The Navigator

« Le Tautai »

Community, Dormitory and Academic Regulations;
Student Health Policies, Procedures and Practices

STEVENSON

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Key Contacts

If you have questions about School policies and procedures in this handbook and are unsure whom to contact, please call the main School number and the receptionist will direct your call: (831) 625-8300.

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Associate Head for Student and Academic Life, Upper Division	Phillip Koshi	(831) 625-8324
Chief Advancement Officer	Amy Elmore	(831) 625-8354
Chief Enrollment Officer	Amy Graham	(831) 625-8304
Chief Financial Officer	Matt Sclafani	(831) 625-8381
Director of Admissions, Upper Division	Michael Heyward	(831) 625-8290
Director of Athletics	Justin Clymo ‘93	(831) 920-7484 (cell)
Directors of College Counseling	Martha Allen/Jon Burke	(831) 625-8328
Director of Community and Belonging	Josh Orozco	(831) 625-8291
Director of Constituent Relations	Corine Mink ‘87	(831) 625-8269
Director of Counseling	Deirdre Laurence	(831) 625-8369
Director of Equity and Inclusion	Isa Aguirre	(831) 625-8390
Head of the Upper Division	Aimée Bates	(831) 625-8372
Health Center	healthc@stevensonschool.org	(831) 625-8326
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Class Deans for Each Grade Level

Class of 2027	Whitney Aguiniga	(831) 625-8327
Class of 2028	Taylor Coady	(831) 625-8352
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Welcome

The Navigator is a fitting title for the document that shares the values, expectations and agreements by which we live at Stevenson School (the “School”), and it provides guiding information about our community’s rules, policies, practices and resources. *Le Tautai* is Samoan for "the navigator." The title honors Robert Louis Stevenson's years in Samoa and reflects the handbook's purpose: to help students navigate the expectations, opportunities, and shared life of the School.

While at the School, our students—supported by a constellation of caring advisors—learn how to make their own way in the world by acquiring the skills, experience and confidence to serve them as their journeys continue. Understanding how to live within a group while aligning with the values upheld by the School is a crucial aspect of this process. In providing students with the information they need to thrive, *The Navigator* invites students to join faculty, staff, parents, guardians, alumni and trustees as torchbearers for our enduring mission.

Questions regarding academic and faculty matters should be directed to Aimée Bates, head of the upper division. Questions regarding student life, including student health and residential life, should be directed to Phillip Koshi, associate head for student and academic life, upper division. If in doubt about the office to which your question should be directed, please contact Phillip Koshi.

1. Guided by Purpose

Because we believe that education is how we both discover our world and contribute to its transformation, Stevenson School has long committed to a mission described by three central aims:

- To prepare students for success in school and their lives beyond school;
- To foster their passion for learning and achievement;
- To help them shape a joyful life.

In keeping with this mission, the School seeks to:

- Train students in critical academic, intellectual, social and emotional skills;
- Help students develop honor and integrity;
- Teach students to engage productively and peacefully with others;
- Nurture student ambition and the healthy pursuit of excellence;
- Balance convention and innovation so we remain true to the enduring values of the School while relevant to emerging student needs.

We therefore expect all members of our community to be:

- Devoted to our tenets of scholarship and citizenship;
- Honest, honorable and empathetic;
- Able to examine and be responsible for their beliefs and behavior, and respectful of the consequences that may attend both;
- Willing to risk failure in the pursuit of wisdom;
- Committed to embodying and sustaining our core values of *safety*, *trust, respect, belonging* and *inclusion*.

2. A Constellation of Advisors

The advisors in each student's experience form a constellation, working together to assist in each student's learning and growth, and helping each student find a balance between healthy self-sufficiency and living up to standards vital to their success.

Head of Upper Division (Aimée Bates)

The head of the upper division, reporting directly to the president, supervises the work of the teaching faculty, and oversees—in close concert with the department heads—the quality and integrity of the program of study.

Associate Head for Student and Academic Life, Upper Division (Phillip Koshi)

The associate head for student and academic life, reporting directly to the head of the upper division, oversees the School's day-to-day operations. The associate head oversees the work of the faculty advisors, Community Forum, the Health Center, the Counseling office, the Learning Center and all aspects of residential life, student activities, outdoor education and student leadership.

Associate Dean of Students and Director of Residential Life (Jordan Gasperson)

The associate head and director of residential life reports directly to the associate head for student and academic life. The associate head and director of residential life oversees all aspects of supervision of residential life and supports the associate head in community matters.

Director of Equity and Inclusion (Isa Aguirre)

The director of equity and inclusion is tasked with helping to ensure that the School's core values of safety, trust, respect, belonging and inclusion are not just words. She works to help each member of the community feel that these values permeate their experience. With more than a decade of experience working in equity and inclusion across various independent

schools, the director is in constant collaboration with other adults on campus to ensure that the office is never just the vision or voice of one person.

Director of Counseling (Deirdre Laurence)

As a licensed mental health professional in good standing with the state of California, the director of counseling works with students individually and in group settings on issues relating to mental health. The director of counseling works with advisors and faculty to track student wellness; they also develop and implement educational and experiential student interventions. The director of counseling collaborates with families and the Health Center for all outside mental health referrals. The director of counseling works closely with the associate head for student and academic life, the head of the upper division, the Health Center, Learning Center and other school counselors, and reports to the associate head for student and academic life.

Learning Center (Leti Moses)

The Learning Center provides services to students who might need additional learning support outside the classroom. Students are full partners in developing plans to:

- Implement organization strategies
- Manage time effectively
- Learn to use assistive technologies
- Communicate with faculty
- Thrive using sustainable techniques

Students interested in academic support may meet with an appropriate team member by appointment or on a drop-in basis. Additionally, the Learning Center offers:

- Individual and group sessions;
- A distraction-reduced study space;
- Classes in learning skills and strategies;
- Referrals to qualified tutors in specific subjects;
- Assistance in applying for accommodations on standardized tests;
- Implementation of classroom accommodations based on documented needs;
- Opportunities to enhance boarding students' study hall experience.

Faculty Advisors

The integrity of the relationship among faculty advisors, students and parents/guardians is essential to Stevenson School's close-knit community. Every new student is assigned a faculty advisor who is responsible for attending to that student's academic and personal progress. The faculty advisor is often the primary link between the School and the advisee's parents/guardians and generally serves as a first point of contact for advisee communication. Parents/guardians with concerns and questions about their child should generally first contact the faculty advisor.

Faculty advisors meet regularly with advisees individually and in a group, and follow a common calendar designed to address their needs in a timely manner.

At the end of each academic year, returning students can list faculty advisors they would like to be assigned to for the following year. It is generally best for students to remain with their advisor to create consistency and continuity in their experience. Advisee groups are also limited in size in order to assure equitable distribution of each faculty advisor's attention. However, the School makes every effort to assign students seeking a change to one of their preferred choices. Students should rest assured that no faculty advisor begrudges a student for seeking a change. Any questions or concerns regarding an advisor assignment should be directed to the associate head.

Teachers (Directory can be found on the website)

Teachers assume many roles here: faculty advisors, athletics coaches and co-curricular leads, and dormitory faculty. However, they are singularly focused on classroom work, where they counsel and train students in critical academic, intellectual, social and emotional learning. They model—and help students develop honor and integrity—collaborate productively and peacefully, and nurture student ambition in the healthy pursuit of excellence. The upper division head is the primary supervisor of upper division faculty, working in concert with the academic department heads and dean of faculty.

Coaches

In addition to teaching a particular sport, athletics coaches (supervised by Justin Clymo '93, director of athletics) cultivate students' appreciation of values-driven participation, helping students master skills required to thrive both on a team and on the field. In this sense, athletics here is not just a game but an opportunity to be a part of something bigger than oneself. The bonds that players make with players and coaches as a result of this team experience are often long-lasting and transformative.

Dormitory Faculty

Our dormitories are places of shelter, safety, rest, study, spontaneous fun and leisure. They are where students mature intellectually, emotionally and physically, and learn to live well with others in preparation for the greater liberties of college and adult life. Our dorm teams tend to this aspect of the School's mission with integrity, enthusiasm, wisdom and dedication. Each team

of dormitory faculty is supervised by a dormitory head; daily and weekly dorm duty assignments rotate among dorm team members.

Prefects

Prefects are Grade 11 and 12 students who are carefully selected for their generosity of spirit and exemplary approach to the academic and social demands of residential life. They live among their peers, are alert to their needs and help care for their well-being. Working under duty schedules and in close concert with dorm faculty, they help guide community life and health in the dormitory.

Senior Forum

Senior Forum enlists Grade 12 students (selected and trained by the director of student leadership and wellness curriculum, in consultation with the associate head for student and academic life) to help our Grade 9 students with a healthy transition to high school. The program begins with the *Wendy Ann Hayward '86 New Student Orientation*, which includes an off-site retreat and ongoing peer-to-peer discussions throughout the year.

3. Our Honor Code, Core Values, Motto and School Prayer

Our **honor code** reads as follows:

> We assert a personal code of honor that compels honesty with ourselves and in our dealings with others, the courage to accept responsibility for our decisions and actions, and a commitment to seeking fulfillment in our best work.

Our **core values** include *safety, respect, trust, belonging* and *inclusion*. In practicing these values, we create an environment that is conducive to everyone's personal growth.

The School's **Latin motto**, *Suaviter in modo, fortiter in re* (Gentle in manner, resolute in deed) emphasizes humility and perseverance.

The School **prayer**, adapted from the writings of Robert Louis Stevenson, embodies our ideals:

> O Lord, give us the strength to encounter that which is to come,
> That we may be brave in peril, constant in tribulation, temperate in wrath,
> And in all changes of fortune and down to the gates of death,
> Loyal and loving to one another. Amen.

At the beginning of each year, advisory groups discuss the School's honor code, core values, motto and School prayer, as well as the standards of conduct described in this handbook. Students ask questions and reflect on how the School's values and practices align with their own. After doing so, each student is expected to affirm that they have read and understood the School's expectations of their behavior. Our community takes time to reflect on the implications

of these principles throughout the year through assembly announcements, Community Forum, advisory and other social programming.

4. Community Values and Regulations

The associate head for student and academic life supervises student life at Stevenson School—in partnership with the head of the upper division—and reports directly to the head of the upper division.

We believe everyone performs and relates best to one another in an environment built on *safety, trust, respect, belonging* and *inclusion*. Our community regulations contribute to this experience. These regulations promote and protect the standards required for our community to thrive and for the School to succeed in its mission. They come from a place of purposeful care for—and commitment to—student growth and development.

Our community life is everyone's responsibility, and as such, it is perpetually vulnerable to conduct that, though not always subject to disciplinary action, may still compromise the climate we wish to cultivate. Gossip, sarcasm, selfishness, poor sportsmanship, wastefulness and scheming can—in a community of our size and proximity—disturb others and bring discredit to those who engage in such behaviors. In that spirit, whenever we interact with the world beyond campus—nearby, far away or in the virtual territory of social media—we should represent ourselves and the School admirably and set a positive example for others.

Our community regulations apply to student behavior that takes place on campus, and the School reserves the right to apply these regulations to student behavior that takes place off campus—both when school is in session and on break, including the summer holiday. It should be noted that misconduct—affecting people at Stevenson School or beyond the School—can result in legal responses beyond any discipline imposed by the School.

We expect students to understand and comply with our community regulations. Because all students review these regulations, we expect students to be aware of acceptable limits of their behavior. Our regulations may be modified or amended during the school year; such changes, if and when made, will be shared with the community.

When the grievous or serial nature of a student's inappropriate behavior warrants withdrawal from the School for disciplinary reasons, it can have distressing consequences for many people. The enormity of what one puts at risk by behaving inappropriately often emerges only when it is too late. Therefore, we encourage all students to consider the people who care about them (family members, peers, teachers, friends, etc.) and to always choose, in the words of Coach Wilson, the School's first chaplain, "The hard right over the easy wrong."

Judiciary Committee

Students who commit major offenses jeopardize their place in the School. In most cases, they appear before the Judiciary Committee (JC). Appearing before the JC is an obligation and a

privilege rather than a right. There are certain circumstances where the School reserves the right to apply disciplinary consequences—up to and including withdrawal for disciplinary reasons—without permitting students the privilege of appearing before the JC. One example is a circumstance in which a student's major offense is determined to be so egregious that swift withdrawal is a necessity; another example is a circumstance in which a high degree of discretion is required to protect student privacy or confidentiality.

The JC is chaired by a faculty member selected by the president in consultation with the head of the upper division and the associate head for student and academic life. The associate head prepares the written charge for the JC but does not sit on the committee. When the JC convenes to hear a case, the associate head empanels two faculty members and four students. Faculty members serve on a rotating basis; among students, Grade 11 and 12 students are eligible to serve. The members use paper ballots to ensure the privacy of their recommendations; the head of the committee votes only in the event of a tie. In accompanying advisees to the JC, faculty advisors provide members with a sense of the student's character and condition separate from the charge, should the student wish for such a statement to be made. In partnership with the counseling center, they also support the student before, during and after this portion of the disciplinary process.

In nearly every instance, students have already acknowledged the essential validity of the written charge prior to meeting with the JC. Therefore, the JC focuses on helping students better understand their mistakes and how to avoid them in the future. In the rare case where a student disputes the validity of the written charge, the JC evaluates the evidence. As with other independent secondary schools with similar systems, the JC is not a court of law, and its process is not designed to be a legal process. The JC interprets the School's rules in each particular situation, often adhering to precedent but also reflecting on evolving community values, and it forwards a recommendation to the president, who makes the final decision in each case.

All academic integrity and honor code violations are received first by the associate head, who will work with the relevant department head to determine if the student will go before the JC. Should a student not go before the JC, the associate head, in consultation with these colleagues, will meet directly with the student and advisor and confer a set of consequences.

The parents/guardians of students involved in disciplinary matters will be notified in a timely manner. The faculty is customarily notified by email of actions taken by the JC, and faculty members may review the written charge in the School faculty room. Customarily, the associate head addresses the student body following disciplinary results to clarify the facts of an incident and reiterate the School's commitment to its values, though the adjudicated students are not identified by name. Such announcements are intended to educate students about the School's expectations and rules, and to correct misinformation that can surround such proceedings, to the degree that it is possible to do so.

It should be noted that dormitory heads and resident faculty are empowered in interactions with boarding students to summarily impose reasonable consequences within certain limits for minor

violations of dormitory regulations—matters which, in and of themselves, do not rise to the level of a major offense. They do so with an eye toward general standards for such consequences as determined by and in consultation with the associate head, the associate dean of students & director of residential life and fellow dormitory heads. Students who come to harbor concerns about the equity of such consequences are encouraged to confer with the director of residential life or another trusted adult. For rules and expectations regarding residential life, please see our dormitory regulations.

We expect students to take responsibility for their actions and decisions, and for the consequences of those actions and decisions. In the case of a suspected violation of the rules, student cooperation and truthfulness is received as a demonstration of sincere contrition and can sometimes create conditions that might provide a measure of leniency. It should be noted that students who discover a peer or peers committing a major offense are encouraged to alert any adult administrator, faculty advisor, teacher, coach or school counselors.

We strive to treat all students fairly, and to respond to all student misconduct equitably and consistently. On occasion, the School's need to protect student privacy may result in a popular sense that someone is receiving either preferential or prejudicial treatment. Students who come to harbor such concerns should speak with the associate head or any other trusted adult.

A range of consequences not considered by the School to be additional punishment may follow a disciplinary action. For example, Grade 11 students permitted to retain their place in the School despite committing a major offense are unlikely to be chosen to serve in leadership roles as Grade 12 students because those who make these selections take prior student behavior into account when choosing from a pool of applicants.

Disciplinary Procedure Adjustments When School Is Not in Session

In the event of conduct during remote instruction or holidays that may result in a student's withdrawal for disciplinary reasons during holidays or a period of remote instruction, the associate head has the discretion to convene an administrative committee that includes the head of the upper division and the faculty chair of the JC. Other faculty or staff members who hold information relevant to the charge may be invited to contribute to this committee's discussion. The members will review the charge and, if needed, interview the student in question. The faculty chair of the JC will provide the president with a summary of deliberations and a recommended course of action as established by member consensus. After reviewing the committee recommendation and consulting with both the associate head and the head of the upper division, the President will make a decision that the associate head will convey to the student and their family.

Major Offenses

Major offenses are acts that:

- Imperil the integrity, safety and/or well-being of our School and its members;

- Fail to demonstrate a sufficient commitment to our core values.

The following list is extensive but not comprehensive, as an institution cannot make a rule to cover every eventuality.

1. Academic dishonesty
Plagiarism, improper acknowledgment of sources, cheating, improper collaboration between or among students, the use of specifically prohibited resources or similar offenses. Please see § 7. Academic Regulations, "Academic Integrity."

2. Lying, including misrepresentation of documents
Making false statements; possession of fake identification; failing to disclose relevant information; forging, altering or otherwise falsifying any document or communication, including weekend passes.

3. Acts of violence or physical force
Any act of violence or use of physical force against another person.

4. Theft and willful property damage
Taking someone else's property without explicit permission, including theft from members of the School community, local businesses or any other individual or organization, is prohibited. Willfully damaging, vandalizing or destroying another person's property, even if granted access to it, is also prohibited.

