, holistic approach to educating each student. Under the purview of the dean of students are residential and community life, Student Health and Wellness Center operations, discipline, student leadership, and weekend activities. In his/her work, the dean regularly partners with faculty and other members of staff.

The **director of enrollment management and strategic initiatives** oversees all work in admission and financial aid, and with colleagues on the faculty and staff is active in devising strategies and implementing measures to support student success. The director is also a close partner to the head of school and the George School Board in setting and maintaining the strategic direction of the school in a manner that allows the school to be prominent in the crowded and competitive independent school marketplace.

The **director of operations** is responsible for managing the day-to-day operations of school grounds and facilities. He/she monitors the safety, functionality, and appearance of all campus grounds and facilities and implements corrective actions when needed; directs all buildings and grounds projects; and supervises emergency services, environmental services, maintenance and grounds staff and functions.

The **chief financial officer** is responsible for all financial operations of the school, assuring that the institution operates in an efficient and cost-effective manner. He/she also coordinates processes ensuring that the school's budget is aligned with its mission, strategic and operational priorities, and that the administrative functions of the school support its mission. He/she is also charged with making sure that the finances of the school are in a position to sustain the institution over the long term. The chief financial officer oversees the school's human resources and information technology functions, is the school's primary risk management officer, and is our primary contact with legal counsel.

The **director of college counseling** is responsible for ensuring that George School students are placed in outstanding colleges and universities that are excellent fits for each individual student. The director is ultimately responsible for maintaining positive, productive, and ethical relationships with representatives of colleges and universities and fellowship and scholarship agencies, and for making sure that there is regular, appropriate communication between the school and students and families about college counseling. The office of college counseling is responsible for keeping colleges and universities up-to-date with accurate and relevant information about George School.

The **director of marketing and strategic communications** is responsible for marketing, public relations, and all print and electronic publications. While the director's role supports the work of the school overall, it has a significant strategic dimension in assuring that George School's identity is prominent, distinctive, and current in present and emerging admission markets critical to the school, and is appealing to the segments of the markets George School hopes to attract. Similarly, this role closely collaborates with that of the chief development officer to cultivate interest in George School among our graduates and friends.

The **chief development officer** is responsible for conceiving, promoting, and implementing the overall annual and capital fundraising and alumni and parent engagement efforts to support the mission and strategic direction of George School. The chief development officer is a key partner to the administrative team, as this role is ultimately responsible for research that will help the school understand which of its aspirations appeals to board members, alumni, and other philanthropic partners, and hence are appropriate objects for fundraising, as opposed to budgetary allocations.

The **director of inclusion** is charged with advising the administrative team, and the school community as a whole, on how to work, live, and make decisions in a way that promotes inclusion of the diverse community in the school. Because the diversity of the school is among our greatest assets when we both respect it and rely on its wisdom in keeping with Friends' testimonies, the director of inclusion is a strategic leader and central community member for the school.

STUDENT SUPPORT

Numerous adults share responsibility for supporting students' growth at George School. The associate head of school and dean of students work closely with these individuals to ensure that students receive strong and consistent adult guidance.

Advisors

Advisors play a crucial role in the life of a student at George School. They are the people primarily responsible for seeing that both the student and the student's family receive personal attention. As liaisons between the school and parents regarding academic progress, they provide parents with written reports at least four times a year. Parents are free to contact advisors to discuss concerns. While it is possible to reach advisors between 8:00 a.m. and 8:00 p.m. Monday through Friday, most teachers do not have access to personal school phones, so email is recommended.

An advisor will act as an aide or caring confidant to students who wish to discuss social, academic, or disciplinary problems. Advisors help advisees choose courses and monitor their academic progress while providing structure and limits when necessary. Advisors also sit in on any disciplinary hearings involving their advisees. They will often drop by to watch an advisee compete in an athletic event or perform on the stage at Walton Center. In times of illness, an advisor will check on the advisee at the Student Health and Wellness Center and, in an emergency, escort him or her to the hospital. An advisor generally has eight to ten advisees. The advisor meets with the advisees during collection, a ten-minute required group meeting held three times a week at 9:40 a.m. on Mondays and at 10:10 a.m. on Wednesdays and Fridays. The advisor also sits with his or her advisees at assemblies.

Each student has an advisor. An adult with similar interests, or one directly involved in the student's instruction or dorm life, will be assigned by the School Office when a student enters George School. Sometimes the two people are so compatible that the relationship lasts all four years, and even endures after graduation. In other cases, the match does not work as well. Sometimes the personalities of the two people are just not compatible. If the advising relation-

ship is not working well, a change may be made. A number of students do change advisors each year.

Advisor Change Process

Changing advisors involves several steps. First, the student needs to think about the people he or she would like to have as an advisor. Because an advisor might already have a full load of advisees, the student needs to have several choices in mind. Next, the student needs to approach the candidates to see if they could add a student to the group of advisees they already oversee. If all the student's choices are unavailable, the School Office will help the student work out a satisfactory resolution. Finally, the student needs to have the new and old advisor sign the advisor change form, available at the School Office. Usually, changes occur at the end of the school year when graduating seniors can reduce an advisor's load.

College Counselors

While the formal college counseling process does not begin until the third term of sophomore year, students and families should contact college counseling any time they have a question about the college search process. During the third term of sophomore year, each sophomore will meet with a college counselor to have a causal initial conversation about the upcoming college search process. At the beginning of the second term of junior year, each student is matched with a college counselor who works closely with him or her through the entire college search and application process. As Quaker school educators who aspire to help students "let their lives speak," George School's college counselors recommend that students consider a range of institutions that offer suitable opportunities for growth, discovery, and academic challenge. Some of these colleges and universities may be familiar names; others may be initially unfamiliar. With this approach our counselors honor the diversity of George School students' achievements, interests, aspirations, and circumstances.

For more information about the college counseling process see our [website](#).

Deans' Office Staff

The staff members of the Deans' Office share responsibility for the care and support of students outside the classroom. These areas include:

- attendance policies and procedures
- clubs and extracurricular programs
- discipline
- diversity programs and policies
- residential and day student programs
- student activities and leadership
- student services, including health and safety
- travel

The Deans' Office bears the responsibility of accounting for all boarders at all times, and all day students during the school day and during overnight stays on campus. There is a member of the Deans' Office staff in the office from 7:30 a.m. to 7:30 p.m. Monday through Thursday, from 7:30 a.m. to 11:00 p.m. on Friday, from 10:30 a.m. to 11:00 p.m. on Saturday, and from 10:30 a.m. to 10:30 p.m. on Sunday. Outside of office hours, a dean is always available by phone, twenty-four hours a day at 215.579.6589.

Department Heads

Each of George School's academic departments is led by a department head who is responsible for oversight of the scope and sequence of the curriculum, for new initiatives in a department,

and for issues of pedagogy and technology. Department heads work closely with the associate head of school in the processes of hiring, support, professional development, and evaluation of teachers, and with the director of studies and the registrar on issues of course placement. Approval of a department head is often required when a student wishes to change a program of study. Parents are encouraged to contact department heads if they have course placement questions that cannot be resolved in conversation with a particular teacher or with their child's advisor.

Dorm Heads and Hall Teachers

Each of George School's dormitories is staffed by a dorm head and a group of hall teachers, assisted by senior prefects, and dorm affiliates, a non-residential adult who provides supervision to dorm residents when on duty. The dormitory head supervises all dorm staff and prefects and facilitates all dormitory activities. The dormitory head is the primary contact with parents, advisors, deans, teachers, the health and wellness center, emergency services, and other professionals regarding residential issues and boarding students.

Learning Center

Mission of the Learning Center

The Learning Center is available to all students to provide support in academic skills (such as planning, note-taking, organizing, studying, and test-taking) and in academic content areas. The philosophy of George School is that in the increasingly complex and demanding world in which we live, seeking support when necessary is an essential element of being a successful student. At George School, the primary sources of support are individual teachers (through consultations) and the Waghorne Academic Study Hub (WASH) in the Learning Center where peer mentors and subject-specialist faculty will be available to lend a hand. Assistance is available for Math Help, through the Writing Center, or one of the language or science peer sessions.

The Learning Center is a positive and supportive environment that builds on students' strengths while helping the student develop strategies and skills that might alleviate areas of difficulty. The Learning Center can also help arrange private tutoring for areas that the Learning Center is unable to support.

How to Access the Learning Center During the School Day

The Learning Center is on the second floor of the Mollie Dodd Anderson (MDA) Library and is open during the school day and after-school. A student may go to the Learning Center occasionally, regularly, or daily (the Learning Center may be on the student's schedule if the student is not otherwise fully scheduled).

How to Access the Learning Center During Evening Study Hall

In the evening, the Learning Center is part of a larger tutoring center, the Waghorne Academic Study Hub (WASH), which also includes Math Help and the Writing Center. WASH is staffed by adult proctors and by peer tutors. While some students are assigned to study hall in the Learning Center, the Learning Center is available to all students for help with organization, setting goals for study hall, and other skills or content support.

Deciding Whether a Student Should be Assigned to the Learning Center

Whether a student is assigned to the Learning Center during the school day or in the evening is a decision made by the director of Learning Center services, the student, the student's parents or guardians, the student's advisor, and in some cases, the Advisory Council. Many factors go into this decision, including the level of support desired or needed, the student's attitude about seeking support, the best studying environment for the student, and whether having the Learning Center assigned will help establish a pattern of seeking support. During evening study hall, a student may be assigned to the Learning Center for a specific purpose (such as creating a plan

for studying) but not necessarily be required to stay in the Learning Center for the entire evening and might be allowed to study in other areas of the library.

Students with Documented Learning Differences

If a student has a documented learning difference, the director of Learning Center Services will create an individualized education plan, called a Learning Difference Bulletin, that informs teachers of the student's learning differences and sets out classroom accommodations for the teachers to follow. The Learning Center also helps students with documented learning differences apply for accommodations on standardized tests such as the SAT.

For more information, contact the director of Learning Center services, at 215.579.6771.

Registrar and Director of Studies

The director of studies and the registrar work in concert on issues related to George School's curriculum, academic counseling, scheduling, and student academic records. The director of studies is primarily responsible for the academic advising program, and the registrar is primarily responsible for grade reporting and academic record keeping. The director of studies and the registrar share responsibility for course scheduling, and both work with students and parents on academic program planning. The director of studies and the registrar work closely with advisors, teachers, department heads, the associate head of school, the admission staff, and the college counseling staff around issues relating to George School's academic program.

Residential Enrollment Status: Change Requests

Applicants are accepted to George School as either boarding students or day students. It is expected that a student's residential enrollment status will remain consistent during the tenure of the student's time at the school. Occasionally, a student will seek a residential enrollment status change (either from day to boarding or from boarding to day). To formally apply for a residential enrollment status change, send a written request to the director of admission. Please send a brief description of the reason the request is being made.

All residential status change requests are reviewed by the Admission Committee and are subject to the committee's approval. When considering a request of this kind, the committee seeks feedback from the student's advisor, the Deans' Office, as well as other members of the faculty and staff who have had frequent interaction with the student. Residential status change requests are evaluated both for what is in the best interest of the individual student and how the request fits within the school's overall enrollment.

Student Health and Wellness Center Medical Staff and School Counselor

The Student Health and Wellness Center (SHWC) offers a holistic approach to providing for the wellness needs of our students. The staff provides physical, emotional, nutritional, and educational support and dispenses all prescribed medications. A registered nurse is available at all times. The nurse practitioner, the school counselor, and a consulting physician see students by appointment, Monday through Friday, and are on call for all student emergencies. There is no charge for routine care. The SHWC staff coordinates referrals to specialists and independent counselors in the area.

Technology Support

Information Technology Services (ITS) Service Desk provides technical support for the users of George School's information technology hardware, software, and services. The ITS Service Desk does not service personal computers not owned by George School, but does assist users with troubleshooting and configuration assistance. A pool of laptops is maintained for short-term loan to students if needed while their personal computer is being repaired or replaced. The ITS Service Desk is staffed Monday through Friday, 7:30 a.m. to 5:00 p.m. when school is in session.

COMMUNICATIONS

Contacting the School in a Family Emergency

The Deans' Office is a parent's first line of communication in the event of a family emergency. The Deans' Office may be reached at 215.579.6589. Deans are available by phone twenty-four hours per day when school is in session.

Email

George School's email system allows students to send and receive email and to post general messages to the student body or community. All students, faculty, and staff members are given an individual email account. Students are expected to check their email at least once daily for school related messages.

Instructions for accessing and using the email system are available for account holders on the IT Services tab of our secure portal at <https://my.georgeschool.org>. Email addresses for students, faculty, and staff are available online through the dynamic [Community Directory](#) via the secure web portal. This version permits you to access the latest information in our database of emails, phones, and hometowns.

Telephones (Cell and Landlines)

George School's main telephone exchange is 215.579.6500. That number gives you access to an auto attendant system that provides the extension numbers for the most commonly contacted departments. It also provides instructions on how to reach a directory of teachers and staff members.

If parents need to reach students in an emergency, they should call the Deans' Office at 215.579.6589.

To leave a voicemail message for faculty or staff, dial their assigned phone number 215.579.XXXX and follow the recorded instructions. Faculty and staff extension numbers are available in our secure portal at <https://my.georgeschool.org>. The Faculty and Staff Directory, which includes phone numbers and email addresses for faculty and staff, is available on our [website](#).

Please note that most faculty and staff members do not have direct access to personal school phones during the academic day and thus may not receive your voicemail message immediately. Use of email is recommended in communicating with all but administrators, dorm heads, hall teachers, and department heads.

Students are allowed to have mobile phones at George School as long as they use them discreetly and are mindful of the school's guidelines (see page 18 for more details).

The school does not provide telephone service in the dorm rooms for students.

Website

Our public website address is <https://www.georgeschool.org> and information including academic calendars, course offerings, and athletic schedules is easy to find.

Our secure web portal, located at <https://my.georgeschool.org>, provides access to personalized and confidential information, web applications, electronic learning tools, and communication tools for students, parents, faculty, and staff.

Mail

The George School Post Office has a full menu of US Postal Service operations, and also provides the opportunity to use private carriers including UPS, FedEx, DHL, and other expedited services. Hours of operation are Monday through Friday from 8:00 a.m. to 4:00 p.m.

All students are assigned individual numbered mailboxes which they are expected to check regularly for messages and campus notices.

The following four-line address format should be used on all incoming items:

Person Name
PMB [insert number]
1690 Newtown Langhorne Rd
Newtown PA 18940-2414

For online orders that require a three-line address format, use the following:

Person Name
1690 Newtown Langhorne Rd # (insert PMB number)
Newtown PA 18940-2414

Communications on Snow Days and in Extreme Weather Conditions

Because George School is a boarding school, classes are rarely canceled in bad weather, even when school buses are not running.

For more information about snow day policies, please see the policy for Attendance on Snow Days on page 35.

In addition to information posted on our website or the portal, parents and students may receive an automated alert through our phone/text/email system.

Emergency Response

In the event of a national, regional, local, or campus emergency, the head of school convenes an Emergency Response Team (ERT) to determine the appropriate steps to provide for the safety and security of all students, staff, residents, and guests on campus. The actions taken by the ERT are made to optimize the safety and security of all on campus.

In the event of an emergency, the school employs an automatic text messaging, email, and telephone notification service to alert faculty, staff, students, and parents for whom we have emergency contact information. In addition to the automatic alert service, information is also posted on our [website](#). Parents are advised to check the [website](#) before attempting to call or come to the campus during an emergency.

Communication Policies and Procedures

Mobile Device Policy

Cell phones and other mobile devices can enhance personal safety, foster learning, and facilitate vital communication; however, they raise unique issues connected to our Behavioral Expectations and School Rules. Students are permitted to have mobile devices if they use them appropriately and are mindful of the guidelines below and throughout this handbook. All students are responsible for keeping the best phone number for reaching them on file with the school. If the best number to reach a student changes, these updates should be made in the parent portal or reported to the Deans' Office.

George School strongly values community, and our baseline expectation is that students create the kind of community where everyone feels welcome, respected, and safe. To that end, we discourage students from using devices in shared communal spaces in ways that inconvenience or exclude other people. Communal spaces include Red Square, the Dining Room, MDA Library, and the first floor of Main. Mobile devices should either be off or silenced (i.e., not in vibrate mode) during Meeting for Worship. Additionally, students are not allowed to use devices with audio/video recording capabilities in ways that violate another person's privacy, or to record or photograph a person or people without their consent specific to that occasion.

While mobile devices have incredible educational potential, we also recognize that they pose the potential for unique means of violating school rules such as dishonesty and fighting/harassment/intimidation. The policies regarding those rules are explained in more detail in those sections, and the language here is intended to make clear that students are not allowed to use mobile devices in any way that violates these policies. Mobile devices can open more possibilities for students to break these rules. Students should be mindful of temptations that might arise with these devices and take steps to remove such devices/temptations when appropriate if it will support upholding school rules and values. Individual teachers will communicate their classroom policies and expectations for device use in their classes, and those policies supersede the baseline expectation stated here.

During study hall we expect that mobile devices are being used to support student learning. Regardless of the location of the study hall, device settings should be altered so the devices do not pose any distractions to other members of the community. More specifically, audible notifications should be silenced and students should use earbuds and maintain a low volume when listening to audio in support of their studying. Individual study hall settings, such as Quiet Study, Learning Center Study Hall, the main floor of the MDA Library, and each dormitory, may have device policies specific to those locales, and those policies supersede the baseline expectation stated here. Students who use their devices in inappropriate ways during study hall should expect to have those devices confiscated immediately.

During late night hours in the dormitories, there are expectations regarding mobile device use intended to support students in getting a healthy amount of sleep. Younger students (typically freshmen and sophomores) who have a specific lights out time may not manipulate their devices between lights out and 6:00 a.m., except if the dorm head has given their approval. For example, if the student is in the habit of listening to music or white noise as a sleep aid, they must wear earbuds and have the approval of their dorm head. And although students may use their phones or other devices as an alarm clock, they must not receive notifications through these devices between lights out and 6:00 a.m. Older students without a specific lights out time must still be mindful of ways in which their device use could disturb the sleep of other students and reduce the quality and quantity of their own sleep. Individual dorms may have specific policies governing the use of mobile devices in the evening and nighttime hours, and those policies supersede the baseline expectation stated here.

Parents should instruct their children about the costs of using their mobile devices and the inherent risk of losing them. The school will in no way be responsible for costs that are incurred by students or by unauthorized users, or for loss of, or damage to, devices. Parents are expected to monitor their children's device use and caution them if they are using their devices inappropriately or during restricted times.

