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Foreword

Welcome to Portledge School! We look forward to a stimulating year as teachers, parents and students work together to take full advantage of the school’s resources. Whether you are a family new to the Upper School or have experience in each of our divisions, we encourage you to read this Handbook thoroughly and to refer to it regularly during the school year as it addresses both general expectations and practical considerations.

As a small school, we are able to encourage individuality and independence in our students while stressing each student’s responsibility and commitment to Portledge. Our diversity builds a spirit of community that complements and reinforces the skills and experience of the faculty. We all appreciate the stimulating setting for learning our beautiful campus provides we count on everyone to help maintain it.

Communication with teachers and advisors is encouraged. We suggest that parents always address any concerns directly with the teacher. The student’s advisor can also be helpful in arranging a parent-teacher conference, directing the parent to the appropriate person for information, or in answering questions.

If there are certain at-home dynamics that might be affecting a child’s performance, or if there are confidential issues that need to be discussed, parents should feel free to contact the Division Head.

A constructive and open dialogue between parents and school can only help to strengthen the educational process for the child. Our goal is to foster the academic and personal growth of each student. We are excited to be working with you!

Harry Grzelewski
Upper School Division Head
(516) 750-3206
hgrzelewski@portledge.org

Simon Owen-Williams
Head of School
(516) 750-3201
sowenwilliams@portledge.org
The Portledge Pillars
RESPECT
HONOR
KINDNESS
PURPOSE

Portledge School Mission Statement
Portledge School offers a competitive college preparatory experience in a warm and inclusive community. Students are inspired to realize their individual potential by developing the critical thinking skills and moral courage necessary for lifelong learning in an increasingly complex world.

Philosophy (Updated 2019)
The Portledge School educational philosophy addresses a child’s personal, emotional, social, physical, and intellectual development. This integrative approach empowers students to develop self-awareness through reflection and introspection while recognizing the vital role of guidance and instruction provided by the teacher. A careful balance of support and challenge encourages students to engage with rigorous academics while developing a love of learning and appreciation for knowledge. Students are expected to be self-motivated and collaborative in the learning process, inside and outside the classroom. We aspire for students to develop the ability to think critically about themselves, what they are learning, and the world around them.

In accordance with these principles, Portledge School aspires to:

- develop in students a strong foundation of academic skills across the humanities, social sciences, and quantitative and life sciences, encouraging them to continually seek out and engage with increasing challenges as they progress through the curriculum;

- support students’ social and emotional development by promoting moral courage and the Portledge pillars of kindness, honor, purpose, respect;

- provide a strong sense of community with trusting partnerships among students, families, teachers, and administrators;

- foster aesthetic appreciation and individual talent with robust programming, facilities, and academic courses in a wide range of visual and performing arts;

- promote physical fitness, athletic excellence, sportsmanship, teamwork, and leadership through programs in physical education and interscholastic athletics;

- demonstrate a commitment to diversity, equity, and inclusivity through purposeful curricular and extracurricular programming and intentional hiring practices;

- offer a wide range of extracurricular activities that promote character development, enhance leadership opportunities, and encourage and maximize student participation within every division;

- guide students to make appropriate and healthy decisions in all areas of their lives, and especially when confronted with difficult situations and ethical dilemmas, through well-crafted and age-appropriate health and wellness education;
• promote faculty excellence by continually evaluating and reflecting on current teaching practices and pursuing education and professional development in current pedagogy and methods

To these ends, Portledge encourages in each student the lifelong fascination for learning and the development of character, intellectual courage, and global awareness which are the hallmarks of a truly educated citizen.

The History of Portledge School

In May 1965, the trustees of the Alice K. Coffin Fund, Inc. gave 63 acres of the Alice S. Coffin estate, Portledge, and all the buildings on this land, to the adjoining Miss Stoddart’s School for Very Little People for the purpose of establishing a coeducational college preparatory day school.

Portledge found its early mission aiming at “providing an atmosphere of warmth and friendliness where the joy of learning and excitement of discovery are encouraged, shared and emphasized equally with the acquisition of knowledge, academic skills and the rigor of intellectual discipline.” The main residence was renovated during the summer, and Portledge School opened in September under the guidance of Headmistress Mary F. Jonathan with 100 children in nursery, kindergarten, first and second grades. A grade was added each year until the first senior class graduated in 1976.

The next two decades marked an era where Portledge established strong foundations, as the school expanded enrollment and facilities, broadened the academic programs, and identified educational leaders who would direct the school during the formative years.

By 1970, the Lower School had been completed with a library, dining facilities, a gymnasium/auditorium, and additional classrooms. At the same time, the original Miss Stoddart’s School building had been transformed into the headmaster’s residence, Stoddart House. Also, in that same year, David S. Staples, who taught at Exeter and had been the assistant headmaster at the Key School, became the school’s headmaster. Mr. Staples was instrumental in seeing the school through its early expansion, as he oversaw the creation of both the Middle and Upper School divisions, and their respective buildings that provided classrooms, a library, science laboratories, and gymnasium. While the campus was growing in its physical plant during the 1970s, the latter part of the decade was highlighted by the hiring of Huson R. Gregory as the school’s third Head of School.

In 1977, Huson R. Gregory, who had been Director of Guidance and an English teacher at Princeton Day School in Princeton, New Jersey, joined the Portledge community. His leadership would span almost three decades, leaving an imprint on the school that will be forever felt. Mr. Gregory’s first charge handed down by the school’s Board of Trustees was to take his prior experience in private schools and help build a college preparatory curriculum at Portledge. Mr. Gregory’s effort to create a rigorous academic program that was vertically integrated through all divisions was a shared venture with two of his early hires. David Hoyler was named the Director of Middle and Upper School in 1980, serving in that post until 2010, and Lisa Cermak was appointed Director of Lower School in the same decade. The three would collaborate in the construction of Portledge’s academic “blueprint” that focused on preparing students for entrance into the elite colleges and universities of the nation while maintaining the community feel that Mary Jonathan established during the school’s inception.

Curt Sawyer was added to the faculty in the early 1980s, taking on the responsibility of Director of Athletics. Mr. Sawyer was instrumental in building an athletic program that provided Portledge students with competitive interscholastic sports. He was critical to the creation and maintenance of the school’s athletic fields and facilities which would grow to include a Lower School gym, Middle and Upper School gym, three full-scale fields, and five tennis courts. This core administrative group was supported by the faculty who worked at the school during the
late 20th century, further establishing the school as a competitive college preparatory school and allowing the name and recognition of Portledge to expand throughout the independent school and collegiate communities.

The more recent history of Portledge has witnessed continued institutional growth as the school celebrated its 50th anniversary. The trustees of the late 1990s focused on raising capital for the school endowment and campus restorations. The school invested the raised capital into the Middle School building and in summer of 2000 completed Phase I of the Carriage House expansion that included new classrooms and Bahnik Hall, an all-purpose auditorium. The groundbreaking for Phase II of the Carriage House expansion occurred in August 2002, and the construction was completed by early fall 2003. The expansion provided outstanding facilities for the Middle School, including eight new classrooms and two new science labs, as well as dedicated space for instruction in music, studio arts, and computer science. The new building, dedicated as the Huson R. Gregory Carriage House in recognition of the 29 years of service that Headmaster Gregory gave to Portledge, would also have a new leader.

Susan Edwards-Bourdrez came to Portledge in 1983 and helped to shape the foreign language department serving as both teacher and later department head. She was appointed as the Middle School Division Head in 2005 and in that capacity has worked to strengthen the intellectual and social atmosphere while nurturing and challenging students as they transition from childhood to young adulthood. In that same year, Mr. Gregory was succeeded by Steven L. Hahn, who had served for 19 years as the head of Lawrence Academy in Groton, Massachusetts. Under Mr. Hahn’s first year of stewardship, the community undertook a review of the school’s strategic plan and collaborated on the creation of a new mission statement that helped to highlight key institutional qualities as well as establish both long and short-term goals. Mr. Hahn worked closely with the trustees, helping them to fully understand the scope of their leadership and what makes good independent school governance. The cooperative endeavor has allowed for critical growth in the past several years focusing on the expansion of Upper School enrollment, curricular development at the Lower School level, a strengthening of athletics and identifying “next generation” divisional leaders.

On July 1, 2012, Simon Owen-Williams officially became Portledge's fifth Head of School. Prior to Portledge, Simon was Head of the Carlisle School in Martinsville, Virginia. Since his arrival, Mr. Owen-Williams has overseen a re-evaluation of our educational goals as we prepare our students for college and life in the 21st century; and he has sought to align all three divisions behind a set of guiding principles and teaching models to bring Portledge to the forefront of modern education. Mr. Owen-Williams also guided the school through a successful three-year strategic plan, 2014-2017, and has collaborated with members of key Portledge constituencies in the creation of 20/20: A Clear Vision, Portledge School's next three-year strategic plan. Under the guidance of Mr. Owen-Williams, Portledge School has been accredited as an International Baccalaureate Diploma Programme School, further cementing the school's commitment to providing a first-class college preparatory education to our students.

At the beginning of the 2017-2018 school year, Portledge School opened our latest capital project - the Portledge Commons. This 28,000+ sq. ft building provides Portledge with an enlarged dining hall, black box theatre, and additional classroom space.

At present, Portledge is a community of more than 500 students in pre-nursery through twelfth grade. Through all three divisions, Portledge prides itself on strong student-teacher relationships, awareness of the development of young children and adolescents, and the structure and support that enable students to take risks and build confidence to meet high expectations of scholarship and citizenship. Against this backdrop, we are continually re-examining and refining our programs to meet the needs of our families.
Portledge is a member of the National Association of Independent Schools, the New York State Association of Independent Schools, the Green Schools Alliance, and the College Board. Portledge has its absolute charter granted by the Board of Regents of the University of the State of New York, is accredited by the New York State Association of Independent Schools, and is registered as an approved, accredited secondary school by the Board of Regents of the University of the State of New York.

**Correspondence and Inquiries**
Inquiries should be directed as listed below.

| Mailing Address: | Portledge School  
| | 355 Duck Pond Road  
| | Locust Valley, NY 11560-2499  
| | 516.750.3100 |
| Head of School: | Simon Owen-Williams  
| | Patricia Rooney - Administrative Assistant  
| | 516.750.3201 |
| Upper School: | Harry Grzelewski - Director of Upper School  
| | Susan Simon - Associate Director of Upper School, Registrar, Yearbook Advisor  
| | 516.750.3206  
| | 516.750.3204 |
| Middle School: | Susan Edwards-Bourdrez - Director of Middle School  
| | Albert Intreglia - Faculty Administrative Dean  
| | 516.750.3216  
| | 516.750.3214 |
| Lower School: | Saralyn Lawn - Director of Lower School  
| | Leigh DeMaria - Director of Early Childhood  
| | Fay Martin - Lower School Administrative Assistant, Attendance, Bus Coordinator  
| | Lauren Domaradzki - Assistant Dean of Students for Lower School/Hiring Coordinator  
| | 516.750.3134  
| | 516.750.3224  
| | 516.750.3225  
| | 516.750.3195 |
| Dean of Students: | Jon Sandos '03 - Dean of Students  
| | 516.750.3165 |

| Departments | Admissions: | Michael Coope - Director of Admissions  
| | | Leigh DeMaria - Assistant Director of Admissions, Director of Early Childhood  
| | | Kim Baratoff - Assistant Director of Admissions/International  
| | | Amanda Slinger - Assistant Director of Admissions, Director of Financial Aid  
| | | Caryl Shapiro - Admissions Assistant  
| | | 516.750.3202  
| | | 516.750.3224  
| | | 516.750.3203  
| | | 516.750.3253  
<p>| | | 516.750.3239 |</p>
<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Phone Numbers</th>
</tr>
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<tbody>
<tr>
<td>Athletics</td>
<td>Michael O'Donoghue - Interim Director of Athletics 516.750.3211 516.750.3212 516.750.3192&lt;br&gt; Ceci Mulry '13 - Assistant Athletic Director 516.750.3251 516.750.3223 516.750.3231&lt;br&gt; Jane Larkin - Assistant Athletic Director 516.750.3218 516.750.3181</td>
<td></td>
</tr>
<tr>
<td>Business Office</td>
<td>Richard Fleck - Chief Financial Officer 516.750.3215 516.750.3166&lt;br&gt; Zoe Schwam - Director of Human Resources 516.750.3170 516.750.3210&lt;br&gt; Carol Luzynski - Accounts Receivable 516.750.3227 516.750.3222 516.750.3242</td>
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<tr>
<td>College Counseling</td>
<td>Karen Crowley - Director of College Counseling 516.750.3205 516.750.3244&lt;br&gt; Daniel Naftalis - Assistant Director of College Counseling 516.750.3220&lt;br&gt; Shoshana Krieger-Joven - Assistant Director of College Counseling/Learning Pathways 516.750.3215 516.750.3166 516.750.3242&lt;br&gt; Jane Zisa - College Counseling Assistant 516.750.3220</td>
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<tr>
<td>Communications</td>
<td>Victoria Levy - Director of Communications 516.750.3227 516.750.3222 516.750.3242&lt;br&gt; Neil Rigg - Associate Director of Communications 516.750.3242 516.750.3218 516.750.3181&lt;br&gt; Coco Sadis - Communications Associate 516.750.3218 516.750.3181</td>
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<tr>
<td>Development</td>
<td>Tara Askeland - Director of Development 516.750.3215 516.750.3205&lt;br&gt; Kelly Walles - Associate Director of Development/Special Events 516.750.3218 516.750.3181&lt;br&gt; Lauren DeLuca - Development Associate 516.750.3244 516.750.3220</td>
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<tr>
<td>Technology</td>
<td>Peter Cox - Director of Technology 516.750.3218 516.750.3181&lt;br&gt; Jarrett Garcia - IT Support Technician 516.750.3218 516.750.3181</td>
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<tr>
<td>Professional Staff</td>
<td></td>
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<tr>
<td>Food Services</td>
<td>Kevin Heenan - Director of Food Services 516.750.3227</td>
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<tr>
<td>Security</td>
<td>Derek Mulnard - Director of Security 516.242.1975</td>
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<tr>
<td>Facilities</td>
<td>Rich Fioto - Director of Facilities 516.750.3138</td>
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<tr>
<td>Nurse</td>
<td>Frances Lopilato, BSN, R.N. 516.750.3229</td>
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<tr>
<td>School Psychologist</td>
<td>Dr. Alison Brush 516.750.3188</td>
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<tr>
<td>Supplemental Programs</td>
<td>Melissa Worth - Director of Summer Adventures, After School Programs 516.750.3104</td>
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School Closings
During the winter months, school closings due to unsafe driving conditions are announced on the school website (www.portledge.org), by email, and on the phone answering machine (516) 750-3100. If you live in Nassau or Suffolk County, you will also be able to see school closings on News Channel 12. If you live outside of Nassau or Suffolk County, you can access News 12 on the internet, and check for Portledge School. SMS (short messaging system) is used to text message families on their cell phones in the event of an unanticipated school closing as well. Should parents have any doubts about the advisability of driving, do not hesitate to keep children at home, even if school is open. In the event of a school closure, or a national or local emergency where the school is forced to close or make alternate plans to operate, tuition will not be refunded and will remain due in full.
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<tr>
<th>Month</th>
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<th>Event</th>
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<tr>
<td>August 2019</td>
<td>Mon 19</td>
<td>US Boys/Girls Soccer Pre-Season Practices Begin</td>
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<td>Mon 26</td>
<td>US Girls Tennis Pre-Season Practices Begin</td>
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<td>Mon 2</td>
<td>School Closed - Labor Day</td>
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<td>Tue 3</td>
<td>Orientation Day (All new, 6th &amp; 9th grade students &amp; parents)</td>
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<td></td>
<td>Wed 4</td>
<td>School Begins (PK - 12)</td>
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<td>(PN &amp; Nursery Meet the Teacher – 10:00 a.m.)</td>
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<td></td>
<td>Thu 5</td>
<td>First Day of School for Pre-Nursery &amp; Nursery</td>
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<td></td>
<td>Sat 21</td>
<td>Founders Day</td>
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<td></td>
<td>Mon 30</td>
<td>School Closed - Rosh Hashanah</td>
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<tr>
<td>October 2019</td>
<td>Tue 1</td>
<td>School Closed - Rosh Hashanah</td>
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<td></td>
<td>Wed 9</td>
<td>School Closed - Yom Kippur</td>
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<td>Mon 14</td>
<td>School Closed - Columbus Day</td>
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<tr>
<td>November 2019</td>
<td>Wed 6</td>
<td>No Classes - Middle/Lower School - Parent/Teacher Mtgs</td>
</tr>
<tr>
<td></td>
<td>Mon 11</td>
<td>School Closed - Veterans Day</td>
</tr>
<tr>
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<td>Wed 27-Fri 29</td>
<td>School Closed - Thanksgiving Holiday</td>
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<td>December 2019/January 2020</td>
<td>Mon 2</td>
<td>No Classes - Professional Development Day</td>
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<td>Mon 23-Fri 3</td>
<td>School Closed - Winter Break*</td>
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<tr>
<td>January 2020</td>
<td>Mon 6</td>
<td>School Resumes</td>
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<td>Mon 20</td>
<td>School Closed - Martin Luther King, Jr. Day</td>
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<tr>
<td>February 2020</td>
<td>Wed 5</td>
<td>No Classes - Parent/Teacher Meetings</td>
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<td></td>
<td>Fri 14</td>
<td>No Classes - Professional Development Day</td>
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<tr>
<td></td>
<td>Mon 17-Tue 18</td>
<td>School Closed - Presidents Day</td>
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<tr>
<td>March 2020</td>
<td>Mon 16-Fri 27</td>
<td>School Closed - Spring Break*</td>
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<tr>
<td></td>
<td>Mon 30</td>
<td>School Resumes</td>
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<tr>
<td>April 2020</td>
<td>Fri 10</td>
<td>School Closed - Good Friday</td>
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<tr>
<td>May 2020</td>
<td>Mon 25-Tue 26</td>
<td>School Closed - Memorial Day</td>
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<td></td>
<td>Fri 5</td>
<td>Blue/White Day</td>
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<td></td>
<td>Mon 8</td>
<td>Upper School Athletics Awards (evening)</td>
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<td></td>
<td>Tue 9</td>
<td>Middle School End of Year Assembly - 9:30 a.m.</td>
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<td>Last Day of Middle School - Regular Dismissal</td>
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<td></td>
<td>Senior Dinner &amp; Ring Ceremony (evening)</td>
</tr>
<tr>
<td>June 2020</td>
<td>Wed 10</td>
<td>Upper School Awards Ceremony - 9:00 a.m.</td>
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<td>Fifth Grade Moving Up Ceremony - 1:30 p.m.</td>
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<td>Last Day of Upper/Lower School - Regular Dismissal</td>
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<td></td>
<td>Upper School Prom (evening)</td>
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<td></td>
<td>Thu 11</td>
<td>School Closed - Faculty on campus</td>
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<tr>
<td></td>
<td>Fri 12</td>
<td>Graduation - 10:00 a.m.</td>
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</table>