5. Sexual misconduct
Any sexual activity for which clear, voluntary and legal consent has not been given in advance; any sexual activity with someone incapable of giving valid consent because that person is sleeping, intoxicated or otherwise incapacitated or impaired; any act of sexual harassment, partner violence or stalking. Please see "Further notes on sexual intimacy, sexual misconduct and mandatory reporting" below.

6. Harassment, discrimination, intimidation, coercion, bullying, hazing or retaliation
Unreasonable conduct or behavior that is personally offensive or threatening, impairs morale, contributes to a hostile environment or interferes with the educational environment of students, whether verbal, non-verbal, written, electronic, physical or psychological. This includes the use of language or images that demean or disparage other individuals. Such behavior may relate to race, ethnicity, skin color, religion, sex, age, marital status, sexual orientation, genetic information, gender identity or expression, veteran status, social class, physical or mental disability, national origin, ancestry or other protected category; retaliation (defined as any and all adverse actions) taken against people who, in good faith, have reported concerns about others.

Students who experience harassment, intimidation, coercion, bullying, hazing or retaliation (or who sense that someone else is experiencing one or more of these) are

strongly encouraged to take swift and deliberate action by seeking the counsel of any adult they trust, including their parents/guardians. Employees who receive a report of such behavior from a student are expected to notify the associate head immediately. Please see "Further remarks on harassment, intimidation, coercion, bullying, hazing or retaliation."

7. Use of alcohol, cannabis, illegal drugs, tobacco and tobacco alternatives
Possession, use or provision of alcoholic beverages on or off campus by any student; possession, use or provision of drugs, inhalants, chemical substances or drug paraphernalia; sharing or selling one's prescription medications with other students. Providing illegal substances to peers is considered particularly egregious and will carry with it an elevated disciplinary response, likely resulting in a student's dismissal from school.

Smoking, possession or use of any smokeless device by which to deliver THC or any other illegal substances. Please see "Further remarks on and provisions regarding alcohol, cannabis, illegal drugs, tobacco and tobacco alternatives" below.

8. Trespassing, unauthorized visitation, use of keys, and vehicles
Intrusions into locked or unlocked spaces without explicit permission or authorization; presence in places at times when one's presence there is unwarranted; unauthorized visitation in dormitories (includes visiting a dorm of the opposite gender designation); unauthorized use or possession of School keys or vehicular keys; unauthorized use of a vehicle.

9. Weapons
Possession or use of dangerous weapons, defined as any object (including firearms, ammunition, slingshots, knives, swords, hatchets, incendiary devices, fireworks or other explosive devices) that could reasonably be perceived as a weapon.

10. Fire safety violation
Possession or use of materials and objects that can start a fire, or any action (such as tampering with smoke detectors or fire extinguishers, pulling false alarms, blocking exits in buildings and failing to comply with fire alarms or fire alarm drills), regardless of intent, that compromises fire safety.

11. Curfew violation
Leaving the dormitory after lights out.

12. Misuse of technology
Failure to abide by the School's Acceptable Use Policy (AUP).

13. Repeated misconduct
Continuing violations of School rules demonstrating that a student cannot live within the codes defining this community.

The School reserves the right to apply these standards to student behavior taking place off campus that impacts our community or people and property beyond our community.

Range of Disciplinary Consequences and Associated Procedures

Students found to have committed major offenses may be withdrawn for disciplinary reasons. That said, the range of consequences that can result from committing a major offense also include, but are not limited to, "campusment" (restriction to inner campus bounds when one would otherwise be free to leave), work crew (assignment to light custodial tasks when one would otherwise enjoy free time) and probation. Please see § 4, Community Regulations, "Judiciary Committee."

Withdrawal for Disciplinary Reasons

Students withdrawn for disciplinary reasons are expected to depart campus that day. In the case of a boarding student, the student's family is responsible for arranging travel and shipment of personal possessions. Students withdrawn for disciplinary reasons are not permitted to return to campus—even when their class year has graduated—without the explicit permission of the associate head. For further information on withdrawal for disciplinary reasons, please see § 7, Academic Regulations, "Students Separated from School."

In the event that a student is dismissed from the School, parents and guardians have the right to appeal the decision, should they have information that was not considered in the initial process that may be relevant to the disciplinary process. The appeal may be submitted in person or in writing to the president. The president will review the appeal with the head of the upper division and the associate head to determine whether the decision will be revisited. Their determination is final.

Probation

A student discovered or suspected to have violated School rules will generally be called to meet with the associate head for student and academic life, who may impose certain disciplinary consequences or require that the student face the Judiciary Committee (JC).

The associate head has the discretion to impose dean's probation or initiate a behavioral contract without referring the matter to the JC. The period of dean's probation and behavioral contracts can vary from a semester to the remainder of the student's enrollment. Though these responses constitute a serious formal warning that is part of a student's internal School record, neither the School nor the student is obligated to report dean's probation or behavioral contracts to colleges. That said, a student on dean's probation or who is engaged in a behavioral contract who violates a major rule and is required to face the JC could face an additional charge of repeated misconduct owing to the earlier incident.

The JC can recommend a period of probation varying from a semester to the remainder of the student's enrollment. This form of probation stands as the School's highest level of warning.

Students on probation at any time while attending high school are obligated to report their disciplinary status to colleges if an application asks about disciplinary history. Students on probation do not enjoy the privilege of going before the JC should they violate another major rule. In such cases, the associate head would likely recommend to the president that the student be withdrawn for disciplinary reasons. Students on probation may have the opportunity to lessen their probationary period by restoring themselves to the community through predetermined expectations including regular meetings with their advisor, counseling and other restorative practices determined by the associate head.

Students may also be placed on academic probation for academic integrity violations. Students may be placed on academic probation either as a consequence conferred directly by the associate head after a violation, or as a recommendation from the JC. Academic probation carries the same weight as probation but is specific to the academic realm. Any student who goes before the JC and receives academic probation is obligated to report their disciplinary status to colleges if an application asks about disciplinary history. While a student may concurrently be on probation or dean's probation and academic probation, poor decisions in multiple realms of school life may indicate a student's lack of readiness to be a member of the Stevenson community (see article 13 of the School's major offenses); past violations and probationary status of any kind will be considered when determining a student's continued enrollment. Students on probation may have the opportunity to lessen their probationary period by restoring themselves to the community through demonstrated growth and active investment in predetermined expectations including regular meetings with their advisor, counseling and other restorative practices determined by the associate head.

Reporting Major Disciplinary Matters to Educational Institutions

While the Common Application no longer includes a standard question regarding disciplinary history, colleges, universities and other educational institutions may request this information through supplemental applications, institutional forms or other communications. Students are expected to answer all such questions honestly and completely.

If a student has appeared before the Judiciary Committee, been placed on probation or withdrawn from the School while a conduct investigation or disciplinary process was pending, the student must disclose that information whenever an educational institution specifically asks about disciplinary history. Any explanation provided by the student must be truthful, accurate and consistent with the School's factual findings.

Likewise, when the School is asked to provide information regarding a student's disciplinary history, the School will respond honestly and accurately. The associate head of school for student and academic life and/or the head of the upper division are available to work with students to ensure that any required disclosures are accurate, complete and consistent with the School's records.

Withdrawing Voluntarily Pending a Withdrawal for Disciplinary Reasons

Students are permitted to withdraw voluntarily from School both during an investigation and pending disciplinary consequences. Students in such circumstances who are considering withdrawing voluntarily should review the section "Reporting Major Disciplinary Matters to Educational Institutions" before proceeding. Specifically, students and their families must recognize that withdrawing voluntarily:

- Does not relieve the student of the obligation to:
    - Indicate to a receiving educational institution that they withdrew voluntarily pending disciplinary consequences;
    - Explain to a receiving educational institution the misconduct that resulted in their separation from the School.
- Does not relieve the School of its obligation if asked to indicate that the student was being investigated and/or subject to pending disciplinary consequences at the time of separation, or its right to share factual findings regarding the student's misconduct in full.

Students who wish to elect this option should direct their parent or guardian to notify the associate head and the director of enrollment management via email of their family's decision to withdraw. The student must then depart campus immediately and is not permitted to return to campus without the permission of the associate head, which must be granted in advance.

Further Notes on Student Sexual Behavior and Student Sexual Misconduct

Sexual Intimacy Between Students

Sexual intimacy—defined as behavior, conduct and activities which are intended to arouse or respond affirmatively to another person's sexual interest—is a complicated issue in a School community comprised of students who may range in age from 13 to 19, and who hail from a full range of cultures, beliefs and values. Even as we recognize that romantic relationships may involve mutually agreeable sexual intimacy, and that sexual curiosity during adolescence is common, such behavior among students in this setting is often problematic, regardless of student age, gender and sexuality. This position is informed by our overarching concern for the integrity of our community, and our commitment to student physical and emotional safety, well-being and right to be free from unwanted exposure to others' sexual intimacy in an environment that fundamentally lacks the privacy suitable for such behavior. Students who are discovered to be sexually intimate with one another may be referred to the associate head for discussion and subsequent notification of their parents/guardians. Please see § 5, Student Health Policies, Procedures and Practices, "Sexual Health."

Affirmative Consent

While the School does not encourage sexual intimacy between students (see above), we recognize that romantic relationships may involve mutually agreeable sexual intimacy, and that it is developmentally appropriate for adolescents to be curious and to experiment. We also recognize that many students may eventually experience sexual intimacy in college, so we educate students—as many independent secondary schools do—in affirmative consent practices because we take our role seriously in preparing students for the challenges they may face once there.

We expect students to understand that sexual intimacy requires not only appropriate discretion and mutual respect, but also affirmative consent, which is generally defined as the unambiguous, informed and voluntary agreement to engage in specific sexual activity at every stage of a sexual encounter. This definition does not vary based upon one's sex, sexual orientation, gender identity or gender expression. A commitment to practice affirmative consent maintains our core values of safety and respect, and this commitment includes the following agreements:

- Consent cannot be inferred. In other words, not saying "no" is not the same as saying "yes."
- Nonverbal communication, which is inherently ambiguous, can result in serious misunderstandings.
- Once given, consent can be revoked at any time. Consent to one act does not imply consent to another, and consent on one day does not establish consent on a subsequent day.
- Consent cannot be given by a person who is asleep or impaired. People incapacitated by drugs, alcohol or other substances are unable to consent. Signs of incapacitation may include, but are not limited to, slurred or incoherent speech, general confusion and physical incapacitation. Also, people under the influence of drugs, alcohol or other substances may not employ their standard judgment in giving or seeking consent that they would if they were not under that influence.
- Agreement received as a result of coercion, intimidation, force or threat of harm is not affirmative consent.
- Consent applies to unwanted touching or physical contact of any kind.

Responding to Student Sexual Behavior

School employees who discover direct or indirect evidence that suggests a student may be sexually active are required to report that information to the associate head or the Health Center, who will help determine which faculty or staff member will be most effective to support the student in notifying their parents/guardians. An employee who discovers students engaged in an intimate sexual encounter should act with discretion and demonstrate respect for the students'

dignity while resolving the situation, and report the matter to the associate head as soon as possible. In the case of boarding students, the dormitory head should also be advised. The School considers all sexual activity involving minors to be potentially reportable, insofar as its obligation to the state of California's Child Abuse and Neglect Reporting Act (CANRA) is concerned.

Responding to Student Sexual Misconduct

We are committed to the safety and well-being of our students above all and therefore take all reports of student misconduct seriously. Upon receiving a report of student misconduct, the School will act swiftly to uphold our values, enforce our policies and protect the safety of the entire community.

In keeping with its duties to the state of California's Child Abuse and Neglect Reporting Act (CANRA), the School may be obligated to immediately report certain categories of misconduct to the Child Protective Services unit (CPS) of the Monterey County Department of Social Services' (DSS) Family and Children's Services branch (FCS), and/or the Monterey County Sheriff's Office. In doing so, the School may be required to suspend its investigation so as to not interfere with an investigation by one of these agencies.

In order to ensure appropriate privacy for both complainant and respondent, the School's president has the discretion to refer alleged infractions of the School's policies pertaining to sexual misconduct, harassment, bullying or hazing between or among students to the School Conduct Committee (SCC), a group of senior administrators who receive regular training to address sensitive and complex conduct matters consistently and with a team-oriented approach. The SCC is charged to make findings—or to ensure that an external investigator retained for the School by its legal counsel makes findings—in a timely, thorough and fair manner, and with appropriate regard for complainant and respondent privacy.

Because candor, honesty and cooperation are essential to the investigation and remediation process, they are required of all participants, including third-party witnesses.

Upon receipt of a report of sexual misconduct, harassment, bullying or hazing between or among students, the School will provide interim support and reasonable protective measures to support the complainant and/or respondent, and to protect the safety of the School community while the report is investigated and/or adjudicated. For example, the School may impose an immediate "no-contact" order, which typically instructs the parties to refrain from having contact with one another, directly or through intermediaries, whether in person or via electronic means, pending the investigation. If the School determines that a respondent's presence on campus may pose a threat of harm or disruption to the campus community, the School may also take any further interim protective action that it deems appropriate, including changing a complainant's or respondent's academic and/or living situation if those changes are appropriate and reasonably available. For example, a student may be moved from one section of an academic course to another one, or a respondent may be placed on administrative hold at a campus location until a family member can take the student away from campus, or a respondent may be required to

leave campus and sustain academic progress by way of the School's learning management system and one-on-one Zoom calls with teachers. These interim protective measures may be applied even in circumstances in which the complainant is not an enrolled Stevenson student. Such measures assume no determination of culpability and may be imposed regardless of whether formal disciplinary action is ultimately sought by the complainant or the School. Failure to comply with any interim measures is a violation of this policy and may lead to additional disciplinary measures. During such processes, the School will maintain privacy or confidentiality to the extent, in its judgment, the situation permits.

If the School determines at any point that the safety or well-being of a student or of any member of the School community is at risk, or that the best interests of the School community so require, a leave of absence may be imposed on a student who is suspected of violating any rules, regulations or procedures of the School, until a review of the case and/or a disciplinary action can be completed. This action assumes no determination of culpability. Until all investigations have concluded, the complainant and the respondent must avoid all unnecessary contact. Both parties will be advised, in individual meetings, of opportunities for support and care, both on and off campus.

The School reserves the right to place students who do not cooperate with its investigations on involuntary leave. If a student remains on involuntary leave for this reason through the end of the academic year, they will be formally withdrawn from the School and must reapply in order to be considered for admission to Stevenson in the following academic year.

Students are strongly encouraged to report incidents of sexual misconduct, harassment, bullying or hazing that they experience or observe in order to promptly address the behavior in question. Students should also understand that any person who knowingly, maliciously or recklessly makes a false complaint is subject to discipline.

Students who experience sexual misconduct while consuming alcohol or drugs, or after having consumed alcohol or drugs, may be inclined to avoid reporting that sexual misconduct to the School for fear of incurring disciplinary consequences. If sexual misconduct takes place, the School's central concern is to support and protect the student who has been subject to sexual misconduct, to obtain accurate information and to ensure an appropriate institutional and legal response to the sexual misconduct. For that reason, students who experience sexual misconduct while consuming alcohol or drugs, or after having consumed alcohol or drugs, should understand that they may report sexual misconduct without fearing disciplinary consequences for having consumed alcohol or drugs, though the alternative consequences of their alcohol or drug use may include notification of parents/guardians and counseling support.

Further Protections for Students

Mandated Reporting of Child Abuse or Neglect

All School employees annually review and receive training around the Child Abuse and Neglect Reporting Act (CANRA). Passed in 1980 and revised several times since, CANRA provides definitions and procedures for mandated reporting of child abuse. Over the years, numerous amendments have expanded the definitions of child abuse and the persons required to report, known as "mandated reporters." Mandated reporters are primarily people who, owing to their employment, have contact with children under the age of 18. The obligation is automatically triggered when mandated reporters, in their "professional capacity or within the course and scope of [their] employment, [have] knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect" (California Penal Code § 11166). In such a circumstance, the mandated reporter must make a report—or ensure that a report is made—to the Child Protective Services unit (CPS) of the Monterey County Department of Social Services' (DSS) Family and Children's Services branch (FCS), and/or to the Monterey County Sheriff's Office. Neither agency, it should be noted, investigates all of the reports it receives. Anyone who has questions regarding CANRA or the School's reporting practices should contact the head of the upper division or the associate head, or any other member of the School Conduct Committee (SCC), a group of senior administrators who receive regular training to address sensitive and complex conduct matters with a team-oriented approach.

Code of Ethical Conduct for Employees in Relation to Students

Our Code of Ethical Conduct (CEC) provides guidance to employees regarding appropriate interactions between employees and students. In articulating behavioral standards for employees' boundaries and conduct, the CEC explicitly precludes employees from behavior including but not limited to:

- Any sexual, romantic or dating relationship with students; any activity with students that could be considered sexual or romantic in nature; or any sexual, romantic or unduly familiar behavior or communications (including inappropriate personal stories and history) with students in person or indirectly through the use of email, telephone, social networking or other media.
- Touching students punitively, or in any way that could be construed by the student or others as inappropriately affectionate.
- Engaging in, participating in or condoning in any way the use of alcohol, cannabis or illegal drugs by students.
- Initiating or accepting personal social network relationship requests with current students or former students/alumni under the age of 18.

- Contributing to or being present with students in any situation where civil law and/or School rules are violated.
- Sharing or disclosing any information concerning a student, other than on a need-to-know basis, to any person not specifically authorized to receive such information. This includes, but is not limited to, information concerning educational assessments, test scores, grades, behavior, mental or physical health, family background or finances.