A student who uses a mobile device in ways that violate policies in the handbook should expect a verbal warning and the device may be taken temporarily. At a minimum, when violations are shared with deans they will take the following steps:

- First report to deans: Deans will hold the device until end of school day. Student given verbal warning.
- Second report to deans: Deans will hold the device until next morning. Advisor notified.
- Third report to deans: Dean's Council to consider longer loss of privilege. Parents notified.

Confidentiality Policy

Trust and confidentiality go hand-in-hand in the George School community. Often, conversations between individuals or within a group should not be shared with others or, if the content of the conversation can be shared, the identity of the speaker should not be shared. Simply said, confidentiality is keeping a secret; it is an act of trust, loyalty, and respect. Breaking confidentiality, except in special circumstances described below, is inappropriate and hurtful.

A student may ask to speak in confidence with any adult on campus, including an advisor, a dorm head, or a dean. Students may also wish to speak confidentially to prefects, peer leaders, or other students. Anyone who agrees to speak or listen in confidence is agreeing not to share the information without the consent of the speaker. Even issues of major rule violations may be discussed and held in confidence. When students need advice, but are uneasy disclosing specific information about themselves or others, they may find it useful to speak of a hypothetical case. Students can expect confidentiality when speaking with members of Students Associated for Greater Empathy (SAGE), the Community Assistance Team, and the staff of the Student Health and Wellness Center.

Exceptions to this can occur. When the information that is revealed in confidence suggests that an individual's health or welfare is endangered or at risk, it is essential that action be taken to help that individual. Ideally, those involved can work together to determine how best to support the person at risk and maintain trust among all parties. When a person could harm himself or herself, others, or the community, confidentiality does not apply; a responsible adult or health professional must be notified immediately. All adults at George School are mandated reporters. In the event that any form of child abuse has occurred, we must contact Pennsylvania's Child Line and file a report of the incident(s).

Emergency Response Procedures

The Emergency Response Team (ERT), and other faculty and staff members, should be guided by the protocols listed in the emergency information packet distributed to all adult faculty and staff members at the start of each school year. The school will attempt to contact all parents by phone during a developing emergency, or shortly after, but the actions taken by the school will be made to optimize the safety and security of all on campus. Information also will be posted on our [website](#).

If there is a family emergency, students may be contacted through the Deans' Office at 215.579.6589. If you want to leave messages for students in their mailboxes during the day; please call the Post Office at 215.579.6600.

BEHAVIORAL EXPECTATIONS AND DISCIPLINE

George School is a community that relies on trust and our standards reflect our core values of honesty, personal integrity, responsibility to others, and respect. We encourage community members to be considerate of one another, we prepare them to make responsible decisions, and we endeavor to create an environment in which students can learn effectively. At George School, students and adults value and expect honesty in all interactions in classrooms, in dorms, and on playing fields.

The school is racially, ethnically, religiously, culturally, and internationally diverse in its makeup. Part of its mission is to educate community members about individual differences and to confront society's racism, sexism, and other prejudices in constructive ways. It is crucial to us at George School that all community members feel safe, respected, and valued. Members of the George School community are expected to show concern for others and to show good taste and good judgment in all of their interactions with others.

General Categories of Expectations

Rules and expectations at George School fall into three general categories: rules that reflect local and national governmental laws, mission-based school rules, and rules for the safety and well-being of students.

1. Rules That Reflect Local and National Laws

The first category of rules covers behaviors that are illegal for minors or for people of any age in the United States or the Commonwealth of Pennsylvania. This category consists of rules against such things as the purchase, sale, or use of drugs or alcohol; the purchase of tobacco (George School is a smoke-free campus; students may not smoke at any time and adults may not smoke in public areas of campus, either indoors or out); vandalism, stealing, and harassment; and the possession or use of weapons. Students are expected to follow rules in this category whether they are boarding students or day students, on campus or off, officially under the jurisdiction of the school or not.

2. Rules That Reflect Our Mission as a Friends School

The second category consists of rules that pertain to our mission as a school and as a Friends boarding and day school in particular. Our rules emphasize not only academic integrity, but also personal integrity. Students and adults value and expect honesty in all interactions in classrooms, in dorms, and on playing fields. The value that Friends place on respect leads us to have rules about a range of behaviors, from the expectations that you will interact respectfully with teachers, peers, and dorm-mates, and that you will not cheat on assessments or commit plagiarism, to prohibitions on harassment and fighting, to more everyday issues such as attendance (best summed up as "go to everything that you are supposed to attend and arrive on time"), mobile device use, appropriate language and dress, and quiet hours in the dorm and in the library.

Many of the expectations in this category exist because George School values community. We want students to take responsibility for their own actions and to do their part to make George School the kind of community where everyone feels welcome, respected, and safe.

Our community includes faculty and staff families and preschoolers, as well as frequent visitors from the nearby elementary school and retirement community. Our rules and expectations about appropriate public behavior and dress reflect concern for this broader community. In addition, we expect that all members of the community will help to keep the campus and buildings clean and presentable. We want our students to be mindful of their neighbors on and off campus and to be responsible stewards of the environment.

Because we are a community, there are also times when we expect students to accept shared responsibility for the actions of the groups of which they are a part. If students find themselves in situations where others are breaking a major school rule and they decide to remain—even if they are not participating—we believe that they are condoning the activity and share responsibility for it. In such situations, we expect students to do all that they can to remove themselves promptly and safely. If they can, we also hope that they will encourage the others to correct their behavior. Students who condone the breaking of a major school rule are subject to the same disciplinary action as those breaking the rule.

3. Rules That Reflect Our Responsibility for the Safety and Well-Being of Our Students

The final category contains rules that pertain primarily to boarding students, though day students may also be subject to these rules since we are also responsible for their safety and well-being.

For boarders, these expectations include (but are not limited to) signing out in the Deans' Office whenever one leaves the campus, checking in with the hall teacher by curfew each night, never risking the safety of other residents in the dormitory, having appropriate invitations and permissions when leaving campus or riding in a car, and being honest and accurate at all times in reporting whereabouts.

Many of the rules that dictate boarders' behavior, especially those that involve dormitory life will not pertain to day students. However, day students are expected to be knowledgeable about rules relating to "whereabouts" (places on campus where you can be and when you can be there) and sign-out procedures, especially as they relate to driving permissions.

We also have rules that govern boarding students even when they are off campus and that apply to day students. For example, the rule that prohibits students from possessing, consuming, or condoning the use of alcohol applies equally to day and boarding students, whether they are on or off campus. In addition, any day or boarding student who does something so serious or public that it is deemed to be contrary to the best interest of the school is subject to school discipline. Such behaviors include (but are not limited to) those that endanger others or require the involvement of civil authorities. This is true even if students are off campus or school is not in session.

MAJOR SCHOOL RULES

At George School there are eight categories of rules where the violation of which will generally warrant an appearance before the Discipline Committee. These categories, and the specific policies and regulations in each, are:

Dishonesty

Acts of academic dishonesty (lying, cheating and plagiarism) undermine our community's values and harm others. Cheating is defined as the provision or use of unauthorized assistance in taking quizzes, tests, or examinations; in writing papers; in preparing reports; in solving problems; or in carrying out other assignments. Plagiarism is copying or imitating the language or ideas of another and passing it off as one's own work. The clearest form of plagiarism is copying someone else's work word for word, without using quotation marks or full and clear acknowledgment. Another form of plagiarism is paraphrasing without properly citing the source. Simply putting information in your own words does not make it your own. Students need to be particularly careful not to plagiarize when using Internet sources.

Incidents of academic dishonesty may be brought before the Discipline Committee. The committee's response usually includes probation for academic dishonesty for tenure, demerit restrictions, and five or ten hours of community service. The teacher may also fail the student on the relevant assignment. Most colleges require students to report incidents of academic dishonesty in the college application process.

George School is a community built on trust. Actions that violate the trust we place in one another are often the most hurtful and damaging to the individuals involved and to our sense of community, so any form of dishonesty may be considered a major school rule violation. While we understand that adolescents often deny culpability when first confronted, students who persist in lying or withholding information about major rule violations when confronted by adult community members may come before the Discipline Committee for lying or withholding information as well as for the original violation. The committee's response to major disciplinary lying usually

includes probation for lying for as long as the student stays at George School, and possibly five or ten hours of community service.

Condoning

We expect all of our students to know and understand George School rules and to take responsibility for their behavior. If students find themselves in situations where others are breaking a major school rule, if they decide to remain—even if they are not participating—they are condoning the activity and share responsibility for it. We expect that if students find themselves in such situations, they will remove themselves promptly.

Occasionally a student will feel compelled to remain with others who are violating rules in order to ensure their safety. In those situations, we expect our students to encourage the others to stop their risky behavior and to report their concerns, in a timely manner and in confidence if necessary, to a member of the Community Assistance Team, an advisor, a prefect, a dorm teacher, a nurse in the Student Health and Wellness Center, or a dean. Students who do not make every effort to remove themselves from the situation, or who do not seek help to ensure the safety of their peers, are condoning the violation of the major school rule(s) in question and can expect to receive similar consequences to those who broke the original rule.

Endangerment

Students whose behavior endangers themselves or others can expect a disciplinary response, up to and including a meeting with the Discipline Committee.

The following categories of endangerment are by no means exhaustive; rather they provide additional guidance regarding common types of dangerous behavior and outline likely responses.

Incendiary Devices

Students who use lighters or other incendiary devices in a dormitory are endangering the lives of those in the building by risking fire. The Discipline Committee's response to students found using incendiary devices such as matches, lighters, or other burning substances in campus buildings, or in circumstances that give evidence of burning (smoke, cigarette butts, recently melted candles, etc.) includes suspension and probation for three terms. If the burning incident involves smoking tobacco products or drugs, penalties for breaking the school's drug and tobacco use rules also apply. Students found tampering with emergency equipment—fire alarms, fire extinguishers, smoke detectors, etc.—may also be brought before the Discipline Committee.

Body Art

Students are permitted to bear body art on their persons, but they may not give or receive new piercings or permanent, subcutaneous tattoos while under the care of the school. Students may only receive new piercings or tattoos if their parent or guardian is physically present with them to give consent. Under no conditions may students provide piercings or permanent, subcutaneous tattoos to other students on or off our campus, nor may they possess piercing/tattooing apparatus. Students who provide piercings or tattoos to other students should expect to face the Discipline Committee. Students who acquire piercings or tattoos off campus without their parent present may receive a dean's council or be referred to the Discipline Committee, depending on the severity of the offense.

Reckless Driving

Students with a learner's permit or driver's license are expected to drive safely and respect posted speed limits and other laws, both on campus and off. Students who drive recklessly may have their driving privileges suspended for a period of time or permanently. Additionally, students who endanger the lives of others with their reckless driving should expect to be referred to the Discipline Committee. Students using mobile devices in an unsafe fashion while driving are considered to be in violation of this policy.

Bicycle/Skateboard Helmet Policy

Students are permitted to possess and use bicycles, skateboards, roller-skates, non-motorized scooters, etc. They must wear a helmet while riding the aforementioned any time that they are on campus or under the care of the school. The Deans' Office maintains a collection of helmets to be loaned out for this purpose on a short-term basis, so no student need ever feel compelled to violate this rule. The responses for violating this policy are as follows:

- First offense: Bicycle/skateboard is confiscated for one to two days. Student is issued a formal warning.
- Second offense: Bicycle/skateboard is confiscated for one week. Student is assigned to Friday Evening Inconvenience (FEI).
- Third offense: Bicycle/skateboard is confiscated till the end of the term. Student meets with a dean in a dean's council and should expect additional minor discipline.
- Fourth offense: Student is referred to the Discipline Committee.

Social Media

For social media behavior that endangers the safety of others and/or oneself, please see Social Media Policy on page 42.

Gambling

In recognition of the Quaker values that guide our school, gambling or the promotion of gambling is prohibited.

Fighting/Harassment/Intimidation

Each person at George School has a right to feel safe and valued. Fighting, harassment (including sexual harassment), and intimidation all violate this right and create an atmosphere which is demeaning for the parties involved. Verbal—oral or written—abuse, physical abuse, hazing, fighting, and vandalism are not tolerated at George School and, depending on the circumstances, are often considered major rule violations. Because we are a school that values its diversity, deliberate harassment or intimidation that is based on age, race, class, ethnic origin, religion, sexual identity, gender, or other personal characteristics is considered particularly egregious. George School recognizes that there are gradations to these behaviors and not all of them will constitute major school rule violations.

- Harassment is any behavior that may reasonably be expected to threaten, coerce, or intimidate an individual or class of individuals.
- Harassment can encompass a range of behaviors that could possibly be expected to annoy, tease, upset, alarm, or worry another person. Such behaviors might include:
 - social exclusion with punitive/hurtful intent
 - name-calling
 - verbal intimidation (e.g., yelling)
 - physical harm (e.g., hitting, shoving, kicking, etc.)
 - creating a hostile environment (e.g., the school environment becomes permeated with intimidation, ridicule, or insult that is sufficiently severe to alter the conditions of the student's experience)
 - starting rumors with negative consequences (e.g., writing online that a student is using substances, or has had sexual experience with other students. These state-

ments are designed to get the subject of the statements in trouble and/or create a negative social consequence for the subject.)

- posting anonymous questions/insults to social media forums
- responding to social media posts with hurtful comments
- retweeting or copying other students' hurtful social media posts
- subtweeting about another community member in a negative way
- copying or re-posting messages that were clearly intended to be private (this behavior can be considered harassment if the subjects of the post are then subject to ridicule, teasing, name-calling, or other humiliation)
- taking and posting pictures that violate a community member's expectation of privacy
- creation of or participation in games that rate, assign points, or otherwise use other students to win prizes or garner recognition from peers.

School Response to Harassment

- For students, depending on the circumstances of the case, the response may be a Dean's Council, a meeting of the Discipline Committee, or expulsion from school. A disciplinary response may include a required meeting with an educator at The Peace Center. Generally, a first offense would warrant a Dean's Council and the student would be put on notice that any future occurrence would warrant an appearance before the Discipline Committee. However, incidents that are considered egregious could come before the Discipline Committee immediately, and the student may also be required to meet with an educator at The Peace Center.
- For adults (faculty or staff), the incident would be investigated by the dean of students, the associate head of school, or the head of school and any disciplinary action would be determined by the head of school.

Prohibited Sexual Activity

George School recognizes that sexuality is a natural part of life and understands that sexual activity can be healthy when it occurs in the context of a close and loving relationship of mutual respect, with careful consideration of the physical and emotional consequences of the act, without coercion of any kind or the influence of alcohol or other drugs, and within legal boundaries. It is natural for adolescents to want to explore their sexuality.

George School defines prohibited sexual activity as genital or anal stimulation by or in the presence of another person and includes online performance of sexual activity. Engaging in prohibited sexual activity is a major school rule violation. When such behavior comes to the attention of the school, the students can expect to be brought before the Discipline Committee for an appropriate response. Under all circumstances, the school will make an effort to be supportive of the students involved and to respect their privacy.

Students are not allowed to engage in sexual activity on campus or while the school is responsible for them. Because students represent George School in public settings off campus, they must also refrain from sexual activity in those settings. Should inappropriate behavior come to the attention of the school under these circumstances, students should expect the school to respond to the incident.

Sexually Explicit Materials

Pornographic material of any kind is not allowed on campus including on electronic devices, in dorms, in school lockers, or in a student's possession.

Public Displays of Affection

There are many ways that people can express affection for each other. Some of them (like holding hands and hugging) are certainly acceptable in public places at George School. Other, more intimate, displays such as those that are meant to be passionate or produce arousal are not appropriate. Not everyone has the same level of comfort with affectionate behavior, so it is important to be mindful of how others may feel about witnessing the activity. Note: If anyone expresses discomfort with your behavior, please respect that person's feelings and desist. A good guideline is to consider whether you would feel comfortable with a toddler or a grandparent seeing what you are doing. If not, then do not do it!

For information about proper conduct at school dances, please refer to the dance guidelines on page 39.

Students who are unable to follow the guidelines for dancing or for showing affection can expect a conversation with a dean, a formal Dean's Council, or an appearance before the Discipline Committee.

Sexual Harassment/Lack of Consent

Responsible sexual behavior is consensual, non-coercive, and respectful of all involved. Sexual behavior that does not have these characteristics may be considered to be harassment or abuse. Please refer to Sexual Harassment on page 41 for a detailed explanation of the school's policy.

Explanation of Philosophy Related to Sexuality

George School is a diverse, boarding/day, educational community made up of individuals of all ages from a variety of religious and family backgrounds. This community includes students, faculty, staff, guests, Children's Center, and faculty/staff children, among others. Being a member of a diverse community not only has benefits but also comes with responsibilities. Engaging in sexual activity in public places and certain displays of affection in public places are disrespectful to others who have the right to feel respected, safe, and comfortable.

George School is concerned for the cognitive, psychological, physical, emotional, and spiritual safety of all its students. Sexual activity without preparedness in all of these facets can be damaging. As it is impossible to evaluate where students are in their holistic development, George School believes that school is not the appropriate place for students to be experimenting with the prohibited sexual activities.

Resources

Students seeking more information on healthy sexuality can visit the Student Health and Wellness Center or speak with a Holistic Health teacher or other trusted adult, prefect, or SAGE member.

For further reading on a Quaker perspective on sex and sexuality, see the Philadelphia Yearly Meeting Faith and Practice <http://www.pym.org/faith-and-practice/>.

Theft and Vandalism

Theft includes shoplifting, misusing credit cards, check forging, borrowing or taking property without the owner's permission, and copying printed, audio/visual, and computer materials without permission. Vandalism includes damage to school property, fields, or to neighboring properties. In addition to outright theft or vandalism, misuse of another's property (unauthorized use of school vehicles, unauthorized possession of school keys, etc.) can also be considered a violation in this category. Discipline Committee responses to incidents involving theft, vandalism, or misuse of property include demerit restrictions, probation for tenure, and, depending on the

circumstances, suspension or expulsion. Criminal action may also result if a victim decides to prosecute.

Use, Possession, and/or Sale of Prohibited Substances (Alcohol, Drugs, and/or Tobacco)

When adults at George School have a strong reason to suspect that a student may be under the influence of drugs or alcohol, or to have used drugs or alcohol in the past few days, the student may be required to take a test (urinalysis or Breathalyzer) administered by a nurse in our Student Health and Wellness Center. Such tests might be prompted by direct observations by adults that lead them to believe that a student is under the influence, or because a search of a dorm room, locker, bookbags, handbags, or car has established that the student is in possession of drugs, alcohol, vaporizers, or the like. The school may also require a test for drugs or alcohol if a student is witnessed to have used these substances among peers in a social gathering or through visual evidence documented in email, short message service (SMS), social media, digital photograph, or video.

