



GEORGE SCHOOL
Community Guide
2011-2012

1690 Newtown Langhorne Road
Newtown, PA 18940-2414 | USA
215.579.6500 | www.georgeschool.org

George School
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MISSION STATEMENT

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

WELCOME TO GEORGE SCHOOL

This publication will help you get to know our school community. When you enroll at George School, you agree to meet certain standards of behavior, to live within the spirit and structure of the community, and to observe its rules. Please be sure that you understand and are familiar with all of the information in this *Community Guide* and in our *Community Handbook*, which is located on our secure web portal at <https://my.georgeschool.org>.

Should you have any questions, please feel free to call us. You will find a faculty and staff directory on the George School website at <http://www.georgeschool.org>, and a short list of frequently called numbers at the end of this guide.

CORE VALUES

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

TRANSFORMATIVE TEACHING AND LEARNING

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

PERSONAL INTEGRITY

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

UNITY IN DIVERSITY

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

RESPONSIBILITY TO OTHERS

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

SIMPLE RULES FOR LIFE AT GEORGE SCHOOL

- Go to everything that you are supposed to attend and arrive on time.
- Boarding students, always ask permission before getting into a car, no matter who is driving, and always sign out when leaving campus.
- Day students, you may use your car twice a day, once when you arrive on campus and again when you go home. Any other time, whether walking or driving, you must ask a dean for permission.
- Be nice to others, practice kindness, and do good deeds. Never lie, steal, cheat, harass others, or vandalize; never use tobacco, alcohol, or other illicit drugs; and never endanger others.
- Let an adult know if you have a problem, a conflict, or make a mistake.
- “Walk cheerfully over the world, answering that of God in everyone.”
George Fox, Founder of the Religious Society of Friends

ACADEMIC AND COMMUNITY LIFE

COMMUNITY EXPECTATIONS AND REQUIREMENTS

The following experiences are at the core of who and what we are as a community. Successful completion of both the cooperative work program and service project requirements is necessary for graduation.

Meeting for Worship

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

Assembly

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

Collection

Each student at George School is assigned an advisor (see page 8), who meets with all of his or her advisees during collection, a ten-minute required group meeting held three times a week.

Cooperative Work Program (Co-op)

The co-op program began at George School in the 1940s and is a requirement for graduation from George School. Working between sixty and ninety min-

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

Service Project

George School students are required to do a service project (totaling sixty-five hours) any time after completing their sophomore year. Working at local human service agencies, on national service projects, or on international workcamps, students learn about the complexities of society and the diversity of cultures, while they, in turn, share their talents with a variety of people. One local school-organized project includes Woods Services, a residential program for disabled individuals in Langhorne. Recent national and international workcamps include Costa Rica, coastal Mississippi, France, India, Navajo Nation in Arizona, New Orleans, Nicaragua, South Africa, South Korea, Vietnam, and Washington DC. Students may also design their own independent service projects with prior approval.

ADVISING AND ADMINISTRATIVE SUPPORT

At George School a number of adults watch over the academic and social development of students.

Advisors

Advisors play a crucial role in the life of a student at George School. They are the people primarily responsible for seeing that both the student and the student's family receive personal attention. As liaisons between school and parents regarding academic progress, they will contact parents prior to the start of a new school year and periodically throughout the student's time at George School. In addition, advisors write formal summary reports of their advisees' progress at the end of each academic term. Parents should feel free to contact advisors whenever they have concerns. Email is generally the best way to contact advisors.

Each student is assigned an advisor upon entering George School. When possible the adult assigned to be the advisor will be someone with similar interests, or someone directly involved in the student's instruction or dorm life. Sometimes the two people are so compatible that the relationship lasts all four years. Other times, the match does not work as well, in which case either the student or the advisor can initiate a change.

Advisors help advisees choose courses and monitor their academic progress, while providing structure and limits when necessary. Advisors also sit in on disciplinary hearings. They will often drop by to watch an advisee compete in an athletic event or perform on the stage at Walton Center. In times of illness, an advisor will check on the advisee at the Student Health Center and, in an emergency, escort him or her to the hospital. The advisor acts as an aide or caring con-

fidante to students who wish to discuss social, academic, or disciplinary problems. An advisor generally has eight to ten advisees. The advisor meets with all of his or her advisees, as a group, during collection, a ten-minute required meeting held three times a week at 9:40 a.m. on Monday and 10:10 a.m. on Wednesday and Friday. The advisor also sits with his or her advisees during weekly assemblies.

