2026-2027 STUDENT & PARENT/GUARDIAN HANDBOOK

STUART
COUNTRY DAY SCHOOL OF THE SACRED HEART

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A Profile of Stuart

Stuart was founded in 1963, when a group of parents/guardians and Sacred Heart alumnae presented a request for a school in Princeton to the Superior of the Washington Province of the Society of the Sacred Heart. The Society of the Sacred Heart is a religious congregation of women founded in France in 1800 by Saint Madeleine Sophie Barat. Its mission is to show forth the love of God through education.

With the help of the Society of the Sacred Heart and of friends in the area, a large tract of woodlands was purchased on the Great Road, and Professor Jean Labatut of Princeton University was appointed architect. It was decided to name the school for Mother Janet Erskine Stuart, who was born in England in 1857 and became one of the world's leading and most respected educators of women.

A Roman Catholic school within the Sacred Heart tradition, Stuart is committed to providing an education that is academically strong, value-oriented, and faith-centered. Education to justice is a constituent of all Sacred Heart Education. This Christian education encourages respect for all religions and celebrates diversity.

Stuart is committed to helping students grow as responsible and active members of the changing Church. Situated in a world struggling with materialism, poverty, injustice, intense competitive pressures, and broadening opportunities for women, Stuart stresses the values of caring, compassion, active social concern, and peaceful resolution of conflict. As a unique institution dedicated to the education of women, Stuart has the opportunity to teach young women the skills and responsibilities of leadership and increase the self-esteem of each individual as a uniquely gifted person. Since these gifts are emotional and physical as well as intellectual and spiritual, education at Stuart must develop the whole person.

Today, schools and other works of the Society of the Sacred Heart are flourishing in 34 countries throughout the world. Working among the economically advantaged and disadvantaged, in cities and in villages, in universities and dispensaries, the 4,000 members of the Society seek to enrich the lives of others.

Among the many Sacred Heart schools throughout the world, 25 are in the United States. A distinctive spirit marks each of the schools in this country, yet all are similar because they adhere to the five Goals of Sacred Heart education.

Introduction

This Handbook provides detailed information about Stuart Country Day School of the Sacred Heart ("SCDS" or the "School"), including summaries of school policies, practices, academics, activities, and goals. To stay up to date on any changes or additions to this Handbook, please visit stuartschool.org/parents.

Please take the time to carefully review this Handbook, including reviewing it with your daughter(s). It is important that families understand the School's expectations and policies, and that families know to whom they can direct their questions or concerns. Students are expected to know and understand all information in this Handbook, as well as any information or regulations issued by the School, including those in the information sheets, and announcements around campus.

Please understand that this Handbook is intended only to highlight current policies, practices, and procedures. The policies and procedures set forth herein are intended as general guidelines—specific situations may call for handling a matter in a manner different from that described herein, depending upon the particular facts and nature of the situation. However, it would be nearly impossible to review every element of every policy, or every possible scenario and outcome. Rather, this Handbook serves as a series of policy summaries to keep your family better informed.

In addition, circumstances will require that the policies, practices, and procedures described in the Handbook may change from time to time. Stuart reserves the right to modify or change any or all such policies, practices, and procedures in whole or in part, at any time, with or without notice.

SCDS will make every attempt to give timely notice of substantive policy changes. Should events that are beyond SCDS's reasonable control and which occur without its fault or negligence necessitate a closure, delay, or modification of its educational programs and activities, the family's obligations as outlined in this Handbook, as outlined in the Enrollment Agreement, and/or as otherwise established by SCDS shall continue. SCDS shall not be liable for any failure, delay, or modification of its programs or activities. SCDS reserves the right to make modifications to the school year as necessary to account for any time lost due to any closure or delay, including without limitation the following: extending the school year; changing schedules; conducting classes via distance learning; and/or scheduling weekend classes. Possible events which could necessitate closure, delay, or modification as described above include but are not limited to, acts of nature, fire, pandemic, U.S., state, or local government restrictions, wars, and insurrections.

This Handbook supersedes all prior policies (whether written or oral, expressed or implied) which in any way contradict the policies herein. However, this document is not intended to supersede any individual written agreement between you and SCDS, or any applicable law. If you find that such a conflict or discrepancy exists, please contact Robert Missonis, Assistant Head of School For Academic Leadership. This Handbook is not intended to constitute a legal contract of any kind.

Sacred Heart Goals

As a member of the Sacred Heart Network of 25 schools in North America and a global community of more than 150 schools, Stuart educates to the Sacred Heart Goals and Criteria:

GOAL ONE: A personal and active faith in God.

- The school identifies itself to the wider community as a Catholic-independent-Sacred Heart School and embodies the mission of the Society of the Sacred Heart.
- The school forms its student and adult members in attitudes of the heart of Jesus, such as gratitude, generosity, compassion and forgiveness.
- The school community reflects an ethos of joy, hope and celebration and its programs assert that there is meaning and value in life.
- The school community welcomes and respects persons of all faiths and educates them to an understanding of the religions and spiritual traditions of the world.
- School leadership prioritizes space and time for silence and contemplation for its members to deepen their interior life.
- Members of the school community, open to the transforming power of the Spirit of God, engage in personal and communal prayer, discernment and reflection which inform their actions.
- The school community, rooted in the love of Jesus Christ, nurtures the spiritual lives of its members through the exploration of one's relationship to God, to self, to others and to creation.

GOAL TWO: A deep respect for intellectual values.

- Sacred Heart educators and students engage in challenging experiences that inspire intellectual curiosity, a global mindset and a lifelong love of learning.
- Sacred Heart educators develop and implement a dynamic curriculum, effective instructional methodology, current educational research and ongoing evaluation.
- Sacred Heart educators and students utilize a variety of teaching and learning strategies to support their growth and development.
- The school curricular and co-curricular programs integrate innovation and collaboration, critical thinking and problem solving, the exploration of emerging technologies and critical evaluation of information.
- The school utilizes space and the physical environment in alignment with best pedagogical practices.
- The school cultivates aesthetic values and the creative use of the imagination.
- Sacred Heart educators assume responsibility for their professional growth, supported by resources and a culture that promotes lifelong learning

GOAL THREE: A social awareness which impels to action.

- Sacred Heart educators prepare students to serve the common good in an interdependent world.
- Sacred Heart educators immerse students in diverse global perspectives, developing competencies such as critical consciousness, language facility and cultural literacy.
- The school, drawing from Catholic Social Teaching, educates students to analyze and work to eradicate social structures, practices, systems and values that perpetuate racism and other injustices.
- All members of the school community accept accountability for the care of God's creation, practice effective stewardship of the earth's resources and work to alleviate the climate crisis.
- School programs promote informed active citizenship and civic responsibility on the local, national and global level.
- The school community engages in direct service, advocacy, outreach and partnerships to work for justice, peace and the integrity of creation.
- Sacred Heart educators work to develop in the students a lifelong commitment to service.

GOAL FOUR: The building of community as a Christian value.

- The school, affirming that all are created in the image and likeness of God, promotes the inherent dignity of the human person and strives for relationships characterized by inclusion and mutual respect.
- The school implements an ongoing plan for educating all members of the community to the charism, mission and heritage of the Society of the Sacred Heart.
- The school engages with the Network of Sacred Heart Schools in the United States and Canada and Sacred Heart schools around the world.
- All members of the school community support a clean, healthy and safe environment.
- Members of the school community practice and teach with a spirit of peace and reconciliation the principles of non-violence and conflict management.
- School leadership demonstrates a conscious effort to recruit students and employ faculty and staff of diverse races, ethnicities and backgrounds.
- School leadership allocates financial resources to support socioeconomic diversity both in the admissions process and in the daily life of students.

GOAL FIVE: Personal growth in an atmosphere of wise freedom.

- Student and adult members of the school community grow in courage and confidence as they discover new abilities, cultivate strengths, learn from mistakes, develop empathy and exercise resilience in meeting challenges.
- All members of the school community take personal responsibility for health and balance in their lives supported by a school culture that promotes spiritual, intellectual, physical and social-emotional well-being.
- Members of the school community model and teach respectful dialogue in support of clear, direct, open communication.
- All members of the school community endeavor to practice informed, ethical decision-making and accountability.
- Student and adult members of the school community model, practice, and teach safe, ethical and responsible use of technology.
- Sacred Heart educators cultivate in the students life skills, such as initiative, creativity and agility.
- Sacred Heart schools recognize and educate to motivational, inspirational and transformational leadership.

Mission Statement

Stuart's mission is to prepare young women for lives of exceptional leadership and service within the framework of the Goals and Criteria of the Schools of the Sacred Heart.

Diversity and Inclusion

Saint Madeleine Sophie Barat called on our Sacred Heart communities to model respect, compassion, forgiveness, and generosity.

Therefore, Stuart Country Day School of the Sacred Heart joins other schools in the Sacred Heart Network that are called to live our daily lives promoting universal respect, in which each person is honored, loved, and cared for, and where young women are educated to an understanding and deep respect for diversity. We believe a diverse community challenges us to make God's love visible in the world, improves our lives as we learn and grow together, and affords each of us a deeper understanding of our collective humanity.

We expect all members of the Stuart community, being guided by a spirit of love, to accept individuals' differences, which include but are not limited to, ability, age, ethnicity, family structure, gender, learning style, race, religion, sexual orientation, and socioeconomic status ("Protected Characteristics"). We believe that all in our community should feel valued and respected, be able to share their knowledge and gifts and be allowed to thrive as equal contributors in enriching life at Stuart.

Admissions Office

Admission Procedures - Admission to Stuart is determined based on a school visit and interview, the student's current and past transcripts, testing, letters of recommendation, availability of spaces, and the belief, on the part of the Admission Committee, that the applicant will benefit from the Stuart program and will also positively contribute to the school community. It is also based on the parents/guardians' willingness to support the Goals and Criteria of the Sacred Heart.

Depending on the grade level, the applicant will be tested at Stuart or required to take the Secondary School Admission Test (SSAT) or an equivalent test. In addition, those applying are expected to spend a day at Stuart to familiarize themselves more closely with school life and curriculum.

Since classes tend to fill up quickly, the timing of completed applications is essential. Interested parents/guardians are encouraged to promptly contact the Admissions Office and complete the application process. Applications received after the deadline of January 15 will be processed as dictated by available space.

Student Enrollment and Re-enrollment Contracts
Contracts to enroll or re-enroll students are released to parents/guardians through the MySTUART portal. Re-enrolling families must sign and submit their contracts with a non-refundable deposit by the date indicated. A student risks forfeiting their place if a contract is not received by the due date. In addition, difficulties arise in scheduling and teacher assignments if contracts are returned late.

The Head of School, upon recommendation of the respective Division Head, may withhold a contract for a re-enrolling student. When this occurs, the Head of School will inform parents/guardians either verbally or in writing, and an appropriate date will be set to make a final determination regarding re-enrollment.

As outlined in the contract, student withdrawals must be made in writing before April 10th. After April 10th, the entire tuition must be paid, regardless of whether the student matriculates.

Financial Aid - Stuart commits a percentage of its operating budget to financial aid for qualified applicants who provide documentation of need.

Parents/Guardians who wish to apply for financial aid may do so through Clarity by January 31. Specifics regarding the financial aid application process can be found on the Admissions portion of the school website.

Business Office

Tuition Payment - The payment plan is elected as a part of the enrollment agreement. Non-compliance with this provision may result in the student being denied admission to class. In

accordance with the terms of the enrollment agreement, transcripts and records will not be released until all financial obligations are paid in full.

Tuition Refund Insurance -The Tuition Refund Insurance option is offered at the beginning of each year. Information concerning this plan will be enclosed with the enrollment contract.

Parking - Please park only in the parking lots. Do not park in areas designated as fire zones or no parking zones or in spaces specifically marked. Drivers must be sure not to leave their cars in such a way as to impede the access of fire trucks or emergency vehicles at any time or to block the passage of school buses. You may take any available space with the exception of ones that are specially marked. For the safety of each child, please follow these directions.

Office of Development

The Office of Development seeks to further Stuart's mission of preparing girls for lives of exceptional leadership and service by engendering constituent engagement and support through effective programs in fundraising, alumnae and family engagement, and communications.

Gifts to Stuart provide the margin of excellence that makes our school so special. As with all independent schools, tuition alone does not cover our costs. Stuart relies on contributions made to The Stuart Fund for budgetary relief so that Stuart can provide all girls with an exemplary education. We encourage every family and all faculty and staff to support The Stuart Fund and to serve as advocates and ambassadors for the school. Participation is celebrated with various incentives and donor names are listed in the Annual Report.

Gifts for specific projects and to the endowment are also necessary to maintain and enhance the campus, academics, athletics, the arts and special educational initiatives. Stuart receives no financial support from the Diocese of Trenton, the Society of the Sacred Heart, or federal or local government agencies. Contributions left to Stuart through a bequest and other planned gifts have provided significant support through the years. *The Mater Legacy Society* was formed to recognize those who make such plans. Please contact the director of development or see the "Planned Giving" section of the Stuart website for further information.

Alumnae Relations: Stuart alumnae are enthusiastic supporters of their school, giving back through gifts of time, talent, and treasure. They graciously return to speak with students at career panels, the Women in Leadership Symposia, Women We Admire Day, and other special events. They provide internships and other career support. The alumnae enjoy the personal and professional support they receive through their Stuart connections, returning to Alumnae Day each spring and staying in touch through social media and regional events.

These activities are organized by the Associate Director of Engagement and governed by The Stuart Alumnae Association. The President of the Association is an ex-officio member of the Development Committee of the Stuart Board of Trustees. The Assistant Director helps identify and organize initiatives that involve our alumnae in the life of the school.

Stuart Memorial League: On the occasion of our 30th Anniversary, Stuart established the Stuart Memorial League. The purpose of the Memorial League is to pray for those people near and dear to the Stuart community on the occasion of a birth, baptism, wedding, anniversary, graduation, or death, or to send a special thank you, get well wish, or congratulatory message. After a person is enrolled in the Memorial League, that person's name will be inscribed in the Memorial League Book. The book remains on the altar in the chapel and that person will then be prayed for whenever Mass is celebrated at Stuart.

Office of Marketing & Communications

The Office of Marketing & Communications is the storyteller of the school and the steward of the Stuart brand. The office provides strategic communications services for all divisions, departments, programs, and events including, but not limited to, official school communications, email marketing, social media, public relations, website management, printed and digital design, and event management.

How We Communicate: News and information to the internal and external communities are distributed through a variety of channels in addition to Aspen and SeeSaw, which are used at the division level.

- This includes:
    - Weekly newsletter: Sent from "Stuart Country Day School," CORConnection is the weekly all-school newsletter with current news, events, announcements, and links to weekly division news. This goes out to families, faculty, staff, trustees, and Middle & Upper School students.
    - Emails from Stuart Leadership: While CORConnection is the primary source of weekly information sent by the school, other communications are sent by the Head of School as well as members of the leadership teams, which include: division heads, director of development, director of enrollment, director of athletics, director of college counseling, and the director of summer programs.
    - The Stuart App: An additional resource for the calendar, athletics events, and school news. To download the app, search for Stuart Country Day School in the iOS App Store or Google Play Apps.
    - Mass Notifications/Emergency Communications - Stuart uses Finalsite Messages XR to disseminate emergency communications via email, text and phone. The system will default to calling a number listed in the Home Phone field. If the Home Phone field is left blank, the system will default to ringing the phone number listed in the Mobile Phone field. This means that if you wish to receive emergency phone calls on your mobile phone, leave the Home Phone field blank (or put your mobile phone in both places). The mobile phone will continue to receive text message updates.
    - Non-Emergency Text Messages: While not a regularly occurring mode of

communication, there may be occasions when a text message is sent for strategic and community-building purposes. This includes, but is not limited to, the annual day of giving (Tartan Tuesday), community surveys, and all-community meetings/events.

- Stuart Parent Association Newsletter: Produced in partnership with the SPA executive board, this monthly newsletter is a go-to resource for SPA-hosted events, opportunities for families, and other Stuart events.
- Social media: Stuart has a presence on Facebook, Instagram, YouTube and LinkedIn. Other social media sources affiliated with Stuart include Stuart Athletics on Instagram, Stuart Student Life on Instagram, and the Stuart Parent Association Facebook group.
- Other forms of news and announcements are distributed through press releases, advertising, print and digital publications, and the Stuart website.

Approval for Apparel and Representations:

- The Stuart Country Day School of the Sacred Heart logo must not be reproduced on apparel, merchandise, or any form of physical representation, without explicit written approval from the Marketing and Communications office. This includes items intended to represent the school, any school club, musical groups, athletic teams, or any other school-related activities.
- All designs that represent a school entity outlined above must include the school logo and/or name. All logos that will publicly represent the school in any capacity require prior approval from the Marketing and Communications office before they are produced or printed. This ensures that all representations are in line with the Stuart brand identity and maintain the integrity of the school's image.

Creation and Approval Process for Promotional Materials:

- To ensure all promotional materials align with the school's brand identity and values, all requests should follow the process outlined below:
  - Idea Submission: Staff or faculty interested in creating custom/promotional/branded materials must submit a concept proposal through stuartschool.org/projects. . This proposal should outline the purpose, target audience, and intended distribution channels for the material.
  - After initial approval, individual(s) that submitted original proposal may begin creating design while adhering to the school's branding guidelines, outlined on department website stuartschool.org/communications. Designs may require assistance from the Office of Marketing & Communications on a needed basis.
  - A draft of the promotional material should be submitted to the Marketing and Communications office for review. This review will focus on brand alignment, messaging, and overall quality.
  - Feedback will be provided and may require revisions to meet the required standards.
  - A final version of the promotional material must be submitted once all revisions have been completed. This step is to ensure all feedback has been appropriately addressed before material is ready for production/public distribution.

Logo Use and Brand Identity Guidelines | Logos available at stuartschool.org/communications

- Do:
  - Use the Official Logo: Always use the officially provided logo for any school-related materials.
  - Maintain Proportions: Keep the logo proportions intact. Do not stretch or compress the logo.
  - Follow Color Guidelines: Use the logo in the colors specified in the brand guidelines.
  - Respect Clear Space: Ensure there's sufficient clear space around the logo, free from text or other design elements.
  - Use Approved Variations: Utilize only approved logo variations for different contexts, as provided in the brand guide.
- Don't:
  - Alter the Logo: Do not modify the logo design, colors, or dimensions.
  - Overlay on Busy Backgrounds: Avoid placing the logo on busy or contrasting backgrounds that impair visibility.
  - Use Old Versions: Do not use outdated versions of the logo. Always ensure you're using the most current version.
  - Add Effects: Refrain from adding shadows, glows, or any other effects to the logo.
  - Combine with Competing Brands: Avoid using the logo in a way that suggests endorsements or partnerships without proper authorization from Marketing and Communications.

Brand Identity Guidelines

- Do:
  - Adhere to the Style Guide: Follow the brand style guide closely when creating content, including fonts, colors, and tone.
  - Consistent Application: Apply the brand identity consistently across all platforms and materials to maintain a cohesive image.
  - Seek Clarification: If unsure about how to use the brand elements, ask for guidance from the marketing or communications department.
- Don't:
  - Go Off-Brand: Avoid creating materials that deviate from the established brand identity, **including unofficial color schemes or fonts.**
  - Mix Messages: Do not mix messaging in a way that dilutes or confuses the school's brand values and mission.
  - Ignore Feedback: If feedback is provided regarding brand alignment, don't ignore it. Use it as an opportunity to align better with brand guidelines.

Photography: All major events at Stuart are photographed and some are captured on video. The photographs are available, typically within a few days, and can be viewed and downloaded from Stuart's online photo gallery, https://stuartschool.smugmug.com/. The permission to photograph release is included with the yearly enrollment contract signed by each family. This release serves

as permission to release your child's photograph to the media, post on the school website or print in school publications.

Parent/Guardian Involvement: The Stuart Parent Association

The Stuart Parent Association (SPA), organized in 1971, serves to encourage the interest of parents/guardians in the school and to further communication among parents/guardians, students, faculty, and administration. Its intent is to enhance the quality of our children's lives by providing opportunities for enrichment and support for both students and parents/guardians. SPA provides workshops for parents/guardians on issues facing children and family life, and sponsors social activities, coffees, orientation gatherings and seasonal parties. New ideas for events are always welcome.

The work of SPA is led by an executive committee, consisting of SPA's elected officers, the Head of School and the Associate Director of Engagement. The Executive Committee, which meets monthly, coordinates the general meetings for all parents/guardians and supports the school in many areas where needed.

SPA organizes parent-student socials such as:

- StuartFest/Koinonia/Homecoming
- Teacher/Staff Appreciation Day
- Princeton Common Ground, an association of local independent school parent groups
- Holiday celebrations

SPA also manages The Book Bag (our school store), and assists the Offices of Admission and Development to coordinate the many other activities involving parent support.

Parents/Guardians are encouraged to attend the SPAmeetings and participate fully in all aspects of school life.

Stuart also encourages parent-led affinity groups. Those interested in participating in an affinity group, should contact the Office of Development if they have interest.

Guidelines for Communicating with Faculty & Administration

If a parent wishes to discuss his/her concerns with a faculty member, a staff member, or an administrator, the parent must make an appointment.

To set an appointment with a faculty member, a staff member, or an administrator, the parent is asked to call or e-mail the faculty member or the division office. As faculty and administrators are busy from 7:30 – 3:10, they may not be able to respond until the following day.

When visiting Stuart for an appointment or to pick up a child, parents/guardians are expected to sign in using the visitor management system at the front desk. The receptionist will contact

the appropriate office to make arrangements for the visit. Please be sure to sign out when leaving.

Parent/Guardian-School Partnership

What parents/guardians can expect from Stuart:

Parents/Guardians can expect to receive both timely communications about school news and important messages such as "early warning" notifications in writing, by telephone, by postings on the school website, or by email.

Parents/Guardians with concerns can expect to have a conference with teachers.

Parents/Guardians can expect Stuart to model integrity and civility in all contacts with parents/guardians and students including respecting family privacy.

Parents/Guardians can expect to have Stuart faculty, staff, and administrators behave as partners in their children's
education, supporting their academic progress and cooperating with plans for improvement.

What Stuart can expect from parents/guardians:

Stuart expects parents/guardians to behave as partners in their daughter's education, supporting their academic progress and cooperating with plans for improvement.

Stuart expects parents/guardians to make direct contact with those responsible for the individual programs of the school for which they have concerns. Contact begins with the individual teacher, the extracurricular program or coach, and then, if needed, the Head of Division and finally, if needed, the Head of School.

Stuart expects parents/guardians to model integrity and civility and respect for others' privacy in all contacts with the school.

The adults at Stuart are trained professionals. parents/guardians are asked to hold discussions with them at times that allow for full and confidential explorations of any concerns about their child's academic performance. Professional conversation involving the school should take place during scheduled appointments rather than at social functions.

Stuart expects parents/guardians to maintain their current email address by logging into Magnus and making timely updates.

Communication with Teachers and Administrators

Stuart holds effective communication with parents/guardians as essential. It is key to building community and educating your child.

Telephone – The school phone number is (609) 921-2330. It is an automated phone system, but you can reach an operator at any time during school days from 7:50 AM – 4:00 PM and during

the summer from 9:00 AM – 3:00 PM. Parents/guardians are asked to contact faculty, staff, and administrators during these times. If they are not available, the call will be directed to their voice mailbox and the calls will be returned as soon as possible. A list of voicemail extensions is available on the school's telephone system and in the directory.

