

Parent-Student Handbook



THE
FULTON
SCHOOL
AT ST. ALBANS

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CONTACT INFORMATION..... 2

OUR MISSION, VALUES, PROMISE & DIVERSITY STATEMENT 4

HISTORY OF THE FULTON SCHOOL..... 6

WHAT PARENTS SHOULD KNOW ABOUT AN INDEPENDENT SCHOOL..... 7

SCHOOL GOVERNANCE..... 9

TUITION, FEES, AND OTHER EXPENSES..... 12

TUITION ASSISTANCE 14

SCHOOL HEALTH 15

TECHNOLOGY POLICY 16

COMMUNICATION POLICY 17

HARASSMENT POLICY..... 19

PARENT-RELATED EVENTS AND POLICIES 20

SCHOOL OPERATIONS 21

THE LOWER SCHOOL – TODDLER THROUGH GRADE 6 24

ACADEMIC PROGRAM 24

SPECIAL PROGRAMS AND TRADITIONS 37

PARENT-RELATED PROCEDURES AND ROUTINES..... 39

ADVICE TO PARENTS 42

THE UPPER SCHOOL – GRADE 7-12 43

ACADEMIC PROGRAM 43

ACADEMIC POLICIES 47

GENERAL POLICIES AND PROCEDURES..... 54

ATHLETICS POLICY 61

STUDENT CONDUCT..... 64

APPENDIX A: HEALTH POLICY 68

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- Overall academic questions
- Disciplinary issues
- Grievances

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OUR MISSION, VALUES, PROMISE & DIVERSITY STATEMENT

OUR MISSION

To provide an academically challenging and supportive environment where students gain the knowledge and skills needed to become globally minded citizens with a passion for life and learning.

OUR VALUES

1. We believe the Montessori philosophy provides the best opportunity to build confidence, character, and leadership in students.
2. We dedicate ourselves to building a joyful, inspired, educational community that develops communication skills, critical thinking skills, and creativity in every child through relevant, hands-on, student-centered teaching.
3. We celebrate a diversity of cultures, learning styles, talents, and personal goals.
4. We create a partnership between parents, teachers, and students, knowing that parental involvement is key to the success of the students and the school.

OUR PROMISE TO PARENTS

To rethink education, making the Fulton School an extension of your home, cultivating your children's capabilities and character to best equip them for the future.

OUR DIVERSITY STATEMENT

At The Fulton School, diversity encompasses differences in race, ethnic and religious heritage, sexual orientation, and socio-economic background, as well as differences in aptitude, personality, talent and learning style.

In valuing diversity, we challenge complacency and celebrate the breadth and richness of human cultures. We go beyond believing that only our ideas are right, and we accept that there is often more than one correct answer or approach to a problem.

The Fulton School is committed to preparing its students to live in a constantly changing world, and we live this commitment by ...

- recruiting families, faculty and staff from diverse backgrounds who will contribute to an environment of mutual respect and learning; and
- fostering in our curriculum respect and appreciation for similarities and differences by teaching from a variety of perspectives.

As students graduate from The Fulton School, we hope they have developed an unwavering respect for themselves and others and a tangible excitement about the richness and diversity of the world and its peoples.

HISTORY OF THE FULTON SCHOOL

- 1962 - Founded as St. Louis Montessori Academy, first Montessori School in the St. Louis area, by Mrs. Elna Amant; located at Craig Road and Olive Boulevard in Creve Coeur
- 1971 - School becomes not-for-profit and adds program for 6-9-year-olds
- 1974 - Moves to 1100 White Road in Chesterfield
- 1977 - Graduates first sixth grade class
- 1980 - Becomes affiliated with the American Montessori Society (AMS)
- 1982 - First Independent Schools Association of the Central States (ISACS) accreditation evaluation
- 1984 - Name changes to Chesterfield Day School
- 1993 - Invitation by St. Albans Partnership to start second campus
- 1994 - Chesterfield Day School- St. Albans opened in Cape Cod house
- 1998 - St. Albans initiates pilot program beginning Middle School
- 1999 - Ground broken for new St. Albans building
- 1999 - Chesterfield Day School- St. Albans moves into new building right before Thanksgiving
- 2004 - First Upper School graduation
- 2004 - Completion of gymnasium addition on St. Albans campus
- 2007 - Grades 9 – 12 spun off to become St. Albans High School
- 2008 - Toddler through grade 8 spun off to merge with St. Albans High School, creating The Fulton School
- 2018-19 - Fulton School celebrates its 25th school year

WHAT PARENTS SHOULD KNOW ABOUT AN INDEPENDENT SCHOOL

An Independent School Is Flexible

It can:

- develop its own philosophy, goals, and programs
- establish a school climate conducive to learning and to physical, emotional, and intellectual growth
- select well-trained, qualified faculty committed to the school's philosophy and program
- determine enrollment capacity and designate class size
- foster and maintain good parent/school communication
- develop a strong academic curriculum
- supplement the academic program with personal development and extra-curricular opportunities, community events, and physical education

Independent schools are not state regulated or federally supported. Such schools depend on parents to help support the school they have chosen for their child.

An Independent School Has Involved, Dedicated Parents

Our parents give of themselves. They become involved and active and feel they are truly a part of the school. That involvement may mean showing up on a weekend to plant trees or paint a wall, serving on a committee, offering to visit a class as a guest speaker, sewing costumes for the play, or organizing the school picnic. Fulton School parents are depended upon for their active involvement in the school.

An Independent School Relies on a Strong Development Program

As an independent school, Fulton School operates without financial support from the state or federal government. While tuition constitutes the greatest source of income, Fulton School also relies on the generous donations from parents, grandparents, teachers, alumni, and friends to help fund program and operating costs. As a parent, you may be asked to contribute to one or all of the following fundraising efforts:

Annual Fund: Following the traditional independent school model, this yearly fund drive covers a portion (usually 10-20%) of the yearly budget. The Annual Fund allows Fulton School to attract and retain outstanding faculty and staff, offer a wide array of classes and extra-curricular activities, maintain the facility, and keep the cost of tuition contained. Gifts to the Annual Fund are accepted in the form of cash, check, credit card, or publicly-traded stock or securities.

Capital Campaign: Held periodically, a capital campaign raises money to support major facility expenses like building additions. Capital campaigns can also be conducted to raise funds for a school endowment or other major program expense.

Planned Giving: A planned gift is a deferred donation that is usually realized upon the death of the donor. These gifts allow the school to create a legacy of excellence that will benefit students for generations to come. Many donors at Fulton School choose to make a gift in the form of bequest, real estate, life income, or annuity. Because of the sensitive and detailed nature of these gifts, they are normally coordinated privately between the donor and the Director of Development & Fundraising.

Other Fundraising Activities: Fulton School aims to limit the amount of solicitation by the school or a representative of the school in the belief that all expenses related to the education of a student should be covered by tuition, Annual Fund or other school-administered fundraising programs. Occasionally, a parent or friend of the school will request permission to conduct a small fundraiser to benefit the school. While we appreciate such dedication, to ensure that these individual efforts do not affect the success of the Annual Fund or other school-organized campaign, it is necessary to limit the number and frequency of these activities. Therefore, all fundraising activities that fall outside of the aforementioned campaigns must be approved by the Head of School and Director of Development & Fundraising.

Giving Guidelines: All gifts accepted by The Fulton School must adhere to the school's Gift Acceptance Policy (as established by the Board of Trustees). For more information about fundraising, or to request a copy of the Gift Acceptance Policy, please contact the Director of Development & Fundraising.

SCHOOL GOVERNANCE

Board of Trustees

The Board of Trustees of The Fulton School is a self-perpetuating board that is responsible for the policies and finances of the school. Board members fall into two categories: parent and non-parent. Board members serve staggered three-year terms and are limited to two consecutive terms unless they serve as an officer, in which case they may serve three terms. The Head is a member of the Board of Trustees during his or her tenure. Involvement in governance is made possible not only through the Boards, but also through a committee structure. The following Board committees are usually chaired by a Board member, and most include parents and/or faculty who do not serve on the Board:

- Executive Committee
- Finance Committee
- Governance Committee
- Development Committee (as needed)
- School Health Committee (as needed)
- Building and Grounds Committee (as needed)

The Board defines the purpose and sets the policies of the school. It establishes tuition rates, approves budgets, and works to ensure the long-term financial viability of the school. The Head of School operates the school to achieve the purpose and implement the policies. The Fulton School Board of Trustees appoints the Head of School and delegates to that individual the responsibility for operating the school.

The Fulton School strives to have a strong and positive working relationship among the parents, faculty, administration, and Board of Trustees.

Professional Associations

The Fulton School is accredited by and is a member of the Independent Schools Association of the Central States (ISACS) and is affiliated with the American Montessori Society (AMS). It is also a member of the Independent Schools of St. Louis (ISSL) and the National Association for Independent Schools (NAIS).

ADMISSION OF STUDENTS

The Fulton School admits students of any race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sexual orientation, national or ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

The admission process follows the steps outlined below:

1. Schedule a campus tour with our Director of Enrollment.
Email samant@tfssa.org or call 636-458-6688.
2. Fill out an application online (can be found on our website at www.tfssa.org).
3. Schedule a time for your child to spend the day shadowing a current Fulton School student. Email samant@tfssa.org or call 636-458-6688.
4. For applicants in 6th-12th grade, parents must mail in supplement forms, such as teacher recommendation forms, immunizations, etc. A list can be found online when you fill out the application.
5. Admission Office obtains school records from the applicant's former/current school.
6. Qualified applicants are sent letters of acceptance and enrollment forms.

NOTE: Students may not begin classes until all forms have been completed and returned and fees and deposits are paid.

Upper School Admissions Process

When considering a 6-12 grade student for admission, we evaluate the applicant's school record and recommendations from the applicant's current school or other academic program.

More importantly, the school looks for students who want to be here, who can meet the school's challenges, benefit from a demanding academic

program, and be productive and contributing members of the school community.

Fulton School reserves the right to dismiss any student for (1) failure to pay fees when due; (2) conduct of the student or parents/guardians which disturbs the peace and order of the school or threatens the safety and welfare of the students and staff; (3) health or medical reasons, as described in the Health Policy set forth in this Parent Handbook; (4) a learning or behavior disability which Fulton School believes prevents the student from benefiting from its program, as described in the Health Policy set forth in this Parent Handbook; and/or (5) poor academic achievement.

TUITION, FEES, AND OTHER EXPENSES

Tuition and Fees

The level of tuition and fees, as well as payment and collections policies, are established by the Board of Trustees and administered by the Business Office.

Enrollment Agreement

At Fulton School, a student's parents and/or guardians sign an Enrollment Agreement that contains a number of important policies related to the payment and refund of tuition and fees, payment options, late charges and surcharges, collections, limitations on attendance, reenrollment, and financial aid related to past due balances, and conditions for the dismissal of a student. Families are encouraged to carefully review the policies contained in the Enrollment Agreement and discuss any questions with the Business Manager prior to signing the agreement.

Financial Hardship

Once the Enrollment Agreement is executed, it is the parents' responsibility to contact the TFS Business Office if, due to a severe financial hardship or setback, the regular payment schedule cannot be met. The school may accept and/or amend a modified payment schedule as proposed in writing by the parents(s) and/or guardian(s) provided, however, that such modification in one instance will not affect the school's right to require strict compliance with the terms and conditions of the Enrollment Agreement in any other instance.

Payment Policies

All payments and finance charges currently due must be received by Fulton School before a student begins classes in August or returns after the Winter and/or Spring Breaks unless specific alternative written arrangements have been made in advance with the Business Office. All payments received by Fulton School will be applied to the oldest portion of the debt. No post-dated checks will be accepted.

Other Services

Additional fees are charged for services and extracurricular activities that are offered outside of the regular school day. These include After Hours care, conference day care, and summer programs. Charges for some extracurricular activities, private tutoring, and private lessons may be billed by and paid directly to the service provider, not to Fulton School.

Student Supplies and Books

In general, all materials and supplies for students in grades toddlers – third

grade are provided by the school. Reusable textbooks are provided for students through sixth grade. Students in grades four through six are responsible for bringing supplies from home and for purchasing their own copies of literature books. Middle and Upper School students are responsible for purchasing/leasing all textbooks, literature books, and school supplies.

