

PORTER-GAUD

Upper School Handbook



2023-2024

Student-Parent/Guardian Handbook

Porter-Gaud Upper School

2023-2024

Dear Upper School Families,

On behalf of the Upper School Faculty and Staff, I'd like to welcome you to the 2023-2024 School Year. As we stand in the front of a new academic year, the profound significance of the WATCH prayer resonates deeply within us. It serves as a compass, directing our intentions and actions towards a shared journey of growth and enlightenment.

Porter-Gaud is more than a school; it is a vibrant community. Our institution's elevated expectations for faculty, staff, students, and parents alike necessitate a shared individual responsibility as guardians of our mission – one that focuses on nurturing growth through our Vision of a Learner. Our dedicated faculty and staff embody the school's mission each day as they inspire lives of purpose, learning, and service through cultivating each student's God-given potential.

This Handbook is designed to answer the questions parents and students may have during the school year. It has important information about students' rights and responsibilities. Therefore, all parents and students are responsible for knowing its contents. This Handbook provides not only with routine information, but is also a documentation of our core beliefs, our goals, our expectations, and the procedures for a student in the Upper School. Please take the time to become familiar with the information within. Each year, students and parents sign an acknowledgement of the contents of the Handbook signifying their dedication to maintaining its expectations and provisions.

I encourage you to fully invest in your family's role in the Porter-Gaud experience, not only as an outstanding academic institution with high-achieving students, artists and athletes, but also as a community with a clear ethos of care using our words, actions, thoughts, character, and habits to guide all things.

My best wishes,



Silvia Sollenberger Davis
Head of Upper School



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Disclaimer

Being a part of the Porter-Gaud community is a privilege, not a right. The guidelines and policies outlined in this handbook are not part of the enrollment contract and do not confer any contractual rights on any party. The policies and procedures set forth in this handbook replace all prior inconsistent policies, written and oral. From time to time it will be necessary for Porter-Gaud School to change, delete, or add to this handbook. Nothing in this handbook binds Porter-Gaud School to any specific procedures, policies, or privileges. The effective management of a school community requires that the school have broad discretion in addressing individual circumstances and situations that arise in the life of the school so as to carry out the School's mission.

Additionally, in this document, Porter-Gaud School is also referenced as Porter-Gaud and the School. Any references to Porter-Gaud, the School, or a school in general are intended to mean Porter-Gaud School and should be interpreted as such.

Non-Discrimination Statement

Porter-Gaud School admits students without regard to race, sexual orientation, gender, color, national, religious, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, sexual orientation, color, national, religious, or ethnic origin in administration of its educational policies, tuition assistance programs, athletic programs, and other administered programs.