All employees are obligated to read and sign a copy of the CEC annually as a condition of employment, and its provisions are reviewed at the start of every academic year in conjunction with a review of mandated reporting obligations, in addition to scenario-based training around boundaries and correct conduct.

In response to alleged infractions of the CEC, the School's president has the discretion to convene the School Conduct Committee (SCC). The SCC is charged to make findings—or to ensure that an external investigator retained for the School by its legal counsel makes findings—in a timely, thorough and fair manner, and with appropriate regard for complainant and respondent privacy.

It is the duty of any student concerned about an employee's conduct relative to the CEC to notify any member of the SCC (which includes the head of the upper division and the associate head) or any other trusted adult. It is the duty of any employee, parent or guardian of a student concerned about an employee's conduct relative to the CEC to contact any member of the SCC. All such reports are taken seriously, and appropriate measures are always taken to protect students' privacy, to the extent possible to do so.

Should the School receive a report of an alleged infraction of the CEC, it will ensure that the parents/guardians of the students involved in the allegation are notified. In keeping with its duties to the state of California's Child Abuse and Neglect Reporting Act (CANRA), the School may be mandated to make a report to the Child Protective Services unit (CPS) of the Monterey County Department of Social Services' (DSS) Family and Children's Services branch (FCS), and/or to the Monterey County Sheriff's Office. In doing so, the School may be required to temporarily suspend its investigation so as to not interfere with a potential criminal investigation.

More information about our commitment to student safety and well-being in this regard, and our approach to the investigation of historical employee sexual misconduct can be found on the Student Safety and Well-being page of our website.

School Conduct Committee

The School Conduct Committee (SCC), a group of senior administrators who receive regular training to address sensitive and complex conduct matters consistently and with a team-oriented approach, convenes at the discretion of the School's president in response to alleged infractions of The Stevenson School Code of Ethical Conduct for Employees in Relation to Students (CEC) and certain alleged infractions of the School's student conduct policies. The SCC is charged to make findings—or to ensure that an external investigator retained for the School by its legal

counsel makes findings—in a timely, thorough and fair manner, and with appropriate regard for complainant and respondent privacy.

Duty to Report

It is the duty of every member of the School community to report suspected violations of the CEC, or of the School's student conduct policies pertaining to sexual misconduct, harassment or bullying. These reports should be made to a member of the SCC. Some students may prefer to make their report accompanied by a parent or guardian, their advisor or a teacher or coach they trust. If the information that is received triggers a mandated report in keeping with the state of California's Child Abuse and Neglect Reporting Act (CANRA), the SCC will ensure that such a report is made. If and when SCC members receive a report of a suspected violation, they are obligated to alert fellow members of the SCC and to convene the group as soon as possible so that the School's responses to such information are consistent and team-oriented. The SCC will also ensure that parents/guardians of students involved in such proceedings are notified in a timely manner, as appropriate, if they are not aware of the initial report.

Composition and Functions

The SCC is composed of relevant administrators who meet periodically for continued training with experts. When an allegation involving adult conduct in the upper division is received, the following people convene as soon as possible to review available information and to agree on a course of action:

- Head of the Upper Division
- Associate Head for Student and Academic Life
- Director of Human Resources

When an allegation involving student-to-student conduct in the upper division is received, the following people convene as soon as possible to review available information and to agree on a course of action:

- Head of the Upper Division
- Associate Head for Student and Academic Life

The following are examples of other people with whom the SCC may consult as needed in specific cases within their areas of expertise:

- Director of Counseling
- Health Center Director
- Director of Information Technology
- Director of Campus Safety and Security

- Director of Equity and Inclusion
- Dean of Faculty
- Faculty Advisor(s)
- Dormitory Faculty
- Any other School employee deemed relevant by the SCC
- Legal Counsel, who may retain an External Investigator at the School's request
- Medical Counsel, including the School's Medical Director

From the time the SCC is convened, the School president provides oversight, is briefed regularly and makes the final determination about any corrective or remedial action imposed by the School.

When the SCC convenes to consider a reported allegation, specific members are assigned to:

- Investigate (as deemed advisable given the circumstances) in order to produce a summary log of factual information pertaining to the allegation;
- Document the group's decisions;
- Communicate clearly and in a timely manner with complainants, witnesses, respondents and the parents/guardians of students involved in the process;
- Liaise with the Child Protective Services unit (CPS) of the Monterey County Department of Social Services' (DSS) Family and Children's Services branch (FCS), and the Monterey County Sheriff's Office, as needed.

Investigation Process

At the discretion of the School president, the SCC will convene to promptly and impartially consider allegations that appear to be in breach of the CEC or the School's student conduct policies, as stated in the student handbook.

SCC members, or the School president, may determine at any point in the process that it is advisable to request that the School's legal counsel retain an external investigator to conduct an investigation.

All participants in investigations, including witnesses, are required to cooperate with candor and honesty. During such processes, the School will maintain privacy or confidentiality to the extent, in its judgment, the situation permits. Failure to cooperate in an investigation, including making misrepresentations to fact finders or withholding relevant information, may result in disciplinary action up to and including termination of employment or withdrawal.

The employee named in the allegation may be placed on leave during the investigation. This action assumes no determination of culpability. Until all procedures have concluded, the complainant and the respondent must avoid all unnecessary contact and avoid any retaliatory conduct. Both parties will be advised, in individual meetings, of opportunities for support and care, both on and off campus. Such measures may be imposed regardless of whether formal disciplinary action is sought by the complainant or the School, and regardless of whether the Child Protective Services unit (CPS) of the Monterey County Department of Social Services' (DSS) Family and Children's Services branch (FCS) and/or the Monterey County Sheriff's Office decide to investigate the allegation. Failure to comply with any such interim measures is a violation of this policy and may lead to additional disciplinary measures. As stated above, the School will maintain privacy or confidentiality to the extent, in its judgment, the situation permits.

Findings and Recommendations

If the SCC determines that a violation has occurred, they will recommend an appropriate response to the School president. The external investigator retained by the School will make a finding relative to the allegation. The respondent will have the opportunity to reply to a summary of any such report once it has been received. In making the final determination about corrective or remedial actions, the School president is not bound by the recommendations of the SCC. Investigation materials and external investigator reports are privileged; records of investigations will be confidential, accessible only on a need-to-know basis as determined by the School president in consultation with School legal counsel and preserved in accordance with applicable law and School policies.

Implementation of Findings

When it is determined that a violation has occurred, the School will take appropriate remedial or corrective action with the primary objective to resolve the cause of offense.

- In a case in which a **faculty member** is the subject of the complaint, that person's division head, in conjunction with the chief financial officer, director of human resources and School president, will implement remedial or corrective action, which may include termination.
- In a case in which a **staff member** is the subject of the complaint, the appropriate supervisor, in conjunction with the chief financial officer, director of human resources and School president, will implement remedial or corrective action, which may include termination.
- In a case in which a **student** is the subject of the complaint, the associate head, in conjunction with the division head and the School president, will implement remedial or corrective action, which may include a disciplinary response.
- At any point in this process, the School president may choose to confer with the School's legal counsel, the board chairman or anyone else whose expertise and perspective may be deemed helpful to ensuring the appropriate response.

- In a case that either the **School president** or a **member of the board of trustees** is the subject of a complaint, the matter will be referred to the board chair and the trustee chair of the board of trustees' audit and risk committee.

In circumstances where a conflict emerges that presents a complication, the School will amend its approach in order to address that conflict.

Retaliation Prohibited

Retaliation against an individual for reporting a violation of this policy will not be tolerated. Complaints of retaliation will be investigated and addressed separately from the underlying complaint. People such as witnesses and fact finders who themselves are not complainants, but who participate in an investigation, will also be protected from retaliation.

False Charges

Allegations of misconduct are serious and can be damaging to the accused person's reputation. Therefore, any person who knowingly makes a false charge may be subject to disciplinary action up to and including termination of employment or withdrawal.

Additional Notes

- By law, a criminal investigation takes precedence over a School investigation. A School investigation cannot begin while a criminal investigation is underway, and the School must not take any action during a criminal investigation that risks being perceived as an obstruction of justice.
- The outside investigator's authority is limited. For example, though School employees and students are required to cooperate with the investigation, people with no connection to the School cannot be compelled to do so.
- Owing to the outside investigator's independence, the School cannot provide a complainant with an assurance as to a particular finding. In certain circumstances, for example, an outside investigator may decide that testimony and other evidence is inconclusive.
- The consequences of any finding by the School's outside investigator are generally limited to those described in *The Navigator*.

Further Remarks on Harassment, Intimidation, Coercion, Bullying, Hazing or Retaliation

General Harassment Policy

Harassment is defined broadly to include unreasonable conduct or behavior that is personally offensive or threatening, impairs morale or interferes with the educational environment of

students, and may relate to race, color, religion, sex, age, marital status, sexual orientation, genetic information, gender identity or expression, veteran status, physical or mental disability, national origin, ancestry or other protected categories. This includes the use of language or images that demean or disparage other individuals.

The School is committed to being a School where all members of the community can thrive and succeed. Everyone is therefore expected to dedicate themselves to creating an environment that promotes safety, trust, respect, belonging and inclusion, and free from all forms of harassment, bullying or intimidation, hazing, exploitation, illegal discrimination and retaliation. These behaviors are demeaning to all persons involved; they are unacceptable conduct, and they will not be tolerated.

Examples of harassment can include:

- Derogatory, racist or homophobic language or images;
- Gossip;
- Sexually suggestive or foul language;
- Jokes of an ethnic, sexual, religious or personal nature;
- Conduct or comments that threaten physical violence;
- Offensive, unsolicited remarks;
- Unwelcome gestures or physical conduct;
- Display or circulation of written materials, items, statements or pictures that degrade any member of this community.

Harassment can occur in person or through electronic means such as cellphones, cameras, computers, social media and other internet sites.

It is the duty of any student who experiences behavior that violates the General

Harassment Policy to notify a member of the SCC. Employees receiving such reports from students regarding other student conduct must immediately notify a member of the SCC. Any student or employee with concerns about employee conduct toward a student should notify a member of the SCC. Any employee with such concerns should notify a member of the SCC. Please see “Further protections for students” above.

Definitions

Forms of harassment include, but are not limited to, the following:

Sexual Harassment

Sexual harassment is a form of harassment that includes unwelcome sexual advances, requests for sexual favors and verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with an individual's educational experience by creating an intimidating, hostile, humiliating or sexually offensive educational environment. Examples of sexual harassment include, but are not limited to:

- Demanding sexual favors;
- Forcing sexual activity by threat of punishment or offer of reward;
- Obscene or sexually suggestive graffiti;
- Displaying or sending pornographic pictures or objects;
- Offensive touching, pinching, grabbing, kissing or hugging;
- Restraining someone's movement in a sexual way.

Race, Color and National Origin Harassment

Harassment on the basis of a person's actual or perceived race, color or national origin includes but is not limited to the use of nicknames emphasizing racial stereotypes, racial slurs and derogatory comments, or conduct directed at an individual's manner of speaking, national customs, surname, ethnic characteristics or language.

Religious Harassment

Harassment on the basis of a person's actual or perceived religion or creed includes but is not limited to the use of nicknames emphasizing religious stereotypes, religious slurs and derogatory comments or conduct directed at an individual's religion, religious traditions, religious symbols or religious clothing.

Sexual Orientation Harassment

Harassment on the basis of a person's actual or perceived sexual orientation includes but is not limited to name-calling, using nicknames emphasizing sexual stereotypes, and imitating physical characteristics or mannerisms associated with a person's sexual orientation.

Disability Harassment

Harassment on the basis of a person's actual or perceived physical and/or mental disability includes but is not limited to name-calling, making derogatory references to the disabling condition, imitating manners or speech and/or movement associated with the disability or interfering with access to or use of necessary adaptive equipment or aids.

Harassment Based on Gender Identity or Expression

State law prohibits discrimination based on a person's gender identity, as well as on a person's gender-related appearance and behavior, or what we commonly think of as gender expression. The law provides comprehensive protection for transgender people.

Bullying

Because the School, as a private school, is not subject to California state laws regarding bullying, we have our own policy to guide our response to reports of bullying. For the purpose of this policy, bullying is understood to be the repeated use by one or more students of written, verbal or electronic communication, such as cyber-bullying or a physical act or gesture directed at another student that:

- Causes physical or emotional harm to the student or damage to the student's property;
- Places the student in reasonable fear of physical harm or damage to the student's property;
- Creates a hostile environment at school for the student; or
- Substantially disrupts the education process or the orderly operation of a school.

Bullying includes a variety of behaviors, but all involve a person or group trying to take advantage of the power they have to hurt or reject someone else. These behaviors can be carried out physically (hitting, kicking, pushing), verbally (calling names, threatening, teasing, taunting, spreading rumors), electronically, also known as "cyber-bullying" (posting defamatory remarks or photos, sending threatening emails, creating fake profiles; taking over an account and posing as someone else; or creating, altering or distributing AI-generated or manipulated images, audio or video intended to embarrass, intimidate, threaten or misrepresent another person.), or in other ways (such as leaving a person or people out of activities, not talking to them, stealing or damaging their possessions, making them feel uncomfortable and scared, and making faces or obscene gestures).

Digital Harassment, Deepfakes and AI-Generated Media

Harassment or bullying may also occur through the creation, alteration or distribution of AI-generated images, audio recordings, videos or other digital content that falsely depicts another person. This includes, but is not limited to, "deepfakes" that make it appear as though a member of the Stevenson community said or did something they did not actually say or do.

Students may not create, possess, share or distribute AI-generated or AI-manipulated content that depicts any member of the Stevenson community in a false, misleading, degrading or harmful manner. Such conduct may constitute harassment, bullying, intimidation or another violation of School policy, regardless of whether it was intended as a joke or without malicious intent.

Students who become aware of AI-generated or manipulated content involving a member of the Stevenson community should report it promptly to a counselor, the associate head, the head of the upper division or another trusted adult.

Violations will be addressed based on the nature and severity of the conduct and may result in disciplinary consequences up to and including suspension, dismissal and, when appropriate, referral to law enforcement.

Hazing

Hazing is any activity or method of initiation, usually but not exclusively into a student organization, whether on public or private property, that could reasonably produce undue mental or physical discomfort, harassment and ridicule, or endanger the participants. An activity may be considered hazing regardless of consent or willingness to participate in the activity.

Consistent with the definition above, the following activities have typically been identified as hazing activities: use of alcoholic beverages or other drugs; paddling or branding; creation of excessive fatigue; physical or psychological shocks; wearing of public apparel that is conspicuous and not in good taste; or degrading or humiliating games and activities. Because it is not always clear which activities are acceptable and which constitute hazing, students are encouraged to consult with teachers, advisors, coaches, athletics director, dormitory faculty and/or the associate head in advance of any event that might include behavior that could qualify as hazing.

Further Remarks on and Provisions Regarding Use of Alcohol, Cannabis, Illegal drugs, Tobacco and Tobacco Alternatives

Students yield a measure of liberty and privacy as a condition of being members of this community. In general, we hope that they will feel strengthened rather than diminished by this freedom and view our expectations regarding their behavior in this context. Students who permit alcohol, cannabis and illegal drugs to be a part of their School experience and are discovered to be in violation of this rule may lose their place among us. Students must be reinforced in their decision not to use alcohol and drugs, and the potential imposition of severe disciplinary consequences supports that endeavor.

Alcohol and illegal drug use by students is unacceptable because it is unlawful, diminishes health and productivity, and promotes an unhealthy and secretive subculture that damages the community. The School assumes both disciplinary and therapeutic positions regarding alcohol and other drug use by students.

Students using alcohol and drugs and who voluntarily seek information about counseling from the associate head or the school counselors will be expected to pursue appropriate therapy if

they expect to continue at the School. Families are encouraged to contact the associate head and the school counselors for referral to local programs and medical resources.

Off-campus Behavior and "Social Host" Laws

The School strongly encourages students and their families to respect School, state and federal laws regarding alcohol, cannabis and illegal drug use when students are off-campus, and to be especially cognizant of their liabilities relative to "social host" laws (such as California Civil Code § 1714), which pertain to adults who serve alcohol in their homes to guests under the legal drinking age, or in some other way make alcohol available to underage people. A student who consumes alcohol or drugs off campus is in violation of School policy, as is a student who returns to campus under the influence of alcohol or illegal drugs consumed elsewhere.

Drug and Alcohol Testing

The School reserves the right to test students for drugs and alcohol in the following circumstances:

- The student exhibits evidence of drug or alcohol use. This evidence could include observations or reports of the student's behavior, being in the presence of drugs or alcohol or persons who have been using alcohol or drugs, or in possession of paraphernalia.
- The student has a history of drug or alcohol use at the School.
- There are significant changes in the student's academic or social functioning.
- There are signs of psychological distress.
- Whenever the School has reason to believe the student may be in possession of drugs or alcohol or under their influence.
- Upon written request by the parent(s) or guardian(s) of the student.

If a student tests positive for illicit substances, whether or not it can be demonstrated that the substance use occurred at School, the student is considered to have committed a major offense and will be subject to appropriate disciplinary action, up to and including withdrawal for disciplinary reasons. A student's refusal to comply with a testing request will constitute an admission of use of the substance in question and appropriate disciplinary action will follow. If a parent or guardian would like a second test to verify results at a medical facility of the School's choosing, they will be responsible for all costs incurred for that testing and will work with the School to swiftly provide required permission to the medical facility for that testing.