Associate Head of School

The associate head of school is responsible for all academic aspects of students' lives. He oversees curriculum, course planning and placement, advisor assignments, teaching issues, and college guidance. The associate head of school works closely with the head of school to provide academic leadership for George School and is responsible for all matters relating to the faculty. The associate head of school is available for consultation about academic concerns or course placement whenever school is in session. Parents are encouraged to contact advisors, individual teachers, or department heads directly about specific course-related concerns before bringing these to the associate head of school.

College Counselors

As Quaker school educators who aspire to help our students "let their lives speak," the college counselors urge each one to consider a range of institutions that offer suitable opportunities for growth, discovery, and academic challenge. Some of these colleges and universities may be household names; others may be initially unfamiliar. With this approach we honor the diversity of our students' achievements, interests, aspirations, and circumstances.

In the winter of junior year, each student is matched with a college counselor who works closely with him or her through the entire college search and application process. College Guidance creates a free account on Naviance's Family Connection for each student and parent during their first year at George School. Naviance is an internet-based program designed to help counselors and families manage college search and application data. Through the Family Connection account students can take a personality/interest inventory and prepare for the SAT; students and parents can research and compare colleges, find colleges suited to the student's interests and qualifications, track scheduled visits by college representatives, track the progress of the student's applications, read bulletins and mailings from College Guidance, and communicate directly with the counselor.

More detailed information from the College Guidance Office is available on our website at www.georgeschool.org in the Academics section.

Dean of Students and Associate Deans

Two associate deans and a dean of students handle all nonacademic aspects of student life at George School. This group is responsible for the care and support of students outside the classroom, overseeing residential and community life, Student Health Center operations, discipline, clubs, student leadership, and weekend activities.

The Deans' Office is located in Marshall Center and is staffed Monday through Thursday from 7:30 a.m. to 7:30 p.m. and Friday from 7:30 a.m. to 11:00 p.m. On Saturdays and Sundays, the opening of the Deans' Office varies according to need. It is open until 11:00 p.m. on Saturdays, and 10:00 p.m. on

Sundays. When school is in session the dean on duty can always be reached at 215.579.6589.

Department Heads

Each of George School's academic departments is led by a department head who is responsible for oversight of the scope and sequence of the curriculum, for new initiatives in a department, and for issues of pedagogy and technology. Department heads work closely with the associate head of school in the processes of hiring, support, professional development, and evaluation of teachers, and with the registrar on issues of course placement. Approval of a department head is often required when a student wishes to change a program of study. Parents are encouraged to contact department heads if they have course placement questions that cannot be resolved in conversation with a particular teacher or with their child's advisor.

Dorm Heads and Hall Teachers

Each of George School's dormitories is staffed by a dorm head and a group of hall teachers, assisted by senior prefects. The dormitory head supervises all dorm staff and prefects and facilitates all dormitory activities. The dormitory head is the primary contact with parents, advisors, deans, teachers, the health center, security, and other professionals regarding residential issues and boarding students.

Head of School

The head of school directs the academic, administrative, and fiscal life of the school; provides leadership for all of the school's constituencies; and ensures maintenance of the spiritual life, high intellectual standards, and commitment to diversity, inclusion, and community that define George School's unique nature. The head of school reports to the

school's board, the George School Committee, and is responsible for maintaining standards and implementing policies of the board. The head of school approves all faculty and administrative appointments and all recommendations of the Discipline Committee.

Learning Specialist

Working one-on-one with students George School's learning specialist provides individual support for a range of students. Lessons are tailored to students' individual needs and may include identifying strengths and weaknesses, learning compensatory study strategies, and developing self-advocacy skills to enhance students' academic success. Students also learn to manage their time more efficiently and organize their work and study habits. Students may also receive help in specific subject areas. Arrangements for peer and/or professional tutors and psycho-educational testing are also made through the learning specialist. In addition, students who need specific accommodations for standardized tests such as those offered by The College Board make arrangements through the learning specialist.