*Winter & spring varsity athletes should confer with coaches about practices & games prior to making vacation plans.
### Departure from School

Students not participating in after-school sports, after-school help sessions, or other activities are dismissed at 3:30 p.m. If a student remains after school, he or she should not leave campus until a bus or a ride takes him/her home. **Parents must arrange to have their children picked up promptly upon the completion of school obligations.**

### Attendance

A comprehensive attendance policy is available to all members of the community.

- Students must be in their 1st period class by 8:15 a.m.
- Students who are not in class at 8:15 will be marked absent until they sign in at the Upper School Office.

A student who arrives after 8:15 must immediately sign in at the office and then proceed to class. The absent entry will be changed to late when the daily record is finalized. If a note from a doctor is handed in at sign-in or if there is a pre-arranged agreement on file, that information will be noted.

- All students who do not have an 8:15 class may arrive after 8:15 provided they sign in at the office and attend their Advisory by 9:15. 9th, 10th, and 11th grade students are expected to attend school for the full school day until 3:30 p.m. For Seniors, special privileges begin in the fall at the discretion of the Dean of Students and the Upper School Director. These privileges, when activated, allow Seniors to sign out and leave campus once during a free period and to leave early at the end of the day if their classes have ended. Seniors must sign in and out at all times.
- All appointments (doctor, tutor, SAT prep, etc.) should be scheduled for outside of the school day. In the event a student must leave early, a note, phone call, or email must be submitted to Susan Simon in order for the student to be allowed to leave. Any student who leaves school early without permission from a parent and Mrs. Simon will be in danger of being marked as truant.
- If a child is sick and needs to leave school, permission to be dismissed early can only come from the school nurse, Harry Grzelewski, Susan Simon, or Jon Sandos. One of these individuals will communicate with the student’s parents prior to the child leaving early.
- A student may not participate in an after-school activity if he/she arrives to school after 10:30 a.m. and misses his/her first and/or second period class/es on any day except Wednesday. On Wednesday, students must arrive at school by 9:15am for advisory in order to be eligible to participate in after school activities. After school activities include, but are not limited to, athletic practices or contests, music concerts, drama performances, art shows, and/or math or other school sponsored extracurricular activities. This can only be waived at the discretion of the Division Head and with a written excuse, such as a doctor’s note.
Sign In / Sign Out
Keeping track of students is a major responsibility of every adult on campus. Parents drive students to school; some students drive themselves to school; others arrive by bus. The same holds true when departing from campus. Students and parents must abide by the sign in / sign out policy. Any time a student arrives to campus after 8:15 a.m. or leaves prior to 3:30 p.m. they must sign in or out in the Upper School Office. Please note that students are not allowed to sign out until a parent has given permission by notifying the Upper School office via note, telephone, or email.

Lateness and Absences
Students who are chronically late or absent face disciplinary action and/or academic consequences. Disciplinary actions may include the loss of driving privileges or placement in study halls. We expect parents to insist their children attend school unless the child is truly sick. Academic consequences may include no makeup privileges, no extra help offered, or grade reduction on specific assignments. Because of the importance of the classroom dynamics in the learning process, students who are absent from more than 10% of their classes may risk being failed in that class.

Portledge believes in the importance of attending class, while recognizing the value of extracurricular activities. We allow students to miss classes in order to travel and attend sporting events, math competitions, musical performances, and chess matches, among other school-sponsored activities. Although we recognize the value of playing on outside teams or participating in time-intensive activities outside of school, we cannot excuse missing classes for these activities without a prearranged agreement.

Policies concerning class attendance are outlined below. Although we cannot excuse some activities, we recognize that parents often decide to remove their child from school for vacations and outside activities. We ask that you examine the consequences below and encourage you to understand that the consequences for missed class - beyond the missed learning - are intended to discourage situations that create additional work for everyone involved.

Absences
Unexpected Absences:
If a student is unexpectedly absent from school because of illness or emergency, parents are expected to notify the Upper School office by 8:15 AM so the information can be entered in the student’s record.

Planned Absences:
For any absences that are planned ahead, whether for a family event, a college visit trip, a non-Portledge competition, or another unavoidable reason, a completed PLANNED ABSENCE FORM must be submitted to the Upper School Office at least one day prior to the absence.

If a student is absent from a class (or multiple classes on the same day) with no reason given by his/her parents in advance of the event, the student will fall into the category of absent-cut. The consequences from this category will be an automatic Saturday detention and a zero on any missed work or test. A third cut will result in a suspension.

A family should not extend its own vacation beyond the scheduled school vacation periods. Portledge does not consider this a valid reason for missing school and will not accept responsibility for helping students make up work missed due to such absences. The days immediately leading up to scheduled vacation periods are often very important: teachers try to bring lesson units to logical conclusions so students may leave for vacation with a sense of completion. Likewise, new topics are often introduced immediately after vacations. Extended family vacations,
during-the-school-day doctor appointments (outside of those for illness) and mental or physical therapy appointments are considered Absent-unexcused. Students will have to make up any missed tests or quizzes and hand in any missed assignments the day before this absence (if the school is notified in advance) or the day the student returns. Students will not be afforded any extra-help time. If the student does not make up the test or quiz or hand in the missed assignment by the specific day, he/she will earn a 50% grade for that specific assignment. All test dates are posted online in MyPortledge, so students know in advance when they are having tests. Students must inform their teachers two days in advance if they will not be able to take the test. If a teacher was not informed in advance and a student misses a test or quiz, the student will not be able to make up the missed work. Some circumstances outside the control of the student will be considered at the discretion of the Division Head or Dean of Students.

Students who have submitted a doctor’s note because of illness or who have had an absence approved in advance by the school are entitled to extra help time in order to prepare for any assessments they may have missed, but are responsible for scheduling that time directly with the teacher or teachers involved. In most cases, students will be expected to make up the work in a timely fashion. For example, if a student missed two days of school, the student will have no more than 2 days to make up work.

Students who know they will miss school for a special event such as a wedding, a sports tournament, or an approved trip must submit a completed Planned Absence Form to the office at least two days prior to departure. This form is available in the Upper School office and on the website.

Mandatory Attendance
School trips are considered mandatory. Parents are not to ask that a child be excused. All families are charged for mandatory school trips, even if, say, sickness keeps the student from the trip. Please notify the Division Head if there are financial hardships caused by the trip.

Mandatory Attendance Days include:

- School trip days
- Special Program Days - e.g. Diversity, Junior Leadership, Senior Launch
- Blue/White Day
- Graduation

Plus school days immediately preceding and following:

- Rosh Hashanah,
- Yom Kippur,
- Columbus Day weekend
- Veterans Day
- Thanksgiving Break
- Winter Break
- Martin Luther King Jr. Day weekend
- February Long Weekend break
- Spring Break
- Passover Break
- Easter Break
- Memorial Day Weekend

For any student who is absent from school due to illness on any Mandatory Attendance Day, the day prior to a vacation, or on the day school resumes, a doctor’s note is required immediately upon their return.
Although many schools have minimum standards of attendance, we recognize that individual circumstances sometimes require extraordinary accommodations. As a rule, a student who misses more than 10% of a class or school year can expect to suffer in terms of grades; the school reserves the right to impose minimum attendance requirements as a condition of enrollment or promotion in individual cases.

Permission to Leave School
Because of the value placed upon participation in academic and extracurricular programs at school, students generally are not permitted to leave campus during the school day, or until all after-school obligations are completed. We especially look to seniors to exercise an on-campus leadership role during their unscheduled periods.

- Study Hall and Free Period attendance:
  Attendance in assigned study halls is mandatory. Parents should not remove students from study halls for non-emergency reasons. Similarly, students are expected to be in school during their free periods, using the time for extra help, studying, advisor meetings, extracurricular activities, or socializing within the Portledge community.

- Medical Appointments:
  Parents should schedule appointments at times when they will not interfere with school programs. Absences for physical therapy, orthodontist and similar appointments are not excusable. For unavoidable medical appointments, parents should submit a note, email or phone call to the Upper School Office prior to departure. The message should specify the reason for the early dismissal and the time the student will be picked up. Students must notify appropriate teachers and coaches in advance about the early dismissal. Students must sign out in the Upper School Office at the time of departure. Students will not be allowed to leave early if a parent has not called or emailed first.

- In case of emergency or sudden sickness:
  The student must report to the Upper School office and speak with the Division Head, Dean of Students or the Registrar; the Registrar will notify the school nurse who, if necessary, will call home and make arrangements for pick-up. After being given permission, the student must sign out upon departure.

- Senior student off-campus and driving privileges:
  Seniors may leave school a maximum of once per day by signing out in the Upper School office at the time of departure and signing in at the time of return. Students, however, may not bring food back to campus. No senior may miss a class by signing out as sick unless approved by the Division Head, Dean of Students, or the Registrar, as outlined above. The off-campus privilege may be exercised only by seniors who have submitted a parental consent form to the office and are not on Academic or Disciplinary Warning. Seniors who drive must have passed the Student Driving Quiz. Seniors who arrive to school late to their first class of the day lose their off-campus privileges for that day. Teachers, the Head of School, Division Head, Dean of Students, College Counselor, advisor, or the student’s parents all have the right to rescind a senior’s off-campus privilege. Off-campus privileges may be revoked in response to failed tests, cut classes, repeated lateness to school, failure to follow-through properly on the college application process, failure to complete yearbook pages on time, or more than two Saturday detentions during a trimester.

Juniors in good academic standing may leave campus after the completion of the school day (at 3:30 p.m. Monday - Friday) and then return to campus for late afternoon commitments. Juniors must sign out. Written parental
permission is required for this privilege. Juniors may not ride in cars with student drivers and may not drive other juniors.

All 9th, 10th, and 11th grade students are expected to be in attendance at school from 8:15 a.m. until 3:30 p.m. unless there is an unavoidable special circumstance such as a medical emergency.

Guests at School
A student who wishes to bring a friend to Portledge should check with the Division Head to receive permission the day before the visit. On the day of the visit be sure your guests adhere to the letter and spirit of Portledge standards of dress and behavior. Guests should be introduced to the Division Head, as well as to each classroom teacher whose classes they attend.

Academics

**Academic Courses of Study**
Following is a sampling of typical Upper School course offerings. Most 9th and 10th grade courses are required. In 11th and 12th grades, a variety of electives are available. Detailed descriptions of these courses can be found in the Upper School Course Descriptions, available in the Admissions Office, Upper School Office, and on the Portledge website.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>English, algebra I or geometry, biology, French or Spanish, ancient and medieval history, art, physical education, electives in music and theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Grade</td>
<td>English, geometry or algebra II, chemistry, European history, French or Spanish, health, physical education, electives in art, music and theater</td>
</tr>
<tr>
<td>11th Grade</td>
<td>English, algebra II or pre-calculus, physics and/or chemistry, American history, a world language, physical education, electives</td>
</tr>
<tr>
<td>12th Grade</td>
<td>English, calculus, pre-calculus, financial algebra or statistics, senior seminar, physical education, electives</td>
</tr>
</tbody>
</table>

Students request their courses for the following school year in the spring. All course selections must be approved by the student’s parents and advisor. The College Counseling Office must also approve all course selections to ensure they are sound for the college admissions process, and to track progress toward graduation. Students entering 9th grade are pre-registered through the Division Head and/or Admissions Office.

Scheduling of enrolled students begins in the spring. Every effort is made to enroll students in their first choice classes. However, if a family has not submitted an enrollment contract and deposit in time, their child will not be included in the initial scheduling process. The result may be that a particular elective or section may no longer be available.

**Electing Advanced Courses**
We encourage students to set the achievement bar high and to push their academic boundaries at whatever level is most appropriate for them. Seeking challenge is important, but not to the extent where student success is compromised.

We support and encourage the pursuit of knowledge and learning for its own sake, while recognizing that grades do matter. If a student elects a course that may be a stretch academically, the advisor, teacher, and/or college
counselor will counsel the student to carefully reflect upon the decision. We have a window at the start of the year that allows students to change their minds if the course turns out to be too challenging or otherwise not a good fit.

This academic year, returning Portledge students have until Monday, October 10th and students new to Portledge have until the end of Trimester 1 Tuesday, November 26th, to drop a class or switch sections. Core courses cannot be dropped; they must be replaced with an equivalent that meets graduation requirements. All teachers in core courses will have a major assessment graded by the October drop date to give returning students enough information to make informed decisions. No exceptions will be made to the October 10th deadline for returning students (or the end of Trimester 1 for new students) without penalty.

If a student feels the need to drop a course after the drop date, it will remain on the transcript with the letter W, indicating the student withdrew from the course, followed by the letter grade the student was receiving at the time of the drop. This grade will carry over into the new course and be averaged into the final mark for the trimester.

If a student is considering dropping a class, he/she should consult with an advisor or college counselor as early as possible to discuss the available options. In most cases, students can drop from an advanced class to a regular section, but not always. Portledge is a small school and the schedule cannot accommodate every student request. Course selection requires careful monitoring and attention, and we encourage students to be proactive with their advisor and the College Counseling office regarding these issues.

Advanced Placement (AP) and the International Baccalaureate Programme (IB)
Junior and senior year offer the opportunity for accelerated and advanced learning through two unique programs: Advanced Placement (AP) and International Baccalaureate (IB). Advanced Placement courses are offered in a variety of subjects across disciplines (refer to course descriptions). These courses give students the opportunity to master a large body of content in a particular area, such as American History, Calculus, or Chemistry. The course culminates in a standardized test administered worldwide during the first two weeks in May. The exams are then sent to the College Board for independent scoring. Students receive the results of their tests in July.

IB offers similar opportunities for students but with a significant difference: students may elect to earn the IB Diploma by enrolling in the full two-year program, taking 6 core classes through the IB program. IB classes also differ from AP in their approaches to learning. Whereas AP demands mastery of a large amount of content, the rigor in IB comes from a high level of critical engagement. Students in IB are tested through a combination of assessments that are scored by their teachers as well as by independent graders internationally. Those assessments begin in May of junior year and often culminate in May of senior year. Detailed information about both programs is available from the college counselors and the IB coordinator.