E-mail is the main communication vehicle with parents/guardians. All school, as well as division, information is communicated by e-mail and on the Stuart website. Personnel at Stuart may be contacted directly by their personal e-mail address using first initial, last name@stuartschool.org. For example, jdoe@stuartschool.org.

mySTUART Parent Portal - mySTUART is a parent portal designed to help parents/guardians easily access, manage, connect, and share information from one central location. The mySTUART parent portal offers:

- Online enrollment process
- Single sign-on access to Magnus Health for health and permission forms and Smart Tuition
- Searchable student/family directory
- Links to Aspen Student Information System and Seesaw
- Schedules, grades, and homework will remain in Aspen for Middle & Upper Schools and Seesaw for Lower School and Early School
- Links to division information and news, and Back to School information, when available, on the Stuart website

Log in to mySTUART at https://stuartschool.myschoolapp.com using the email address with which you receive emails from Stuart. Click on "Forgot login or First time logging in?" the first time you log in to have a password sent to your email.

Aspen Portal – All student information is kept in Aspen, the student information system, and can be accessed through the parent/student portal. Use the Aspen Portal to access your child's academic records, attendance, class schedule, homework, class pages, and school calendars. Log in at https://nj-stuart.myfollett.com/aspen. The portal is password-protected. Login information will be sent to parents/guardians and students.

Parent Information Pages on the Stuart website contain news and information and are broken down by division for Early School, Lower School, Middle School, and Upper School. To get to the Parent Information Pages, use the "Parent" link at the top right of the Stuart website. Division-specific news as well as links to school calendars, parent enrichment, the SPA (Stuart Parent Association) page, the Health Office, and the school store: The Bookbag online. Visit the Stuart website at www.stuartschool.org

Custody Issues and School Access

Unless notified otherwise, the school will presume both parents/guardians are permitted to attend school activities and be provided with information and report cards with respect to their child. The School will also presume that both parents/guardians are entitled to be involved in their child's schooling, and both parents/guardians must agree and authorize a child's enrollment and/or withdrawal from a school.

Is it not the intention of the School to become involved in familial disputes. However, should custodial arrangements and school access between the parents/guardians change, the School expects that both parents/guardians will inform the School of the change and any relevant restrictions. Information of this nature is kept strictly confidential.

Who to Contact

Please contact those responsible for the individual programs of the school for the most effective communication.

We encourage direct contact between you and the individual adult responsible for your child's education in both academic and extracurricular activities.

The Division Head is responsible for the daily operation of their school, including faculty and staff in relation to their classes, schedule, and all academic concerns. Contact the Division Head with questions about the academic program or curriculum.

Specific concerns or questions regarding a coach or a team should be discussed with the Athletic Director only after you have made direct contact with the coach.

The Business Office can be contacted directly for billing and payment information

The Head of School works closely with the school's administrative team and with the Board of Trustees to further the mission of the school. She encourages direct contact between parents/guardians and those responsible for the individual programs of the school for the most effective communication.

School Area	Who to Contact	Extension
Your child's class	Your child's teacher	
Your child's athletic team	Your child's coach	
Athletics Program	Chelsea Moran	4109
Early and Lower School Head	Marianne O'Grady	4102

Middle School Head	Robert Missonis	4114
Upper School Head	Kristen Zosche	4113
Health Office	School Nurse	4122
Office of Mission and Ministry	Monique Jones	4103
Counseling - ES-6th Grades		4117
Counseling - 7th-12th Grades	Valentina Ezra	4112
Academic Support	Learning Center	4151
Gifts to Stuart	Beth Marks	4101
Volunteering	Alma Eisenacher	4180
Business Office	Michelle Evaul	4116
Head Office	Julia Breen Wall, Head of School	4111
School Communications	Hilary Morris	4176
Admission Office	Hillary Nastro	4184
College Counseling	Cindy Michalak	
National Center for Girls Leadership	Danica Tisdale Fisher	
Office of Information Systems	Alex Krupitsch	
Upper School Dean of Students	Kate Baker	

Emergency Closing/Delayed Opening Information

In most cases, Stuart follows the Princeton Regional School System regarding school closing. If the Princeton Police directs the school system to close early, we will typically follow their direction. We do our best to work together with the other independent schools in the area in order to help families who have children in several schools.

Stuart uses Finalsite Messages XR to disseminate emergency communications via email, text and phone. The system will only ring one phone number PER PERSON (not per household). For example, if Parent A had a home and mobile listed last year and Parent B only had a mobile phone listed, that means both Parent A and B would have received a combination of 3 phone calls. This year, Parent A and B will receive 2 phone calls combined. It will default to calling a number listed in the Home Phone field. If the Home Phone field is left blank, the system will default to ringing the phone number listed in the Mobile Phone field. This means that if you wish to receive emergency phone calls on your mobile phone, leave the Home Phone field blank (or put your mobile phone in both places).

The mobile phone will continue to receive text message updates.

Note: If your child has more than one adult associated with their record, each adult will still receive a phone call, text and email.

If you need to update or change your contact information in mySTUART ahead of this test, click here for instructions.

School closing and emergency information will also be available on Stuart's website and on Stuart's Instagram and Facebook accounts.

If you do not receive a test via email or phone, please contact the Office of Communications at news@stuartschool.org.

It is necessary that you be alert to current weather conditions and inform your child of what will be expected in the case of an early dismissal. There are two early dismissal options:

1. The bus or private transportation system may be taken home at whatever time it arrives even if we have NOT been able to contact you.
2. A student may remain at school until picked up - no later than 3:00 PM - as we are concerned with everyone's safety, and do not want to delay departure for anyone.

All after-school programs and activities are canceled in the event of an early closing. All students must be picked up by 3:30 PM.

Students Remaining in School After School Hours

The following procedures are for Middle and Upper School students who remain after school for sports or other activities. (Lower School students who stay after school must attend the After School Program.)

- Middle School students who remain after school must be in a teacher-supervised activity. Students are required to either be signed in to the After School Program by 3:30 PM, with a sports team, or working with a teacher.
- Middle School students not picked up from the car line by 3:30 PM, will be signed into the After School Program.
- At the end of a supervised activity or practice, the coach or supervisor will escort Middle School students to the Front Hall for dismissal. If a student's parent is not present, the student will have to be signed out from the After School Program.
- Upper School students may work in the library, in the Upper School Resource Center, or in a teacher-supervised activity until 5:45 PM.
- Students may not remain at Stuart after 6:00 PM unsupervised.

The Raissa Maritain Library

The Raissa Maritain Library serves both the Middle and Upper Schools of Stuart Country Day School of the Sacred Heart. The purpose of the library is to provide physical and intellectual access to information and resources, and to provide a selective collection of materials to support the educational goals of Stuart. The collection comprises approximately 170,000 items, including books, ebooks, and DVDs, as well as subscriptions to many print periodicals. In

addition, the library subscribes to numerous reference and periodical databases, providing digital access to thousands of periodicals, scholarly journals, reference works, and multimedia sources.

The library operates under two primary objectives. The first is to promote an appreciation of literature in all grades. The second is the instruction of research, library, and information skills. The librarian works together with classroom teachers to help support library research and projects, and to purchase materials relevant to the curriculum. Classes are encouraged to come to the library to work on class or individual research assignments.

The librarian offers technology support and training to the students, teachers and staff in the use of library technology and research. There are four mobile wireless laptop carts that are maintained and circulated by the library, and both desktops and laptops are available to use in the library. Full access to both Stuart's internal network, as well as the Internet, is available through the library. The library's automated catalog is Web-based and may be accessed through any computer with an Internet connection. Additionally, the library maintains a website with the latest information on resources, bibliography samples, links to electronic sources, book lists, and other library resources.

1. Students are expected to maintain an atmosphere of quiet reading, study, and research while using the library. Eating and drinking are prohibited in the library.
2. All library materials must be properly checked out of the library. Each person assumes full responsibility for items she checks out of the library.
3. When materials are overdue, students will receive overdue notices. Students must pay for items that are not returned or damaged.
4. Students must enter and leave the library using the glass doors that open into the main reading room. The use of emergency exits is prohibited except in the case of an emergency.
5. The Stuart Country Day School of The Sacred Heart Acceptable Use Policy, included in this Handbook, is applicable to the use of all library computers and resources. Library laptops are available for use in the library only. Computer use in the library will be suspended until this form is signed by the student and parent and returned.

Dining Services Lunch Program

FLIK Independent School Dining serves our Stuart community. Please visit Stuart's website for a link to the details of dining options and the daily menu. https://www.stuartschool.org/campus-life/dining-services While lunch is included in tuition for all students, for the purchase of breakfast or snacks at Gouter, parents need to deposit funds in a declining balance account through FLIK.

Transportation

By Bus

Transportation forms are mailed to parents/guardians with re-enrollment forms and must be returned to the admission office when requested. Transportation is provided by the state of New Jersey; failure to apply on time can result in loss of transportation or reimbursement. Routes are set up by school districts; Stuart does not control their decisions. Questions may be directed to the admission office or the school board of the district where the student resides. Private transportation (car pools, buses, and taxis) exists for those students who are not eligible for public transportation. If inappropriate behavior is reported to Stuart from a bus company the student's parent or guardian will be notified.

Students are permitted to ride only on *their assigned buses* as insurance policies cover the assigned buses only. Often, students bring in notes indicating they will be going home with a friend on her bus. Officially, this can only be cleared with the transportation office of the student's school district. Bus drivers can (and have in the past) refused to take a student not on their list.

By Car

Cars dropping off or picking up students in all grades should follow current school drop-off procedures. School buses will use the drive immediately in front of the school. There will be a crossing guard on duty to help students cross at the flagpole area. For the students' safety, please follow directions at all times.

When you are waiting for your child, it is important to follow established procedures. Please do not obstruct the flow of traffic. Drivers must be sure not to leave their cars in such a way as to impede the access of fire trucks: the striped area in front of the school must not be used for parking and the rear driveway and connecting driveway by the Early School must never be blocked. Please be sure to respect the handicapped parking areas. We appreciate your cooperation in this important matter.

Health Office

Role of the Health Office

The role of the Health Office is to support the overall well-being and academic success of our students. The Health Office institutes health and safety guidelines; provides nursing assessment for any injuries or illnesses; helps students manage chronic illnesses or life-threatening allergies; and assists in health education. In addition, the Health Office maintains medical records and health information in accordance with the requirements mandated by the applicable law.

The Health Office is staffed by a registered school nurse from 7:30 AM - 3:30 PM. The Health Office has facilities for students to be treated for minor illnesses. In case of more serious illnesses, students are referred to their own doctors, or in case of an accident, are taken to the Emergency Room at the University Medical Center of Princeton at Plainsboro. In order to be treated by the nurse, a medical examination form and an emergency release slip are required. If an emergency should occur after regular school hours, the faculty or staff member in charge will follow the school's related emergency protocols.

If a student feels ill during the school day, she should report to the Health Office. The school's policy is that if a student is too ill to attend class she should be sent home by the nurse.

Medical Information

SCDS requires that parents/guardians submit certain medical information and proof of an annual physical before the student may begin attending classes. All students must have an electronic health record completed in Magnus before school begins.

Any changes in the student's health situation during the school year, for example, any illness, medication change, surgery needed, etc. should be communicated to the school nurse. The school nurse is the first to respond to an emergency; therefore, the nurse needs to be aware of each student's complete and current medical history. This information is kept strictly confidential and only shared with school administration and faculty on a need-to-know basis.

Immunizations

SCDS complies with New Jersey State law regarding immunization requirements for students. A record of immunization is required on the medical information form. Parents/Guardians agree to comply with SCDS's policies and instructions regarding required immunizations, vaccinations, testing for communicable diseases, and possible exemptions, and provide SCDS with required health records and documentation.

Medications

If your child will require prescription medication to be administered during the school day or at school-related activities, SCDS requires parents/guardians to submit written authorization for the school nurse to administer such medications. This information must be filled in on the medical form submitted prior to the first day of classes. The school nurse cannot give your student medication of any kind without written permission. Ordinarily, prescription medicines will be kept in the Health Office and will be dispensed by the nurse at the appropriate times. This applies to all students from Early School - 12th grade.

Parents/Guardians who would like their daughter to be able to receive over-the-counter medication during school hours must provide the school with written authorization. Students are not permitted to carry over-the-counter medications with them during the school day.

Emergencies

The School Nurse or School Official will contact parents/guardians regarding serious illness or

injury, but in circumstances that warrant immediate attention or when the School is unable to reach the parents/guardians/guardians, designated emergency contacts, the school nurses will determine appropriate management. In the event of a serious emergency, an ambulance will be called, the student will be taken to the nearest hospital emergency room, and at least one parent will be notified immediately.

Parents/Guardians are expected to keep emergency information up-to-date. Please remember, it is most important that the School have current home, work, and cell phone numbers for parents/guardians, or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student's parent(s) cannot be reached.

Parents/Guardians will be notified of an illness or injury that may require follow-up medical care. A Permission for Emergency Care form must be on file for every student, allowing the School to render treatment and obtain outside medical assistance when necessary.

Communicable Diseases

Every season brings various contagious illnesses. The circulating and more common viruses in school are colds, conjunctivitis, influenza, stomach bugs, and strep throat. A student must be kept home from school under the following circumstances:

- A fever of 100°F or higher. When your child has been fever-free for 24 hours (without the use of fever-reducing medication) and has no other symptoms, they may return to school
- Diarrhea or vomiting (that is not from motion sickness or gag-reflex induced) in the past 24 hours
- Influenza – children who have been diagnosed with the flu should stay home and return as ordered by their Pediatrician. Please report cases of the influenza virus to the nurse's office, as we keep track of the number of cases.

This policy is to protect the health of your daughter as well as the SCDS community. A student with a fever, vomiting, diarrhea and/or chills who comes in to take a test, attend a rehearsal, or participate in athletics is doing a disservice to herself, her peers and teachers and/or coaches.

If a student contracts a communicable disease, the school nurse notifies the parents/guardians of the children who are in that class, informing them of the nature of the disease, its symptoms, and its incubation period. The school shall also comply with all applicable statutes and regulations regarding the reporting of communicable diseases. Under applicable statutes and regulations, the school may require medical evidence certifying that the danger of communication of the disease has passed to allow a return to school. The school has the right to prohibit the attendance of students as it deems necessary to prevent the spread of communicable diseases.

Community Health and Safety

SCDS reserves the right, in its sole and exclusive discretion, to implement any and all policies or procedures which it deems necessary to protect the health and safety of the School community. Examples of such policies or procedures may include, but are not necessarily limited to,

modifying the method of delivery of its program, restricting or limiting access to campus, and/or requiring additional health screenings or immunizations. Parents/Guardians specifically agree to comply with any and all such policies or procedures as SCDS may implement.

Medical Leave

Stuart reserves the right to grant or require a medical leave of absence if a student's own health may be at risk or the health or safety of the community may be at risk, and it is deemed by Stuart, in its sole discretion, to be in the best interest of the student or community for the student to seek treatment from an outside physician, psychiatrist, or appropriate healthcare provider. This decision will be made after consultation with the Division Head, counselor, and Head of School. If a medical leave of absence is required, the student's parent or guardian must come in for a meeting and will be asked to provide proof of medical or psychological treatment in order for the student to return to Stuart. The length of the leave and the plan for making up academic work will be dependent on the circumstances.

Accommodations for Students with Disabilities

SCDS is committed to ensuring that students with disabilities are provided with equal access to SCDS's programs and services, in accordance with applicable law. SCDS may require medical documentation regarding the student's condition, and will make reasonable accommodations to enable a student to participate in the program where doing so does not pose an undue burden to SCDS, or a threat to the safety of its students

Parents/Guardians who are seeking academic accommodations for their child must submit a neuropsychological evaluation conducted by a professional experienced in conducting evaluations of this nature to the Learning Center. Outside evaluators are expected to conduct diagnostic evaluations using research-based and evidence-based practice, always following best practices for assessing areas of concern. Evaluators should hold appropriate, current certification or licensure and be qualified to evaluate the condition(s) diagnosed. Outside neuropsychological evaluations should include following:

- Diagnosis of a disability with a DSM-5 code or the equivalent;
- Description of the functional impairments which are related to the disability diagnosis;
- Impact of the disability over time in multiple areas; and
- If a specific accommodation is recommended, a description of objective evidence that is related to the accommodation recommended.

Because the decision of whether to grant an accommodation is an individualized assessment and because the need for an accommodation can change over time, evidence of a student having received testing accommodations by a previous school or on a previous standardized test is not a sufficient basis for the student to be granted accommodations at SCDS. SCDS will review the evaluations, as well as other information provided when determining the need for accommodations.

It is customary for evaluators to make a variety of recommendations for the student and family to follow outside of the school environment and beyond specific testing accommodations. Examples would be psychotherapy, working with a learning specialist, vision therapy, etc. In addition to evaluating the report and the student's real-world performance, SCDS will look for evidence that the family and student are following those recommendations outside of school, in addition to seeking testing accommodations at school.

Counselor Confidentiality

The School prioritizes the developmental needs of the children we serve at our school. Working closely with our faculty and staff, we partner with parents/guardians in the delivery of our educational and co-curricular programs. The partnership between parents/guardians and the school involves trust and an expectation for a free flow of communication between parents/guardians and the school, as this is essential to ensure that both are aware of the significant events and issues that impact a student's life.

In keeping with this partnership, there are limits to the confidential nature of students' relationships with school counselors. School counselors will notify students of the limitations of their confidentiality obligations at the beginning of each meeting. Similarly, school counselors may first encourage a student to speak with their parents/guardians on their own or together with the school counselor, depending on the urgency of the matter and the best interest of the student. In accordance with the Student in Crisis policy below, school counselors may notify a student's parents/guardians without the consent of the student or over the student's objections if the student is in imminent danger of harming themself or others, or for other compelling reasons, in the school counselor's professional judgment. For more information regarding a counselor's limitations on confidentiality, please refer to the Mandated Reporter Policy contained in this Handbook.

Student in Crisis

A comprehensive school counseling program that focuses on prevention and support is available for students. A student is in crisis when they are at risk of self-harm, harming others, or experiencing high levels of distress. School employees who identify a student in crisis will notify school administrators and/or the school counselor immediately. Students in crisis are assessed by a school counselor/school administrator to determine risk level and appropriate recommendations. Parents/Guardians will be contacted, informed, and invited to meet with a member of the school's administration and the school counselor. In collaboration with the parents/guardians, a plan of support would be developed. Using the Columbia-Suicide Severity Rating Scale (C-SSRS) as a guide, the following tier levels will inform the appropriate level of care.

Tier 1- Low Risk To Self and Others

-Parents/Guardians and division heads are informed.

Tier 2 - Mid-level Risk To Self or Others

-Parents/Guardians and division head informed
-Outside counseling requested
-Student meets with the school counselor to complete a safety plan

- Parent meet with a counselor to review safety plan
-Student placed on care observation

Tier 3 - Moderate Risk
-Parents/Guardians notified and student required to be picked by authorized parent/caregiver and monitored for safety
-Student will be off campus for a minimum of 24 hours to allow for outside psychiatric evaluation which states the student is cleared to return to school and is submitted to the school counselor prior to returning to school.
-Outside counseling required
-Student placed on care observation
-Collaboration of care is placed between parents/guardians, outside provider, and Stuart school counseling
-Student meets with school counselor to complete or review safety plan

Tier 4 Severe Risk
-Students are placed on medical leave when it is determined they are not safe to be in school.
-Parents/Guardians notified and student required to be picked by authorized parent/caregiver and monitored for safety
-Student will be off campus for a minimum of 24 hours to allow for outside psychiatric evaluation which states the student is cleared to return to school and is submitted to the school counselor prior to returning to school.
-Outside counseling required
-Student placed on care observation
-Collaboration of care is placed between parents/guardians, outside provider, and Stuart school counseling
-Student meets with school counselor to complete or review safety plan

Non-suicidal self-harming behaviors These are *deliberately injuring one's body tissue without suicidal intent. This is a significant mental health problem among adolescents.* The school will offer positive and primary support during the school day when episodes may arise or precursors to episodes become apparent such as environmental or communal triggers, psychic distress, or tiny traumas of daily living. If such episodes occur either at school or the school is made aware that the student has had an episode within 72 hours - even when it occurred off campus - the student will be placed on care observation by the school counselor. *Care observation* will entail meeting with the student twice every 7 days for up to 14 days. A safety plan will be created in collaboration with the student. Collaboration of care will be placed between parents/guardians, outside providers, and Stuart's school counseling.

For Self-harm incidents that occur on campus, the student will be privately screened by the school nurse to assess the need for treatment of the wound. If medical care is deemed necessary, the nurse would recommend further observation and treatment of the wounds. Parents/Guardians will be contacted and required to seek a mental health professional who can treat the student and provide the administration and the school counselor with a **"school-based mental health plan."** Collaboration of care would be placed between parents/guardians, outside providers, and Stuart

school counseling to ensure the student is practicing healthy coping strategies and is safe to be in school.

Mandating reporting:
All school employees are considered mandatory reporters and are under a legal obligation to report suspected abuse and neglect to state agencies. Reports can be made by calling 911 as well as 1-877 NJ ABUSE (1-877-652-2873).

Receipt of Handle With Care Policy
It is the practice of local law enforcement agencies to notify schools when children may have been on the scene of a police action. No further details are provided to the school. When this notice is received, it is forwarded to the appropriate division head who alerts the student's homeroom teacher/advisor and school counselor to make them aware and monitor them for any signs of emotional distress.

Expulsion and Suspension Policies

In keeping with the philosophy of Stuart, each student is responsible to conduct herself in such a way as to express her dignity as a person of moral integrity, to respect the rights and needs of others as well as her own, and to uphold the values with which she has been entrusted as a full member of the Stuart community. This applies to all students enrolled at Stuart, both during the school year and during vacations. This also applies to all Stuart-sponsored activities, including athletics and club events on and off campus. Student actions or communications outside of Stuart-sponsored activities, including interactions and over social media, text, or other digital communications, are subject to discipline including suspension and expulsion when they violate School policies, impact the School community, disrupt the learning environment, or if the attitude of the student or her parents/guardians is uncooperative and contrary to the values inherent in the goals and criteria of a Sacred Heart education, at the discretion of the Head of School. Failure to meet this responsibility, including conduct unrelated to Stuart or Stuart's activities or persons, or to comply with the regulations set forth in this handbook, may result in disciplinary procedures, including dismissal, in appropriate circumstances. Repeated disciplinary infractions may result in expulsion or a request for withdrawal. For specifics, please refer to the academic and social regulations in the section for the appropriate school.

The school will exercise its obligation to require the withdrawal of a student any time it becomes evident that the school program is clearly unsuited to her needs, that progress is unsatisfactory, that the student's influence does not serve the best interests of the school, or that the attitude of the student or of her parents/guardians is uncooperative and contrary to the values inherent in the goals and criteria of a Sacred Heart education. In cases of suspension or expulsion, the relevant members of the Stuart School community will be informed. Once the

student has withdrawn or is expelled for disciplinary reasons the school reserves the right to set forth guidelines for the student's attendance at events at Stuart or events sponsored by Stuart.

Expulsion – In any circumstances where the School decides that it may be advisable to require the withdrawal of a student, it shall so notify the student and the parent or guardian of the student of its reasons for considering the action and provide a reasonable time for the student or parent to respond to the Head of School in writing. The authority to make decisions regarding expulsion is vested in the Head of School, and her decisions are final and binding on the parties.

It is Stuart's policy to report documented disciplinary infractions to colleges, other educational institutions, or programs when formally asked by that institution, or when in the judgment of the School, it would be irresponsible for Stuart not to inform these parties.

In the event a student is expelled, the decision of the school is final and binding on the parties.

Suspension – If a student is suspended from school she may be assigned an In-School or Out-of-School suspension. In-school suspension requires that a student attend school during the regular school hours of 7:55 AM to 3:10 PM. When suspended, a student may not participate in any academic classes or extracurricular activities before, during, or after school. This includes attending or participating in sports, drama, celebrations, assemblies, dances, or other Stuart-sponsored events. An exception to this policy will be at the discretion of the Division Head. During the suspension, a student will be responsible for completing all homework and other academic work normally due during the duration of the suspension.