Registrar

The registrar is the person primarily responsible for issues related to academic scheduling and recordkeeping. The job has a substantial, though mostly informal, academic counseling component. The registrar works closely with the associate head of school, department heads, and the admission and college guidance staff. The registrar also has frequent contact with students, parents, and faculty about course placement, advisor assignments, and scheduling issues.

Student Health Center Medical Staff and School Counselor

The Student Health Center (SHC) offers a holistic approach to providing for the wellness needs of our students. The staff provides physical, emotional, nutritional, and educational support. A registered nurse is available at all times. The nurse practitioner, the school counselor, and physician see students by appointment, Monday through Friday, and are on call for all student emergencies. There is no charge for routine care. The SHC staff coordinates referrals to independent counselors and other specialists in the area. It is George School's policy that all prescription medications brought to school by boarding students must be stored at the Student Health Center and dispensed by SHC staff.

Technology Support

Information Technology Services (ITS) Help Desk provides technical support for the users of George School's information technology hardware, software, and services. The ITS Help Desk does not service personal computers not owned by George School. The ITS Help Desk is staffed Monday through Friday, 8:00 a.m. to 5:00 p.m. when school is in session.

**COMMUNICATIONS
CONTACTING STUDENTS ABOUT
FAMILY EMERGENCIES**

If there is a family emergency, students may be contacted by calling the Deans' Office at 215.579.6589. Deans are available by phone twenty-four hours a day when school is in session.

EMAIL

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

Account holders may access the email system through FirstClass client software or on the web at <http://fc.georgeschool.org>. To correspond with students, faculty, or staff by email, use the following format for the address: `firstname_lastname@georgeschool.org`.

EMERGENCY RESPONSE

In the event of a national, regional, local, or campus emergency, the head of school convenes an Emergency Response Team to determine the appropriate steps to provide for the safety and security of all students, staff, residents, and guests on campus.

In the event of an emergency, the school employs an automatic text messaging, email, and telephone notification service to alert faculty, staff, students, and parents for whom we have emergency contact information.

The actions taken by the school will be made to optimize the safety and security of all on campus. Information also will

be posted on our website (<http://www.georgeschool.org>).

Parents are advised to check the website before attempting to call or come to the campus during an emergency.

MAIL

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

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

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

Student Name
George School
PMB [insert number]
1690 Newtown Langhorne Rd
Newtown PA 18940-2414

**SNOW DAYS AND EXTREME
WEATHER CONDITIONS**

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

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

stays at home, it is important to notify the Attendance Office early in the day.

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

Information about snow days and extreme weather conditions is posted on the Parent Gateway page of our website, <http://www.georgeschool.org>. From the home page, select Information for Parents in the upper left corner.

TELEPHONES

(CELL AND LAND LINES)

Cell phones can enhance personal safety especially when traveling from campus. They also are used as part of our emergency alert system. Students and parents can sign up for this service by registering their phone numbers and text service providers on the parent section of our secure website at <https://my.georgeschool.org>. Note that text messages cannot be sent to international phone numbers.

Cell phones also can create distractions in our school community. Students are allowed to have cell phones if they use them discreetly and are mindful of the school's guidelines. In general, we expect anyone using a cell phone not to impose his or her private conversation, or noise of the phone's ringing, on others. Furthermore, we ask that cell phones not be used in public areas where such use isolates the individual from the community.

WEBSITES

Our public website address is <http://www.georgeschool.org> and information including academic calendars, course offerings, and athletic schedules is easy to find. Gateway pages, accessed under Information For on the upper left corner of the home page, gather pertinent information in a single, easy to navigate section for students, parents, alumni, faculty and staff, and friends and neighbors.

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

ACADEMIC PROGRAM

ACADEMIC EXPECTATIONS AND REQUIREMENTS

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

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

The school rarely makes exceptions to its requirements, but there are cases when an exception to a requirement might make an important difference to the student's education without compromising the standards represented by a George School diploma. A student requesting an

exception should work with his or her advisor and parents and with the associate head of school to develop a proposal which will be considered by the Department Heads Committee and the director of college guidance. In general, proposals should only be related to a student's junior or senior year program.

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

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

For information on particular courses of study, including the Advanced Placement and International Baccalaureate programs, please see Courses and Course Planning on our website, <http://www.georgeschool.org>. Select the Academics tab and then Courses and Course Planning on the left-side menu.