Shuttle Bus Service

The Fulton School offers a shuttle bus service for all students on all days that regular classes are in session. This service may be used on a regular or occasional basis for an additional fee. Since seating is limited, occasional service is available on a space-available basis. This bus service is a privilege and students struggling to remain respectful on the bus may be suspended or excused from using the bus. Please inquire with the school office if interested in Shuttle Service.

TUITION ASSISTANCE

The Fulton School seeks to enroll a diverse and talented student body which includes socio-economic diversity. For that reason the school is committed to a strong Tuition Assistance program. Tuition assistance is awarded on a first-come, first-served basis, based on the recommendations from School and Student Services (SSS). We use School and Student Services (SSS) to process tuition assistance applications. SSS is a service of the National Association of Independent Schools (NAIS.) Based on current financial information, SSS estimates the amount a family can contribute to educational expenses. This estimate is a *starting point* to help us make fair and objective tuition assistance decisions.

To apply for tuition assistance, it is expected that both parents, if able, will be employed outside of the home, except in cases where a student or sibling is under the age of 5 years. If one parent chooses to stay home even though all children are school aged, a salary of \$15,000 will be added in when SSS calculates the amount of tuition assistance to be awarded by The Fulton School. In cases where parents are separated or divorced, the school prefers that both parents contribute to the cost of their children's education. Both parties must complete an individual tuition assistance application for collective evaluation. When divorced parents are remarried, the stepparent's financial situation will also be evaluated for contribution toward the children's education unless a divorce decree forbids.

New Families

New families must first go through the admissions process (see the Admissions Section of this website) for acceptance. Once accepted, they need to submit their enrollment agreement along with a \$500 deposit, per child. At that time they may apply for assistance by completing the PFS (Parents' Financial Statement) tuition assistance application online and by submitting the required documents. Once reviewed, award letters will be emailed. If they do not accept the award, the \$500 deposit will be returned. Please note that a student's acceptance to TFS is made independent of tuition assistance considerations.

Returning Families

We require parents to re-apply for tuition assistance each year. Once reviewed, award letters are emailed. If they do not accept the award, the \$500 deposit will be returned. Please note, returning family awards will be on a first-come, first-served basis. Returning families applying for tuition assistance must be up to date on current year account balances before an award will be offered. Please realize that tuition assistance awards may vary from year to year.

SCHOOL HEALTH

For the Board of Trustees policy statement on health see Appendix A. The policy defines actions to be taken should an individual within the school community -- student, employee, or applicant -- be found to have a disability or communicable disease, be diagnosed as a carrier of such a disease, or have a behavioral disorder.

Policy on Attendance

A child with a fever of 100 degrees or more will be sent home from school. Any child with a fever of 100 degrees or more must remain at home for 24 hours after the temperature returns to normal. Please do not send children who are vomiting or have diarrhea or other viruses until they have been symptom-free for 24 hours.

Notification of Illness

Please notify the Head of School about any communicable disease which might pose a significant risk to the health or safety of others.

Medication Authorization

When circumstances require that medication be administered to a child at school, the parent should complete the Medication Authorization form, kept in the school office, specifying the name and dosage of the medication to be administered. The school will not give any medication (including Tylenol) without prior written parental permission.

Forms Requirement

School forms must be completed and returned to the office by the child's first day of classes. Forms are available for download on the school's website – www.tfssa.org.

TECHNOLOGY POLICY

The technology mission of Fulton School is to enhance the high quality of teaching and learning throughout our school community by incorporating leading technologies into the curricular, instructional, communication, and administrative functions of the school. Computers at Fulton School are educational tools, just as our Montessori materials, our textbooks, and our whiteboards are. While we believe that our students' ability to use computers comfortably will be critical to their success, we also believe that the use of technology as an educational tool must be consistent with, and subordinated to, the mental and physical development of children. As our children grow, the computer should have an increasing place in their education, with its most valuable educational use in the upper school years. We believe that our children's future will rest heavily on their ability to acquire new knowledge and to use existing knowledge more effectively.

Students are solely responsible for their own laptop computers.

For the rules regarding technology use and a copy of the TFS Technology Agreement, see Appendix B.

COMMUNICATION POLICY

Communication within the school and between the school and the home is essential in the education of our students. The three principal channels of communication are school-student, school-parent, and student-parent. All are meant to be two-way channels.

Communication from the School

The weekly *Tuesday Memo* is emailed to each family weekly to keep parents apprised of calendar events and announcements. In addition, each class or division publishes regular newsletters via email. We also post news and events on Facebook, Twitter, and Instagram.

If you contact a teacher, you should here back by email within one business day and by phone, within three business days.

Communication to the School

In order to avoid disruption of instructional and student work time, non-urgent calls to teachers during school hours will be placed into their voice mailboxes. Messages for students may be conveyed in this way or given to the school receptionist, who will then convey the information. After business hours, incoming callers may access individual voice mailboxes. All voice mailbox numbers are posted in the school directory and on the website.

Cell Phones

Fulton School does not allow Lower School students or teachers (when they are with students) to use cell phones during the school day. When Upper School student cell phones are seen or heard during class, they will be confiscated for the day. Repeat offenses will garner longer confiscation. Lower School students should not bring any devices without permission from the homeroom teacher.

Conflict/Grievances

Any time people are working with other people, there will be disagreements. We believe it is healthiest for all involved to air those issues respectfully, in order to find a solution or provide feedback to help each other improve and grow. In order to handle emotional issues in the most respectful way possible, we all try our best to adhere to the following guidelines.

- Assume good will. Assume that there is a misunderstanding to be cleared up before making accusations.
- Identify the issue and who truly “owns” the problem.
- Discuss the issue with appropriate people. Try to avoid discussing it with those who are not directly involved, creating harmful and unnecessary gossip.

- Choose an appropriate time and place (not in front of children, peers, or parents.)
- Speak the truth (including body language as well as words) with empathy and respect.
- Listen attentively and reflectively with heart and mind, understanding that there are always two sides to a situation.
- Identify the need for a third party. If you are not communicating productively with each other, it is time to ask the Head of School to be involved, or perhaps another teacher or administrator as appropriate.
- Expect timely closure, although response/conversation may need to be delayed.
- Do what you say you will do; follow through and be accountable.

In the Upper School, if you have questions about a specific class, please contact the teacher. For questions about an individual student's overall experience, please contact the student's advisor.

Approval of Communications

Any letter or other communication written on school letterhead or in the name of the school that is to be sent to school families or to any company or agency in the community needs to be read and approved in advance by the Head of the School. We receive many calls and want to be informed so that we can best respond to questions and requests.

HARASSMENT POLICY

Fulton School is committed to providing an environment free of harassment of any kind. Sexual harassment, and harassment based on race, color, gender, religion, age, disability, sexual orientation, national origin or any other reasons, are prohibited by law and contradictory to the school's policy. Any student who engages in harassment is subject to discipline, up to and including expulsion. Any employee or student who believes he or she is being harassed, or any employee who witnesses an incident of harassment, should contact the Head. The matter will be promptly and thoroughly investigated.

PARENT-RELATED EVENTS AND POLICIES

Parent Education

Fulton School offers a variety of parent education opportunities. Among them are Systematic Training for Effective Parenting (STEP), a seven-week parenting class led by the Head of School and/or faculty members. Other topics of interest to parents will be mentioned in the class newsletters or *Tuesday Memo*. The Head of School does also offer monthly Parent Coffee Chats, which are noted in the *Tuesday Memo* and school calendar.

Fundraising

Fulton School aims to limit the amount of solicitation by the school or a representative of the school in the belief that all expenses related to the education of a student should be covered by tuition, annual fund and other school-administered fundraising programs. Exceptions include: student community service projects, student activities deemed above and beyond the scope of the annual budget, and parent social events.

Student Fundraisers

Fulton School students may occasionally participate in school-sponsored fundraisers that have been approved by the Head of School and/or the Director of Development and Fundraising. Fundraisers will only be approved when they provide a specific learning experience for students, or funds a need outside the scope of the annual budget. All requests for student fundraisers should be presented to the Head of School and/or Director of Development and Fundraising for approval.

Parent Events

Fulton School parent events should primarily focus on building community, raising awareness, or supporting curriculum. These events may involve fundraising, however, no parent-organized event should have fundraising as a primary goal. Parent events must be approved by the Head of School and/or Director of Development and Fundraising.

Business Endorsements

Fulton School is vendor-neutral: the school will not directly or indirectly endorse or promote any business venture, or service opportunity offered by parents or other school community members. All donor and parent contact information is proprietary and will not be used for any purpose other than Fulton School business.

SCHOOL OPERATIONS

Shuttle Bus Service

The Fulton School offers a shuttle bus service for all students on all days that regular classes are in session. This service may be used on a regular or occasional basis for an additional fee. Since seating is limited, occasional service is available on a space-available basis. This bus service is a privilege and students struggling to remain respectful on the bus may be suspended or excused from using the bus. Please inquire with the school office if interested in Shuttle Service.

Shuttle Bus Rules

1. Respect is the bottom line—for self, others, and property, and the school reserves the right to suspend any student from the shuttle for disrespectful behavior.
2. Eating, drinking, and littering are not allowed on the bus.
3. Students must stay seated and belted at all times.

Bad Weather and Early Dismissal

Should conditions warrant the cancellation of school, each family will be called before 7:00 a.m., if possible. An automated messaging system makes and logs these calls. Fulton School closings will also be listed on KSDK, as well as on our Facebook page. The Head of School makes the decision, and no decisions will be based on a forecast alone. School may be closed for the day, or delayed for a late start. The school always respects a parent's decision with regard to the safety of the commute.

Should bad weather occur after the start of the school day, school may dismiss early. As we have many factors driving our decision, parents are encouraged to use their own judgment in determining whether the driving conditions and weather warrant picking up their children early. Regular school schedules will remain in effect until the majority of students have been picked up to allow all parents time to retrieve their children safely and at least one teacher/administrator will remain at the school until ALL children have been picked up.

Crisis Plan

The Fulton School has prepared plans for earthquakes and other natural disasters, evacuations, lock down, and lock out emergencies that will allow the administration, faculty, and staff to make prompt and responsible decisions in any emergency situation. We remind parents that information will be broadcast over KMOX (1120 AM) after a natural disaster. We practice drills for these possible crises throughout the year.

Library

Books borrowed from the school libraries should be returned within two weeks. Parents will be held responsible for lost or damaged materials. There are no overdue fines, but please help us share and take care of our resources. The library is proud to host a parent bookshelf, containing a collection of books on parenting and child development. Parents may check one of these out anytime.

Fulton School Website

Our website – www.tfssa.org – is a wonderful source of information for both school families and visitors. The school online calendar can be accessed on the website. This calendar is maintained to be an accurate, informational touch point for parents. We try our best not to change events once they are placed on the calendar, but unfortunately dates need to change periodically. We will notify families of any calendar changes in the *Tuesday Memo* as soon as we know.

The website also offers class websites with general information, as well as forms and information about recent events.

Grades and attendance records for students in grades 4 through 12 are available for parent review through www.renweb.com within one week of the assignment being graded. This is not meant to be a daily update, but rather a representation of the students' general pattern. Parents seeking daily updates about student grades should contact the teacher to create a plan. The school's RenWeb site also has an online directory of students and other secure class information.

School Directory

In addition to the digital directory on RenWeb, a hard copy directory lists contact information for all families, Board members, faculty, and staff. It is compiled for the convenience of our school community and is not to be used for business purposes. Contact the school office for a copy.

Facilities Rental

Classrooms, playing fields, and meeting rooms at The Fulton School may be available for rent. For restrictions, rates, and details, contact the Business Manager.

Policy on Religious and Ethnic Holidays

Fulton School recognizes that religious and cultural diversity enriches our students' lives. Knowledge of different traditions and beliefs are important to their educational experience. This policy allows Fulton School to recognize and encourage this diversity.

If a student needs to miss school in order to observe a religious holiday, parents should notify the school. The student will then be counted as “excused” rather than absent.

Holidays may be divided into secular and non-secular (religious/ethnic) holidays. The secular holidays are those whose celebrations are without religious or ethnic practices. Secular holidays include Labor Day, Halloween, Thanksgiving, Martin Luther King Day, Valentine's Day, and Presidents' Day. Non-secular (religious/ethnic) holidays include Rosh Hashanah, Yom Kippur, St. Nicholas Day, Kwanzaa, Hanukkah, Christmas, Ramadan, Passover, Easter, Chinese New Year, and Diwali.