Visitors

All visitors must utilize the kiosk upon entering the building and secure a "visitor's pass." A driver's license, state ID or federal ID is required for visitors to enter the building. Student visitors (former students, friends or relatives of students, etc.) are not permitted in school during school hours. Exceptions to this guideline can only be approved by the division head prior to the visit.

General Policies

Drugs and Alcohol

Stuart, as part of a larger community, is committed to adhering to legal obligations and promoting a community that is free from alcohol and drug use. The possession and/or use of alcohol and/or unprescribed drugs on or off campus, or presence under the influence of them on campus or at school-related activities, is not only dangerous to the health of the user, but it also poses a potential danger to the other members of the community. Accordingly, illegal drug or alcohol use is prohibited by Stuart students both on and off campus and may result in disciplinary action, as described further in each division-specific handbook section.

Use of Alcohol

It is unlawful for anyone under 21 to buy or have delivered or served to her any alcoholic beverage. No student may possess, consume, or be under the influence of drugs, nicotine, or

alcohol, seek to make them available, or condone any of the above actions by her presence, either on campus, off campus, on social media, or at any Stuart-sponsored function.

Suspicion of Being Under the Influence While On Campus
Stuart employees shall report to the Head of School or appropriate Division Head any student who exhibits behavior or physical conditions that are consistent with the known signs and symptoms of being under the influence of an illegal substance. The signs and symptoms include, but are not limited to: the smell of alcohol, marijuana, or strong chemical; the appearance of being disoriented or confused; excessive sleeping and/or inability to arouse; loss of muscular coordination; unexplained happiness, giddiness, laughing; dilated, red, or unusual eye appearance; poor hygiene; slurred speech; hyperactivity, hyper anxiety; excessive indulgence in food. Students who are suspected to be under the influence of drugs will be sent to the nurse for evaluation and, if necessary, medical attention.

In cases where emergency medical services are not required, the parent/guardian of the student in question will be immediately notified and asked to report to the school as quickly as possible. The parents/guardians/guardians will then be advised that the student must take a medical leave of absence in order to receive a physical examination and drug test. The student may return to campus only after the school has received a written note from the student's physician stating that the student is capable of participating in routine school activities as well as the drug test result.

Suspicion of Substance Abuse Off-Campus
Staff members or students who are concerned about the possibility of substance abuse by another student are encouraged to contact the Head of School or the appropriate Division Head. In such an instance, the Head of School or appropriate Division Head will be responsible for investigating these concerns and working directly with the student and her family in cases where there is reasonable suspicion.

In this context, reasonable suspicion is most frequently derived from:

- repeated reports from those close to the student believed to be using drugs
- eyewitness accounts of the student using drugs either on or off campus
- teacher observations that the student has declined in her academic performance, personal appearance, demeanor, behavior, attitude, personal relationships, etc. without apparent cause.

Anyone who shares information with the School will be asked to disclose the full details surrounding their concerns. After all relevant information regarding a student's possible drug or alcohol use has been compiled, the Division Head may then:

- determine that the suspicion of substance abuse is unsubstantiated and no further action need be taken, or

- request a meeting with the student and parents/guardians to discuss the findings and concerns. In such a case, a comprehensive substance abuse evaluation may be mandated. Refusal to comply with this mandate will jeopardize the student's enrollment.

Use and Possession of Illegal Substances On Campus

In cases where there is reasonable suspicion of substance use or possession, the School reserves the right to search a student's lockers, bookbag, purse, garments, email account, automobile, and other personal effects. This search may be conducted at any time without prior notice. Confiscated materials that pertain to the illegal distribution of drugs or alcohol will be turned over to the local police department. Students found in possession of drugs or alcohol may face immediate expulsion.

Sale of Drugs

The sale by a student of any illegal drugs, prescription drugs, or alcohol to anyone, either on school grounds, at any school-related activities, or even off school grounds, may face immediate expulsion.

Smoking and Vaping

In accordance with New Jersey law and consistent with Stuart's commitment to the health of its community, smoking and vaping (including the use of e-cigarettes) is prohibited on School property or on school-related activities. Students caught smoking or vaping on campus or during school-related activities will be subject to appropriate discipline.

Reporting Child Abuse

SCDS is committed to the highest standard of care for its students, which includes protecting students from inappropriate or harmful actions by adults responsible for their care. Stuart Country Day School of the Sacred Heart will strictly observe all laws, statutes, and regulations governing the reporting of suspected child abuse.

Appropriate Interactions between Adults and Students

About this Policy

As employees of an educational institution, SCDS employees are held to a high standard by the School, parents/guardians, students, colleagues, and members of the public. SCDS supports and endorses a strict policy of respect toward students and expects all employees to remember their responsibility to serve as role models to the students, at all times. Similarly, SCDS is committed to ensuring the well-being, safety, and protection of each of the students entrusted to its care. SCDS employees are expected not only to refrain from engaging in impropriety, but to avoid even the appearance of impropriety.

In order to ensure that SCDS is a safe environment for all students, SCDS has developed these guidelines regarding appropriate interactions between adults on campus and SCDS students. While this policy addresses the conduct of the School's employees, it is

important to be aware of its application to other adults (volunteers and independent contractors) spending time in our community.

All SCDS employees are familiar with and are expected to comply with this Policy.

Nonetheless, to help ensure the safety of all SCDS students, it is imperative that students, their parents/guardians, and other members of the School community similarly understand the standards for appropriate interactions between adults on SCDS's campus and its students so that they can identify and report to the School when inappropriate conduct occurs. Families who are aware of conduct which violates the standards outlined below are expected to report such instances to the Head of School, so that appropriate action may be taken. Further still, families are expected to help support the School and its employees in maintaining these boundaries by refraining from requesting that an employee engage in any of the conduct outlined below.

Characteristics of Healthy Relationships with Students

Employees who foster positive relationships with students create a School environment which is more conducive to learning and meet students' developmental, emotional and academic needs.

Healthy relationships are generally those where:

- Relationships where adults serve as mentors, and the student's growth and development are the central focus of interactions;
- Where adults recognize their responsibility for maintaining appropriate boundaries, even when the student pushes or challenges those boundaries; and .
- Relationships that are professionally connected, but not personal or intimate.

Guidelines for Interactions with Students
Be Observable and/or Interruptible. Employees should never be alone with a student in a non-public space, o**r behind a closed doo**r. Similarly, coaches and other athletic staff should not be alone with a student when engaging in otherwise permitted physical contact, such as when teaching a skill.

It is understood that teachers may meet with their students for educational purposes outside of classroom time and that some of those meetings will involve one-on-one meetings. Any such private meeting with a student should, whenever possible, **occur with the door open**. If the circumstances require the door to be closed because additional privacy is needed, the meeting should be in a room with a window in the door that should remain uncovered and the door to the room should remain unlocked. Any electronic meeting, such as Zoom or Google Meets, should also be observable and interruptible. A supervisor or parent should be included on the calendar invite so they may stop in at any time.

Be a Professional, Not a Peer. As professionals, employees should avoid both treating students as though they are adults and behaving as if they are peers with students. While employees may be friendly with students, they are not the student's "friend."

Employees who are not trained to provide emotional counseling to students (exclusions being school clinicians, health educators) are prohibited from conversing with students about their sexual lives. No employee – regardless of whether they are trained to provide emotional counseling to students - nor should they discuss their own romantic relationships or sexual encounters with students. Similarly, employees should refrain from discussing extraneous or inappropriate details about their personal lives, such as their social lives or health status, to students.

Only Use Authorized Communication Platforms. Employees may only use their School-assigned email addresses to communicate with students and similarly, should only use the student's School-assigned email address. Employees may not email SCDS students from any personal email address that the employee maintains.

Employees are similarly prohibited from calling or texting students on their cell phones, and may not provide students with the employee's personal cell phone number. There may be limited instances in extracurriculars or travel that call for the use of text as a means of communication. Such use of cell phones should be the exception, and not the rule, and should be limited to communicating logistical information or in the event of an emergency. If at all possible, such use should only occur during school or school sponsored activity hours.

SCDS employees may not interact with students on any non-School account social media platforms, including but not limited to Facebook, Twitter, Instagram, TikTok, and Snapchat or from other similar social media connections. To avoid confusion, "interact" includes liking, following, messaging and otherwise "connecting" with the student.

Inappropriate Physical Contact is Prohibited. Employees may never touch a student in a manner that is sexually explicit, for purposes of sexual gratification or that may otherwise constitute abuse (sexual or otherwise). Further, employees may never physically move, grab, or touch a student, or take something from a student, with aggression or because of frustration. This includes, but is by no means limited to, a complete prohibition on corporal punishment of any kind.

While dealing with young children who may require physical assistance in their daily endeavors (e.g., hand-holding), employees are instructed to be extremely thoughtful about personal space, boundaries, and appropriate contact. When engaging in physical contact with a child, employees are instructed to consider how they can adjust the situation to avoid any negative impingement on boundaries—or even the appearance of same. Even minor tweaks in physical conduct can have a major impact on both the feeling and appearance of safety, which protects both the employee and the student (e.g., consider the position of respective bodies during a hug and consider front-to-front hug alternatives, such

as “side hugs,” pats on the back, high fives, and fist bumps). Refrain, where possible, from touching areas of the child’s body that would otherwise be covered by a bathing suit or undergarments; this includes a prohibition on patting a child’s bottom.

In addition to an employee’s own self-awareness, employees must be aware that the needs of children may differ—if a child indicates, through words or otherwise, that an employee’s presence or touch is imposing or uncomfortable, respect that student’s needs and find a way to provide space, adjust the physical circumstances, and reinforce the feeling of safety and security and physical comfort for the child.

Avoid Engaging in Conduct which Demonstrates Favoritism. Employees are instructed to avoid favoritism and the appearance of the same by avoiding such individualized attention [e.g., gifts, favors,, or other actions which may single a child out as preferred (or, which may also run the risk of making that child feel uncomfortable)]. If there is any question about the appropriateness of a gift, the employee should seek guidance from their supervisor.

Prohibition on Drugs, Alcohol and Sexual Materials. SCDS employees may not provide alcohol or drugs, or any sexually explicit material to students, nor permit students to drink or use drugs in their presence, except when medications have been prescribed. In addition to being a violation of this policy, such conduct may also constitute a violation of the law.

Do Not Direct Students to Keep Secrets. Employees may not direct a student to keep a secret from or withhold information from their parents/guardians or any other employee. **Similarly, employees should not agree to keep student secrets**, especially regarding high-risk behaviors. **Employees are not permitted to keep information the student discloses confidential.** Any report of alcohol or drug use, harm to self or others, or other behavior that could result in unhealthy outcomes for the child, will be referred to our trained health professionals.

Off Campus Contact. All after-school and away from campus contact with students (including transporting students in an employee’s vehicle where there is no familial relationship with the employee, babysitting, going to dinner, etc.), unless in connection with a School-sponsored activity, must first be cleared with an employee’s supervisor or the Head of School in each specific instance. (“Contact” is not intended to include unplanned and ordinary community encounters, such as seeing a student and her/his family at the grocery store.). Students are not permitted to babysit, pet-sit, house-sit, or perform any other types of work at employees’ homes.

Similarly, SCDS employees may not tutor, babysit, or escort to and/or from home any currently enrolled students at SCDS. Employees are also prohibited from housesitting, pet sitting, or providing any other types of services for SCDS families in their homes.

Conduct on School-Sponsored Trips. During School-sponsored overnights, service-related trips, and retreats, employees are not permitted to be alone with a student in

their room,, must not invite a student to sleep in their room and should not be inside a student's room when the student is changing or sleeping. If a situation arises during which it becomes necessary for an employee to be in a student's room, such as when a student is sick, the employee should ensure that another employee is made aware of the situation.

Often, chaperones who are not SCDS employees will accompany students on such trips. Such chaperones are responsible for adhering to these guidelines.

Bullying, Harassment, and Intimidation

Schools of the Sacred Heart educate to the building of community as a Christian value and to personal growth in an atmosphere of wise freedom. Stuart Country Day School of the Sacred Heart strictly prohibits all acts of bullying, cyber-bullying, sexual harassment, bias, intimidation, and other harassing and discriminatory acts in all forms ("Acts") committed against its students by other students, teachers, employees, or others.

These acts create an unacceptable, hostile school environment that changes the character of the school climate, disrupts the education process, interferes with a student's educational performance, opportunities, or benefits, prevents them from reaching full academic and developmental potential, adversely affects students' mental, emotional and physical wellbeing, and causes students to fear for their physical safety.

Stuart Country Day School of the Sacred Heart must teach our students to safely identify and report bullying, cyberbullying, teen dating violence, sexual harassment, intimidation, and other harassing and discriminatory acts in all forms. SCDS calls for its students to be upstanding community members and to care for each other and asks the same of our faculty members. Safety is paramount to our students' and our School's success and bullying will not be tolerated.

This Policy covers conduct that occurs both on and off of School grounds. In addition to the School, this includes locations such as field trips, athletic activities, and events for School clubs. Even misconduct that occurs outside of School, during "personal time," could have continuing effects in the School, and therefore is covered by this Policy.

Definition of Bullying, Harassment, Bias, or Intimidation

Bullying: exposing a student to intentional negative actions on the part of one or more other students that adversely affect the victim's ability to participate in or benefit from the School's educational programs or activities.

Bullying refers to conduct that:

Adversely affects a student's ability to participate in or benefit from the school's educational programs or activities;

Is a result of repeated negative actions (intentional, aggressive behavior) by one or more other students over time; or

Occurs in a relationship in which there is an imbalance of power.

Cyberbullying: any act of bullying conducted through the use of the Internet, social media, networks, and other electronic communications. In certain jurisdictions, cyberbullying is a crime, and the guilty individual may be subject to criminal penalties, in addition to any disciplinary consequences imposed by the School. There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common.

- **Text messages** – that are threatening or cause discomfort – also included here is "Bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology).
- **Picture/video clips** via mobile phone cameras – images sent to others to make the victim feel threatened or embarrassed.
- **Mobile phone calls** – silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
- **E-mails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name.
- **Chat room bullying** – menacing or upsetting responses to children or young people when they are in the web-based chat room.
- **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using – although there are others.
- **Bullying via websites** – use of defamatory blogs (web logs), personal websites, and online personal "own web space" sites such as Bebo (which works by signing on in one's school, therefore making it easy to find a victim) – although there are others.

Harassment: any conduct that is based on a protected characteristic, that is so severe or pervasive and that has the purpose or effect of: (a) creating an intimidating, hostile or offensive environment; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation in which academic decisions of a student depend on the student submitting to and/or not objecting to the behavior. Protected characteristics include race, color, national origin, sex (including sexual orientation and gender identity), disability, religion, and any other status protected by law.

Harassment includes **sexual harassment**, which is harassment that is based on sex, sexual orientation, or gender identity. Examples of behavior that may constitute sexual harassment include (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable): (a) offensive body language (staring and/or leering at a person's body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, insults, delivered orally or in writing; (c) derogatory or pornographic posters, cartoons or drawings; (d) pressure for sexual activity (such as hazing or threats as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening

mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, “playful” slapping, etc.).

Bias: conscious or unconscious conduct or behavior (verbal, nonverbal, or written) that is threatening, harassing, intimidating, discriminatory, or hostile in nature and is based upon a person's identity or group affiliation, including (but not limited to) such things as race, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics.

Intimidation: the subjection of a student to intentional action that seriously threatens and induces a sense of fear and/or inferiority which adversely affects that student’s ability to participate in or benefit from the School’s educational programs or activities.

Teen Dating Violence: any harassing, intimidating, or threatening conduct, including physical or emotional abuse, stalking, and assault, that occurs between students who are either currently, or previously, in a romantic relationship.

Retaliation: an act of reprisal or getting back at a person for an act that she committed.

School Response to Bullying, Harassment, and Intimidation: Prevention, Intervention, Remediation, and Consequences

SCDS focuses on strategies such as prevention, intervention, remediation, and consequences to address and prevent instances of bullying, harassment, intimidation, and retaliation. As part of its preventive efforts, SCDS works to increase faculty and staff awareness of the prevalence, causes, and consequences of bullying. The School promotes student involvement in anti-bullying efforts, peer support, mutual respect, and a culture that encourages students to report incidents of bullying to adults.

SCDS strives to educate and intervene when students exhibit bullying behaviors and to teach replacement behaviors, empathy, tolerance, and sensitivity to the diversity of all students. When bullying, harassment, or intimidation do occur, SCDS will employ remedial measures designed to correct the bullying behavior, prevent another occurrence, protect the affected parties, and may offer support/counseling for involved students. Additionally, SCDS has the discretion to engage in a continuum of interventions to address the social-emotional, behavioral, and academic needs of students who bully in order to prevent further incidents, while taking great care to ensure the safety of the victim.

A member of the Stuart community who believes that he or she has experienced any form of bullying, harassment, intimidation, and retaliation, or a student that has witnessed such behavior, but did not experience it, shall do the following:

Report the incident immediately to someone who is trusted, such as the Head of School, Division Head, Director of DEIB, Advisor, Teacher, Counselor, or Nurse. The Head of School must then be informed.

- Whenever possible, speak up at the time. Tell the individual that the behavior is unwelcome and must cease immediately. If speaking up seems too difficult or not safe, students should walk away.
- Immediately write down what happened to you. Be as specific as possible, recording direct quotations, actions, and witnesses.
- All members of the community are obligated to take these complaints seriously. Students who witness bullying, harassment, or intimidation may choose to either tell the student to stop or assist the student being bullied, harassed, or hazed in reporting, consistent with the policies outlined below. Parents/Guardians or guardians who have relevant information concerning prohibited conduct are urged to immediately notify the appropriate Division Director or the Head of School.
- The School cannot promise absolute confidentiality to those reporting prohibited conduct, as there may be a need to share information during an investigation or otherwise; however, the school will disclose such information with discretion, on a strict need-to-know basis.

Bias Reporting Procedure: In alignment with our Sacred Heart goals, we encourage students to help promote a safe environment that honors, loves, and cares for each person by speaking up when they witness conduct that excludes themselves or others. If you have been subjected to or have observed any form of discrimination or acts of bias with regard to ability, age, ethnicity, family structure, gender, learning style, race, religion, sexual orientation, or socioeconomic status, report such act(s) through the Bias Incident Report Form or directly to the Head of Mission & Ministry, your division DEIB Coordinator, and/or your Division Head as soon as possible. All reporting will be handled with confidentiality.

Consequences: If it is determined that bias has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any member of the Stuart community determined to be responsible for bias will be subject to appropriate corrective action based on the procedures of your division.

False Complaints

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the school expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of misconduct or retaliation may be subject to disciplinary action.

Responding to Complaints

Any report that provides sufficient information about a possible incident of bullying, harassment, or intimidation will result in follow-up. If the information provided in the report is insufficient to allow for meaningful and productive follow-up, an attempt will be made to learn more. Throughout, the School's goals are to ensure a safe and supportive school environment, to prevent repetition of misconduct, and to support all students involved.

If the initial report provides sufficient information, or if the School learns of sufficient information in its subsequent follow up, the Division Director and/or the Head of School will designate an individual who will conduct an impartial investigation. Such individuals may be another School employee or, when necessary or appropriate, may be a third-party. The investigation may include, but is not limited to, interviews with the complainant(s), respondent(s), reporting person(s), and any other persons who may have relevant information, as well as gathering any documents, emails, text messages or other information. Investigations will be as prompt and thorough as possible. In keeping with the School's values and guiding principles, investigators are committed to working with students and others in a respectful, compassionate manner. Throughout an investigation, efforts will be made to keep all parties informed, to the extent that confidentiality, impartiality and the integrity of the investigation will allow.

Where an investigation concludes that a policy violation occurred, the administration will determine the appropriate consequences. Violations of this Policy shall not go before the Judiciary or Disciplinary Committees for Upper School students. Consequences may include disciplinary action, expulsion and/or other remedial action.

SCDS expects all members of its community to cooperate fully in any such investigation. If either the reporting student or alleged aggressor refuse to participate in the investigation, the School will move forward with the investigation and make findings without their input. Parental refusal to allow a student to participate in an investigation of bullying shall also evidence lack of parental cooperation with the School's policies, practices, and procedures.

Notification to Parents/Guardians

The school will generally notify the parents/guardians of student complainant(s) and respondent(s) after a complaint has been filed, upon completion of the investigation, and when consequences have been determined. In all situations, the amount of information shared by the school to the general community shall be limited by confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigatory processes.

Creation or Sharing of Intimate or other Inappropriate Images

SCDS prohibits the creation, distribution, or threat to distribute sexual or intimate images of any other student, employee, or community member without consent, including images that have been digitally altered or created (e.g., deepfakes, AI, other technologies) ("Intimate Images"). Such conduct violates the School's policies prohibiting sexual harassment and shall be subject to disciplinary action, up to and including expulsion. Students should be aware that intentional non-consensual disclosure of intimate images also violates federal law and the law of the State of New Jersey.

Similarly, the creation, distribution, or threat to distribute inappropriate images or recordings of other students, employees, or community members that could reasonably cause reputational harm, fear, or threaten the safety of that person, or constitute harassment or bullying is strictly prohibited. Such conduct violates the School's anti-harassment and anti-bullying policies and will result in disciplinary action.

Students who believe that non-consensual intimate images or other inappropriate images of them or another student have been recorded or disseminated should immediately contact Division Head to assist them in taking appropriate action, which may include removal of the images. If possible, students who become aware of such actions should note where the images were found and provide any known information about individuals who may have taken or shared the images.

Computer Acceptable Use Policy

I. Introduction

The development of a comprehensive computer network at Stuart Country Day School (SCDS) provides a virtually unlimited array of resources and information to the community. The computing resources are designed and intended to support the instructional, research, and administrative activities of this academic community.

The purpose of providing internet access at SCDS is to promote the objectives of the school by providing access to the vast educational resources available on the internet, to promote academic collaboration as well as to augment independent learning through the use of current technologies. These resources, and those that will add functionality to the network in the future, place enormous responsibility on all users.

II. General Usage Guidelines and Rules

A. Because the internet is a vast and unregulated information network, it also enables access to ideas, information, images, and commentary beyond the confines of SCDS's mission,

physical library collections, selection criteria, and collection development policies. Since all access points on the internet can, and do, change rapidly and unpredictably, SCDS cannot protect individuals from information or images that they might find offensive or disturbing. Therefore, it is the responsibility of the user to retreat immediately from such inappropriate material. All users are cautioned that ideas, points of view, and images can be found on the internet that are controversial, divergent, and/or inflammatory. The use of the SCDS computer network or Stuart computers by faculty, staff, and students should be consistent with the educational and institutional objectives of our school. All users are expected to use the computer network to pursue intellectual activities, seek valuable resources, access libraries, and develop other types of learning activities. These intellectual activities are meant to be shared with the broader learning community. All users of the network must adhere to the same code of ethics that governs every aspect of life in our learning community. Therefore, all school rules, particularly those pertaining to academic honesty, plagiarism, and copyright laws, are applicable. The guidelines, rules, and restrictions set forth in this policy exist to ensure the ethical and safe use of the computer network at SCDS.