Tobacco and Tobacco Alternatives

In light of the current national epidemic of vaping nicotine among adolescents, and in order to help our students make healthy choices, the possession and use of vaping devices or similar

instruments is considered a serious offense. Scientific research has demonstrated that the oil used in vaping devices contains hundreds of chemicals that become even more perilous when heated. Related studies have shown that youth who begin to vape using only such oils are more likely to eventually consume tobacco products. As a delivery instrument for both nicotine and THC—both of which are illicit substances on our campus—vaping contributes to a culture of secrecy and dishonesty, which has an adverse impact on the quality and integrity of our community life. Students discovered to be vaping nicotine will not go before the JC but could be placed on dean's probation following conversations with the associate head, parent communication and mandatory meetings with the counseling office and health center.

Seeking Help

Students who sincerely seek help or guidance from faculty and staff—for themselves or on behalf of a peer—will not face disciplinary consequences for disclosing their past use of drugs or alcohol. Such a disclosure must be shared with the associate head, and generally the student's parents/guardians are notified. Parents/guardians and relevant School personnel will always be notified in situations where a student's safety is in question. Students seeking help or guidance regarding their behavior or their peers' behavior may also bring their concerns to the School counselors. These discussions are kept private within the limits of the law and School policy and are never a part of a student's academic record. The School counselors will identify resources and next steps best suited to address the concern. The ultimate goal is to provide support to students before more substantial problems arise.

Other Expectations Associated with Community Behavior

Dress Code

The School is committed to a student dress code that supports a positive learning environment, allows for personal expression, promotes equity and reflects the seriousness of purpose that characterizes our academic community. Students are expected to arrive at school dressed and prepared for the academic day.

The dress code is in effect for all School appointments from 7:00 a.m. until 3:05 p.m., the end of the academic day.

Students are expected to arrive each day dressed in a manner that reflects the purpose of the academic day and allows them to participate fully in the academic and community life of Stevenson. Clothing should be clean, in good repair and appropriate for an academic setting. Pajamas are not permitted during the academic day. Clothing may not display words or images that are disruptive, disrespectful or inconsistent with the values of the School, including references to sex, drugs, alcohol, hate speech or other offensive content.

When the community gathers for special events, including Monday Night Dinner for boarding students and other designated programs, students may be required to wear more formal attire. Expectations for dress will be communicated in advance.

Students are expected to respond respectfully and cooperatively when informed that they are not in compliance with the dress code. Students who are out of compliance may be required to change into appropriate attire before returning to academic or community commitments. Repeated violations or a refusal to comply may result in disciplinary consequences.

Personal Property

Student personal property—including the contents of clothing, backpacks and lockers—is subject to search by School personnel at any time.

Cellphones, Gaming and Social Media

At the School, we believe that presence matters. To reduce distractions, support mental health and prioritize face-to-face connection, cellphones must be put away and out of sight during the academic day, except for brief, purposeful use. Phones are not permitted in classrooms, Reid Hall (dining hall and patio), the Learning Commons, assemblies, chapel, community gatherings, Monday night dinner, athletic practices or while walking between spaces. Social media and gaming are never allowed on any device during the academic day. Phones are permitted in the Rosen Student Center, in dorm rooms, outdoors or in the Health/Student Life Office for urgent needs. Teachers or staff may also grant permission for academic use. Cellphones that are confiscated during the day will be held in the Student Life Office until 3:05. Chronic violations will lead to a meeting with the associate head and may result in the loss of privilege to carry a phone during the day. Families may reach students during the day by contacting the Student Life Office (831-635-8301). To support healthy sleep habits, Grade 9 and 10 boarding students must leave their phones in a designated secure location in the dorm common room at lights out.

Campus Bounds and Sign-out Procedures

The School is a closed campus. Forest Lake Road, Faculty Drive, Benbow Court, the 17th and 18th holes of Spyglass Golf Course and Silver Court create the campus perimeter. The area within that perimeter—along with the tennis courts, baseball field and the Jeff and Beth Young Athletics Fields—is considered “on campus.”

Students are expected to be on campus for the duration of the school day, between 8:30 a.m. and 3:05 p.m. If a student has open study during the first period of the day, they are permitted to arrive by the community time block (10:00 a.m. on Wednesdays, 9:40 a.m. on other days). Grade 9, 10, and 11 students may leave campus with their parent’s permission for appointments, etc., and parents must submit an absence request via the Pirate Page at least 24 hours in advance. Grade 9, 10 and 11 day students may not leave campus during the school day in their own vehicle without approved permission from the School and their parents. In the case of illness, students must consult with the School nurse before departing campus. It is not permissible for students to

leave campus without permission from the Student Life Office or the Health Center and return the next day with an excuse from their parents/guardians.

Grade 12 students may leave campus at any time during the school day, but they must also sign out and back in upon their return. When they leave campus under any circumstances during the school day, they are expected to sign out. To do so, they must sign out on their phones or a kiosk via REACH. Please see § 6, Dormitory Regulations, "REACH." For resident student procedures, see § 6, Dormitory Regulations, "Leaving Campus."

Failure to follow these procedures will result in disciplinary action.

Motorized Vehicles

Grade 11 and 12 day students may drive to school. Grade 10 day students may only drive to school with specific permission from the associate head through a formal petition process. To park on campus, a student must complete a registration form that includes parental or guardian permission to drive to and from School, insurance policy information, along with the make, year, color and registration number of the vehicle. Upon completion of registration, the students will receive a school parking pass to be displayed on their vehicle. Students may only park in designated areas specific to their grade level and are not to congregate or linger in those areas before, during or after the school day. All student vehicles are subject to search at any time.

Boarding students are not permitted to have motorized vehicles on campus or anywhere on the Monterey Peninsula, nor may they drive another person's vehicle. Boarding students may drive their parents' or guardians' vehicle if they are on pass with their parents/guardians, provided they have their parents' or guardians' permission, but may not drive the vehicles of other visiting relatives or friends.

Day Students Providing Rides to Peers

Boarding students must have permission from their parents/guardians to ride in day student vehicles. This permission waiver is provided during the enrollment process and must be completed for students to be allowed to ride with their peers. Day students should make sure to have permission from their parents/guardians to transport other students, even though the School does not ask for this to be documented with a waiver. In accordance with California State law, students who are not 18 and have not had their license for a year may not transport other students in their car unless the peer is their sibling.

Public Transportation and Ride-sharing Services

There are inherent risks in students using public transportation or ride-sharing services rather than School-provided transportation. We encourage parents/guardians to discuss safe travel practices with their children and establish shared agreements regarding such matters. Such agreements should be based on parent/guardian judgment and take account of their child's maturity. It is the parents' or guardians' obligation to familiarize themselves with such services, which may include vetting the drivers and reviewing the legal requirements of each service. We

encourage students' parents/guardians to be aware of any policies regarding minors before they make travel arrangements with any company.

School Transportation

On weekends, the School provides hourly bus service from campus to local areas popular with students, such as the Del Monte Shopping Center in Monterey, downtown Monterey, Carmel and Cannery Row.

Non-motorized Transportation

Students are responsible for the non-motorized vehicles they bring to campus, including bicycles, street-legal e-bikes equipped with functional pedals, scooters and skateboards. All wheeled transportation must be locked in designated locations when not in use. E-bikes and other forms of wheeled transportation may not be used indoors or within the inner campus, which includes walkways between academic buildings, the amphitheater and other pedestrian walkways on campus. E-bikes must be stored and charged in designated outdoor spaces. The School requires the use of appropriate safety equipment.

Accommodations for Transgender Students

Transgender students should have access to the facilities that correspond to their gender identity. Please contact the associate head with questions regarding such accommodations.

Gender Identity and Expression

Every student is entitled to be addressed by the name and the pronoun(s) that they choose that correspond to their gender identity and expression. Students are not required to obtain parental consent or a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun(s) of their choice. The School invites students to use a chosen name and gender pronouns that reflect their identity. All students who wish to make such changes may do so online, and they may discuss such changes with the director of equity and inclusion, associate head, school counselors, head of the upper division or any other trusted adult in the community.

Gaming

In the current climate surrounding gun violence and mass shootings, it is important to be sensitive to and aware of the impact that playing first-person shooter games on computers can have on others in the community. For this reason, no one is permitted to play first-person shooter games in any public venue, which includes, but is not limited to, dormitory common rooms, academic buildings, Reid Hall, Douglas Hall, the Rosen Student Center, the Learning Commons or in any outside public area on campus. Additionally, gaming of any kind is not permitted during the academic day. Cellphones or laptops will be confiscated if a student is gaming during the academic day. While gaming systems are permitted in the dormitory, students

will lose this privilege if their use becomes inappropriate or they fail to meet academic expectations.

Water Safety

Our campus is located within walking distance of the Pacific coastline. The area's scenic grandeur is inseparable from its danger. High surf, pounding shorebreak, rogue waves, cold water temperatures and dangerous rip currents can imperil swimmers, waders and tidepool explorers. Students are not prohibited from visiting nearby beaches unaccompanied by adults, but they are encouraged to use caution and good judgment near the water, and to not explore alone. Field trips to such areas are carefully supervised and generally scheduled at low tide, when risks are substantially reduced. No student may be in the Pirate Pool without a lifeguard or aquatics coach on deck.

Weight Room

Students may use the weight room only when an approved supervisor is on duty. Further questions should be directed to the director of athletics.

Supplementary Resources

GLAAD

"For over 30 years, GLAAD has been at the forefront of cultural change, accelerating acceptance for the LGBTQ community."

GLSEN

"Every day GLSEN works to ensure that LGBTQ students are able to learn and grow in a school environment free from bullying and harassment. Together, we can transform our nation's K-12 schools into the safe and affirming environment all youth deserve."

RAINN

"RAINN (Rape, Abuse & Incest National Network) is the nation's largest anti-sexual violence organization. RAINN created and operates the National Sexual Assault Hotline (800.656.HOPE, online.rainn.org y rainn.org/es) in partnership with more than 1,000 local sexual assault service providers across the country."

SAMHSA

"The Substance Abuse and Mental Health Services Administration (SAMHSA) is the agency within the U.S. Department of Health and Human Services (HHS) that leads public health efforts to advance the behavioral health of the nation and to improve the lives of individuals living with mental and substance use disorders, and their families."

National Suicide Prevention Hotline

"The National Suicide Prevention Lifeline provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, seven days a week, across the

United States. The Lifeline consists of a national network of over 180 local crisis centers, combining custom local care and resources with national standards and best practices."

NEDA
"The National Eating Disorders Association (NEDA) is the largest nonprofit organization dedicated to supporting individuals and families affected by eating disorders."

5. Student Health Policies, Procedures and Practices

The Health Center aims to support overall student health through education, medical triage and limited emergency care. Staff also facilitates access to medical professionals, dispenses over-the-counter medications when indicated and provides prescribed medications in a safe and confidential manner.

General Information

The Health Center, located on the lower level of Rosen Student Center, is open when School is in session. Walk-in services are provided by one of our School nurses. They can be reached by phone 831-625-8326 or email healthc@stevensonschool.org. Weekday and weekend hours can be found below:

Monday–Thursday: 7:00 a.m.–10:00 p.m.
Friday: 7:00 a.m.–7:00 p.m.
Saturday and Sunday: 9:00 a.m.–3:00 p.m.

Our supervising medical director is on call to support our School nurses 24 hours a day when School is in session. After hours and on weekends, a School nurse is available by phone at the request of dormitory faculty to advise students. If a student requires more support, School transportation is swiftly arranged to one of several urgent care facilities located within a 12-15 minute drive. In an emergency, an ambulance is summoned to convey students to Community Hospital of the Monterey Peninsula, which is 10 minutes from campus.

The Health Center has a treatment room for assessment and nursing care of students, and three separate rooms with seven beds in total where students may rest while under the care of the nursing staff. Students may request assistance with all health-related matters. Examples include nutrition, sexual health, birth control, mental health, hygiene, sleep, menstruation, and alcohol and drug issues. The Health Center can also assist parents/guardians in making appointments with local providers.

Staff and Contact Information

Health Center Director and Day Nurse	Erica Sanborn, RN
Day Nurse	Jeneisy Lobos, LVN

Evening Nurse	Cherry Ramos, LVN
Weekend Nurse	Anita Kumar, LVN
Supervising MD	Dr. Casey Grover ‘02
Phone	(831) 625-8326
Fax	(831) 201-1190
Email	healthc@stevensonschool.org

Notification of Parents/Guardians

The Health Center makes every effort to keep parents/guardians apprised of their child’s health and well-being. In general, it is the responsibility of students to inform their parents/guardians of minor injuries or illnesses, such as colds or migraines. However, the Health Center staff will seek to notify parents/guardians of students’ significant injuries or illnesses, especially when anticipated treatment is prolonged or complex. In the case of emergencies and hospitalizations, a nurse or the resident faculty member on duty will contact parents/guardians as soon as possible.

Confidentiality

Student’s health information is held in confidence as required by state and federal laws, as well as licensing board guidelines and medical ethics. In order to ensure the health and safety of our students and the School community, information may be shared with appropriate entities as indicated or required by law. This policy applies equally to minors as well as students 18 years of age or older.

Confidentiality and Limited Information Sharing Policy

The School believes that a shared understanding of basic rights and responsibilities strengthens the partnership among students, their parents/guardians, School health-care providers and counselors, and the School’s administration. In this light, we encourage students and their families to develop trusting relationships with their School health-care providers and counselors, and to be candid about their health histories and risk behaviors. We also encourage students to communicate with their parents/guardians on such matters. Additionally, we ask that parents/guardians respect the privacy of students who may not wish to share certain information. In the case of significant safety risks, parents/guardians are always contacted.

While it is every School employee’s obligation to respect and maintain the privacy and confidentiality of student medical information—and the School maintains appropriate administrative, technological and physical safeguards to protect the security of health-related information within its custody—the School must also balance matters of privacy and confidentiality with its responsibility to protect the interests and well-being of our students and community. Thus, the School requires, as a condition of enrollment, that parents/guardians and

students sign consent forms to permit the supervising medical doctor or designees and the school counselors to disclose to authorized employees and agents of the School the information necessary to protect the health, safety or welfare of the student and/or the community. Upon turning 18 years of age, and as a condition of continued enrollment, students are required to sign consent forms to give the School permission to discuss student medical care with their parents/guardians when appropriate.

In an initial meeting with a student, the school counselors orient students to the limits of privacy and confidentiality. Students and parents/guardians who have questions with regard to privacy and confidentiality and their limits should direct those questions to the associate head, the supervising medical doctor, the school counselors or the nursing staff in the Health Center. In the event of a disclosure to authorities as required by law, every effort will be made to notify the student and/or parents/guardians.

Caring for Boarding Students

Boarding students who are deemed ill following examination at the Health Center will be expected to remain there. When beds there are limited, students will be allowed to go back to their dormitory room to rest and recover. While there, a student is expected to remain in quiet isolation for the remainder of that day and evening, and to contact the Health Center immediately should their condition change. Dormitory faculty are notified of the student's condition to the degree that it is appropriate information to share. The student is generally permitted to go to Reid Hall for meals, or the Health Center will arrange meal delivery from the dining hall if a student's illness requires them to isolate from the community.

Sexual Health

Romantic relationships and physical intimacy are a natural part of adolescent development. That said, sexual intimacy carries significant social, emotional, physical and possible legal implications. With a focus on health and well-being, we provide compassionate, confidential and culturally sensitive counseling and education to facilitate responsible, respectful and healthy student decision-making. Health Center nursing staff handles student sexual health information in a confidential manner and may not disclose sexual health information to School administration or to student parents/guardians under California state law without authorization from the patient. However, the nurses encourage students to disclose health information to their parents/guardians. Contraception may be confidentially provided in the Health Center in addition to transportation to relevant local health providers. Please see § 4, Community Regulations, "Further notes on student sexual behavior, sexual misconduct and mandated reporting."

Students Requiring Health Plans

If and when there is concern about a student's well-being, the Health Center will request recommendations from the relevant provider(s) and help create a health plan for the student based on provider recommendations. For that reason, when a student is seeing multiple providers (medical and/or mental health-related), the student's parent or guardian will be asked

to sign a release permitting communication between all providers and the School. The School will notify parents/guardians if it is unable to meet provider recommendations. Parents/guardians may be required to come to campus to meet with relevant administrators. In some cases, a medical leave of absence may be considered.

Provider Visits and Medical Billing

Any student seen by the Health Center nurses who needs to be referred to a medical provider will be sent to a local urgent care facility, local pediatrician or hospital emergency room based on the timing, acuity of the medical need and insurance. Transportation to and from the appointment will be provided when feasible; however, when the appointment volume is high, students may need to take a taxi to and/or from the appointment at their own expense. For visits to an urgent care or pediatrician appointment, students are generally unaccompanied. For more serious or emergency department visits, a staff member will accompany them. Students will be provided with a copy of their insurance card, and they must bring a credit or debit card that is valid through the end of the school year to pay for medical co-pays and medical or pharmacy bills that are not fully covered by insurance. If a bill goes unpaid for longer than 30 days, it will automatically be charged to the student's School account.