Out of respect for our diverse population, we encourage presentations or demonstrations of religious holiday practices rather than activities that require class participation. Observation and celebration of any holiday in the classroom, secular or non-secular, is subject to approval by the teacher. These observations or celebrations may be planned by the teacher with assistance from parents, keeping in mind that the amount of time spent on this activity is to be decided upon by the teacher. Parents or friends of the school are invited and encouraged to make presentations to the students on any holiday. The presentation must be scheduled with and reviewed by the teacher in advance. Presentations may include skits, food preparations, stories, etc. Material presented to students must be appropriate for that specific age group.

Community Service

Fulton School has always been a school with a heart. It is an integral part of our mission to educate the whole child — the heart as well as the mind. Just as we provide a solid academic foundation for our students, we also provide students with a solid foundation of philanthropy upon which they can build a lifelong commitment of service to others.

THE LOWER SCHOOL – Toddler through Grade 6

Programs and Policies

ACADEMIC PROGRAM

The Fulton School serves children from toddler through grade six in the Lower School and grade seven through twelve in the Middle/Upper School. Divisions within the Lower School include Toddler, Preschool and Kindergarten, Grades 1-2-3, and Grades 4-5-6. The Fulton School curriculum implements the Montessori philosophy and methodology in the lower levels and makes a transition to more traditional and departmentalized, college preparatory approach in the upper levels. Basic information about the curriculum at each level is contained in the Fulton School curriculum maps, available from the office.

Practical Life

Practical life activities are the foundation of the Montessori curriculum. They provide a fundamental link between home and school by building skills that help children manage themselves and their surroundings. Practical life activities are authentic tasks that involve the mind and the hand in meaningful work, within an environment that is specifically and carefully prepared for this purpose. The tasks are designed to require the child to learn to follow specific steps of work with good concentration. This develops skills, self-confidence, and independence. Even with the youngest children in our school, the rule of thumb for the adults in the environment is to refrain from doing for the children what they are prepared to do for themselves.

Sensorial

The Montessori sensorial curriculum is designed to stimulate, develop, and refine all of the growing child's senses. Special materials (for example, color tablets, sound cylinders, rods, cubes, or rectangular prisms) enable the child to process and eventually understand the many impressions that come from reactions to stimuli in the environment. Educating the senses allows the child to perceive the richness of life and also contributes to the development of cognitive skills such as thinking, judging, associating, and comparing.

Language Arts

Montessori language instruction begins at the toddler level and continues through first grade. The Montessori teacher prepares an environment that engages the attention of the children with books, stories, and a wealth of manipulative materials. Language is used and reinforced in every area of the Montessori classroom, wherever the children may be working. In second through sixth grade, a literature- and writing-centered approach strengthened by skill instruction builds and enhances language through formal lessons and

language experiences throughout other areas of the curriculum. At every level, the language arts program provides opportunities for the development of all aspects of communication: thinking, listening, speaking, reading, and writing.

Mathematics

The Fulton School's mathematics program develops the mathematical mind at a young age by using concrete materials to introduce math processes. This introduction leads to a solid understanding of more abstract concepts when children reach the upper grades. In the Montessori years for math (toddler through grade three), work with carefully designed and sequenced materials builds visual and muscular memory, a process which allows children to internalize functions and concepts by forming lasting mental pictures of them. With this concrete foundation firmly in place, students are able to progress with confidence to more abstract mathematical thinking. At every level, children are presented with specific goals for performance and achievement, but through individualized and small-group lessons they are able to progress at their own pace. Cooperative and independent problem solving and critical thinking activities are incorporated throughout the math curriculum in every grade.

Science

The science curriculum at every level is fundamentally experiential. It strives, to the fullest extent possible, to give children a wide variety of opportunities to experience science directly, whether through the handling of a box turtle to observe and feel its carapace or through performing a lab experiment to test and understand the properties of electricity. In the early years, the science program implements Montessori principles and practices. Cultural subjects in toddlers through third grade comprise the sciences, social studies, and geography, blended and integrated in a way that calls to the natural curiosity of young children. The science program in grades four through six makes a transition to a more departmentalized system with instructional specialists, and strong emphasis is placed on the development of scientific process: observing, classifying, and measuring.

Social Studies

The social studies curriculum comprises the study of history, political and physical geography, economics, world cultures, social and political systems, and understanding of civic values. In social studies students develop skills and acquire information for productive problem solving. They also learn to assess issues and make thoughtful value judgments. Character qualities such as respect for diversity among people, responsibility for self and the environment, and cooperation with others are reinforced through learning about our world. The curriculum is designed to meet the needs of the

children at each level of intellectual development. In preschool through grade three, the subject matter is interwoven with science in the Montessori cultural subject's curriculum. In grades four, five, and six, students work within a broader, more conceptual structure in social studies, which is taught by language arts/social studies specialists. A primary goal of the curriculum is to help students integrate skills and knowledge into a framework for responsible citizen participation, whether in their play group, the school, the community, or the world.

Art

The art program is built upon activities and projects in which each child develops and expresses individuality, creativity, and originality. The basic goals of the program are for students to explore the elements of art, build their own artistic skills through a variety of media, and learn to appreciate their own work and that of others. The art program challenges and educates students through a variety of two- and three-dimensional projects that involve in an increasingly complex way the elements of line, color, texture, shape and form, space, and value.

Foreign Language

Learning a foreign language at an early age sensitizes not only the ear and tongue but also the heart and mind to the sounds and ways of other cultures. This is very much in keeping with the Montessori philosophy that values, teaches, and promotes appreciation of differences among people. In the preschool through first grade classes, Spanish is taught using aural/oral methods. Spanish teachers use a variety of manipulative materials, movement activities, finger plays, songs, rhymes, and circle games to expose children to the target language and engage their interest. As children develop, they continue to speak in groups when they repeat rhymes and songs or play games, but they also become increasingly capable of speaking the language on their own. Students continue to review and acquire Spanish vocabulary and structures through thematic units. Textbooks and ancillary resources are introduced at the fourth grade level. While the primary emphasis of the program remains on oral communication, increasing attention is given to reading, writing, and the understanding and mastery of grammatical structures. Students at all levels have the opportunity to learn about the celebration of Hispanic traditions and customs through presentations given by Spanish-speaking visitors and through special art, craft, or cooking projects.

Music

In 2017, we introduced a new strings program based on the Suzuki Method for the Lower School beginning in preschool. This mother-tongue approach is based on the idea that every child can learn to play an instrument

with the right environment. Just as children learn to speak their native language with ease, they also can learn to play an instrument. In preschool, the students will start singing rhymes, matching rhythms, and feeling the beat with their bodies. By first grade, students begin instruction on the violin. This program builds self-discipline, concentration, and persistence, developing the whole child, which fits Fulton School's Montessori approach perfectly.

Physical Education

In Fulton School physical education program we are committed to building strong basic skills and promoting fitness for life. All children in preschool through grade eight attend physical education classes taught by specialists. Preschoolers have physical education four times weekly; beginning in kindergarten, students go to physical education on a daily basis. At all levels, the program works on skills and activities in seven areas of instruction:

- body and spatial awareness
- developmental games
- fundamental movement
- personal fitness/healthy lifestyle
- rhythm and dance
- balancing, tumbling, and stunts
- sports and lifetime activities

The formal physical education curriculum is supported and enhanced by daily, unstructured playground activity, periodic recreational roller skating, and periodic participation in interscholastic tournaments with other elementary schools. The high school students also participate in the Missouri State High School Activities Association interscholastic sports teams. We also occasionally bring in specialists in such areas as dance and martial arts on a short-term basis to deliver programs to our students. Physical fitness testing is done in first through sixth grades, with national and presidential fitness awards presented to achieving students at the end of the year. The physical education faculty consult regularly with their colleagues in other disciplines on ways to relate physical activities, games, and dances to the rest of the curriculum.

Library

The “libraries” are a resource center for the TFS community. All faculty work with students to develop a love of reading, an excitement for research, and an appreciation for the skills necessary for evaluating and synthesizing information. Since the primary goal of a Montessori program is to help each child reach his/her full potential in all areas of life, heavy emphasis is placed on acquiring the skills and developing the habits necessary to becoming a

lifelong reader and, therefore, a lifelong learner. Books are available for check out beginning in Kindergarten; most books are located within the classroom. The “Library” room is a laboratory for collaboration, innovation, exploration, and creativity. Each year we increase its stock of technology and materials to support these 21st century skills, focusing particularly on 4th through 12th grades.

Homework Policy

TFS believes that homework is important for each student because it can:

- encourages formation of independent study habits, self-discipline, and acceptance of responsibility.
- reinforces and expands concepts and skills, such as spelling, math facts, vocabulary, etc.
- expands classtime possibilities when students have prepared something ahead
- allows follow-up on major class projects.
- fosters independent research skills.
- may occasionally become a natural consequence of unproductive use of class time by a student.

The Fulton School homework guidelines support homework that is meaningful to the child, relevant to the curriculum, and of a reasonable quantity for the age/grade level. Regularly assigned homework begins at second grade. If a student is spending too much or too little time on homework, parents should contact the teacher(s).

General expectations of homework time per night:

Grade 2 – 20 minutes

Grade 3 – 30 minutes

Grade 4 – 40 minutes

Grade 5 – 50 minutes

Grade 6 – 60 minutes

Daily leisure reading is strongly encouraged through incentive reading clubs at the various grade levels and is not considered as part of the recommended homework time.

Students with advance notice of absences are encouraged to contact their teachers before their absence to determine assignments to be completed. Students who miss school due to family travel may be given travel-related assignments to complete during the trip. They may also do regular reading and other continuing assignments while they are away. They do not receive work packets for these periods of absence. Upon their return to school,

teachers work with the students to determine what regular classwork needs to be completed.

Testing

At Fulton School we administer standardized tests for a number of reasons. Test taking is a life skill that each student will need for many years. Teachers use these test results to aid in assessment of the individual strengths and weaknesses of each child, and also to examine the relationship between each child's effort and ability. In regard to the school as a whole, the test results may point to an area of our curriculum that needs development or change. Finally, we can compare our results with those of other private schools and also with a general national sample of students, public and private, taking these tests.

In the spring, students at Fulton School in grades two through eight take a series of tests published by the Educational Records Bureau (ERB). From third grade, the full sequence includes verbal and quantitative reasoning and related language arts and mathematics achievement tests. Test results are mailed to parents in early June.

Academic Competitions

Students occasionally have the opportunity to participate in national or regional academic competitions. These competitions usually take the form of tests that are administered at school. Due to the strict rules and deadlines governing these contests, the tests must be administered on a set day and may not be made up if a student is absent.

Character Curriculum

The Fulton School is recognized throughout the community as a proponent of strong character development in our students. Positive character development is a vital part of our mission. The following character traits have been identified as the Fulton School Key Virtues: Initiative, Independence, Responsibility, Compassion, Honesty, Courage, Respect, Gratitude, and Confidence. Students also learn how to be life-long learners. Our Learning Traits are: Curiosity, Persistence, Resilience, and Reflection.

Each month during the school year, one of these traits is chosen as the "Character Trait of the Month" and is highlighted with a class performance at an all-school Friday morning character assembly. In addition, teachers at every grade level cite examples of the character trait as they occur in the classroom curriculum, in everyday student behavior, in real world current events, etc. Faculty, staff and administrators strive to be positive role models of our key virtues and learning traits at all times.

Additionally, each student's unique gifts and qualities are reinforced through regular classroom activities that include Special Person, the Birthday Walk around the Sun, Star of the Week, All- About-Me Posters, and the Encouragement Circle. These activities celebrate and affirm the positive qualities found in each of our students.

The Test of Three

All members of the school community use the Test of Three to guide our thoughts, actions, and speech.

- 1) Is it true?
- 2) Is it kind?
- 3) Is it necessary?

STUDENT-RELATED POLICIES, PROCEDURES, AND ROUTINES

Lower School

Arrival and Dismissal

Class	Arrival Time	Dismissal Time
Toddler	8:00 - 8:15 a.m.	11:15 - 11:30 a.m.
Morning Students	8:00 - 8:15 a.m.	11:15 - 11:30 a.m.
All-day Students	8:00 - 8:15 a.m.	3:15 - 3:30 p.m.

General Procedures

Classes officially begin at 8:15 a.m. Promptness allows the student to prepare for the transition to the classroom environment without unnecessary pressure. Every Friday an all-Lower School gathering takes place at 8:20 a.m. in the Keeping Room.