B. Academic Honesty- Improper use or distribution of information is prohibited. This includes copyright violations such as software piracy. The computer network is another academic resource, and its use thereof is governed by the same rules as library resources with regard to plagiarism. Ideas, text images, programs, and sounds are all considered intellectual property; their sources should be documented. Faculty and students should be aware that academic honesty and protecting intellectual property is imperative when using the network.
C. Safety - Users should not intentionally divulge personal information about themselves or others via the computer network. Users are cautioned that, because security in an electronic environment such as the internet cannot be guaranteed, all transactions, files, and communications are vulnerable to unauthorized access and use, and therefore, should be considered public. Such information includes addresses, phone numbers, credit card numbers, social security numbers, passwords, other personal identifiers or confidential information to which strangers should not be privy. Information sent across the computer network should not be considered secure. These rules are intended to safeguard all users from fraud and other dangers associated with use of the computer network and the internet.
D. Reliability - Users should understand that their use of information obtained via the internet is at their own risk. SCDS makes no guarantee, either express or implied, with respect to the quality or content of the information available on the internet. Not all information available via the internet is accurate, current, or complete. SCDS specifically denies any responsibility for the accuracy or quality of information obtained on the internet. Support will be present in the form of teaching and training users to evaluate sources of information, but users themselves are encouraged to be good information consumers by assessing the validity of the information accessed on the internet with a critical eye.
E. Represent Your School. Students using the computer network are representatives of SCDS and are expected to behave accordingly. Students who are unsure of what constitutes

appropriate behavior should ask themselves the question: “Will my actions reflect well on the SCDS community?” All students should remember that when they are on the internet, they are representing SCDS. Therefore, when posting messages to discussion groups, chat rooms, social media sites and newsgroups, students should not write anything that they would not be comfortable sharing with the entire SCDS community at any all-school forum. Students should not have an expectation of privacy when using computers or tablets provided by Stuart, which may be inspected at any time.

F. Network Capacity. Because computer networks have limited capacities, faculty, staff and students should also work to ease network congestion. No one should tie up the network or computers with idle activities. Users should use their computer access time efficiently and avoid prolonged periods of email use while at school. Mass mailings and chain letters are generally considered bothersome and inappropriate uses of e-mail. All users should operate with respect and consideration for others.

G. Users understand that any use of the SCDS computer network is a privilege. SCDS makes no warranties of any kind for these computer resources and cannot be held liable for damages suffered whether from delays or inability to access the resources, loss of data, inability to deliver data or files, or interruptions of service for any reason. SCDS, however, will take reasonable steps to secure the information and resources maintained on its computer network.

H. It is the responsibility of the user to make additional backup files of essential documents that she creates. SCDS makes no guarantee that files or items stored on the network or in the “cloud” will be available without error. In the unlikely event that all network redundancies fail, the user is responsible for maintaining additional backups.

III. Ownership of the Computer Network and all Electronic Records

SCDS owns the computer network, all associated system features, and all electronic records contained within or on the computer network. Even if the school’s computer network is used for personal reasons, all messages and documents are the property of the school. Users should have no expectation of privacy in any electronic records, including e-mail messages, stored on or within the computer network. Users also should be aware that it is possible to retrieve and read electronic records even after they have been deleted or erased.

IV. Misuse of Computer Resources

A. The following conduct/activities shall violate the Acceptable Use Policy and shall be grounds for termination of the user’s computing privileges at SCDS and/or other disciplinary action in accordance with the Student Handbook.

B. Sharing copyrighted content, including music or movie content, with others through the use of peer-to-peer software or other means.

C. Downloading computer programs, software applications, or executable files on Stuart desktop or laptop computers without permission.

D. Using the network for commercial purposes, product advertisement, political lobbying, or in support of illegal activities.

E. Using the network to view websites depicting or displaying pornographic or obscene images.

F. Using the network to play video games or to engage in other non-educational or non-intellectual endeavors during class.

G. Using the network to gamble, bet on sports, and/or participate in free or fee-based sports leagues or tournaments.

H. Using the Stuart network to shop for or purchase items unrelated to the educational or intellectual mission of SCDS.

I. Using the network to tamper with SCDS computer systems, networks, equipment, software, files, documentation, accounts or information associated therewith.

J. A student is prohibited from giving that student's password to any individual, except an authorized network administrator. Each student must safeguard that student's own account and its content and will be responsible for any misuse. A student may not search for, access, copy or use passwords belonging to other individuals.

K. A student may not use computer resources to misrepresent herself as another individual.

V. Misuse of Digital Communication (Email, Instant Messaging, Video Chatting)

The following conduct/activities shall violate the Acceptable Use Policy and shall be grounds for termination of the user's computing privileges at SCDS and/or other disciplinary action in accordance with the Student Handbook.

A. The use of profane, abusive, harassing, threatening, obscene, pornographic, or other offensive language in digital communication.
B. Attaching profane, abusive, harassing, threatening, or offensive images (sexual or other) to an e-mail or instant messages.
C. The use of e-mail for commercial or political purposes without prior written consent of SCDS.
D. The use of digital communication for any unlawful purpose, including without limitation: transmitting copyrighted material without express permission, harassing, defaming, unlawfully discriminating against, or otherwise unlawfully injuring others.
E. Students are prohibited from reading the e-mail messages of other students.
F. Students may not send group emails to adult members of the community without permission.

VI. Monitoring of Users

The SCDS administration maintains the right to monitor and regulate the use of the computer network in the following ways:

A. Ownership of Email Messages. SCDS owns and retains the rights to all electronic records stored on the computer network, including e-mail messages. Students should have no expectation of privacy in email messages sent or received. Even when a message is erased or deleted it is still possible for that message to be retrieved and read.

B. Access to e-mail. SCDS retains the right to monitor the use of its email systems for any reason, including ensuring compliance with this policy, observing the operation of the computer network, and resolving system problems. Further, SCDS may access a user's account at any time for any reason or no reason to read e-mail messages to ensure compliance with this policy. All users should be aware that SCDS reserves the right to conduct random reviews of email accounts to ensure compliance with this policy.

C. Tracking Web Sites Accessed. SCDS retains the right to monitor the websites accessed by any particular user at any time and for any reason, including but not limited to ensuring compliance with this policy, observing the operation of the computer network, and resolving system problems. All users should be aware that SCDS reserves the right to conduct random reviews of users' website usage to ensure compliance with this policy.

D. Making Complaints. If a student becomes aware of or suspects a violation of this policy, such student may make a complaint by notifying the Division Head of the suspected violation.

E. Responding to Complaints. If SCDS becomes aware of a violation or alleged violation of this policy, SCDS reserves the right to
    1) read the e-mail messages of the suspected student and closely monitor such student's use of email and/or the computer network;
    2) indefinitely suspend the suspected student's computer privileges pending the outcome of any investigation;
    3) terminate the student's computer privileges;
    4) inform the parents/guardians;
    5) take other disciplinary action against the student in accordance with the Student Handbook.

VII. Use of the Computer Network from Home

Student users of the SCDS computer network understand that the school's granting of remote access (from home or other locations) to the computer network is a privilege that should be respected. Accordingly, students remotely accessing the computer network must adhere to the following terms and conditions:

A. Students will use the same degree of discretion and care from the remote location as they would use if accessing the computer network or utilizing e-mail while on school premises. The fact that the user may not be on school premises does not relieve the student of the responsibility to use the SCDS computer network in a manner consistent with the school's educational mission and in a manner that reflects favorably on the SCDS community.

All terms and conditions of the computer use and email use policies shall apply to the use of the SCDS computer network by students accessing the network remotely. Specifically, the provisions on misuse of computer resources, misuse of email, and monitoring of users shall apply fully to a student's remote access or use of the computer network.

Security Cameras

The school has deployed security cameras in public areas around the property to enhance the safety and security of members of the Stuart Country Day School community and school property, to deter crime, and to assist law enforcement. The primary use of security cameras will be to record video images for use by Stuart Country Day School officials charged with investigating alleged violations of law or school policy and for sharing with law enforcement, as appropriate. The school reserves the right to use video footage as it deems necessary and appropriate.

Use of Social Networks and Blogs for Students

Context

Social media (such as but not limited to Facebook, Twitter, Instagram, SnapChat, TikTok, etc.) bridge both the educational- and personal lives of students - and thus, some crossover and conflict of responsibilities may occur. The school's interest is in defining the educational and work-related contexts of social media, for the protection of our employees, students, and the school community as a whole.

Key Principles

In essence, interacting online with faculty, students, parents/guardians, and alumni is no different than interacting with these individuals or groups face-to-face—i.e., we are required to maintain the principles of respect,
dignity, prudence, and concern for the safety and protection of all parties in all interactions.

With specific regard to social media, all students should understand the following:

A. Accountability. Understand that they are accountable for their postings and other electronic communications that are school-related -- particularly online activities

conducted with a school email address, or while using school property, networks, or resources, or while discussing school-related activities. All students should also ensure that they respect other individual's privacy rights by not taking photos/video or posting without permission.

B. Reputation. Recognize that social media activities may be visible to current, past, or prospective students, parents/guardians, colleagues, and community members and thus they must exercise appropriate discretion when using social networks (even for personal communications) when those communications can reflect on the school. Students should be mindful that anything posted digitally can be permanent.
C. Cyberbullying. Students are forbidden from harassing, defaming, unlawfully discriminating against, or otherwise unlawfully injuring others or using profane, abusive, harassing, threatening, inappropriate, or offensive images or text through technology either inside or outside of school. Students should be mindful that digital communication can be taken out of context and tone can be misjudged and should be cautious.
D. Balance of Rights. Balance their right of individual expression with the valid interests of the school in promoting and presenting its mission, culture, and values to the community at large as reflected by the public actions and statements of its students. Students should be respectful of the school as a community member in their digital communication.
E. Filtering. Stuart reserves the right to restrict access to certain social networks at any time.
F. Please be aware that the school considers discretion and prudent judgment in social networking activities to be a serious matter with regard to protecting the school, its students, and employees. As such, violation of this policy may lead to corrective action up to and including expulsion.

Guidelines

- *"Friending" faculty and staff, with the exception of networking or academic purposes such as LinkedIn*. Do not initiate or accept social media relationship requests (also known as "friend" or "contact" requests) from faculty and staff.
- *Posted Content*. Exercise care with personal profile data and posted content, to ensure that this information does not reflect poorly on your ability to serve as a member of the Stuart community.
- *Privacy Settings*. On most sites, privacy settings can be changed at any time to limit access to profiles and searchability. Students should be prudent in limiting access to their personal content, in line with the above guidelines. Students should be mindful of what information they make public and who is able to see their posts.
- *Online Identity and Posting to Blogs*. As a vibrant academic community, we encourage active engagement in a range of activities, intellectual pursuits, causes, and the like—including social, political, religious, and civic-oriented groups, blogs, etc. At the

same time, an individual's right to participate in these groups must be balanced with the school's right to manage public communications issued in its name or on its behalf. When posting messages to any blogs, students must use the same level of discretion described under Key Principles. Example: If a student chooses to post a personal message on a blog, they must not sign the post, "Jane Smith, Student, ABC School" but rather only "Jane Smith."

- *Use of Logos*, Trademarks, and Intellectual Property. Students are not permitted to use the school's logo, trademarks, official photographs, and all other intellectual property or proprietary materials in a social media context without the written consent of their Division Head. Sharing information posted by the school is acceptable.

Use of Artificial Intelligence (AI)

Goal Five, Criterion Five of the *Goals and Criteria of Sacred Heart Education* states "Students and adult members of the community model, practice, and teach safe, ethical, and responsible use of technology." At Stuart, we are committed to living this principle as we navigate the rapidly evolving digital landscape. Emerging technologies, especially in the field of Artificial Intelligence (AI) tools, are reshaping the ways we learn, create, and communicate. These tools are being integrated into websites, applications, and platforms at an unprecedented pace, offering both transformative potential and important ethical considerations.

Academic Integrity & Responsible Use

In accordance with Goal Two: A deep respect for intellectual values, we uphold the highest standards of academic honesty. Submitting work generated by AI without teacher consent or proper citation constitutes plagiarism and will be addressed accordingly through our academic integrity policies. To this end, Stuart provides specific classes around digital citizenship, literacy, and AI to help students understand how these tools work, when to use them effectively and appropriately, and what ethical considerations they may present.

Unsupervised or inappropriate use of AI can hinder rather than help learning. As UNESCO warns, "AI is not a replacement for teachers, but a partner in supporting their work." Likewise, research from Wharton cautions that over-reliance on AI tools can weaken long-term learning and result in lower performance on traditional assessments (Axios, 2024).

Through expert and engaged faculty modeling ethical digital citizenship and integrating technology with intention, we prepare our students to be thoughtful, informed leaders in a digitally connected world as we work with students to show them how to think with AI rather than have AI think for them.

Student Innovation & Community Engagement

Across our academic program, teachers leverage AI-powered platforms to personalize learning, promote creative expression, and support student engagement while emphasizing critical thinking, social responsibility, and ethical use.

As one 2023 Brookings report notes, "AI in schools can promote deeper engagement and personalization when intentionally and transparently integrated into curriculum and instruction." Research supports this:

AI-powered tutoring systems have demonstrated learning gain when properly designed by trained faculty. However, just as with calculators, online translators, or editing tools, the use of AI in academic work must be guided by teacher approval and proper attribution.

We also recognize the essential role that Stuart families play in fostering students' digital literacy and citizenship. Stuart faculty partners with families in their commitment to support students' wellbeing on and off-line; as a part of the Cor Cordis initiatives, Stuart also offers resources to help families navigate the complex digital landscape at home.

Professional Development & Instructional Design
In alignment with our Sacred Heart mission and best practices in 21st-century education, Stuart's faculty and curriculum continue to adapt thoughtfully and proactively. We embrace the educational benefits of AI while prioritizing student well-being, academic integrity, and the responsible use of technology. Our goal is to equip students with the technical skills to use these tools effectively and the ethical framework to use them wisely. Through timely professional development and collaborative evaluation of instructional methodology, Stuart's faculty is prepared to support students as they develop both digital literacy and citizenship skills that span all academic areas.

Data Privacy & Security
Stuart faculty and staff select AI-powered tools with a specific focus on supporting learning objectives, aligning with student needs, and protecting student privacy. All edtech platforms in use at Stuart adhere to COPPA, FERPA, and state educational data protection standards and regulations. In addition, Stuart's Information Systems (IS) team provides faculty and staff education on AI data flows to further protect student information from misuse.

AI Governance & Policy
As Artificial Intelligence and other emerging technologies continue to evolve, Stuart's Information Systems (IS) team remains informed about the benefits and risks of common AI-powered tools.

Creation or Sharing of Intimate or other Inappropriate Images

Stuart prohibits the creation, distribution, or threat to distribute sexual or intimate images of any other student, employee, or community member without consent, including images that have been digitally altered or created (e.g., deepfakes, AI, other technologies) ("Intimate Images"). Such conduct violates the School's policies prohibiting sexual harassment and shall be subject to disciplinary action, up to and including expulsion. Students should be aware that intentional non-consensual disclosure of intimate images also violates federal law and the law of the State of New Jersey, if applicable.

Similarly, the creation, distribution, or threat to distribute inappropriate images or recordings of other students, employees, or community members that could reasonably cause reputational harm, fear, or threaten the safety of that person, or constitute harassment or bullying is strictly prohibited. Such conduct violates the School's anti-harassment and anti-bullying policies and will result in disciplinary action.

Students who believe that non-consensual intimate or other inappropriate images of them or another student have been recorded or disseminated should immediately contact their division head to assist them in taking appropriate action, which may include removal of the images. If possible, students who become aware of such actions should note where the images were found and provide any known information about individuals who may have taken or shared the images.

Prevention and Treatment Policy for
Sports-Related Concussions & Head Injuries *Preemptive Prevention*

To help prevent and diagnose possible concussions, Stuart will do the following:

- Preseason baseline testing for all Upper School students every year. (Using the Sway Platform)
- Review of educational information for student-athletes on prevention of concussions by the Athletic Trainer at Middle and Upper School Back to School Nights.

If A Head Impact Injury Occurs

- If a student demonstrates no symptoms following a sports related impact, the certified Athletic Trainer on duty can clear them for reentry to the practice or game.
- Student-athletes who are exhibiting the signs and/or symptoms of a sport-related concussion or other head injuries during practice or competition shall be immediately removed from play and may not return to play that day.
- Possible Signs of Concussion: (Could be observed by coaches, licensed athletic trainer, school/team physician, school nurse, athletic director, officials)
    a. Appears dazed, stunned, or disoriented.
    b. Forgets plays, or demonstrates short-term memory difficulty.
    c. Exhibits difficulties with balance or coordination.
    d. Answers questions slowly or inaccurately.
    e. Loses consciousness (must be transported to hospital immediately)
- Possible Symptoms of Concussion:(Reported by the Student-Athlete)
    a. Headache – number 1 symptom
    b. Nausea/vomiting
    c. Balance problems or dizziness
    d. Double vision or changes in vision.
    e. Sensitivity to light and/or sounds/noise.
    f. Feeling sluggish or foggy.
    g. Difficulty with concentration and short term memory.
    h. Sleep disturbance (excess sleep or insomnia)
    i. Irritability

- Parents/Guardians and respective Division Heads will be notified following a head injury for any student who exhibits concussion symptoms. Students who demonstrate symptoms either during the game/practice or after MUST be evaluated by a physician/medical care professional and may not return to Stuart without a doctor's note and Stuart Physician Evaluation Form.

Students Diagnosed With a Concussion
Graduated Return to Competition and Practice Protocol:

- Any student diagnosed with a concussion cannot participate in practices or games until they are symptom free. Once they are symptom free the graded return to play protocol is put into place.

- Complete physical, cognitive, emotional, and social rest is advised while the student-athlete is experiencing symptoms and signs of a sports-related concussion or other head injury. (Minimize mental exertion, limiting overstimulation, multi-tasking etc.)

- After written medical clearance is given by a physician stating that the student-athlete is asymptomatic at rest, the student-athlete may begin a graduated individualized return-to-play protocol supervised by Stuart's athletic trainer.

The following steps will be followed:

- Completion of a full day of normal cognitive activities (school day, studying for tests, watching practice, interacting with peers) without re-emergence of any signs or symptoms. If no return of symptoms, next day advance to:
- DAY 1: Approximately 10-15 minutes of light aerobic exercise, which includes walking or stationary cycling, keeping the intensity < 70% maximum percentage heart rate: no resistance training. The objective of this step is to increase heart rate. If no return of symptoms, next day advance to:
- DAY 2: Approximately 20-25 minutes of sport-specific exercise including running; no head impact activities. The objective of this step is to add movement and continue to increase heart rate. If no return of symptoms, next day advance to:
- DAY 3: Non-contact training drills (e.g., passing drills, agility drills). The student-athlete may initiate progressive resistance training. If no return of symptoms, next day advance to:
- DAY 4: Following medical clearance (consultation between school health care personnel, i.e., Licensed Athletic Trainer, School Nurse and student-athlete's physician), participation in normal training activities. The objective of this step is to restore confidence and to assess functional skills by the coaching staff. If no return of symptoms, next day advance to:
- DAY 5: Return to play involving normal exertion or game activity.

- In the absence of daily testing by the Athletic Trainer, to clear a student-athlete to begin the graduated return-to-play protocol a student –athlete should observe a mandatory 7 day rest/recovery period. This is applicable for all students K-12.
- If concussion symptoms recur during the graduated return-to-play protocol, the student athlete will stop for that day. The student athlete can return to the graduated return-to-play protocol, once they are symptom free for 24 hours. The return-to-play protocol will be resumed on the last day that no symptoms were exhibited (e.g., if the athlete experienced symptoms on Day 4, they will start up again on Day 3).

Temporary Accommodations for Student-Athletes with Sports-Related Head Injuries

- Rest is the best "medicine" for healing concussions or other head injuries. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration and speed of processing significantly impacts learning. Further, exposing the concussed student-athlete to the stimulating school environment may delay the resolution of symptoms needed for recovery.
- Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting – even watching movies if a student is sensitive to light/sound – can slow a student's recovery.

Students who return to school after a concussion may need the following accommodations to be requested via their physician:

- Take rest breaks as needed.
- Spend fewer hours at school.
- Be given more time to take tests or complete assignments. (All courses should be considered)
- Receive help with schoolwork.
- Reduce time spent on the computer, reading, and writing.
- Be granted early dismissal to avoid crowded hallways

Special Sacred Heart Feast Days

Feast of Mater Admirabilis – In 1844, Pauline Perdreau, a young Frenchwoman, later a religious of the Sacred Heart, gave expression to a desire to have Our Lady in our midst by painting a picture of her on one of the cloister walls. The picture was called the Madonna of the Lily until October 20, 1846. When Pope Pius IX, while on a visit to the Trinita, was shown the fresco and exclaimed: She is truly Mater Admirabilis. Our Lady as Mater Admirabilis is considered the patroness of Sacred Heart schools throughout the world. Stuart is the only Sacred Heart School to depict "Mater" on glass, in the large window facing the front entrance hall. Every year on October 20, the Stuart Community celebrates her feast day.

Feast of St. Madeleine Sophie Barat – St. Madeleine Sophie founded the Society of the Sacred Heart in France in 1800. Her feast day is May 25.

Feast of St. Rose Philippine Duchesne – St. Philippine, who brought the Society of the Sacred Heart to the United States in 1818, was declared a saint at St. Peter's in Rome on July 3, 1988. St. Philippine founded the first free school for girls west of the Mississippi and was also a pioneer in the education of Native Americans. Her feast day is November 18.

Feast of Janet Erskine Stuart – Reverend Mother Janet Erskine Stuart, Superior General of the Society of the Sacred Heart at the time of World War I, was chosen by the founders to be the patroness of our school for very special reasons. Her lively personality, incisive mind, and practical spirituality are pertinent examples for Stuart's young women. Her father's life as an Anglican clergyman and her own conversion to Catholicism reflects the diversity that Stuart prizes. Her eminent leadership as an educator and writer is an inspiration for our mission. Her feast day is November 11.

Summer Camps and Enrichment Programs

STEM, Arts, Athletics, and Enrichment

Each year, Stuart offers a comprehensive summer program that includes academic enrichment, performing and visual arts activities, athletic camps, and technology programs. The programs are co-educational (with the exception of the girls' sports and STEM camps) and are open to all children. Stuart's faculty, as well as selected professional educators, staff these programs. The programs run from mid-June through August and children may sign up for a variety of courses. For information visit www.stuartschool.org/summe

The Early and Lower School

Stuart is a member of the Sacred Heart Network of Schools that spans six continents with a single guiding philosophy: to develop the complete person and encourage all to develop their potential. The Goals and Criteria of the Sacred Heart are taught in the Early and Lower School Program at Stuart, just as they are throughout each school in the Network.

These goals, in the words of young children, are:

Goal 1: To Love as You Love
Goal 2: To Study and Learn
Goal 3: To Help Those in Need
Goal 4: To Be a Friend to All
Goal 5: To Make Wise Choices

Our Early and Lower School Mission Statement

Early and Lower School awakens and celebrates each child's unique gifts by immersing them in a safe, nurturing atmosphere that fosters their spiritual, intellectual, and social growth.

Why Stuart's Early and Lower School Program?

Stuart Country Day School of the Sacred Heart was founded in 1963 by several Princeton women who sought to establish an all-girls school affiliated with the Society of the Sacred Heart. Three distinctive traits are the bedrock of a Stuart education:

- All Girls from Kindergarten onward
- Sacred Heart Goals, National Network, and Global Community
- Commitment to Innovation

All Girls

- Faculty teach to the girls' strengths, giving them the ability to express themselves freely and the freedom to learn without distraction.
- Girls at Stuart recognize and appreciate the safety they have to explore values and take risks they might not otherwise experience.

Stuart as part of an International Community

Stuart is a member of the national network and international community of Sacred Heart schools with connections to sister/brother schools as close as Princeton Academy, and as far as Tokyo, Japan.

- Sacred Heart schools educate the whole child, inspire academic excellence, develop a strong sense of community and encourage a lifetime commitment to learning and service.
- Stuart educates to the Five Goals of Sacred Heart education.
- Commitment to Innovation
- Stuart founders sought to inspire young women to go out and change the world.
- We continue their charge to this day - not only by inspiring change through social justice, but also by educating girls with 21st century skills and technology to further deepen their ties to the arts, athletics, science and mathematics.
- Whatever path to learning and service they choose, they are well equipped to lead and make a difference.