ATHLETICS AND PHYSICAL EDUCATION

Athletics are an integral part of the George School experience. Participating in a team sport provides an arena for students to develop confidence, teamwork, sportsmanship, motivation, respect, pride, integrity, and discipline. Moreover, our athletes learn a strong sense of commitment and dedication that is evident on and off of the playing field.

ACADEMIC PROGRAM

Experienced competitors and newcomers alike are challenged at the appropriate level while fulfilling our sport and physical education requirement. We offer varsity, junior varsity, freshman, third team, and developmental teams in a wide range of sports. Our experienced coaches work closely with student-athletes to help each individual and team reach their potential. Many of our student-athletes choose to continue their athletic endeavors at the collegiate level.

We believe that daily physical activity is essential for a healthy life. When they are not members of athletic teams, students participate in a wide selection of physical education classes.

Friends Schools League and Sportsmanship

George School was a founding member of the Friends Schools League. The nine schools that comprise this league share many common beliefs and concerns. Among them are the value of athletic competition and the need to keep such competition in the proper perspective. The Friends Schools League sportsmanship policy expects all athletes, coaches, and spectators to behave in a sportsmanlike manner at all contests. The George School Athletic Department expects that parents, teachers, students, and athletes will represent George School well, and that they will be mindful of setting a good example for both participants and fans.

For more information, visit <http://www.georgeschool.org>. Select the Athletics tab and then Friends Schools League on the left-side menu.

DAILY SCHEDULE

For boarders, the school week begins with a study hall period at 7:30 p.m. on Sunday evening. Classes meet Monday

through Friday. The academic school day begins at 8:00 a.m. and can end as early as 2:45 p.m. or as late as 3:55 p.m. depending on the day. They also meet with their advisors at meeting for worship and assembly. Sports practices begin shortly after the last class and, with the exception of some winter sports, are over by 5:30 p.m. Student organizations usually meet one night a week from 6:30 to 7:20 p.m. or on the weekends.

REPORTING STUDENT PROGRESS

Teacher Comments and Advisor Reports

George School believes that no single rating by letter or number is adequate to express a teacher's evaluation of a student's development. In addition to letters rating academic achievement, teachers write supplementary comments at the end of each term. Advisors also write comments at the fall midterm and again at the end of each trimester. These comments form an overall picture of students' progress at George School, including involvement in sports and extracurricular activities, and are used by the College Guidance Office in putting together the school letter that accompanies college applications.

Grades - Explanations of Ratings

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

- A Has achieved to a high degree the objectives of the course.
- B Has achieved to a substantial degree the objectives of the course.
- C Has achieved to a moderate degree the objectives of the course.
- D Has achieved credit toward graduation only; summer work may be necessary in some cases.

- F Has failed to achieve the objectives of the course. Credit must be made up in the future.
- I Has not completed the work of the course, usually due to medical reasons. One of the symbols above will be used to rate the work when it is completed.

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

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

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

The only ratings that are placed on the official school transcript are those received at the completion of courses. All other ratings should be considered as progress ratings. The only exceptions to this are mid-year senior grades and term grades for students who request transcripts during the year. Even in these cases, the grades are eventually replaced by year-end grades.

Head of School's List

Each term, faculty and staff members nominate students to the Head of School's List for their diligence, constructive attitude, thoroughness, dependability, punctuality, and overall commitment to excellence. To be named to the list, students must earn five or more nominations. At least three of the nominations must be from the arts, English,

history, language, mathematics, religion, or science. The fourth and fifth nominations may come from any of the above or from other areas such as co-op, physical education, or a team activity.

Honor Roll

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

BEHAVIORAL EXPECTATIONS

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

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

GENERAL CATEGORIES

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

The first category of rules covers behaviors that are illegal for minors or for people of any age in the United States or the Commonwealth of Pennsylvania. This category consists of rules against such things as the purchase, sale, or use of drugs or alcohol; the use of tobacco; vandalism, stealing, and harassment; and the possession or use of weapons. Students are expected to follow these rules whether they are boarding students or day students, on campus or off, officially

under the jurisdiction of the school or not. Violations of any rule in this category may result in expulsion.