Parents should make arrangements for after school activities that complement the school's regular dismissal times. Please try not to schedule activities that require students to be dismissed early. However, if a student must leave early for any reason, the parent should come to the office and sign the early dismissal book. The student will be called to the office for dismissal to the parent.

Arrival and Dismissal Procedures

To ensure the safety of students at drop off and dismissal, cell phone use is strictly prohibited on the driveway or in the parking lot. Please do not leave your car in the carpool line. If you must leave your vehicle to help your child/ren in/out of the vehicle, it is safest to park in a parking spot.

At arrival and dismissal, students should be dropped off and picked up at the front entrance. We will help teach young students how to get to and from their class independently. This is important for their self confidence. Parents are welcome to park and come in, however conversations with teachers should be brief so that teachers can focus on the students and the transition.

Parents are requested to observe traffic flow markers, internal stop signs and parking restrictions, which are designed to aid in the safe and orderly drop-off and pick-up of students. Please help with safety by being prompt, patient, cautious, and by displaying the family name card prominently on the car dashboard.

If a child is going home with a different carpool, the front office should be notified prior to the start of dismissal at 3:15 p.m.

Before Hours and After Hours

The Before and After Hours program is designed primarily for children whose parents' work obligations require a longer than traditional day. Students may arrive as early as 7:45 a.m. and wait in the Keeping Room until 8 a.m. If students need to be here earlier, parents may reserve ahead for as early as 7 a.m. All students, fifth grade and younger, remaining after dismissal at 3:30 p.m., must proceed to the After Hours program unless they are being dismissed to an extracurricular activity.

The After Hours program is a supervised, non-structured playtime and both indoor and outdoor activities are included. Parents are charged monthly for these services as used. Parents picking children up from the After Hours program are asked to park their car (with the engine off) and go into the building or onto the playground to sign their child out of the program. Children participating in After Hours **must** be picked up before 4:00 p.m. unless they call and make reservations ahead of time. Parents volunteering at the school, whose children are in after hours, will not be charged while they are volunteering.

Students may also attend homework hour daily from 3:15-4:00 pm free of charge. Pick up is at 4:00 pm in the Learning Center at the back door.

Absences

If a student is absent from school due to illness, parents are asked to call the school office by 8:30 am. If the absence is planned due to travel, parents are asked to notify the teachers in writing (email) and in advance of the dates the child is to be away. For medical or dental appointments that cannot be made after school hours, please notify the classroom teacher.

If parents will be out of town, it is essential for the welfare of the child that the school be informed and given appropriate emergency phone numbers.

We expect that students attend school for our full curricular program (with exceptions only for special extra-curricular events that are not regularly occurring [e.g. special performances, tournaments, competitions, trips, etc.]). Because the school program relies on developing and maintaining our community of learners, outside pursuits –academic, athletic, or otherwise— should not be scheduled as a regular departure from school days.

Transportation

If a Lower School child is to be picked up by anyone other than a parent, please let the school know in writing. If a child is to participate in a carpool, the please let the office and teachers know.

The Fulton School will only release students to parents or other individuals designated in written form. The procedure may only be altered by a note or phone call to the school office from the parent or guardian. *Notification by a child is unacceptable.* If school personnel do not know the individual picking up the student, he/she will be asked for identification.

Age Requirements/Class Organization

Children entering the toddler class must be at least eighteen months old by the first day that they begin classes. Children between the ages of eighteen months and three years are enrolled in the toddler program, which meets two, three, or five days a week based on available spaces. The child/adult ratio at the toddler level is about 5:1.

Children entering preschool must be at least two and one half years old, but are preferably three. Children between the ages of three and six years are enrolled in the preschool program, which meets five days a week. Preschool readiness for children between the ages of two and one half and three will be assessed by the Head in conjunction with parents and teachers. Children are enrolled in the morning class, or the all-day class. The child/adult ratio for the preschool level is about 10:1.

Children entering kindergarten should be five by the start of school. Children with summer birthdays may benefit from one more year in preschool. The parents, teachers, and Head will have this discussion while the child is four. Individual situations may be handled at the discretion of the Head, (most likely when the birthday is within two months of summer). Kindergarten is a full-day program (8:15 a.m.-3:15 p.m.). Children in first through six grades are enrolled in the elementary program. The student/teacher ratio for the elementary grades is about 15:1.

While these guidelines are generally followed, exceptions may be made to meet the educational needs of the child.

Appearance and Dress

The Dress Code provides basic guidelines that support a comfortable and positive work environment for students. Teachers always have the prerogative to make particular requests if clothing is interfering with classroom work or safety. In general, clothing should be in good condition, without tears, comfortable, easily washed, and in which children can readily manage themselves; all items of clothing should be clearly labeled with the child's name.

- **Appropriateness:** no apparel, including jewelry, that makes reference via slogans, pictures, etc. to alcohol, drugs, or any other blatantly inappropriate subject matter.
- **Dresses and skirts:** modest; no shorter than mid-thigh.
- **Shorts:** modest; no short shorts.
- **Tops:** modest; no cropped tops or others that show midriff when arms are raised; no spaghetti straps, tank tops, or camisole tops without a regular shirt underneath or a sweater or shirt worn over them. Straps should be three-adult-fingers wide over the shoulders.
- **Shoes:** appropriate shoes (e.g., gym shoes) to be worn during school hours; no platform shoes; gym shoes (no black soles, please) required for P.E.; hiking boots, cowboy boots, and snow boots to be worn only as the occasion or weather requires.
- **Hats:** not to be worn inside.

Behavior

The following are the school's standards for student behavior:

Courtesy, consideration, and respect for others are expected and encouraged at all times. We abide by "The Rule of Three":

- Is it true?
- Is it kind?
- Is it necessary?
-

Each child is to display appropriate behavior that will enhance the learning and well-being of other students. Each child is to exercise reasonable care of school property and maintain respect for others' property.

No guns, daggers, swords, or other weapons, real or toys, are allowed at Fulton School. Threats to bring/use guns or other weapons will result in immediate suspension and/or expulsion.

If a child chooses not to grow, to learn, and to work comfortably within these parameters, the following measures may be employed when misbehavior occurs:

- Teachers are the primary disciplinarians. They will address most issues within the class using a variety of techniques in keeping with the philosophical approach of the school.

- When necessary, a teacher may involve the Head, who may use a variety of tools, including parent meetings, creative discipline, counseling referrals, or suspension.
- Repeated suspensions or chronic behavior issues may result in expulsion. Expulsion is the last resort and is not done lightly.

The Head has the authority to deviate from the above as deemed appropriate.

Food Policy and Guidelines

Fulton School's educational philosophy is based upon the knowledge that healthy development requires the nurturing of the whole person, body, mind, heart, and spirit. Healthy bodies require regular exercise and a variety of foods. We also recognize that in our diverse community there are a variety of limitations on individual food choices due to allergies and food intolerances as well as a number of cultural practices that incorporate, and some that prohibit, the consumption of certain foods.

When food is provided from sources other than each student's family it is impossible to guarantee that every individual's consumption will be scrutinized carefully enough to insure that a particular food exposure, be it wheat, dairy, meat, fat, sugar, and/or nut, is avoided.

The school's responsibility is to develop and administer food policies that support general health, respect cultural differences, and encourage individual choice. Fulton School is continually working to effectively balance the individual dietary choices of families with the role that food plays in our community and cultural celebrations.

General Food Policy

1. Lunches from restaurants (like Pizza Days from Papa John's) are an option with menus published in advance, or students may bring their own lunches from home.
2. Students may occasionally sell lunch alternatives as part of a class project if the parents are given adequate, advanced information about the food being offered and the cost.
3. Teachers may occasionally plan a meal as part of their classroom activities, and will notify parents of any divergence from the normal routine.
4. Daily snacks: Parents may check with classroom teachers regarding specific snack policies. A student may include sugar-based desserts with lunch, but not snacks. Soda drinks and gum may not be consumed in the lower school.

Peanut Reduction Policy and Other Allergies

Fulton School recognizes that it cannot guarantee a totally allergy-free environment. The presence of nut products in the environment can be life threatening to a growing number of children, and might need to be limited. When there are allergies in a particular class, we will work with the parents to reduce the likelihood of exposure to the ingredient, such as a “nut-free” table in the dining room.

Special Celebrations

When under the supervision of a classroom teacher, foods may be shared as part of a cultural, classroom, or all school project. Activities will be defined, planned, and coordinated by teacher(s) in advance.

Birthdays

Due to the number of birthdays in each class over the course of a year, we encourage parents and classes to celebrate birthdays in many creative ways that do not involve food. Many classes have established celebrations such as “Special Person” days and “Star of the Week” centered around birthdays. Special book readings, games, and crafts are often used as well as the birthday ribbon from the office and the singing of "Happy Birthday" at lunch. When families choose to bring in food, we respectfully request that an effort is made to limit the sugar content of such snacks.

Field Trip Transportation

Because we are small and costs of buses and gasoline are high, teachers may use parent volunteers to transport students in their personal vehicles. Parents who drive do so at their own risk and must have liability insurance. Car insurance “follows” a particular vehicle. Therefore, if a parent is involved in an accident while transporting students on a school trip, the vehicle's insurer is responsible for covering the damages. All students must be fastened in an appropriate car seat or seat belt when transported by a parent on a school-sponsored trip.

When a bus is used to transport students on a field trip, all students will ride on the bus with their class even if a parent chooses to drive his/her own vehicle. Parents accompanying students on a trip are encouraged to ride on the bus if room permits. Younger siblings will not be allowed on the bus.

Requirements for Wheels Week

Properly fitted helmets are required for each child who participates in Wheels Week in PE. Contact the Physical Education teacher if you have questions about the program and equipment.

SPECIAL PROGRAMS AND TRADITIONS

Lower School

Field Trips

Field trips are designed to support and enrich the Fulton School curriculum. Classes travel by school bus, train, or other mode of transport, and parents assist on these trips as need dictates. In recent years, field trip destinations have included Powell Symphony Hall, Onondaga Cave, the St. Louis Art Museum, Powder Valley Nature Area, Shaw Nature Reserve, Cahokia Mounds, the Butterfly House at Faust Park, the St. Louis Zoo, the St. Louis Science Center, Litzsinger Ecology Center, the Jackie Joyner Kersee Center, and Worldways Museum. Students also have the opportunity to visit different types of business enterprises and charitable organizations for the purpose of understanding the different ways in which people work and contribute to their community.

Outdoor Education

Each fall the fourth, fifth, and sixth grades take an outdoor education trip. These trips include exercises in group dynamics to promote class bonding, provide overnight camping or cabin experiences, and are arranged to support Fulton School curriculum as well as to enhance relationships among students and teachers. Fundraising activities help to cover the cost of these special programs.

Assemblies/Gatherings

Cultural programs are scheduled throughout the year at Fulton School. All classes enjoy a variety of professional performances in music, dance, and drama. Recent cultural assemblies have included performances such as science demonstrations, Shakespearean plays, instrumental ensembles, and Irish dancing. Each Lower School class will lead a character assembly each year. Parents are always welcome at our gatherings, however we request that students sit with their classes.

Extracurricular Activities

Fulton School offers a variety of after-school extracurricular activities for students. Some classes are taught by faculty and have a set fee that covers faculty salary and overhead for the activity. Other classes are taught by specialists from the community. Days and duration vary from year to year. After school teams and/or individual sports may be offered at most levels depending on enrollment and demand.

School Photos

Individual pictures are taken each year, and a yearbook is produced annually. Notification will be given when pictures are to be taken. Your tuition includes the picture package and the yearbook.

Sixth Grade Play

Each spring the sixth grade students present a play or musical under the guidance of the classroom teachers and in cooperation with the music and art teachers. Parents may assist with costume design, set construction, and stage makeup. Students are involved in all aspects of production: designing sets, creating costumes, advertising, and selling tickets.

Sixth Grade School Store

Students and parents have the opportunity to purchase a variety of snacks and school supplies at the School Store. The School Store is operated and managed by sixth grade students and can be found in the Keeping Room. At the end of each school year, the student “entrepreneurs” purchase a gift for the school and/or give any excess funds to a charity of their choosing.

End of the Year Gathering

The last gathering of the school year is a time to recognize and celebrate our sixth grade students. Their families and friends along with all faculty and administration come together for a special ceremony. Parents are invited and encouraged to share in these closing exercises on the last day of the school year.