As an Early and Lower School Community, it is expected that:

We embrace the Five Goals & Criteria of a Sacred Heart education.

Goal 1
We are rooted in deep love, respect, and consideration of ourselves and others. We establish a commitment and trust between home and school. We are guided by shared principles of respect and responsibility.

Goal 2
We foster a lifelong love of learning as we strive to be a community of learning and excellence.

Goal 3
We educate global citizens who are ready and willing to assume their share of responsibility and act for the good of the entire community.

Goal 4
Children come to school with a unique set of experiences, backgrounds, and learning styles.

Goal 5
Practice sound ethical judgment. Children will make mistakes. We help them learn from their mistakes through problem solving, peer mediation, role playing, and conflict resolution skills.

Behavior and Conduct

As a member of our community:

We are rooted in the Five Goals & Criteria of the Sacred Heart. Our expectation is that all members of

our community embrace and live by these essential tenets of moral conduct. We believe the child benefits most in an environment where clear and consistent expectations along with mutual respect and love are the norms. While children will make mistakes, our goal is to help them learn from those mistakes as they grow in self-awareness and self-control.

Redirection/Discipline in the Early and Lower School is intended to be educational. In deciding upon an appropriate consequence, the classroom teacher and Early and Lower School Head will take into account such factors as the age of the child, intent, frequency and/or severity, and the child's willingness to accept responsibility for her behavior.

In most instances, behavioral expectations are understood and easily met by Early and Lower School students. Teachers are expected to resolve differences within the classroom setting. If the behavior persists and/or is deemed unacceptable, a student may take time talking with the Head of the Early and Lower School and/or a parent may be called for some debriefing and coaching. Specific behavior modifications and/or discipline protocols may be put in place after consultation with the teacher(s), student(s), school psychologist, and parent(s).

This section is intended to provide a general guideline of Stuart's behavioral expectations of its students, outlining conduct that is considered outside the scope of acceptable behavior as a member of the Stuart community. It is important to remember that the below list of inappropriate conduct should **in no way be considered an exhaustive list of the conduct which may result in disciplinary consequences <u>for Early and Lower School students</u>**. No list is or can be comprehensive; it is possible that a student may act or behave in a manner that is not included in the policies below yet disrupts the school community.

- Verbal and/or physical abuse, bullying, or inappropriate physical touch
- Lying, deceit, or other dishonest conduct
- Destruction of property
- Stealing
- Inappropriate language

Possible consequences for unacceptable behavior may include:

- Verbal warning
- Face-to-face apology; letter of apology
- Phone call to parents/guardians
- Loss of gouter or recess time; missing field trip/special events
- Conversation with homeroom teacher and/or Head of Lower School
- Behavioral modifications
- In-school, mid-day, or out of school suspension
- Expulsion
- Non-renewal of contract
- Other options as deemed appropriate

The School administration reserves the right to make all final decisions regarding student behavior and discipline, and may issue alternate discipline as circumstances warrant, in the School's sole discretion. Serious violations, violations which involve violence or threats of violence, or if the student has caused physical or emotional harm to another individual may result in expulsion.

School Life - Some of the Nitty Gritty

Orientation Day

Orientation Day is the Monday before Labor Day and begins at 9:30 AM and is open for all Early and Lower School families. Please park your car and walk with your child to the main entrance of the school. All drop off and pick up procedures for regular school days will be reviewed during the Orientation Day.

We anticipate that the first morning of school will be filled with lots of excitement and unforeseen events, and therefore the purpose of an Orientation morning is to meet and greet, develop a familiarity with the teachers and the classroom setting, and provide a positive first encounter for your child. Each classroom teacher will spend time with the children as they find their cubby/locker, receive school supplies and review the schedule.

Gear Needed at School -

Please provide your child with a backpack large enough to include artwork, extra clothing, rain boots, sneakers for gym, and an 8x11 folder. Often there will be notices or school work is shared, so remember to check it and empty the backpack out regularly. No rolling backpacks are permitted in grades ES-2, please. Clearly label your daughter's backpack and gym sneakers. Please bring the backpack and Gear to school on Orientation Day.

The School Day

Arrival: All students should be in the building by 7:55 AM. Early care is available for all students Early School through grade 4, from 7:30 AM - 8:00 AM.

Dismissal: All children are dismissed at 3:00 PM. At 3:15 PM any student who has not been picked up or has missed her bus will be sent to the after-school care room for supervision and socializing. After-school care is offered until 6:00 PM.

Students should be aware of their dismissal plans for the day. Play dates need to be arranged outside of the school day. Unless there is a true emergency, please refrain from making dismissal changes. While we will always accommodate an emergency or unanticipated situation, it is not possible for the Lower School office to handle the volume of daily phone messages. Thank you in advance for your assistance with this important safety procedure

An accurate record of how your child goes home is kept in the main Lower School Office. If there is a change in the way your child is getting home, please contact Megan Quick at 609-378-1939 or mquick@stuartschool.org before 2:00 PM that day or your child will be sent to the regular dismissal location. Please know that our priority is to keep all children safe, and it is imperative that we know the location of every child at all times.

If you are running late, your child will be walked to after-school care. When you arrive, you will need to come into the school and pick up your child in the After Care room. Please note that if your child is not picked up by 3:30 PM you will be charged accordingly.

Attendance Policy

Absence and Late Arrivals

Regular attendance and punctuality are key components to a student's academic and social success. If your child will be absent or will be arriving after 8:00 AM please contact Megan Quick at 609-378-1939 or mquick@stuartschool.org. If you are requesting homework assignments of missed work are made with the homeroom teacher and will be left at the Lower School's front desk by 3:30 PM. Please plan family vacations and special events during the regular vacation days throughout the school year. It is extremely disruptive for a child to miss more than two consecutive days of school. If a child has more than five unexcused absences, a discussion with the Head of Lower School is required. Consequences may affect student progress and assessment.

A Typical School Day

The Lower School gathers for morning morning, community time, or assembly bi-weekly mornings. We share special events, presentations, and celebrate with each other. These gatherings may include "intentions" and prayer, celebrate talents and skills of students, acknowledge those who are using the goals in their everyday lives,and are followed by a regularly scheduled day that includes literacy, math, goûter, lunch, recess, theology, drama, music, art, world language, PE, library/media and STEM.

Goûter & Espacio

In keeping with our French roots, the daily snack is referred to as Goûter. Each class enjoys a healthy snack (provided by the school) and recess time outside. Students are permitted to bring a snack from home.

Embracing a Sacred Heart tradition, Espacio, the Spanish word for space, is a time of quiet reflection set aside each day at Sacred Heart schools to allow for God in our increasingly busy lives. The tradition was started by RSCJs at a meeting in 2000 in Amiens, France when they took a break from their agenda to silently pray and reflect. The entire Stuart community celebrates Espacio each day.

Lunch

Lunch is included in tuition for all Kindergarten- 4 students. Students in Early School bring their own lunch and snack, as we are aware that families are learning about food allergies in these early years, as well as allowing families to help children eat foods that are preferred. They may bring their own lunch from home if they choose. Please be advised: Flik Food Services provides a nut-free lunch in a nut-free facility. However, food is brought in from time to time - to celebrate birthdays, for example - that may contain nut products and/or that may be manufactured in a facility containing nut products.

Teacher-Parent/Guardian Communication

Seesaw

Teachers will be regularly communicating with families about curriculum, upcoming events, achievements, classroom volunteer opportunities, they are the pulse of weekly challenges and accomplishments of the group. All classrooms use Seesaw as a digital portfolio to communicate what goes on in the classroom. The Seesaw platform is a user-friendly communication app that will give you a window into your child's learning, important information and news, and will serve as a vehicle to share regular academic progress with you.

Early and Lower School Head News in CORConnection

All families receive regular newsletters called CORConnection. At the top of each newsletter is a link to the TWILS, "This Week in Early and Lower School," where Marianne O'Grady's highlights events along with reminders for upcoming dates, special occasions, Early and Lower School and all-school events.

Aspen

Our student information system is in Aspen. All parents/guardians are expected to register all relevant information about your child including updated phone numbers, emergency contacts, and medical information.

Field Trips

From time to time, field trips are scheduled off-campus to complement and expand the learning experience in the classroom and on campus. Field trips are designed to enrich the children's experience and enhance the existing curriculum. Details and descriptions of trips will be shared with parents/guardians in advance. Children wear their school uniform to all field trips unless otherwise

specified. Parents/Guardians may be asked by their child's teacher(s) to chaperone and/or drive to local field trips. The Business Office requires that a parent register as a Parent Driver with their office. Volunteer drivers must re-register each school year.

Congé

Congé is derived from the French word *leave (farewell)*. It's Congé! This announcement is recognized by students at Sacred Heart Schools as signaling a day when they take leave of their regular studies and channel all energy into having fun. Congé comes when they least expect it, since the planning is done in secret. The Head of Lower School will send out an email the morning of Congé to alert parents/guardians where we will be going.

Lost & Found

Every article of your child's clothing including socks, mittens, sweaters, and shoes must be labeled or marked. Found articles are placed in a bin in the Lower School Office. All unclaimed uniform items will be given to the used uniform store, The Encore Emporium; non-uniform items will be donated to charity. Please encourage your child to be responsible with her belongings and to check the Lost & Found bin when missing an item.

Uniforms and Dress Down Days

Our uniform requirements are listed in this handbook and posted on the school's website. Students are expected to come to school in uniform each day. On occasion, the students will be given a "dress down day" when they can come to school in regular play clothes. Please assist your child in choosing items appropriate and comfortable for school.

Birthdays

If your child wishes to celebrate a birthday (or half-birthday for the summer celebrants), we suggest you send in a small nut-free treat for the homeroom or the whole grade. Please consider a healthy option of fruit kabobs, yogurt cups, granola, or mini muffins. Individual cupcakes are permitted, but no cakes or excessive sugary treats, please.

Because we strive to foster Stuart's community spirit, and we care deeply about each child, invitations to parties held outside of school may not be distributed in school. If you are planning a party outside of school for your child, we ask that you invite the entire homeroom or grade. We fully appreciate that celebrations can be costly, so if the number of guests needs to be limited, please help your child remain discreet and respectful of all members in her class.

Special Events & Holidays

Throughout the year, the classes will celebrate special events and holidays. Parents/Guardians are encouraged to share traditions, customs, unique foods, etc. with the class or lower school. The classroom teachers and room parents/guardians will be in touch with you as we approach these special days. Your

support and volunteerism is appreciated and most welcomed!

Academics in the Early and Lower School

Homework Guidelines

The primary objective of homework is to provide the student with an opportunity to practice and strengthen academic skills. Homework is to be reasonable in length, related to classroom work, well defined by the teacher, and understood by the student.

Homework should be an executive function building experience. Managed properly by teachers and parents/guardians, homework can equip a child with emotional and behavioral skills that will be necessary to meet the complex demands of adult life. These include the skills of responsibility, autonomy, perseverance, time management, initiative, self-reliance, and resourcefulness.

First and Second Grade: Homework is assigned each weekday. The time should range from 15-20 minutes. Some assignments require parental involvement while others are an independent assignment to reinforce the day's lesson. In addition, quiet reading is expected for 15-20 minutes every night.

Third and Fourth Grade: Homework is assigned every day. Approximately 25-30 minutes is an expected guideline. Students are expected to work independently on assignments, making note of any questions for the teacher to address for the following day. Many assignments are not due the next day and the students are expected to budget their time appropriately. In addition, quiet reading is expected for 20-30 minutes every night.

During class time, we work with the girls to help them manage their time wisely and to plan for long term assignments. We also give ample notice of tests and encourage the girls to study in advance and over time for all assessments.

Detailed information about homework expectations and a parent's role will be discussed at Back to School Night in September.

Academic and SEL Support

The Early and Lower School is staffed with an Academic and SEL support team who work alongside the teacher to assess student progress, maintain a comprehensive scope and sequence, provide basic skill instruction, differentiate and individualize, and provide an attractive student/teacher ratio.

Internal/external assessments, teacher observations, and parent feedback help us determine the specific academic needs of a particular student. Formal diagnostic testing must be done outside of school at a parent's expense. We maintain a list of evaluators, which is available to those parents/guardians seeking these services. Free testing for New Jersey residents by Catapult Regional Educational Services will continue to be available as well.

All students benefit from the expertise of the Lower School learning specialists as they visit each classroom 2-3 times a week during the language arts and math time. If it becomes apparent to the school and/or the family that additional support is required, this must be provided outside of school at the expense of the family.

Technology Usage

Technology is an integral part of 21st century learning. The girls at Stuart are often working with Chromebooks, Smart Boards, laptops, and iPads as valuable tools that enhance their learning. The use of technology comes with an acknowledgement and responsibility.

The use of computers in the Lower School is governed by the following rules:

1. Privacy - the student will not look at anyone else's account, files, or work on the computer.

2. Academic honesty - the student will not present the work of other people as her own. She will give credit to the originator of ideas, text, images, programs, and sounds taken from digital sources.

3. Safety - the student will not give out personal information about others or herself while online and will not engage in any type of cyberbullying.

4. Reliability - the student realizes that the information found on the Internet is not always accurate, current or complete.

5. Sustainability - the student will not be wasteful in printing more than needed.

6. Security - the student will not damage any computer or any part of Stuart's network, will not access anyone else's account, and will not download programs from the internet.

7. Legality - the student will not use the network for any illegal activity. If she has a question as to what an illegal activity is, she will ask a teacher.

8. Privileges - the student understands that any use of Stuart's information resources is a privilege. Students should not have an expectation of privacy when using computers or tablets provided by Stuart, which may be inspected at any time.

Student Use of Third-Party Programs, Apps, and Online Services

All grade levels have access to the Internet. SCDS additionally contracts with a variety of third-party software programs, apps, and online services. These services are governed by their own privacy policies. They are available on devices to support effective communication, collaboration, and creativity while strengthening technology skills. Lower School students use only software and apps that have been

approved by faculty and administration.

Recording Classroom Lessons, Meetings, and Conversations with Staff

It is a violation of School policy to record classroom lessons or conversations with any employees, including with the Head of School, with any form of recording device, including a laptop, tablet or smartphone, or using any other recording technology, such as Snapchat, Facebook Live or other such applications, without express consent from the person(s) being recorded. Permission is not required for public events such as athletic competitions or plays. School assemblies are not public events. Violation of this policy may result in disciplinary action, up to and including immediate termination.

Physical Education & Recreation

All children are expected to participate in physical education classes during the week and outdoor recreation twice a day, weather permitting. It is assumed that if a child is well enough to come to school, she is well enough to go outside and participate in gym class. A note from the doctor is required if this is not the case. For gym class, grades K-4th will need sneakers (kept in the cubby/locker). On cold days, the children need to dress warmly with hats and gloves. When the ground is wet and/or there is snow, children must wear boots and snow pants.

Physical Education (P.E.)

Sneakers are required for all PE classes – Velcro or lace up sneakers are permitted. It is best to have a pair that can be kept in the locker.

Important Dates

Early and Lower School Back to School Night

Back to School Night is held each year in September. This evening provides an opportunity to meet your child's teacher, become familiar with the classroom and hear about the year's goals, expectations, highlights, and events. This is a night not to be missed!

Lower School Uniform - Kindergarten through Fourth Grade

School uniforms are worn in Kindergarten through Grade 4. All uniforms must be ordered from Lands' End, the official Stuart uniform supplier.

Lands' End School Uniforms

- Go to: www.landsend.com
- Click on "Uniforms" in the menu bar
- Click on "Find My School" button

- Alternatively, call 1.800.963.4816
- Stuart's preferred-school number is: 9000-2531-3

We recommend you plan ahead as Lands' End often offers discounts through sales and penny-logo promotions.

Note: All uniform clothing must be clearly marked with your child's full name.

Lower School Uniform:

- Hunter/Classic Navy Plaid Jumper (this style only) with white embroidered logo (logo is required)
- Short Sleeve Peter Pan Knit Top – white - with green embroidered logo (logo is required)
- Long Sleeve Peter Pan Knit Top – white - with green embroidered logo (logo required)
- Girls' Solid Bike Shorts – classic navy worn under the Jumper
- Leggings or Tights – white, black or navy blue worn under the jumper
- Pleated Front Iron Knee Easy Blend Chino Pants – classic navy or khaki
- Solid Color Drifter V-neck Sweater – red or navy blue with white embroidered logo (logo required)
- Solid Color Drifter V-neck 5-button Cardigan – red or navy blue with white embroidered logo (logo required)

SHOES:

- Sneakers and Mary Jane shoes are acceptable. No Ugs, Crocs, loose fitting shoes for safety reasons.

SWEATSHIRTS

- Sweatshirts may be worn if they have the Stuart logo on them and are green, white or gray. Hooded sweatshirts, zip ups are acceptable but no hoods may be worn in class. No logos of vacation spots, favorite sports teams, etc. No sweatshirts to be worn to Mass.

Uniform Condition

Uniforms should be in good condition and not be ripped or in obvious disrepair. The length of the jumper must be no shorter than four inches above the back creases of the knee.

Cold Weather

In addition to the uniform pants, students may wear sweatshirts/pants on the playground and compliant branding in the classroom. Snow pants and boots are necessary for winter outdoor play.

Logo Required

The Stuart Logo is required on the jumper, tops and sweaters. We will only be using the logo emblem

with the Society of the Sacred Heart "Heart" in the middle. If you have an item that is embroidered with the logo of our building in its center – your child may wear it until she needs to order a new item. Please note that when ordering items, you will need to allow an extra 7-10 business days for logo application. Any current jumpers or white tops that your child has may be worn until they no longer fit. We ask that you apply the logo to any new item.

Encore Emporium

The Stuart Parent Association offers a second-hand, gently used uniform collection. These uniforms may be purchased for a nominal fee at the Encore Emporium, located on the first floor in the "C" Corridor. The front desk will be able to direct you to the Encore Emporium.

The Middle School

Middle School Mission Statement

Within a vibrant and energetic learning community, a Stuart Middle School girl discovers who she is, who she wants to become, and how she wants to make a difference in the world. Every day, our girls are challenged and nurtured as they do the often-difficult work of maturing spiritually, intellectually, emotionally, and physically. Our enthusiastic faculty and students energize one another. Our innovative curriculum inspires girls to be inquisitive, creative, collaborative, resourceful, reflective, and empowered learners. Through local and global community service, Stuart Middle School girls develop consciousness and commitment. They lead, compete, and create in athletics, STEM, the arts, and clubs. We believe there is something special for every girl here as she embraces the freedom to wisely express her complete self.

General Information

Advisory Students are assigned into small groups with a member of the Middle School faculty. Advisory meets on Tuesday and Thursday mornings from 7:55-8:05 AM and during the Flex period on one day during the cycle. These regularly scheduled meetings provide opportunities for the students to plan activities and to discuss questions and academic, social, or personal concerns that may arise throughout the year. This intimate group serves as a home for the students in the Middle School with the advisor serving as a mentor, advocate, and guide throughout the year. The group also follows a grade-specific advisory curriculum to help them learn to deal with social issues that arise during these transformative years.

Book bags must be emptied at the beginning of the day and remain stored neatly in the student's locker or in a cubby in the MSRC until dismissal time. Students are required to keep their books and materials in their spacious lockers, which are accessible throughout the day.

Goûter occurs mid-morning and offers students the time to meet with a faculty member, have a snack, or socialize with friends. Students may bring their own snack or purchase food from the Student Center.

Lockers At the beginning of the academic year, each student is assigned a locker. Students are to keep their books, class materials, and belongings in their lockers, which are to remain neat and orderly. Locker assignments are subject to change only with permission of the Head of the Middle School. At any time, the Head of the Middle School may inspect or search the contents of a locker or similar storage facility. Students are not permitted to enter another student's locker at any time for any reason with or without permission. On birthdays, students are permitted to decorate the locker of their friends. They may use wrapping paper and pictures brought from home. These decorations should be removed after one week. At the end of the year, it is the student's responsibility to clean her locker.

Lost and Found: Items found in the Middle School area are placed outside of the Head of the Middle School's Office in the MSRC. At the end of each trimester, these items are laid out on tables for students to look through. Unclaimed items are given to charity. It is highly recommended that students put her name on all belongings so that they may be returned promptly.

Reflection: All students are required to attend Reflection at 7:55 AM on Mondays, Wednesdays, and Fridays. This is a time set aside each day for prayer, reflection, readings, music, updates on school events, and special activities. Students interested in participating or sharing a talent in Reflection should sign up with the Middle School office. Each student in the 8th grade will be required to lead one reflection over the course of the year.

Textbooks: Stuart requires books to be purchased prior to the start of school in September. Information on where to purchase textbooks is posted on the Back-to-School portions of the website by mid-June. In some classes, texts are provided for use during the school year. If a student loses her book, it is her responsibility to replace it. Many classes provide books for their students; students who lose or damage these books are required to reimburse the school for the price of the damaged or lost book.

Technology: Students should turn off phones and place in lockers upon their arrival at school. If they need to contact parents, they may use the school phone or email. Laptops and iPads may only be used for academic purposes while at Stuart. Playing games, watching movies, etc.. is not permitted before, during, or after school as we encourage students to talk to each other, read, or play.

Schedule:

Regular

7:55 - 8:05	Reflection/Advisory
8:10 - 9:10	Period 1
9:10 - 9:25	Gouter
9:25 - 10:20	Period 2
10:25 - 10:55	Flex
11:00 - 11:55	Period 3
11:55 - 12:15	Lunch
12:15 - 12:35	Recess
12:35 - 1:30	Period 4
1:30 - 1:32	Espacio
1:35 - 2:30	Period 5
2:30 - 3:10	Academic Advisory

Mass Day

7:55 - 8:50	Period 1
8:55 - 9:50	Period 2

10:00 - 11:00	Mass
11:05 -11:50	Period 3 MS
11:50 - 12:35	MS Recess/ Lunch
12:40 - 1:30	Period 4 MS
1:30 - 1:32	Espacio
1:35 - 2:30	Period 5
2:35 - 3:10	Flex

Assembly Schedule

7:55 - 8:55	Period 1
8:55 - 9:25	Gouter
9:25 - 9:50	Assembly
9:50 - 10:50	Period 2
10:55 - 11:50	Period 3
11:50 - 12:40	Lunch/Recess
12:40 - 1:30	Period 4
1:30 - 1:32	Espacio
1:35 - 2:30	Period 5
2:35 - 3:10	Flex

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Expectations and Responsibilities

Stuart educates to a personal growth in an atmosphere of wise freedom and to a deep respect for intellectual values. The atmosphere of the school depends on the sense of responsibility and self-discipline of each member. Behavior that disrupts or brings discredit to the community jeopardizes the mutual trust and freedom on which the community depends.

Expectations for Community Behavior:

"The building of a community as a Christian value"

- Stuart is a community in which each individual should be treated with kindness and respect. These qualities are evidenced through verbal exchanges, courteous behavior, appropriate dress, and punctuality.
- Stuart is a community based on mutual trust among its members.
- Stuart is a community that takes pride in the beauty of its facility.
- Stuart is a community within which there is pride in one's learning environment and respect for one another.

The following is a list of some of the most common transgressions; however, it is not an exhaustive list: ***Group I Infractions***

- Eating or drinking outside of the Student Center without permission
- Non-adherence to the uniform code
- Rowdiness (running, bumping, tripping, inappropriate behavior)
- Littering (not properly putting away belongings)
- Neglecting to clean up after oneself after using the dining room or in the MSRC
- Failure to fulfill Lunch Duty or other obligations
- Inappropriate Technology Use (including playing games/using social media, or watching streaming videos before, during, or after school day at school)
- Inappropriate/disruptive behavior in class or school gatherings
- Entering classrooms without the presence of a teacher
- Lateness to class

Possible consequences for these violations include notification of parent, Gouter detention, additional lunch duty, lunch detention, work detail or loss of privileges.