Follow-up for Medical Appointments

When students return from medical appointments (including urgent care, emergency department visits and regular provider visits), the Health Center nurses will review all discharge instructions and provide follow-up care as directed. The Health Center will provide reasonable accommodations and work with the student to schedule follow-up appointments as indicated. If discharge instructions are unable to be fulfilled, parents/guardians will be notified so that suitable care can be arranged for the student.

Insurance

As part of the School's commitment to the safety, health and wellness of our students, the School requires that all students be covered by an insurance policy with a School-sanctioned, US-based insurance carrier. For international students only, Stevenson has partnered with UnitedHealthCare Options PPO Plan to offer a suitable comprehensive insurance plan.

Prior to enrollment, parents/guardians are required to upload all health forms, including proof of insurance, through the Magnus Health system. Any changes in medical insurance or prescription coverage information should be immediately updated via Magnus Health. Please note that Health Center nurses are not authorized to speak to insurance companies on behalf of policyholders and students. It is the parent/guardian responsibility to contact the insurance company and/or the provider for any medical bill questions or disputes.

We recommend that students with Medicaid or HMO insurance change their primary care provider to the Monterey Peninsula area; otherwise, local urgent or emergent care that is

provided to the student could result in out-of-network charges. Any student with Kaiser insurance will have their outside care rendered by the Emergency Department at CHOMP.

Immunization

In accordance with California law, the School requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. Proof of immunization should be recorded on a Certificate of Immunization form and signed by a medical professional. A student with a medical exemption must provide the School with an Immunization Exemption Certification, pursuant to state law. A Medical Immunization Exemption Certification must be signed by a medical professional, attesting that the student is exempt from a specific vaccine(s) because of medical reasons. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend School or participate in School activities.

Students who are exempt from the state's immunization requirements for medical reasons, and who have provided the School with an Exemption Certification Statement, may be prohibited from attending School and participating in School activities in the event of an outbreak of a vaccine-preventable disease. Students excluded from the School for this reason will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized. In determining whether there is an outbreak of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Monterey County Health Department.

Parents/guardians should consult http://www.shotsforschool.org/ to ensure that their child is up to date with these requirements. International students who do not have access to all of the required vaccines should allow enough time to obtain their vaccines locally prior to the start of school. Our nurses may help students and their families find a pharmacy or physician's office where the student may receive appropriate vaccines.

Communicable Illness

The School may exclude any student who has a communicable illness or has been exposed to an infected person if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student who is excluded from School and/or the welfare of other students or employees at the School. In reaching the decision to exclude a student from the School, the School may consult with appropriate medical professionals and/or the Monterey County Health Department.

Health and Safety Communications Regarding Communicable Illnesses

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. Of course, we encourage all parents and

guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

General Response to Global Health Emergencies

In general terms, the standard of care consists of a *duty to protect* and a *duty to warn*. Insofar as the duty to protect in the context of a global health crisis is concerned, the parameters for our approach have been established in relation to the orders and operations of federal, state and county guidance. The duty to warn in this context pertains to the fact that neither we nor anyone else can provide an iron-clad guarantee of total safety, as we still face risks that surpass our control. For this reason, student families must join the School in remaining alert to the most up-to-date guidance regarding health emergencies by way of federal, state and county resources, and in adhering to that guidance.

Scheduling Non-urgent Appointments for Boarding Students

When a boarding student requests or needs to be seen by a provider for non-urgent care such as nutrition, dermatology, orthopedics, orthodontia, primary care and other non-urgent visits, the Health Center will send parents/guardians a list of local providers. Parents/guardians need to make the initial phone call to establish care and give consent as requested. Some providers require parents/guardians to attend the first session with the student to provide consent in person.

The Health Center nurses will assist in calling the chosen provider to make follow-up appointments for the student and schedule transportation by the School, if available. Students will be reminded of the appointment by email and will be notified at that time whether transportation can be provided by the School, or if they need to seek an alternative at their own expense.

The Health Center will provide the student with any requested paperwork, including images of insurance card(s). After all appointments, the Health Center nurses will follow up on any prescriptions or after-care as directed by the care provider.

Prescription Medications

All students should have their vital health records accurately and completely filled out in the Magnus Health system, including the prescription medication section, prior to the start of school. All medications dispensed from the Health Center will be documented in the student's Magnus health record.

Boarding students who take prescription medication are required to have a Stevenson Medication Authorization Form on file in the Magnus Health system. The form(s) should be completed and signed by a medical provider for each prescription medication taken by the student. The form must be filled out in English, and medications must be FDA-approved. Updated forms should be submitted when a prescription medication is added, discontinued or changed. The medications need to remain in their original packaging, with prescription

information written in English, and must be dropped off at the Health Center prior to the start of school. If an international student is prescribed medication in their country of origin, please plan to establish care at the beginning of the school year with the appropriate specialist. The Health Center may assist with referrals and setting up care.

Parents/guardians are expected to notify the Health Center of all medications prescribed to their enrolled children. Medications are not to be kept in student rooms, cars, lockers or in personal possession of a student without Health Center approval.

Boarding student prescription medications will remain in the Health Center to be dispensed according to prescription medication protocol, with the following exceptions, after review by nurses:

- Asthma rescue inhalers;
- Nurse-approved allergy medications;
- EpiPens;
- Short-term antibiotics;
- Birth control;
- Nurse-approved over-the-counter medications.

Any other medications must be dispensed by the Health Center. It is the student's responsibility to pick up medication from the Health Center at the prescribed time. If a student has been prescribed an EpiPen, we ask that the Health Center be provided with one, and that the student carry one on their person. All medications must be retrieved from the Health Center at the end of the school year. Medications not retrieved will be discarded. No exceptions to this policy are permitted without review by the Health Center and associate head.

Day student "home medications" should remain at home. If students require medications during the school day, or on an "as-needed" basis, the medication will be kept in the Health Center and dispensed per Health Center prescription medication protocol. The following medications may be kept with the student during the school day:

- Asthma rescue inhalers;
- EpiPens (Requires two: one with student, one in the Health Center);
- Nurse-approved allergy medications.

Any other medications must be reviewed by the Health Center.

The sharing or selling of such medications by students with other students is dangerous, illegal and constitutes a major offense subject to disciplinary consequences.

Dispensing Medications over Weekends

The nurse will dispense medication over the weekend and in the event that students require medication outside of Health Center hours, the nurse will provide medication to students in an envelope labeled with directions. These medications will be documented in the Magnus Health system.

Prescribed Psychotropic Medications

The School requires that students who are prescribed psychotropic medications inform the Health Center of their treatment and bring their medication to the Health Center at the beginning of each term, or at the initiation of treatment. The Health Center also requires a form signed by the prescribing doctor that states the name of the medication, its dosage, times to be dispensed and possible side effects, as well as the indications for taking the medication. All psychotropic medication will be stored at the Health Center and may not be stored in a student's room. Students will receive their medications according to the dispensing schedule determined by the Health Center and their doctor. The School nurse will notify parents/guardians when students do not follow the dispensing schedule and may require those students and their parents/guardians to participate in discussions intended to address such issues.

Counseling Services

Our School counselors are available to assist students with a variety of challenges and concerns, including but not limited to academic, relational or familial stressors, general social emotional well-being and mental health concerns. Students are seen individually on a drop-in basis, or with a regularly occurring appointment. Students may be offered referrals to additional outside support, such as a psychiatrist or other specialist as requested, or when deemed appropriate.

Families are routinely involved and consulted regarding ongoing counseling, outside referrals and recommendations, and regarding any safety concerns. The school counselors collaborate with families, the Health Center, the associate head's office, faculty advisors and residential faculty as appropriate, and within the state of California's legal and ethical mandates regarding confidentiality.

Medical Excuses from Academic and Co-curricular Obligations

Any student with a medical issue/injury may be excused from an academic or co-curricular obligation. The excuse must come from a medical doctor stating the diagnosis and duration of the excuse. If the excuse pertains to participation in athletics, documentation should be provided to the athletics department. If the injury requires physical therapy appointments, a list of those appointments should be given to the athletics trainer.

Sports Medicine

The School provides a full-time certified athletics trainer who works alongside physicians, orthopedic surgeons, School nurses and coaches to ensure that our student-athletes receive the best possible care.

Our athletics trainer specializes in injury prevention, intervention during emergency situations and management of acute or chronic medical conditions as related to fitness and sport injuries—all while educating student-athletes and their coaches about preventative care and healthy physical habits.

The athletics trainer provides services at all School home games, and will provide daily injury assessment, rehabilitation and preventative taping for all student-athletes. If an injury is determined to need additional medical attention, the athletics trainer will coordinate with the School nurse to ensure an appointment is scheduled with the proper medical professional.

The athletics trainer monitors students in recovery from injuries and helps ensure their safe return to play, communicates with coaches regarding an athlete's status and provides rehabilitation services during the school day.

Health Information and Disclosure

The School recognizes that medical and behavioral health information is highly sensitive and is committed to following state and federal confidentiality laws and ethical standards relative to student confidentiality. The School understands that a student's ability to trust treatment providers and School staff with sensitive medical information is predicated by this guarantee of confidentiality. There are, however, legal and ethical limits to confidentiality related to the safety, security and well-being of the student and the community as a whole, and the School must have full and accurate information about each student's health in order to best care for the student and the community. There may be times when sensitive medical information must be shared pursuant to mandated reporting laws or is deemed necessary to share with pertinent others—including employees and parents/guardians—in the service of individual and community safety and well-being.

It is important to note that the School must be informed if a student is being treated, monitored, taking medication or under a provider's care for any medical or mental health condition, learning disability or other condition. This may include authorization for treatment providers to disclose information to the School.

Consistent with this policy, as a condition of enrollment, parents/guardians and students agree to provide all information related to health and wellness. Additionally, they agree to sign any written authorizations for information disclosure that the School deems necessary in order to provide a safe and supportive environment for all students.

Assessing Health and Well-being

It is sometimes the case that a student experiences an illness, injury or other medical or mental health condition that cannot be adequately assessed and/or managed at the School. When it is determined by the Health Center, in consultation with the associate head, that a student requires medical care, consultation or assessment by a health care provider, the student and their family are expected to cooperate with the School's request for assessment. If a student declines to participate in the assessment or the family declines to have the student swiftly assessed by a health-care provider, the student may be required to leave campus. If needed, until the School can determine the student's readiness to return to campus, the School may implement interim measures, which may include granting the student a leave of absence.

Leave Policies

For a variety of reasons, students may require time away from school. The following descriptions outline typical grounds for and forms of leaves, although individual circumstances may require alternative responses. Depending on the duration of the leave and a student's ability to navigate academics while away, a student's workload or course load may be adjusted while on leave, they may transition to credit/no credit for certain courses (with credit indicating their readiness for a subsequent course) or, with the support of the associate head and head of the upper division, they may engage in remote schooling with a vetted outside provider.

Personal Leave

Students and/or families may request a personal leave. Personal leaves, usually to attend to urgent personal matters at home, such as bereavement, are typically brief in duration and generally do not exceed two weeks. During a personal leave, students are expected to communicate with teachers about missed work. Teachers will take steps to help a student make up for missed work, and when appropriate, teachers will adjust expectations about the work that needs to be completed to meet the requirements of the course. Personal leaves are coordinated and must be approved by the associate head. In rare situations, a student may be placed on a mandated personal leave, which may extend beyond two weeks.

Medical Leave

The policy below outlines the process the School will follow when a student requires a medical leave. In such cases, students are given individualized attention, consideration and support throughout the process. Each medical leave is designed to address the needs of an individual student, and the goal of a medical leave is to enable students to return to school with an increased opportunity for academic and social success. Students should take the time needed to achieve this goal.

In administering this policy, the School does not discriminate against qualified students with a disability. In particular, the School is committed to ensuring that students with disabilities enjoy equal access to—and an equal opportunity to participate in and benefit from—the programs and services offered by the School in compliance with federal and state nondiscrimination

requirements. Accordingly, the School will reasonably accommodate students with medical and behavioral health conditions in accordance with applicable law, and when appropriate, will support reasonable accommodations that enable the student to remain in school.

When. A medical leave is granted by the School for the management of a physical or behavioral health condition that: (a) interferes with a student's ability to participate in the School's program; (b) has an undue negative impact on others; and/or (c) is beyond the practical limits of care that the School can provide. On this last point, certain medical and psychological conditions and behaviors require more treatment, support, supervision and care than a school like ours can provide, and as a consequence they are best handled in a setting where the student's needs and any risks associated with the student's medical condition can be best addressed or reduced in an alternative setting. In some situations, these conditions and behaviors may also result in undue disruption to the community and boarding life at the School. Should such a situation arise, the School reserves the right to grant or require a medical leave or medical separation.

Who Decides. The decision concerning whether a student is to be placed on a medical leave shall be made by the associate head in consultation with relevant colleagues. The associate head, also in consultation with relevant colleagues, determines the length of the leave and what conditions must be met in order to return (e.g., relevant assessments, counseling, educational activities, etc.) as outlined below. In all such cases, the associate head will actively consult with the student and, where appropriate, with the student's family for the purpose of procuring their input into the decision. Determining the expectations and structure of a medical leave, and how best to meet the needs of the student in accordance with the existing standards of the School, is an interactive process between the student, the student's family and the School.

Basis for Deciding. The associate head may make a determination regarding a medical leave on the basis of: (a) an assessment by the nurse or counselor; (b) the student's clinical needs; (c) careful consideration of the student's safety and well-being; (d) the student's possible impact on the safety and well-being of the community; (e) the student's ability to participate in the boarding and academic program of the School with or without accommodation; (f) the School's ability to provide appropriate care; and (g) information received from the student and the student's family concerning the student's condition, needs and preferences.

Duration. The School will determine the duration of the medical leave and the minimum length of absence. Because every student's situation is different, the length of recommended leave will be determined individually. To ensure student safety and ensure that all aspects of a return are in place, any boarding student who is admitted to the hospital for suicidal ideation or attempt may not transition directly back into the dormitory from inpatient status.

What is Required. Once a student has been placed on medical leave, the student and the student's parents/guardians will receive a communication outlining the School's expectations and requirements with respect to the medical leave. Such communications may include specific criteria, conditions and behavioral expectations relevant to the student's needs and the reasons that informed the medical leave. In general, there are three requirements during the medical leave:

- The student will receive ongoing treatment by a medical professional appropriate to the student's condition;
- The family will engage in ongoing and regular communication and cooperation with the School about the student's treatment and the School's expectations during the medical leave;
- The student and family will comply with other such conditions as the School articulates.

Returning from a Medical Leave. Return from a medical leave is not automatic. The School gives significant weight to documentation from the student's treatment providers regarding the student's ability to function academically and safely at the School with or without reasonable accommodation. The School will exercise the right to make a final decision about a student's return to campus. The associate head, in consultation with the head of the upper division, shall determine whether and under what circumstances a student should return to school or be medically separated from the School. Factors that inform that recommendation include: the student's and the family's compliance with the requirements of the leave; the student's clinical needs; safety considerations; impact on the well-being of the community; the student's ability to participate in the boarding and academic program of the School with or without accommodation; and the School's ability to provide appropriate care. In order for the School to consider a request to return from a medical leave:

- All necessary information must be shared, as requested by the School;
- The student must demonstrate an ability to participate safely in the program of the School with or without reasonable accommodation, and the School must determine that it has the ability to provide the appropriate treatment, support and supervision required for the student to return and participate;
- The student must satisfy any condition or behavioral expectations placed on the student in connection with his or her return from a medical leave;
- Failure to comply with the foregoing requirements may result in a continuation of the student's medical leave or in a medical separation.

Medical Separations. A medical separation from the School is authorized by the president following a recommendation by the associate head and head of the upper division. Although a medical separation involves the loss of a student's place in school, it leaves open the possibility of application for readmission. Therefore, it is to be distinguished from either withdrawal or dismissal. A medical separation is reserved for the student who, for reasons of illness or medical condition, cannot meet the requirements of the School, with or without reasonable accommodation. Conditions that might warrant medical separations include but are not limited to: incapacitating physical or emotional illness; serious drug or alcohol problems; or any condition requiring more treatment, support, supervision and care than the School can provide.

6. Dormitory Regulations

Dormitory life at Stevenson School, which is governed by the Dormitory Regulations, is primarily the responsibility of the associate head for student and academic life.

Our dormitories are places of shelter, safety, rest, study, spontaneous fun and leisure. They are also places where students learn to mature intellectually, emotionally and physically, and to live well with others in order to prepare for the greater liberty of college life and beyond. Living well with one another in close quarters depends on respect for our rules, as well as sensitivity, patience and effective communication.

Each student is required to know and comply with our dormitory regulations. No one should expect to be preemptively warned to adhere to them, and one's assertion of ignorance of a rule will not be accepted as an excuse for one's violation of it. Rules and policies may be modified or amended during the school year. Such changes, if and when they are made, are publicized to the community.

It should be noted that dormitory heads and resident faculty are empowered in their dealings with boarding students to summarily impose reasonable consequences (such as "campusment," which restricts students to campus when they would be otherwise free to leave) within certain limits for minor violations of dormitory regulations—matters which, in and of themselves, do not rise to the level of a major offense. They are expected to do so with an eye toward general standards for such consequences as determined by the director of residential life in consultation with the associate head and fellow dormitory heads. Students who come to harbor concerns about the equity of such consequences are encouraged to confer with the associate head or any other trusted adult.