The second category consists of rules that pertain to our mission as a school and as a Friends boarding and day school in particular. We have rules about attendance and behavior at classes, study halls, and all other school obligations; and we have rules about cheating and plagiarism. Our rules emphasize not only academic integrity, but also personal integrity. Students and adults value and expect honesty in all interactions in classrooms, in dorms, and on playing fields. The value that Friends place on respect leads us to have rules about a range of behaviors—not only harassment and fighting—but also more everyday issues such as cell phone use, appropriate language, and quiet hours in the dorm and in the library.

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

Our rules and expectations about appropriate public behavior and dress can be summed up by the statement, “if your grandmother would be embarrassed to see you dressed in, saying, or doing that, it’s pretty safe to assume that we would, too.” We expect that all members of the community will help to keep the campus and buildings clean and presentable. In addition, because we are a boarding school where students live side-by-side with faculty and staff families, and our campus houses a pre-school program—and is located near an elementary school and a retirement community—we want

our students to be mindful of their neighbors on campus and off.

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

The final category contains rules that exist for the safety and well-being of George School students.

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

Many of the rules that dictate boarders' behavior, especially those that involve dormitory life and knowledge of general whereabouts, will not pertain to day students.

We do, however, have rules that govern boarding students that cross over to day students even when they are off campus. For example, the rule prohibiting attendance at a party where alcohol is consumed, applies equally to the day and boarding students.

In addition, any day or boarding student who does something so serious or public that it is deemed to be contrary to the best interest of the school will be subject to school discipline. Such behaviors include (but are not limited to) those that endanger others or require the involvement of civil authorities. This is true even if students are on break or otherwise off campus.

A detailed list of George School's rules is available on our secure portal at <https://my.georgeschool.org>. The *Community Handbook* is reviewed with students in dorm and collection groups each fall.

FAILURE TO MEET ACADEMIC OR BEHAVIORAL EXPECTATIONS

George School has two primary mechanisms for responding when students fail to meet academic or behavioral expectations. The first is the disciplinary process, which comes under the jurisdiction of the deans. The second is the Advisory Council, which is overseen by the associate head of school.

DISCIPLINARY PROCESS

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

When students violate major school rules they come before a Discipline Committee made up of students and faculty members. The committee's responses are based on the nature of the incident, on precedents set by the Discipline Committee in response to similar violations, and on a student's previous behavior. The responses may range from probation and demerit restrictions to suspension or expulsion. Because we understand that young people do occasionally use

BEHAVIORAL EXPECTATIONS

poor judgment and make mistakes, when students are willing to accept responsibility for their actions they are generally assigned a variety of responses that can include community service hours, demerit restrictions, probation, or suspension. These responses are designed so that students have the opportunity to learn from their mistakes. In particularly egregious circumstances, however, and when students repeat an offense and violate a probation, expulsion is the typical response.

The school responds to violations of behavioral expectations that do not fall into the category of major school rules through a combination of community service, restrictions such as Teachers Convenience Study Hall (TC), Friday Evening Inconvenience (FEI), or Saturday Morning Work Detail (SMWD), Dean's Councils (meetings with the student, the advisor, and a dean), and letters home to parents.

A detailed explanation of the major school rules, discipline process (Discipline Committee and Dean's Council) and standard responses can be found on our secure portal at <https://my.georgeschool.org> in the *Community Handbook*.

ADVISORY COUNCIL

The Advisory Council—which includes the head of school, the associate head of school, the deans, the registrar, the director of college guidance, the relevant advisors, the director of admission, the learning specialist, the school counselor, and appropriate faculty—meets four times a year to evaluate students who are experiencing academic or behavioral difficulties or who have chronic minor discipline problems. Students with two Ds or worse automatically come up for discussion at Advisory Council. Advisors,

dorm teachers, or deans may also recommend students for consideration.

The primary purpose of Advisory Council is to intervene early to support a student's success at George School. Interventions may include such things as meeting with the school's learning specialist, long-term assignment to a proctored study hall, regular reports from teachers, Flag List, counseling, outside tutoring, or educational testing. Once a student has been placed on the Flag List, the Advisory Council will follow the student's progress. If progress is not satisfactory, the group can recommend probation or expulsion. When major rule violations occur at or near the end of term, Advisory Council takes the place of the Discipline Committee to determine a penalty.