Group II Infractions

- Repeat of Group I infractions (Same offense three times)
- Entering another student's locker
- Dishonesty (academic or nonacademic)
- Stealing
- Willful violation of the Computer Acceptable Use Policy
- Social cruelty
- Disrespect shown to a member of the Stuart Community (faculty, staff or other students)
- Physical altercations
- Threatening another student
- Disregarding faculty instruction while under Stuart supervision (e.g., school day, field trips, sporting events, social events)

Group II infractions will be investigated by the Head of Middle School and Head of Mission and Ministry with recommendations discussed with the Head of School. Possible consequences for these violations are notification of parent, Gouter or lunch detention(s), additional duties, loss of privileges, suspension, or expulsion.

Any violation of or non-adherence to the community expectations could result in serious disciplinary action, including suspension or expulsion. The final decision regarding suspension or expulsion will be made by the Head of School in consultation with the Middle School Head and Director of Diversity, Equity, and Inclusion.

Academics and Grading

Expectations for Student Academic Behavior

"A deep respect for intellectual values"

Academic Integrity– Stuart is an intellectual community. Adherence to standards of academic honesty is expected of all its members.

- Students may neither give nor receive aid on any quiz/test, or discuss the content of any assessment with a student in another section of the same course or with a student who must make up the quiz/test without teacher approval.
- Students are not permitted to use electronic translators or websites for world language homework, although the use of online dictionaries for the translation of words is permitted. Students are also not permitted to use AI sites or technologies to create work that is not the student's own thoughts and efforts without permission of teacher.
- Plagiarism is defined as submitting someone else's work as one's own and is prohibited on all assignments. A student must not present as her own the ideas, interpretations, statistics, words, or structure of another. This includes quoting directly from another source/website without using quotation marks and proper citation or using ideas from a website rather than developing their own. Examples of such sources are the internet, encyclopedias, books, periodicals, and papers written by others including generative AI sites such as ChatGPT, Gemini, or Claude. One must remember that changing a few words or slightly altering the structure of a passage is still considered plagiarism. Copying someone else's homework and handing it in with one's own name is also considered plagiarism and is a form of academic dishonesty.
- If a student turns in work that is plagiarized or academically dishonest, the assignment will not be accepted, the student will have to redo the assignment in its entirety for a lower grade.. There will be both academic and disciplinary consequences.

Homework and Grading

In general, each teacher assigns approximately 20 minutes of homework each evening in grades 5 and 6, and 30 minutes per night in grades 7 and 8. The school also provides the students with an assignment notebook, and teachers post their homework on Aspen, the student information system. Incomplete or late daily homework will not be accepted and may also result in a lower trimester average. If a student finds that their homework load is consistently above the guidelines, they are encouraged to speak with their teacher or advisor. Grades are based on an "A" – "F" basis. The numerical equivalents are as follows:

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	60-69
B	83-86	F	59 or under
B-	80-82		

Students who earn a final average of D or below in a given subject at the end of the school year may be asked to be tutored or attend summer school. This program must be approved in advance by the Head of the Middle School. This is mandatory for entrance to the next grade level. Remedial summer work is also advised for those students who have a C- average in a given subject.

Middle School Grading Criteria

A - Excellent

- Has a solid mastery of all of the objectives in the subject area
- Has demonstrated a high degree of understanding and insight

B - Good

- Has mastered most of the objectives in the subject area

- Has demonstrated a good understanding of concepts and/or skills

C - Satisfactory

- Has a basic understanding of the objectives in the subject area
- Has demonstrated some understanding of concepts and/or skills

D - Needs Improvement

- Has a limited understanding of the objectives in the subject area
- Has demonstrated significant weaknesses in knowledge and/or skills within a unit or course

F - Unacceptable

- Has minimal to no understanding of the objectives in the subject area
- Has not fulfilled the basic requirements of the course

Quiz/Test Retakes in grades 5 through 8

A student earning a grade of a ***69% or lower*** on **any assessment** (test, quiz, paper, formal lab, project, etc.) will be eligible for a retake.

- The student must complete and turn in thorough corrections signed by a parent/guardian.
- The student must initiate a request for a retake - it is not the teacher who asks the student to schedule a time for a retake.
- The student must meet with the teacher at least once to review the mistakes and corrections and receive tips for test preparation.
- All retakes must be completed within 2 weeks of the return of the original assessment.
- The retake assessment may be different from the original assessment.
- Corrections/revisions alone generally should not be applied as a way to earn back credit.

The grade of the original and the retake is averaged up to a ***maximum grade of 70%***. Should a student retake one or more assessments during a trimester, it must be noted in Aspen that the final average is reflective of retake opportunities.

Late Work Policy – All assignments are due at the start of class. Students who arrive at school after class or who must leave school before the class meets are responsible for submitting the assignment directly to the teacher by 3:30 PM that day. Students are responsible for arranging to make up all work due to absence within the time prescribed by Stuart's absence policy. Grades on late major assignments may be lowered by one-third of a grade per class day while late daily homework will not be accepted.

Incompletes –Any student who receives an "Incomplete" on a report card must complete her work within two weeks of the end of the trimester or receive a "zero" for the missing assignment. Under extraordinary circumstances (i.e. prolonged illness), exceptions will be considered by the Head of the Middle School.

Postponed Test – No student may be excused from taking a test on the assigned test day without the instructor's permission unless she had an unplanned illness the previous day.

Communication – Communication between parents/guardians and teachers is extremely important in the Middle School years. By putting the various perspectives together, one gains a more complete understanding of each student's growth and needs. Parents/Guardians are encouraged to contact their daughter's teachers, advisor, or the Head of Middle School if they have concerns, whether academic or social.

Back to School Night – occurs in September and offers parents/guardians an opportunity to meet their daughter's teachers and hear about the curriculum. Discussions about a child's individual needs will take place at Parent-Teacher Conferences.

Parent-Teacher Conferences – Conferences held in October offer parents/guardians the opportunity to meet with teachers on an individual basis. Parents/Guardians are encouraged to attend these conferences. Parents/Guardians or teachers may opt to have additional conferences at any time upon request and should be scheduled through the Middle School Office.

Reports for all courses are posted on Aspen at the end of Trimesters I and II. At the conclusion of Trimester III, students will receive comprehensive narrative reports only for trimester courses or courses for which the grade is C- or lower or brief concluding remarks for other courses.

The Learning Center is staffed with learning specialists to meet the needs of students. Those students who qualify for support will be scheduled to work with either the math or language arts specialists. If additional support is required, this must be provided outside of school at the expense of the family. Testing: Formal diagnostic testing (Woodcock-Johnson Psycho-educational Battery, Kaufmann, Wechsler, etc.) must be done outside of school at the parent's expense. (The Learning Center will have a list of specific evaluators available to parents/guardians who are seeking these services.) Free testing by public school district Independent Child Study Teams (approved and provided by the State) will continue to be available upon the request of parents/guardians.

Attendance

School Day (7:55 AM-3:10 PM) – The school day begins at 7:55 AM. Each student is to check in with her advisor by 8:00 AM. If she arrives after 8:00 AM, she is considered late. Classes end at 3:10 PM Students must leave school by 3:30 PM unless they have been formally scheduled for tutoring, athletics, rehearsals, school-supervised activity or have signed in to the After School Program. A student must be present all day in order to participate in any after-school activity. Punctuality and regular attendance are vital to a student's academic success and sense of community. Presence in class is an essential part of the learning process. It is nearly impossible for children who are absent to make up work and have the same understanding as those who were present in class.

In order to receive individual course credit, students may not exceed the maximum number of absences of 15 school days (see exceptions below). For courses less than a full year in length

(trimester courses), the maximum number of absences will be 5 school days. Short-term illness (less than 5 days), and other personal absences are included in the 15 days.

Exceptions: The following absences will NOT apply toward policy limits:

- School activities (Participation in activities such as trips, class meetings, athletics)
- Homebound instruction
- Religious holidays
- Verified appointments with a physician or dentist, or court
- Suspension, whether in or out of school
- Death in the family/attendance at a funeral
- Long term illness, documented medical or emotional issue that prevented the child from attending school

Students who exceed personal absences in class attendance are in danger of receiving No Credit in that course. parents/guardians can track their daughter's absences and lateness through Aspen.

Lateness – All students arriving after 8:00 AM must report to the Middle School office prior to joining Reflection or class.

Leaving school – Parents/Guardians are urged to arrange dental and medical appointments after school hours. Students who need to attend a medical appointment during school hours, must notify the Middle School office in writing at least one day prior to the appointment and upon returning to school from the appointment present the Middle School office with a physician's note. Parents/Guardians must sign students out of the Middle School office before leaving school.

Absences – Parents/Guardians should notify the Middle School administrative assistant if their daughter is absent. If the Middle School office is not notified by 8:30 AM, parents/guardians will be called. For more extensive absences, the Head of the Middle School may request a physician's written statement. When a student is sick, it is her responsibility to make up the work and speak to the teacher about the material covered in a timely fashion. Any absences that are not accompanied by a note or parental notification are considered unexcused.

Make-Up Test Policy – If a student is absent on the day of a test due to illness, she should be prepared to take it within three days after she returns. Special arrangements will be made for prolonged illnesses. If the absence is due to sports, a doctor's appointment, or any other reason not due to illness, she must be prepared to take the test on the day she returns.

Upon returning to school, the student should contact her teachers to discuss making up work, quizzes, tests, and content that was missed during this absence. Students who do not complete this could possibly receive a 0 for the grade. Faculty will try to assist students in making up missed work due to illness. In cases of prolonged illness, special arrangements might be needed and will be

arranged through the Division Head. In such instances, a tutor paid by the parents/guardians or offered by the State of New Jersey may be required.

After-School Supervision – It is of utmost importance that the location of each student remaining on campus be known following the conclusion of classes. Therefore, unless a student is involved in an organized after-school activity or is being tutored, she must go directly to the After School Program or home at the conclusion of the school day. At the After School Program, she must sign in and remain there until picked up. Parents/Guardians are required to come into the building to sign their daughters out of the After School Program. If a student has attended an organized after school activity and must remain in school, she is to proceed immediately to the After School Program and follow the above procedure. Students must be in a supervised area after 3:30 PM. All students must be picked up by 6:00 PM.

Middle School Athletics

Middle School students may participate in the following team sports:

- Fall: field hockey, tennis, volleyball, and cross country
- Winter: basketball and ice hockey
- Spring: lacrosse, track & field, and golf

When needed,, Stuart sponsors multiple teams to afford all of our students the opportunity to take part in a team sport to improve their conditioning and skills while developing friendships. Teams are composed of fifth, sixth, seventh, and eighth-grade students and students are placed on the appropriate team by readiness rather than age. No student will be cut from the roster, except for tennis and golf, which are limited due to court space. Middle School sports teams practice three times a week (Mondays, Tuesdays, and Thursdays) from 3:15-5:00 PM. Students who need to remain at Stuart following practice or games need to sign into the library.

Social Events

A variety of social events involving other schools are arranged during the course of the year. Some of these activities include community service, poetry readings, game nights, and dances. Permission slips are required for attendance at all social events. All dances, except Princeton Academy and Stuart's Spring Dances, are for students in grades 7 & 8 only. Additional activities specifically for grades 5 & 6 students are arranged during the course of the year.

If Stuart Middle School students are invited to a dance or a social event by an area school, parents/guardians will receive notification in the form of an announcement and permission slip. If parents/guardians do not receive an announcement about the dance from the Head of the Middle School, they should assume that the school is not aware of this event. Students are often invited to dances at other schools as "guests." This would not be a Stuart activity and would not involve a permission slip from Stuart's Middle School.

Middle School Exchange

The Middle School hosts one-week reciprocal exchanges for interested eighth grade students. In the fall, interested families are encouraged to take part in our exchange. Once students are selected, they are matched up with a family from another Sacred Heart School. Stuart Middle School girls go on exchange and attend classes with their exchange partner. Our students will host their partner either during their winter or spring break. In the past, we have exchanged with sister schools in Miami, San Francisco, Bloomfield Hills, New Orleans, Seattle, and Saint Louis.

Middle School Uniform Guidelines

Lands' End is the provider of Stuart uniforms for skirts, pants, and kilts.

Find Stuart's Approved Uniform Options on Lands' End's Website 800-469-2222
Preferred-school number: 900138264

- **Skirt**: plaid (hunter/classic navy), a-line, kilt, wrap-around or pleated. Required for all students on Mass Day.
- **Pants**: plain front or pleated cotton chino khaki
- **Polo shirt, long, or short sleeve with logo.** The following colors are acceptable and all grades may wear any color with the exception of maize (yellow) which only grade 8 students may wear:
    - White (Grade 5 must wear white on Mass Day)
    - Evergreen (Grade 6 must wear green on Mass Day)
    - Classic Navy (Grade 7 must wear navy on Mass Day)
    - Only grade 8 may wear maize (Grade 8 must wear maize on Mass Day)
- **Sweaters**: Students may wear crew-neck, v-neck, or cardigan style sweaters in evergreen, classic navy, or red. Grade 8 may also wear maize (yellow).
- **Sweatshirts:** Stuart sweatshirts may also be worn in cold weather. Jackets or other types of outerwear are not permitted. Sweatshirts may not be worn during Mass so having a sweater is recommended.

Socks

- White or black short sneaker socks are allowed. May have small colored ribbing, but no designs.
- Dress knee socks in navy blue, white, forest green, or red can be worn

Tights

- Solid color tights in navy, green, or red may be worn.
- Solid black or navy blue leggings may be worn. Flair leggings are not allowed as they look like sweatpants.
- Sweatpants or pajama pants are **not** permitted as part of the uniform.

Shoes:

- Penny Loafers
- Black or white Sneakers

Condition: Uniforms should be in good condition and not be ripped or in obvious disrepair.
The length of a skirt must be no shorter than five inches above the back crease of the knee.

Labeling: All clothing should be labeled with the student's name. Found, unclaimed, and unlabeled clothing is donated to local charities.

Mass Dress Uniform which consists of the Stuart kilt and grade color shirt is **required** for Mass and other special occasions.

Dress Down Days: At special times throughout the year (e.g. birthdays, dress down days, social events, and sports awards) students are permitted to "dress down." Students, however, must comply with the school dress code as written below and wear appropriate attire.

- The shirt/blouse/sweater must cover the mid-section, front and back. Tank tops, spaghetti straps, tube tops, etc., are not permitted. Straps must at least be three inches wide.
- The length of a skirt or dress must be no shorter than five inches above the crease in the knee. Leggings and pants are permitted.
- Shoes must have backs. Flip-flops, slides, platform, crocs, or high-heeled shoes are not appropriate for school at any time.
- Accessories must not be large or distracting.

Game Days: On game days, athletes are encouraged to wear their team uniform to school. Appropriate attire for game days includes:

- Field hockey and lacrosse teams: shirt, kilt, Stuart. plain gray, or black sweats and sneakers.
- Basketball, volleyball, cross country, track: T-shirts under tank tops, Stuart. plain gray, or black sweats and sneakers.
- Tennis – Uniform and sneakers

We assume that all students in the Upper School are responsible students: that all students are familiar with the material contained in this handbook; that all students will keep this handbook throughout the year and that all students are responsible and accountable to carry out those things that have to do with their lives at Stuart remembering that we are all part of the larger community.

– Excerpt from Stuart Handbook, 1976.

Upper School Mission Statement

In the Upper School at Stuart Country Day School of the Sacred Heart, young women develop confidence within a diverse community that values academic excellence, critical thinking and problem solving, and integrity. Our students are educated to seek justice, fairness, and peace in their own lives and in the world. Sacred Heart traditions of personal faith and service to others nurture the development of individual strength and resilience, and an awareness of our global interdependence. Our graduates are inspired to make an impact with their own unique passions, talents and abilities.

General Information

Books - A list of the texts being used during the school year will be posted on Stuart website in early July. State Fund Books are used in some of our classes. Students who lose or damage these books will be asked to reimburse the school.

Discipline - If a student violates any of the four regulations - Academic Honesty, Personal Integrity, Drugs and Alcohol, or Computer Violations - she will be reported to the Head of the Upper School and Head of School in accordance with the Disciplinary Committee process. Infractions of the four regulations stated above may result in suspension or expulsion. The Committee has the right to consider any other behavior not listed above which it considers serious enough to merit Disciplinary Committee action. This does not mean that conduct referred to under SCHOOL POLICIES REGARDING EXPULSION AND SUSPENSION must be referred to the Disciplinary Committee. Please refer to the Discipline section of the Handbook for further inquiry.

Bicycles – Bicycles should be parked and securely locked.

Judiciary - If a student fails to meet the responsibilities as a member of the Stuart community, she will be reported to the Judiciary Committee. The student will then get a notification via e-mail from the Dean of Students requesting a meeting with the Judiciary Committee. The student will be given detention, length of time dependent on the offense, in conjunction with an Academic Growth Plan or Behavioral Growth Plan. Please refer to the Judiciary section of the Handbook for further inquiry.

Locks and Lockers – Lockers are assigned at the beginning of each school year. A student may request a lock for her locker. Lock combinations and locker numbers are registered with the Head of Upper School who should be consulted whenever a problem arises. Lost or broken locks must be replaced immediately at the student's expense. Students choosing to use a lock are expected to keep their lockers locked and the area around their lockers neat. The Head of School and the Upper School Head, or their designated representative, may at any time open and inspect students personal belongings, lockers, or other storage facilities provided by the school.

Lost and Found – The Upper School Lost and Found is located in the lockers outside the Upper School Office. Items should be reclaimed, or they will be given to charity.

Morning Break/Gouter – This break is a period set aside for a mid-morning snack and to enjoy time with each other.

Visitors Policy – Any student who wishes to invite a friend to visit the school or to attend classes must first ask permission of the Head of Upper School. If the friend is interested in applying to Stuart, contact the Admission Office before arranging the visit. For security reasons, students from other schools involved in after school activities are not allowed in any other areas of the building except where the activity is scheduled. They are also expected to abide by the school rules. All visitors (including students) to the school must sign in at the front desk and the division office during school hours. After school hours, all visitors must sign in at the front desk and with the faculty/staff member in charge of the after school activity they are attending.

Traditional Events

Art Exhibits – The Spring Student Art Exhibition showcases work of all art students.

Conge – Conge is a Sacred Heart Tradition in which students participate in a surprise event that usually takes place during the school day when regular school activities, including classes, are canceled. Conge may be either on or off campus and the date and place is usually kept secret until the day of the event. Each year students eagerly anticipate the day when the announcement of “Conge” is made.

Dramatic Productions – Two major dramatic productions are presented each year: a play in the fall and a musical in the spring. Those not in the cast may enjoy important supporting roles, preparing scenery, props and publicity -- all essential for a successful show.

Green and White Activities – These give opportunities for the Green and White Teams to compete in a variety of ways throughout the year.

House System – The Upper School is divided into three Houses — Duchesne, Stuart, and Barat — each named in honor of a founding RSCJ. Houses compete and celebrate together throughout the year through breakfasts, competitions, and feast day celebrations, building community across all grade levels.

Junior-Senior Prom – Every year the social committee organizes a dance in the spring for the juniors and seniors.

Kairos – Kairos is the signature junior retreat and a highlight of the Upper School experience, offering students a transformative opportunity for reflection, community, and spiritual growth.

Kris Kringles – The week before Christmas Break, students and faculty participate in anonymous gift exchanges known as "K.K.'s." During this week inexpensive gifts -- preferably handmade or baked goods – are secretly given; on the last day there is a Christmas party where a final gift is given and the identity of the "K.K." revealed.

New Student Experience – At the beginning of the year, student government and peer leaders welcome the incoming students to the Upper School with a bonding experience filled with team building, fun, and good spirit.

Paper Plate Awards – The seniors and faculty meet for this traditional end-of-the-year farewell which is organized by the senior class advisors.

Prize Day – At the Prize Day ceremony at the end of the school year, students are recognized for their achievements.

Retreats – A retreat is held for each class each year. (See “Campus Ministry” below)

Ring Ceremony – Students may purchase the Stuart school ring. A ring ceremony is held shortly before Christmas. At this ceremony, seniors present rings to juniors.

Spirit Week –The Spirit Committee plans various games and activities.

Sports Awards – At the end of the school year, students who participate in after-school sports are recognized and given awards.

Town Hall Meetings – Involve the entire Upper School community of students and faculty and are organized and conducted by the Student Government. These meetings give the entire community a chance to discuss important issues.

The Campus Ministry Program

The Upper School campus ministry program is defined and shaped by the commitment in Sacred Heart Goal I and its Criteria “to educate to a personal and active faith in God.” Through liturgies, prayer, and retreats, students have many opportunities to explore their relationship with God. Our school is connected to the Roman Catholic Church, but our student body represents many different faith traditions. It is Stuart’s adherence to the Sacred Heart Catholic tradition that animates its

openness to interreligious encounters. Such interreligious encounters and understandings underscore the call for the Church's engagement with the world.

Students participate in annual retreats with their classmates, where they leave campus and engage in reflection and discussion about their relationship to their family, friends, themselves, and God. All class retreats are mandatory. A student who misses a retreat must present a doctor's note or it will be considered an unexcused absence from school. While no assessment grade is associated with retreat participation, participation is mandatory. A student who misses a retreat will be required to make up the experience in a mutually agreed upon circumstance with the Dean of Students and/or Division Head.

Exchange Programs

Sacred Heart Exchanges: The National and International Sacred Heart Exchange Program is an important feature of the Upper School curriculum, and Sacred Heart schools across the globe encourage students to participate. The Exchange Program offers an opportunity for students to broaden their horizons socially and academically by sharing the life of Sacred Heart students in other parts of the country, or the world. The students follow regular courses as in their home school and may also be involved in special programs at the host school. They may live as resident students in the boarding schools or with host families whose children attend day school. There is an opportunity for Sacred Heart students to attend Sacred Heart schools abroad for a semester, a full year, or a three or four-week trip. Any student interested in a Sacred Heart exchange should meet with the Head of Upper School or SHAEP coordinator to learn more about the programs available and the application process.

SHAEP, the Sacred Heart Academic Exchange Program, began in the 2010-2011 school year. SHAEP is a unique academic immersion program. It provides the opportunity for each of our sophomore students to participate in a reciprocal exchange program in either the winter or, in a few cases, the summer, with another Sacred Heart school anywhere in the world. This program inspires students to become increasingly active, informed, and responsible members of our international community.

School Schedule

Upper School Regular Day Schedule*

7:55-8:10 am - Morning Meeting/Advisory/Class Year Meeting
8:10-9:25 - Period 1
9:30-10:45 - Period 2
10:45-11 - Gouter
11-12:15 - Period 3
12:15-12:55 - Flex
12:55-1:25 - Lunch
1:30-1:32 - Espacio

1:30-2:45 - Period 4
2:45-3:10 - Office Hours

Upper School MASS Day Schedule*
7:55-8:50 - Period 1
8:55-9:50 - Period 2
10:00-11 - Mass
11-12:15 - Period 3
12:15-12:55 - Flex
12:55-1:25 - Lunch
1:30-1:32 - Espacio
1:30-2:45 - Period 4
2:45-3:10 - Office Hours

Upper School Assembly Schedule*
7:55-9:10 - Period 1
9:10-9:25 - Gouter
9:25-9:50 Assembly
9:50-11:05 - Period 2
11:10-12:25 - Period 3
12:25-12:55 - Flex
12:55-1:25 - Lunch
1:30-1:32 - Espacio
1:30-2:45 - Period 4
2:45-3:10 - Office Hours

***all times may be subject to change**

Attendance

Presence in class is an essential part of the learning process. It is nearly impossible for students who are absent to make up work and have the same understanding as those who attended classroom instruction. Students and their parents/guardians are reminded that regular attendance is important, no matter what the age of the learner.