Special Fees
In certain courses, additional fees may be charged if a student wishes to do a special project that requires materials beyond the scope of the course. Likewise, there may be fees assessed for certain athletic programs (e.g. ice hockey, squash, golf) or special programs. Fees may be charged to help underwrite certain field trips or materials used in elective courses. In the case of mandatory field trips, all families are charged, even if a child is unable to attend. Fees are also billed for various standardized tests.

Important Note: If in the event of a national or local emergency, the school is forced to close or make alternate plans to operate, tuition will not be refunded and will remain due in full.
Graduation Requirements
The Portledge diploma indicates that a student has met the college preparatory standards of Portledge School and the requirements of the State of New York. These standards are divided into four areas:

- quantity and distribution of credits
- quality of credits
- physical education
- acceptance into a 4 year college

Seniors who do not meet all graduation requirements will not be granted a Portledge diploma until deficiencies are reconciled. Normally, this must be accomplished by completing additional work during the summer.

Quantity and Distribution of Credits
Students must successfully complete a minimum of 18 academic credits during the Upper School years to earn a Portledge diploma. Most Portledge graduates earn far in excess of the 18 required academic credits. Students are expected to take a minimum of 5 credits each year. Lighter course loads must be approved by the Upper School Division Head. English and mathematics must be taken each year.

The credit and course requirements to be earned during Upper School are as follows:

- 4 credits in English
- 4 credits in Mathematics
- 3 credits in Lab Sciences
- 3 credits in History
- 2 credits during high school years in either French, Mandarin or Spanish, culminating in at least level 3
- 1 credit in the Arts to include at least one course in Visual Arts and one course in Performing Arts

Plus the required non-credit courses in:

- Health
- College Counseling
- Senior Seminar and Senior Project

Quality of Credits - Academic Standing
A quality credit is awarded to a grade of C minus or better in a one-credit “core” course. A grade of F is counted as one negative quality credit, while a D is counted as a zero-quality credit. In one-third credit courses (courses that meet for only one trimester), a grade of C minus or better is counted as one-third of a quality credit, and an F as one-third of a negative quality credit. Quality credits are not awarded in P/F courses. Each student’s end-of-year grades are converted to quality credits to determine academic standing. To progress to the next grade, and to be considered for a Portledge diploma, a student must earn no fewer than three quality credits each year and have no failures in required courses.

At the end of each trimester, any student falling below the quality credit standard, or with a failing grade, is placed on Academic Warning.

End-of-year failures in courses required for graduation must be rectified through summer work, or (if the School so recommends) by the repetition of the course in a subsequent year. In certain cases, summer work may be required even if a student earned a grade of C or D in a course to provide needed preparation for the next level of difficulty in that subject or for a student to remain in an Advanced section (i.e. in languages or mathematics). Additionally, summer work may be required to meet the quality credit requirement. End-of-year failures in
elective courses may be corrected through summer work, or left on the record as failures (if accumulated credits are sufficient for promotion).

The Upper School Division Head must approve all summer work. Required summer work must be successfully completed in order for a student to return to Portledge in the fall. Re-enrollment contracts are activated upon completion of summer work.

**Physical Education Requirement**
The State of New York requires that each Upper School student participate in physical education during the school year. Students may choose between interscholastic sports or Physical Education class on a season-to-season basis. **The physical education requirement must be met in order for a student to graduate.**

**Community Service Requirement**
Portledge strongly endorses and believes in the value of community service. Since 1980, service to the school and community at large has been an integral part of the Portledge experience. The concept of community service at Portledge has continued to evolve and develop over the year under the aegis and initiative of the Student Council, and the guidance of the Faculty Community Service Advisor, who works closely with the Council’s Vice-President to implement the program. Students are expected to complete at least 10 hours of approved community service prior to May 15th of each school year. Community service completed after that time, or during the summer, may be applied to the necessary hours for the following school year. Records are kept of each student’s community service hours and the annual totals are included on the student’s transcript.

**Tests and Examinations**
It is expected that students will not miss scheduled tests. If a student is going to be late or is sick on a test day, a parent must notify the Upper School Office first thing in the morning. Without this notification, makeup privileges can be denied, and the test will be scored as a 50, or less. If a major paper is due on the day of an absence, it must be faxed ((516) 750-3297), emailed, or uploaded to the teacher (and a hard copy submitted upon return to school). If a student arrives to school late for a scheduled test, s/he must find that teacher immediately after signing in to arrange a make-up exam. Athletes who know of conflicts caused by early dismissal for games must notify the teacher at least a day in advance. The teacher may ask the athlete to take the test earlier in the day. Tests belong to the individual teachers who will inform their students about their test-return policies. Teachers make a great effort to avoid scheduling more than two major tests or papers on the same day for any one student, however, conflicts occasionally occur. These are best resolved by the student bringing the conflict to the attention of the teachers involved.

Students are informed about the relative “weight” of all examinations as determined by the individual departments. Separate schedules for cumulative exams are issued in advance of the examination period. **It is expected that students will not be absent from any scheduled examination.** The sniffles, a headache, or staying up too late studying are not acceptable excuses for missing an examination. If, however, an illness precludes a student’s attendance at an examination, his or her parent must call the school by 8:15 a.m.; upon return the student should give the Division Head a physician’s excuse for the absence and be prepared to take a makeup examination on the specified day. Note: cell phones, iPods, tablets or other devices may not be brought into an exam room.

The comprehensive final examination given in most courses at the end of the year helps a student to put the whole year’s work into perspective while simultaneously permitting the teacher to assess the student’s overall grasp of the course work. Further, preparing for exams in Upper School serves as important training for cumulative collegiate exams. There are no exemptions from final exams. In certain cases, however, with the approval of the
Division Head and the Department Head, seniors who are enrolled in Advanced Placement courses might be permitted to take the AP or IB examination in lieu of the Portledge final examination. During AP and/or IB week, AP and IB students must attend all their regularly-scheduled classes except on the day of the AP or IB exam, at which time they may depart school at the completion of the exam. Some AP and IB courses may continue to meet after the exam, at the discretion of the teacher. Any student enrolled in an AP class will sit for the required AP exam. Any IB Diploma candidate must sit for all IB assessments. Any student enrolled in an IB class who wishes the IB designation must sit for all assessments.

If a student fails to pass a trimester or final examination at the level stipulated by the department, the student may be required to take and pass a re-examination in order to receive credit for that course. The score on the mandated reexamination, however, will not change the average already earned; it will merely confirm that the student has minimal comprehensive mastery.

Reports and Grades

Grading Policy 2019-2020
The assessment of student work and the assignment of grades is a responsibility entrusted to the Portledge School faculty. Faculty members endeavor to be fair and consistent in their assessment of student work and to provide students with sufficient opportunities to demonstrate learning and progress. Parents are welcome to discuss student learning and progress with teachers, but conversations about grades (in the Upper and Middle School) are encouraged to take place between students and their teachers. Should a question or concern remain unresolved, parents may then consult the teacher and, if they still have questions, the appropriate Department Head. Parents should understand, however, that in all cases, the teacher retains the sole right to assign grades to the teacher’s students. Under no circumstances should students or parents endeavor to have a grade changed.

When a teacher anticipates assigning a failing trimester grade, the teacher apprises the student’s parents and advisor of the student’s academic difficulty prior to the end of the trimester. This communication takes the form of an email, phone or in-person conversation with the above parties at a time when the student still has the opportunity to improve the student’s standing for the trimester. Reports are sent home at the end of each trimester. These reports include an academic achievement grade and a numerical effort grade for each subject (see chart below). A first Interim Report with written comments about a student’s progress is sent in late October for all students. Subsequent Interim Reports may be sent at a teacher’s discretion (or upon parental request) during the school year in order to keep parents informed. Under special circumstances, parents may also request that a weekly report be sent for a limited amount of time. The Division Head or the student’s Advisor should be contacted to set this up.

Note: The School may withhold reports if financial obligations are in arrears.
### Academic Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Implied Range of Score</th>
<th>Implied Quality of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Exemplary performance in all areas of the course. Student has shown a strong grasp of fundamental facts and concepts as well as insight into many nuances of the material. Thoroughness of understanding is most evident. (Portledge does not award A+ as a grade.)</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>Above average work. There is a solid grasp of fundamental facts and concepts with a demonstrated ability to apply them critically.</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>Average work. The student is meeting expectations adequately and has a reasonably firm grasp of fundamental concepts and facts.</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
<td>Below average work. The minimal requirements of the course are being barely met. (Portledge does not give grades of D+ or D-.)</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Failing work. Grasp of course is not sufficient for credit.</td>
</tr>
<tr>
<td>I</td>
<td>Work Incomplete</td>
<td>Under unusual circumstances (e.g. prolonged illness), a student may receive an Incomplete at the end of a trimester as not all work had yet been completed. The student must correct this situation within a specified time after the end of the marking period or a failing grade could result.</td>
</tr>
</tbody>
</table>

### Effort Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Outstanding effort. The student shows consistent devotion to meeting or exceeding the expectations of the course.</td>
</tr>
<tr>
<td>2</td>
<td>Good effort. The student meets general classroom requirements, and usually demonstrates academic initiative.</td>
</tr>
<tr>
<td>3</td>
<td>Uneven effort. The student sometimes neglects academic responsibilities. Motivation occurs in fits and starts.</td>
</tr>
<tr>
<td>4</td>
<td>Poor effort. The student is generally indifferent about meeting academic expectations.</td>
</tr>
</tbody>
</table>

### Transcript

The transcript records pertinent Portledge School academic information about the student. It lists final grades earned by the student during the Upper School years at Portledge. It also includes Community Service hours earned and GPA. External online courses are not factored into GPA. Transcripts of such courses are sent directly from the online provider. The transcript normally does not include summer elective academic courses taken at a college or a university, unless summer work was mandated by the school to rectify (but not replace) a sub-par final grade. The **transcript is automatically sent to all colleges and universities** (or, where applicable, boarding or
secondary schools) to which a student is applying. A transcript is not released under any circumstances if a family has not met its financial obligations to the School. Requests for transcripts must be submitted to the Registrar via email or paper, giving the exact address of the institution to which, it should be mailed. Such requests will be honored within 1 week of receipt.

Academic Recognition
High Honor Roll and Honor Roll
In the Upper School, recognition for outstanding academic achievement is computed at the end of the school year, based on final grades. A student is placed on the High Honor Roll by earning all grades of A or A-. A student is placed on the Honor Roll by receiving all grades of straight B or better.

Policy on Ranking and GPA
As is the case in many selective independent schools, Portledge’s Upper School enrollment is relatively homogeneous in ability. Hence, individual class rank is not considered a significant measure of a student’s academic achievement and is not computed. Portledge, however, does send each college a copy of our annually updated Portledge School Profile, which includes pertinent information about Portledge School, including its graduation requirements and statistical information about the distribution of grades for its senior class. Further, because many colleges and universities (especially large state institutions) ask for, or require, a computed GPA, Portledge computes an unweighted GPA at the end of each Upper School grade based on courses completed at Portledge.

Cum Laude Society
In 1990, the Cum Laude Society installed the Portledge Chapter of student, alumni, and faculty members. This national society, established in 1906 and modeled after Phi Beta Kappa, has the objective “to promote learning and sound scholarship in secondary schools.” Each year, the chapter may elect additional members from the junior or senior classes who have demonstrated intellectualism and academic excellence in a college preparatory curriculum. In addition to academic excellence, inductees must have demonstrated qualities of good character, honor, and integrity in all aspects of school life. Seniors who graduate Cum Laude are so noted at Graduation ceremonies.

The on-campus members of the chapter review the accomplishments of potential inductees by scrutinizing their academic achievement, SAT scores, and general scholastic and behavioral deportment. Student membership in Cum Laude may not exceed 10% of the junior class and 20% of the senior class.

Arts Scholars
During the Upper School years, certain students elect to take a comprehensive program in the visual or performing arts. Students who demonstrate exemplary work with sustained high achievement in the prescribed program and who have petitioned (and have been approved by) the Arts Departments, may earn the designation of Arts Scholar upon graduation, and are so recognized at Graduation. Details are available from the Music, Theatre, or Visual Arts Department Heads.

STEAM Scholar
The STEAM Scholar Program is a planned, multi-year program of study in Science, Technology, Engineering, Arts and Math; it is open to students in 10th through 12th grade. A student wishing to become a STEAM Scholar may be nominated by a member of the STEAM Review Board or complete an application, available from any science, math, art or tech teacher. The application outlines the requirements and should be discussed with an advisor, a department chair, or the college counselor.
Academic Work

Homework
Homework serves an essential function in the instructional process. There is direct correlation between thoroughness of nightly preparation and long-term academic success. Each student should have a place that is comfortable, quiet, well-lit, and free from normal household diversions such as phone calls, television, radio, computer games and texting or other distractions. A school depends on parents to help foster good study habits in their children.

The length of time a student takes to complete homework assignments varies from grade to grade and from individual to individual. In general, Upper Schoolers should spend 35-40 minutes on each homework assignment. Advanced Placement and International Baccalaureate students should expect 45-60 minutes of homework in each course. Teachers expect students to complete homework independent of another student’s aid or undue parental assistance. Copying someone else’s homework (or allowing one’s own to be copied) constitutes a breach of academic honesty that may necessitate the convening of the Honor Council. Similarly, using corner-cutting “aids” such as Spark Notes instead of completing assigned reading, or using online translators instead of completing foreign language work is considered a breach of academic integrity.

The prime responsibility for completing assignments rests with the student, who is expected to budget his or her time wisely and not to procrastinate. Teachers want to know when a student has difficulty completing assignments in order to give individualized help with the learning process. In each course, assignment sheets are given to students and/or are posted on MyPortledge, our on-line learning management system. In addition to nightly homework, longer-term projects may be assigned. The School expects all students to have and utilize word-processing skills.

Usually, homework is not assigned on specified religious holidays although vacation assignments can be assigned. Further, some students choose to use a vacation to do work on a long-term project like a term paper. All Upper School students are required to complete a summer reading assignment (posted on the Portledge website).

Getting Assignments in on Time
The faculty expects that students will submit all assigned work on time. Work is marked late if a student (who has not been absent or specifically excused) does not hand in an assignment when a teacher calls for it. Unexcused late work will receive a lower grade than if it had been submitted on time. If a student is absent on the day a paper is due, the student (or parent) must call the school that morning. A decision will be made whether the paper needs to be emailed, uploaded or faxed ((516) 750-3297) to the Upper School so it arrives on time. Detention may be assigned to students who neglect their homework responsibilities.

Extra Help
Teachers make every reasonable effort to give students extra help as needed, provided the student has been demonstrating positive efforts and attitudes. This help can be given before school, at lunch, during a mutually free period, or after school from 3:45 p.m. - 4:15 p.m. Monday through Thursday. The advisor may assist in setting up extra help sessions. Students should seek extra help in advance of the due date, at the first sign of confusion, or immediately following a poor performance. If a student has a specific learning issue that requires tutoring on a regular basis, or if the tutoring is necessary as the result of an extended or unexcused absence, the school may be able to provide the names of some tutors. The tutor’s fees are the responsibility of the family. The family should ask that the tutor contact the school so we may provide guidance about areas that need attention. If a tutor is necessary, it is essential that he or she is in contact with the teacher or advisor. A tutor should not be viewed by
the student as a reason to pay less attention in class. An effective tutor is one who quickly trains a student how to become a more effective learner both during and after class.

Extra Credit Work
Sometimes students see themselves in a precarious academic position and wonder what they may do to improve their status. At these times a student’s full attention must be turned to mastering the basic course requirements to increase their chances of success on future work. Thus, these students are not encouraged to relegate time to ancillary “extra credit” projects. Students who receive poor grades due to incomplete work cannot expect to do “extra” work to improve grades.

On the other hand, Portledge does wish to encourage students to follow their instincts of intellectual curiosity and welcomes extra work that students submit. The faculty will be happy to discuss such projects with students to help them develop their skills and interests. A teacher, at his or her discretion, may take work of this sort under consideration when computing a student’s term grade.

Curriculum Committee
This standing committee of the faculty is empowered to hear requests for academic programs that are different from the norm. Students should consult one’s advisor and the Division Head about developing unique, individualized programs.

Gilmour Library
The Gilmour Library Media Center provides students with an ever-growing collection of physical and digital resources that are available for student research and pleasure-reading. Research is aided through the availability of an online catalog, subscription databases, and Wi-Fi access to the internet. The library also provides students access to e-Readers, Chromebooks and desktop workstations to complete school work.