The makeup and process of the Advisory Council differs from that of the Discipline Committee in that no student representatives sit on the Advisory Council, and the students under consideration are not present and are represented by their advisors. In situations in which Advisory Council deliberations may result in expulsion, students and their parents are informed in advance of the deliberations by the student's advisor, a dean, or the associate head of school.

REPORTING DISCIPLINE TO COLLEGES

Please be aware that most college applications have a question asking if a student has ever been suspended, expelled, placed on probation, or subject to disciplinary action (or some variation of this list). Colleges that ask students this question generally ask the college counselor the same question, and of course expect to be answered truthfully by both the student and the school official. They expect to be updated about incidents that occur

between the time of application and the student's graduation from George School. Counselors will explain the infraction and penalty within the larger context of boarding school rules and the student's life and activities at George School.

EMERGENCY SERVICES

EMERGENCY SERVICES

George School encompasses 240 acres consisting of both formal and natural wooded areas. George School residents, children enrolled at our children's center, neighbors from Pennswood Village (a Quaker retirement community) and Newtown Friends School (a K-8 Quaker day school), and members of George School's extended family regularly enjoy the campus paths and play areas. A variety of community recreational activities take place on the campus as well. Maintaining both the safety of our residents and the beauty of the campus is a shared commitment of all members of the George School community.

EMERGENCY SERVICES STAFF

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

EMERGENCY PREPAREDNESS

An Emergency Response Team, directed by the head of school, convenes in the event of a campus-wide emergency. All adult staff members have access to a detailed emergency information document that is updated prior to the start of each school year. (Also see page 11.)

ID AND PROXIMITY CARDS

Students are issued ID cards during the first week of school. These cards must be used for bookstore purchases, check cashing, and library checkouts. Proximity cards are issued to boarders for dorm access. To ensure secure dorms and personal information, students are expected to report lost ID and proximity cards

immediately by calling 215.579.6606. Emergency Services will arrange for replacement proximity cards and ID cards. The fee for replacing a lost, stolen, or damaged ID or proximity card is \$20.

TRAVELING ON AND FROM CAMPUS

The campus is within easy walking distance of Newtown (across a foot bridge over Route 332) and the Summit Shopping Center (just east of the school across Route 413). Because there is heavy traffic on Route 413, students must use caution when crossing to the shopping center, and drivers are asked to obey "No Left Turn" signs when leaving the campus by Main Drive. All drivers are asked to observe posted speed limit signs when traveling through the campus.

PERSONAL PROPERTY

Even though we urge students to be careful with their belongings, they sometimes misplace or lose them, or find that something has been stolen. If an item cannot be recovered, the school cannot be responsible for or guarantee the safety of students' personal property. Parents should be sure their homeowners' policies cover their children's property when they are at school. Boarding students should take the time to lock their dorm rooms. Day students should keep their lockers and cars locked.

All students who bring bicycles or skateboards to campus should be equipped with helmets, lights for night bicycling, and heavy gauge locks to deter theft. Students should not have large amounts of cash in their wallets, purses, dorm rooms, or lockers. They may leave cash in the Deans' Office lockbox for use over the weekends.

PARENT PROGRAMS

PARENTS ASSOCIATION

The Parents Association enhances the interaction between the school and parents in a wide variety of ways. Four times per year, it holds evening meetings, some of which are followed by a program designed to present information valuable to parents. In addition, it provides students with well-timed surprises throughout the year. Each year the association donates money to each class to encourage activities such as trips and dances.

The Parents Association subsidizes the publication of the *Community Directory* which provides contact information and photographs of students, faculty, and staff members.

These activities and more are funded through Parents Association dues. The dues will be included in your fall billing cycle.

Opportunities for parent involvement abound and are broad-ranged, including such activities as organizing Opening Days activities, providing baked goods for student events, delivering comfort food to sick students in the Student Health Center, or serving as representatives on committees such as the Drug and Alcohol Coordinating Committee or the school's governing board. All parents and guardians of George School students automatically become members of the Parents Association and their involvement, through dues and volunteer activities, is sincerely appreciated.