Students are expected to attend all classes and other commitments, including morning announcements, assemblies, class and club meetings, scheduled conferences, community service, and (for team members and cast/crew members) athletic practices and games/play rehearsal. A student who is too ill to attend school is unable to participate in after-school activities. ***A student who misses a commitment may not participate in any after school activity that day unless she missed the commitment because of a doctor's appointment and brings a note from the doctor. If a student cannot arrive to school by 8:30 A.M. because she is not feeling well, she must remain home for the entire day. Only those with a doctor's note may return that day.***

The Head of the Upper School excuses some absences because the student has no control over the circumstances that necessitated the absence. These are called excused absences. Other absences occur by family or student choice. These are deemed unexcused. It should be noted that an excessive number of excused absences, although not recorded as disciplinary infractions, nonetheless weaken a student's overall performance and contribution to her class and the school. During the college application process, a student's absentee and tardy record may be reported if requested by a college's admissions office. Students are reminded that their attendance record is part of their official transcript.

Attendance Policy

A student with any excused-absence request should present a note from a parent or guardian to the Head of the Upper School. The request should be presented well in advance of the absence. A student who knows she will be absent is responsible for notifying her teachers and getting assignments from them; a student who will be absent for 3+ consecutive days must complete a planned absence form and file a copy in the Upper School office.

When a student is ill, it is the responsibility of the student's parents/guardians to notify the school of the absence by 8:30 A.M. A phone call from the student herself is not acceptable.

The student must assume responsibility for making up any work missed. She should obtain homework

assignments from classmates or the teacher's. The day she returns she should contact her teachers about work missed and hand in any completed assignments.

If a student is absent on the day of a test due to illness, she should be prepared to take the test within three days after she returns. Special arrangements will be made for prolonged illnesses. If she is absent because of sports, performance, doctor's appointment, or any other reason not due to illness she must be prepared to take the test the next day.

Faculty are prepared to assist students in making up missed work. Prolonged absences due to illness may require a tutor paid for by the parents/guardians or offered by the state of New Jersey. A student who has a pattern of missing school when a major assignment, quiz, or test is given will meet with her advisor, the Head of Upper School, and her parents/guardians or guardian to determine how best to rectify this situation.

Excused Absences

1. **Illness:** For absences of three consecutive days or more, a doctor's written statement is required.
2. **Family commitments:** such as funerals, weddings, graduations, etc. of an immediate family member.
3. **College visits:** that are authorized by the school.
4. **Stuart-sponsored program or activity:** sports, exchange programs, retreats, field trips, etc.
5. **Family trips of a unique educational nature:** Parents/Guardians may request special permission of the Head of the Upper School to have their daughter participate in a special family trip which provides a unique educational opportunity not otherwise afforded a student. ***Such permission must be requested in writing no later than two weeks before the absence.*** If permission is not granted, it will be considered an unexcused absence.
6. **Doctor/dentist appointments**: Students are asked not to make appointments during the school day. If an appointment must be made during the school day, the student must bring a note from a parent/guardian in order to be excused from school and a note from the doctor's office. If a student leaves early for a doctor/dentist appointment, the student must bring the stamped note with her when she arrives the next day. All notes must be given to the Upper School Office. Students who do not hand in the stamped note will be referred to Judiciary for cutting.

Unexcused absences

1. Cutting class
2. Medical appointments not accompanied by a note stamped by the doctor/dentist
3. Prolonged family trips/vacation without prior consent of the Head of the Upper School

4. Any absence that is not accompanied by a written note from a parent or guardian

An unexcused absence is recorded in the student's attendance file in the Upper Head office. Students may not receive credit for work done that day including tests and quizzes.

Course Attendance

In order to receive individual course credit, students may not exceed the maximum allowable number of absences of **15 school days** (see Exceptions below). For courses less than a full year in length (trimester courses) the maximum number of absences will be 5 school days. Short-term illness (less than 5 days), college visits, and other personal absences are included in the 15 days. Exceptions: The following absences will **NOT** apply toward policy limits:

- School Activities (Participation in activities such as trips, class meetings, and athletics),
- Homebound instruction
- Religious holidays
- Verified appointments with a physician or dentist, the Division of Motor Vehicles, or Court
- Suspension, whether in or out of school
- Death in the family/attendance at a funeral
- Unusual circumstances, a parental request for special exemptions due to a unique situation such as a long-term illness.

Except for school activities, a written request must be made to the Head of Upper School before an exception will be granted.

Parents/Guardians will be notified when students are absent 5, 10 and 15 days. Conferences may be arranged at each notification. Credit will not be withheld without parental notification.

Students who lose credit may take the course(s) in an approved summer school or repeat it the following year.

Lateness

At Stuart we believe that regular and punctual attendance at school is an important part of a student's academic success and sense of connection to her community.

Lateness – All students arriving after 7:55 AM must report to the Upper School Office. After three late arrivals per trimester, the student will be faced with disciplinary action.

1. **Late to School** – A student who comes in after 7:55 AM will be marked late to school, with the exception of Senior Privilege. If a student is late three or more times, she will be referred to the Judiciary Committee.

2. **Late to Class** – If a student arrives up to 10 minutes late to a class, she will be considered late, or tardy. If she comes more than 10 minutes late to class without a faculty approved excuse, she will be considered to have cut the class. Three or more tardies will result in judiciary.
3. **Cutting Class** – Cutting may also occur when a student is present in school but does not attend a class or other school commitment. Cutting a class or other school commitment (assemblies, morning announcements, community service, athletics, clubs, retreats, student council, etc.) is an unexcused absence. Parents/Guardians will be notified when students cut school, class, or other school commitments.

Procedures for going to the Health Office

1. A student should notify a faculty member.
2. The nurse will decide whether the student is too sick to attend class and will record times in and out of the infirmary. The school's policy is that if a student is too ill to attend class, she should be sent home by the nurse.
3. If a student sleeps through class(es) without the nurse's permission, the missed class(es) will be considered cut class(es). Homework may not be done in the nurse's office.
4. The nurse and the Head of Upper School are the only adults authorized to send a student home due to illness. **Students may not excuse themselves.** Students who do not follow this procedure will receive judiciary.

Permissions

With proper written permission from a parent, guardian, or administrator, a student may:

1. Drive to school and park in assigned areas. Rare exceptions are made upon request, for example, if a student has a job after school that necessitates driving to work directly from school. **Driving a car at Stuart is a junior and senior privilege.** This privilege may be suspended if the student fails to obey rules for driving on campus.
2. Go on a class or club field trip.
3. Drive with another student or another parent, or drive another student. Students who do not drive to school on their own must have a parent email or call the US office during school hours. Students must follow the proper procedure, including indicating time and location/destination (i.e. home).
4. **Driving for Athletic Events or Practices:** No student is allowed to drive or be driven by another student to a practice or game. Students are allowed to leave a game or practice with their parent or guardian. With written permission from a parent or guardian and the approval of the director of athletics, exceptions may be made. In all cases, students will be expected to obey the laws of the State of New Jersey concerning drivers under the age of 18. If you have any questions concerning this policy, please speak to the director of athletics. The director of athletics will notify the Head of Upper School in writing each trimester of all students who have been given an exception of this rule.

Senior Privileges:

The Senior Privilege is a special permission authorized by the student's parents/guardians and Stuart administrators for members of the graduating class. Its purpose is to provide the student with an opportunity to assume more personal responsibility for the use of her free time.

With proper written permission, seniors may:

1. Arrive at school in time for their first class or required school function.
2. Leave school during any free periods, lunch, or after their last class or required school function of the day.

Senior Privileges do not allow seniors to miss required functions (morning meeting, assemblies, class meetings, and student activities are some examples of required school functions), nor do they give an automatic permission to leave campus. At the end of the first trimester, there will be an evaluation of the use of the Senior Privileges and a decision to initiate the privileges will be made by the Head of the Upper School. These privileges are a reward for good decision-making and wise use of time. They may be reconsidered at any time.

Academics

Requirements for Graduation from Stuart

73 Units to include:

- 4 years of Theology
- 4 years of English
- 3 years of World Language
- 3 years of History
- 3 years of Mathematics
- 3 years of Lab Science
- 1 year or equivalent of Fine Arts (Art, Drama, Music)
- 9 trimesters of Physical Education, which includes 2 trimesters of Health
- 1 trimester of Computer Science
- AP courses require taking the AP examination
- Community service required by grade level
- A trimester course counts as one credit or unit

Dropping or Adding Courses

The scheduling and staffing of classes is determined by student course selection. Planning and staffing are dependent upon the results of registration. Because of this, students will only be permitted to change their course selections under extraordinary circumstances. If a senior drops a course, Stuart will notify any colleges to which she has applied.

Teacher Initiated course changes – If a teacher feels that a student has been placed incorrectly in a class, the student may drop the class at any time during the year. This action will be taken only under the most compelling circumstances, after discussion with parent/guardian, and completion of an add-drop form, which requires a parental signature.

Student/Parent initiated course changes – Full year courses: Students who enroll in yearlong courses may drop the course during the add/drop period for the first trimester. Nothing is noted on the transcript when this type of drop occurs. Students must use the add/drop form, which requires the signature of the teacher(s), advisor, parent, and Head of Upper School. After the add/drop period is over, students are required to remain in the course and are only allowed to drop a course in the most exceptional cases. However, a student may transfer from one level of a course to another level, with the permission of both the teacher and the student's parents/guardians, at any time up to the end of December.

Grading

Letter grades are given on report cards, which are sent home at the end of each trimester. Numerical equivalents of grades are as follows:

A+: 97-100 A: 93-96 A-: 90-92
B+: 87-89 B: 83-86 B-: 80-82
C+: 77-79 C: 73-76 C-: 70-72
D: 60-69
F: Under 60

D is considered a passing grade, but it is not a college-recommending grade. Credit is given for a C- or a D, but remedial work is required before the student may progress to the next level of a sequence.

When classes begin in the fall, each faculty member will distribute a course assessment guideline to students, clearly stating how student work is to be evaluated.

Grading Policy

A: Excellent work that fulfills, in an exemplary and outstanding manner, the required elements of the course. This work is thorough and indicates a high degree of understanding on the part of the student. It often shows thought and insight that goes beyond what was in the text or was covered.

B: Good work which fulfills, in a skillful manner, the required elements of the course. The work is fairly thorough and indicates a solid understanding on the part of the student. It shows a good grasp of the material covered in the text and in class

C: Work that fulfills most of the required elements of the course and is completed in a somewhat satisfactory manner. The work is not completely developed and/or indicates some

understanding on the part of the student. It shows some grasp of the material covered in the text and in class.

D: Poor work that fulfills only some of the required elements of the course and is completed in a weak manner. The work lacks development and reflects poor understanding on the part of the student. It shows a substantial number of errors concerning material covered in the text and in class.

F: Unacceptable work that meets too few of the required elements of the course. Virtually no part of the course is completed satisfactorily.

Grading with Course Level Changes

When a student transfers from one level to another in the same class (i.e. from honors to regular), the grade she earns in the second course will be used for the trimester grade. However, the student's average before the switch may be factored into the trimester grade after the course change. If the transfer happens so late in the trimester that the new teacher cannot arrive at a fair grade for the student, the two teachers involved will meet with the Head of Upper School in order to agree on a grade. Alternatively, if a student transfers into a new course very late in the term, the final grade may be determined by weighing the number of weeks in each course. Students contemplating a move from one level to another are urged to make the change as early in the school year as possible.

- If a student transfers from an honors level to a non-honors level course at the end of a trimester, the grade in the honors level course will receive a +/- increase when the final average for the year is calculated.
- If a student moves from a regular to an honors course, then the grade in the non-honors course will receive a +/- decrease when the final average for the year is calculated.

All course calculations must be submitted to the Division Head for final approval.

Tests - No student is required to take more than two full period tests per day. If a third test is scheduled, the student is responsible for informing her teacher before the day of the tests and scheduling a make-up time.

Test Makeup Policy

If a student is absent because of illness (doctor's note required) on the day of a test, she should be prepared to take it within three days after she returns. Special arrangements will be made for a prolonged illness. If she is absent because of sports, drama, doctor's appointment or any other reason not due to illness she must be prepared to take the test during her next available free period or study hall the day she returns. Should the student not have a free period or study hall the day she returns, then the test must be taken during the class period of the missed class. The procedure for taking makeup tests is as follows:

The student will coordinate with her teacher to makeup the test. The student may take the test only when there is a proctor available. **At no time is the student allowed to take a test without a proctor. If a student does take a test without a proctor, the student will receive a zero for the test.**

Tests can be made up during free periods. Students must let the teacher or proctor know within the first 10 minutes of the period that she is making up a test.

Late Work Policy

All assignments are due at the start of the class; work to be graded that is turned in after the beginning of the class, will be considered one day late. Students are expected to submit their written work electronically or directly to the teacher at the teacher's discretion. Teachers should discourage the practice of allowing students to turn in work to faculty mailboxes. Students who arrive at school after the class, or, who must leave school before the class meets are responsible for submitting the assignment directly to the teacher (not their mailbox) by 3:10 PM that day. After one week work will not be accepted and the student will receive a zero for the assignment. No student may be excused from taking a test on the day it is given without the permission of the teacher. See also the Makeup Test Policy in this Handbook.

Grades on late assignments will be lowered by one plus or minus grade per day, including weekend and vacation days. For example, a B+ will be lowered to a "B" if it is one day late.

Daily class homework will not be accepted late and students will be given a grade of 0 for failure to turn in daily homework. This homework is designed to help students continue to progress in a course and must be completed in a timely manner.

Incompletes - Any student who receives an Incomplete on a report card must complete the work within two weeks or receive an F for the missing work. Exceptions will be made by the Head of Upper School under extraordinary circumstances (i.e. prolonged illness).

Honors are awarded at the end of each trimester to students who receive a grade point average (GPA) of 3.5 or higher and no grade below C. Red Ribbon Certificates are awarded at the end of the school year to students who receive a final GPA of 3.5 or higher and no final grade below C.

Graduation Honors are based on a student's cumulative GPA. A student with a GPA of 3.3 is awarded Honor; a student with a GPA of 3.5 is awarded High Honor; a student with a GPA of 3.8 is awarded Highest Honor.

Learning Center - The Learning Center is staffed with learning specialists to meet the needs of students. The Center provides the following services:

- A generic screening device (similar to Key Math) will be used to identify students who may have special learning needs. More formal diagnostic testing (Woodcock-Johnson Psycho educational Battery, Kaufmann, Wechsler, etc.) must be done outside of school at parent's expense.
- The Learning Center will recruit and interview a list of local testers which will be made available to those parents/guardians seeking these services.
- Free testing by an Independent Child Study Team (approved and provided by the state) will continue to be available.

Those students who qualify for support may receive up to 2 periods (meetings) of assistance per cycle. If additional support is required, this must be provided outside of school at the expense of the family.

Parents/Guardians of students with diagnosed learning differences are urged to visit the Learning Center website to be informed of deadlines and procedures for requesting accommodations on standardized tests.

Granting an Exception to Academic Requirements

Interim Reports - Interim reports may be sent whenever a teacher wishes to inform parents/guardians of a student's progress. These reports are mandatory for any student with a class average of C- or below.

Advisors - Each student in the Upper School has an advisor, who serves as the student's main "point person." Advisory groups meet regularly for check-in meetings, SEl programming, and fun activities. Advisors are available to their advisees for consultation throughout the school year. They monitor each student's academic progress and provide support and advocacy to advisees throughout the year. The faculty member advises on academic affairs such as course registration, workload, study habits, and academic progress. Advisors also monitor the wellbeing of their advisees. When a student is having difficulty for any reason, we strongly encourage her and/or her parents/guardians to talk with her advisor who can facilitate further communication with teachers or other support persons as necessary. An advisor may call a meeting with a student's teachers and parents/guardians if it seems appropriate, helpful, or necessary.

Senior Independent Study Projects - The Senior Independent Study Program provides an opportunity for a student to explore some particular interest in depth during the third trimester. This may involve a full-time or part-time commitment, such as participating in a work-study program, serving as an intern, or researching and writing an in-depth paper. A faculty-administration committee reviews proposals, which must be submitted before the end of Trimester 1. Upon approval of the proposal and selection of a faculty sponsor, each student is required to meet on a regular basis with her faculty sponsor and submit written progress reports. At the end of the trimester, a report and an evaluation of the project are submitted by the student and her advisor, and the student may give a project-related presentation to the entire Upper School.

Academic Probation - The purpose of academic probation is to provide help and support for the student. It is not intended as a punitive measure, but is designed to provide a student with the structure and guidelines she needs to improve her academic performance.

Several conditions can lead to academic probation and may be reported to colleges. These may include interim reports that indicate poor performance in more than one course, a failing trimester grade or **2 D's in any course,** or performance which is judged to be significantly weaker than a student's ability.

Academic probation lasts at least one month. The student may be required to spend free periods in the library, to schedule regular conferences with teachers able to help, and/or to drop her extracurricular activities. A senior who is placed on academic probation will have her senior privileges suspended. The decision to impose or lift academic probation is made by the Head of the Upper School, based on the advice of the student's advisor and teachers. The Head of School will be informed of any action taken.

Teacher Absence - If a teacher is not present in the classroom five minutes after the beginning of the period, one student from the class should report the absence to the Upper School administrative assistant. Students should remain in the class and await further instruction.

College Counseling at Stuart

Our mission in college counseling, like the mission of Stuart itself, is to guide our young women to lead lives of exceptional leadership, service, and intellect. Our college counseling program is designed to help students think deeply about who they are, what matters most to them, and how that connects to which colleges are the right fit for their individual goals and aspirations.

The College Counseling Office at Stuart aims to support all Upper School students and families as they navigate the complexities of the college admission process. While students' formal work with College Counseling begins in late fall of junior year, we also know that questions, concerns, and rumors often arise before that point. Thus, we offer the opportunity to learn more about the college process through resources, programming, and individual meetings throughout students' Upper School careers.

College Counseling

Grade 9

The best way to prepare for college while in 9th grade is to simply strive to be your best self and best student. The transition to upper school can be difficult, so doing as well as you can in your classes is key. Additionally, begin to get involved in the life of the school. See what clubs, sports, and organizations are available and interesting to you and explore those opportunities. Please note that grades from eighth grade are not recorded on the transcript, sent to colleges or used in computing a student's internal GPA; however, grades may determine your placement in ninth grade classes, particularly math and foreign language.

Grade 10

By 10th grade, you should be well acclimated to life in the Upper School at Stuart. This year is a time of personal growth; in addition to working diligently in school and being involved in activities, consider what your strengths are and what you most enjoy doing. Begin to think about why you like doing the things you do and how you might expand on those talents and interests moving forward. Likewise, where are your liabilities and how might you improve on those in the future? These are all

important aspects of who you are--and understanding yourself is key to having an outcome you are satisfied with in the college process.

You will also take the PSAT in October at Stuart. Note that the school registers all sophomores and juniors for this test, for which you do not need to prepare. You'll receive your test results in December and can use this information to help set appropriate goals.

Grade 11
11th grade is when your college search will begin to pick up in earnest. While continuing to challenge yourself appropriately in the classroom and taking on leadership roles within the school (or outside of it), you'll attend Stuart's College Counseling Kick-off evening program for juniors and their families, college seminar, our college fair, and have several meetings with your college counselor. These events are aimed at helping you understand all that goes into the college search and admission process and prepare you accordingly. You'll also learn a lot about yourself as you go through this important work--which can be fun!

In addition to taking the PSAT again in October (this time also used as the National Merit Scholarship Qualifying Test), you should plan to take a practice ACT and decide which test is best suited for you. Visit colleges to attend information sessions and tours (either in person or virtually) in order to learn more about the many options available to you and see what you like and do not like in a college campus. By the end of this year, in consultation with your college counselor, you'll also decide which two teachers you'd like to ask to write recommendations for you.

Summer Before Grade 12
Well equipped to navigate the ins and outs of applying to colleges, your rising senior summer begins with an essay writing workshop to help you tell your story to colleges and get you on your way to completing this component of your application. Over the summer, you should continue to explore colleges and build your list, complete any remaining standardized testing, work on your application, and begin interviewing at colleges that offer the opportunity. Your college counselor is available throughout the summer to advise you through your process.

Grade 12
It's application time! In the fall of 12th grade, many college admission representatives will visit Stuart (either in person or virtually), and you'll continue to work on your application. Students will often have deadlines as early as November 1, so having your application completed thoughtfully and thoroughly well before then is advised. You'll meet with your college counselor regularly throughout the fall to set small goals and meet those deadlines. Additionally, if you are applying for financial aid, you'll want to work with your parents/guardians on making sure you meet deadlines for that process. Your final college list is due in December, and while you may hear some admission decisions around this time, you'll continue to hear decisions through March. The spring is when you will visit colleges one last time as you make your final decision of where to attend. Be sure to finish the year strong--academically and personally--as those final grades still matter!

College Visits

Each senior is permitted a maximum of six days of excused absence for on campus college visits but may not exceed 15 days overall. Each junior is permitted a maximum of three days of excused absence for on campus college visits. A note from the parent/guardian to the Head of the Upper School detailing the visit is to be presented at least three days in advance of the absence. Students are held responsible for all class work and are required to complete and file planned absence forms at least three days in advance. Students participating in activities such as sports and dramatic productions need to notify their coach or director at least a full week in advance of their planned absence.

College Representative Visits at Stuart

Seniors and juniors are permitted to leave class during the day for the purpose of meeting with college representatives here at Stuart with permission of the classroom teacher. Students are held responsible for all classwork missed. While visits are for juniors and seniors, juniors should use these opportunities sparingly. Seniors are encouraged to meet with all college representatives of schools to which they are applying.

Athletics in the Upper School

General Policies

Every student enrolled in gym or personal fitness is required to take four class periods of physical education each cycle. For these classes, a student is required to dress appropriately.

Borrowing and lending of uniforms is prohibited. If a student needs to be excused from active participation in class for a medical reason, this need will be honored; however, the student is required to dress for class and participate in a limited way. Written excuses are necessary; the note should come from a physician explaining the extent of the injury or illness and the time at which full participation may be resumed.

All students participating in Stuart athletic teams must have had a recent physical and have an examination form signed by a physician. All students must submit a medical questionnaire completed by their parents/guardians or guardians every year.

Independent Physical Education Program

This program is an option for those who participate on a competitive level in a sport that Stuart does not offer. This participation must meet all guidelines listed below:

1. A student must submit a request to participate in independent physical education in writing. This request should state what activity the student is interested in and why she is interested, as well as where and with whom she expects to participate. Her request is due no later than four weeks before the beginning of the trimester involved. For first trimester, the request must be made before the end of classes the previous May.
2. The course must be supervised by a teacher or instructor at all times.

3. The instructor of the course must agree to the terms of the contract in writing.
4. The course must meet 8-10 hours/week.
5. The course must meet within the time frame of the trimester.
6. The individual student is responsible for:
    a. Attending all classes unless absent from school for legitimate reason. (Not attending a scheduled class will be considered cutting the class and can result in a failing grade.)
    b. Making up any classes missed when possible.
    c. Getting her contract, having it filled out by the instructor, and returning it within the first week of classes.
    d. Getting her evaluation form, having it filled out by the instructor, and returning it within the last week of the trimester.

Team Sports

Stuart offers competitive team sports on the varsity and junior varsity levels.

- **Fall**: tennis, cross-country, field hockey, and volleyball
- **Winter**: basketball, swimming, indoor track, and squash
- **Spring**: lacrosse, track and field, golf, and dance

All of these sports require students to try out for a place on the team and, if they make the team, to attend all practices, team sessions and games during the season.