PARENT-RELATED PROCEDURES AND ROUTINES

Lower School

Observation

Real understanding of our school comes from seeing it in action. Parents are encouraged to visit the school and to observe the children and teachers. Arrangements to observe are made by calling the school receptionist in advance. After your observations you may want to talk with your child's teachers at a mutually convenient time or discuss your visit with the Head. After the first month of school, most children feel secure and comfortable; therefore, parents and friends are welcome to observe any time after Oct. 1.

Videotaping

Videotaping is allowed at assemblies and all-school programs. Videotaping in the classroom is not allowed, except in special cases (individual performances, presentations), with permission from the teachers. In those instances, only the individual child may be videotaped and not the rest of the class.

Parent-Teacher Conferences and Progress Reports

Individual conferences are held twice a year, at the end of the first and third quarters. Specific dates are noted on the school calendar. These conferences are designed to give parents both a verbal and a written progress report, discuss any concerns, and answer questions. Parents will sign up for an appointment 3-4 weeks ahead of conference day through the Tuesday Memo. It is difficult to accommodate parents outside of conference day, so we request that parents make this day work if at all possible. Since all teachers are involved in conferences, there is no school for lower school children on these days. In addition to these scheduled conferences, written progress reports are sent to parents at the end of each semester. We encourage you to feel free to make an appointment to talk with the Head, or teacher(s) about your child and his/her work and development anytime.

Parent Volunteers

Fulton School believes in the importance of a strong, supportive relationship between the home and the school. The three major functions of the Parent Volunteers are providing social events, conducting teacher appreciation/support activities, and sponsoring approved fundraising activities. These activities are designed to assimilate new parents into our Fulton School community and provide opportunities for service and fellowship among parents. Volunteer forms are distributed each year so that parents can indicate their areas of interest. Parent volunteers are never to be in a room alone with fewer than three children.

We welcome our parents into the classroom and accordingly, have many opportunities for parents to volunteer during the school day. Some of these include Listening Mom/Dad, Math Mom/Dad, Car Duty, Field Trip Helpers, Gardening, Special Events, and Sharing Expertise. For more information on any of these possibilities, contact your classroom teachers or the Head of School.

Parent Events

New Parent Dessert

A casual gathering is held at the end of the summer to welcome new parents and to introduce them to the Head, the office personnel, and the Board president.

Ice Cream Social “Welcome Back” Open House

This event, held on the Sunday preceding the first day of school, welcomes students and parents back to the campus after summer vacation and gives everyone an opportunity to greet faculty, staff, and friends and to tour the classrooms. Light refreshments are served. Dress is casual.

Back to School Night

This gathering, for parents only, includes dessert and coffee, a curriculum overview for each class, and socialization.

Grandparents’ Day

Each year, generally in October, grandparents (or grandparent substitutes) and their grandchildren are invited to share special time together at school. The children demonstrate their work and then present a brief program for their grandparents. Because of parking and space limitations within classrooms, we ask that only grandparents or grandparent substitutes attend this event.

Preview Meetings

When students are ready to move up from one division to another, such as from Kindergarten to grade 1 or from grade 3 to grades 4-5-6, parents are invited to attend a preview meeting with the teachers from the new division. These January meetings are designed to introduce parents to the educational program for the next division or grade level within the school before re-enrollment in February.

Dad/Child Day and Mom/Child Events

Special days are designated for dads and moms to spend time with their children in the classroom and to allow the students to demonstrate what they do in class. Dates/times are listed on the school calendar.

Purchasing Disclaimer

Parents may not make purchases or expect reimbursement for funds expended on any school function or activity without the express approval of the Head of School or the Business Manager.

ADVICE TO PARENTS Lower School

“Screen” Time (Television/Video/Computer Games)

Based on the most recent brain research, the school **strongly** recommends that all “screen” time be limited to special occasions, at least until a child reaches the age of seven. We also urge that parents of all elementary-age children limit TV time on weekends. We know this is difficult for some families, but the results for the ones who have implemented this recommendation have been overwhelmingly positive. Documented evidence exists that supports very high negative correlation between hours spent watching TV or other screen activities and reading comprehension scores, as well as an alarming correlation between screen time and attention problems in children. Physical activity, reading, talking, playing family games, and good old fashioned boredom are excellent alternatives to consider.

We recommend that internet access be kept to public areas of the home, rather than allowing a child unlimited access to the internet in a bedroom or isolated place. Parents should read texts and emails and social media of any of their children who have those accounts to teach their children netiquette and keep them safe and supervised.

Birthdays

For birthday celebrations outside of school, parents might find the following suggestions helpful:

- A small, simple party is recommended and not on a school day.
- As a general rule, the number of guests should not exceed the age of the child. Young children tend to be overwhelmed or over-stimulated by large crowds, even of their peers.
- The birthday child may do as much of the preparation as possible-helping with invitations, refreshments, table, etc.
- Invitations are never to be distributed at school unless the whole class is invited.
- For older children: If the party is to be a little bigger, it is recommended that boys include all boys in the class, and girls include all girls, rather than leaving only 1 or 2 children out. If a mixed party is to be given, it is recommended that the whole class be invited. Inviting one or two close friends to dinner can be a very satisfactory party for this age child.

THE UPPER SCHOOL – Grade 7-12

Programs and Policies

ACADEMIC PROGRAM

Overview

Our objective at Fulton School is to provide a thorough and durable base of skills and experiences for our students to build upon in college and beyond. We believe that analytical and critical thinking, respectful appreciation for all forms of life, commitment to community, a sense of aesthetics, and a love of learning are the marks of a strong character and a graduate of our school. Through exposure to a broad range of experiences, ways and means of learning and bases of knowledge, we work to inspire in our students a variety of interests, an openness to new ideas and possibilities, and an understanding of what it means to be an integral community member and responsible world citizen.

Our program provides a framework of academic challenges and life skills for students. At every level, the program is designed to instill knowledge and develop skills that our students will need as they continue their education, and that they will use for the rest of their lives. Students will be more than prepared for college, they will be prepared for life!

Disciplines and Courses

English

At every level the program includes literary genre studies; study of vocabulary, grammar and usage; oral presentation skill development; writing; and study of critical sources.

Grade 7/8 - A two-year course of study providing foundations in Reading, Writing, and Critical Thinking and preparation for High School Literature.

Grade 9-12 - This four-year rotation focuses on a variety of genres, and through a variety of modes, students learn techniques of close textual analysis, critical thinking, and creative and expository writing. The courses are college preparatory and include both modern and ancient, American, British, and world literature rotating four topics: *Love and Loss, Innocence and Experience, Home and Travel, Self and Society.*

Social Studies

Courses include study of history, geography, government, economics, and cultural history; research and writing projects.

Grade 7/8 - Geography (one year) and Social Studies – Cultural Beginnings, Government, and Civics (one year)

Grade 9/10* - Students may choose between A Study of Wars, A Study of Empires, and Ancient Civilization A course of study including a year study of the major conflicts of World Civilization and a year of study of the major empires of World Civilization with the option of delving into the ancient world one of those years.

Grades 11/12 - US History and an Advanced World Civilization Course: Studies in Culture: A traditional US History course covering the spread of Technology, Religion, and Transportation.

Mathematics

The course of study in mathematics includes topics in arithmetic, algebra, geometry, trigonometry, probability, and statistics.

Grade 7: PreAlgebra

Grade 8: Algebra

Grade 9: Geometry

Grade 10: Algebra II

Grade 11: Pre-calculus and Trigonometry or Business Math

Grade 12: Calculus/Statistics

Spanish

Students use Spanish in a range of contexts and for many purposes, and are expected to achieve levels of proficiency in all skill areas as defined by the guidelines of the American Council on the Teaching of Foreign Languages.

Grade 7: Spanish 1A

Grade 8: Spanish 1B

Spanish II (Spanish 1 offered as needed to transfer students)

Spanish III (intermediate level)

Spanish IV (advanced intermediate level)

Spanish V (advanced level)

Science

The course of study in Science includes regular laboratory work, discussions of ethics and current events, and continual implementation of the scientific method and process.

Grade 7: Life Science

Grade 8: Physical Science

Grade 9: Biology

Grade 10: Chemistry

Grade 11: Physics and Advanced Physics

Grade 12: Environmental Science and Computer Science with Calculus

The Arts

Arts: Ceramics; Drawing, Painting, Photography

Music: Instrumental Ensemble, Music Combo, Guitar Ensemble, and Vocal

Physical Education

Upper School students have the opportunity to participate in a variety of sports and lifetime physical activities. Students in grades 9-12 are required to participate in one season of interscholastic competition.

Clubs

The Fulton School is dedicated to developing the entire individual academically, physically, and socially. Elective clubs serve as a change of pace and give students different outlets for energy and creativity. They are graded Pass/Fail based on attendance, participation and other requirements determined by the teacher. One club is required per year. Activities include: Student Council; Yearbook; Outdoor Club; Volunteer Club; other clubs initiated by students or teachers.

Electives

While we are too small to offer a huge variety of electives to our students, we are nimble enough to follow our students' passions. Over the years our electives have varied, according to the interest of each particular student body. Offerings have included studio art, combo band (rock band, not a marching band), music ensemble, a cappella, photography, and computer programming.

Interims

Interims occur as two to five day sessions of theme-based learning scheduled between the regular blocks of courses. The Interim Program is a unique

curricular element of the Upper School that focuses on the development of fundamental characteristics of education embraced by the Mission and Philosophy at Fulton School. These characteristics or themes include Scholarship, Curiosity, Philanthropy, Creativity, Confidence, and Global Citizenship. In addition, each Interim includes specific attention to practical life skills, health and wellness, student choice, and the fostering of independence. Interims involve field trips, special guests, community service, individual and group projects, and other activities integrated with regular coursework. Parents and other community members serve as invaluable volunteers, collaborators, and resources for the Interim Program and are greatly appreciated for their participation and support of these alternative learning experiences.

Senior Project

During the last quarter of senior year, students have the opportunity to complete a project which assists the community, pursues a personal passion, or involves some depth of study and experience in a curricular area of particular interest. The last quarter in the senior year represents a threshold—the transitional time when seniors are stepping out of high school and into their post-secondary educational and professional lives. In recognition of this threshold, Fulton School gives seniors the opportunity to put their high school experience to use in the focused pursuit of something meaningful to them, and which demonstrates that they have learned both how to learn and how to do. To support Senior Projects, we free seniors from the confines of school and the school day, allow them wide latitude in their choice of project, and expect full, energetic engagement in the execution of the project.

Seniors propose their project idea for approval by the Senior Project Committee, which may comment on and ask for amendments to the proposal. The committee includes students, faculty/staff, and administrators. Each project must have a faculty advisor. All coursework must be complete and the senior in good academic standing before he or she embarks upon the Project. Following the Project, seniors present their projects to the community as the first event in the celebration of their graduation.

Travel Program

At the Fulton School, we believe that it is often necessary to travel outwards into the world in order to travel inwards on a personal journey of self-discovery. Experience abroad in different cultures provides the opportunity for character to present itself, for students to continue the process of creating their own identities and for students to engage in experiential learning. To that end, each year all high school students have the opportunity participate in a cultural program abroad and one domestic trip.

ACADEMIC POLICIES Upper School

Attendance

Being a part of and participant in the community assumes students' regular presence in the community's endeavors. In the cases of morning meetings, advisory, interims, and classes, attendance is required and recorded. Problems in attendance will be dealt with through academic and/or disciplinary consequences.

Minimum Attendance

In order for the school to grant full credit for all classes on a student's transcript, each student must attend at least 75% of school days in a given semester and 75% of their classes after they are enrolled in Fulton School must be through Fulton School. Any exceptions to this rule will be determined on an individual basis by the Head.

Absences

If a student will be absent from school, a parent or guardian must call the school office by 8:30 a.m. If a student is aware of a planned absence from school, he/she or his/her parents need to notify the office and teachers in writing and in advance of the dates that are to be missed. If the absence is excused, the student is responsible for making all arrangements in advance to make up missed work, quizzes, and tests. Failure to make prior arrangements can result in academic penalties as agreed to by teachers in consultation with the Head of School. If a make-up test is administered, it should be given as soon as possible after the student returns to school. Major papers are due on the student's return to school or at a mutually agreed date. If the absence is not excused, no test, quizzes, class participation points, or homework can be counted for credit; the student will receive zeros for the day.