All parents are welcome to attend all Parents Association meetings. Dinner is usually at 5:45 p.m. and the meetings are at 6:30 p.m. Program details are listed on our website, <http://www.georgeschool.org>. From the home page, select Infor-

mation for Parents in the upper left corner and then Parents Association on the right-side menu.

VISITING DAY

Each year, in mid-October, George School sponsors a day of informative programs for parents and guardians. Beginning at 8:00 a.m. parents attend mini-classes following their children's class schedule. During the fifteen-minute morning classes, teachers describe the goals and expectations for each course. Following those presentations, guests may have an opportunity to speak to teachers about individual students. Conferences with a few teachers might be available for that Saturday or on a proximate evening. Parents may schedule appointments on the secure portal at <https://my.georgeschool.org>. After you login to the portal, select the Parents tab and then Teacher Conferences on the left-side menu.

CONFERENCE DAY

Each year on a Friday morning in late January or early February, George School parents and guardians have an opportunity to visit campus and meet with teachers. They may attend college planning, parenting, or course planning workshops, and other school activities. If they wish, parents and guardians also may schedule conferences with teachers that afternoon. Conferences are also available on a proximate evening. Parents may schedule appointments on the secure portal at <https://my.georgeschool.org>. After you login to the portal, select the Parents tab and then Teacher Conferences on the left-side menu.

PARENT PROGRAMS

PARENT ANNUAL FUND

George School, like all non-profit, independent schools, relies on a combination of tuition and fund-raising to support its annual operating budget. The George School Annual Fund is one of three primary sources of income for our school; tuition fees and endowment earnings are the others. Tuition supports approximately seventy-five percent of the operating budget. Annual Fund gifts provide unrestricted dollars to the operating budget, offering resources critical to providing financial aid, faculty compensation, student services and programs, facilities maintenance, and more.

The Parent Annual Fund (PAF) represents financial contributions made to the George School Annual Fund by parents. Gifts to this fund directly benefit students by giving them the best possible environment for their education, supporting such areas as student services, technology, fine and performing arts, sports teams, weekend activities, and assembly programs.

The Parent Annual Fund Committee, a group of parents providing leadership for this fund, sets goals and organizes yearly PAF efforts. Activities include letters and phone calls to parents requesting their support, both in the fall and spring.

MY.GEORGESCHOOL.ORG

Our secure portal, <https://my.georgeschool.org>, provides current and confidential information for parents about their child. The parent section of the portal allows parents and guardians to register their child online, manage contact and permission information, access confidential directories and handbooks, and view certain academic information via a secure website. Only you can see information related to your family.

Parents receive a confidential user name and password after returning their signed enrollment contract. This login information is sent to the email address listed on the contract and the same email address is used to notify parents when changes are made to their information on this website.

The Help Desk can be contacted by email at help_desk@georgeschool.org or at 215.579.6560 for questions regarding user names, passwords or login information.

WHOM TO CALL WHEN

You want to reach a member of the Parents Association.

You want to know when the next parents meeting is scheduled.

Call the Advancement Office. 215.579.6564

Your child will be out sick or late.

Call the Attendance Office. 215.579.6593

You need to locate your child.

Your day-student child needs to stay at school overnight.

The van is not back from an athletic competition.

Call the Deans' Office. 215.579.6589

You want to send your child a birthday cake.

Call Gayle Kowalewski. 215.579.6502

You have a question about courses.

Call the associate head of school. 215.579.6526

You need information about user names,
passwords, login information.

Call the Help Desk. 215.579.6560

Your child is having trouble studying.

Your child needs a tutor.

Call the Learning Center. 215.579.6513

You want to leave a message in your child's mailbox.

Monday through Friday, 8:00 a.m.-4:00 p.m.

Call the Post Office. 215.579.6600

You need information on campus events,
cancellations, or weather conditions.

Call the telephone operator. 215.579.6500

Also see our Faculty and Staff Directory listing on our website at

<http://www.georgeschool.org>. The link is at the bottom of our home page.