Safety, Security and Privacy

Every student is issued a dormitory room key card upon arrival at the School. To help protect personal property, each room has been equipped with an electronic lock. Students should keep their doors locked when they are not in their rooms and should not enter other students' rooms in their absence. Theft is rare, but students should exercise common sense in deciding to bring valuables from home. Marking common items with one's name, keeping track of one's things and not leaving money visible or in obvious locations are all advisable practices. If a student chooses to keep a safe, it must be opened at the request of dorm faculty.

Contractors assigned to perform work on campus are obligated to wear insignia issued by the receptionist in Douglas Hall. Any unfamiliar person not equipped with such insignia should be reported immediately to any adult. Anyone equipped with such insignia behaving in a concerning manner should be reported immediately to any adult. No one should fear repercussions for making such a report in good faith.

REACH

REACH is a student management software product used for managing student leave, whereabouts and tracking student movement both on campus and off campus. REACH also ensures that relevant information can be rapidly shared among staff and is easily accessible. Day students are required to sign out on REACH when they leave campus during approved periods during the academic day. Boarding students sign out on REACH anytime they leave campus.

CCTV Monitoring

Under the supervision of the director of campus safety and security, the School employs CCTV monitoring to deter crime and provide for the safety and security of people and property. Images are not necessarily monitored in real time. Monitoring does not record activity in areas where a reasonable expectation of privacy exists. Monitoring is strictly visual: no sound is transmitted or recorded.

Room Assignments and Occupancy

Owing to the possibility of last-minute changes, rooming assignments are not made public until the day students move in. Dormitory rooms are assigned for the entire school year and are not available for use during vacations when the dining hall is closed. The School expects students not to stay late in the dormitories at the start of vacation, or to return early from vacation.

Guests are permissible only within strict guidelines. Boarding students are welcome to have one high school-aged visitor spend one night on campus during the weekend, including Stevenson day students. To arrange this, the student host must speak to the director of residential life and apply for a pass by Wednesday of the week prior to the visit. The visitor must also have a parent or guardian confirm the pass, giving permission to spend the night on campus. Visitors are expected to be with a Stevenson host during the entire duration of their visit, and to abide by all boarding student rules including check-ins, sign-outs and lights out.

All visitors should check in with duty faculty before spending time in the dormitories.

Accommodations for Students with Disabilities

Students with disabilities are welcome at Stevenson, and all dormitories are ADA compliant. New boarding students who are concerned about their housing needs should contact the director of residential life or the director of equity and inclusion to request a special assignment, which will be provided to the extent it is feasible to do so for students with documented disabilities.

Accommodations for Transgender Students

Transgender students should have access to the facilities that correspond to their gender identity. Please contact the associate head, director of residential life or the director of equity and inclusion with questions regarding such accommodations.

Amenities

Rooms are supplied with a bed, mattress, mattress pad, bureau or set of under-the-bed drawers, desk, desk chair, mirror and power strip. Each room has a built-in or freestanding closet. Students are asked to not bring additional furniture and must receive permission in order to move any of the provided furniture out of the room. Only heavy-duty extension cords are permitted. Any decorations must not cause permanent damage; for example, the use of thumbtacks and tape on the walls is not permitted. Empty alcoholic beverage containers, drug- and alcohol-themed memorabilia, symbols that signal or suggest racist ideology and similar items may not be used to decorate rooms or common areas.

Room Changes

Room changes are rare. Any student wishing to change rooms should first talk to the dormitory head. Roommate difficulties need to be expressed to faculty by students before requesting a room change. All efforts to settle roommate difficulties will be exhausted before resorting to a room change. Generally, room changes will not be considered until after Family Weekend, and only if appropriate space is available.

Room Inspection

For obvious reasons pertaining to health and fire safety, students are expected to keep their rooms neat and clean. Dormitory faculty regularly inspect students' rooms. Rooms are also inspected at the beginning and end of each year. Dormitory faculty will report any damages or broken items to the dormitory head and Business Office and will request repairs during the academic year if and when necessary. Occupants are charged with the cost of repairing damages to their rooms.

Sunday through Friday, boarding students must pass room inspection. This inspection requires them to have their bed made, desks cleared and floor clean. On Saturday morning, students must pass a more thorough room inspection. At this time, faculty on duty will ensure that beds are made, trash is emptied, clothes are folded and put away, the floor is vacuumed and drawers are organized. Faculty will also check drawers or other personal items to ensure that students are not in possession of contraband items. These checks are intended to support students in their healthy decision-making. Students who leave campus for the weekend on pass must clean their rooms prior to departure.

Room Searches

If there is a concern about a student's whereabouts or safety, or if circumstances warrant a room search for contraband or something that could be unsafe to a student or the community, dormitory faculty will enter that student's room, generally accompanied by an administrative colleague (such as the associate head, head of the upper division, director of residential life, director of campus safety and security or administrator on duty). Room searches are often but not always conducted in the student's presence.

Study Hours

All boarding students participate in study hall every evening, Sunday through Thursday from 7:30-9:30 p.m.

7:30-8:30 p.m. Individual study
All students, except for prefects and Grade 12 students, will turn off their cellphones and place them in the hallway outside of their rooms. Students will have access to laptops for the duration of study hall.

8:30-9:30 p.m. Collaborative study
Students may study collaboratively in common rooms or dorm rooms. Prefects will monitor REACH sign-outs during this period; students who are habitually distracted within their own rooms will be directed to study in their dormitory's common room.

Boarding students may only listen to music during study hall if they use headphones. Personal phone calls cannot be made or received during study hours. If a student violates this policy, dorm faculty may confiscate the student's phone for a period of time.

At each grading period, boarding students deemed to need additional support may be assigned to Guided Study Hall, where they will receive more individualized attention.

Check-in

Up until Family Weekend (mid-October), boarding students must check in every evening at dinner between 5:45-6:45 p.m. This occurs at the "duty tables" in the dining hall, where faculty members make face-to-face contact with each student. Grade 12 students enjoy greater liberty on the weekends, as they are not required to check in at dinner on Friday or Saturday. Prefects are not required to attend dinner check-in on any night, aside from the weeknights that they are on duty.

After Family Weekend, students will be required to check in to dinner on Friday, Saturday and Sunday evenings. Seniors and prefects are not required to check in on Friday and Saturday. All students will also be required to check in on the day they return from a long weekend or break.

On weekdays, students check in with faculty and prefects during study hall between 7:30-9:30 p.m., often having conversations about the day. After study hall, students check in at 10:30 p.m., when prefects and faculty ensure that Grade 9 students are in their individual rooms for lights out, and that all Grade 10, 11 and 12 students are back in their own rooms.

Lights Out

"Lights out" means that music and computers are off, phones are powered off or placed on desks and students are in bed. Students are encouraged to abide by these limits, which promote the habits necessary to sustain success and well-being. Students who struggle to complete assigned work within the parameters established by the lights-out policy should confer with their faculty advisors.

Each weekday at 10:30 p.m. for Grade 9 students and 11:00 p.m. for Grade 10 and 11 students, a faculty member will make sure that students are in their assigned rooms, not using phones or computers and that lights are off. Grade 12 students do not have a lights-out time and are thus expected to monitor their own sleep. At this time, the dormitories' outer doors are locked, and all students are to remain in their rooms until morning.

On Friday and Saturday, there is no mandatory study hall. All students then check in again at their lights-out check-in time, and everyone is required to do a "face-to-face" (a short conversation with the faculty member on duty) before going to bed.

Sunday through Thursday

	In dorm	In room	Lights Out
Grade 9	9:30 p.m.	10:30 p.m.	10:30 p.m.
Grade 10	10:00 p.m.	10:50 p.m.	11:00 p.m.
Grade 11	10:30 p.m.	10:50 p.m.	11:00 p.m.
Grade 12	10:30 p.m.	10:50 p.m.	No Lights Out
Prefects	10:30 p.m.	10:50 p.m.	No Lights Out

Friday and Saturday

	On Campus	Face to Face	In room/Lights Out
Grade 9	10:30 p.m.	10:50 p.m.	11:00 p.m.
Grade 10	10:30 p.m.	10:50 p.m.	11:00 p.m.
Grade 11	11:00 p.m.	11:20 p.m.	11:30/No Lights Out
Grade 12	11:00 p.m.	11:20 p.m.	11:30/No Lights Out

Late Lights

Students who need extra time for academic work may ask the boarding faculty member on duty for late lights. This request must be made before the end of study hall. Late lights are generally not granted on Sunday night. Late lights may also be requested on a weekend night to finish watching a movie or complete a task.

Dormitory Visitation

All students are welcome to visit peers in other dormitory common rooms Monday-Friday from 3:05-7:00 p.m. Students are also welcome in the dorms from 9:30-10:00 p.m. for Grade 10 students, and 9:30-10:30 p.m. for Grade 11 and 12 students. Grade 9 students must remain in their own dorm after study hall and any visitors to Grade 9 dorms must leave by 10:00 p.m. On weekends, visitation hours are flexible but always end when a student is expected to perform face-to-face check-in, which is by 10:50 p.m. for Grade 9 and 10 students, and by 11:20 p.m. for Grade 11 and 12 students. During the academic day, boarding students may not be in other student rooms. Students are only permitted in the halls and dormitory rooms of their self-identified gender, with the exception of prefects on duty; violating this policy is a major standards of conduct violation. Room visitation is not an opportunity for intimacy or close physical contact. Any general questions about visitation should be directed to the associate head.

Leaving Campus

During school hours, all Grade 9, 10 and 11 students are expected to stay on campus unless they have a scheduled appointment, or they have completed their final academic commitment and are not expected on campus for a co-curricular activity. When they do leave campus, they are expected to sign out in the student life office or, in the case of a medical appointment, in the Health Center.

Grade 12 students may leave campus during an open study period. To do so, they must sign out in REACH.

Whenever boarding students leave campus (including mandatory School events), they are expected to sign out at a kiosk or via their phones while on campus, detailing specifically where they are going and how they are getting there. When students return from off campus, they must sign in immediately.

Boarding students are permitted to sign out to anywhere in Carmel, Pacific Grove and Monterey without asking for special permission. Any destination beyond the Monterey Peninsula (to Carmel Valley, Big Sur or Santa Cruz, for example) requires direct permission from a resident faculty member, who will need a communication (call or email) from a parent/guardian.

Students needing to go home or elsewhere overnight are required to complete a pass, which must be approved before they leave campus. Pass procedures are posted here.

Before departing on pass for the weekend, a boarding student must sign out at a kiosk. The School and the student's parents/guardians assume that the receiving host has accepted responsibility for their guest's care, well-being, safety, whereabouts and compliance with School rules.

Day Students and Dormitories

Day students are not allowed in the dormitories during the academic day. Day students may visit a dormitory between 3:05-7:00 p.m. if they are invited and accompanied by a resident of that dormitory. Day students are also permitted in dormitories for the collaborative study period that begins at 8:30 p.m. Day students are asked to leave campus by the time boarding students of their grade level are required to be in dormitories for the night on weekdays and face-to-face times on the weekend, unless they have been pre-approved as an overnight guest.

Fire Safety and Fire Drills

Every precaution should and will be taken to prevent dormitory fires. Smoking and other forms of open flame are not permitted in dormitory rooms. Candles, incense, matches and lighters are not permitted. Smoke detectors, fire extinguishers and fire hoses must not be tampered with under any circumstances. Each dormitory is required to conduct fire drills regularly during the year. Pulling a fire alarm as a prank is a dismissible offense.

Further provisions concerning fire safety in the dormitories include:

- Responding to fire alarms swiftly and appropriately;
- Knowing evacuation routes and rendezvous points;
- Using only fire-safe dormitory decorations; no hanging curtains, tapestries or ceiling decorations;
- Maintaining a direct path from one's room door to the bed and window;
- Only using LED light strands when decorating one's room;
- Not possessing heaters, immersion boilers, hot plates, hot pots or any other such appliances;
- Not using irons, hair straighteners or curling irons except in dormitory bathrooms or laundry rooms;
- Not using aerosol air fresheners;
- Not using halogen lamps;
- Not misusing common appliances, such as microwaves.

Dining Services

Dining services are provided in Reid Hall by Flik, a national firm that counts among its clients more than 400 schools, colleges and universities. Flik serves three meals a day, seven days a week, when school is in session. During the week, hot breakfast is served from 7:00-9:00 a.m. Lunch is served from 11:30 a.m. to 1:45 p.m. Dinner is served from 5:45-6:45 p.m., with the only exception being Monday Night Dinner, which starts at 6:15 p.m. On Saturday and Sunday, breakfast is served from 9:30-10:30 a.m., with brunch from 10:30 a.m.-1:00 p.m.

Monday Night Dinner & Programming

Once a month, the boarding community (faculty, faculty families and students) gathers for a formal dinner in Reid Hall. Dinner typically begins promptly at 6:15 p.m. Monday Night Dinner is an opportunity for students to learn about and practice proper table manners and engage in community conversation. Announcements made before and after dinner are led by Grade 12 student masters of ceremony selected by other Grade 12 residents. All boarding students are expected to attend Monday Night Dinner unless excused by the Health Center or the associate head.

During the formal dinner, students are assigned to a table with a resident faculty member or family. Every month, Monday Night Dinner tables are reassigned to provide students an opportunity to connect with multiple resident faculty members and students.

Because Monday Night Dinner is a special occasion, students are expected to wear appropriate attire. To ensure that attire appropriately aligns with the formality of the event, students are expected to adhere to the following dress code guidelines:

- Students must wear either a coat and tie, dress, slacks, blouse or sweater, or a skirt;
- Dressy shoes are preferred;
- Shorts, denim, athletic clothing, exposed undergarments and anything ripped or torn are not allowed;
- Apparel must be befitting of a formal communal school event, rather than a dance or party. Dressing “up” is a sign that the moment is different, perhaps more serious, than the rest of the day;
- In accordance with the formality of the occasion, exposed midriffs or midsections are not allowed. Hem lengths for skirts and dresses should adhere to a length that allows for students to engage in a myriad of activities, such as sitting down or walking upstairs, without needing constant adjustment. It is advised that hems adhere to the traditional length of fingertips or below;
- Dress that celebrates formal moments in our diverse cultures and families is welcomed. Traditional formal wear representing a student’s home culture requires the prior approval of the associate head.

Monday Night Dinner is followed by Vespers. Vespers is a non-denominational, non-religious gathering in Erdman Chapel that provides an opportunity for a Grade 12 student or a faculty member to share relevant and inspiring insights.

In addition to Monday Night Dinner, Monday evenings often provide programming for boarding students. These activities are designed to foster community and forge relationships among boarding students and faculty. Dorm Nights offer dorm-wide activities, such as cereal parties, gratitude letter-writing or dorm trivia that challenges students' knowledge of their neighbors. These activities provide fun community building opportunities to strengthen the connections within the dorms.

Dorm meetings also serve to continue to foster a sense of safety, respect and belonging within our residential spaces, where we aim to unify students' understandings of expectations and help them to hone their skills while living independently. All of the Monday Night Programming is required for boarding students, and it adds to our sense of community on campus.

Food Delivery

All students may order food after study hall, between the hours of 10:00-10:30 p.m., Sunday through Thursday nights. On Friday and Saturday nights, students may order food for delivery until 11:00 p.m. Delivery personnel are not allowed in the dorm and should be directed to the front of Douglas Hall. Food delivery is not permitted on Silver Court behind Atwood Dormitory.

7. Academic Regulations

Stevenson School academic policies and practices, which are governed by the Academic Regulations, are the responsibility of the head of the upper division, who reports to the president.

Though teaching and learning permeate every facet of our engagement with students, the classroom sits at the heart of this institution. We define the classroom as a space where capable, intrinsically motivated students—guided by critically reflective teachers—deepen their capacity for learning and enhance their appreciation of learning undertaken by others.

Each student is required to know and comply with our Academic Regulations. No one should expect to be preemptively warned to adhere to them, and one's assertion of ignorance of a rule will not be accepted as an excuse for one's violation of it. Rules and policies may be modified or amended during the school year. Such changes, if and when they are made, are publicized to the community.

Daily Information

Students are expected to check Canvas and their School email account at least daily. They are responsible for being aware of the information on their Pirate Pages, for the information on the

PB Activities Google calendar, and for information conveyed through announcements made in assembly.

Daily Schedule

The upper division schedule was implemented at the beginning of the 2019-20 school year after 18 months of research and collaboration among faculty, department heads and the upper division leadership team. This schedule format allows us to optimize all that we know about adolescent learning and better attend to our students' well-being.

The key features of our schedule worth noting are as follows:

- Classes meet for 70 minutes, with four classes per day. Longer class periods allow for greater depth of study, time for a variety of activities in a single class and the opportunity to reflect and review at the end of each lesson;
- By reducing the number of classes per day, with classes meeting every other day, we have reduced the amount of homework due on any given day. On average, students have three classes per day, and subsequently have three homework assignments per night;
- The rotating, eight-day schedule results in classes meeting at different times and on different days each week. This eliminates the inequitable impact on certain classes of early athletics dismissals and a disproportionate number of Mondays and Fridays with no school (for national holidays, in-service days, etc.);
- There are no direct transitions from one class to another. Research shows that a significant amount of instructional time is lost when students have to adjust to a new class immediately after leaving a different subject. An absence of direct transitions also eliminates time lost to designated "passing periods";
- With only one class meeting after 1:30 p.m., fewer classes will be impacted by early athletics dismissals;
- The dedicated extra help period gives all students access to teachers, regardless of whether they have a free period that aligns with their teacher. This slot in the schedule can also be used for individual advisory meetings;
- Forty-five minutes each day is dedicated to non-academic, social-emotional and community curriculum (e.g., advisory, assemblies, affinity groups, clubs, activities, senior forum);
- The school day starts at 8:30 a.m., which better aligns with adolescent sleep schedules.