Drugs and Alcohol

In addition to being illegal, drug and alcohol use significantly alters a student's ability to learn and to make decisions. Students may not use, keep, or condone the use of alcohol, tobacco products, including the abuse of prescription drugs, or other drugs and drug paraphernalia, including e-cigarettes and vaporizers, at George School, nor may they sell or provide these substances to others. E-cigarettes and vaporizers are considered drug paraphernalia, even when they may contain tobacco (as opposed to other substances). Violations of the drug and alcohol policy carry a stronger penalty than a violation of the school's tobacco policy.

If a student reports to a prefect under the influence of any drug, alcohol, or tobacco substance, the prefect must contact the dormitory head and/or a faculty or staff member on duty at the time as well as the nurse on duty.

Students who violate the school's rules on drug, alcohol, and tobacco use should expect to have their rooms (boarders) or lockers and motor vehicles (day students) searched. Bookbags and handbags will also be searched. They are responsible for any contraband found. The head of school or dean of students may also initiate a room, locker, or motor vehicle search if there is concern for students' health or safety or when there is reason to believe that they are breaking substance-use rules. If a student appears to be under the influence of drugs or alcohol, or if the student can be concretely associated with drug or alcohol use, he or she may be asked to submit to drug testing to determine what substances are in his or her system.

The standard disciplinary response to possessing, using, providing, or condoning drugs or alcohol includes suspension, a demerit, a required drug and alcohol assessment with an approved counselor, and probation for tenure. As always, students who violate probation can expect to be expelled. Students found driving under the influence of drugs or alcohol can expect to get long-term suspensions or to be expelled. Student leaders (and student leaders-elect) who break school rules on drugs and alcohol automatically lose their student leadership position.

Students who feel that they have been unjustly accused of being under the influence of alcohol or drugs may elect to take a Breathalyzer test or drug test through the Student Health and Wellness Center. A student who appears impaired to several adults, including the nurse on duty in the Student Health and Wellness Center, but passes the Breathalyzer, and denies being impaired from using substances, may be required to have a drug test within twenty-four hours.

If the baseline test is positive and the required assessment cannot be received within three weeks, then the student must begin random drug testing. Even rarer but a possibility, if we do not have the write up of the assessment yet and the results to a random test are positive, then

the results will be given to the counselor doing the assessment. This information will be taken into account in the final write up of the assessment. There will be no disciplinary consequence in this circumstance.

Drug and Alcohol Assessment

As noted above, students who violate the school's alcohol and drug rules are required to have a baseline drug test and an assessment by an approved counselor. Students are required to follow the recommendations of the assessment. If the assessment indicates a need for additional follow-up support, this will be arranged through the Student Health and Wellness Center. Parents are responsible for paying for the assessment fee and any follow-up fees.

Sometimes an assessment will recommend random drug testing, even if the baseline test is negative or inconclusive. This will be arranged through the Student Health and Wellness Center, and families are responsible for the cost of testing (approximately \$40 per test). We assume that required random drug testing will continue for the length of the student's probation (i.e., for tenure). If the results are negative for three terms, however, then at the discretion of the Student Health and Wellness Center and the treatment provider, in consultation with other pertinent adults, the frequency of testing may be reduced or stopped all together.

Self-Reporting Alcohol or Drug Use

A student who voluntarily comes to the Student Health and Wellness Center under the influence of alcohol or other drugs will be given appropriate medical care. The Student Health and Wellness Center staff will notify the dean of students. The dean's response will be based on the following guidelines, but the matter will not be referred to the Discipline Committee.

Guidelines for students who are not on probation for drug and/or alcohol use:

- The students will be placed on drug and alcohol probation for the remainder of their tenure at George School.
- The student's parent(s) will be called.
- The student will be required to have a drug and alcohol assessment by an approved counselor. The assessment might indicate a need for additional follow-up and the student is required to follow the recommendations of the assessment. This will be arranged by the Student Health and Wellness Center.

Guidelines for students who are already on probation for drug and/or alcohol use because they sought help at such a time:

- The student's parent(s) will be called.
- The student will be asked to take a medical leave, the length of which will be determined on a case-by-case basis. The student will not be expelled.

Tobacco and Nicotine

Students found using or condoning the use of tobacco or nicotine products are generally put on probation for tobacco use for three consecutive terms, receive a demerit, and may be suspended. They must participate in a program arranged by staff at the Student Health and Wellness Center that will help them stop using tobacco or nicotine products. Students who refuse to participate in the program may be sent home on a medical leave.

Smoking inside school buildings presents an unacceptable fire risk and carries more severe penalties, including suspension (see Endangerment on page 23).

Students who are caught using tobacco or nicotine while on probation should expect to be expelled by the Discipline Committee. However, if they are actively involved in the cessation

program at the time, a Clearness Committee will meet to determine an appropriate course of action. The Clearness Committee, comprised of a dean, the Student Health and Wellness Center administrator, the advisor, the dorm head or day student sponsor, the clerk of the Discipline Committee, and others, will either recommend a medical leave or refer the case to the Discipline Committee where expulsion will be considered.

Whereabouts

During the school day, classroom buildings, dorms, and the center of campus are meant to be kept quiet for academic purposes, and the school woods are considered out of bounds except when used for classes. After sports and until dusk (or until 7:30 p.m. Sunday through Thursday, when evening study hall starts), students are allowed to socialize throughout the campus and to enjoy the woods. If students are outside after dark, to ensure their safety they are expected to keep to the central, lighted part of the campus. Students may never cross or swim in the Newtown or Neshaminy Creeks because of concerns about pollution and safety. Students may not loiter in neighboring apartment or housing complexes.

The Deans' Office bears the responsibility of accounting for all boarders at all times, and all day students during the school day and during overnight stays on campus. Because we take this responsibility seriously, students who violate whereabouts expectations should expect a disciplinary response.

Major whereabouts violations (i.e., those that are likely to be brought to the Discipline Committee) include leaving the designated dorm boundaries between check-in and 6:00 a.m., being more than fifteen minutes late to check-in, visiting other dorms without permission, abusing socializing regulations, leaving campus without permission and/or not following proper sign-out procedures, falsifying overnight plans, driving or riding in cars without permission from a dean, using school buildings without permission, being in a room behind a locked door, or being on the roof of a building.

In minor cases of whereabouts infractions such as being outside the lighted area after dark, students can expect to be put on some restrictions for a period of time to be determined by the deans.

DISCIPLINE STRUCTURES, POLICIES, AND PROCEDURES

Disciplinary Processes

George School's discipline system has two tiers, one to respond to violations of major school rules and the other to respond to violations of general behavioral expectations.

When students have been implicated in a disciplinary matter, they must speak with a dean. They may be asked to relinquish their cell phone and/or personal computer. When speaking with the dean they are expected to answer honestly and fully any questions regarding their involvement. Students need not provide the names of other students who were involved, but they should not lie to cover up others' involvement. Instead, students may say that they are not comfortable answering a question about another student's involvement. A student may request to have an advisor or another George School adult present when being questioned.

When students break a major school rule, they should expect to have their rooms, lockers, and/or cars searched. Bookbags and handbags may also be searched and students may be asked to empty their pockets. The head of school or dean of students may authorize a search based on reliable information concerning the student or community's welfare. In addition, whenever deemed necessary a dean may go through a student's cell phone or other personal electronic devices. Student leaders who violate major school rules should expect to be removed from their leadership position.

In some extraordinary cases when students are away from school (e.g., they are off campus and under the care of their parents, other George School students' parents, or other adults) and they become involved in activities which contradict the interests of the school community, the school may respond to the incident with disciplinary measures. Those cases would include, but are not limited to, behavior that endangers students or others or that requires civil authorities' involvement. The school's response might include imposing more structure on the student(s) involved—to protect the individuals and the community—requiring a leave of absence, or in extreme cases expelling the student.

Response to Major School Rule Violations

This is the first tier of the disciplinary process. When students have violated a major school rule there are three elements to the process. As noted above, the student is first interviewed by the dean of students or another dean. When the violation in question relates to academic integrity, the student will speak with the associate head of school, who oversees all academic matters. Second, the Deans' Office (or associate head of school in academic integrity cases) conducts an investigation into the incident, which may involve interviewing other members of the community who have knowledge of what occurred. Third, based on the conversation with the student and the results of the investigation, the dean of students or associate head of school will determine whether the student should go before the Discipline Committee (DC) for violating a major school rule. In some cases where the circumstances of the case are unclear, or there are other questions or concerns that affect the case, the dean of students may convene a discernment meeting with some members of the DC to determine whether there is a case for the student to answer. The dean, the clerk of the DC, and at least two student members of the DC are present for this meeting. The dean presents the facts of the case to the group, which then discusses the case and makes a recommendation to the dean about whether the student should go before the DC to answer the case.

The Discipline Committee

When students are found to have violated major school rules, admit to doing so, or the discernment process has determined that there is a case for students to answer, they come before a Discipline Committee (DC) made up of students and faculty members. The committee's responses are based on the nature of the incident, on precedents set by the DC in response to similar violations, and on a student's previous behavior. The responses may range from probation and demerit restrictions to suspension or expulsion. Because we understand that young people do occasionally use poor judgment and make mistakes, when students are willing to accept responsibility for their actions they are generally assigned a variety of responses that can include community service hours, demerit restrictions, probation, or suspension. These responses are designed so that students have the opportunity to learn from their mistakes. In particularly egregious circumstances, however, and when students repeat an offense and violate a probation, expulsion is the typical response.

Listed below are the procedures the DC follows when recommending a response to the head of school for major disciplinary infractions.

Prior to the DC meeting, the clerk of the DC will meet with the student and the advisor to help them prepare for the meeting. The DC meeting is comprised of three stages:

- **Stage One:** Participants include the student and any supports, the dorm head or hall teacher, a prefect, the advisor, at least one dean, and the DC members. In cases of academic dishonesty, the associate head of school (and possibly the student's teacher) will also be present. The student begins by explaining the events leading to the meeting, after which the dean (or associate head of school) is given the opportunity to offer a differing perspective. The gathered group then

asks any questions they feel are needed to gain further clarification. Once there are no more questions, the student and any supports are excused.

- Stage Two: After the student and any supports depart, there is an opportunity for input from prefects, dorm staff, and teachers (in academic dishonesty cases) without the student present.
- Stage Three: Dorm staff, prefects, and teachers leave, and the final consensus decision-making is done by the DC, the deans, and the advisors, guided by past responses. The committee recommends its decision to the head of school, who either approves it or asks the committee to reconsider it. While the head of school is the final authority for all discipline, the head of school will act in cooperation with the DC. When students violate major school rules at or near the end of term, when the DC cannot be convened, the Advisory Council assumes these functions.

Reporting Discipline to Colleges

Most college applications, including the Common Application, ask if a student has ever been found responsible for a disciplinary violation, whether for academic or behavioral misconduct, resulting in suspension, expulsion, probation, or other punishments. The wording of this question varies depending on the school the student is applying to and the application used. Most colleges ask the college counselor the same question. It is George School's policy to respond honestly and accurately to these questions as they are asked by different colleges and/or applications. Therefore, both the student and counselor are expected to answer these questions truthfully in regards to the violation, punishment, and question(s) asked by the application(s).

Counselors will explain the infraction and penalty within the larger context of George School rules. Counselors will also work closely with students to advise them in reporting discipline to colleges. Students should work with their college counselor to determine how a disciplinary case should be reported.

Reporting disciplinary violations that occurred before the time of application:

Students and counselors must report any disciplinary infractions that occurred before the time of application when the application asks about prior violations during the high school years.

Reporting disciplinary violations that occur after college applications are submitted:

If a student incurs a disciplinary violation after submitting one or more college applications, this violation must be reported in keeping with the policy above. The student must contact the college(s) within ten school days of the punishment being rendered. The counselor will inform the college(s) within two weeks of the disciplinary committee.

Reporting withdrawals and expulsions:

If a student leaves George School before graduating, the transcript will show the student's status as "withdrawn," regardless of whether the student withdrew at parental request or was expelled. Upon occasion, a senior withdraws or is expelled from George School after submitting one or more applications to colleges. In these cases, the student must contact the colleges to which they have applied within ten school days after the withdrawal or expulsion to explain that he or she has left George School and to describe how he or she plans to complete the senior year. Within two weeks of the disciplinary committee the college counselor will write to each of the student's colleges, stating that the student has withdrawn or was expelled, as appropriate, and giving the date on which he or she left George School. This message will be sent to all colleges at which the student has an active application or acceptance, or to which he or she has sent an enrollment deposit, regardless of whether the college's initial application asked about the student's discipline history.

Seniors, Major Discipline, and Graduation

Seniors who violate a major school rule within the last month of school can expect that they will not be allowed to participate in activities during senior week, including commencement. A senior's ability to participate will be determined as part of the response from the Discipline Committee.

MAJOR DISCIPLINE AND SERVICE LEARNING TRIPS

Any student who violates a major school rule should expect to be removed from their George School service learning trip. If removed within two months of the trip, they should expect to not receive a refund.

Dean's Council

A Dean's Council is the second tier of the school's disciplinary process. A Dean's Council is called when students exhibit behavior contrary to the spirit of the community. Such behavior may include rudeness, use of offensive language, insensitivity to others, consistent disruption of classes or study halls, or consistent violation of the school's dress guidelines. A Dean's Council may also be called for students who consistently arrive late to school commitments or who have not fulfilled minor discipline obligations. In a Dean's Council, the student and adult involved, the student's advisor, and a dean or the associate dean meet to discuss the incident. Responses from a Dean's Council generally include community service, minor discipline restrictions such as Teachers' Convenience Study Hall (TCSH), Friday Evening Inconvenience (FEI), Saturday Evening Inconvenience (SEI), or Saturday Morning Work Detail (SMWD), and letters home to parents. However, students who consistently break rules or undermine the spirit of the George School community may be put on probation, suspended, or expelled.

A dean may assign minor discipline, which can include TCSH, Friday or Saturday Evening Inconvenience, SMWD, and other community service. Students may also be campused or decampused. (See below.)

Discipline Terms

Demerit restrictions can include up to four weeks of campusing (no trips to Newtown, Summit, malls, movies, etc., for boarders) or decampusing (day students are campused for the academic day through study hall and are not allowed on campus on weekends except for school commitments and may not host boarding students at their homes). Restrictions can also include doing a community work project and attending a Friday Evening Inconvenience (FEI) (8:00 to 10:00 p.m.), Saturday Morning Work Detail (SMWD) (8:00 to 10:00 a.m.), Saturday Evening Inconvenience (SEI) (8:00 to 10:00 p.m.), or Teachers' Convenience Study Hall (TCSH) (Monday through Thursday, 6:30 to 7:20 p.m.).

Students who are expelled or withdraw as a result of disciplinary concerns are expected to leave campus promptly and are no longer George School students. Furthermore, they should not return to campus for any reason. Students who wish to return to campus for special events (such as commencement) must seek special permission from the Deans' Office well in advance of the event.

While not encouraged to do so, expelled students may reapply after one full academic year.

Probation on a specific incident means that a student can expect to be expelled if they break the same rule again. Students on general probation may be expelled if they break any major school rule.

Students who are suspended must leave campus and go to the home of a parent or guardian. Students should not be on campus for any reason for the duration of their suspension. They are

asked to write a letter explaining the circumstances that led to their suspension and how they will avoid future difficulties. Upon their return to campus, the student and a parent or advisor usually meet with the head of school.

Short-term suspensions are up to one week in length. In-school suspensions are sometimes necessary when it is impractical to send a student home or to a guardian. In these cases, suspended students are confined to campus and might be assigned restrictions such as study halls or a regular check-in procedure in the Deans' Office.

Long-term suspensions occur very rarely and are for the remainder of the school year. If a long-term suspension occurs near the end of the school year, it may extend through June of the following year.

Minor Discipline

Students engaged in behaviors that are not considered "major school rules" but are counter to our mission as a Friends boarding and day school, or that are disrespectful of our responsibility for the safety and well-being of our students, may be subject to minor discipline.

In general, George School students are expected to show concern for others and to show good taste and good judgment in all relationships. Inappropriate public displays of affection, clothing that bears offensive language, or otherwise violates our standards of dress (see page 39), loud music, the use of mobile devices in inappropriate places, rude or inconsiderate behavior, littering, offensive language, and swearing are all considered violations of good judgment and good taste. In recognition of the Quaker values that guide our school, gambling or the promotion of gambling is prohibited. Sexually explicit material is not permitted on computers, in dormitory rooms, on students' lockers, or in a student's possession. Because we are a school, students are also expected to come to class prepared and on time.

Students who fail to meet any of these expectations can expect to be confronted by an adult, who may assign them minor discipline. Minor discipline at George School consists of Teachers' Convenience Study Hall (TCSH), held from 6:30 to 7:20 p.m. each school night; Friday Evening Inconvenience study hall (FEI), held from 8:00 to 10:00 p.m. on Friday night; Saturday Morning Work Detail (SMWD), held on Saturday morning from 8:00 to 10:00 a.m.; and Saturday Evening Inconvenience study hall (SEI), held on Saturday evening from 8:00 to 10:00 p.m.

If an inappropriate or prohibited behavior continues, the student may be subject to further disciplinary action through a Dean's Council and the student's parents will be notified. For example, students may be campused/decampused, serve community service hours, or receive another consequence. In extreme cases, when students are regularly assigned to minor discipline or violate behavioral expectations chronically or flagrantly, the dean will ask to convene Advisory Council to consider suspension or expulsion.

BEHAVIORAL EXPECTATIONS, POLICIES, AND PROCEDURES

Attendance Policies and Procedures

Students are expected to go to all classes and sports obligations. In addition, they are required to do weekly co-op assignments and to attend all assembly programs, collection, and assigned meetings for worship. At the start of each course, teachers tell students orally and in writing their attendance policies. Teachers are expected to confront students who cut or are late to their classes and to report attendance daily. Attendance reports are available to advisors for their advisees. Students are required to check their campus mailboxes and George School emails daily for attendance and other important notifications. Students who miss required obligations will receive minor discipline responses, and they are expected to attend these commitments as well.

Reporting Attendance

Parents should call the Attendance Office at 215.579.6593 before 8:45 a.m. if students are late or absent or if they will need to leave school early for any reason. Students who are arriving late because of illness or a medical appointment should check in through the Student Health and Wellness Center (SHWC) when they arrive on campus. All students with a non-medical excused absence who are leaving campus before the end of the academic day must sign out at the Deans' Office. If students get sick, or have medical appointments during the academic day, they must go to the SHWC to be excused from classes or to leave campus early. Upon their return to campus, students need to bring a doctor's note to the SHWC for these medical appointments.