The library serves as a reading, research and collaborative study center. When using the library, students are expected to be respectful to other patrons and use the available computers responsibly. All students are free to use the library for academic work during lunch periods, before/after school, and during their unscheduled periods. Students assigned to a study hall may use the library during the period if their work requires materials only available for use in the library and they are given a note from one of their classroom teachers stating this. The note must be left with the librarian who will monitor their work progress during said study hall period.

The library staff offers instruction to students on how to use the library’s resources, aids them with research, and provides reading guidance. Special programs within each grade’s curriculum utilize the library to help students learn in detail the methods of writing a major research paper.

Computer Use
Computers have become essential tools in the educational process. At the beginning of the year, students are given protocols concerning appropriate use of the facilities and machines. A copy of the computer use policy can be found in the appendix of this document. In short, the desktop computers are school property and are to be used responsibly in line with their educational purposes. Similarly, it is expected that students will use their laptops at school in an appropriate, academically-focused manner. Games are not to be played on computers during school hours. Illegal downloading or use of “pirated” software is prohibited. Cyber bullying is, of course, prohibited.

Co-Curricular Activities
These opportunities enhance the school experience by offering our students opportunities for self-expression and growth in directions beyond the strictly academic. US students participate in the Activities Program. Activities are designed to include one or more of the following:
• service to, or involvement with, the community
• the life-long pursuit of learning
• artistic or intellectual growth
• the development of a practical skill

A variety of Activities (mostly year-long) are offered. A sampling includes community service, yearbook (Collage), newspaper (Portledge Press), literary magazine (Xanadu), Green Team, Mock Trial, Mathletes, Diversity Club.

Senior Projects
It is a long-standing tradition at Portledge for seniors to focus on a substantive, well-developed and productive project throughout the academic year. Seniors in good academic standing are excused from classroom obligations towards the end of the third trimester to allow time for completion of their projects. Other school obligations, such as sports, however, must still be met. The nature of the project varies, depending upon student interests. For example, art scholars complete an art project, and IB diploma candidates have options that can overlap with IB requirements. The deadlines and details associated with senior project are presented and explained in Senior Seminar. Projects are graded pass/fail and exemplary projects are awarded certificates of distinction. Senior Projects are a culminating experience in which the students challenge themselves, explore, learn in new ways and do something they might not otherwise have an opportunity to do. We are especially interested in proposals for service projects, as these have proven to be rewarding both to the community and to the seniors who have done them.

Faculty Advisor
Each summer, students are assigned a Faculty Advisor. The Advisor counsels the student in academic matters, social-emotional topics and character development while serving as a liaison between home and school. Advisors will contact the parents of each of their advisees early in the school year to introduce themselves and to inaugurate easy and open communication with the families. During the course of the year, either the Advisor or the parents may initiate additional contact. Absent a clear disconnect within the advisor-student relationship, each student will maintain the same advisor throughout their Upper School career.

Class Advisor
Two or three Upper School faculty members serve as advisors to each class. These advisors have an overview of academic and extracurricular issues particular to the class and help coordinate class events. They also often are chaperones for class trips.

Upper School Division Head
The Division Head is responsible for overseeing the day-to-day program in grades 9 - 12. Matters of curriculum, discipline and student life are under his aegis. With the Advisors, the Division Head serves as an important link with parents and may initiate parent conferences.

Dean of Students
The Dean of Students is responsible for overseeing all aspects of student life, matters of discipline, and social interactions. The Dean of Students chairs the Student Life Committee as well as the Honor Council, the Student/Faculty Review Board (SFRB), and the Administrative Disciplinary Committee (ADC).

Learning Needs
Portledge offers reasonable accommodations to those with documented needs. Our Educational Psychologist and Learning Specialist meets with individuals and/or families to coordinate and help those who require additional time in testing situations, or other accommodations. During exams every student is given the opportunity to use
an additional half hour, if needed. Those with 504 Plans or IEPs are afforded additional time as prescribed and approved by their plan as well as the Learning Needs Committee.

The Learning Needs Committee is comprised of the Educational Psychologist and Learning Specialist, College Counselor, Director of Admissions, Dean of Students, and Upper and Middle School Division Heads. They meet regularly to establish policies regarding students who require academic accommodations. Families must submit a request as well as all official supporting documentation (504 Plans, IEP’s, etc.) to the committee by July 1st for the upcoming school year. Based on the review of a student's file and documentation, the committee will use discretion to determine provision of accommodations. While many students receive services and support outside of Portledge School, for an additional fee, students may meet with the Learning Specialist weekly to strengthen their study and organizational skills.

**College Counseling**

It is the goal of the College Counseling team to provide thoughtful, purposeful, developmentally appropriate education about college admissions and applications to students in grades 9-12. This approach reduces stress, improves confidence, and increases the educational value of the college admissions process. Following is an overview of the program:

**9th Grade: Focus on Planning and Decision Making**
- Ninth grade College Night focuses on how colleges evaluate, understanding choices and opportunities at Portledge School, understanding the standardized testing calendar, reviewing four year timeline.
- Ninth grade class trip to visit a local college
- Ninth graders may stop by at any time with questions regarding course schedules, extracurricular choices, summer plans, etc. or schedule thirty-minute meetings with college counselors between March 1st and June for issues requiring longer conversations

**10th Grade: Focus on Exploring Options**
- Tenth grade college night features Admissions Officer speakers to learn about different types of schools and available options and encourages exploration.
- Tenth grade class trip college tour in the spring
- Tenth graders may stop by at any time with questions regarding course schedules, extracurricular choices, summer plans, etc. or schedule thirty-minute meetings with college counselors between March 1st and June for issues requiring longer conversations

**11th Grade: Focus on Finding Fit**
- Primary college counselor assignments made around November 1st
- College Night focuses on organization, managing the process and understanding the year ahead: ways to apply, deadlines, testing, logistics, SCOIR online application management program
- All students have an individual meeting followed by a family meeting to kick off the application process and ongoing individual meetings as needed.
- College Counseling class starts in January; topics include the following:
  - Self-assessment
  - College Visits
  - College Interviews
  - Common Application
  - Essays
• College visitors to Portledge in the fall and spring help students learn more about colleges they are interested in and sometimes connect with the admissions officer who may read their applications.

12th Grade: Focus on Applying
• In late August the college counselors offer “Intensives” for students in the following areas:
  o Completing the common application
  o Essay Writing
• College Night in September discusses immediate to-dos and longer-term considerations for the year.
• College visitors to Portledge in the fall and spring help students learn more about colleges they are interested in and sometimes connect with the admissions officer who may read their applications.
• Individual student and family meetings as needed to support students working through the process.
• College Counseling class meets weekly and focuses on application completion and essay writing.

Please note the following dates for College Counseling programs during the 2019-2020 school year:
• September 10th at 7:00 p.m. in Bahnik Hall: Mandatory group meeting for all 12th graders and their parents
• November 5th at 7:00 p.m.: Mandatory group meeting for all 11th graders and their parents
• January 14th at 7:00 p.m.: College Night for 9th graders and their parents
• February 27th at 7:00 p.m.: College Night for 10th graders and their parents
• March 5-6th: 10th grade college trip
• November 19th and April 28th: College Counseling Breakfasts (open to parents in all grade levels) at 9:00 a.m. in Bahnik Hall

The Portledge College Counselors publish college counseling resources on the College Counseling page of the Portledge School website. Every 11th and 12th grade family should read the college counseling handbook thoroughly and use it as a reference.

Portledge uses SCOIR, an online college search and application management program as the primary means for students to communicate their final college lists to us. It is vital that each student and family logs into SCOIR and understands how to use it. Transcripts and other supporting documents will not be sent unless the college is listed under “Colleges I am Applying To” in SCOIR.

The College Counselor writes a letter of recommendation for each student (commonly known as the “School Statement”) which includes insight from their advisor, and faculty comments from report cards. Parents are welcome to provide a written statement about their student which may also be used in the recommendation letter. Students should also select two faculty members (usually teachers from grade 11) to write academic letters of support. All letters of recommendation are confidential.

Transcripts that include grades up to and including junior year, as well as coursework from senior year, will be sent to all colleges to which a student applies. Trimester senior grades are sent to colleges when a student asks that they be sent, a college asks for them, or the College Counselor sees such action as in the best interests of the student. For seniors only, a mid-year transcript is generated and sent to colleges as required. Additionally, the School will report any student suspensions that occur during the senior year.

The College Counselors will guide, advise and educate students about colleges and their admissions procedures and requirements, but the final responsibility lies with each student to make sure that details and deadlines have been addressed and met. It is critical that students follow the correct procedures and meet the Portledge College
Counseling Office deadlines to ensure that all of the appropriate credentials are sent by the dates required by the colleges. In addition, students are responsible for sending standardized testing results to the colleges directly from the testing agency when this is required (see more on this below). It is best when students and families make themselves familiar with SCOIR and all deadlines and requirements well in advance so that there is time to address any confusion or questions. If a student procrastinates, misses deadlines or does not follow through on his or her responsibilities in the application process there is very little that Portledge can do to fix the situation. Colleges are extremely strict about their deadlines, requirements and procedures and see them as part of the admissions evaluation and decision process; if a student cannot read and follow directions and deadlines the college may determine that they are simply not a good choice for admission to that school.

Standardized Testing

Test Descriptions

Parents are charged through the Business Office for testing services (e.g. PSATs or APs) that are provided through the school. Detailed information about testing dates, fees and registration deadlines is available on the Portledge website.

- The aptitude tests of the Educational Records Bureau (ERB) for independent schools are taken online at Portledge in grades 6-9.
- The Secondary School Admissions Test (SSAT) is usually required of new applicants to independent schools who are entering grades 6 through 10. Registration materials may be obtained from the Portledge Admissions Office, or from Educational Testing Service (ETS) in Princeton, New Jersey.
- The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is taken by sophomores and juniors in October (see Portledge calendar), and is administered by the school. Scores from the junior year are used for National Merit Scholarship Qualification (NMSQT) and for student and college counselor use only. These scores are not sent to colleges.
- The SAT and SAT Subject Tests are administered by the College Board. The SAT consists of two sections: Evidence Based Reading and Writing and Math. The SAT Subject Tests are one-hour tests measuring knowledge of specific subject areas such as languages, math, literature, science, and history. Students choose which of these tests to take based on academic strengths and achievement and can be taken at any time during a student’s high school career. Three tests can be taken in one sitting but it is recommended that students only take one or two at a time. For more information on these exams including test dates and registration information please refer to the College Board website at www.collegeboard.com
- The American College Testing program (ACT), is a popular alternative to the SAT, and it is accepted by all colleges. Students can submit the ACT in lieu of the SAT reasoning test, the SAT Subject Tests, or both, depending on the college’s requirements. For more information refer to their website at www.actstudent.org.
- Portledge requires Upper School students to take the SAT Reasoning Test or the ACT and strongly urges that they also plan to take SAT Subject Tests in academic areas that make sense for the individual student, as many private colleges and universities recommend or require these tests.
- Advanced Placement Exams (AP) are three-hour, college-level tests prepared by ETS and given each May at Portledge. Students who are enrolled in AP course-work are required and will be registered by the school to take the AP test. The school will bill each family for the testing fee prior to the test date. Under certain circumstances, seniors who take the AP examination might be exempted from the Portledge final examination in that course. These exams are not typically used in college admissions and are used instead for college placement or credit. However, some colleges may allow students to submit AP scores in place of other tests.
International Baccalaureate Assessments are divided into two categories: External and Internal. External assessments (EA's) are formal examinations designed by the IBO. They are multiple-hour exams administered in May of Junior or Senior year, depending on the course. EA's are graded externally. Internal assessments (IA's) are designed by the IBO to be given and graded by the classroom teacher. IA's take varied forms such as presentations, essays, or lab practicals, and they are spread out across the two years of a course. IA grades are externally moderated to ensure global grading consistency. Students who elect to be Diploma Candidates or Certificate Candidates are required to sit for all assessments in a given class. The school will bill each family for candidate and testing fees. Scores on EA's and IA's are weighted and averaged to determine a student's official score for an IB Class, on a scale of 1-7. A Diploma Candidate must earn a combined score of at least 24 to earn an IB Diploma. A Certificate Candidate's score will be reflected on their certificate. These exams and scores are not used in American college admissions but may enable a student to earn advanced placement or credits once in college. A student applying to European Universities may be required to submit "Predicted Scores."

Testing Registration
Freshmen are automatically registered for ERB tests; sophomores and juniors are automatically registered for the October PSAT/NMSQT.

It is the responsibility of the student to register for SAT and the ACT tests via online registration. (Go to www.collegeboard.com or www.actstudent.org and sign up). You will need a valid, major credit card to register. The earlier you register the better and the more likely you are to get the local test center of your choice. **Students should memorize the Portledge School Code -332883- as well as his/her own social security number and always use the exact same name when signing up for any tests.** Susan M. Smith and Susie Smith will be treated as two different people, which can make sending scores to colleges more difficult. Be precise with your name, address, birth date, social security number and the Portledge School Code!

Students with documented learning disabilities usually take their specialized SAT tests on a specific date at Portledge. Arrangements for extended time on these tests must be made through the School Psychologist and CEEB. The websites for the College Board (http://www.collegeboard.com/ssd/student/index.html) or the links at the ETS website (http://www.ets.org) can provide parents with the specific current requirements for documentation. Copies of this documentation also must be in Portledge School’s file. Students who may be seeking this sort of accommodation must speak with the Educational Psychologist and Learning Specialist at least 8 weeks in advance of the registration deadline date, since extra forms must be completed.

Reporting Test Scores
The only way for colleges or the NCAA Eligibility Center to see your SAT or ACT scores is for you to arrange for official scores to be sent. They are not on the Portledge transcript and it is your responsibility to send the scores.

Colleges sometimes will accept self reported scores and sometimes will require official scores sent to them directly from the testing agency. When sending official scores, double check the college’s four digit code to be certain that you are sending the scores to the correct college or university. The College Counseling Office does not send official SAT or ACT scores for students.

Preparation for Standardized Tests
Familiarity with the organization, structure and types of questions on any standardized test can be helpful, as it will allow you, on test day, to focus on the content of the questions without having to spend extra time during the
test to figure out the directions. Some basic, common-sense strategies can be useful in preventing extra stress and wasted time.

We strongly recommend that students not prepare for the PSAT. For one, the scores are not used for college admission. Secondly, an unprepared result will give you a baseline for all SAT testing. This can be extremely useful in determining how to prepare for the tests that will count in college admissions.

Many types of test preparation for the SAT, SAT Subject Tests and the ACT are available. The SAT has a series of prep courses available online for free via Kahn Academy, and it is strongly recommended that students take advantage of these preparation modules. The best preparation frequently includes practice tests so it is wise to invest in one of the books that publishes “real” SATs or ACTs and to use them wisely to prepare. There are sample questions and test taking tips on the SAT and ACT websites (www.collegeboard.com and www.act.org). Some students are motivated to prepare on their own; others need the external motivation that comes from a course or private tutor. While there is debate as to how much impact test preparation can have, some sort of preparation is essential and each student, with his or her parents, should decide what the best approach is.

In addition to its daily academic program, Portledge devotes several special classroom periods to help familiarize students with the format and content of the CEEB examinations. This increased familiarity helps reduce some of the anxiety that many students encounter upon taking the SATs for the first time. Further, through the information provided by CEEB after the PSATs are taken, both the English and mathematics departments are able to discern any areas in which Portledge students are weak and thus apply more emphasis within the curriculum.

Systematic review for SAT Subject Tests takes place in all courses since the content of each course covers many elements of the material tested by SAT. During the year, teachers use some questions on quizzes and tests that are derived from College Board tests or similar sources.

Disciplinary Policies: Maintaining Integrity

Minor breaches of discipline are resolved by counseling the student. Repetition of infractions may result in detention or other consequences, or in a conference with the advisor, Dean of Students, or the Division Head. Persistence of minor infractions may result in Disciplinary Warning. Serious forms of misbehavior may require the convening of the Student Faculty Review Board (SFRB), Honor Council, or Administrative Disciplinary Committee (ADC). In certain extreme cases, the Head of School may dismiss a student without convening these committees. It is also within the authority of the Dean of Students, Division Head, or Head of School to question a student at school without parental consent or presence and/or to suspend a student.

Honor Council, Upper School

The Honor Council has been established in accordance with Portledge’s belief that all students should receive fair and equal treatment in the event of a major rule infraction involving the honor code or academic dishonesty. This disciplinary advisory group will consist of four elected student members, if possible, one from each grade level. To be eligible to serve, students must have a clean disciplinary record. The group will also include three Upper School faculty members and the Dean of Students.