Requirements

Graduation Requirements (course map)

To qualify for graduation, students must be currently enrolled and in good standing in the School, and must satisfy the various departmental requirements regarding level of study and proficiency.

Teachers, advisors and the registrar work with students to make sure they meet the School's graduation requirements and complete a challenging, comprehensive course of study that complements their interests and talents.

Students should have:

- Completed four or more years of high school
- Earned 20 full course credits, where:
    - Yearlong course = 1 credit
    - Semester-long course = 0.5 credit
- Earned a cumulative GPA of 2.0 or higher
- Spent their Grade 12 year on campus

Subject Requirements (course map)

To qualify for graduation, students should have grades of D- or better in:

Department	Requirement	Notes
Arts	One credit	Those applying to UC or Cal State colleges must choose two semesters in the same discipline (dance, music, radio, theater or visual arts).
English	Four credits	English must be taken at Stevenson each semester.
History	Three credits	The requirement includes one year of US History.
Mathematics	Three credits	Those applying to UC or Cal State colleges must have a year of geometry or the equivalent in integrated courses.
Science	Three credits	
World Languages	Level 3	Students entering Stevenson in Grade 11 or 12 who are not on track to complete a Level 3 world language course by the end of Grade 12 will be asked to fulfill the requirement as best they can, which may

		mean completing only Level 1 or Level 2 of a world language. Students with language-based learning disabilities may have this requirement waived but still need to meet the overall credit requirement.

Accommodations for Students with Language-based Learning Disabilities

A student with a documented, language-based learning disability may receive accommodations specific to the world-language graduation requirement, up to and including a waiver of the requirement. A student requesting such accommodations must submit a written request to the head of the upper division, who may grant an accommodation or waiver in consultation with the School's Learning Center. This process involves review of the student's educational psychometric testing and consideration of performance in previous world language classes. The student's transcript must note the granting of a waiver.

General Academic Accommodations

Students with an identified and documented learning difference may be entitled to specific academic accommodations. Management of student academic accommodation is coordinated by the School's Learning Center, and the Learning Center communicates any accommodations to the student's teachers.

Enrollment Requirements

Students must meet these course requirements:

- **Five or six courses per semester.** While a student may petition for a seventh, no student may take eight courses in a given semester;
- **English each semester**;
- **No more than three honors/AP courses per semester**. While a student may petition for a fourth, no student may petition for five;
- **Support courses for Grades 9 and 10.** Grade 9 students participate in Community Forum and either Skills for Academic Success or Collaborative Study Hall during some of their open study periods, and Grade 10 students participate in Health & Life during some of their open study periods. Descriptions of these course requirements are available in the Curriculum Guide.
- **Attendance at after-school co-curriculars.** Grade 9 and 10 students must attend four days a week for each season and one of those seasons must be a team sport/activity. Grade 11 and 12 students must attend at least a two-day-a-week commitment each season;

- **X-term for Grade 9, 10 and 11 students.** These students must successfully complete an X-term course in the spring;
- **Completed their required community service hours.**
    - Beginning in 2024-25, Grade 9 and 10 students must complete 10 community service hours each year.

Honors and AP Courses

Honors and AP courses are more challenging than regular courses and have more homework. Stevenson limits the number of honors and AP courses that a student may take at a time. Students are not required to take any honors or AP courses at the School.

Students taking an AP course are expected to take the AP exam or submit the AP portfolio in May. Students are not permitted to take an AP exam if they are not enrolled in that AP course at the School.

Independent Study

With the permission of the head of the upper division and the relevant department head, a student or small group of students may work in close collaboration with a sponsoring teacher to design an advanced course that is not part of the School's regularly offered curriculum. Though students must take such courses for credit, they are voluntary additions to a teacher's assigned workload. Proposals should include a syllabus that lists regular meeting times and describes assessments. These courses are full-year commitments of five to seven work hours per week (including meeting or class time). In considering such requests, the head of the upper division and relevant department head must ensure that the teacher's time, the student's time and the integrity of academic credit are equally protected. Such an independent study cannot be taken in addition to a full load of classes without approval from the head of the upper division.

Course Eligibility

Eligibility for a course is determined by the relevant department head in consultation with the classroom teacher following the eligibility criteria detailed in links found on student and parent/guardian Pirate Pages. These guidelines are also communicated to new students by the registrar and to returning students by their classroom teacher.

Petitions for Exceptions to Academic Policies

Student programs of study are generally guided by established academic policies and our graduation requirements. To seek permission for an exception or accommodation to an established academic policy, students must submit a petition to the head of the upper division. The petitioning student completes a form (found on the Schedule subtab of the Classes & Reports tab of their Pirate Page) clearly stating the grounds on which the exception or accommodation is sought.

The head of the upper division consults with the advisor, the relevant department heads and with other relevant colleagues before rendering a decision. The head of the upper division documents the School's decision. While awaiting the decision, the student should continue attending and doing the work for all courses, including any for which the student is seeking an exception. If and when the granting of the student's request would:

1. establish a significant precedent;
2. require an amendment to established academic policy;
3. argue for the institution of a new one; or
4. in any other way produce a moment in which broader consultation is warranted, the head of the upper division may choose to refer the matter to the department heads group for deliberation.

The registrar maintains a file of all student petitions and supporting materials, whether or not they are approved, and reviews it with the head of the upper division and the department heads, so those responsible for the School's academic oversight are regularly engaged with the project of refining academic policies and practices.

Academic Load Review

If a student wishes to take more than six courses or more than three honors/AP level courses, the student must petition the head of the upper division for approval before the next year's academic schedule is constructed. The petition consists of a written statement from the student stating the rationale behind their request. Before deciding whether to approve the petition, the head of the upper division will solicit the opinion of the student's advisor, contact the current teachers if indicated and consult with the registrar, as well as the School's Health & Wellness Team. In reviewing each petition, the head of the upper division considers the student's academic record, the work each proposed course requires, the student's anticipated co-curricular obligations and the student's general well-being, including such factors as sleep and stress.

The School does not support students wishing to prepare independently for AP exams during the school year. We strongly discourage this practice, as it distracts students from full engagement with their School curriculum. We do not register students for AP exams other than those associated with courses taken during the school year. Exceptions to this policy may be made in exceptional circumstances after a review of a student petition by the head of the upper division. A petition will be denied if it is felt that the student's request is deemed excessive, unrealistic, arbitrary or unhealthy.

Approval of a petition does not constitute a requirement that a student take the requested courses or AP exams. It is also possible that even if the petition is approved, not all of the requested courses will actually fit into the schedule. Thus, an approval is not a guarantee that the student will be able to take all of the courses.

Academic Integrity

Our commitment to academic integrity—a principle built on honesty, trust, fairness, respect and responsibility—is both an absolute and an imperative given the nature of our scholarly enterprise. Academic integrity promotes and protects our community and its mission, hones student learning skills, trains them for higher-education's standards and helps them form a respect for the bond between character and intellectual pursuit.

Simply put, it is always wrong to pass off someone else's work as one's own, regardless of intent; it is always wrong to seek to gain an unfair advantage over one's peers. Artificial intelligence (AI) tools are increasingly part of how students learn, research, write and solve problems. The School recognizes that these tools can support learning when used appropriately while also presenting new challenges related to academic integrity and the development of essential skills. As with all academic work, students are expected to submit work that reflects their own understanding, thinking and effort. Teachers will communicate expectations for AI use within their courses using a Schoolwide framework that may vary by assignment or assessment depending on the learning objectives. Students are responsible for following those expectations, disclosing AI use when required by the teacher and asking for clarification whenever they are uncertain whether a particular use is appropriate. In addition to ensuring academic integrity, appropriate transparency allows teachers to better understand and support student learning and growth.

All students are obligated to review the School's policy on academic integrity and to speak with their teachers and faculty advisors about confusing situations as they arise before potentially problematic work is submitted for evaluation. Each academic department has its own academic integrity guidelines, which faculty review with students at the start of each academic year. As AI technologies continue to evolve, the School will continue to review and update its guidance to support student learning while upholding the School's standards of academic integrity.

Violations

Cheating, plagiarizing and unauthorized collaboration are the most common violations of academic integrity. Students will be reported for formal disciplinary action if they are dishonest in their work. Specific examples of academic integrity violations can include but are not limited to the following:

Cheating

- Using AI in a manner inconsistent with a teacher's expectations for an assignment, including submitting AI generated work as one's own or failing to disclose AI use when disclosure is required;
- Giving or receiving information about the content of a quiz, test, exam or other assessment;
- Giving or receiving answers during a quiz, test or exam;

- Using a test key or previously administered copy of a quiz, test or exam;
- Unauthorized collaboration; consulting with others or outside resources when instructed not to do so;
- Creating or changing data, inventing outside sources, falsely attributing quotations or inventing quotes and crediting them to real or fictitious sources;
- Doing someone else's work or claiming ownership of someone else's work;
- Submitting the same paper, or largely the same paper, in more than one course;
- Referring to notes, outlines, timelines, calculators or translators during quizzes, tests, essays and exams, unless told to do so by the teacher;
- Using a calculator or any other electronic device in a manner inconsistent with guidelines provided by the teacher;
- Helping another student complete (or being helped by another student to complete) assigned work in a manner not permitted by the teacher.

Plagiarism

- Intentionally or unintentionally using words, images, ideas or presenting AI-generated content as one's own or using AI-generated content without appropriate attribution or in violation of a teacher's expectations. This includes generative AI tools (such as ChatGPT, Claude, Google Gemini, Perplexity, DALL-E, Midjourney and similar technologies) used to create or substantially revise text, images, audio, video or computer code;
- Paraphrasing a source without proper citation;
- Misrepresenting in any way someone else's intellectual property.

Roles and Adjudication Process

The roles played by people in the adjudication process for violations of the academic integrity policy are similar to violations of any major School rule, and the associate head plays a central role in all academic integrity violations.

Teachers. Teachers who suspect students of a violation must immediately consult with their department heads. If the teacher and department head suspect the student of academic dishonesty, the teacher must meet with the student to discuss the situation. After meeting with the student, if the teacher still suspects the student of an academic integrity violation, the teacher must inform the department head, the student's faculty advisor and the associate head.

Department Heads. Department heads are expected to help teachers respond to suspected academic integrity violations. They will consult with teachers before teachers reach out to students suspected of academic integrity violations. Department heads will

also provide guidance if a teacher, after speaking with a student, believes an academic integrity violation has occurred. Department heads may consult with the associate head at any point.

Associate Head for Student and Academic Life. The associate head meets with the student and then confers with a committee consisting of the department head and an additional department head to determine consequences. In the case of egregious violations, the committee may decide to send the case to the JC. If the case goes to the JC, the associate head will explain the adjudication process to the student. In the event that an academic integrity violation goes before the JC, the previously outlined procedure will be followed, resulting in a recommendation to the president.

Judiciary Committee (JC). A full description of the Judiciary Committee is provided in § 4, Community Regulations, "Judiciary Committee."

Faculty Advisor. The faculty advisor will support the student in understanding the reasons for and consequences of their violation. In the event the student goes before the JC, they will accompany the student, provide the members of the JC with a sense of the student's character and condition separate from the charge, and support the student after adjudication.

Consequences

The disciplinary consequences for a violation of the School's academic integrity policy are formulated with each individual case in mind. Egregious acts of cheating or plagiarism or repeated acts of academic dishonesty have the most serious consequences up to and including dismissal from the School. Students generally will receive a grade penalty for the assignment in question and may be asked to complete an alternative assignment. Either of these scenarios is likely to have a significant impact on a student's overall grade in that course. If the violation is considered significant enough for referral to the Judiciary Committee, it must be reported by the student on any supplemental application if a college or university asks about their disciplinary history.

Workload

In order to promote consistency in workload across classes and assign an appropriate amount of homework, faculty has been issued the following guidelines for homework. The guidelines refer to the "average student," knowing that certain assignments will take some students longer than others (which we control for by monitoring course signups and overall load).

Workload guidelines are given per cycle, rather than per night—when students have longer projects, they often decide to complete the work in one longer chunk (often at the weekend), and this is a choice available to them. There will, during the course of a school year, be a natural variance in workload, and this is to be expected. If, however, a student feels like a teacher is consistently setting work that exceeds the guidelines, they should raise concerns with their advisor, the relevant department head or the head of the upper division.

Guidelines

Class	Homework guidelines	Avg. nightly assignment
Grade 9 non-honors classes	120 minutes per cycle	30 minutes
Regular-level, non-Grade 9 classes	180 minutes per cycle	45 minutes
Honors and AP classes	240 minutes per cycle	60 minutes

- Each class may set one homework assignment per class meeting in preparation for the next class; teachers are not permitted to set homework for nights when their class does not meet.
- The guidelines above refer to the level of the class, not the grade of the student; if a Grade 9 student is in an honors or advanced class, they will be expected to take on the workload of that class.
- Homework may not be set over our three major vacations (Thanksgiving, winter and spring breaks), with the exception of honors and AP classes, which may set one night of homework. Each class may set one night of homework over Family Weekend break that is due the next time the class meets (i.e., an assignment that will take 30 minutes to one hour to complete, depending on the level of the class).

No-Homework Nights

No-homework nights may occur when we have community-wide evening events that all students are required or expected to attend. No major test, paper or project may be due the day after a no-homework night. Teachers are not permitted to assign a double load the day before a no-homework night to compensate for the homework-free night.

Multiple Major Assessments for One Day

If a student has three or more tests, papers or projects due on the same day, the student has the option of postponing the paper or test that was the last to be assigned until the next day. It is the student's responsibility to inform the teacher whose assignment is being postponed at least 24 hours in advance. It is not acceptable to inform the teacher on the day of the test or due date.

Make-up Work

Make-up classes, quizzes and tests are matters of teacher judgment. Students are expected to notify teachers well in advance any time they know they are going to miss class. They are also

responsible for work missed because of illness, planned absences, athletic trips, field trips, etc. Zeroes may be given for homework missed due to an unexcused absence, as long as the graded exercise was previously announced.

Work During Summer Vacation

During summer vacation, students are expected to do summer reading assigned by the English department, and for some grade levels by the history department. Students may be required to complete additional assignments for other courses depending on their course selections, particularly for AP courses. All students receive their summer work requirements from the registrar at the beginning of summer, or on completion of requesting courses if they enroll during the summer. Summer work lists are posted on the School website.

Final Assessments

At the end of the semester, each class will have a two-hour final class during which the teacher may hold a final assessment to end the marking period, which may be a project, paper or written exam. The weighting of any final exam on a student's overall grade will be communicated at the start of the course but may not exceed 20%.

Postponement of a Final Assessment

Only the associate head may authorize the rescheduling of a final assessment. Student end-of-term travel plans are not a basis for rescheduling a final assessment. Permission to reschedule a final assessment does not also carry authorization for a student to reschedule other due dates in the course. If the student believes they have a legitimate reason to postpone an assessment, they must be in contact with the associate head and must complete a planned absence form well ahead of time. Medical excuses may be approved through the associate head.

Grade Reports

The School grades on a traditional scale: A is the highest grade; F is a failing grade. The upper division reports on a student's academic progress five times during the following marking periods:

Fall Transition reports, available three weeks into the school year
These are comments from courses where the teacher has feedback on scholarly habits and behaviors that need addressing early in the year. They are not sent to all students. There are no grades issued at this time.

Fall Midterm, available immediately prior to Family Weekend
Grades and comments are submitted in all courses, which can be further discussed during Family Weekend.

Fall Term, available after the end of the first semester*
Grades are submitted in all courses, with comments only in courses with a grade in the C range or below, or in which the teacher has a concern to share.

Spring Midterm, available around the middle of the spring semester
Grades and comments are submitted in all courses.

Spring Term, available after the end of the school year*
Grades are submitted in all courses, with comments only in courses with a grade in the C range or below, or in which the teacher has a concern to share. Spring term reports are accompanied by an end-of-year student reflection and advisor response for all students.

** Only these end-of-term grades appear on a student's transcript.*

Grade Point Average (GPA)

Students receive letter grades for their academic courses with the associated grade point average value:

	A 4.0	**A-** 3.7
B+ 3.3	**B** 3.0	**B-** 2.7
C+ 2.3	**C** 2.0	**C**- 1.7
D+ 1.3	**D** 1.0	**D-** 0.7
	F 0.0	

An F is a failing grade. D+, D and D- grades are not college-recommending and will subsequently not meet admission standards at many colleges. Students may be required to take credit recovery classes in courses in which they are awarded a grade in the D range. Please see "Failed Courses" below.

Only with consent from the department head and head of the upper division, a teacher may give a student an incomplete (Inc) grade when circumstances are beyond the control of the student to complete assigned work in the normal course of events. Such circumstances include prolonged injury or illness, or instances when the student has been called away from campus during a period of final assessment. Prior to the close of a marking period, the teacher should inform the student how unresolved work will affect the student's grade. In consultation with the teacher, and the associate head if appropriate, the head of the upper division will set a deadline for the unresolved work.

Student support classes, including Learning Center classes, are graded on a Pass or Fail basis. Additionally, students exceeding the maximum number of absences for a term in a particular class may no longer be eligible for a letter grade in that course and will instead be assigned a Pass or Fail grade.