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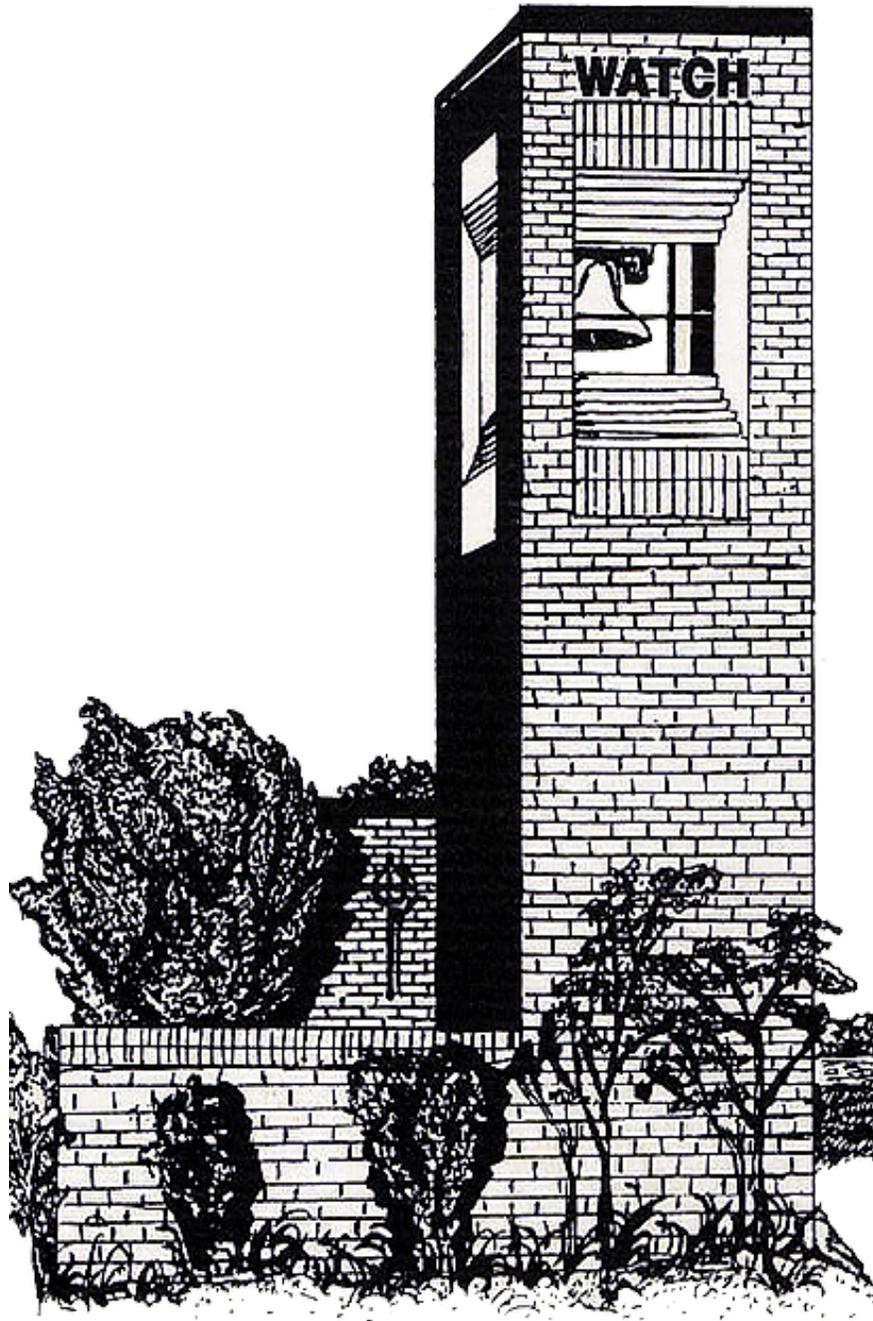
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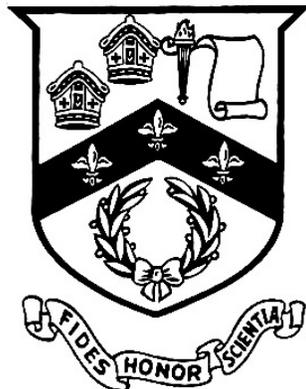
Philosophy, Organization, & Overall Expectations



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The Porter-Gaud School Crest



The two miters in the upper left portion of the seal represent the two Episcopal Church dioceses which have done so much to foster the growth and development of Porter-Gaud School. The wreath in the lower portion represents honor and achievement, while the scroll and torch in the upper right hand corner stand for knowledge. From these symbols is derived the school's motto: FIDES, HONOR, SCIENTIA (faith, honor, knowledge). In the center of the seal is the fleur-de-lis adopted as the royal emblem of France by Charles V in 1376. Here it symbolizes the unity of the three schools which were combined to form Porter-Gaud.

Porter-Gaud Alma Mater

Above the grand old oaks by the Ashley
Stands a tow'r in wisdom, our guide,
Ringing, reaching to us, her congregation,
Our teacher, our mentor, our pride.

The memories of youth that we cherish,
Of the halls where the anthems resound,
Times gone by will call us here together,
A family, through our love we are bound.

Porter-Gaud, we stand and salute thee.
By the cross fly the banners of garnet and gray
A pillar of knowledge, of honor, and truth.
In our hearts your memory will stay — Porter-Gaud!

Steven Chao '88
Scott Atwood '90

School Colors

Garnet and Gray

School Mascot

Cyclone

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Porter-Gaud Mission Statement

To inspire lives of purpose, learning, and service through cultivating each student’s God-given potential.

Vision

To serve as a leader in Faith, Honor, and Knowledge in our community and the world.

A History of W.A.T.C.H.

WORDS

ACTIONS

THOUGHTS

CHARACTER

HABITS

Like most stories passed down over years, there are several versions of how these came to be “watch words” here at Porter-Gaud. Our former archivist, Ralph Nordlund, tells us that around the turn of the twentieth century, a minister visited the campus to deliver a sermon to the boys of Porter Military Academy and took notice of the Porter Family crest that the boys wore on their uniform. At the bottom of that crest was the word “watch,” and from it, the minister built an anagram to highlight the message he wanted the PMA boys to hear that day. His text was from II Timothy, “But WATCH thou in all things . . .”