Policy on Absences and Participation in Sports and Activities

Students must attend at least half of the academic day in order to be eligible for participation in athletic or performing arts activities (practices and/or games, rehearsals and/or performances), or to attend social activities, such as dances. In order to participate in such activities, students must attend classes starting no later than 10:30 a.m. on any school day. Parents should understand that if they call to excuse their child from school because of illness or fatigue, then the student will not be eligible to participate in athletic or performing arts activities that afternoon or evening. This policy does not apply to students who have a doctor's appointment verified by the Student Health and Wellness Center or a school-sanctioned trip. If students feel that there are extenuating circumstances regarding an absence, they should first see or speak with the dean of students.

Excused Absence Policies and Procedures

Because attending classes and other required George School obligations (such as assembly, sports or theatrical practices, or meeting for worship) is the student's first responsibility, the attendance supervisor does not excuse absences routinely. Absences due to illness, religious holidays, or family events/emergencies such as weddings, funerals, bar/bat mitzvahs, court appearances, or graduations may be excused.

If parents want the attendance supervisor to excuse a planned absence, they should ask well ahead of time. To excuse his or her child from a required obligation, a parent should call the attendance supervisor at 215.579.6593. In some instances the attendance supervisor will consult with the associate head of school about whether or not a student may be granted an excused absence. When permission is given, teachers must help students make up schoolwork missed. If permission is not given, the absence is recorded as unexcused/parent's request, and teachers are not required to help students make up any major assignments missed during the unexcused absence. Students can expect to receive zeros on any tests or quizzes missed during an unexcused absence.

Most of George School's vacations are generous in length and usually designed to help accommodate long-distance travel. Days missed before or after vacations due to difficulty scheduling travel arrangements will not be excused. The only exception to this policy will be Thursday, December 20, 2018. International students can receive an excused absence on that day for travel back to their home country.

Absences Prior to School Breaks

Days missed before or after vacations due to difficulty scheduling travel arrangements will not be excused. Students are expected to attend classes through the official close of school for any vacation or school break. Any exceptions to this expectation must be cleared through the attendance supervisor, with the exception of students who will miss end of term or end of year exams. In that case, exceptions must be cleared through the associate head of school. Students who leave before school is officially closed, and who have not been granted permission, will be given unexcused absences.

Students cannot expect to change the times of their end-of-term exams to accommodate travel plans, even if this means having to spend an extra night on campus.

Policy on International Students Who Must Stay Late or Return Early on George School Breaks

George School has three breaks during the school year when students are required to leave campus. These breaks occur at the end of the first term in November; during the holiday period from late December through early January; and at the close of the second term in March. On the longer breaks, many international students return home, and there are occasions when they cannot get flights on the day that school gets out. The same may be true on return, requiring that the student arrive on campus before the break is officially over.

When this is the case, students are expected to alert the Deans' Office in advance of the need to remain at school or to return early. Students are allowed to remain on campus at the start of a break for no more than two nights. On the first night, students may remain in their dorm rooms, supervised by dorm faculty. When it is necessary for students to stay a second night, they are moved to patient rooms in the Student Health and Wellness Center. Since the school hires a teacher specifically to supervise these students, families of those remaining for a second night are charged a fee for this service. If students need to return to school before the dorms open at the end of a break, they again will be housed in the Student Health and Wellness Center and charged a fee.

Policy on Students Remaining for ACT or Service Learning Projects at the Close of School in June

International students who are taking the ACT on the Saturday after exams in June, and any boarding students who need to remain at George School after exams in June in order to take ACTs and to go on service trips that depart on Sunday, will be allowed to stay on campus at no extra charge, providing they have approval from College Counseling. We will charge international students for a second night on campus if they do not have to take the ACT or are not participating in a service trip. International students who are only taking ACTs may need to remain Saturday night in order to get a flight out on Sunday, and will not be charged for the extra night on campus.

Attendance on Snow Days and in Extreme Weather Conditions

Because George School is a boarding school, classes are rarely canceled in bad weather, even when school buses are not running.

Day parents are asked to decide whether or not their children should come to school in the morning or leave early during the day. This can be a difficult decision, especially when school districts close and busing is not provided. While it is important that students attend classes, safety—not attendance—should be your first consideration. If a child stays at home, it is important to notify the Attendance Office early in the day.

If weather conditions turn poor during the day or a major storm is expected, day students are encouraged to stay on campus in the dorms. The Deans' Office will help make arrangements for overnight stays. Day students will not be permitted to drive home in bad weather without parental authorization to the Deans' Office.

On those rare occasions when classes are delayed or canceled, announcements will be sent by our email and phone alert system. You may also call the school at 215.579.6500 for a recorded message beginning at 5:30 a.m., or check our [website](#). Classes have been canceled only a few times in the past several years.

College Visits Policy

Seniors may miss up to two class days each term to visit colleges. Juniors may miss one day of classes to visit colleges in the third term only. To miss classes for a college visit, the student must complete a college visit leave request using the electronic system (REACH). Students must receive permission from college counseling, their parent(s)/guardian, and the attendance supervisor at least two school days ahead of the planned visit.

At the discretion of college counseling, the student's advisor, and teachers, seniors may miss classes to meet with college representatives who visit George School each fall. To obtain permission, the senior must follow the appropriate sign-up procedures and sign up for the visit through his or her Naviance Family Connection account at least two school days ahead of the representative's visit.

Policy on Excessive Lates to Class

When a student has accumulated ten unexcused lates to class in any given term, the student and their advisor will be notified. The student should expect to be placed on Late Warning and to meet with the attendance supervisor. In extraordinary circumstances, when students continue to accrue excessive lates, they will have a meeting with a dean and their advisor. In most cases of accruing fifteen or more lates, students should expect to be automatically placed on a week of demerit restrictions.

If a student who is on Late Warning begins to accumulate excessive lates to class at the end of a term, the student should expect to be discussed in Advisory Council. Advisory Council may direct the attendance supervisor or another member of the Deans' Office staff to send a letter home explaining expectations for the upcoming term. If the student previously received such a warning from the attendance supervisor, Advisory Council may place the student on demerit restrictions.

Excused Absences for Medical Reasons: Daily

Boarding and day students who become ill during the day must report to the Student Health and Wellness Center (SHWC) to be excused from classes, co-op, or to leave school.

When students leave campus for medical reasons of any type, including medical appointments, they must sign out and sign in through the SHWC.

Boarding and day students or their parents should let the SHWC know in advance when students need to leave campus for doctors' appointments. Students who leave campus for any medical appointments (e.g., orthodontist, dentist, general practitioner, specialist, etc.) must return to the SHWC with a signed doctor's note.

Excused Absence for Medical Reasons: Medical Leaves

The dean of students, in consultation with the director of the Student Health and Wellness Center (SHWC) and/or the school counselor, may grant an emergency leave of absence for medical or psychological reasons. If a leave of more than a few days is necessary, the dean of students will convene a larger group that includes the student's advisor, head of school, associate head of school, director of admissions, director of the SHWC, the school counselor, and the dorm head to consider granting a short-term leave of as much as three weeks. The dean of students or the associate head of school, along with the advisor, will communicate with parents, teachers, and the student regarding the conditions of such a leave.

At the end of three weeks, if a student is not ready to return, the family has two options: request an extended leave or withdraw the student from George School. Before an extended leave can be granted, the Advisory Council is convened by the associate head of school to consider the request. It will be granted based on the following criteria:

- The student is in good standing at the time of the request, the Advisory Council can be clear about requirements for the duration of the leave, and there is relative certainty those requirements can be met.
- Students who return from an extended leave will do so through a process involving the head of school, associate head of school, dean of students, director of studies, and the director of the SHWC, or the school counselor and dorm head.

Strategic Time Out Program (STOP)

The Strategic Time Out Program (STOP) is a mechanism by which an advisor, in consultation with the deans and the Student Health and Wellness Center (SHWC), may give an advisee permission to be excused from predetermined commitments for reasons other than physical health. At the recommendation of the advisor the STOP will be used as a stress relief for students who may need a break for an agreed upon period of time. This process is not a replacement for a student requiring immediate attention from the SHWC or the school counselor and should not be granted in an emergency situation.

While there are no predetermined limits on the number of STOPs allotted to a student, an advisor should not feel obligated to give an advisee time off. A STOP is not an excuse for students to miss major obligations. Students are responsible for the academic work and commitments they miss as a result of a STOP. A STOP may not be granted as an opportunity for a student to spend time off campus and it may not be granted during exam week. A STOP is not an entitled day off for students.

- STOPs are, for the most part, intended for boarding students who do not have local parents to help them take necessary time out.
- STOPs should be discouraged on Mondays and Fridays when students have had or will have the weekend to do their work, sleep, relax, etc.
- Advisors should not request a STOP for an advisee without meeting with the student to assess the need, and to determine which obligations can be missed, where the student will spend his or her time, and what the student will be doing.
- It is recommended that a STOP not exceed three class arrangements.
- Students should spend STOPs in their rooms, in a quiet classroom, in the library, or in a similar place where they can get work done or rest. They should not spend it relaxing on Red Square or South Lawn, watching TV in a dorm lounge, or chatting with friends.

The student is responsible for the work and obligations that are missed as a result of taking a STOP. If a student misses a class, the teacher is not obligated to give a consultation. Plans should be made for when and how the student intends to make up the work that is missed. For these and other reasons students should plan to miss as few classes as possible when arranging a STOP.

STOP sheets can be picked up by the advisor and returned to the Attendance Office upon completion. The advisor and student are responsible for getting permission from the dorm head, teachers, coach, co-op supervisor, and group sponsors of the obligations that the student will miss as a result of a STOP.

Responses to Unexcused Absences

Students have the following consequences for class and co-op cuts:

- For the first class/co-op cut: Assigned to a Teachers' Convenience Study Hall (TCSH).
- For the second class/co-op cut: Assigned to a Friday Evening Inconvenience (FEI) or Saturday Evening Inconvenience (SEI).
- For the third class/co-op cut: Assigned to a FEI or SEI, Saturday Morning Work Detail (SMWD), placed on Cut Warning, and required to meet with the attendance supervisor. The Deans' Office notifies the parents after the third cut.

Students who receive a cut notification listing any unexcused absences from classes, sports, or co-ops should get back to the attendance supervisor with the slip signed by a faculty or staff member within three days, listing the reason why the cut should be excused. When that cut notification is not returned after the three-day grace period, a student is signaling that he or she accepts the cut.

Cuts may be cleared after the three-day period, but may still result in a TCSH. If a student violates the Class Cut Warning by accruing additional absences in the same term or three absences in a subsequent term, he or she will meet with the attendance supervisor and, if available, the student's advisor. The student may be assigned to demerit restrictions or community service for one week.

If a student violates the Class Cut Warning a second time, the student will then meet with a dean and his or her advisor. The response may include additional demerit restrictions and/or other consequences to be determined by the dean and the advisor.

Students who develop a particularly egregious pattern of unexcused absences and/or lates will be referred to the associate head of school for further conversation and additional consequences. The associate head of school will meet with the student and his or her advisor. A dean may also be present. The associate head of school will determine an appropriate response for the student, which may include suspension. The associate head of school may also refer the matter to Advisory Council to consider expulsion.

Any unexcused lateness to class of more than fifteen minutes may be considered a class cut.

Chronic co-op attendance problems may also result in an F for the term grade. If a student fails his or her co-op, two co-ops are required the following term.

Typical responses to other unexcused absences:

- For missing meeting for worship: assigned Saturday Morning Work Detail (SMWD).
- For missing three meetings for worship: Dean's Council.
- For missing assembly: assigned to Friday Evening Inconvenience (FEI) or Saturday Evening Inconvenience (SEI).
- For missing weeknight study hall: assigned to FEI or SEI.
- For missing FEI or SMWD: assigned to FEI and SMWD and required to stay on campus until obligations are fulfilled.
- For five minutes late to an assigned obligation: Students receive a Teachers' Convenience Study Hall (TCSH). If a student is more than five minutes late they might receive additional minor discipline.

When students miss more than three minor discipline obligations, this will be treated in a similar fashion to class cuts (see above). Students who develop a pattern of missing minor discipline obligations may be subject to additional disciplinary responses and may be referred to Advisory Council. Advisory Council responses might include Flag List, additional demerit or community service hours, or suspension.

Dancing at George School

Although a moderate/conservative form of grinding (front to back dancing) is permitted at George School dances, students are required to keep in mind the following expectations:

- Overtly sexual dancing is prohibited; students should not be extremely bent over while grinding. All dancers are expected to keep their hands off the floor (while grinding) and off their partner's sexual "private" regions.
- Dancing must be completely consensual. Students may not simply physically impose themselves into a grinding position. Consent/acknowledgment of some kind should be apparent and respected.
- George School dances should be comfortable for all parties. If a student is made uncomfortable by someone's style of dancing, the student should leave the dance floor, or address the individual who is causing discomfort. If the individual refuses, students may go to a chaperon, friend, prefect, Student Council member, or a member of the Student Activities Board who can help to defuse the situation.

The most important thing to remember is:

- If students are dancing in a way that makes others feel uncomfortable, they will be asked to desist. Repeat offenders will be asked to leave the dance and disciplinary responses may result.

Chaperons reserve the right to request the lights be turned on, or to request a specific song be changed at any time.

Dress Guidelines

Students at George School should wear clothing that does not reinforce or create marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observation, income, body type or size. George School expects all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student clothing choices should respect that the George School community is inclusive of a diverse range of identities. It is the responsibility of George School to see that student attire does not interfere with the health or safety of any student, and does not contribute to a hostile or intimidating environment.

Our values are:

- That all students should be able to dress comfortably for school without fear of unnecessary discipline or body shaming.
- That enforcement should not result in unnecessary loss of time in the classroom or barriers to school attendance.
- That school staff will use student/body-positive language to explain the guidelines and to address violations.

Our goals for student attire are:

- To allow students to wear clothing that is comfortable and expresses their self-identified gender.
- To allow students to wear religious attire without fear of discrimination.
- To prevent students from wearing clothing or accessories that promote offensive language or images, including hate speech, violence, and pornography.
- To prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs, related paraphernalia, depictions of firearms, weapons, or illegal conduct or activities.
- To prevent students from wearing clothing or accessories that can reasonably be construed as including content that is racist, lewd, vulgar or obscene, or that can reasonably be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- To promote that all students are treated equitably and maintain a safe learning environment.

Prior to dressing, students and adults should ask themselves the following questions. These questions may also be used to help anyone engage with another regarding dress guidelines.

- How are my clothing choices either positively or negatively impacting others?
- How well do my clothes reflect what I want others to think of me?
- Does my clothing meet common sense safety requirements?
- Is my clothing the appropriate choice for the day or occasion? For shift? For athletics? For woodworking? For tour guiding? For the classroom?
- If I am a team captain and I am creating a team psyche, is the psyche appropriate? Does it demean any group or people? In following the psyche, will my teammates be dressed appropriately and comfortably?

Dress Guidelines Basic Principle

Certain body parts must be covered for all students in academic settings at all times. Clothes must be worn in a way such that genitals, buttocks, and nipples are fully covered with opaque fabric. All items listed in the minimum dress category below should meet this basic principle. Students on and off the athletic field, or involved in athletic play, may wear clothes that are applicable to the activity.

Minimum Dress Requirements

- Shirt/Top.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings.
- Shoes must be worn at all times during the academic day except where indicated by instructor, e.g., yoga.
- Clothing/shoes that are specified by the teacher or department/program head, (like Shift or stagecraft, for example) for specific activities or for safety reasons.

Prohibited Clothing

- Clothing with violent language or images.
- Images or language depicting drugs, tobacco, alcohol (or any illegal item or activity), firearms, weapons, or the use of same.
- Clothing or items that depict or encourage hate speech, profanity, pornography.
- Images, language, or attire that creates a hostile or an overtly intimidating environment.

Enforcement of Dress Guidelines

If a student's clothing is found not to be in compliance with clothing as stated above, teachers, administrators, deans, staff, students and/or student leaders will find a time to speak to the student one-on-one. Students should not be embarrassed, called out in front of the class, or shamed in any way for their clothing choices.

- Unless it is a safety violation, no student will be removed from a classroom/lose class time solely as a result of a dress guideline violation.
- The dress guideline should be clearly conveyed to students in the student handbook, Opening Days information, and *Parent Plan-It*.

Sunday Meeting for Worship

Students are encouraged to take the time to dress a bit more special for Sunday Meeting for Worship.

School Jurisdiction

We expect students to follow George School rules when they are on campus, at off-campus school-sponsored events, and when they are driving to and from campus for those events. Boarding students and day students in their company are under George School jurisdiction at all times unless they have properly signed out to, and have arrived at, someone's home. All students—boarding and day—must follow school rules when they are in the vicinity of the school (Newtown, local malls, parks, etc.).

Sexual Harassment and Abuse Policy

Sexual harassment and abuse are not social or courting behaviors. Both are violations of state and federal law, and the school will comply with the mandates of those laws. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or psychological misconduct of a sexual nature. Sexual harassment includes coercion and less obvious forms of unnecessary touching, suggestive remarks, written or oral remarks, remarks posted in email or social media, and messages left on voicemail. Sexual abuse involves overt acts of physical assault and rape. Sexual harassment and abuse are uninvited and unwanted, and often an assertion of power. They can occur between students, between adults, or between a student and an adult. They can occur on or off campus. Whether behavior is considered sexual harassment, abuse, or not will depend on the circumstance in each case.

Specifically, sexual harassment or abuse may include, but is not limited to:

- Physical assault, including rape, or any coerced sexual relations.
- The promise of benefits in exchange for sexual favors or the threat of harm for refusing to grant sexual favors.
- Uninvited pressure for sexual activity whether explicit or implicit.
- Gestures, joking, verbal abuse, or other behavior that is obscene, suggestive, or based on sexual stereotypes or sexual orientation.
- Inappropriate personal questions.
- Leering at or ogling a person's body in order to pressure or intimidate that person.
- The use of obscene, sexually explicit, or offensive materials in order to intimidate another person.
- Spreading rumors about or rating other students as to sexual activity or performance.

If you feel you have been harassed or have witnessed harassment, here are steps you may take:

- If the student feels comfortable doing so, let the offending person or persons know you want the behavior to stop. Say "NO" firmly! Look directly at them with a straight face to give a clear message about how you feel. If you do not feel comfortable confronting the person alone, take a friend along or write a letter. You may want to consult a prefect, SAGE member, Peer Group leader, or an adult for support at this stage. Be aware that harassing behavior, if ignored or not reported, is likely to continue and become worse, rather than go away.