After an initial inquiry and investigation, the Dean of Students will decide whether to bring the infraction to the Honor Council. In some cases, the Dean of Students will resolve the incident at his/her discretion. If an infraction is brought to the Honor Council, it will be the responsibility of the Dean of Students to convene the group as well as act as chairperson and facilitator of the group (the Assistant Dean or Upper School Division
Head can chair the group if needed). The student is represented by his/her advisor. Parents/Guardians do not attend the meeting. It is the Dean’s responsibility to see that a written statement is prepared for the group. This statement should describe the infraction in detail and will be a tool of guidance for the group in working towards a recommendation. The Dean will be responsible for reporting the council’s final recommended response to the Division Head and Head of School. The decision may be appealed to the Division Head.

Student-Faculty Review Board (SFRB)
The SFRB was established in accordance with Portledge’s belief that all students should receive fair and equal treatment in the event of a major rule infraction not involving the honor code or academic dishonesty. As the name suggests, the SFRB is composed of students and faculty to hear a particular case. In the Upper School one student member per grade will be elected to the committee during class elections each spring. Students who wish to be members of the SFRB must have not had any previous rule infractions. In an attempt to provide students with a consistent system of due process, a given hearing will be composed of four students, three faculty members, and the Dean of Students. The offending student will be represented by his/her advisor. Parents/Guardians do not attend the meeting. The SFRB can hear all cases that do not involve a violation of the Honor Code or would not result in expulsion from school.

Administrative Discipline Committee (ADC)
The Administrative Discipline Committee is made up of school Administrators. A quorum of at least 7 administrators is required for an official ADC meeting to take place. This committee is chaired by the Dean of Students and is called into session whenever there is a case regarding possible expulsion from school. Six additional Administrators sit on the committee. The Head of School is a non-voting member of the committee. All disciplinary appeals will be heard by the Head of School. The appeal must be in writing and delivered to his office within 48 hours of the decision. The ADC can also hear cases that are too serious or too sensitive for or above the jurisdiction of the SFRB or Honor Council.

Examples of Infractions
The most serious forms of academic dishonesty are plagiarism and cheating. Plagiarism is defined in Random House Webster’s College Dictionary (2000) as: “The unauthorized use of the language or thoughts of another author and the representation of them as one’s own.” Footnoting or otherwise giving credit to the source of material is an essential requirement of scholarship. When in doubt about the necessity of footnoting, the student should always consult a teacher. Students are reminded that even if plagiarism is discovered long after an assignment is submitted, disciplinary consequences still may be invoked. Cheating most frequently refers to unauthorized collaboration on homework assignments, on tests or quizzes, or to the use of unauthorized notes during an examination. The fact that some teachers encourage students to work together or allow “open book examinations” does not constitute permission to do so in other instances. When in doubt, the student should always consult his or her teacher. In testing situations, a student should never have unauthorized aids nearby. Items such as texts, notes, cell phones, or flashcards must be properly secured. Further, using references such as Spark Notes, Wikipedia (or the like) downloads, or English translations of foreign language works are also considered to be acts of academic dishonesty. Academic dishonesty erodes the underpinnings of a school. At minimum, a student earns a zero for the assignment; the school normally responds further by calling the Honor Council into session. The Honor Council has the right to recommend further sanctions.

The following also are considered serious infractions: all forms of dishonesty; insolence or insubordination toward faculty or staff; contempt or disregard for the school, for other people, or for their possessions; fighting or physical abuse; rude behavior or profanity; verbal or written abuse of or toward another, including prank phone calls, e-mail or internet postings, cyber bullying, sexting; graffiti; gambling; cutting classes or unexcused absence
from school (including leaving campus without permission); inappropriate behavior on school buses; dealing, use, possession, or being under the influence of alcohol or drugs at school or school functions; and use or possession of tobacco at school or school functions. Involvement with alcohol or drugs or drug paraphernalia may be grounds for immediate dismissal from Portledge School. At their discretion, the Head of School, Division Head, or Dean of Students may require that a student undergo an alcohol/drug assessment at a school-approved facility at the parent’s expense. Results will be shared with the School. Firearms and other weapons are not allowed on school property unless authorized before the fact by the Head of School, Dean of Students, or Division Head. Portledge may question a student about a disciplinary matter without his or her parents being present. Similarly, student lockers, book bags, pockets, etc. may be searched. Once any property or belongings are on school property, they are subject to search by the Head of School, Division Head or Dean of Students.

Portledge has a school-wide policy concerning harassment in person and on-line. A copy of that policy is on the website. Further, Portledge students always are expected to exercise self-discipline and responsibility and to show helpful concern for others. The school expects each of its students to behave in appropriate ways as good citizens. Thus, the school may discipline, or even expel, a student who, for example, is arrested, or behaves in some unbecoming manner on the internet or off school grounds.

**Detention**

This Handbook outlines the various regulations and expectations that we have for Portledge students. It is expected that students not only will know and abide by these rules, but also that they will demonstrate thoughtful and courteous behaviors toward the school itself and all those associated with the school. If a breach occurs, a teacher may notify the student’s advisor and the Dean of Students about the shortcoming. The Dean of Students keeps track of the number of reports a student receives. A cut class automatically earns the student a Saturday detention. With minor infractions, once a student has received three negative reports, that student is placed in the next available Saturday morning detention. Seniors are reminded that earning 2 Saturdays in a trimester will cause a loss of senior privileges. Earning multiple Saturday detentions could also result in disciplinary warning or referral to the SFRB for possible suspension.

These mandatory Saturday detentions are held at school from 9:00 a.m. sharp until 11:00 a.m. Students are required to arrive promptly, to be in dress code, and to bring sufficient schoolwork to keep them fully engaged during the entire two-hour period. A student who fails to attend detention (or who fails to be on time, in dress code, or studiously engaged) faces the risk of being suspended from school for one day at the beginning of the next week and being placed in a subsequent Saturday detention. A student in detention must remember that his/her actions are what caused the placement in detention. Because detention is serious, there are virtually no acceptable reasons/excuses for a detention to be missed.

**Note:** If a student cannot attend on Saturday for religious reasons, a special Sunday detention will be scheduled. The Dean of Students must be notified well in advance of the Saturday detention date in order for this to be approved. Students who earn regular Saturday detentions place themselves at risk for additional disciplinary action, including suspension.

**Warnings (Academic or Disciplinary)**

The Head of School, Dean of Students, or Division Head may place a student on Academic Warning if scholastic achievement is below par or on Disciplinary Warning for behavior. By placing a student on notice, the school is warning the student formally that he or she is not meeting Portledge’s academic or behavioral expectations. Simultaneously the school is asking the student to respond with initiative and positive action so that the Warning may be reviewed and rescinded after a set period of time. If it is perceived that a student on Warning is unwilling
or unable to change his or her performance, then the school must question the desirability of having that individual continue at Portledge.

**Academic Warning**

Typically, Upper School students are placed on Academic Warning when, at the end of a given trimester, their grades do not show the potential to earn the 3 quality credits that are necessary for promotion or graduation, or when a failing grade has been recorded. Seniors on Academic Warning are restricted to campus. Parents are notified by letter when a student is placed on Academic Warning. The student’s advisor plays a key role in overseeing performance during this probationary period. If a student on Academic Warning is playing on an athletic team, the Division Head, Dean of Students, and advisor will determine whether curtailing this activity will serve the best academic interest of the student. Similarly, this group will determine if participation in other extracurricular activities should be curtailed. The usual duration for Academic Warning is one trimester. Failure to resolve Academic Warning status during the trimester or through summer work may necessitate the student’s withdrawal from Portledge School. The probationary period may be extended at the discretion of the Head of School or the Division Head. Portledge School reserves the right to withhold a student’s contract of any underclassmen who is, or have been, on Academic Warning or at the completion of the school year.

**Disciplinary Warning**

A student may be placed on Disciplinary Warning after he or she has been involved in a breach of a school rule or in a series of on-going, chronic behavioral problems. The school expects that a student on Disciplinary Warning will demonstrate subsequent responsible actions that indicate not only that the behavior was out-of-character for that student, but also that the student can maintain consistently good behavior. The Division Head and Dean of Students review the student’s status after a set period of time. If improvement has been noted, the Warning will be lifted. If, however, a student is involved in other breaches of conduct while on Disciplinary Warning, he or she will be liable to more stringent action (including suspension or expulsion) from the SFRB or ADC, the Division Head, Dean of Students or the Head of School. Portledge School reserves the right to withhold a student’s contract of any underclassmen who is, or have been, on Disciplinary Warning or at the completion of the school year.

**Suspension**

Suspension is the gravest consequence, short of expulsion, that the school may invoke. In effect, suspension serves as a short-term expulsion in order to drive home to the student what it is like not to be a member of the Portledge community. The school hopes that the student will respond to the serious nature of the suspension by redirecting his/her behaviors more positively. A student who does not heed the warning of a suspension, however, faces expulsion as the next logical response to a continued lack of good citizenship.

Notice of a suspension, or other disciplinary action, is put in the student’s file. Students who are suspended for academic reasons are not given extra-help privileges for missed school time. If, during the suspension, a student should miss a test or a quiz, makeup privileges may not be granted. Instead, the student might earn an F (no higher than 50%) for that particular test. Students who are suspended for behavior issues generally do not suffer additional grade consequences outside of missed time at school. Students who are suspended are not permitted to represent the school in extracurricular activities, in games, or at practices. When the SFRB or Honor Council recommends suspension they also make recommendations about the length of the suspension. At the end of their junior year, any student who has been suspended during their 9th-11th grade years may petition the ADC to expunge the suspension from their record so it need not be reported during the college application process. Once an appeal is received in writing from the student to the Dean of Students upon completion of their junior year, the ADC will meet early in the fall of that student’s senior year in order to discuss removing the suspension from
the permanent record. The outcome of the ADC will determine whether or not a student must report the suspension during the college application process.

All suspensions that occur during senior year remain part of the student’s record and are reported to colleges. Students are encouraged to report such suspensions, with a letter of explanation, before Portledge sends that information.

In House Suspensions
Although the goal of suspension is to separate the student from the community, sometimes the adjudicating panels will recognize the value in having a student serve the suspension at school. In these cases the student is still separated from the community, but teachers are able to supervise the student and require that work be completed during the suspension. The committees can mandate that homework be completed, that an apology be written, or that an assignment or project be re-done (for example, in the case of plagiarism or dishonesty). Students do not have a voice in deciding if a suspension will be served at home or in school. The decision belongs to the committee.

Expulsion
Expulsion immediately removes a student from the school. Only the ADC or Head of School determines if a student will be expelled. Any student who has been expelled (or one who has not been granted re-enrollment because of disciplinary issues) is not permitted to visit when school is in session or during on-campus athletic or social events.

Student Life
Student Life Committee
The Student Life Committee is chaired by the Dean of Students and is comprised of faculty members from each division, the Educational Psychologist and Learning Specialist, International Student Coordinator, Athletic Director, Learning Specialist, College Counselor, Diversity Coordinator, and the Coordinator of Character, Leadership, and Mentoring. This committee meets bi-weekly to discuss issues surrounding student life and policies pertaining to peer-to-peer interactions. The SLC works to create programs that will enhance the student’s experience at Portledge.

Student Council
In the Spring of each year, students in grades 6-12 elect Upper School students as the Student Body President, Vice-President, Treasurer and Secretary for the next year. Candidates for all elected offices must be in good academic standing (no grade below C in any trimester of the year) with a good disciplinary record (no effort grades of 4), and at least 10 hours of Community Service earned. These Student Council officers serve as the leadership for the students in the Middle and Upper Schools. The Student Council membership also includes an elected Class President and Vice-President from each of the grades. These Class Officers organize and coordinate community service projects and other class activities with the guidance of the faculty Class Advisor. The Student Council also includes a Middle School President and Middle School Secretary (elected by the Middle School students), as well as a Faculty Advisor appointed by the Head of School. The Dean of Students, Middle and Upper School Division Heads and the Head of School are ex-officio members.

The Council is a forum for topics that are of interest and concern to the student body. The Council recommends to the administration courses of action to address these concerns. In the Middle and Upper Schools, there is sometimes a period set aside during which issues may be discussed and voted upon by the entire student body. The Council also oversees various aspects of student life including Community Service and monitoring the Upper School student lounge and corridors.
Honor Statement

All programs and activities at Portledge have been chosen and designed in accordance with the School’s Mission Statement and Philosophy. Portledge expects its students to remember that academic honesty is a foundation-block to scholarship. To affirm and reinforce this fundamental tenet, we require that students, during their advisor meetings each fall, write out and sign the Portledge Honor Statement and Character Code:

- “I affirm that when I submit work for grading, or take tests or quizzes, the work will be my own work that I completed without the use of unauthorized help.”
- “I agree to conduct myself at Portledge, in the community, and online in a manner that demonstrates ethical action, moral courage, and honesty toward others and me. I agree to behave in a manner that will reflect the values of my school and my family at all times.”

These signed statements will be kept on file. Then, for each piece of work that is submitted for grading, the student’s signature on the work is an indication that the student has been faithful to the signed pledge.

Portledge takes this pledge very seriously and expects its students to do likewise. The School assumes that each student fully understands what constitutes plagiarism or other forms of academic dishonesty. The school will seriously question the continuation of any student who is unable or unwilling to abide by the Honor Statement.

Dress Regulations

The Portledge Pillars of Kindness, Purpose, Respect and Honor provide the framework for student conduct expectations. As such, students are expected to dress each day in clothing that respects and supports the purposeful work of a serious academic community. Clothing should be neat, clean and in good repair. It is important to note that acceptable attire outside of school can differ from what is deemed appropriate for the school environment.

Grades 6-12 Dress Code

Students may wear:

- Collared dress shirts, blouses, tunics, sweaters, sweater vests and ¼ zipper pullovers or fleeces.
- For students who identify as male, a belt and tie are required
- Dress pants or casual pants, defined as pants that are fastened by a button or clasp and/or that have functional pockets
- Skirts or dresses of an appropriate length and fit
- Neat, clean, and appropriate footwear in good repair must be worn.

Students may not wear:

- Flip flops intended for the beach or pool
- Denim (jeans, shirts, skirts or shorts) of any color
- Cargo or jogger style pants, skin tight and other similarly relaxed pants
- Clothes that reveal or mimic under-garments (including spaghetti straps), clothes that expose the stomach, chest, or back (for example: strapless, low-cut, or sheer tops), that are skin tight or ripped in any location, or that contain a camouflage pattern or suggestive or inappropriate topics (such as drugs and alcohol)
- Athletic attire including sweatpants, mesh shorts or yoga pants designed for use in a gym setting or in athletic or recreational activity or competition
- Pajamas or other loungewear-style attire
- Hats, visors, or any type of headgear, unless given permission by the Dean of Students for religious purposes
- Sweatshirts, hooded or crew neck
- Leggings (Leggings are not permitted, even under tunics, skirts or dresses.)
- Excessive or distracting jewelry
- Facial hair, unless given permission by the Dean of Students for religious reasons

The school reserves the right to use judgement in individual cases based on the needs of the student or special circumstances.

In September, October, May and June the following are also considered to be in Dress Code:
- Ties are not required
- Bermuda-length shorts are permitted
- Polo shirts tucked in with a belt

In December, January, February and March the following are also considered to be in Dress Code:
- Snow or other weather specific boots are permitted

Monthly Dress Down:
- Occasionally the school allows for dress-down days. The dress code is relaxed on dress-down days to permit Portledge athletic gear and other more casual attire. Clothing, however, must be in good repair as well as reflect a positive regard for the school therefore no hats or otherwise inappropriate clothing is permitted.

Dress Code Enforcement Procedures
Advisors, teachers, and administrators all work together to hold students accountable for their dress. To that end, all teachers in first period classes will be paying particular attention to students and their dress. If a student is out of code faculty members will do the following:
- Speak directly to the student and then email the student, advisor, and Dean of Students following the conversation. The teacher will then enter an infraction into MyPortledge, and the Dean of Students will follow up with the appropriate consequence as outlined below.

Students who fail to abide by the dress regulations will face the following consequences:
- First offense: Warning
- Second offense: Loss of dress down privileges for 1 month, detention slip, and advisor to contact parent or guardian
- Third offense: Saturday detention, loss of dress down privileges for 2 months, and advisor to call parent or guardian
- Fourth offense: Meeting with the Dean of Students to discuss further disciplinary actions

After School Hours
When students are on-campus after school, it is expected that they maintain the spirit of the dress code or be in athletic uniforms.