Excused Absences

Absence from school may be excused for the following reasons:

- Illness (fever, flu, surgery)
- Major family obligations
- Religious holidays
- College visits
- National contests: If a student is chosen by an accredited organization for national recognition or qualifies for national competition
- Athletic events (such as district golf tournaments): In these cases, the Athletic Director and the Head will determine whether or not an event requires absence from school or certain classes. The students

involved maintain all responsibilities for schoolwork as outlined above.

The student is responsible for any assignments missed and should alert teachers well in advance so that arrangements can be made to make up tests, papers, or quizzes given during the absence. The school may require documentation for persistent absences medical or otherwise.

Unexcused Absences

Absences not covered by the above reasons are unexcused. The School considers honesty vitally important to the healthy moral and ethical growth of its students, therefore greatly appreciates honesty in both students AND their parents pertaining to the reasons for absences. Taking responsibility for one's decisions is an important step towards a successful adulthood, so we fully expect students to face consequences for missed absences honorably. "Feeling bad or tired", hair appointments, or other recreational activities, and professional commitments (after school jobs) are only excused from PE at the end of the day at the Head's discretion.

Technology

At the Fulton School, technology plays a vital role within the curriculum. Our facility is wireless, and so students are able to use personal laptops in the classroom. Students also use technology in multi-media presentations using varied software. Teachers focus on internet research, helping students to find reliable and accurate Internet sources.

Students are reminded that use of computers at the school is a privilege. See Appendix B for the Fulton School rules on computer and internet use and Acceptable Use Policy. Students are solely responsible for their own laptop computers and handheld devices.

Homework Guidelines

While there are many variables, such as daily versus weekly assignments and differences in student ability, learning styles, efficiency in studying, and schedules, in general students can expect to devote 12-15 hours per week to homework. Most students should be able to find time a few times per week to complete assignments during the school day. Assignments are expected to be completed on time. Homework assignments should be available either on RenWeb OR on the class web every night. Please notify the teacher if you cannot access it and the Head of School if it is not posted regularly.

Academic Load

Teachers communicate regularly about major assignments and test dates. If a student feels that the number of assignments converging on a specific time

period is too great, it is that student's responsibility to communicate in a timely manner with the teachers involved in order to solicit their aid and consideration. Any alteration in dates and/or plans is not required and will be made entirely at the discretion of the teacher.

Study Periods

When assigned to study halls, students are expected to work quietly, individually or in groups, from the beginning to the end of the study period. Students who have free periods are expected to use their time toward school-related endeavors. Students who are disruptive or show a consistent inability to be unsupervised will be assigned to supervised study hall.

Grade Reports

A conference between parents and teachers takes place at the end of the first quarter, and with students, parents and teachers at the end of the third quarter. Written reports are mailed to parents at the end of each semester along with semester averages. Grades are given for each of four quarters. Grades are also available through the school's RenWeb site. Please contact the office for accessibility information.

RenWeb

RenWeb is meant to be a helpful tool for more accurate communication about coursework progress. It is NOT meant to be a real-time, daily grade check. Teachers are responsible to update grades on RenWeb weekly. TFS encourages parents to get their students passwords and empower them to check their own grades, encouraging increasing independence each year, with complete independence senior year, in preparation for college away from parents' watchful eyes. Note: Only semester grades appear on the transcript.

Grade Point Average

Grade point average is computed for college application purposes by multiplying "grade points" by credits and dividing the total by the units of credit. Grade points are determined as follows:

- A+ 4.33
- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67

D+ 1.33
D 1.00
D- 0.67
F 0.00

Grading Scale

The standard grading scale appears below. Some teachers may communicate variations.

A+ = >97.5%
A = >93.5%
A- = >89.5%
B+ = >87.5%
B = >83.5%
B- = >79.5%
C+ = >77.5%
C = >73.5%
C- = >69.5%
D+ = >67.5%
D = >63.5%
D- = >59.5%

Honors Courses

Students may choose to take honors credit in any courses for which they can get approval and in which it is offered. Honors courses add .67 to the grade point average, but many colleges do not consider the weighted grade.

The following guidelines apply:

- recommendation and/or approval of the current teacher in the discipline
- recommendation and/or approval of the student's advisor
- parent must approve

The teacher is responsible for judging the propriety of the individual student taking honors in that individual class. The advisor is responsible for judging the propriety of the honors load within the student's schedule as a whole.

Honors courses expect a combination of more breadth and more depth (i.e. more work and more detail/synthesis). In order to do and keep honors, the student must achieve a B- or better in the course in each quarter according to honors requirements.

Students will be able to add or drop honors at the beginning of each semester. Teachers will present the honors requirements for each course at the beginning of each enrollment period. Students must turn in the honors

sign-up form with all required signatures by the deadline indicated on the form.

Grades and Transcripts for Honors Courses

Courses taken for honors are graded according to the standards communicated by faculty. Honors grades should reflect the quality of all the work completed for honors, including the normal expected work. The primary reward for choosing honors is the greater challenge of the work.

Honors work is recognized on the transcript under the course listing, e.g. Geometry (H), and with a .67 increase to the grade points awarded for the course (e.g. a B, normally 3.00, counts as 3.67).

Academic Probation

When a student is having academic difficulty, communication takes place between the student and his/her teacher(s), advisor, and possibly the Head of School. The teacher, Head, and/or advisor will communicate with the parents and may recommend a conference to assess the situation and discuss a plan of action. If improvement is not shown, the student may be placed on academic probation. A letter will be sent to the parents of any student identified as being on academic probation. Students on academic probation will be required to report to assigned study halls and they may not be allowed to participate in sports or travel. Once on probation, a student must show significant improvement in effort, behavior, and grades in all courses during the subsequent term. If there is no significant improvement, he/she may be asked to leave the school.

Students will be placed on academic probation with:

- quarter or semester grade point average < 2.0
- or
- two Ds
- or
- one F

Requirements for Graduation

Students must have passing grades with the following requirements in order to graduate from The Fulton School:

20 total credits including, but not limited to the following:

1. English: 4 credits
2. Foreign Language: 2 credits*
3. Social Studies (US History MUST be included): 3 credits
4. Mathematics: 3 credits
5. Science: 3 credits

6. Arts (music, visual arts): 1 credit
7. Physical Education: 1 credit
8. Participation in one season of athletics per year
10. No courses left incomplete

*The recommended course of study typically includes four elected credits in foreign language, math, science, history, and English.

***Meeting Foreign Language Requirement**

The minimum language requirement for graduation is 2 high school credits (which consists of a minimum of 140 contact hours per credit). The school aims for students to achieve a standard of functionality (spoken, written, reading, comprehension) in a language other than their native tongue and for students to gain the benefits of language/cultural study. As such, students who are bilingual upon entry to the Upper School are still encouraged to study another foreign language. The 2 credit graduation requirement can be met through successful completion of a school-approved external language program. Students with diagnosed learning disabilities and English as a Second Language students may request an exception to the foreign language requirement. The Head of School may waive the foreign language requirements in such instances.

Transferring College Credit

The Fulton School is willing to accept some courses taken at an area community college or online as transferable high school credit counting towards graduation requirements. If a student wishes Fulton School to accept a course for credit, he or she must make a request in writing to the Head of School before the beginning of the course. All proposals will be evaluated on a case-by-case basis. Evaluation will include input from parents, the student, the student's advisor, any appropriate teachers (including community college faculty) and the administrative team. Priority in evaluation will be given to students looking to supplement (rather than re-direct) their Fulton School experience with coursework we do not offer. Students will be notified in writing by the Head of school if their proposal has been accepted. Fulton School will not be bound to accept credit without this written record.

If Fulton School offers a course that we believe to be essentially equivalent to the community college course or more appropriate to the student or the student's academic experience and that course is available to the student in his or her tenure at Fulton School, credit will not be accepted. This policy is by no means a prohibition against taking community college courses for which Fulton School will not accept credit.

Admission to the supplemental program is not a guarantee that Fulton School will accept the credit. Some criteria used by the administration to determine the acceptability of the course are:

- Does the school currently offer the course or a reasonable equivalent?
- Are there extenuating circumstances causing the student to seek outside the school for courses (e.g. transfer student sequencing, etc.)?
- What might be the effect on the student's regular academic year and scheduling?

Fulton School will not pay for courses taken outside our school community. Such courses are solely the responsibility of the student's family.

GENERAL POLICIES AND PROCEDURES

Upper School

Attendance and Late Policy

Students are expected to attend every class, athletic, and other school commitment regularly and promptly. The school day begins at 8:30 a.m. Students will receive 4 “grace” days per quarter for accidental delays in the morning (alarm malfunction, traffic). Students who accumulate five unexcused tardies in the morning will lose their off campus privileges, and might have a Restorative Justice Meeting with the Head of School, their advisor, and possibly a parent to determine an appropriate course of action. Persistent attendance problems may entail further consequences.

An unexcused absence from any required school activity will result in community service duty, in addition to the academic repercussions specific to each class. The only exceptions to this policy are athletic events, policies for which are enumerated later. Further consequences may be added for persistent unexcused absences.

Morning Meeting

The entire student body meets on Mondays and Wednesdays from 8:15 to 8:30 a.m. to go over topics of interest or concern, class rules, and announcements. In cases of special presentations and/or events, morning meetings may be scheduled longer; daily class schedules will be adjusted accordingly. Attendance is required.

Policy on Ethnic and Religious Holidays

The Fulton School recognizes that religious and cultural diversity enriches our students’ lives. Knowledge of different traditions and beliefs is important to their educational experience. Holidays may be divided into secular and non-secular (religious/ethnic) holidays. The secular holidays are those whose celebrations are without religious or ethnic practices. These holidays include Labor Day, Halloween, Thanksgiving, Martin Luther King’s Day, St. Valentine’s Day, and Presidents’ Day. Non-secular (religious/ethnic) holidays include Rosh Hashanah, Yom Kippur, St. Nicholas Day, Kwanzaa, Hanukkah, Christmas, Ramadan, Passover, Easter, Chinese New Year, and Diwali. Parents are responsible for sending a note to school in advance when a student will miss school due to a religious holiday observance. Students should, to the best of their ability, arrange in advance for making up work, tests or quizzes missed due to religious absences.

Illness During the School Day

If a student becomes too ill to attend a class, a faculty member may send him/her to the office for a decision about whether the student should be sent

home. The school must send home any student who has vomited or who has a fever of 100° or higher. Parent confirmation is necessary before any student will be allowed to leave school.

After School Policies

Students may stay after school for a school-sponsored activity or event with teacher/coach/adult supervision. Students may meet and work only in the following designated areas: the Keeping Room, the Dining Room, the Dining Room terrace, and the front porch. Students may only go into the Workout Room with teacher permission and direct supervision.

Advisory System

Each student in grades 7-12 has a faculty/staff advisor, designed to provide students with consistent support and parents with consistent communication. Students can choose their advisors after their first year, and may stay with them through graduation. Advisors must sign off on any curricular decision (such as electing to take a class for Honors) that has transcript implications, so students are well served by developing a strong relationship with their advisor. The relationship is two-way; the advisor is responsible for keeping an eye on their advisees' general progress and attending to concerns both big and small as they arise. The advisor serves as the common ground for any discussion between parents and teachers, or parents and administrators. Advisors meet with advisee groups on a regular basis, and write end-of-term letters that provide an informed summary of a student's whole life at the school, both inside and outside the classroom. Advisors also serve as the student's advocate in any disciplinary hearing or process.

College Counseling

The College Counselor guides and facilitates the process by which students and their families pursue a post-secondary course of education which matches their interests, aptitudes and preferences. For complete details of this process, refer to the *TFS Handbook for College Admissions*.

Lockers

No student is to open another student's locker without explicit permission. Faculty, administration, and staff may inspect a locker and examine its contents at any time with or without the knowledge and permission of a student. Lockers are to be used for the storage of school supplies, books, P.E. uniforms, etc. All items meant to be stored in a locker, which are found left in other areas (the hallway floor, bathroom, etc.) may be subject to confiscation or sent to Lost and Found.

Pick-up Times

All Upper School students may be picked up as early as 3:30, but must be picked up by 5:00 p.m. unless attending a school-sponsored event.