In many situations it may be helpful to record where, when, and how you have been mistreated. Include witnesses, direct quotes, actions, evidence, and any written communication. Contact a dean or another trusted adult who will assist you in bringing the situation to the attention of the Deans' Office.

Reported incidents of sexual harassment involving students will be investigated by the Deans' Office in a way that is supportive and appropriate, and in as confidential a manner as is reasonably possible. If an adult is involved in the sexual harassment, other school administrators will be included in the investigation. This process would include:

- Investigation of the incident by interviewing all individuals directly involved and any potential witnesses, and collecting documents and any other relevant information.
- The accused individual will be given an opportunity to respond to the allegations, and ordered not to confront or retaliate against the complaining persons concerning these charges. Any retaliation will be subject to disciplinary action as well.
- In a case involving only students, a Dean's Council, consisting of the individuals involved, advisors, and a dean, may be called. If the accusation is confirmed, results for the accused may include notification of parents, probation, required counseling, referral to the Discipline Committee, suspension, expulsion, or involvement of social services and the criminal justice systems.

George School views any unfounded, baseless accusation of harassment to be a serious offense, and may result in disciplinary action.

Social Media Policy (as of April 4, 2014)

Social media is a tool that allows students, faculty, staff, parents, alumni, and other people related to George School to connect across our community. However, social media can also be used with the intent to hurt or harm individuals or the community as a whole. Below are the guidelines the school recommends when using online social media tools. The school also has specific expectations about how community members conduct themselves online.

Guidelines for Using Social Media

- Remember that you are responsible for your online conduct. If your behavior violates the school's expectations, you will be held accountable accordingly.
- Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information. (Note: Online "conversations" are never private.)
- Exercise caution with your personal information. Do not share personal/private information publicly on social media (birthdate, etc.).
- Be vigilant about protecting your social media accounts. Do not share passwords. Log out of your accounts when not in use. In the event that something is posted on a personal account without your knowledge, the responsibility falls to you to report it or be willing to accept the consequences. You should take steps to both report the offensive post to the Deans' Office and remove the post from your account.
 - Be sure to correct any mistaken content that you post immediately and make it clear what you've done to fix it (such as stating what facts you have changed and why. Do not simply delete content without explanation).
- Protect your computer and your phone with passwords.
- Obtain permission to post pictures of others on your social media outlets. Posting images without permission may violate another person's privacy.
- A significant part of the interaction on Twitter, blogs, Facebook, Pinterest, and other social networks involves passing on interesting content or linking to helpful resources. Do not blindly repost a link without looking at the content first.
- When using social media platforms (e.g., Twitter, Facebook, SnapChat, etc.), be sure to follow their terms and conditions.
- Do not post or exchange any personal images containing nudity or intimate sexual acts (sexting). Such images may be considered child pornography and subject to legal action.
- Avoid airing grievances publicly—talk to someone! Find your advisor, dorm head, a dean, or a faculty/staff member you feel comfortable with and talk through problems with them.
- Do not post content that puts you or others at risk.
- Students may not engage in transactional relationships where goods, money or services are exchanged as a condition of the relationship. Specifically students are not permitted to have online relationships using Sugardaddy.com, seekingarrangement.com or other similar entities.

Rules

Regardless of whether or not an action happens on campus, students can be brought before the Discipline Committee for actions that violate major school rules that have occurred while they are enrolled at George School. Students who break major school rules that are identified through posts and photos on social media can expect to be responded to through the school discipline process in the same way as students caught breaking major school rules in person.

- Students are expected to treat others online with the same respect, dignity, and care as they would in person in the George School community.
- Students who misuse social media in a way that is demeaning and humiliating to another member of the community in a public forum can expect a disciplinary response.
- Students who engage in harassing behaviors online (against any community member) can expect a disciplinary response.

Condoning

- Students who perpetuate demeaning or humiliating social media posts would be condoning this behavior and therefore subject to the same disciplinary response. Examples of such behavior include, but are not limited to, liking, favoriting, re-tweeting or re-posting harmful posts. Students who see such posts appear in their social media forums (on their Twitter feed, for example), but who do not actively engage negatively with the posting are not condoning the behavior directly and therefore would not be disciplined. Students who engage with negative posts by asking the poster to remove the offending post, or who indicate that the post does not fit within George School expectations, would not be subject to discipline.

FACILITIES AND SERVICES

Banking

The George School Bank, located in the Business Office in Main Building, is open during the academic day, Monday through Friday, from 11:00 a.m. to 3:00 p.m.

Cash withdrawals are available for students with a George School Debit Account. Students may withdraw cash using their student identification cards at the Student Bank. They can withdraw up to \$100 per day with a \$300 weekly maximum. Students will be able to withdraw larger dollar amounts for special circumstances such as traveling home during a break period. When the Student Bank in the Business Office is closed (evening and weekends), students can make cash withdrawals in the Deans' Office. Student debit accounts can be funded in a variety of ways and with an amount of the parent's choosing through George School's Student Debit Account System on our convenient and secure online portal at <https://my.georgeschool.org>.

All George School students with proper identification may cash checks at the Student Bank during banking hours.

Campus Store

The George School campus store in Marshall Center sells school supplies, toiletries, athletic equipment, beverages, and light snacks. The campus store is usually open Monday through Friday from 8:00 a.m. to 4:00 p.m. when school is in session. Students may charge some or all of these items to parents' accounts. Student ID cards must be used for charging items. The campus store permissions can be specified on the parent section of George School's secure portal at <https://my.georgeschool.org>. Permissions may be changed at any time while the student is enrolled at George School.

College Counseling

The mission of the George School College Counseling Office is to help each student consider a range of college options suited to his or her talents and interests and, ultimately, matriculate at a college that will be an excellent match. The college counselors vigorously support our students' applications to colleges that, overall, span a range of selectivity. As Quaker school educators who aspire to help students "let their lives speak," we urge students to look beyond the prestige factor associated with the nation's few most selective colleges, and to consider a variety of colleges that offer appropriate academic challenges and opportunities for growth. With

this approach we honor the diversity of our students' achievements, interests, aspirations, and circumstances.

The College Counseling Office creates a free account on Naviance's Family Connection for each student and parent during their first year at George School. Naviance is an internet-based program designed to help counselors and families manage college search and application data. Through the Family Connection account students can take a personality/interest inventory, can research and compare colleges, find colleges suited to the student's interests and qualifications, track scheduled visits by college representatives, track the progress of the student's applications, read bulletins and mailings from college counseling, and communicate directly with their counselor.

More detailed information about the college search process, including the timeline of the process, is available on the college counseling section of our [website](#).

In their child's junior year at George School, the College Counseling Office sends a complete timetable to parents. A summary version is available under College Planning in the College Counseling section of the George School [website](#).

Deans' Office

The deans handle all nonacademic aspects of student life. The deans are responsible for the care and support of students outside the classroom in areas that include:

- attendance policies and procedures
- clubs and extracurricular programs
- discipline
- diversity programs and policies
- residential and day student programs
- student activities and leadership
- student services, including health and safety
- travel
- permissions to go off campus

The Deans' Office bears the responsibility of accounting for all boarders at all times, and all day students during the school day and during overnight stays on campus. There is a member of the Deans' Office staff in the office from 7:30 a.m. to 7:30 p.m. Monday to Thursday, from 7:30 a.m. to 11:00 p.m. on Friday, from 10:30 a.m. to 11:00 p.m. on Saturday and from 10:30 a.m. to 10:30 p.m. on Sunday. Outside of office hours, a dean is always available by phone, twenty-four hours a day: 215.579.6589.

Deans' Office Policies and Procedures

Attendance Policies

See Behavioral Expectations, Policies and Procedures on page 33.

Car Permissions

Parents of boarders are asked to fill out an online form that will dictate whether their child(ren) is/are permitted to ride in cars driven by faculty and staff, parents of George School students, or other students. Boarding students must receive permission from the dean on duty and sign out directly with a dean in order to ride in a car.

Parents of day students are asked to fill out an online form that will dictate whether their child(ren) is/are permitted to ride in cars driven by faculty and staff, parents of George School students or other students. Parents of day students who are old enough to drive will also be asked whether they give their child(ren) permission to drive other students. Day students who are leaving and returning to campus before they go home for the day, even if they are driving alone or with a family member, must receive permission from the dean on duty and sign out through the Deans' Office in order to ride in or drive a car. And boarders are never permitted to get in a car with a day student driver without both the boarder and the driver checking for permission from a dean. Day student drivers are not permitted to transport students from one end of campus to another. No student is to leave campus from the FAC parking lot without speaking to a dean for permission unless that student is leaving to go home for the day.

Parents may change their child(ren)'s permissions at any time through the secure online portal.

Just as day students are welcome to participate in the residential life of boarders, boarders are encouraged to visit with day students and their families. Day students may drive boarders off campus, provided that the boarders have permission to ride and the day student drivers also have permission from their parents to drive boarders in their cars. Both the passengers and the drivers need to receive permission from the dean on duty and sign out in the Deans' Office.

Even though boarders and day students may know the permissions they have from their parents, they must always sign in and out through the Deans' Office. The deans review student permissions each time a student signs out, since online portal access allows parents to change permissions at any time.

The implementation of REACH, a residential, electronic attendance system, may result in a revision of these sign-out and sign-in procedures. Regardless of these changes, students must always consult with a dean before getting into a car, even if the driver is a parent or family member. Students who wish to leave campus in a car must submit a REACH request. This leave may be approved by parents directly or by the dean on duty. Students must still check in with a dean face-to-face before getting into a vehicle to confirm that they have the requisite permissions.

Closed Campus During the Academic Day

Boarding and day students should not expect to leave campus during the academic day that starts at 8:00 a.m. and can end as early as 2:45 p.m. or as late as 3:35 p.m. depending on the day.

If they do not have afternoon sports obligations, students may leave campus at the end of the academic day. Day students who have completed their last commitment prior to the end of the academic day may depart for the remainder of the day.

The Deans' Office will grant few exceptions to the closed campus rule; these include doctor's appointments, family emergencies, and the times when students exercise their senior privilege. Those who are allowed off campus by a dean's permission must sign out in the Deans' Office or use REACH, the electronic attendance system. During exam week the academic day is 8:30 a.m. until the last exam has ended.

Closed Weekends

A closed weekend means that boarding students are not permitted overnight absences and are expected to stay overnight in the dorm. Such weekends exist to allow the entire boarding population to come together and share in the special activities created for these weekends. A closed weekend does not mean students cannot leave campus. Students and parents should make note of closed weekends and those weekends with required activities. Closed weekends

include Orientation Weekend, Study Weekends, and Holiday Weekend. Class weekends (such as “Sophomore Weekend”) are closed weekends for the members of that class.

During study weekends all boarding students will have quiet hours on Saturday and Sunday from the hours of 1:00 to 5:00 p.m. This time is regulated so that students may study with a teacher, group, or individually. Freshmen and sophomores are not allowed to leave campus during designated study hours. Juniors may walk off campus and only seniors will be allowed to get in a car, and only as long as all have the appropriate permissions. Parents, please note, that if you or your child feel that they will study more effectively at home we ask that a parent call the Deans’ Office and make that request.

Students who need to be off campus overnight during a closed weekend, because of emergencies or unavoidable family obligations, should have a parent call the Deans’ Office and make that request.

TERM ONE

September 1–3	Opening Days Weekend
September 7–9	Orientation Weekend Club Fair on Sunday (closed weekend for new students)
September 14–16	TBD
September 21–23	TBD
September 28–30	Renaissance Weekend
October 5–7	Open Doors Weekend Philly Outfest on Sunday
October 12–14	Outdoor Challenge Weekend
October 19–20	Parents Weekend, Fall Break
October 26–28	Harvest Weekend Admission Open House on Sunday
November 2–4	Get to Know Philly Weekend Fall Theater Performance on Friday and Saturday
November 9–11	Study Weekend (closed weekend) Fall Film Festival on Friday

TERM TWO

November 30-December 2	SAGE Weekend (tentative)
December 7–9	Interfaith Weekend
December 14–16	Holiday Weekend, Winter Formal on Saturday Meeting for Worship on Sunday
January 11–13	Wellness Weekend
January 18–20	Winter Festival Weekend IB Science Retreat
January 25–27	Multicultural Weekend
February 1–3	Midwinter Break, DC Trip, and Ski Trip Conference Day on Friday
February 8–10	Live Music Weekend
February 15–17	UMOJA Weekend
February 22–24	Winter Theater Performance on Friday and Saturday
March 1-3	Study Weekend (closed weekend) Winter Film Festival on Friday

TERM THREE

March 29–31	Junior Dinner Dance on Saturday
April 5–7	LASO Weekend

April 12–14	Sibling Weekend Dance Eclectic on Friday and Saturday Grandparents and Special Friends Day on Sunday
April 19–21	Art for Relief Weekend
April 26–28	Student Council Weekend
May 3–5	Alumni Weekend Quaker Con Spring Instrumental Music Concert on Sunday
May 10–12	TBD
May 17–19	Spring Musical Performance on Friday and Saturday
May 24–26	Commencement Weekend
May 31–June 2	Study Weekend (closed weekend) Film Festival on Friday

An exception will be made on study weekends if a parent requests to have a child home to study. A parent needs to call the Deans' Office well in advance to authorize this arrangement.

New boarding students are not permitted overnights off campus on Orientation Weekend.

Day/Boarder Exchanges and Visits/Hosting Guests

Day students are welcome to spend weekends at school. They may also spend a week in the dorm in exchange for hosting boarding students for the same length of time. Students make arrangements to do this with the deans, making sure to get permission from their parents and from the dorm teacher on duty. Boarders who want to stay at day students' homes for more than a weekend need their parents' and advisors' permission and invitations from day students' parents. There is no charge to either student in an exchange.

Day students may take boarders home for visits provided the Deans' Office receives a written or phone invitation from the hosting student's parents. Freshmen, sophomores, and juniors are not allowed overnight visits during the academic week (Sunday through Thursday). Visiting boarders must have their parents' permission to visit other George School students' homes. Boarders need to make arrangements with the dean on duty whether they are leaving just for the evening or for an overnight. Boarders must sign out before leaving campus.

Boarding students who will be absent overnight must sign out via the electronic system (see page 54 for Weekend Overnight Absence Permissions).

Parents need to let the deans know well in advance when they plan to invite groups of students that include boarders to their homes. Hosting parents are expected to provide supervision throughout the visit. Pennsylvania state law forbids the serving of alcohol to minors and fines adults who enable underage drinkers to have access to alcohol. Parents are encouraged to sign the safe house pledge which reads as follows: "While hosting George School students, I/we will provide adequate supervision and prohibit the illegal use of substances including alcohol, tobacco, and other drugs. I/we will make that policy known to our son/daughter and to any visiting George School student."

Students or families found to be in violation of the safe house pledge will not be allowed to host students.

Boarding students may also host day students and other guests in the dormitory. In general, the deans discourage overnight guests from staying in the dorms during the academic week (Sunday through Thursday night), though exceptions may be made for day students with permission from their parents/guardians, the dean on duty, and the dorm teacher. Non-George School guests are not allowed to spend the night during the academic week.

On the weekends, boarding students may have overnight guests, including non-George School students. Guests who are George School day students must receive permission using the electronic sign out system. Guests who are not George School students must fill out an overnight guest card (available in the Deans' Office) with the help of their host. The deans also require that guests have their parent's or guardian's permission to visit George School and that they provide an emergency phone number. George School students should introduce their guests to the dean on duty. Guests are expected to leave campus by 7:30 p.m. on Sunday.

While living on campus and in the dorms, all guests—including day students—must follow all of the regulations that apply to boarders.

Dormitory Policies

See Dormitory Policies and Procedures on page 55.

Leaving Campus

The Deans' Office records and coordinates student departures from campus, whether they are for a few hours or a few days. Whenever students leave campus for non-medical reasons, they must sign out in the Deans' Office and have any required permissions and/or invitations. They must sign in at the Deans' Office when they return. If students leave for medical reasons, they must sign out at the Student Health and Wellness Center and sign in there when they return. Day students leaving for a medical appointment during the day can sign out in the Deans' Office.

Scheduled overnight absences will be recorded using the electronic system, REACH. Students are expected to give a face-to-face notification of their departure and arrival with the dean on duty so that REACH can be updated as to who is on and off campus at check-in.

Boarding students must sign out in the Deans' Office whenever leaving campus using the electronic system REACH. Students may walk or bicycle to Newtown or Summit Shopping Center (across from campus) where there are grocery stores, pharmacies, restaurants, clothing stores, stationery stores, and bookstores. Students use the electronic sign out system, SISO, when they walk or bike to local destinations. They may sign out using the mobile app or the computer in the Deans' Office, but they must physically visit the Deans' Office when signing out and signing in. On weekends, the school often runs vans to local shopping areas. A similar sign-out procedure applies to school van trips.

After their academic day has ended, and provided that they have no further obligations, boarding students may sign out in the Deans' Office. Regardless of their destination, if they leave campus by a car—even if the car is driven by a family member—boarding students need the direct permission of a dean.

Day students do not need to sign in when they arrive at the start of the school day, nor do they need to sign out at the end of their school day (when they leave to go home for the night after completing all their obligations). However, day students must sign out through the Deans' Office if they wish to leave campus before the end of their school day. The easiest way to think of it is that day students have one free pass onto campus (coming to school in the morning), and one free pass off (leaving to go home). To leave campus at any other time, day students must sign out through the Deans' Office. Like boarders, day students are subject to the same expectations related to car permissions when they are leaving campus before the end of the day.

Personal Property Policy

The school is not responsible for and cannot guarantee the safety of students' personal property. Parents should be sure their homeowners' policies cover their children's property when they are at school. Boarding students should take the time to lock their dorm rooms. Day stu-

dents should keep their lockers and cars locked. All students who bring bicycles to campus should be equipped with helmets, night-lights on the bikes for night bicycling, and heavy gauge locks to deter theft. Students should not have large amounts of cash in their wallets, purses, dorm rooms, or lockers. They may leave cash in the Deans' Office safe for use over the week-ends.

Students should report all losses or suspected thefts to the Deans' Office as soon as they are discovered. Filling out a Lost or Stolen Item Report is the first step towards possible recovery of the property, but the best tactic is prevention.

Policy on Movies Shown in Marshall Center or Dorms

Faculty weekend sponsors, in conjunction with the deans, must approve all movies shown in Marshall Center. Any video that is shown in the dorm, or in a student's room, must be approved by the person on duty in that dorm. No X- or NC-17-rated films are permitted.