This symbol and that minister’s words endure today as a reminder of our mission to cultivate a School community which helps its students build a “foundation of moral and ethical character and intellect.” We support our students in developing productive habits in their thoughts, words, and actions which will develop the strength of character necessary for thoughtful lives of purpose and service.

W.A.T.C.H. Prayer

May our WORDS be full of truth and kindness, our ACTIONS gracious and honorable, our THOUGHTS unselfish and charitable, our CHARACTER noble and upright, and our HABITS virtuous, so that our school family may grow in FAITH, HONOR, and KNOWLEDGE as we W.A.T.C.H. together in all things.

Statement on Diversity, Equity, and Inclusion

Porter-Gaud is committed to creating an inclusive and equitable community in which all individuals can contribute to school life and develop a sense of belonging. In accordance with our Episcopal identity, we seek to honor the God-given dignity of every human being in our words, actions, thoughts, character, and habits. We actively work to gain a deeper understanding of difference through openness, curiosity, and empathy, and we embrace diverse cultures, backgrounds, and ideas to broaden and enrich who we are.

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Community Engagement And Belonging Terminology

To understand the School's approach to diversity, equity, and inclusion, we adopted the following terminology:

Community Engagement

Community engagement is the process of identifying and addressing issues affecting the well-being of all members of the community, as well as celebrating the joy of coming together as one. (Romans 12:3-5)

Belonging

Belonging is an outcome. It means different things to different people and implies the feeling of security, appreciation, support, fair treatment, and acceptance as a beloved member of the community. (Ephesians 2:13-22)

Diversity

The intentional development of school communities where people of different backgrounds, identities, and points of view come together as a body. Diversity is both a source of strength and a primary means of enhancing the intellectual, social, spiritual, and moral life of the school. (Rev. 7:9-10)

Inclusion

Beyond the sheer presence of a diverse group of people, inclusion is the process by which members of the community honor one another's inherent dignity, welcome many voices (especially those from underrepresented and historically marginalized communities), and work toward the ongoing broadening of the community's horizons. (Romans 15: 5-7)

Equity

Equity is the condition where fairness and faithfulness thrive, and all members of the community are respected for their inherent dignity as human beings and capacity to contribute to the building up of the life of the school. Toward that end, we at Porter-Gaud intentionally seek to identify barriers to creating a more equitable community. (Psalm 33:5)

Justice

The courageous and continual attention to and advocacy on behalf of those most vulnerable in the community (Proverbs 31:8; Isaiah 1:17a)

Dignity

Dignity speaks to the inherent and unconditional worth of all human beings and the primary lens through which we view each community member. (Gal. 3:28)