Dress Down Days
Unless announced otherwise, the first school-day Friday of each month is a dress down day.

Final Examinations Dress Code
During final examinations, the dress code is consistent with that of May and June, listed above.

Dress for Athletic Team Away Games
Athletes (and team managers) traveling to away games are expected to be in dress code, or in game uniforms.

**Dress Regulations for Graduation**
Graduation is a unique opportunity to both celebrate the accomplishments of our seniors and reflect on their experience at Portledge. As one of our most important community events, the customary formal dress is a significant and symbolic component of the event. Traditionally, Portledge has required students to comply with the following dress code:

**Males wear:** Navy blue blazer, white pants, white button-down shirt, Portledge tie, black or brown shoes, black or brown belt

**Females wear:** Solid white dress to the ankle, appropriate footwear for the occasion

**Gender nonconforming attire:** White pantsuit, white blouse or white button-down shirt, appropriate footwear for the occasion

All seniors must have their choice of attire for graduation approved by the Dean of Students.

**Driving on Campus**

**Cars, Motor Bikes and Mopeds**
Students who possess a New York State driver’s license may drive motor vehicles to and from school once they have registered with the office, passed the Portledge driving quiz, and placed a Portledge sticker on their windshield as required. **A Junior License does not qualify for driving privileges to Portledge.** The vehicles must remain parked and locked during the school day, with the single exception of those seniors with permission to leave campus. If you are a licensed driver and expect to be driving to school even occasionally, you MUST complete a school registration form available from the Upper School Office and pass the Portledge driving quiz. Student vehicles are to be parked only in the designated Upper School parking area. Students who are not seniors may be required to park in the satellite parking area north of the tennis courts. Cars may not be driven between buildings during the school day. Students (as well as parents or faculty) are never to park in the cut-outs in front of Wellington Gym. Please always yield to pedestrians. Do not use cell phones while driving on campus. The Head, Division Head, or Dean of Students may revoke the driving privileges of any student at any time during the year if they see fit.

**Bicycles**
Because there is no proper bicycle route on Duck Pond and Piping Rock Roads, the school does not encourage bicycles as a mode of transportation to school. Students may, however, ride bicycles to school with their parent’s consent. If you ride a bicycle, you should park and lock it outside your school building until you ride it home.

**Students Riding with Student Drivers**
Only seniors who have written parental permission on file in the Upper School Office may ride with student drivers during the school day or after school to official school functions. Seniors may drive other younger students to school or from school only if the school has received written permission from the parents of the driver and the parents of the rider. Students may not drive classmates to bus dismissal. Juniors who have full New York State licenses may not drive other students. Unusual circumstances may be considered individually by the Dean of Students.

**Driving to Athletic Events**
Normally, athletes are to travel as a team to away games via school transportation. Student drivers may drive to games and carry passengers only when specific permission has been granted by the families and approved by the Athletic Director and team coach.

**Speed Limit – Parents and Students Please Take Note**
Adults should model appropriate behaviors for children to emulate. **With that in mind, parents and students are reminded that the speed limit for the entire campus is 15 mph.** Always yield to pedestrians. Never use a cell phone when driving on campus. In order to avoid congestion or bottle-necks, please do not park or stand in the cut-outs by Wellington Gym.

**Dismissal Procedure**

All Upper and Middle school students who depart by bus will be picked up at the Upper School. Buses will be called out one at a time by the faculty member on bus duty in front of the Upper School. Buses will depart from the Upper School beginning at 3:40 p.m. Students who are traveling by bus must be ready for dismissal at the Upper School by this time. During inclement weather, students will wait in Gilmour Library and monitors will call them when their bus arrives.

All Upper and Middle school students who depart by car will be picked up at the Middle School. When cars enter campus to pick up a student from the Upper or Middle school, they must turn right onto the service road just after our entrance. Cars will travel down the service road towards the Middle School. Upon exiting the service road, cars will continue behind Alumni House and turn left to pull up in front of Powers Courtyard, in single file. All Upper and Middle school car pick up students will be waiting in Powers Courtyard and will be escorted to their car by monitors. During inclement weather, students will wait in Bahnik Hall and monitors will call them when their car arrives.

**Note:** The main road on our campus will be closed to all incoming traffic from the Lower School stop sign to the Upper School from 3:15 p.m. – 3:50 p.m. No cars will be allowed to travel past the stop sign towards the lower end of campus. The road will re-open at 3:50 p.m. each afternoon. If your child is departing by car from the Upper or Middle School, you are encouraged to come at 3:50 p.m. This will ease congestion on our campus and will allow you to pick up your child with greater ease from their specific division. Safety is our top priority so we are requesting that you obey these guidelines which will allow for a smooth departure. Please also make sure you follow the directions of all guards/monitors on campus to help facilitate dismissal. As always, please drive slowly and cautiously on campus.

**Physical Education and Athletics**

Below is a brief version of Athletic Department policies. For complete information and details of Athletic Department policies, please refer to the Athletic Department Student Parent Handbook on the Portledge website.

**Purpose**

The purpose of this document is to promulgate Portledge policies on interscholastic athletics.

**Preamble**

Portledge will provide for its students a program in interscholastic athletics that complements the program in academics. This interscholastic program is intended to support the overall Portledge student experience and to be educational in its purpose and conduct. Such a program provides significant educational opportunities for the broad Portledge constituency:

- For Portledge student-athletes, the program in interscholastic athletics teaches Portledge students skills in sportsmanship, group interaction, discipline, leadership, and teamwork; such a program provides Portledge students with physical skills that increase student confidence, achievement, self-esteem; and such a program provides students with important interaction with other student bodies.
• For the parents and family members, interscholastic athletics offer an opportunity for increased school spirit, improved pride in institutional association, greater intra-family interaction, and an occasion for family involvement in school activities.
• For the broad geographic area that Portledge serves, a program in interscholastic athletics offers an opportunity to enhance Portledge’s public image, encourage continued association with Portledge from its present constituency, and to raise future student and parent interest in the more comprehensive program in academics, fine arts, athletics, and community service. (NAIS, 2009)

Mission Statement
The athletic and physical education program aims to pursue excellence by providing an educational, enjoyable and competitive experience for students to develop personally and athletically. The successful program creates an environment that fosters growth and nurtures individual talents that emphasize the Portledge Pillars of kindness, purpose, honor, and respect that are necessary for lifelong learning.
Athletics involves many students-athletes and because it provides a forum to bring students, parents and faculty together, a successful interscholastic athletic program is vital to community spirit at Portledge.

Physical Education Philosophy
Upper School Physical Education focuses on meeting the NYS requirements of keeping students active and allowing them to maintain a healthy lifestyle. Upper School PE will combine skill building exercises with various activities that will make for an enjoyable experience for students who choose not to compete in interscholastic athletics.

Junior Varsity Program Philosophy
The Junior Varsity program is intended for Upper School students through junior year who display the potential to develop into varsity level performers. Although team membership varies, freshmen and sophomores occupy the majority of junior varsity roster positions. The final decision about junior varsity participation or getting selected for varsity level is made by the coaching staffs of both the Varsity and Junior Varsity teams.
At the junior varsity level, athletes are expected to have committed themselves to the team and to continued self-improvement. To this end, increased emphasis is placed on physical conditioning, fundamental skills, strategy, character development and teamwork. At the junior varsity level, although coaches make an effort to provide meaningful playing time for all team members, the outcome of the game becomes an important consideration. Playing time is earned, although every effort is made to get student-athletes into games. Commitment to attendance and effort at practice also become more important at the junior varsity level. Participants at this level are preparing themselves for the six day-a-week commitments that will be expected of them at the varsity level. Games and practices rarely take place on Sundays and holidays, but they sometimes occur on Saturdays and during school vacations. Except in rare cases, during the December and March breaks, families of junior varsity athletes can count on having a balance of vacation and practice sessions. If families are at home during the breaks, junior varsity athletes are expected to attend all scheduled practices and games.

Prep Team Program Philosophy
The Prep Team Program is intended for all Upper School students who display the potential to compete as a varsity level performer. Prep teams are created due to the large number of interested participants in a particular sport. Prep team athletes can also be considered throughout the season as “swing players,” to compete on the varsity team and earn a varsity letter in their first year. The prep-team will have a limited competition schedule against mostly local High School teams.
All prep team athletes will experience advanced skill development and sport-specific systems of play instruction. All playing time is earned, although efforts are made to get student-athletes into games, but not necessarily all games.

Commitment to attendance and effort at practice also become more important at the prep team level. Participants at this level are preparing themselves for the six day-a-week commitments that will be expected of them at the varsity level. Games and practices rarely take place on Sundays and holidays, but they sometimes occur on Saturdays and during school vacations.

**Varsity Program Philosophy**
In every sport, varsity competition is the culmination of the program. Team size at the varsity level is limited. The number of participants on a team is based on the number needed to conduct an effective practice and the number needed to compete in interscholastic games. A student who chooses to participate on a varsity team needs to understand his or her role on that team, and early in the season a coach is expected to communicate clearly and candidly with each varsity player about that role. While we understand that playing time is important to every team member and that coaches try to give every varsity athlete a meaningful amount of playing time over the span of a season, playing time at the varsity level is never guaranteed. A positive attitude, sportsmanship and a high level of skill are prerequisites for a position on a varsity team, as is the realization that a varsity sport may require a six-day per week commitment. As with junior varsity teams, this commitment often extends into vacation periods. In particular, we expect all varsity athletes to be available for practices and games during the vacation period. Once a varsity team is eliminated from their playoffs or league or state tournament, or their regular season is completed without a post-season berth, their season is over, and they will no longer meet as a team for practice.

**Current Upper School Sports Team Offerings**
- **Fall:** Girls Soccer, Boys Soccer, Coed Cross Country, Girls Tennis, Intramural Golf
- **Winter:** Girls Ice Hockey*, Boys Ice Hockey*, Boys Prep Hockey, Girls Basketball, Junior and Varsity Boys Basketball, Squash*
- **Spring:** Softball, Baseball, Girls Lacrosse, Boys Lacrosse, Boys Tennis, Coed Golf*, Badminton

*Participation in Ice Hockey, Golf, and Squash will incur additional fees for transportation, facility rental, and/or equipment.

**Varsity Team Managers**
In some cases, students may choose to be Student Managers of a varsity team for their Physical Education credit. Student Managers must attend all games (home and away) and practices at the coach’s discretion. Student managers are graded in a similar manner as players. Any problems in the area of attendance or attitude should be reported to the Athletic Department as soon as possible.

**Student Physical Education Requirement**
Each Upper School student is required to complete three seasons (trimesters) of physical education. A season’s requirement may be met through (a) participation on a Portledge varsity, prep, or junior varsity team (b) participation in a trimester of a physical education class, or (c) in limited cases, by receiving an Athletic Exemption through participation in an approved special alternate program or co-curricular Portledge activity (ie: Drama, Art, Music) (see “Exemptions” below).

**Exemptions Requirements**
In limited cases, student-athletes may apply for an exemption from participating in an athletic season. Normally, exemptions are granted for only one athletic season per year. However, multiple season exemptions may be granted on a case by case basis at the discretion of the Athletic Director. Students wishing to apply for an
exemption must complete and submit the Athletic Department Exemption Form with proper documentation and signatures by the beginning of the season and a fully logged training schedule by the end of the season. The process will also require a consultation with the Athletic Director. There are three types of Physical Education Exemptions that the Athletic Department will consider:

Medical Exemptions
These must be long term injuries that will prohibit the individual from participating for at least 75% of the particular season. A doctor’s note must be filed with the Athletic Department and the nurse’s office.

High Level Competition
The Athletic Department will grant an exemption to students who pursue a sport that is not offered at Portledge during a particular season. The activity must be competitive in nature, and the level of that competition must be relatively high with a supervising coach or instructor. If an exemption is granted for a student to participate in a sport that is already offered at Portledge School during a different season, the student must participate in that sport at Portledge as well.

Special Athletic Programs
The Athletic Department will consider exemptions for co-curricular activities or special athletic programs that are otherwise unavailable to students at Portledge School. The specialized program must be competitive and meet the required minimum 120 minutes per week.

Medical Requirements
Annual Physical Examination Form
Each student must have an annual Physical Sports Examination by a NYS certified physician. A Physical Exam is valid for a calendar year. A current physical is required to participate in sports. If the medical examination expires during the school year, a new one will be required in order to continue to participate in sports. Without a form, a student is not permitted to participate on a team and thus risks failure for the season and satisfying the physical education requirement. Failures must be rectified as prescribed by the Athletic Department. At the beginning of each new season, a parent must complete and sign the Sports Health Update Form. All Health Forms are available on the Portledge website athletics page www.portledge.org.

Sports Health Update Form
Interscholastic athletics medical examinations are required to protect the health and safety of the students before participation in strenuous activity and periodically throughout the season as necessary.
Prior to participation in each athletic sports season, all students will be provided a Sports Health Update Form to be completed and signed by the parent/guardian unless a physical exam has been completed within the last 30 days and submitted to the Health Office. **Athletes will not be able to participate/practice with their team until this form is on file with the Health Office.**

Awards Assembly and Graduation
All students in grades 9-12 are **required** to attend both the Awards Assembly and Graduation. These are dress-up days for students. Because of the importance of these events, any requests to be excused from them must be directed in writing to the Dean of Students well in advance of the ceremony. Parents are invited and encouraged to attend these functions as Portledge recognizes its outstanding students and its graduating class.
Awards and recognition for excellence in scholarship, leadership, and school spirit are given by the various departments at the Awards Assembly in June. These awards are presented on the basis of faculty recommendations.
At the Graduation exercises, those seniors who are graduating Cum Laude or as Arts or STEAM Scholars are recognized. Also, at Graduation, the major school award, the Portledge Bowl, is awarded by the Trustees upon the vote of the faculty to “that senior who best exemplifies the character and values Portledge holds in highest esteem.”

Other deeded awards, given at either Awards Assembly or Graduation include the following:

- The Slanetz Award is awarded to that member of the Senior Class whose record of academic commendations shows the highest level of achievement throughout his or her sophomore, junior, and senior years at Portledge, given in the hope that these scholars will apply their intellectual ability to the improvement of the human condition and for the well-being of others. The recipient is determined by the Upper School Division Head from a weighted tally of the commendations earned at Portledge during the 10th through 12th grades. Only trimester and end-of-year grades are used for this computation.
- The Barbara Lisanne Ayers Memorial Award for Outstanding Scholarship is presented annually to that member of the graduating class who, throughout his or her career at Portledge, has best exemplified the character and achievement of Barbara Lisanne Ayers (Class of 1977) through profound devotion to learning together with a consistently high level of academic accomplishment.
- The Head’s Award is given by the Head of School to recognize the unique contributions to the life of the School made by one or more seniors.
- The Senior Athletic Awards are presented in recognition of overall contribution to the School’s athletic program through outstanding effort on behalf of team play and sportsmanship, and excellence in a number of athletic endeavors.
- The Bliss Award is presented each year to the senior or seniors who have excelled in visual and performing arts.
- The Senior Class Award, upon vote of the senior class members, and affirmation of the faculty, is presented to that member of the graduating class who demonstrates a high degree of kindness and generosity towards friends, faculty and the Portledge Community.
- The Student Council Award is presented, upon vote of the Council members, to that student who has displayed outstanding dedication in overall school spirit.
- The Hahn Environmental Award recognizes the student who exhibits extraordinary exemplary leadership in the field of sustainability both globally and within the Portledge community.

Additional Information
Books and Supplies
There are two options:
1. students may purchase all their textbooks outright; in which case the student owns these books and may make markings in them;
2. Students may elect to be loaned available BOCES textbooks and then be charged for textbooks not available through BOCES. Books on loan must be returned at the end of the school year in reusable condition, not marked up or overly shopworn. Students will be billed for lost or seriously damaged texts.

In either case, students should be sure to put their name in each of their texts. All students are responsible for providing their own pens, pencils, paper and notebooks.

Cafeteria and Food Regulations
The cafeteria provides a daily selection of nutritious lunch choices. Lunch is served from 10:45 a.m. to 1:30 p.m. Lunches are to be eaten only in the cafeteria space. Lunch may not be eaten in the gym, nor in the Upper School building. Students are to be respectful in the common areas and to clean up after themselves. No food (including such things as lollipops or chewing gum) is permitted in hallways, air-locks, on Wellington Gym floor, or in the
Gilmour Library. Food in classrooms is prohibited without the expressed permission of the teacher. Seniors who go on “deli runs” are cautioned that they risk loss of off-campus privileges should they bring any outside food back to campus. All food and drink of this sort must be consumed before the senior returns to campus. Students may not order or accept deliveries of take-out orders at school prior to 3:45 p.m.