Policy on Use of Creative Spaces

Since classroom spaces are locked after the end of the academic day, students who wish to use the creative spaces on campus after hours (i.e., after the academic day has ended) must first request permission from the Deans' Office. Only students who have been granted permission from their teacher to use the space after hours may do so. Students must sign out in the Deans' Office and turn in their ID card to the deans while they use the space. A member of Emergency Services will open the space. Once they have finished their work, students must return to the Deans' Office to collect their ID card. Emergency Services will then secure the space. Creative spaces will usually be made available for student use from 1:00 to 4:00 p.m. on Saturdays and Sundays.

These spaces are to be used only for creative work. Students should expect security or a dean to check on them periodically. Students in creative spaces are not allowed to grant access to other students without alerting the dean on duty. Misuse of the space could result in a disciplinary response.

Senior Privileges

Senior privileges have been granted by the faculty and may be revoked for individuals or the class as a group if the faculty deems it necessary.

Seniors may:

- Walk or bicycle to Newtown or Summit Shopping Center in free periods during the school day. They are not allowed to drive. Students must get the proper permissions and sign out in the Deans' Office if they are leaving campus during the academic day.
- Seniors may spend study hall off campus in Newtown using their allowed walking permissions on weeknights between 7:30 and 10:00 p.m. If students choose to leave campus, they must do so by 7:30 p.m. Once study hall begins, they should be off campus or in a place of study on campus.
- Once a term, students may leave campus in cars during the school day as long as they have no class or sports commitment and get a dean's permission. Boarders must return by 10:00 p.m.
- Spend one weeknight per week off campus. They need an invitation and a dean's permission. They may return as late as 10:00 p.m. on Sunday or they may ar-

range to take their one weeknight absence on Sunday night and return by 8:00 a.m. on Monday. Seniors on the Flag List are not eligible for this privilege.

- Take three senior class cuts each term. They must have permission from the appropriate teachers ahead of time and must tell the attendance supervisor by 3:30 p.m. on the day of the cut. They are not allowed to cut classes after noon on Friday, before 9:50 a.m. on Monday, on the last school day before a vacation, or on the first school day after a vacation.
- Enter and leave the library during study hall hours. Seniors who leave the library must go to a place of study on campus or leave campus after following proper procedures. Boarders must go back to their rooms or sign off campus; day students must leave campus.
- With permission from their dorm heads and/or dorm teacher on duty, visit other dorms until check-in.

Transportation Policies and Procedures: Buses

George School students living within the following local public school districts may be bused to campus. For more information, parents may call the following numbers:

Bensalem	215.750.2800
Bristol	215.788.7841
Centennial	215.441.6000
Central Bucks	267.893.4020
Council Rock	215.944.1010
Laidlaw	215.547.1017
Lower Moreland	215.938.0280
Neshaminy	215.752.6326
New Hope/Solebury	215.862.5910
Pennridge	215.453.2340
Pennsbury	215.428.4165
Upper Moreland	215.830.1525

Parents may call the Deans' Office at 215.579.6589 for assistance on busing.

Transportation Policies and Procedures: Langhorne/Trenton Shuttle

When vans are available and weather permits, faculty members take students to the Langhorne and the Trenton Transit Centers on Friday afternoons departing George School at 5:30 p.m. and pick up at 7:00 p.m. on Sunday evenings. Since space on vans is limited, students must sign up for the Langhorne/Trenton shuttle in advance in the Deans' Office. The charge is \$5 to/from Langhorne and \$15 to/from Trenton each way.

Transportation Policies and Procedures: Local Transportation

The deans have train and bus schedules and information about local taxi and limo services. There are trains from Philadelphia International Airport to Jefferson Station train station in Philadelphia and from there to Langhorne, PA, which is a ten-minute ride from school (although a taxi might not be available immediately). Local taxi companies have requested that the Deans' Office arrange all transportation. If students wish to have a taxi take them from George School to a local mall or train station, they should have the Deans' Office make those arrangements for them. They must also have parental permission to ride in a taxi (see page 45 for Car Permissions). The use of Uber or Lyft is a viable alternative to a taxi. To use these transportation services students need to have parent permission.

School-provided transportation is subject to weather and road conditions; student safety is the primary concern.

Use of Vehicles

Students are required to use school transportation when attending school-sponsored events.

Boarding students are not allowed to have motor vehicles or to store vehicles near the campus. Day students may use their motor vehicles only when driving to school in the morning and when leaving school following their last commitment. If day students wish to drive at any other time, they must first obtain permission from a dean and sign out in the Deans' Office. They must also have parental permission on file (see page 45 for Car Permissions).

Boarding students should never drive a day student's vehicle. When driving George School students, day students must personally ensure that all their passengers have permission to ride before leaving campus. They should do this by accompanying their passengers to the Deans' Office when asking for permission and signing out.

The following are general expectations for motor vehicle use on campus:

- Students must have a valid driver's license and proof of insurance and registration.
- Day students must register all vehicles they expect to drive and park on campus. Registration is handled by Emergency Services throughout the academic year. Day students should immediately report any midyear changes in vehicle or vehicle registration to Emergency Services.
- During the school day (7:00 a.m. to 6:00 p.m.), day students may park only in the Fitness and Athletics Center parking lot and never on the grass.
- No students will be assigned a parking space. Parking in the Fitness and Athletics Center parking lot will be first-come, first-served. Vehicles must display the designated George School decal on the inside of the driver's side rear windshield.
- Day students are expected to drive in a manner that is appropriate and safe. Under ideal conditions and when there is little pedestrian or car traffic, students may drive as fast as fifteen miles per hour. Day students will be confronted if they are driving recklessly or without appropriate caution.
- Day students may return to their cars during the day to get books or school supplies.
- Neither day nor boarding students should sit or hang out in any vehicle or in the parking lots.
- Students may not leave campus in a day student's car from any part of campus, including the FAC parking lot, without permission from the dean.

Students who violate the school's car/driving rules will jeopardize their privilege to drive on campus.

In addition, failure to meet the above general expectations will result in no less than the following progressive actions:

- First incident: Students must park their cars in less accessible parking areas for five school days, turn in their vehicle keys to the Deans' Office when they arrive

in the morning, and pick up their keys when they leave for the day. Students' advisors and parents are notified.

- Second incident: Students lose their driving privileges for ten school days.
- Third incident: A Discipline Committee or a Dean's Council will meet to discuss a student's failure to meet motor vehicle expectations. Long-term suspension of driving privileges will be considered.

Vacation Travel Arrangements

Travel arrangements to and from local transportation centers must be arranged no later than one week prior to vacation departure. Arrangements are made through the Deans' Office. Students are expected to submit their travel plans, particularly airline information if traveling by plane, using REACH.

On vacation departure days (see the calendar on our [website](#)) the Deans' Office must be aware of all transportation plans, including Uber and Lyft, to train stations and airports. Boarders may not ride with day students. The school provides van and bus transportation to the Langhorne train station for \$5, the Trenton Transit Center for \$15, and the Philadelphia International Airport for \$25. (Please contact the Deans' Office for other transportation information.) Vans leave Drayton Circle around noon on departure days.

On arrival days (see the calendar on our [website](#)) George School will arrange transportation from Philadelphia, JFK, and Newark airports. Families are responsible for the cost of this travel. The Deans' Office works to coordinate travel so that rides are shared between as many students as possible to reduce the cost to each student. Airport shuttles may be scheduled at regular intervals. Students are encouraged to use these shuttles to save money and streamline logistics. The school will provide transportation from the Trenton Transit Center if arrangements have been made prior to the vacation period (cost as above). The Trenton Transit Center van normally departs from the station at 7:00 p.m. Departure times from other transportation centers are less predictable.

Students should travel with at least \$50 in cash when returning to school in case they miss the van because taxis and limos do not take personal checks.

School-provided transportation is subject to weather and road conditions; student safety is the primary concern.

Students traveling great distances occasionally arrive at school the day before dorms are open or must leave the day after they close. In those circumstances, it is expected that they will stay with a local guardian or with another student's family. If advance notice is given, a student may be allowed to stay overnight in the Student Health and Wellness Center. There will be a \$125 charge to help defray the staffing and housekeeping costs.

Submitting Travel Arrangements

Since they may not stay in the dorms, all students are expected to leave campus during the November, December, March, and summer vacations. Unless they get permission from the associate head of school well in advance, students may neither leave for vacations early nor return from vacations late. Students are expected to go directly home or meet up with parents elsewhere when they leave for vacations.

Students are to submit their travel plans for each break using REACH. It is particularly important to provide flight numbers and arrival/departure times. Unaccompanied minors will need a George School employee to transport them to the airport or train station and transfer their care to the airline or Amtrak. There is an hourly charge for this service.

For the November, December, and March vacations, students are encouraged to have flexible plans as there could be inclement weather which might affect flight times and transportation to the airport and train stations.

Boarding students leaving campus for a scheduled break when the dorms will be closed must submit their travel plans to the Deans' Office in order to facilitate ground transportation for those traveling by air. It is essential that we get travel information at least one week in advance of the departure and arrival.

Weekend Overnight Absence Permissions

Boarders who plan to leave for the weekend should make all necessary arrangements well in advance of their departure. By 10:00 p.m. on Wednesday, boarding students should submit their weekend leave requests via the electronic system. The necessary permissions and invitations must be received prior to the time of their planned departure. When students are ready to depart campus for the weekend, they must inform the dean in person that they are leaving. The dean then gives them final permission and signs them off campus using the electronic system. It is the students' responsibility to fulfill all their obligations before they leave, including any Friday Evening Inconvenience (FEI) or Saturday Evening Inconvenience (SEI), study hall and/or Saturday Morning Work Detail (SMWD) assignments. They must arrange for their own co-op substitutes when necessary. Students who are not going directly to the destination arranged in their electronic leave request need to make arrangements with the dean on duty; otherwise students are required to go directly to the destination they have signed out to in the system. Students who do not go directly to their destination (without permission from a dean) will be considered in violation of whereabouts, which is a major school rule. Students who leave campus continue under the jurisdiction of George School until they have arrived at their hosts' homes.

Boarding students must sign back onto campus in person in the Deans' Office when they return from their weekend absence. All students should make arrangements to return from their weekend by 7:30 p.m., in time for Sunday study hall. Seniors not on the Flag List have the privilege of returning as late as 10:00 p.m., or they may arrange to take their one weeknight absence on Sunday night and return by 8:00 a.m. on Monday.

Dormitories

George School has eight large dormitories—Campbell, Central Main, East Main, Lower Drayton, Orton, Upper Drayton, West Main, and Westwood—and one small one, Brown House.

Brown House is a small residential dormitory supervised by an adult family that also lives in the dorm along with the residents.

Campbell houses freshmen and sophomore boys. Orton houses freshmen, sophomore, and some junior boys. Lower Drayton houses junior, senior, and some sophomore boys. Upper Drayton houses junior and senior boys.

Westwood houses freshmen and sophomore girls. Central Main usually houses junior, senior, and some sophomore girls. East Main houses junior and senior girls. West Main houses freshmen, sophomore, and some junior girls.

A dorm head resides in each dorm. In the large dorms, each dorm hall has at least one adult and one prefect in residence.

Dormitory Policies and Procedures

Rooming

An important part of the boarding experience is to learn to live with other students from widely diverse backgrounds. Students new to George School are assigned roommates; however, returning students may choose their roommate. George School encourages all students to honor their rooming assignments for the academic year. Although no student should expect to make a rooming change during the early part of the year, each dormitory handles requests for rooming changes on a case-by-case basis.

Safety

The Middletown Township Fire Marshall has specified that no heat producing or cooking devices including hot plates, microwave ovens, or halogen lamps, etc., are to be used in student rooms. All cooking activities are to be conducted only in areas designated by each dorm. Hair dryers and irons are to be used in bathrooms or other designated areas only. Students who bring small refrigerators will be assessed a \$50 utility fee. Only multi-outlet extension cords with built-in circuit breakers may be used. These will be available for purchase in the campus store. Students are encouraged to bring a set of eating utensils for use in the dorm, including a plate, a bowl, and flatware.

Damages to School Property

Students pay for damage to school property. Keys lost during the school year will be replaced for a \$25 fee. All keys must be returned by June 7, 2019. Students will be charged \$25 for each key that is not returned at the end of the school year. Students will be assessed a fee up to \$50 if their room is not cleaned at the end of the school year.

Raiding other dorms is not permitted. Raids may subject students to dangerous situations, harass other students, disrupt family life of dorm staff, and cause damage to the buildings. Students who enter other dorms causing damage or creating a mess will be subject to appropriate disciplinary procedures and will be held financially responsible.

Presence in the Dorm

Unless they are in the Student Health and Wellness Center or have permission from their dorm head or a dean to be somewhere else, boarding students must be in their dorms from 10:00 p.m. to 6:00 a.m., Sunday through Thursday, and from 11:00 p.m. to 6:00 a.m., Friday and Saturday.

Room Inspection

Because dorm rooms and common areas must meet county health and safety standards, faculty members inspect students' rooms at least twice a week. Each dormitory room will be inspected prior to students' occupancy in the fall and after their departure. Students are not allowed to have pets of any kind, microwaves, hot plates, electric kettles, or air conditioners in their rooms.

Other Dorm Policies

Students learn about other dorm regulations (lights-out time, study hall, using computers, stereos, fire procedures, phones, etc.) in the fall in their individual dorms. At the request of each dormitory, co-ed socializing is allowed in most dorm lounge areas; hours vary and are posted. Co-ed socializing at any other time or place in the dorms is usually reserved for upperclassmen and must be approved by the dorm staff on duty at the time.

George School's Policy on Transgender Students

Introduction

George School is a diverse educational environment that seeks to provide a safe space for students to express their identity authentically and to support students' emotional or mental health. In order to create a safe, supportive and inclusive educational environment for students

who openly identify as transgender², the school has adopted this policy. The policy sets out guidelines for the George School community to address the needs of transgender students. This policy does not anticipate every situation that might occur with respect to transgender students; the needs of each student will continue to be assessed on a case-by-case basis.

The responsibility for determining a student's gender identity rests with the student. The school shall honor a student's assertion of gender identity when there is consistent and uniform assertion of gender identity or other evidence that the gender identity is sincerely held as part of the student's core identity. Confirmation of a student's asserted gender identity may include, but is not limited to, written or oral affirmation from the student, parent, or family member; a letter from a clergy member, coach, relative, or family friend stating that the student has asked to be treated consistent with the student's asserted gender identity; a letter from a health care provider stating that the student is receiving medical care or treatment relating to the student's gender identity; or other potential forms of confirmation. The school does not, however, require a medical or mental health diagnosis or treatment in order for students to have their gender identity recognized and respected by the school.

The school will review each situation based on the particular circumstances. Relevant factors include, but are not limited to, the student's preference, protecting student privacy, maximizing social integration, minimizing stigmatization of the student, the student's age and/or maturity, the safety of the students involved, and the available facilities and/or accommodations.

Any student who needs assistance with this policy, including addressing concerns about student records, school facilities and other activities, should contact the dean of students or the student's advisor.

Definitions

These definitions are intended as functional descriptors to assist in understanding this policy. Students may or may not use these terms to describe themselves.

Gender: Attitudes, feelings, characteristics, and behaviors that a given culture associates with being male or female and that are often labeled as masculine or feminine.

Gender Expression: A person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. Gender expression refers to the external characteristics that are socially defined as masculine or feminine, including clothing, hairstyles, activities, mannerisms, speech patterns, and social interactions.

Gender Identity: A person's genuine, internal, deeply-rooted identification as male or female, or something else, that may or may not correspond to the person's external body or assigned sex at birth.

Gender Nonconforming: This terminology can be used to describe people whose gender expression differs from stereotypical expectations, such as feminine boys, masculine girls, and those who are perceived as androgynous.

Non-binary: A person with a gender identity other than male or female.

² "Transgender" is used in this policy as an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth, and includes individuals who identify as gender non-binary. The use of the term "transgender" is for simplicity of reading and is not used to exclude gender non-binary individuals. The school also recognizes that some individuals who may otherwise fall within this category may not use the term "transgender" as a descriptor of themselves.

Sex: In a dichotomous scheme, the designation of a person at birth as either male or female based on their anatomy and/or biology.

Sexual Orientation: A person's physical, romantic, emotional and/or spiritual attraction to another person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, homosexual, lesbian, gay, asexual, and bisexual. Sexual orientation is distinct from sex, gender identity, and gender expression.

Transgender: A person whose sex assigned at birth is different from the person's gender identity and/or gender expression. It can also be used to describe a broad range of identities and experiences that fall outside of traditional notions of gender.

Transition: The process that people go through as they change their gender expression and/or physical appearance to align with their gender identity. This concept is very broad and varies depending on the person. For some transgender individuals, this process involves primarily a social transition, rather than any medical treatment, such as changing an individual's first name, pronoun, clothing, and appearance.

Names/Pronouns

Upon request by a student, George School will use the preferred name and pronoun that reflects the student's gender identity and request that other community members do the same. While inadvertent slips or honest mistakes in the use of preferred names or pronouns may occur, the school does not tolerate intentional and persistent refusal to respect a student's gender identity by using the wrong name and/or pronoun.

School Records

George School maintains official student records as required by applicable law. If a student requests that a preferred name and/or gender be used on school documents, including the official, permanent student record, George School will make every effort to comply with this request. This may include, but is not limited to, updating the student's transcript, letters of recommendation, diploma, student schedules, school medical documentation, and disciplinary records.

The school is sensitive to the private nature of discussions and documentation regarding students' name and/or gender and is committed to protecting students' confidentiality by restricting the use of, and access to, this information in accordance with applicable law.

Restrooms

George School maintains separate restroom facilities for male and female students. Transgender students may request access to the restrooms on campus that correspond to their gender identity.

Where available, a single stall, gender-neutral restroom may be used by any transgender student who desires increased privacy. No student, however, is required to use this option.

The deans will meet with students making specific requests to review appropriate adjustments to whereabouts policies as they apply to restrooms on campus.

Dormitories

George School maintains separate dormitories for male and female boarding students. The school supports boarding students in obtaining suitable, safe housing. Transgender students may request to be housed in a dormitory that corresponds with their gender identity.

The school's granting of a student's request is based solely upon the school's judgment.

Where feasible, dormitory restrooms will be adjusted to allow for a private bathroom facility.

If any student wishes to be housed in a single room for reasons based on gender identity, the school will attempt to comply, provided that space is available. No student, however, is required to be housed in a single room.