In calculating GPA for a midterm or semester, only courses in which the student receives a letter grade are considered. Honors and AP courses add 0.3 to the GPA for that course.

We also provide a cumulative GPA, the calculation of which includes all semester grades from Stevenson courses taken for credit after Grade 9 (we do not include Grade 9 in our cumulative GPA). This GPA is reported at the end of every semester from the fall of Grade 10 onward at the bottom of the student transcript.

Viewing Grades and Transcripts Online

Grade reports and transcripts for the current year can be viewed and printed at any time during the school year. Directions for access are available on student and parent/guardian Pirate Pages. Departed students may obtain transcripts and reports from previous years at connect.stevensonschool.org/portal/request-transcript.

Revisiting Course Grades Once They Have Been Submitted

Teachers are always permitted to correct errors of calculation. However, teachers will not agree to a student's request to regrade work unless that same accommodation is granted to all students enrolled in the course.

Failed Courses

An F grade in a course may cause a credit shortfall for a student (Please see "Graduation Requirements," above). A missing credit due to a failed class can be addressed in two ways: in some circumstances, the credit may be recovered through coursework at the School in a future year, or students can complete coursework elsewhere if approved by the registrar in discussion with the head of the corresponding academic department.

Grades in the D range, while a passing grade and eligible for credit toward graduation, may not be accepted by colleges as meeting their matriculation requirements. Depending on the course, students may be required to recover credit in the way outlined above for a failed course. If a student is awarded a semester grade in the D range, the registrar will contact the student and their family to advise on an appropriate course of action.

Students Earning Consistently Low Grades

The faculty convenes at the end of each semester to review student progress and to discuss students whose recent academic performance warrants concern. These discussions are structured to ensure the dignity of the student being considered and intended to help teachers achieve a comprehensive understanding of the student's challenges and needs so that the student can be better served by the School. Often, as teachers share their perceptions about a student's approach to academic challenges and assess the student's results, they develop a shared sense of what the students who are discussed need in order to be more effective and successful. Class deans will meet with those students to discuss and subsequently communicate with their parents/guardians.

The minimum GPA for graduation is a 2.0. In any academic term, students unable to achieve a 2.0 or C average in their GPA for that semester are automatically identified as students of academic concern. Any student who falls into this category may be placed on academic warning, and their future enrollment in the School will be in jeopardy. Any student ending the year on academic warning, or whose yearlong GPA is below 2.0, may only return the following year by invitation of the School.

Tutors

Teachers are expected to provide individualized help to students outside of class meetings. When a student needs support beyond that which a teacher can reasonably provide through such help, the Learning Center will collaborate with the student, student's family and the teacher to consider supplementary help, such as private tutors, including online tutors. All tutors must be reported to and approved by the Learning Center, and students must cite consultation with a tutor on any work that is submitted for a grade. Tutoring may not be scheduled on Monday evenings for boarding students, as these evenings are reserved for residential programming, and tutoring sessions may not interfere with other school commitments or responsibilities.

Toward that end, the School maintains a list of private tutors familiar with our culture, curriculum and pedagogy. Though these tutors must pass background checks, they are independent contractors; student families make their own financial and logistical arrangements with them.

In consultation with the School, tutors are permitted to use specified common areas on both campuses to meet with students. Dormitory rooms and common rooms may not be used for tutoring. Tutors are instructed to check in at the reception desk in Douglas Hall when they arrive on campus.

Tutors are instructed not to contact teachers directly, unless such connection is recommended by the Learning Center. Students are responsible for providing tutors with a syllabus and class information. All electronic communication between tutors and teachers is copied to the Learning Center.

Private Athletics Coaching

School employees (including those who only coach and perform no other work for the School) may not charge students for extra coaching, aside from the cost to participate in School-sponsored programs. As a courtesy to student families and to help protect student safety, private outside coaches may sometimes be granted limited permission to use School facilities to provide private lessons to our students. Such arrangements must be approved by the director of athletics, the relevant division head and the chief financial officer.

Adding, Changing or Dropping Courses

Requests for adding, changing or dropping courses may be addressed to the registrar. All changes must abide by the graduation and enrollment requirements, and departmental placement requirements.

During the summer, students may freely add, drop or change courses by contacting the registrar. Once classes start, students must seek permission from the appropriate faculty member(s) to add or drop a course. The registrar facilitates the process of seeking permission. After classes begin, students may request an add, drop or course change by completing a form on their Pirate Page.

Semester electives in the arts, English, history, math, science and world languages are capped. Students will be asked to rank their preferences in the spring and will be placed with consideration to those choices and other scheduling constraints. Once placements are made, students may request a change and will be granted this change if the class has not reached its capacity. If a class is full, students will be placed on a waitlist. For semester electives in English (English 4), the waitlist closes and choices are finalized the day before the first day of class. For all semester-long classes other than English 4, students may request to change subjects, or to add or drop a course until the Friday after transition reports are released.

To add a course or move to a higher level within a subject, the deadline is the Friday three and a half weeks after the start of school. To drop a course or change to a lower level within a subject, the deadline is the Friday following Family Weekend. This deadline allows for discussion during Family Weekend conferences. A change in level might entail moving to or from an honors or AP level class, or changing levels of a world language. After this deadline, the next opportunity for students to change levels will be at the end of the fall semester; there is no opportunity to change levels during the spring semester of a yearlong course (unless you successfully complete a Petition for Exceptional Change of Course Schedule—see below).

For semester courses in the spring, students may request to add, drop or make a change by the end of the second eight-day cycle of the spring, with the exception that it is not possible to add or change an English 4 course after the end of the fall semester.

A course dropped during a semester prior to these course-change deadlines does not appear on the transcript for that semester. Additionally, in the case of exceptional circumstances (such as medical leave or personal crisis), students may complete a Petition for Exceptional Change of Course Schedule on their Pirate Page to drop a class and remove it from their transcript. Approval of such a petition is granted by the head of the upper division.

Other Schedule Changes

The registrar will not consider requests to change from one section to another within the same course to seek or avoid a particular teacher, a particular period, a particular day, a particular classmate or any other reason.

Absences for PSAT, SAT and AP Exams

The PSAT is given during a school day morning in the fall to all Grade 10 and 11 students. Students are registered for the PSAT by the School. Classes are canceled that morning so that students taking the test do not fall behind in their classes. Grade 9 students attend school for the full day and take part in a class activity, and Grade 12 students attend school for a full day of

college admissions preparation work, which includes taking an optional School Day SAT. Grade 11 students will have the opportunity to take the School Day SAT during a school day morning in the spring semester. AP exam dates and times in May are established and administered by the College Board. Students enrolled in an AP course are expected to take the AP exam. Students are excused from other classes that take place during an AP exam. If an exam finishes during the middle of a period, the student may decide whether to join that class in session or not, and if an exam coincides with a student's only lunch period, the student may miss part or all of that class to eat. Students are responsible for assignments and assessments in all of their classes during an AP testing season.

Summer Study

Students interested in taking courses outside of School should consult with the registrar. Stevenson supports summer study for three purposes:

Acceleration
Students who wish to take a summer course in order to accelerate through a department's sequence of study must first inform the registrar and receive advance approval from the relevant department head and head of the upper division.

Credit Recovery
Students who are seeking to recover credits due to a course failure or withdrawal may consult with the registrar before proceeding to enroll in summer programs at other institutions or online.

Enrichment
Students take courses at other schools during the summer for their own enrichment. These should be courses that are not offered at the School.

If a student successfully completes a summer course taken for a grade and credit at an accredited school, the School will include a note on the student transcript indicating the title of the course, the school at which it was taken and the grade and credit earned.

Note that summer courses taken elsewhere do not count for course credit (except in the case of pre-approved credit recovery), are not included in Stevenson's GPA and cannot replace a low grade in a School course. However, these courses can count for placement if pre-approved. Students taking a summer course are still expected to take a full academic load during the school year.

Students Separated from School

A student who is withdrawn from School for disciplinary reasons or withdraws from School prior to disciplinary action is ineligible to receive credit from Stevenson for classes in progress during the semester in which the withdrawal occurs. The associate head, head of upper division and registrar will coordinate with the student and their family to facilitate the transfer of earned

credits to any subsequent school. In the case of Grade 12 students, the director of college counseling will also be consulted.

Separated Students and Readmission

Readmission of students dismissed for disciplinary reasons is exceedingly rare. A student seeking information regarding readmission should contact the associate head. Formal requests for readmission, accompanied by required supporting materials, should be submitted by February 15; applications for readmission received after this date will be considered on their merits and in terms of available space in a given class.

Related Academic Matters

Purchasing Assigned Course Books

Stevenson partners with BNC K-12, a division of Barnes & Noble, though families will be provided with ISBN numbers for all books and are welcome to purchase from any vendor. Students will receive instructions via email from the registrar after the course signup process is complete.

College Counseling

A full description of the School college counseling program is available at the College Center.

Spring Semesters or Academic Years Away

Rising Grade 10 and 11 students may apply to be considered for a leave of absence to attend an approved semester or yearlong program. Requests for such leave must be submitted to the head of the upper division by January 15 of the academic year preceding the intended period of leave. Students interested in this option must meet with the head of the upper division and registrar after submitting their request in order to review academic and financial considerations. Students and families will be notified prior to the re-enrollment release in February if their request has been approved. Applicants need not have been accepted into their chosen semester- or year-away program at the time of their request. Please note that no more than four such requests will be approved in any one academic year, and priority may be given to requests for programs in the spring semester of one's junior year as, in our experience, this is the least disruptive to a student's academic sequence. We discourage a full year away but will receive full-year requests. If approved for a yearlong experience, the School will retain a student's place in the class, and the family will be responsible for 15% of net tuition for the year-away. If approved for a semester experience, a family will be responsible for 60% of net tuition for the year.

Learning Commons

The Learning Commons offers students and faculty a dedicated space to meet the academic and intellectual challenges standing at the core of our mission. It provides a dynamic and accessible home for learning, innovation and collaborative inquiry. The Learning Commons

Canvas page, found on all student dashboards on Canvas, provides a range of resources pertaining to scholarly research and includes access to a number of subscription databases.

Students are expected to use the Learning Commons for academic purposes. Cellphones are not permitted. Though one is not expected to be silent, one must respect the right to work without disruption. Students who struggle to comply with this expectation will be asked to leave for the remainder of the day. Persistent disruptive behavior will result in suspension of access to the Learning Commons for a period of time determined by the head of the upper division. In the case of such a suspension, the head of the upper division will write to the student and their parents/guardians to explain the reasons for—and duration of—the suspension.

Food is not permitted in the Learning Commons, though students are welcome to bring water bottles or drinks in containers. The Learning Commons is accessed through the main doors facing Reid Hall only; the doors facing the Talbott academic building are for emergency exit only.

The Learning Commons is open from 7:30 a.m. to 5:00 p.m. each weekday. It is also open on Saturday and Sunday from 11:00 a.m. to 4:00 p.m. The Learning Commons is unsupervised from 7:30-8:00 a.m. on weekdays and all weekend hours, and the head of the upper division reserves the right to close the Learning Commons during unsupervised hours if there is evidence that the space has been used inappropriately.

Technology Center

The Technology Center, located in Rosen Family Student Center, is responsible for all computing and networking services. Please visit the School's Acceptable Use Policy (AUP) and the Laptop Program page.

Concussion Management

The School employs a concussion management protocol that includes preseason baseline assessment tools to provide concussion education and procedures for students, parents/guardians and all School employees to follow in managing student head injuries. Our protocol is managed by a team that includes the School nurses, athletic trainer, the Learning Center and the school counselors. We follow the California Interscholastic Federation's Return to Learn and Return to Play guidelines. If a student suffers a concussion during the school year, the Learning Center will collaborate with the Health Center to communicate a recovery plan to teachers as per guidance from the student's physician. Please direct additional questions to the associate head.

8. General Notes on Attendance, Absences and Enrollment

Daily Attendance

Students are expected to arrive at all required academic classes and appointments punctually and prepared to participate. Required appointments include class and advisory meetings, co-curricular obligations (such as interscholastic athletics, outdoor education and theater commitments) and all-school assemblies. Students may miss these obligations if they are ill, or are away due to personal or family emergencies, school-related activities or school-approved college visits. Absences for other reasons may not be excused. If students do not have a class during first period, they must arrive to campus by community time (10:00 a.m. on Wednesdays; 9:40 a.m. every other day).

Permission to be away from school is granted rarely and then only in accordance with rules established by the associate head. Parents and/or guardians should discuss any non-school sponsored absences with the student's advisor well in advance. Families should not make either binding commitments or transportation arrangements until the student has received the associate head's permission, which comes after submitting a planned absence application.

Absences Owing to Illness

When day students are ill, their parents/guardians must notify Stevenson School before 9:00 a.m. that day. The preferred method is to contact the attendance coordinator (directions found on the Pirate Page) and submit an absence request. An alternative method is to call or email the administrative assistant to the associate head's office (831-625-8301; pbattendance@stevensonschool.org). When boarding students are ill, they should see the nurse before their first class meets. A call from a parent is not sufficient.

Students must follow these procedures in order to qualify to have their absences excused. If there are any questions about unexcused absences, the student will be contacted by email. Students are expected to check their email daily to ensure that they have met their commitments and that the record is accurate.

Planned Absences

Students planning to be absent must complete an application to do so a week in advance using a form found in the Student Life Office and on their Pirate Pages. Timeliness is important: the earlier this application is submitted, the better the chance it will be approved. Completing the application involves: 1) securing the permission of each teacher whose class will be missed, and 2) a parent or guardian's email to the student life office to confirm the request. The application is submitted to the associate head's office for approval.

Parents/guardians should follow these guidelines when requesting a student absence from school:

- Families should schedule off-campus appointments during the student's free periods or after school;
- Absences for recreational purposes are not excused;
- Any absence due to non-emergency travel (including family events and college visits) requires a planned absence application;
- International families are expected to make travel arrangements that do not require the student to miss any class period. In extenuating circumstances when the family/student cannot secure these flights, the student must submit a planned absence application before committing to the travel plans;
- Non-approved absences will be considered unexcused and may ultimately affect a student's grade in the course. Students must also turn in all of their assignments and take all tests prior to leaving or make arrangements with the teacher for a make-up date; if not, the teacher has the right to disallow any further absences.

This planned absence application need not be submitted for School-related absences (such as field trips or sports commitments), but students must notify their teachers at least a day in advance of these absences. Students are responsible for making up work missed during their absences.

Consequences of Absences

Insofar as academic classes are concerned, teachers announce their policies (consistent with School practice) on absences at the beginning of the course, including make-up work and penalties for work missed due to unexcused absences.

A student who misses six classes, excused or unexcused, from any course for any reason in a semester may be denied academic credit for that course, resulting in an F. If a student misses three classes in a single subject not due to School obligations, the class advisor will discuss the issue with the student and contact the parents/guardians. After five absences, the student will meet with the associate dean or associate dean and director of residential life, and the parents/guardians will be notified that one more absence may result in no credit being awarded for the course. The School may occasionally deem it necessary to change a student's status in a course to credit/no credit. This will only happen in exceptional circumstances, such as a health crisis or family emergency when a student is granted a leave, depending on the length of the leave. In such circumstances, credit is an indicator of student readiness for any subsequent course.

Unexcused Absences and Friday Night Study Hall

If a student has been marked as unexcused, the absence must be cleared by the start of the following school day. If the absence remains unexcused, the parents will be notified and the student warned of the problem. An unexcused absence will result in a Friday night study hall of

one and a half hours. Other missed obligations or lateness will result in a consequence of equal magnitude. Students are expected to serve these penalties no later than one week from the missed obligation. Boarding students with a Friday night study hall may not go on pass until after it is served or other arrangements are made. Failure to serve study halls or work crews may result in additional consequences or a major violation warning.

Absences Impacting Final Assessments

Because exams and final projects are the culmination of the semester's work, they are an integral part of the student academic experience. In order to maintain general academic integrity, students are expected to attend their assigned final assessment period. Only the most dire unforeseeable circumstances (such as illness, bereavement, family emergencies, etc.) constitute valid reasons to miss (and reschedule) a final assessment. Insofar as planned absences during the final assessment period are concerned, such requests must be vetted by the associate head before plans are finalized so that the School can consider the request without undue pressure. The same process outlined for planned absences should be followed to initiate requests to reschedule final assessments. Families should not schedule vacation during final assessment periods, as it does not constitute valid grounds for accommodation.

Tardiness

There are no bells between classes at the School. Students must be aware of the time and arrive promptly at all classes and commitments. Teachers are responsible for consequences regarding student tardiness, and they will make their policies on tardiness explicit. Repeat offenders will be reported to the associate dean of students for disciplinary action, and chronic offenders may face penalties similar to those incurred by unexcused absences.

Enrollment Status

The School is committed to enrolling both boarding and day students and strives to maintain a composition of 55% boarding students and 45% day students. The enrollment status, boarding or day, that a student enters into the School upon admission is the expected status that they will remain in until graduation. In rare instances, at the discretion of the president and head of the upper division, a student may be allowed to temporarily (i.e., less than an academic year) switch status or may be offered enrollment in the other status for a subsequent year in extenuating circumstances.

The School will only grant an F1 student visa to a student enrolled in the boarding program. Given that a student visa does not permit a parent or guardian to be in the States, we are unable to offer F1 student visas to day students.