Practices and Games

All Upper School sports teams practice Monday – Friday from 3:30 – 5:30 PM. In addition, varsity student-athletes should plan on 9:00 AM – 12:00 PM practices on Saturdays. Attendance at practices and games is required.

Team members are expected to attend any practices held during Stuart vacations, such as basketball practice during Christmas Break, and lacrosse, golf, and track & field during Spring Break. Fall sports preseason practices begin two-three weeks prior to the start of the school year, in August. (See Student-Athlete Contract for full details.)

Driving for Athletic Events or Practices: No student is allowed to drive or be driven by another student to a practice or game. Students are allowed to leave a game or practice with their parent or guardian. With written permission from a parent or guardian and the approval of the director of athletics, exceptions may be made. In all cases, students will be expected to obey the laws of the State of New Jersey concerning drivers under the age of 18. If you have any questions concerning this policy, please speak to the director of athletics. The director of athletics will notify the Head of Upper School in writing each trimester of all students who have been given an exception of this rule

A student who misses a commitment may not participate in any after school activity that day unless she missed the commitment because of a doctor's appointment and brings a note from the doctor. If a student arrives at school in time for her first period class but misses a commitment such as advisory or morning announcements or class meeting, she will receive a cut from judiciary, and a warning about participating in after-school activities. For the first infraction and warning she may participate in after-school activities. If it happens again the student will not be able to participate in after school activities on the day of the infraction. A pattern of unexcused absences may result in disciplinary action or the possibility of receiving an “F” grade for the trimester and/or loss of PE credit. This applies to the entire course of the school year.

Anyone who considers participating in team sports should realize that she is assuming a serious responsibility and a serious commitment of her time and energy as a member of the team; therefore, no one should undertake a team sport without full consideration of all that it will demand

of her, as specified in each team's contract. Students need to consider academic commitments when participating in sports.

Students must realize that when they are participating in a team sport they are representing their school. If a varsity or junior varsity player violates school rules in connection with her sport, whether at home or away, she will face action by either the Judiciary or the Disciplinary Committee. Possible penalties include forfeiting participation in a given number of games, suspension from the team and loss of sports awards and recognition as a team member, as well as other penalties that may be imposed through the Disciplinary Committee process.

Team Sports Policy
(Please see Upper School Attendance Policy in this Handbook for more information)

1. If Stuart Upper School students try out for and make an athletic team, they may use team practices and games to fulfill the physical education requirement. Coaches will grade team members.
2. Coaches will select team members based on their performance at practices from the beginning of the season. Individual coaches will make these judgments in accordance with their own methods of coaching and the needs of the team. Coaches have the option of making changes in teams throughout the season.
3. Team members are expected to know and live up to the requirements each coach sets forth for the team.
4. The New Jersey State Interscholastic Athletic Association requires that students attend six practice days prior to participating in an official school game or scrimmage. All preseason activities are required and viewed as official practices; therefore, unexcused absences will not be tolerated. (See Student-Athlete Contract for full details.)
5. Any student attending tryouts for a team sport must have an up-to-date Physical Examination Form on file with the Stuart nurse prior to attendance at their first practice. The Physical Exam Forms are available on the Athletics page of the website. All students must also submit a Health History Update Questionnaire completed by their parents/guardians each season.
6. In addition to the Physical Exam Forms, Upper School athletes/parents/guardians must have a concussion test (please contact the school trainer to schedule) and read and complete the following forms:
    a. Concussion Consent Form
    b. Sudden Cardiac Death Basic Facts
    c. Sudden Cardiac Death Acknowledgement Form
7. Students and parents/guardians are required to sign the athletic contract prior to participation in any practice or contest.

Extracurricular Activities

Student Activities (clubs, committees, service organizations, academic teams and publications) reflect the interests of the student body and may vary from year to year. Student activities have a faculty advisor, but are primarily student led and facilitated. Time and commitment levels of specific student activities vary from group to group. It is expected that a student attends all meetings for any club she joins. Students who participate in extracurricular activities must understand they are representing Stuart. Students must also be aware that if a student violates school rules in connection with an extracurricular activity, she will face action by either the Judiciary or Disciplinary Committee. The Head of Upper School, Dean of Students, and Director of College Counseling use Club Hub to track active participation in all student activities. Detailed expectations and guidelines are provided for students in the "Upper School Student Activity Handbook." Specific requirements differ from activity to activity.

A Sampling of Student Activities – subject to change

Admissions – Students serve as ambassadors of Stuart for visitors and during open house time

The Tartan – The Stuart Upper School newspaper is managed by a staff of student editors, writers, and photographers. Coverage includes life in the Upper School as well as local, national, and global news. The Tartan also includes production of Tartan Talk, a podcast series.

La Source – The Stuart yearbook provides an opportunity for development of the many skills required for publishing. The long-range and hard work entailed is a challenge for which many students compete; great pride is taken in the final production.

Mock Trial Team – The New Jersey Bar Association's Mock Trial Competition is a vehicle for students interested in law to try their wings in an actual case and courtroom setting. In the fall, students prepare arguments, develop lines of questioning, do legal research, and actually try the case amongst themselves. Judges for these intramural trials are chosen from volunteers from the Princeton legal community. A varsity team is then selected to compete in the County tournament (held in February) with the expectation of competing on the State and eventually the National levels.

Model United Nations/Model Congress Club – The members of this club participate in a Model UN Conference and a Model Congress Conference each year. Other activities may include a winter trip to the UN. Students may join this club for one or both conferences. The number of students who may participate in the conferences may be limited.

Mu Alpha Theta – A mathematics society that meets to promote the fun, exploration and appreciation of mathematics. It may involve some competitions**.**

Robotics, ChemOlympiad and Biolympiad – Teams compete against other local high schools during the school year.

Student Government – The purpose of the Student Government is to enable students to participate in an effective and flexible representative system that provides them with opportunities to discuss policies, create projects, make recommendations that strengthen the quality of student life, and to serve as a link between students, faculty, and the larger community. Members of Student Government must be in good academic and disciplinary standing, as they serve as role models

Liturgy Team - Emphasizing faith, community building, and personal spiritual growth, this team assists in the planning of school-wide masses, prayer services, and divisional reflections, while receiving training as a liturgical minister, including lectors, altar servers, cantors, and eucharistic ministers. Advised by the Liturgy Coordinator and supported by the Office of Mission and Ministry, the Liturgy Team collaborates with the school chaplain, music directors, and campus ministers. Students of all faith backgrounds and from all three divisions are encouraged to participate.

Cor Cordis Committee – The Cor Cordis Committee is a sub-committee of Student Government. The members of this group ensure the pillars of Cor Cordis, Mind, Body, and Spirit, are reflected in experiences and activities across the Upper School; this includes organizing morning prayer, mental health presentations, and planning the annual Cor Cordis Wellness Summit..

Student Diversity Board (SDBoard) – The SDBoard consists of students from all three divisions (LS, MS, and US). Led by US co-chairs, the SDBoard works closely with the division DEIB Coordinator, Office of Mission and Ministry,and Student Government at each division level and acts on behalf of the student body to assist in the integration of diversity, equity, inclusion, and belonging processes, policies and programs into all aspects of student life, providing accountability, input, and helping to ensure Stuart's alignment with its overall DEIB strategic plan and Sacred Heart Goals and Criteria

Outreach Committee – The Outreach Committee is a sub-committee of Student Government at Stuart. The purpose of Outreach is to contribute to Goal III of the Sacred Heart Goals and Criteria - a social awareness which impels to action. Activities of this committee have traditionally included food drives, blood drives, the Loaves and Fishes Soup Kitchen, and collection of winter clothing for families in need.

Social Committee – The Social Committee is a sub-committee of Student Government. Its purpose is to plan, organize and advertise social events at Stuart and off-campus. Some typical activities have been dances, trips to Great Adventure, a haunted hayride, pizza parties and movie nights. Some of these events are carried out in conjunction with other area schools.

Spirit Committee – The Spirit Committee is a sub-committee of Student Government. The purpose of the spirit committee is to foster and encourage school spirit through fun activities. Many of the activities planned by this committee are organized around holiday or seasonal themes, including a pumpkin decorating contest and a Spirit Week in the spring. Spirit committee also holds spontaneous contests and decorating events, and plans trips to sporting events to cheer Stuart teams.

The Tartan – The student newspaper includes a variety of features, current topics, and news items. Students with ability in or an interest in developing skill in editing, reporting, layout, photography or business management are invited to become contributors to *The Tartan*.

Soliloquy – The student literary magazine gives members a chance to share their writing passions and artistic talents with the community.

Vox Unum – Vox Unum is a select music ensemble that performs at Stuart and in the community. Admission to the ensemble is by audition and previous participation in TartanTones, Stuart's non auditioned singing group.

The Stuart Community Expectations and Responsibilities

Judiciary Committee

Members of the Stuart community are expected to take personal responsibility in the areas described below. If a student fails to meet these responsibilities, she will be reported to the Judiciary Committee. The Judiciary process begins with a conversation between the student and the reporting

faculty or staff member. Following the initial conversation, the student will get a notification via e-mail from the Dean of Students.

Student Expectations

1. Smoking, drugs and alcohol are not permitted anywhere on school grounds or at any Stuart sponsored function, in the building or on adjacent property. Suspect use may be subject to disciplinary action. Any non-smoking student who is in the presence of another student who is smoking will also be reported to Judiciary.
2. Students are expected to behave in an appropriate manner at all school activities and throughout the school. Inappropriate behavior is behavior which disrupts, disrespects, or brings discredit to the community
3. Classrooms are adjacent to the Resource Center and the hallways, and students are consequently expected to refrain from creating any noise that will disturb classes.
4. Students are expected to abide by the library regulations set forth by the librarian.
5. Students are expected to abide by the rules and expectations of the dining hall staff.
6. Freshmen, sophomores and juniors may not leave the school grounds any time during the school day. Seniors are expected to abide by the regulations of the Senior Privileges listed in this handbook. Whenever a student leaves the school building during the school day, she is expected to sign herself out, give her destination, and to sign herself in on her return. Students leaving the immediate surroundings (for example, to walk on the Nature Trail or to run) should sign in and out. It is imperative that we know where students are at all times during the school day. Any student who neglects to sign in or out will be given judiciary. If it happens a second time, she will be given detention. Any further infractions will be referred to the Disciplinary Committee. Any visitors need to abide by sign in regulations.
7. If a student needs to leave the school building during the school day for an appointment, her parent/guardian must contact the Upper School Office by 8:30 AM via email or phone to notify US Office staff. In addition, the student is expected to sign herself out, give her destination, and to sign herself in on her return in the US Office. She must exit and re-enter the building through the front door (not the US entrance).
8. The school belongs to the community and students are expected to share in the responsibility for its clean, healthy, and orderly appearance. Food and drink, with the exception of bottled water, are not allowed in the Resource Center, library, or classrooms before, during or after the school day. Teachers, at their discretion, may occasionally allow students to eat in classrooms. Students must eat lunch in the dining room only, or the picnic tables outside the dining room. The Serpentine Parlor may be used only with permission. Only during teacher-sponsored meetings, when a teacher is present and has given permission, may a student eat lunch in any area other than the dining room or the picnic tables outside the

dining room. Privileges to snack in the hallway will be revoked for a period of time if there is trash or food left in the hallway.

9. All students are responsible for keeping the USRC. clean. Personal items should be stored in lockers and backpacks/book bags belong off tables and out of walkways. All sports equipment must be stored in the locker room. If sports equipment and other items are left in the incorrect place, they will be placed in the Lost and Found. Failure to keep the USRC clean may result in a judiciary infraction. Failure to keep the senior section clean may result in a temporary loss of senior privileges.

10. Headphones are only permitted to be used for recreation during a student's free period; they are not to be worn in hallways or while walking. Cell phones, social media, texting/messaging on any device, and electronic games are not permitted. Other electronic equipment used inappropriately may also be confiscated and reported. (See Electronic Equipment in All-School policies section of Handbook.)

11. Students are not permitted to sleep in the Resource Center. Students may go to the Nurse's Office if they are sick, or if they are free and just tired.

12. When students have prior knowledge of a trip or another commitment resulting in their absence from school, then the student is required to notify their teachers; if they will be absent for 3+ consecutive days they are required to submit a "planned absence form" to the Upper School office.

13. Students shall comply with all handbook policies at any event where they represent the school and the Stuart community.

14. Students may not use transportation services other than those coordinated by parents/guardians/guardians administration. Administration must give permission for any outside transportation services to be utilized. This includes, but is not limited to: Uber, Lyft, Click-n-Ride, etc.

15. Students may not order food from outside vendors during the school day or after school without special permission from an administrator.

16. Students may not have visitors to Stuart without specific permission from their Division Head. The Division Head may grant permission for a student to have a visitor in consultation with the student's parents/guardians. At no time may students invite other students to come to Stuart during the school day or after school without specific permission. If a visitor is granted permission to be in school during the day, the school requires an emergency contact form for the visitor to be kept on file for the duration of the visit. The visitor must sign in and sign out at the front desk and the division office. Confirmation of adult supervision must take place at that time. Please consult your Division Head for divisional requirements for visitors.

17. School sponsored trips and activities, such as retreats and class trips are mandatory, not optional. Failure to participate is the equivalent of cutting school and can therefore result in judiciary or disciplinary action.
18. Students who cut school will be referred to the Discipline Committee. Additionally, parents/guardians will be notified.

The Judiciary Committee Process

The Judiciary Committee exists to establish a consistent and fair discipline system. It is meant to create a sense of personal responsibility and respect for our entire community and our surroundings. The Judiciary Committee has set up a penalty system for infractions of school rules. If a student fails to meet the responsibilities listed in this handbook, she will be called before the Judiciary Committee or the Head of Upper School. For purposes of consistency, the following guidelines are recommended:

Level I Infractions: (20-minute detention)

- Technology violation*
- Inappropriate behavior*

Level II Infractions: (30-minute detention)

- Failure to park in third lot
- Eating in non-designated areas
- Technology violation*
- Inappropriate behavior*
- Failure to follow food service/dining hall regulations

Level III Infractions: (45-minute detention)

- Three tardies to school
- Late to class three times
- Cutting class or another commitment
- Failure to sign “in” or “out”
- Failure to indicate location in sign out book
- Dress code violation of any kind
- Technology violation*

- Inappropriate behavior*

**Technology and inappropriate behavior violation levels will vary upon case by case situations, and are at the discretion of the faculty or staff member.*

The basic penalty for infractions of school rules is detention; the length of the detention will depend on the severity of the infraction. Judiciary takes precedence over other extracurricular obligations.

The Judiciary process begins with a conversation between the student and the reporting faculty or staff member. Following the initial conversation, the student will get a notification via e-mail from the Dean of Students detailing the infraction, the date of infraction, the level of the infraction, and the assigned detention; the notification may also include a meeting request. If the student does not complete the judiciary within the time allotted, and does not request an extension, the length of the detention will be doubled, then tripled. Should the student fail to complete the detention in the amount of time given, the student's parents/guardians will be notified, ***and the student may be referred to the Disciplinary Committee*.** In addition to detention, the Committee may also recommend a suspension or loss of student privileges.

Disciplinary Committee

A violation of any of the four following regulations is so serious that major disciplinary action will be taken by the Head of the Upper School and Head of School in accordance with the Disciplinary Committee process. For serious infractions, the Head of School, at her discretion, may choose to circumvent the Disciplinary Committee Process and make a sole determination of the appropriate disciplinary consequences.

1. **Academic Honesty:** Stuart is an intellectual community. Adherence to standards of academic honesty is expected from all members. No student should give or receive help on any test or quiz or discuss the content of any test or quiz with a student in another section of the same course or with a student who must make up the test. She should not give or receive assistance on homework or other assignments unless the teacher has given the class permission to do so.

   No student should present as her own the ideas, interpretations, statistics, words, or structure of another. These actions are considered to be plagiarism, which includes quoting directly from another source without using quotation marks and citations and/or incorporating into a paper the ideas of another person without citations. A student should be aware that changing a few words or slightly altering

the structure of a passage is plagiarism. She should therefore use her own words and sentence structure when paraphrasing, and still consider using a citation if it too closely resembles the original passage. Failing to include a bibliography of all sources read in the preparation of a paper is another form of academic dishonesty. Sources include but are not limited to: Encyclopedias, books, periodicals, papers written by another, and the Internet. While we understand that certain concepts may be difficult for a student to fully comprehend, we will investigate any instance in which plagiarism could be an issue. It is our hope and our intent that such investigations will prove to be valuable learning experiences for the student, so that she will feel confident of her ability to write research papers in college. No student should present for one class a paper that she has prepared for another class. A paper cannot satisfy the course requirements for more than one course unless the instructors involved give their permission. Stuart discourages the use of translators in its World Languages classes.

Cheating and plagiarism are serious violations not only because such actions affect the student and her academic future but also because they affect the intellectual environment and standards of the entire Stuart community. When cheating or plagiarism occurs or is suspected, the teacher must notify the Head of Upper School of the incident. The Head of Upper School will consult in a confidential manner with the faculty members involved to investigate the incident. If the student is referred to the discipline committee then the Disciplinary Committee Process described in this handbook will be followed.

2. **Personal Integrity:** A community can exist only if there is respect and trust among its members. Honesty is a primary value of the Stuart community as well as of the larger society of which we are a part. Stealing is a violation of the rights of others; no student may use, take or borrow any property that belongs to another without permission. Lying is a violation of trust; students are encouraged to be true to their word on all occasions. Neither lying nor stealing will be tolerated in the Stuart community. Inappropriate behavior of any kind may be subject to disciplinary action.

3. **Alcohol and Drugs:** Stuart is a part of a larger community and adheres to the laws of our society. In New Jersey it is unlawful for anyone under age 21 to buy or have delivered or served to her any alcoholic beverage. If a student possesses or consumes or is under the influence of alcoholic beverages at Stuart or a

Stuart-sponsored event, she will be referred to the Disciplinary Committee. If she makes alcoholic beverages available to anyone else, or if she is present and condones such action although not necessarily consuming alcohol herself, she will be referred to the Disciplinary Committee.

Illegal drugs are not to be used by Stuart students. If a student possesses, consumes or is under the influence of drugs, or seeks to make them available or condones any of the above actions by her presence, either on campus, 1,000 feet surrounding the campus or at any Stuart-sponsored function, she will be referred to the Disciplinary Committee. Drugs prescribed for a student for medical reasons must be registered with the school nurse, and be administered by the school nurse.

Students who sell or make available illegal substances to anyone at Stuart or on a Stuart sponsored event may be asked to withdraw from school.

4. **Computer Violations:** All computer network use is monitored. Any student who sends threatening or offensive e-mail, who violates network security or integrity, or who logs into the niche of another may be referred to the Disciplinary Committee.

The Disciplinary Committee Process

The Disciplinary Committee deals with infractions of the four regulations stated above which may result in suspension or expulsion. The Committee also has the right to consider any other behavior not listed above which it considers serious enough to merit Disciplinary Committee action. This does not mean that conduct referred to under SCHOOL POLICIES REGARDING EXPULSION AND SUSPENSION must be referred to the Disciplinary Committee.
The Disciplinary Committee is comprised of the Committee Chair, who is the Upper School Dean of Students, two Upper School faculty members, the President of the Student Council and the Chair of Judiciary Committee. If any member of the Disciplinary Committee is involved in the incident they may not participate. The Committee can be called into session by recommendation of the Judiciary Committee, by the Head of School, or by the Head of the Upper School. After the Disciplinary Committee hears the evidence, the Committee will make a recommendation to the Head of Upper School, who will make the final decision and inform the Head of School. The Head of Upper School will inform the student, the student's parent(s) or guardian(s), and her advisor of the decision.
Typically, with the exception of a significant violation of the above stated expectations, the first

disciplinary offense could result in loss of credit, detention, disciplinary probation, and loss of some privileges. A student on Disciplinary Probation may, for a specified period of time, lose her privileges, be required to spend free periods under supervision, be removed from participation in school activities, and/or be required to perform additional service in the school or community. While on Disciplinary Probation, a student is not eligible for any school-wide award**.** A letter will be placed in the student's file for a specified period of time. The Head of Upper School will request that parents/guardians have a conference to discuss the conditions surrounding disciplinary probation.

Repeated disciplinary offenses may result in expulsion or a request for withdrawal. In any case which could result in suspension or expulsion, the Head of School will make the final decision. Please also refer to SCHOOL POLICIES REGARDING EXPULSION AND SUSPENSION in this handbook. While disciplinary matters are generally treated as confidential, the Administration may, when deemed appropriate, discuss any disciplinary matters as they affect the Stuart community.

Dress Code

The following dress code regulations apply from 7:55 a.m. to 3:10 p.m. and at school-sponsored events. Any teacher or administrator at Stuart Country Day School of the Sacred Heart has the right and responsibility to monitor and enforce uniform requirements and inform the US Dean of Students of any infraction. The Dean of Students may refer chronic uniform infractions to the Head of Upper School.

Daily Dress Code

Bottoms:

- Skirts: Black Watch plaid kilt, skirt, or skort.
    - Skirts are required to be no higher than 5 inches above the knee
    - The following are permitted to be worn under skirts
        - Shorts or spandex may be worn under skirts but may not be visible
        - Tights: Plain navy blue, black, or white.
        - Leggings: Plain black or navy blue ankle-length leggings may be worn. No logos or designs are permitted except for school name or logo. No sweatpants are allowed under the uniform skirt.
- Pants (optional): Navy blue or black pants may be worn.

Tops: All approved tops included below must have a Stuart logo.

- Polo Shirt: White, navy blue, black, or hunter green polo shirt in women's or relaxed fit.
- Sweaters: Cardigans or crew neck sweaters.
- Please note: a polo shirt or oxford shirt must be worn underneath the uniform-approved sweater
- Sweatshirts: Any Stuart sweatshirt purchased through the school may be worn with the uniform except on Mass Day Dress days. The sweatshirt should not be altered in any way and must be worn right side out.

    - Please note: a polo shirt or oxford shirt must be worn underneath the uniform-approved sweatshirt

Shoes:

- Closed-toe and full-backed shoe of choice. Slippers, clogs, heels, flip-flops, sandals, crocs, and boots are not in uniform shoes.
- Socks: White, navy, black, or hunter green

Mass Day Dress Uniform: Students will be notified in advance of when they will need to be in dress uniform. The dress uniform includes the following:

- Bottom: Black Watch plaid skirt or pants
- Top: White short or long-sleeve button down/oxford shirt
- Blazer

Senior Uniform Privileges:

- Seniors may wear college sweatshirts of any college to which they have been accepted, starting in January. Long or short-sleeve college t-shirts are acceptable with a school polo or oxford underneath.

Non-Uniform Days and School-Sponsored Events:

- Pants, jeans, shorts, skirts, leggings, and dresses can be worn. The length of a skirt, dress or shorts should be mid-thigh or longer. Students may not wear spandex shorts, pajamas, or ripped/distressed jeans.
- All tops must cover the mid-section, front and back, including when arms are raised above the head.
- T-shirts/sweatshirts may be worn. Shirts with any mention of alcohol, drugs, violence, cigarettes, or sex are not allowed.
- Hats may be worn to school but must be removed in indoor gathering spaces. A teacher may request students to remove hats for class.
- On game days only, athletes may wear Stuart game jerseys or team-issued athletic warm up suits. Plain sweatpants may be worn. Spandex shorts are not allowed.
- Shoes must be worn at all times.

The process for enforcing the dress code standards is listed below. For any offenses beyond those listed below, the student will be reported to the Disciplinary Committee.

- *First offense* – The student's advisor will speak to the student about the violation and ensure an understanding of the expectations moving forward.

- *Second offense* – The Dean of Students will contact the student and their parents/guardians via email noting the repeat offense and issue a warning that the third offense will result in detention.

- *Third offense* – The student will be required to serve a 45-minute detention.