Locker Rooms

George School maintains separate locker room facilities for male and female students. Upon request, transgender students will have access to the locker room facility that corresponds to their gender identity.

Any student who has a need or desire for increased privacy may request access to a reasonable alternative changing area or locker room.

Sports and Physical Education Classes

Transgender students are permitted to participate in physical education classes and extracurricular activities in a manner consistent with their gender identity.

Transgender students are permitted to compete in interscholastic athletics in a manner consistent with their gender identity, to the extent that their participation complies with the athletic competition rules and bylaws of the athletic associations and leagues in which George School competes.

Dress Guidelines

Students are allowed to dress in accordance with their gender identity and gender expression, within the constraints of the dress guidelines adopted by the school.

Emergency Services

George School employs emergency services staff that are present twenty-four hours a day, seven days per week throughout the year. They patrol the campus, secure buildings at night, monitor vendors coming onto the campus, and are available to assist students and faculty whenever needed. Emergency Services can be reached at 215.579.6606.

ID and Access Cards

Both boarding and day students are issued ID cards during the first week of school. These cards are used for campus store purchases, check cashing, and library checkouts. Access cards are issued to boarders for dorm access. To ensure that personal information and dormitory spaces are secure, students are expected to report lost ID and access cards immediately by calling 215.579.6606. Emergency Services will arrange to replace access and ID cards. The fee for replacing a lost, stolen, or damaged ID or access card is \$25.

Food Service

George School's food service is run by CulinArt, a privately owned contract dining service company. The dining staff works hard to provide a wide variety of healthy and nutritious choices from a variety of culinary traditions for George School students. George School's food service is committed to following sustainable practices whenever possible, including composting and the local sourcing of ingredients (often from George School's own garden).

Through working shift in the dining room, students get to know and respect the dining staff. Students are also asked to contribute menu ideas and to serve on ad hoc committees when significant changes (such as Meatless Thursdays) are considered.

Updated menus and dining room hours are available on our [website](#).

Information Technology Services

Information Technology Services (ITS) Service Desk provides technical support for the users of George School's information technology hardware, software, and services. The ITS Service Desk does not service personal computers not owned by George School, but does assist users with troubleshooting and configuration assistance. A pool of laptops is maintained for short-term loan to students if needed while their personal computer is being repaired or replaced.

The ITS Service Desk is staffed Monday through Friday, 7:30 a.m. to 5:00 p.m. when school is in session. Technical support may be requested through email (service_desk@georgeschool.org), via phone (215.579.6560), or in person in the ITS Service Desk Office located in basement room 23A in Main Building. Please report each new request for support directly to the ITS Service Desk in order to receive the quickest and most appropriate response.

George School Laptop Requirement

George School began a four-year transition to a [Bring Your Own Laptop \(BYOL\)](#) program in September 2016. This program ensures each student ready access to a computer for their general academic computing needs both in and out of class.

All students in the class years of 2020 and later are required to bring their own Mac or PC laptop to school. This need not be a new laptop and most Mac or PC laptops purchased in the last four years will work on our network and meet basic academic needs. At an absolute minimum a computer must have wireless network capabilities and be able to run the latest version of Microsoft Office and a modern web browser. Please see our [Student Computer Specifications](#) document for details about minimum and recommended computer hardware specifications.

Please see page 61 for the Acceptable Use Policy that includes the rules on the use of our technology infrastructure and services.

Wireless Network

All of George School's major buildings have wireless network access for computers and mobile devices. Different wireless networks are provided to support different purposes. Student and employee personally owned computers and devices must use the "mygswireless" network. This wireless network requires device registration and computers or devices may need to meet certain setup standards before registration is allowed to complete. All personal computers should have up-to-date operating systems and antivirus software. All Internet access is filtered and logged.

Procedure for Connecting to the Wireless Network

Each personally owned computer or device needs to be setup and registered to use the wireless network only once.

- Step 1: Set your computer or device to connect to the following wireless network:
SSID: mygswireless
WPA key: gswireless
- Step 2: Open your web browser after you are connected to the wireless network.
- Step 3: Put in your network domain user name and password, acknowledging acceptance of the Acceptable Use Policy, and follow any prompts to test your computer.

Network Access Time Restrictions

Student access to the wireless and residential network follow the following standard time restrictions:

Freshmen
Sunday through Thursday
6:00 a.m. to 11:00 p.m.
Friday and Saturday
6:00 a.m. to 12:00 a.m.

Sophomore
Sunday through Thursday
6:00 a.m. to 11:00 p.m.
Friday and Saturday
6:00 a.m. to 1:00 a.m.

Juniors
Sunday through Thursday
5:00 a.m. to 1:00 a.m.
Friday and Saturday
No time restrictions

Seniors
No time restrictions

Residential Wired Network

George School can activate an Ethernet data network port for boarding students in their dorm room by request. Students should submit a request to ITS Service Desk via email with the port number of the orange jack in the room they would like activated. Follow this procedure once the Ethernet port has been activated:

- Step 1: Connect your computer's network interface port to the orange jack in the dorm room with a network patch cable.
- Step 2: Open your web browser after you are connected to the wireless network.
- Step 3: Put in your network domain user name and password, acknowledging acceptance of the Acceptable Use Policy, and follow any prompts to test your computer.

Printing

George School provides black and white laser printers for student use in most academic buildings across campus. Networked laser printers are provided in each dorm. Students may print to these printers from their personal computer through a web-based service. Students should be mindful of the cost and use of resources when deciding whether or not it is necessary to print copies in keeping with the school's sustainability efforts.

Boarding students are welcome to bring their own printer. Please note that wireless personal printers are not supported as they interfere with the school's wireless network. A student who brings a wireless capable printer must have that feature turned off and connect to it via USB.

Cloud Services

George School provides all students and employees a Microsoft Office 365 account and a Google G Suite for Education account. Microsoft Office 365 is our standard for school email, personal calendaring, personal cloud storage of documents through OneDrive, and it provides many additional services. Google G Suite for Education provides many useful services, cloud storage, and integration with many educational cloud services.

Software

George School is standardized on the Microsoft Office 2016 suite of software applications including Word, Excel, OneNote, Outlook, and PowerPoint. This software is provided free of charge to all students via the Office 365 web portal. Most other software used in courses are free or free to students under the George School license. Some students may choose to subscribe to Adobe's Creative Cloud service to gain access to the artistic software tools that service includes but it is not required. George School provides computer labs with the necessary tools to support digital photography, video editing, and student publications.

Acceptable Use Policy (AUP)

Information technology systems and services are provided to support legitimate and authorized academic and communication purposes. The Acceptable Use Policy (AUP) is the set of rules that govern student use of the school's data systems and network, telephone system, and voice-mail system.

Users should take great care sharing personal information on the Internet and should keep all personal access numbers and passwords private.

Users of George School technology services have a reasonable expectation of privacy in their email and voicemail. If a user is believed to be in violation of our Acceptable Use Policy or other school rules, however, a system administrator may need to inspect private files or messages. An attempt will be made to notify the user of such inspections whenever possible.

Infractions of the guidelines within the Acceptable Use Policy may result in a suspension of services as well as referral to the deans for further disciplinary action. Infractions that can be traced to an individual account will be treated as the responsibility of the owner of that account.

- Students should only use accounts assigned to them. Impersonation of another or trying to conceal one's identity is not permitted. Unauthorized use of another's account may be considered an act of dishonesty.
- Use of appropriate language is required. Profanity or obscenity in written communication over the data network, or in verbal communication using the phone system, is inappropriate and may be considered harassment.
- Accessing, downloading, or storing offensive or pornographic material on George School computer systems is prohibited and may be considered sexual harassment.
- Adherence to current copyright laws is required. Users are expected to respect the property rights of others regarding the downloading, storage, and use of digital music, video, or software. Students are expected to appropriately cite authorship and source. Students failing to follow these guidelines may be considered to be stealing or plagiarizing.
- Users must avoid the deliberate or inadvertent spread of computer viruses or other unauthorized programs. Users are expected to have current antivirus software on their personal computers. Changing settings or adding software to school computers is forbidden. Network users may not engage in activity with the intention or effect of degrading the performance of the network, network services, servers, or workstations. Users may not gain access or attempt to gain access to any network service, server, or workstation for which they do not have explicit permission. Users found misusing the network as described may be in violation of rules for vandalism, dishonesty, or whereabouts.
- Students are forbidden to rebroadcast or extend George School's data or voice networks through any means, including hubs, switches, or wireless access

points. Students may not provide network or Internet-based services to others, including file sharing, printer sharing, or web serving. The school's information technology systems may not be used to provide services to others for a fee. Students found misusing the network as described may be in violation of rules for vandalism or dishonesty.

Laundry

The school provides two options for students' laundry. A wash and fold laundry service is available at a cost of \$330 for the entire school year. Students may drop off and pick up their laundry in Main Building between 6:00 a.m. and 2:30 p.m. on Mondays, Wednesdays, and Fridays. You may [sign up here](#) if you are interested in this service. The school also provides coin operated machines in the dorms for student use (washers \$1.50 per load and dryers \$1.00 per load). It is helpful if students' clothing is marked with their name.

Learning Center

See Student Support section on page 13.

Lockers for Day Students

At registration, each day student will be assigned a locker that is located in the basement of Marshall Center. Day students will be responsible for the contents of their lockers. Any lock that is placed on an unassigned locker will be removed immediately.

Day students are urged not to share their lock combinations with other students. Lockers need not be shared, since each day student is assigned a locker.

Day students will be held accountable for any damage or graffiti on or in lockers and are responsible for cleaning out their lockers at the end of the school year.

Students will be assessed a \$15 fee if lockers have not been emptied and cleaned at the end of the school year. Students will also be assessed the cost of any damage that occurs to lockers.

Lost and Found

There is a Lost and Found in both the Deans' Office (Marshall Center) and the laundry area located in the basement of Main Building. Individuals having difficulty locating the Lost and Found may contact the Deans' Office at 215.579.6589.

Marshall Student Center

Marshall Center is the student center and the focus of many student activities. The building houses the Deans' Office, the Attendance Office, Prefects' Lounge, Bettye's Place (the campus snack bar), post office, day student lockers, and the campus store. Computers, a large screen TV, and a Blue Ray/DVD player are available for student use in Marshall Center as well.

Mollie Dodd Anderson Library

The Mollie Dodd Anderson (MDA) Library is an inviting space for community gatherings and individual and group use. Students are welcome to use the library at any time during the school day.

The library offers an excellent collection of resources in a variety of formats. Some are available physically in the library and most are accessible anywhere on-campus and off-campus via the [website](#).

Wi-Fi access and computers are available and students are encouraged to bring their own devices.

The library staff is friendly and professional. Curriculum-based research instruction is provided for all students in academic classrooms, in the library, and on an individual basis. Students are encouraged to schedule individual consultations regarding research assignments with members of the library staff.

Students may borrow materials from the library, but must use their George School ID card to do so. If borrowed materials are not returned by the end of the school year, the student's account will be charged.

Students are welcome to choose to spend evening study hall in the library. During the evening study hall period, boarders and day students should enter by 7:30 p.m. and plan to stay until 9:30 p.m. Students in the library for evening study hall should be engaged in quiet, academic work. The library is open for extended hours during study weekends prior to term exams.

Library hours are posted on the [website](#).

Post Office

Students should check their mailboxes daily for messages and campus notices. All students are assigned individual numbered mailboxes and are required to have all incoming items addressed properly. The following four-line address format should be used on all incoming items:

Person Name
PMB [insert number]
1690 Newtown Langhorne Rd
Newtown PA 18940-2414

For online orders that require a three-line address format, use the following:

Person Name
1690 Newtown Langhorne Rd # (insert PMB number)
Newtown PA 18940-2414

Student box numbers are listed in the dynamic online [Community Directory](#).

The George School Post Office has a full menu of US Postal Service Operations, and also provides the opportunity to use private carriers including UPS, FedEx, Airborne, and other expedited services.

Recycling Guidelines

The George School community separately recycles paper, cardboard, and bottles/cans. Please note that we do not offer single-stream recycling at this time.

Paper

Place all paper and newspapers in the green and gold Abitibi dumpsters. One is located at the northwest corner of Midwood House (Midwood House is the yellow two-story residence next to Gladstone), and the other is located behind Campbell. These dumpsters are for paper recycling only; please do not put cardboard or paperboard in these dumpsters. These dumpsters are emptied once every month.

Cardboard and Paperboard

Place all cardboard and paperboard in the white Leck dumpster at the northwest corner of Midwood House. This dumpster is emptied three times per week. Please be sure to flatten all boxes to maximize space, and remember to remove plastic wrappers. Plastic wrappers should be disposed of with your trash.

Pizza Boxes

Never put pizza boxes into recycling containers. They cannot be recycled because they contain an oily residue.

Bottles and Cans

Place all bottles and metal cans in the large dumpster adjacent to the bus loop (north of Gladstone). This dumpster is emptied on an as-needed basis.

Large Items

Place large bulk items, such as furniture and mattresses, in the large dumpster adjacent to the Equestrian Center parking lot. This dumpster is emptied on an as-needed basis.

Refrigerant Containing Items

If you need to dispose of items containing refrigerant, such as air conditioners and refrigerators, please call the Grounds Office (extension 6607). The grounds staff will store the refrigerant containing appliances behind the carriage shed. On an as-needed basis, a certified professional will recapture and recycle the refrigerants.

Satellite Recycling Areas (Dorms)

There are satellite recycling areas throughout campus, in the form of Rubber-maid plastic storage bins. Bins are marked for recycling of:

- Aluminum/Plastic/Glass
- Cardboard/Paperboard (please flatten boxes to maximize space, and remove any plastic wrappers)
- Paper/Newspaper

Please feel free to place items in these plastic storage bins and the grounds staff will move the recyclables to the designated dumpster locations. It is important that everyone separates recyclables appropriately and keeps these satellite recycling areas organized. Please do not place trash in any of the recycling containers. If you are motivated, feel free to move recyclables from the satellite areas to the designated dumpster areas.

Satellite Recycling Locations

- Campbell Dorm – one shed located behind dorm
- Drayton Dorm – one shed located in bus loop
- Main Building – recycling is located in the Advancement Office area and in the basement stairwell at the east end of Main, near the Information Technology offices (all items must be bagged)
- Orton Dorm – one shed located next to Leck trash dumpster
- Westwood Dorm – two sheds located in lower parking lot and near loading dock behind Marshall

Student Health and Wellness Center

The Student Health and Wellness Center (SHWC) offers a holistic approach to providing for the wellness needs of our students. The staff provides physical, emotional, nutritional, and educational support.

SHWC hours are available on our [website](#).

A registered nurse is available at all times. The nurse practitioner, the school counselor, and physician see students by appointment, Monday through Friday, and are on call for all student emergencies. There is no charge for routine care. The Student Health and Wellness Center staff coordinates referrals to independent counselors and other specialists in the area.

Services provided by or in conjunction with the SHWC:

Counseling Services

Referrals are made to the George School counselor through self-referral, parental request, a Student Health and Wellness Center nurse or doctor, deans, faculty, or Advisory Council. The George School counselor conducts assessments, makes recommendations, provides brief treatment, facilitates connections for students to local therapists or counselors for longer treatment, and provides connections to outreach programs.

Extended psychological treatment is provided by off-campus therapists. Off-campus referrals are made in consultation with a George School counselor. Parents are expected to 1) inform a George School counselor when their child is in treatment, 2) provide a George School counselor with consent to consult their child's therapist, 3) inform a George School counselor of any issues and/or concerns which might impede their child's academic success or threaten their child's well-being or that of a community member, and 4) inform a George School counselor when their child is taking medication to address emotional conditions. When a child's psychologist meets with members of the George School faculty, a George School counselor will normally be present.

When a student's potential for self-harm is in question, a medical leave will be required and the student may not return to George School until a written psychological evaluation is provided to a George School counselor by a qualified therapist. After this report is received, the dean of students, in consultation with the head of school and appropriate staff, will determine if the student is ready to return to campus.

A George School counselor provides consultation to faculty and staff regarding psychosocial issues affecting students and general adolescent development. Outreach programs to dorms and the larger campus community on such topics as anxiety, stress, depression, interpersonal relationships, and psychological development are services provided by the George School counselor.

Drug and Alcohol Coordinating Committee (DACC)

Led by the Community Assistance Team clerk, the school's Drug and Alcohol Coordinating Committee is an administrative group that reviews existing drug, alcohol, and tobacco policies, makes recommendations for changes, and suggests drug, alcohol, and tobacco education programs for the school community. Committee members include students, faculty, Student Health and Wellness Center staff, parents, and deans.

Safe Ride Program

If a student feels the need to leave a potentially unsafe situation and return to campus, there is a safe-ride program. For details about George School's safe-ride program contact the Deans' Office at 215.579.6589 or the Student Health and Wellness Center at 215.579.6715.

Smoking Cessation Program

The school recognizes the extremely addictive nature of tobacco and nicotine and encourages students who use tobacco or nicotine to address their addiction proactively. Students may volunteer for the cessation program through the Student Health and Wellness Center (SHWC). Students who are actively involved in the program at the time they are caught using tobacco or nicotine will receive less than the standard penalty. Students caught using tobacco who are not in a smoking or vaping cessation program will be automatically assigned to one by the SHWC.

Student Health and Wellness Center Policies and Procedures

Prescription Medication Policy

All prescription and over-the-counter medications brought to school by boarding students must be stored at the Student Health and Wellness Center (SHWC) and dispensed by SHWC staff. Any exceptions to this policy (for over-the-counter medication and certain prescription medications) must be approved and documented through the SHWC. For questions concerning specific medications please call the SHWC at 215.579.6715.

Policies on Student Illness

If any boarding or day students become ill during the day, they must report to the Student Health and Wellness Center (SHWC) to be excused from classes, co-op, or to leave school.

When students leave campus for medical reasons of any type, including medical appointments, they must sign out and sign in through the SHWC.

Boarding and day students or their parents should let the SHWC know in advance when students need to leave campus for doctors' appointments. Students who leave campus for any medical appointments (e.g., orthodontist, dentist, general practitioner, specialist, etc.) must return to the SHWC with a signed doctor's note. Day students should come through the Deans' Office.

The SHWC staff will schedule necessary doctors' appointments for boarders who live at a distance. Boarding students will be billed for transportation to local doctors' offices. The health and wellness center staff will send reminder email notices about appointments.

Day students should schedule routine doctors' appointments with their local family physicians. The SHWC doctor and nurses will see all students in emergencies and in cases of sports injuries.