Cell Phones and Telephones

School Phones
Students are not to use school phones in the offices or library without permission, for these ties up school lines and disrupts the work of faculty and staff.

Cell Phone Usage
Mobile phones and digital devices are an integral part of our students’ way of life and can have considerable value, particularly in relation to individual safety. These technological tools play a significant part in the educational practices of the 21st century. We encourage the use of laptops in class, but cell phones can never be used as calculators or for class work unless specifically designated by the teacher for academic purposes. The College Board bans them from all testing areas and their presence will result in a cancellation of scores. Please limit cell phone contact with your child during the school day to only essential or emergency calls or emergency text messages.

Students will not have access to their phones during class so if you have an urgent message, please call the office and someone will notify the student promptly.

If cell phones are used inappropriately the teacher has the right to confiscate that device for the remainder of the period. If continued misuse occurs, disciplinary consequences will result.

Students will only be allowed to use their cell phones during time periods when they do not have academic responsibilities. If a student abuses their cell phone privileges a parent will have to come to school and pick up the phone.

Sexting is dangerous and is prohibited and will be considered a serious disciplinary infraction. Cell phones or other electronic devices may never be brought into an exam room.

Drills: Fire, Bus, Emergency

Fire drills are held periodically during the school year. During the drill, faculty will assemble students alphabetically by grade on the Lower Athletic Field. Quiet must be maintained! By State mandate, students have a bus drill early in the fall. Portledge also has contingency procedures for various emergency situations.

Lockers and Belongings

Each student is assigned a locker with a combination lock. All books, clothing and other supplies must be kept locked in these lockers. Unattended laptops must be locked in the student’s locker. Book bags, etc. are not to be left in the corridors nor are they to be hung on the open door of the locker. The student’s name MUST be on all of his or her books, the laptop, and clothing. The school cannot take responsibility for lost, stolen, or missing belongings. Students should not bring large sums of money or valuables to school. If this is unavoidable, valuables should be deposited in the school office for safekeeping. Students who lose their combination lock will be charged. Only school-issued locks are to be used on the hallway or athletic lockers. The athletic department assigns athletic lockers (and combination locks to them) to all students playing on school teams. Athletic locker rooms are to be used only when changing for physical education or sports. Once any property or belongings are on school property, they are subject to search by the Head, Division Head or Dean of Students.

Mandated Reporting
A top priority at Portledge is the safety of all those within our community, specifically our students. All school officials must abide by New York State Mandated Reporter Laws. According to the NYS Office of Children and Family Services, the law says “Mandated reporters are required to report suspected child abuse or maltreatment when they are presented with a reasonable cause to suspect child abuse or maltreatment in a situation where a child, parent, or other person legally responsible for the child is before the mandated reporter when the mandated reporter is acting in his or her official or professional capacity. “Other person legally responsible” refers to a guardian, caretaker, or other person 18 years of age or older who is responsible for the care of the child. Maltreatment can also include neglect.”

Off Limits
During the school day, Upper School students must remain in the Upper School buildings or on the lawns in the immediate vicinity of the Upper and Middle Schools unless they have a scheduled commitment or appointment in the Lower School. If a student remains after school for school-related obligations, he or she should not leave campus until a bus or ride takes him/her home. On the other hand, the school cannot babysit those students who do not have appointments after school. Instead, they must leave for home rather than hanging out on campus.

During the school day, the Upper School parking lot is off limits to all students except seniors who are in the process of leaving campus or returning to it. Students may not drive between buildings during the school day. All student vehicles must be parked only in the lots between the Wellington Gym and the tennis courts or behind the tennis courts. Because of limited space in the parking lot, some students may be required to park in the satellite parking area near the tennis courts. Students are never to park in the cut-outs in front of Wellington Gym/Gilmour Library.

Photocopiers
Office photocopy machines are not for student use.

Prohibitions
Students listening to electronic devices in the Upper School halls must use earbuds or headphones. Chewing gum (including Aspergum and the like) is not allowed at any time during the school day. Skateboards are not permitted on campus. School computers are not to be used for game-playing or for random surfing of the Internet.

Student Lounge
It is the responsibility of the Student Council to oversee the maintenance of the Commons Lounge so it is not abused, and to address any other problems concerning the lounge. Only food and drink from the vending machines may be consumed in the student lounges. Students may not sleep in the lounge. Decorous student behavior with non-distracting noise levels is expected at all times.

Sustainability and Environmental Procedures
Portledge is committed to programs that protect and provide a healthy respect for the environment. To those ends, students, faculty, and parents are asked to join in efforts to decrease wasteful use of utilities and resources and to practice good habits of recycling. We work together towards the preservation of our earth household.

Wellington Gymnasium
Students with unscheduled periods may use the gym if there is no other class using it at that time, and if granted permission by a member of the athletic department. Careful attention to safety is expected at all times. The use of any equipment other than basketballs in the gym, except during a supervised practice, is not allowed.
area of the gym may NOT be used as a play area. Similarly, students are not to play ball in the Wellington courtyard. Only sneakers are permitted on the gym floor, never cleats or street shoes. Students should remind fellow players of these rules. Those who do not comply (or who are playing with others not in compliance) will receive a detention notice.

Special Events
Parent Partnership Clause
Portledge School believes that a positive constructive working relationship between the school and a student’s parents/guardians is essential to the fulfillment of the school’s mission. Thus, the school reserves the right not to continue enrollment or not to re-enroll a student if the school reasonably concludes that the actions of a parent/guardian make such a positive and constructive relationship impossible or otherwise seriously interfere with the school’s accomplishment of its educational purposes.

School Event Guidelines
Note: School regulations are in effect at all school functions (plays, dances, athletic events, etc.) during lunch, on field trips, and during examination periods unless otherwise specified by the Division Head. The Student Council has adopted the following set of rules for social events at school:
All special events (bake sales, raffles, events, etc.) must be approved by the Division Head and Student Council. The Faculty Sponsor must submit an event planning request for all events, during and after school, through the School software for approval from the Systems Manager.
Reminder: we are a nut-free campus.
1. There will be designated only one entrance and exit to the event. Other exits, however, are to be used only in the event of an emergency, and thus legally cannot be blocked.
2. Students are expected to remain until the end of the event. Students who leave early must either be picked up by parents, or (if possessing driving privileges) leave in their own cars. A student who leaves the event must leave campus and may not return later.
3. Smoking is not only against team rules for athletes, but also is illegal in school buildings and on school grounds.
4. Students who are found under the influence of alcohol or using or possessing alcohol (or any other illegal or controlled substance) will be subject to the full disciplinary measure of the School, and/or the local police.
5. Students are expected to adhere to all other rules of Portledge, both explicit and implied, that deal with decorous and appropriate behavior.
6. During the event, the sponsoring class and the chaperones will work in conjunction to maintain appropriate order. Students who pose discipline problems will have their parents called to pick them up.
7. The sponsoring group must clean up the area immediately following the end of the event.

Chaperones
Functions sponsored by, or held at the school for students, are under the rules and regulations of Portledge. Such functions must have teachers present as chaperones who assure that the activity occurs within the constraints of school regulations. Chaperones may require that a student leave a school function if that student is not adhering to the school rules. The parent will be contacted. Under such circumstances a student may also be liable to further action from the Dean, Division Head, or Discipline Committee.

Guidelines for Social Activities Outside of School
The school hopes that all Portledge parents will support and adhere to these guidelines:
1. When a student party is planned in my home, there will be no beer, wine, liquor, or other drugs served or brought in.
2. I will be home and visible throughout the party and will ask additional adults to be present when hosting a large party.
3. If a person does bring alcohol or other drugs to the party, or arrives at the party showing the effects of alcohol or other drugs, I will discuss it with that person, see that the student reaches home safely, and ensure that the student’s parents are aware of the incident.
4. I will welcome calls from other parents who are concerned about what is happening when my child has a party: what will be served, who will be there, and what time the party will be over.
5. If my child is going to a party, I will not hesitate to call the host’s parents for information about the party.
6. If I go out of town overnight, or away for the evening, and my child will be home, I will make the necessary arrangements to ensure that my home will not be used for a student party.
7. I will discuss these guidelines in detail with my child.

Portledge School – Computer Use Policy
Computers have become essential tools in the educational process. At the beginning of the year students are given instructions concerning appropriate use of the facilities and machines. In short, the desktop computers are school property and are to be used responsibly in line with their educational purposes. Similarly, it is expected that students will use their laptops at school in an appropriate manner. Computers (including laptops), network, and internet access are available to our students in order to enhance and expand their learning opportunities through the use of technology. We expect students to demonstrate responsible resource-sharing, innovation and communication.

Computer use at school may be revoked if a student does not adhere to the guidelines below.

Acceptable Use: The use of computers/laptops, computer peripherals, the internet, and the school network must be in support of learning and research within the educational goals and objectives of Portledge School. Transmission of any material in violation of any U.S., state, or school regulations is prohibited.

Students should have no expectation of computer privacy as the school may monitor computers, and internet activity. Illegal downloading or use of pirated music or software is prohibited.

Personal Responsibility
Students must accept responsibility for proper use of school technology. Students

- Will respect the privacy and dignity of others at all times and will refrain from any form of cyber-bullying.
- Will not use another user’s password.
- Will use appropriate language by refraining from profanity or insulting language.
- Will respect school equipment.
- Will not access, process or store inappropriate files.

Internet Safety

- To ensure student safety on the internet, participants will follow the guidelines below:
- Do not give out on the internet personal information such as full name, phone number, or address.
- Do not give out on the internet personal information about someone else’s name, phone number or address.
- Only access sites appropriate for school classes or activities.
- It is the student’s responsibility to keep computer viruses off any school equipment. Student laptops must have current anti-virus software installed and running.
• Electronic communication among students on or off campus that is considered to be inappropriate in nature and/or intimidating in any way will not be tolerated. (Offensive messages that originate outside of school, but disrupt the school’s educational process, may be subject to consequences at school.)

Appendix
Physical Examination
Annual physical examinations are required for all students who attend Portledge School.

NEW STUDENTS: All new students must provide a completed physical examination form and immunization record before the start of the new academic year.

RETURNING STUDENTS: Physicals for returning students are valid for one calendar year from the day the exam was performed (for example, a physical exam completed on 11/1/18 will expire on 11/1/19). All returning students must submit an updated physical exam form and immunization record before the expiration date of their current physical exam (this date may not coincide with the start of the school year and a copy is not necessary as all current physical exam forms are kept on file in the Health Office.)

No student will be permitted to attend class or practice on an interscholastic team or participate in physical education unless the school has received the completed health certificate.

Immunization
Portledge School follows the New York State immunization requirements for school entrance/attendance.

New York State (NYS) Public Health Law Section 2164 and New York Codes, Rules and Regulations (NYCRR) Title 10, Subpart 66-1 require every student entering or attending public, private or parochial school in New York State (NYS) to be immune to diphtheria, tetanus, pertussis, measles, mumps, rubella, poliomyelitis, hepatitis B, varicella and meningococcal in accordance with Advisory Committee on Immunization Practices (ACIP) recommendations. As of the 2019-20 school year, meningococcal immunization is also required for grades 7, 8, 9 and 12.

Additionally, every child in nursery school or pre-kindergarten in NYS must be immune to diphtheria, tetanus, pertussis, measles, mumps, rubella, poliomyelitis, hepatitis B, varicella, Haemophilus influenzae type b (Hib), and pneumococcal disease.

Public Health Law Section 2164 provides for medical exemptions to immunization.

Full details on immunization requirements are available at New York State Immunization Requirements for School Entrance/Attendance (PDF).

As a result of this law, no child will be admitted to school or allowed to attend school more than fourteen days without appropriate certification of immunization against the aforementioned communicable diseases unless otherwise medically exempt.
Parents will need to demonstrate that their children have received the first dose of vaccines required for their age group before their children can attend school. Moreover, parents must present documentation that their children have age appropriate appointments scheduled to complete the immunization series.

Please be sure the necessary documentation is received by the Health Office prior to your child beginning their new school year.

During the first trimester, students may be asked to visit the nurse for state-mandated vision and scoliosis testing. Parents will be notified if any follow up is necessary.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Immunization</th>
<th>Number of Doses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten, 1, 2, 3, 4,</td>
<td>Polio</td>
<td>3-4 doses</td>
</tr>
<tr>
<td></td>
<td>Hepatitis B</td>
<td>3 doses appropriately spaced</td>
</tr>
<tr>
<td></td>
<td>Diphtheria/Tetanus/Pertussis</td>
<td>4-5 doses</td>
</tr>
<tr>
<td></td>
<td>Measles/Mumps/Rubella</td>
<td>2 doses</td>
</tr>
<tr>
<td></td>
<td>Varicella (Chicken Pox)</td>
<td>2 doses</td>
</tr>
<tr>
<td>6</td>
<td>Polio</td>
<td>3-4 doses</td>
</tr>
<tr>
<td></td>
<td>Diphtheria/Tetanus/Pertussis</td>
<td>Booster</td>
</tr>
<tr>
<td></td>
<td>Varicella (Chicken Pox)</td>
<td>2 doses</td>
</tr>
<tr>
<td>7</td>
<td>Meningococcal</td>
<td>1 dose (They will also be required to get a booster immunization of meningococcal vaccine at age 16.)</td>
</tr>
<tr>
<td>12</td>
<td>Meningococcal</td>
<td>2 doses with the second (booster dose) given on or after age 16, or 1 dose of meningococcal vaccine if your child's first dose was given on or after age 16.</td>
</tr>
</tbody>
</table>

**Prescription Drugs**

The School’s policy on prescriptions require a form authorizing either the Nurse to administer the prescription, or the student to bring the medicine to School and to take it on the appropriate, individual schedule. First and foremost, we need this information in the event of a medical emergency so that any attending physician may know if an injured student is taking medicine. Second, as some over-the-counter and prescription drugs have become popular, the unauthorized or purposeful misuse of these drugs has become a concern. Some use these drugs for “recreational purposes” and we know that the abuses can be significant, habit-forming, and destructive. Some use these drugs for weight-loss purposes – a use that can be injurious. The proper use of prescription drugs must be every parent’s concern, as it is ours.

With these issues in mind, our regulations for those not using the Nurse require that **students bring to School only the supply of a prescription necessary for one day**. As in the past, any prescription medicine must be brought to School in the prescription container identifying the prescription, the recipient, and the authorizing
physician. For safety’s sake, we must have on file information about prescription drug use for all students and authorization from parents for the self-administration of any drug by any student. Failure to comply with these regulations could lead to significant disciplinary action, if, for example, a student should be found with a supply of pills in an unmarked container.

If your child is to receive or self-administer a prescription drug at School, contact the Nurse’s office for the necessary forms, or visit www.portledge.org/forms and download the Medication Permission Request Form (Phone: (516) 750-3229 Fax: (516) 750-3296)

General Health and Communicable Diseases
Parent cooperation is of great importance in helping the school maintain the best conditions for the health and safety of the children. Children who demonstrate symptoms of illness should stay at home for the day. Children who have a fever, persistent cough, or sore throat should remain at home for at least 24 hours after all symptoms disappear. A child who feels ill at school will visit the school nurse or the main office to be evaluated and parents are notified and, if necessary, asked to pick the child up.

The Health Office is responsible for reporting the following illnesses to the Nassau County Department of Health Bureau of Infectious Diseases on a monthly basis: lice, conjunctivitis, chickenpox, strep throat, scarlet fever, fifth disease, ringworm, mononucleosis, scabies, and flu-like illnesses. Parents will receive a letter from the Health Office if any of the above illnesses are reported in your child’s class. Certain other illnesses, that are diagnosed by a physician, require additional information. These illnesses are: diphtheria, pertussis, measles, mumps, rubella, haemophilus influenzae (HIB) and polio (all children are immunized for these diseases). Also included are hepatitis, Lyme disease, meningococcemia and meningitis. Please notify the health office right away if your child is diagnosed with any of these aforementioned illnesses.

Life-threatening Allergies
For the protection of the growing number of Portledge students with serious peanut/tree-nut allergies, we do not serve peanut butter or nut products in our cafeterias. While other foods - for example, dairy products or seafood - can also cause life-threatening allergic reactions, nuts present a special problem for two reasons: they are the most common culprit in severe food allergies, and they are an oily substance. To ensure the safety of our students, every effort should be made to ensure that all outside food must be nut-free. Baked goods containing nuts or processed in a plant with nuts may not be brought on campus, including birthday or celebration treats. All food items brought to school should have an ingredient label attached.