Visitors

Visitors are welcome in our school; however, in order to preserve the safety of our students and protect the educational environment, the following rules apply:

- Visitors must sign in at the front office immediately on entering the building.
- Visitors must also sign out at the front office before leaving the building.
- Visitors are generally expected to restrict their visits to the lunch period and after school.

This policy does not apply to prospective students and their families.

Campus Privileges

9th - 11th grade: Students are required to be in supervised areas of campus during school hours; after school they may leave campus. They may drive and park on campus if they are licensed drivers with forms turned in to the Office. 11th graders with parent permission, in good academic and behavioral standing, may drive within the St. Albans area during free periods/lunch. Students leaving campus must sign out and in at the office.

12th grade: When on campus, students are required to be in supervised areas; they enjoy open campus privileges during school hours (i.e., upon signing out they may leave during free periods during the school day) if in good academic and disciplinary standing. They may drive and park on campus if they are licensed drivers with forms turned in to the Office.

We cannot supervise who gets in which car once they leave the building, so students and their families are liable for their passengers.

All 7-12 graders may enjoy open campus privileges within walking distance during finals, with written parent permission, although only 11th and 12th graders may drive.

Automobile/School Parking Lot Regulations

Driving a vehicle to and from school is a privilege as well as a convenience. Fulton School students with the proper credentials on file in the office are eligible to drive themselves to and from school in accordance with the following regulations:

1. The campus speed limit is 10 mph.
2. Traffic control arrows must be obeyed.
3. Students must be trusted to drive safely.
4. Students should park in the front lot in student-designated areas
5. There is to be no loud music or horseplay in or around cars on the school parking lot.
6. No motorcycles will be permitted.
7. Proper credentials must be on file in the school office:
 - A copy of the current driver's license.
 - A completed driving registration form for current year.
 - Proof of insurance coverage.

Violation of these regulations may result in the suspension of driving privileges (temporary for first offenses, possibly permanent for repeat offenses).

Books and School Supplies

Students must purchase all required books and supplies. They may not share books in class, except on occasion. It is common practice for teachers to deduct participation points due to unpreparedness. Books are available for purchase through the office before school starts or parents may purchase books on their own. E-books may also be available for certain classes.

Lunch

Lunch is served in the Dining Room. Students may purchase lunch through our various fundraisers or bring lunch from home. Microwave ovens are available to students for heating food. All students must report to lunch in the Dining Room. Grades rotate responsibility for sweeping and straightening the Dining Room on a monthly basis (Clean Sweep).

Keeping Room/Commons Room

High school students enjoy the privilege of the Keeping Room and Commons Room as a relaxing, social area. Food and beverages other than water must be consumed only in the Dining Room or with explicit teacher permission in classrooms. Students will manage the cleanliness of the area through Clean Sweep.

If the space is abused in any way by individuals or the student body, individual or group privileges will be suspended.

School-Student Communication

The most basic link in any school is between the teacher and the student. This communication takes the form of formal class discussions, extra help sessions, evaluations, and informal contacts in the school environment.

Teachers are generous with their time, and they respect students who not only realize when they need to talk about their work but who also initiate the communication. School employees are not allowed to interact with students through the internet, except through official class websites, to which both parents and administrators have access.

School-Parent Communication

The second communication link is between the school (teacher, advisor) and the parent. There are two official contacts with the home – school conferences in the fall and again in the spring with all teachers available. Parents are welcome to contact their child’s advisor at any time during the year to ask questions or request a special conference. Calls and visits initiated by parents are very important to us. We urge parents to complete the school-parent link by contacting us for information or with concerns. Often a phone call or e-mail message will be enough to answer a question. If not, a conference can be scheduled. Specific questions about a particular class should be directed to the teacher involved, and general questions about a student’s whole experience should be directed to the student’s advisor. For curriculum and academic questions of a general nature, feel free to contact the Head of School.

Student-Parent Communication

Effective communication is a key component of the parent-child relationship. The official means by which parents receive information about their child (advisor, conferences, grade reports, etc.) are described above. On a day-to-day basis, parents rely on comments from their child. Ideally, this communication keeps parents informed. Realistically, this does not always happen. Parents are urged to call whenever they feel the need for more information about their children.

Community Service

The Fulton School encourages responsible, caring, voluntary participation locally and in the wider world. Students work to discover and identify needs in their community and then develop and pursue solutions that will meet those needs. Enabling students to see themselves as a contributing part of a larger community is an important aspect of our program.

Voluntary Community Service

In addition to the all-school community service program, the school recognizes students’ outside volunteer efforts on the transcript. To qualify for recognition, the service must be:

- Unpaid
- For a not-for-profit organization

- Documented by a supervisor/organization official
- Other than proselytizing

Students need to notify the Head of School in writing to ensure good record-keeping and transcript recognition.

Two days per school year, students participate together in community service days, working for local not-for-profit institutions.

Apparel and Appearance

Students represent Fulton School with their appearance as well as their actions. The Dress Code provides basic guidelines that support a comfortable and positive work environment for students. Teachers always have the prerogative to make particular requests if clothing is interfering with classroom work or safety. In general, clothing should be in good condition, without tears, and should cover everything generally considered private in our community (cleavage, belly, underwear). Properly attired students reduce the likelihood of offending anyone in the community, help to create a favorable image for the school, teach students to think through the message they are sending with their appearances, and potentially help them study better (as some research indicates).

Appropriate Content

No apparel that makes reference via slogans, pictures, etc. to alcohol, drugs, or any other inappropriate subject matter.

Modesty

All bottoms should reach about mid-thigh, covering the bottom generously, and the overall outfit should err on the side of modesty as defined by the school culture. The students petitioned not to have one rule that applies to many different body types, so after a series of meetings and trials, discretion now lies with the students to make wise decisions and the teachers/Head of School have the final say.

Shoes

Appropriate shoes to be worn during school hours; no platform shoes, flip flops, or high heels; gym shoes (no black soles, please) required for P.E.; teachers may have more specific requests, eg., no sandals during science lab.

Skin

Visible tattoos and body piercings (other than ear piercings) are unacceptable.

Hygiene

Students are expected to bathe regularly; hair and clothing should be clean and deodorant used. Complete specificity in this area is difficult, therefore faculty and staff reserve the right make judgments.

Enforcement and Consequences

The dress code is enforceable by any faculty member or administrator. Depending on the infraction, the student may be directed to adjust his or her attire (pull up pants, etc.) or may be taken to the office to change into clothes on hand in the office. Repeated violations of the dress code will be viewed as issues of disrespect and unwillingness to participate in the community of the school and will be so dealt with at the discretion of the Head.

ATHLETICS POLICY **Upper School**

Physical Examination

The Fulton School and the state of Missouri (MSHSAA) require each student to furnish evidence annually of a physical examination conducted by a doctor. Students without the completed medical forms on the opening day of school will not be permitted to participate in physical education classes or athletics until the form is received.

Student Athletics Participation Rules

Given the physical demands required of interscholastic athletics, it is important that every athlete maintain a high level of physical fitness. To be a member in good standing of any team which represents Fulton School in interscholastic competition, a student is not permitted to drink alcohol, smoke, or possess or use illegal drugs, and must adhere to the specific training rules set by the coach. Violations of the participation rules are handled by the Head in communication with the Athletic Director and the coach. If suspension does occur, the student-athlete is expected to participate in regularly scheduled practices in order to remain on the team but is not allowed to participate in contests, tournaments or other athletic functions.

Athletics Policy

As part of educating the whole student, Fulton School believes that participation in sports and athletic activity is an essential element in school life. To that end, the athletic program makes the following requirements:

- All students must participate in at least one season of sports per year.
- In order for a student to join a team, students and parents must sign an Athletic Commitment form available from the Athletic Director. This form outlines the minimum expectations of a student on a team at Fulton School. Any violation of the responsibilities outlined on the form will be dealt with by the Athletic Director and the Head of the school with the advice of the student's advisor and (where relevant) the coach.

Athletic Program Accreditation and Compliance

Fulton School is a member of the Missouri State High School Athletics Association (MSHSAA) and is governed by their rules and regulations. MSHSAA enforces requirements which students and schools must meet in order to participate. These rules are agreed upon collectively by member schools. They include the following:

- A student must be making “satisfactory progress toward graduation.” A Fulton School student making “satisfactory” academic progress will not be on academic probation during the athletic season, nor have been on academic probation in the prior grading period.
- A student must “be a creditable citizen.” A “creditable citizen” at The Fulton School will not be on disciplinary probation or have participated in any unlawful activities.
- A student “must have earned, the preceding semester of attendance, a minimum of 3.00 units of credit”
- Each squad must have 14 days of conditioning practice and each individual must have participated in 14 school conditioning practices on 14 different days prior to the date of the first interscholastic contest.

The Athletic Director, in conjunction with coaches, is responsible for determining the eligibility of student athletes. A student’s current academic standing can affect his/her eligibility during a season.

Athletic Policy

Athletics at Fulton School are an essential part of the school curriculum and each student is required to play at least one team sport per school year. Schedules are completed months in advance, so signing up for a sport represents a serious commitment to the team and coaches, as well as to the reputation of Fulton School with competing schools. Unless there is a serious health issue, documented in writing by a physician, all students are expected to play a sport.

Students who participate in the athletic programs at Fulton School do so with the following expectations:

1. All players must have a physical within one year of the season and turn in the appropriate MSHSAA health forms before the first day of practice.
2. Barring illness, players must attend all scheduled practices, games and district competitions--even if they are injured.
3. Players are responsible for all equipment needs not provided by the school such as golf clubs, specialty shoes, shin guards etc.
4. When players travel to away games or tournaments, they are responsible for making up missed class work.
5. Respect will be shown to coaches, officials and the opposing team.
6. The athlete must attend half of the regular school day to be eligible to play in the day’s competition or attend regular practice. This

means either the student is in class until lunch or they arrive by lunch time.

7. An unexcused absence (as defined by the student handbook) to practice could result in a loss of playing time. Repeated instances of unexcused absences will result in meetings with coaches and the Athletic Director.
8. Players should notify coaches directly of excused absences (as defined by the student handbook) as soon as possible. Excused absences may still result in a loss of playing time and player status.
9. Any use of drugs, e-cigarettes, cigarettes or alcohol will result in a mandatory meeting between the Athletic Director, player, parents, and coach and possibly in the immediate dismissal from the team and a mandatory meeting between the Athletic Director, player, parents, and coach.
10. If a student is put on Academic Probation, he/she is ineligible to play from that date until the end of the next grading period. The TFS athletic requirement may not be fulfilled if the player fails to complete the season.
11. Quitting a team before the season ends does not fulfill the athletic requirement.
12. If a student is injured, s/he must get a doctor's note to excuse missed practices and the doctor must release the player to return to practices.
13. Fulton School will make arrangements through parent volunteers to transport players to away games. Parents are responsible for getting their player home after a competition and practices. If a player is allowed to drive himself to the away games, permission must be given by the parent to the coach and Athletic Director. Other players will not be allowed to ride with the driver.

Athletic Letters and Pins

Players earn a school letter for their participation on a varsity level team and a pin for each individual sports team that the player participates on. Letters and pins are awarded to all athletes at the annual Athletic Banquet in May.

STUDENT CONDUCT Upper School

Personal Conduct and Expectations

At Fulton School a culture of caring and respect influences actions. We expect that all members of the community will act in ways that reflect these values whether it be care and respect for self, one another, school property, or the larger community.

Fulton School assumes that students will act responsibly and in a manner that is conducive to building a healthy, trusting community. We know that the behavioral norms of our students are good. Trust is a very important ingredient in the way the school is operated on a daily basis. We assume that students know the right way and the wrong way of conducting themselves. It is also assumed that wherever our students go, they will act as good citizens. Treating others with respect and courtesy at all times is expected. The following guidelines and procedures are given to provide some direction to daily actions.

Students are expected to:

- Be at school at 8:15 a.m. and remain on the school grounds from time of arrival until time of dismissal unless properly excused.
- Attend class, lunch, and all other scheduled school activities.
- Attend to all school responsibilities on time.
- Dress appropriately (See the Dress Code below.).
- Make proper use of equipment and facilities and clean up after themselves.
- Limit use of personal music playing devices (including such functions on personal computers) to study halls while studying. No music played may be so loudly that a person next to the student playing the music can hear it. Classroom use of personal music playing devices is at the teacher's discretion. When not in use, such devices are to be stored appropriately; students may not walk the halls or attend class with headphones hanging from their necks.
- Behave appropriately as spectators or participants in public performances and at all school events.
- The use of profanity and other inappropriate language is prohibited.
- The use of tobacco, nicotine, or alcohol products or bringing such products to school is prohibited.