Medical Leaves

The dean of students in consultation with the charge nurse and/or the school counselor may grant an emergency medical leave for medical or psychological reasons. If the leave is likely to extend beyond a few days, the dean of students will convene a larger core group that includes

the student's advisor, head of school, associate head of school, director of admissions, director of the Student Health and Wellness Center, the school counselor and/or the dorm head. This larger group may extend the emergency leave to a short-term leave of absence of as much as three weeks. The dean of students or the associate head of school, along with the advisor, will communicate with parents, teachers, and the student regarding the outcome of the core group meeting.

At the end of three weeks, if a student is not ready to return from a medical leave, the family has two options: Request an extended leave or withdraw the student from George School. Before an extended leave can be granted, the Advisory Council is convened by the associate head of school to consider the request. It will be granted based on the following criteria: The student is in good standing at the time of the request, the Advisory Council can be clear about requirements for the duration of the extended leave, and there is relative certainty those requirements can be met. Students who return from an extended leave will do so through a process involving the head of school, associate head of school, dean of students, director of studies, and the director of the Student Health and Wellness Center, or the school counselor and dorm head.

Summer Storage

Students who live more than 1,000 miles from school will have access to summer storage areas at their assigned dorm. Due to space constraints, students should limit their storage to six small boxes and two large trunks or suitcases. The school does not take responsibility for items stored on campus over the summer.

WEEKEND ACTIVITIES

All students are encouraged to spend their weekends at George School, to participate in dances, attend athletic events, arts and theater productions, and to attend the trips and other activities organized by the Student Activities Board and the Deans' Office.

The director of student activities (DOSA) works with faculty and Student Activities Board members to plan and carry out weekend entertainment. Weekends have themes such as get to know Philly, harvest, outdoor challenge, and live music. Weekend activities are posted on our [website](#) and publicized in the weekly *Parent Plan-It*.

Special Weekend Events

January 11–13 Wellness Weekend

Required Drug and Alcohol Workshops for all freshmen, new sophomores, and junior students. Failure to complete the workshops will result in a make-up session at parents' expense. Students may leave campus as long as they complete their workshops.

January 18–20 Martin Luther King Jr. Events and Service Learning Projects
IB Science Weekend

All boarders must return by 5:00 p.m. on Sunday for a special Dr. Martin Luther King Jr. holiday dinner (5:30 p.m.) and meeting for worship (6:45 p.m.). Day students are encouraged to attend. All IB science students are required to complete a group 4 project which will be conducted on the Friday and Saturday of this weekend. Attendance is mandatory and details will be provided by the appropriate science teacher.

March 29–31 Junior Dinner Dance

No overnights are permitted for boarders who attend the dance on March 30.

April 19–21 Art for Relief

This weekend features an entirely student run silent auction, food fest, and performance to raise funds for a non-profit effort selected by the students. Recent past beneficiaries have included Doctors Without Borders, Philly Mural Art Project, and SOLA: School of Leadership, Afghanistan

for educating girls.

May 24–26 Commencement Weekend

This is a closed weekend for juniors and boarding seniors who are required to be on campus overnight on Saturday. Commencement is on Sunday morning, May 26. Juniors are expected to attend all commencement events. It is not a closed weekend for freshmen and sophomores, although they are welcome to attend commencement. Any boarders on campus on Saturday night will be required to attend commencement on Sunday morning. Juniors may leave on Sunday after commencement as there are no classes on Memorial Day, May 27. All boarders are expected to return to campus by 7:00 p.m. on Monday, May 27.

Textbooks

Students may purchase their textbooks from Follett Virtual Campus. Follett Virtual Campus offers a range of options to students through a convenient online portal that includes access to used books, book rentals, and e-books.

Follett Virtual Campus makes textbook shopping easier and more economical for George School families. Textbooks may be shipped to a home address or directly to George School.

STUDENT CLUBS AND LEADERSHIP OPPORTUNITIES

Students are encouraged to get involved in campus organizations and committees that influence the quality of life at George School and to start their own interest groups (see the dean for residential and community life for information on how to start a new club). Groups usually meet one night a week from 6:30 to 7:20 p.m., or on the weekend. A full list of current student clubs can be found on the [website](#).

Students may apply to a leadership position or may serve on a committee with their advisor's permission. Because these are very responsible positions, students who have been chosen should be aware that violations of major school rules may jeopardize their right to continue as a member of a committee or result in removal from a leadership position.

International Student Mentors

The international student mentors play a vital role in the administration of the International Student Orientation (ISO) in August. They support the new international students in their adjustment to George School life during the ISO and during the school year. They develop programs and workshops of special interest to the international student community, plan and chaperon field trips, supervise and coordinate the production of the international student assembly, and select and train future mentors.

Peer Group Leaders

Peer Groups meet every other week, either in conjunction with the Essentials of a Friends Community (EFC) course that is required of all freshmen and new sophomores in the fall term or at designated times with new juniors and seniors. Peer Group leaders run group activities designed to help new students adjust to George School. Those working with freshmen and sophomores also assist their EFC groups with school service in the kitchen on the weeks when Peer Group does not meet.

Students interested in serving as Peer Group leaders apply in the spring of their sophomore or junior years. They are interviewed by faculty and current peer group leaders and selected by the faculty members who work with these groups.

Prefects

Senior prefects provide leadership and support to their peers. Boarding prefects live on each hall of every major dorm, where they provide support for the students on their hall and assist the

dorm staff in creating a safe, comfortable, and productive environment for the students in their dormitory. Day student prefects are assigned new students to orient to the school, plan campus events that bring day and boarding students together, and are responsible for the proper use and upkeep of Marshall Center.

Students interested in serving as prefects apply in the spring of their junior year. Dorm staff members and day student faculty sponsors interview candidates and select prefects for their maturity and their perceived ability to handle the academic and social demands of the senior year at George School. All prefects attend in-depth training sessions beginning in the spring of their junior year. Because this is a time consuming and important responsibility within the community, prefects receive co-op credit for their participation. Prefects who violate major school rules are usually removed from their prefect positions.

Student Activities Board

The Student Activities Board is a group of students who have been selected to help create and implement weekend activities that will engage both boarding and day students. Members of the board keep track of activities in and around the campus and must be willing to hear suggestions for activities from the current student body. Members of the Student Activities Board work closely with the associate dean for community life and student leadership in planning activities. Each weekend, two Student Activities Board members are assigned to assist the faculty and the deans who are on duty to ensure that activities run smoothly. Because this is a time consuming job and a service to the community, Student Activities Board members receive co-op credit for their participation.

Students Associated for Greater Empathy (SAGE)

Founded by George School students in 1971, and sponsored by two student-nominated faculty members, SAGE is a student-run peer counseling organization. SAGE members are trained to listen, give support, share information, and make referrals. SAGE encourages students to speak to them on such issues as eating disorders, depression, date rape, addiction, stress management, Sexually Transmitted Infections (STI), problem-solving, and family matters.

SAGE members are always available to talk. On Friday and Saturday nights, members staff the SAGE Room, a drop-in center on the ground floor of Marshall Center, near the day student lockers. SAGE members work closely with the Student Health and Wellness Center staff. Adults, specifically the deans and duty faculty, help to monitor the SAGE room whenever it is open. SAGE members maintain strict confidentiality, except in situations when the safety of an individual is at risk.

Students interested in serving on SAGE apply each spring and are interviewed and selected by current SAGE members and faculty sponsors.

Student Council

Each week, day and boarding representatives from each class meet with Student Council faculty sponsors to discuss campus concerns. In addition to nominating students to serve on various school committees, Student Council members act as ambassadors between the student community and the George School faculty and staff. Class representatives to Student Council are elected by their classmates. Student Council officers—president, vice-president, secretary and treasurer—are selected through a nominating process by the current Student Council members.

Tour Guides

Tour Guides are a group of 10th, 11th, and 12th graders selected by the Admission Office to provide campus tours for prospective students, families, and employment candidates. They must have a strong ability to connect, along with a passion for George School. Tour Guides are also

knowledgeable, confident, and flexible. Rising Senior Tour Guides may apply for a Lead Tour Guide position. Lead Tour Guides serve as mentors for new Tour Guides.

Committees with Student Representation

Discipline Committee (DC)

Each year six to eight students are selected to serve on the school's Discipline Committee. Three faculty members appointed by the Faculty Nominating Committee, a dean (generally the dean of students), students' advisors, dorm staff members, day student sponsors, and prefects join these students determining disciplinary responses to students who break major school rules. Students interested in serving on the Discipline Committee apply in the spring of each year. Applicants are interviewed by current members of the committee and/or Student Council members, who send a ballot of candidates to the faculty for final selection. Once students have been selected for the Discipline Committee, they remain on the committee unless they choose to leave, are found to have violated the confidentiality of the discipline process, or break a major school rule.

Drug and Alcohol Coordinating Committee

The Drug and Alcohol Coordinating Committee (DACC) is comprised of an equal number of students and adults representing different constituent groups in the school community. The purpose of DACC is:

- To review drug and alcohol issues.
- To recommend policy to the faculty for consideration (DACC does not make policy).
- To recommend and assist in coordinating additional educational programs for different groups in the community, including students, faculty, and parents.

One parent representative, selected by the nominating committee of the Parents Association, attends about four Drug and Alcohol Coordinating Committee meetings a year. Students are selected to the DACC by Student Council.

George School Board of Trustees

The school, which is under the spiritual care of the Philadelphia Yearly Meeting, is overseen by the George School Board of Trustees, a group of appointed Quakers, alumni, parents, and friends of the school. In addition to the appointed members of the board, two students, two faculty representatives, and one current Parents Association member serve on the committee. Student representatives to the board are selected by Student Council.

The board has three standing oversight committees that may choose to invite student representatives. Oversight committees of the board are meant to monitor and provide leadership to mission-critical areas of school life over which the administration and faculty have decision-making responsibility. These are:

George School Board of Trustees Diversity Oversight Committee (DOC)

This committee, which includes board members, faculty, parent, and student representatives, oversees the school's mission to value diversity and increase sensitivity to people of various ethnicities, backgrounds, identities, and beliefs. Quarterly meetings are held on the Thursday evening before regularly-scheduled board meetings. Student representatives are selected by members of the school's Diversity Committee and serve as liaisons to that group.

George School Board of Trustees Environmental Stewardship Oversight Committee (ESOC)

The Environmental Stewardship Oversight Committee is charged with fulfilling George School's commitment to move toward a position of leadership in the area of environmental sustainability.

Leaders of TERRA, the student environmental club, and the Outdoor Club often attend ESOC meetings to facilitate communication between the committee and the student body.

George School Board of Trustees Student Life Committee

The Student Life Committee oversees academic and community life at George School on behalf of the board. Their primary responsibility is to maintain awareness of issues and practices relating to the school's academic program, to its Quaker life and practices, and to community life. Board members of this committee attend Department Head and Student Council meetings, and conduct parent interviews during Visiting Day and Conference Day. The committee meets three or four times each year. Students are selected to serve on this committee through Student Council.

Student Activities Policies and Procedures

Fundraising Policies

George School students, faculty, and staff are engaged in many philanthropic efforts, both on behalf of the school community and in support of many worthy causes worldwide. Guidelines have been developed to assist in fundraising for these efforts.

Student Group Fundraising: Including Classes, Clubs, and Teams

The dean for residential and community life approves requests by student groups to conduct fundraising. Fundraising Permission Forms can be requested from the Deans' Office. All forms must be completed and submitted to the dean, including approval by the adult sponsors, at least two weeks prior to the fundraising event. Please note that a limited number of opportunities are available to fundraise on parent Visiting Day in October, Conference Day in January, and Alumni Weekend in May. All fundraising communications must adhere to our Communications Policy.

Funds that have been collected must be recorded appropriately and then turned in to the Business Office, Deans' Office, or other adult on a daily basis.

Other Fundraising: Including Alumni, Parents, Employees, and Friends

Ideas and plans for fundraising should be submitted to the chief development officer and the dean for residential and community life for consideration.

Policy on Communications

If more than twenty-five people outside of our internal community of students and George School employees will receive or view a communication piece (letter, email, flyer, etc.) generated by any individual or group here at school, it must be proofread by three members of the 25+ group before it is distributed or mailed. Groups wishing to send out communications of this sort should contact the Communications and Marketing Office at ksipio@georgeschool.org or 215.579.6576.

Protocol for Major Handbook Changes

The following is a protocol on how to institute and document major changes in the expectations and procedures that are contained in the *Employee Handbook* and the *Community Handbook*. This protocol is meant to enhance communication and to maximize student and staff investment in the content of our handbooks.

The following definitions are meant to clarify the dimensions of the protocol:

- EXPECTATIONS refers to contractual requirements for employees and behavioral expectations of students.
- PROCEDURES refers to the processes for communicating and enforcing expectations as defined in our employee and community handbooks.
- MAJOR CHANGES refers to changes that affect a significant number of faculty, staff, or students across departments or classes.

Procedure

In order to ensure that the process for instituting major changes in expectations and procedures are as inclusive, as thoughtful, and as equitable as possible, all major changes in expectations and procedures coming out of committees or administrative offices will be subject to the following routing sequence:

The director of communications and marketing will be responsible for discerning whether a change is major. If uncertain, the director will take the proposed change to the Administrative Staff Group (ASG) for determination.

- Proposed major changes in expectations and procedures affecting faculty should be brought first to Faculty Concerns for discussion and feedback.
- Proposed major changes in expectations and procedures affecting staff should be brought first to Community Concerns for discussion and feedback.
- Proposed major changes in expectations and procedures affecting students should be brought first to Student Council for discussion and feedback.
- Faculty Concerns and Community Concerns may involve members of other faculty or staff groups (such as dorm heads, department heads or supervisors, or the entire faculty and staff) for input as they discuss proposed changes. Student Council may involve members of other student groups (such as dorm or day prefects, classes, or the student body) for input as they discuss proposed changes.
- If, as a result of these discussions, proposals are revised, they should then come back to Faculty Concerns and/or Community Concerns or to Student Council. If the revisions are deemed major, these groups may bring them before the entire faculty at Faculty Meeting, before the entire faculty and staff at a joint business meeting, or before the student body either in class meetings, at assembly, or in a town meeting.
- Changes and revisions not deemed major would be reported to the community via email and posted online for informational purposes.
- Major changes in student expectations will be brought to Faculty Meeting for approval, with Student Council representatives present to provide input.
- All major changes in expectations and procedures should be formally minuted by the recording clerks of Student Council, Community Concerns, Faculty Concerns, or Faculty Meeting.

Exceptions

This protocol would not apply when changes are dictated by legal contingencies, insurance, or liability concerns. However, changes made under such conditions should be subject to as much discussion as possible with Faculty Concerns, Community Concerns, or with Student Council members, and should be communicated to those affected by the changes in a timely manner.

PARENT PROGRAMS

Parent Plan-It

The *Parent Plan-It*, George School's weekly e-newsletter for parents, contains timely information about the weekend activities and other important news for the coming week. The *Parent Plan-It* also provides links to resources and a calendar of upcoming events. Look for it in your email inbox every Friday around noon. The *Parent Plan-It* is also posted on the George School [website](#).

Parents Association

The Parents Association enhances the interaction between the school and parents in a wide variety of ways. Several times per year it holds evening meetings and hosts programs presenting information valuable to parents. The Parents Association subsidizes the *Community Directory* which provides the photographs of students, faculty, staff members, and trustees. In addition, it has been able to fund special events for students throughout the year.

These activities and more are funded through Parents Association dues. The Parents Association hopes you will support parent efforts by contributing \$50 dues per family. The dues will be included in your fall billing cycle.

Opportunities for parent involvement abound and are broad-ranged, running the gamut from such activities as organizing many of the Opening Days activities, providing baked goods for some student events, and serving as a representative on a number of committees such as the Drug and Alcohol Coordinating Committee or the governing board. All parents of George School students are welcome members of this association and their involvement, through dues and volunteer activities, is sincerely appreciated. Sign up for volunteer opportunities [here](#).

Visit our [website](#) for meeting dates and other Parents Association information. Select Parents under Information For in the upper left corner, and then Parents Association from the right-side menu.

All parents are welcome to attend all Parents Association meetings. A buffet dinner is served from 6:00 to 6:45 p.m. in the meetinghouse followed by the meeting at 7:00 p.m. in the Mollie Dodd Anderson Library. Watch for program details in the weekly *Parent Plan-It* newsletter for parents. The *Parent Plan-It* is published on Friday and is also available on the [website](#). All business meetings are [webcast](#).

Visiting Day

On Saturday, October 20, 2018, George School will provide a day of informative programs for parents and guardians. Beginning at 8:00 a.m. guests will attend mini-classes following their children's class schedule. During the fifteen-minute morning classes, teachers will describe the goals and expectations for each course. Following those presentations, guests may have an opportunity to speak to teachers about individual students.

Parents might be interested in arranging conferences for more in-depth discussions with a few teachers if they have concerns about their child's performance in a particular class. Conferences may be scheduled online at <http://www.georgeschool.org>. Another option is to contact Carol Wozniak by phone (215.579.6573) or by email (cwozniak@georgeschool.org) to schedule ten-minute appointments for Saturday afternoon, October 20, 2018, or Tuesday evening, October 23, 2018. Appointments are scheduled in the order they are received.

Conference Day

On Friday morning, February 1, 2019, George School parents and guardians have an opportunity to attend an address by the head of school.

If they wish, parents and guardians may schedule conferences with teachers for that afternoon if they have concerns about their child's performance in a particular class. Conference slots are also available for Monday evening, January 28, 2019. Conferences may be scheduled online at <https://my.georgeschool.org>. Another option is to contact Carol Wozniak by phone (215.579.6573) or by email (cwozniak@georgeschool.org) to schedule ten-minute conferences for either day.

George School Fund Parent Ambassadors

Like all not-for-profit independent schools, George School relies on a combination of tuition, endowment income, and charitable donations to support its annual operating budget. The George School Fund accounts for 5 percent of the school's annual operating budget each year. Gifts made to the George School Fund directly impact all areas of the school including faculty salaries, financial aid, and academic and student life programs. Helping to fund an academic environment like George School's is an investment in the future of today's students.

George School Fund Parent Ambassadors serve as advocates for the George School Fund within the parent community. They make connections with fellow parents and help to educate them about the importance of philanthropy at George School. This is a good opportunity for parents of both boarding and day students to be involved, as ambassadors can perform their outreach on their own schedule from wherever they might be around the globe. The Advancement Office provides training and support. For more information, or to become a George School Fund Parent Ambassador, please contact the director of the George School Fund at 215.579.6564 or gsgfund@georgeschool.org.

To make a gift online, visit georgeschool.org/donate.