CALENDAR

| SUN | MON | TUE | WED | THU | FRI | SAT |
|----------------------------------|---|--|--------------------|-----|-----|----------------------------|
| SEPTEMBER | | | | 1 | 2 | 3 New students register |
| 4 Returning boarders register | 5 Classes begin Returning day students register | 6 | 7 | 8 | 9 | 10 ACTs |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 Parents Association Meeting | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| OCTOBER | | | | | | 1 SATs |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 Junior PSATs | 13 | 14 | 15 Parents Visiting Day |
| 16 | 17 No classes Boarders return by 7:00 p.m. | 18 Classes resume Parents Visiting Night | 19 | 20 | 21 | 22 ACTs |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 Admission Open House | 31 | | | | | |

See our website at www.georgeschool.org
for up-to-date calendar information.

CALENDAR

| SUN | MON | TUE | WED | THU | FRI | SAT |
|------------------|---|-------------------|-----------------|---|------------------|------------------|
| NOVEMBER | | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | | | | Study Weekend | Study Weekend |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Study Weekend | Term 1 Exams | Term 1 Exams | Term 1 Exams | Term 1 Exams Students leave after last exam | Break | Break |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| Break | Break | Break | Break | Break | Break | Break |
| 27 | 28 | 29 | 30 | | | |
| Break | Break Boarders return by 7:00 p.m. | Classes resume | | | | |
| DECEMBER | | | | 1 | 2 | 3 |
| | | | | | SATs | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | | | ACT | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | | | | | Winter formal | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| Holiday MFW | Break begins at noon | | Break | Break | Break | Break |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Break | Break | Break | Break | Break | Break | Break |

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for up-to-date calendar information.

CALENDAR

| SUN | MON | TUE | WED | THU | FRI | SAT |
|--|--------------------------------------|--|------------------------|-----|--|------------|
| JANUARY | | | | | | |
| 1 Break | 2 Break | 3 Break Boarders return by 7:00 p.m. | 4 Classes resume | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 Boarders return by 5:00 p.m. | 16 MLK Day Special Schedule | 17 | 18 | 19 | 20 | 21 |
| 22 Admission Gathering | 23 | 24 | 25 | 26 | 27 | 28 SATs |
| 29 Break | 30 Parents Conference Night | 31 | | | | |
| FEBRUARY | | | 1 | 2 | 3 Classes end at noon Parents Con- ference Day | 4 Break |
| 5 Break | 6 Break | 7 Break Boarders return by 7:00 p.m. | 8 Classes resume | 9 | 10 | 11 |
| 12 PSSSs | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 Admission Gathering | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 Parents Association Meeting | 29 | | | |

See our website at www.georgeschool.org
for up-to-date calendar information.

| SUN | MON | TUE | WED | THU | FRI | SAT |
|--------------------------------------|---------------------------------------|----------------|--------------|--|---------------------|-----------------|
| MARCH | | | | 1 | 2 | 3 |
| | | | | | Study Weekend | Study Weekend |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Study Weekend | Term 2 Exams | Term 2 Exams | Term 2 Exams | Term 2 Exams Students leave after last exam | Break | Break |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Break | Break | Break | Break | Break | Break | Break |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| Break | Break | Break | Break | Break | Break | Break |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Break | Break Boarders return by 7:00 p.m. | Classes resume | | | | Junior Dance |
| APRIL | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | Classes end at noon | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | | | | Career Workshops | ACTs |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Grandparents/ Special Friends Day | | | | | Sibling Weekend | Sibling Weekend |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| Sibling Weekend | | | | | | |
| 29 | 30 | | | | | |

CALENDAR

| SUN | MON | TUE | WED | THU | FRI | SAT |
|----------------------|----------------------------------|-----------------------------------|------------------|--|---------------------------|-------------------------|
| MAY | | 1 | 2 | 3 | 4 | 5 SATs |
| 6 | 7 | 8 | 9 | 10 | 11 Alumni Weekend | 12 Alumni Weekend |
| 13 Alumni Weekend | 14 | 15 Parents Association Meeting | 16 | 17 | 18 | 19 |
| 20 | 21 Senior/Young Alumni Dinner | 22 | 23 | 24 | 25 Senior Dinner Dance | 26 Commencement MFW |
| 27 Commencement | 28 No classes | 29 | 30 | 31 | | |
| JUNE | | | | | 1 Study Weekend | 2 SATs Study Weekend |
| 3 Study Weekend | 4 Final exams | 5 Final exams | 6 Final exams | 7 Final exams Students leave after last exam | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

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