Major School Rules

The following rules describe the code of conduct at Fulton School. Any infraction will be reviewed and dealt with by the Head of the School, who has authority on all disciplinary matters. Fulton School reserves the right to

suspend or dismiss a student at any time if, in the judgment of the Head with the advice of the administrative team, the student's behavior, or mental condition could endanger other students or staff members.

Students are expected to be honest in all actions (academic, social, athletic, etc.) and relationships at school.

Students are expected to be respectful of the property and ownership rights of the community, individual community members and visitors.

Students are expected to be respectful of all school facilities, such that the facilities left by the students are in at least as good condition as they were when the students found them.

Students are expected to be stewards of the community, behaving in a way that expresses respect for the personhood, rights, and property of other community members. This respect is to be expressed physically and relationally and should include an absence of harassment, slander, discrimination, vandalism, inappropriate public displays of affection between students, etc.

Students are expected to continue their stewardship of the community outside school boundaries and hours, including in internet use, such that no community member suffers harm or discredit from any other member.

Students are expected to be respectful of the learning and learning processes of other students such that no student's learning is impeded.

Students are expected to be respectful of their teachers and the teachers' duty/practice/manner of running and leading the classroom.

Students are expected to make proper use of the technology facilities provided by the school, to know the parameters of technology use as indicated in the technology agreement, to follow all parameters indicated in the technology agreement.

The following are considered major violations of this code and will be dealt with as such:

- Using or bringing tobacco products on school grounds or at any school sponsored activity, including e-cigarettes, cigarettes, vapes, and Juuls.

- Possession, use, or distribution of alcohol at school functions or activities
- Attending school functions while under the influence of alcohol or illegal drugs
- Possession, use, or distribution of illegal drugs on school grounds or at school functions (carries a penalty of automatic dismissal)
- Possession or use of weapons on school property or at school functions
- Gambling
- Presenting others' work as their own (plagiarism)

Accumulation of minor rule infractions indicates a difficulty understanding the code of conduct and/or difficulty staying within the bounds of the community, and will thus be dealt with by the Head.

Disciplinary Policy and Procedures

The purpose of the disciplinary procedures is to work for the good of the individual and of the school community. Among the measures which may be employed to obtain the objectives of good conduct, self-discipline, and responsible behavior are:

- Counseling by teachers and administrators.
- Parent notification by telephone or through written communication. Parent conferences may be requested.
- Students may be asked to change clothes.
- Students may be asked to empty backpacks, pockets, and/or lockers.
- Assigned study halls in which a student's freedom of movement on campus is suspended and he or she is required to report to specific teachers or administrators during all study halls.
- Probation for a marking term during which the student is closely supervised at school and a removal of privileges such as field trips, sports participation, travel, and open campus. A parent conference is required in order for the student to return to normal privileges.
- Suspension from school and exclusion from all school-sponsored activities (Note: suspensions are recorded on student's permanent record file, i.e. transcript).
- Expulsion from school is decided by the Head of the school with the advice and consent of the administration.
- Patterns of major disciplinary difficulties will be recorded on the student's transcript.

Restorative Justice Meetings

We believe that children need boundaries in order to feel secure and clear about what is expected of them. We also believe that children will push such boundaries as a natural byproduct of growing up, and when they do, we need to hold them accountable respectfully with natural, logical, and proportionate consequences. At the Fulton School, discipline is about responsibility and understanding the effects of our actions on others and on their lives. While consistency is key, treating each child as the individual they are is also very important to us.

When an adult observes behavior, or a pattern of behavior, that needs addressing, the adult will request a Restorative Justice Meeting by beginning a restorative justice form. The student, advisor, and/or Head of School will all receive copies and set a meeting time. The purpose of the meeting is to work together to make sure that the student understands the problem, the student has the opportunity to share additional and relevant information, and that the student has the opportunity to help decide how to restore whatever relationships were harmed by their actions or which consequences are most appropriate to his/her misbehavior.

The meeting is recorded and all parties involved read and sign the form, which is placed in the file. Parents are often called or included in the meeting, however parent involvement is determined on a case by case basis according to the gravity of the offense.

APPENDIX A: HEALTH POLICY

This policy is approved by the Board of Trustees and is not intended to limit the school's discretion to refuse acceptance of or continued attendance by any student or to deny employment or continued employment to any person for other lawful reasons. This policy is intended to serve as a guide to the administration of the school.

Definitions

1. Disability means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such individual, a record of such an impairment, or being regarded as having such an impairment.

2. Communicable diseases include those diseases which are required by state regulation (19 CSR 20-20.020) to be reported to the State Department of Health.

a) Acute Communicable Diseases are those communicable diseases which can be readily transmitted within the typical school environment (such as measles, mumps, chicken pox, and flu) and which are of relatively brief duration.

b) Chronic Communicable Diseases are those communicable diseases for which there is a low risk of transmission in the typical school setting (such as hepatitis, acquired immune deficiency syndrome, and herpes) and which are of indefinite duration.

School Health Committee

The President of the TFS Board of Trustees shall appoint a School Health Committee directed by the Head to make decisions as required by this policy. The Committee may consult with such health professionals as it deems necessary at its sole discretion for purposes consistent with this policy. Any matter related to the implementation or endorsement of this policy may be referred to the School Health Committee for its recommendation.

Reporting Communicable Diseases

Employees or parents of students with any form of communicable disease which might pose a significant risk to the health or safety of others, such as measles, mumps, chicken pox, etc., are required to inform the Head as soon as they have knowledge of the diagnosis.

Students

Each student is required to have on file in the school office all vaccinations required by law (or an exempt form) by the first day of the school.

If a child contracts an acute communicable disease, he/she will not attend school during the period such disease is communicable. It is within the sole discretion of the Head to determine a child's fitness to return to school. If a student has tested positive for a potentially infectious agent, but has not actually developed the chronic communicable disease, he/she may, at the discretion of the School Health Committee, continue to attend school so long as he/she does not pose a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services, and with restrictions as deemed necessary by the School Health Committee.

Development of a chronic communicable disease in a student will be reviewed by the School Health Committee. The opinion of the physician caring for the student may be considered. If it is determined by the School Health Committee that the student has a currently contagious disease or infection and, by reason of such disease or infection, would pose a significant risk to the health or safety of other individuals that cannot be eliminated by a modification of policies, practices, or procedures or by the provision of auxiliary aids or services, or, by reason of such disease or infection, is unable to benefit from the school program, the Head will terminate such student's attendance. Any tuition paid in advance will be refunded on a quarterly prorated basis.

A non-communicable disease does not prevent admission so long as the individual meets other admission criteria.

Confidentiality

Any medical information provided or disclosed to personnel of the school will be divulged to other persons or institutions only as provided in this policy or as may be required by law.

Implementing Procedures

The Head will develop procedures necessary to implement this policy as well as other health procedures.

APPENDIX B: TECHNOLOGY POLICY AND ACCEPTABLE USE AGREEMENT

Technology Policy

This policy applies to all technology resources: computers, phones, video equipment, copy machines, and information storage devices. The use of these resources is a privilege and must be treated as such by all users.

Day-to-day administration and implementation of Fulton School's Technology Philosophy requires access to computers, internal and world-wide networks such as the Internet, and use of such services as electronic mail (e-mail). To gain access to Fulton School technology resources, students, parents and staff (users) must obtain permission from the administration. Authorization shall be granted to any employee and/or student who agrees to our Technology Agreement.

- **What is possible?**

Access to technological services such as e-mail and the Internet through the Fulton School network will enable users to explore thousands of repositories of information world-wide. Everybody should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or offensive. Additionally, while Fulton School supports the use of Internet resources for constructive educational goals, users can potentially access or generate inappropriate information. However, we believe that the benefits from the appropriate use of technology vastly outweigh the disadvantages. Internet use must be consistent with the educational goals of Fulton School.

- **What is expected?**

Users are expected to behave responsibly and ethically when using TFS technology resources. Users must adhere to the strict guidelines described in the Fulton School Agreement. Electronic communications are often public in nature. General school rules for behavior and communications apply. The use of school technology is a privilege, not a right, and may be revoked by the administration if abused. The user is personally responsible for his/her actions in accessing and utilizing Fulton School technology resources. Students, in particular, are advised never to access, keep, change, corrupt or send anything that they would not want their parents or teachers to see.

- **Who can have handheld devices?**

Handheld devices are smaller and more disruptive than computers and therefore stricter rules apply. Lower School children should not bring handheld devices to school. If a parent requires it for personal reasons, they may leave it in a locker or with the Office. Middle School students are required to keep their handheld devices in the office phone booth, but they may check them during breaks each day. High school students are allowed to keep their handheld devices with them throughout the day, but must refrain from using them during class unless a teacher has given permission for a particular app. Students who don't follow these rules will have their privileges revoked. Parents are welcome to require high school students to leave phones in the office if they believe it will help their student's focus during the day.

Acceptable Terms and Definitions

Fulton School will provide technology in the forms of computers, access to the Internet and related activities. All users (students, parents, and staff) must become familiar with the Fulton School technology philosophy, acceptable use, and rules of use. All users must abide by these procedures.

- **Privacy:** Administration may review communications and audit paths to maintain the integrity of the Fulton School technology policy and ensure that users are using technological resources responsibly. The school reserves the right to monitor all computer and Internet activity. Therefore, employees and /or students are reminded that there is no expectation of privacy in their use of school network and/or Internet services. Accessing the accounts and files of others by students/employees is prohibited. Logging in as another person, using another person's files, altering a program that belongs to another are violations of another person's right to privacy. Such violations are no different from stealing and will be dealt with in the same manner.
- **Illegal copying:** Unauthorized copying of copyrighted material is forbidden. Users should never download, install, move, duplicate or alter electronic products such as software, video clips, music, databases, shareware, text, or graphics without permission. In cases of doubt, consult a knowledgeable teacher or the Head of School. In some cases, written permission from the owner of the electronic product may need to be obtained prior to any action. Users shall comply with all copyright laws.

- **Inappropriate materials or language:** The use of profanity or vulgarity is prohibited. Users may not access demeaning materials. This includes, but is not limited to pornography, harassing or otherwise offensive material, “how to” documents encouraging violence or illegal acts, and racist tracts or hate speech. A good rule to follow is never to view, send, or access materials which you would not want teachers and parents to see. Should students encounter such material by accident, they should report it to a teacher immediately.
- **Vandalism:** Inappropriate use of hardware or software leads to damage. Users should be aware that damaging technological equipment and networks can be a serious federal offense necessitating the involvement of the Federal Bureau of Investigation. Damage can include planting viruses, corrupting databases, changing information and reducing the efficiency of network communications. Such illegal activity should be immediately reported to teachers. Tampering with the network or computer to impair the functionality of either, or knowingly initiating a computer “virus” shall be considered a serious offense of vandalism. Attempting to bypass security systems or to bypass restrictions set by the network administrator (hacking and Internet content filtering software) shall be considered a serious offense of vandalism and is forbidden.
- **Use of any technological systems for commercial purposes:** The Fulton School computer systems, copy machines, video equipment, phones, etc. may not be used for private gain or any other commercial purpose.
- **Wireless Network and Laptop Computers:** All general policies contained within the Fulton School Acceptable Use Policy apply to wireless network users. Students who bring their own laptops for use during the school day are responsible for their own equipment.

Fulton School Technology Agreement

Etiquette

1. I will only use my technological devices at appropriate times, respecting class time, Morning Meeting, and other formal meetings.
2. During class I will only use my devices for class-related activities, resisting the urge to play games, text, social networking, etc.
3. I will close up my devices/take my earphones out when walking through the school.

Integrity

4. During my free time at school, I will only play appropriate games and display appropriate content.
5. I will only post/send only respectful or harmless content.
6. I acknowledge that I can be held accountable at school for any illegal or seriously inappropriate digital content outside of school.

Safety

7. I will protect myself by not giving out private information digitally and I will respect my friends by not hacking or abusing their private passwords and accounts.
8. I understand that my privileges may be limited if I let my time with technology put my sleep and schoolwork in jeopardy.
9. If someone makes me feel uncomfortable or threatened, I will not respond. I will save the evidence, and tell an adult.

Signed by Student

Date