The elimination of nut products from the school is one part of a broader school-wide program that includes teacher and staff education in responding to allergy emergencies, written medical treatment protocols for highly allergic students at Portledge, and availability of emergency information throughout the campus. All teachers are informed before the start of the school year when a child in their classroom is allergic. While we strive to do all we can to protect our students with allergies, all eventualities cannot be covered. We are therefore a nut aware, not nut free campus.

Discrimination, Harassment, Bullying: Portledge School Employee & Student Policy
Portledge School is committed to providing a safe, positive learning and working environment. The School will not tolerate discrimination against or harassment of our applicants, faculty members/employees or students by another employee, supervisor, vendor, student, family member or any third party. Moreover, the School will not tolerate any verbal or physical conduct by an employee, supervisor, vendor, student, family member or any third party which harasses, disrupts, or interferes with the work/learning environment of a School employee or student.
or which creates an intimidating, offensive, or hostile environment. This policy includes discrimination and/or harassment of any kind, but particularly discrimination/harassment based on race, creed, citizenship, religion, color, sex, sexual orientation, national origin, age, disability, genetic information, marital status, victim of domestic violence status, veteran status, prior conviction record, or any other classification protected by federal, state, and local laws and ordinances.

Hazing is a form of harassment often involving intimidating banter, criticism or ridicule and is frequently but not always associated with excluding an individual from a group. Portledge will take strong disciplinary steps, up to and including discharge or expulsion, against any employee or student who engages in any type of hazing activity.

Harassment as defined in this policy is unwelcome verbal, visual, or physical conduct generally based on protected characteristics which creates an intimidating, offensive, or hostile work/learning environment that interferes with work/learning performance. Harassment can be verbal (including slurs, jokes, insults, epithets, or teasing), visual (including gestures, offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media postings or e-mails) or physical conduct (including physically threatening another, blocking someone’s way, etc.) that denigrates or shows hostility or aversion toward an individual. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees and students are expected to behave at all times in a professional and ethical manner.

**Sexual Harassment**

Portledge School's general policy against harassment includes a prohibition against sexual harassment. The law defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature when either:

- Submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting that individual's hiring, employment, or status within the School; or
- Such conduct or communication has the purpose or effect of substantially interfering with an individual's employment/participation in school or creating an intimidating, hostile, or offensive school environment.

The policy requires each employee and student to exhibit, in conduct and communications, sound judgment and respect for the feelings and sensitivities of every other employee and student. The expectations are the same for all members of the student body in their interaction with each other, the faculty, and the staff. Even when they do not violate the law, harassing or discriminatory conduct violates our policy and is prohibited.

Examples of conduct that violates this policy include:

- unwelcome sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, blocking normal movement
- requests for sexual favors or demands for sexual favors in exchange for favorable treatment
- obscene or vulgar gestures, posters, or comments
- sexual jokes or comments about a person’s body, sexual prowess, or sexual deficiencies
- propositions, or suggestive or insulting comments of a sexual nature
- derogatory cartoons, posters, and drawings
- sexually explicit text messages, social media postings, e-mails or voicemails
- uninvited touching of a sexual nature
- unwelcome sexually related comments
- conversation about one’s own or someone else’s sex life
- conduct or comments consistently targeted at only one gender, even if the content is not sexual
- teasing or other conduct directed toward a person because of the person’s gender
All such conduct is unacceptable in the work/learning place and in any work/learning related settings such as a school trip, extra-curricular activity or school social functions, regardless of whether the conduct is engaged in by a faculty member, employee, student, family member or other third party.

**Reporting Procedures**
The following steps have been put into place to ensure the work and learning environment at Portledge is respectful, professional, and free of harassment. If an employee or student believes someone has violated this policy, the employee or student should promptly bring the matter to the immediate attention of the department head, the Faculty Liaison, the Head of School or any person in administration with whom he or she feels comfortable. Failure to report any known discrimination, sexual harassment, hazing or bullying (“improper conduct”) shall be a violation of this policy for which discipline may be imposed. If the employee or student makes a complaint under this policy and has not received a satisfactory response within five (5) business days, he or she should contact the Head of School immediately.

**Investigation Procedures**
The School will promptly investigate the facts and circumstances of any report of improper conduct. To the extent possible, the School will endeavor to keep the reporting employee’s or student’s concerns confidential. During the investigation, the School generally will:
- interview the complainant and the alleged harasser
- conduct further interviews as necessary
- document the School’s findings regarding the complaint
- document recommended follow-up actions and remedies, if warranted
- inform the complainant of the School’s findings

Every employee in a supervisory capacity, who learns of any employee’s or student’s concern about conduct in violation of this policy, whether through a formal or informal communication, immediately must report the issues raised to the Head of School.

Upon completion of the investigation, the School will take corrective measures against any person who has engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension, expulsion or immediate termination. Anyone, regardless of position, title or standing, whom the School determines has engaged in conduct that violates this policy will be subject to discipline, up to and including termination and expulsion.

**No Retaliation**
No employee or student will be subject to any form of discipline or retaliation for reporting perceived violations of this policy, pursuing any such claim, or cooperating in any way in the investigation of such claims. If an employee or student believes someone has violated this no-retaliation policy, the employee or student should bring the matter to the immediate attention of the Head of School. Anyone, regardless of position, title or standing, who the School determines has engaged in conduct that violates this policy against retaliation will be subject to discipline, up to and including termination or expulsion.

Portledge cannot remedy claimed harassment or retaliation unless claims are brought to the attention of School administration. Failure to report claims of harassment and/or retaliation prevents the School from taking steps to remedy the problem.

**Mandated Reporting**
A top priority at Portledge is the safety of all those within our community, specifically our students. All school officials must abide by New York State Mandated Reporter Laws. According to the NYS Office of Children and Family Services, the law says “Mandated reporters are required to report suspected child abuse or maltreatment when they are presented with a reasonable cause to suspect child abuse or maltreatment in a situation where a child, parent, or other person legally responsible for the child is before the mandated reporter when the mandated reporter is acting in his or her official or professional capacity. “Other person legally responsible” refers to a guardian, caretaker, or any other person 18 years of age or older who is responsible for the care of the child. Maltreatment can also include neglect.”

Social Media Policy
The use of computers and other communication technology is a privilege, not a right. Regardless of what technology students use, they are expected to conduct themselves appropriately and abide by the School’s Honor Code. Inappropriate use will result in disciplinary action.

The following guidelines provide a foundation for how to use technology as a tool to enhance each student’s education and the overall learning community at Portledge. Always keep in mind that unkind behavior may lead to consequences.

• Portledge’s use of technology follows expectations of mutual respect and kindness and encourages positive behavior. The Honor Code applies to the use of school technology, accounts, and internet content at all times, even when students are not on campus.
• Model kind behavior online and on social media. Some examples of unkind behaviors are bullying, harassing, humiliating, or upsetting anyone online or with a phone/electronic device – which includes, but is not limited to sharing photos, videos, or screenshots, spreading rumors or gossip, or setting up fake profiles. Stand up to those who act unkindly, telling them that their behavior is unacceptable at Portledge School and beyond.
• Know that the photos, videos, text comments can be saved and shared at random, therefore do not post anything online that students would not want family members, teachers, college admissions officers, or future employers to see.
• Respect for others and oneself is fundamental to our inclusive and warm environment. To that end, the privacy of everyone in our community should be paramount. Get permission before filming, photographing, or otherwise recording anyone in the community while on or off campus. Get permission again before posting any recordings online for any reason. This includes the postings of any student(s) or faculty members.
• Choose healthy online relationships, and if you ever feel uncomfortable with an online interaction, talk to a trusted adult about your feelings. You have the right to choose your relationships, both virtual and in real life.
• Posing as anyone else online, whether as a joke or to gain an advantage is fundamentally wrong and dishonest. Knowing anyone else’s password without telling them – even if you do not use it – falls into this category.
• Other people’s devices are to be treated as you would like them to treat your devices. Return them to their owners when you find them out of place. Leave the information on them alone. If you see others violating the Honor Code, speak to them about it.

Under any circumstances Portledge School, if it so chooses, may exercise its right to protect its reputation by taking disciplinary measures whenever it deems necessary where conduct is unbecoming of a Portledge student.
either online or in real life. All violations of the Social Media Policy could result in disciplinary consequences when brought to the school’s attention.

**Eligibility for Promotion Policies**

Portledge School offers contracts to individual students on a yearly basis. It does not offer multiple year contracts and maintains its right to non-renewal of a contract at its discretion (as outlined in the wording of the contract itself). While Portledge aspires to do all it can to meet the academic and social and emotional needs of an individual child, there are times when we come to recognize that the student would be better or best served in a different educational environment, or that the student and/or family consistently behave in a way that is out of sympathy with our community and our pillars (kindness, purpose, honor, and respect).

Under these circumstances, the School deems it necessary to withhold a contract or not offer a contract for the upcoming year as it determines that the student may be ineligible for promotion to the next grade.

When becoming ineligible for promotion is even a possibility, Portledge School will strive to inform a family of this possibility by way of personal phone call/conference meeting by the end of the first trimester (if not before then), to outline the nature of the concerns and areas to be addressed, and then follow up with a recap of this notification in writing. If difficulties continue or have not been rectified for whatever reason, then the school will meet in person with the family in January/February to inform the family that a contract will not be offered for the following year. This timeline enables families sufficient time to create alternative plans.

Contract ineligibility could be related to but is not limited to the following scenarios:

- Academic performance, ability or effort (division specific, as defined in the handbook)
- Behavioral problems that result in serious or ongoing disciplinary infractions or that are disruptive to the learning of the child in question or that of other children in the learning environment (including but not limited to peer cruelty and bullying)
- Criminal activity (resulting in prosecution) that is known to have taken place outside school
- Chronic and persistent attendance issues (as outlined in the handbook)
- Significant social, learning and/or emotional needs that the school is not able to meet or accommodate with its current resources
- Any other reason deemed sufficient to result in a child being required to transition out of Portledge.

In addition, a student’s success at Portledge requires strong positive collaboration between the student’s parents/guardians and the school’s administration and faculty. There are rare occasions when it is the parents, not the student, who are unwilling or unable to meet the basic requirements of the expected Parent Partnership document. This scenario, if unresolved or ongoing may also result in non-renewal of contract for an individual student. Failure to sign, or refusal to sign the aforementioned Parent Partnership document does not negate the fact that basic tenants of respect and courtesy form the non-negotiable cornerstone of how we conduct ourselves in the Portledge community and will therefore always apply.

**Re-Enrollment Committee (REC)**

The purpose of the Re-Enrollment Committee (REC) will be to monitor and enforce the standards created by the school for student eligibility for promotion.

When reviewing a student’s eligibility for re-enrollment the REC will be evaluating the individual’s academic and behavioral performance, attendance patterns, and compliance with the parent-student-school partnership. At various times the Committee will be made up of the following members:
• Directors of Lower, Middle and Upper School
• Dean of Students
• Director of Admissions
• Director of Financial Aid
• Educational Psychologist
• Homeroom Teacher or Advisor

**Academic Standards**
Criteria for review:
A student's academic standing will be reviewed at each interim and marking period. The Committee will consider the academic marks the student receives, narrative reports, effort marks and be looking to identify students who are performing in a marginal relationship to grade level standards.

In the Lower School, the focus of the review will be Math and English language arts. As the student moves into the departmentalized program of the Middle and Upper school all core courses will be considered.

For Lower and Middle School students, standardized tests that the school conducts in grades three through six will also be utilized for additional objective data to determine a student’s performance and aptitude in relation to grade level norms.

For the Middle School, all grades must be passing, and there must be no marks of F.

The Upper School review will utilize the Quality Credits procedures, where three quality credits are needed to be eligible for grade promotion.

An additional review will occur in the year in advance of a student's matriculation from one division to the next to ensure the appropriateness of program and also to provide families ample time to consider placement. Portledge offers reasonable accommodations to those with documented needs. Our Educational Psychologist, Learning Specialist, and Learning Needs Committee meets to coordinate accommodations and is involved in monitoring performance.

**Process of Student Academic Review**
If REC deems a student in poor standing in relation to the above, the student will be placed on Academic Warning, the family will be notified directly both via phone and email correspondence that clearly identifies the reason for placement on Academic Warning.

The communication will also provide a detailed list of the supports the school will be putting in place to help the student raise performance, along with identifying a timeline for updating along with a date for a formal review of status.

The REC will be responsible for conducting all student reviews at the interim and end of marking periods, with the largest review taking place after the first trimester in order to give the student time for improvement and the family time to consider alternative placement options.

Updates on performance will happen at the next academic reporting period, either an interim or end of the trimester.
Final decisions will be made on an individual basis.

**Behavioral Standards**

Criteria for Review:
A student’s behavior will also be a component of a student’s review to be eligible for the promotion. Portledge is guided by our character code and the pillars of citizenship that include Kindness, Honor, Purpose, Respect.

A student with persistent infractions of any sort, or who accumulates 3 or more detentions within a trimester or has been suspended would be in jeopardy of being placed on Disciplinary Warning and thus be subject to review by the REC.

Additionally, any student whose behavior within the learning environment that is deemed consistently disruptive, and thus inhibiting others from learning, would also be seen in violation of the behavioral standards for promotion and would be placed under review by the Re-enrollment Committee.

**Process of Student Behavioral Review**

A student’s behavior is evaluated daily. Any major deviation and or major breach of conduct can place a student under immediate review by this committee. Minor infractions that either accumulate or develop a consistent frequency will also be deemed in violation of the code of conduct.

Placement on Disciplinary Warning may occur at any moment based on student behavior and will be reviewed at each marking period.

When a student is placed on Disciplinary Warning the family will be notified directly both via phone and email correspondence that clearly identifies the reason for placement on Disciplinary Warning.

The communication will also provide a detailed list of the support the school will be putting in place to help the student raise performance, along with identifying a timeline for a formal review.

The REC will conduct these reviews at the interim and end of marking periods, with the largest review taking place after the first trimester in order to give the student time for improvement and the family time to consider alternative placement options.

Updates on performance will happen at the next academic mile marker, either an interim or end of the trimester.

Final decisions will be made on an individual basis.

**Attendance Standards**

The school’s Truancy Policy states that students whose unexcused absences total more than 16 days (10% of school), or its equivalent in terms of lost instructional time (repeatedly missing part of a day or consistently missing a class), face the possibility of being denied academic credit for the entire school year in one course or multiple courses. Students in this unusual situation will be required to meet with the Head of School and/or other school administrators to address the situation or appear before the Administrative Disciplinary Committee to have the attendance record reviewed.
Attendance is monitored daily and reviewed at marking periods. If a student’s attendance pattern projects the possible accumulation of unexcused absences at the volume that would break from attendance policy, the family will be notified in writing, asked to clarify any discrepancies, and reminded of attendance requirements for promotion eligibility.

Compliance with Parent-Student-School Partnership
Portledge School believes that a positive constructive working relationship between the school, the student and the school and a student’s parents/guardians is essential to the fulfillment of the school’s mission. Thus, the school reserves the right not to continue enrollment or not to re-enroll a student if the school reasonably concludes that the actions of a student or parent/guardian make such a positive and constructive relationship impossible or otherwise seriously interfere with the school’s accomplishment of its educational purposes.

Dogs on Campus:
For the safety and wellbeing of our community, Portledge School does not permit dogs when students are on campus as dogs may constitute real or perceived health issues to others. Such issues may include allergies, fear, falls and bites and our younger students may be especially susceptible.

Security Video Footage Use:
Portledge School takes the safety and security of all of the community members extremely seriously. Indeed, it is a fundamental expectation that students (and adults) should come to school knowing that we are aspiring to do all we can to create a “warm and inclusive community” as our mission statement says.

To this end, Portledge operates a monitoring system using exclusive indoor and outdoor cameras. These cameras are able to capture almost all areas of the campus. The footage that is captured is kept for a period of 30 days, and then (unless deemed necessary to save by security personnel) is erased from our server. The content of this material is solely in the possession of the school and will not be made available to parents or other potentially interested parties for any reason or under any circumstances (unless required to do so by law). This measure is taken to protect the privacy of all individuals and grants our school the ability to maintain this footage for its sole use.

Please be advised that video surveillance is only used in common areas and not in areas where there is a reasonable expectation of privacy, such as restrooms, locker rooms, etc.

Child Abuse in An Educational Setting
Please click here for the linked policy