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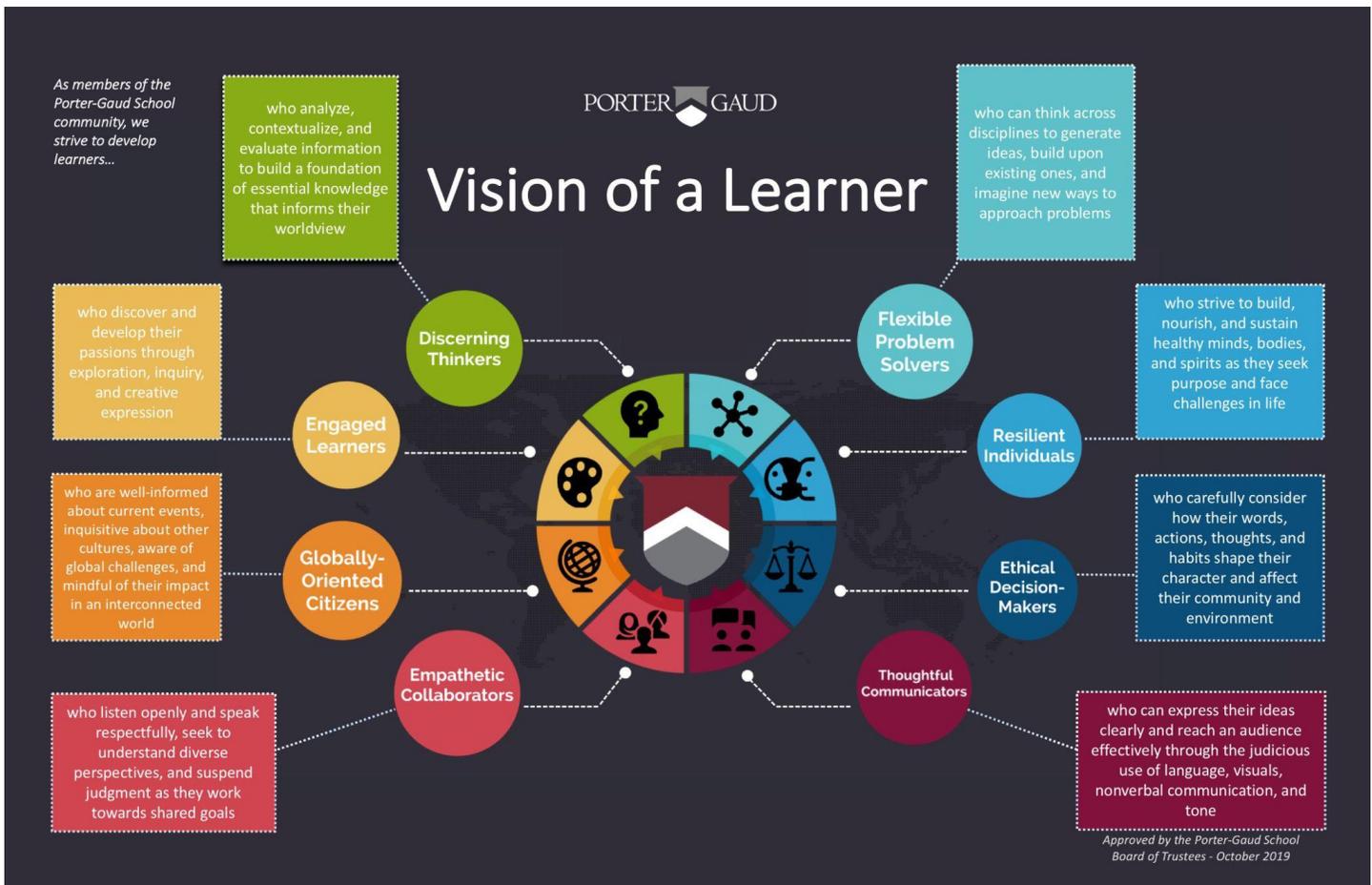
Social Justice

The integration of the ideals and concepts of equity, justice, and a fair society throughout the life of the school; the embracing and honoring of diversity; and the integral inclusion of community service and service-learning. (Isaiah 1:17; I Corinthians 12:26; Philippians 2:3-4)

Vision of a Learner

All Porter-Gaud students should have an educational experience that prepares them to be effective lifelong learners and contributors to our global community. Now more than ever, the Porter-Gaud experience must not only provide for the acquisition of rigorous academic content, but it must also be more intentional about fostering critical thinking, communication, collaboration, creativity, and other forward-looking skills our young people need to thrive in this complex, rapidly changing world.

Approved by the Board of Trustees in 2019, the collective vision shared below articulates our community's aspirations for all our students.



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Statement of DEI Philosophy for Curriculum & Programming

In conjunction with our Vision of a Learner and the school mission, Porter-Gaud will consider the following diversity, equity, and inclusion learning goals as we continue to develop and implement our academic curriculum as well as our co-curricular programming choices. Doing so will help create a more empathetic, inclusive, and equitable student community to better prepare our students for an increasingly diverse and globally-connected world.

We will strive to develop learners who...

- understand how their identities, perspectives, and relationships with others are shaped by their membership in multiple groups in society.
- appreciate the diverse perspectives and experiences of a wide range of ethnic groups, cultures, and people through studying their history, language, literature, art, music, and contributions to math and science.
- have the ability to lean into and learn from the discomfort and uncertainty that may result from having discussions about identity, diversity, and racism with confidence, trust, and grace for one another.
- engage in productive civil discourse and collaborate effectively with individuals from increasingly diverse backgrounds in their future school and work lives.
- understand the harm created by racism, exclusion, prejudice, and other forms of injustice.
- work towards creating a more equitable and just society.

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Upper School Administration & Staff

Silvia Davis
Head of Upper School.....843.402.4838

Brent Hilpert
Assistant Head of Upper School
Dean of Students.....843.402.4707

Father Palmer Kennedy
Head Chaplain.....843.402.4689

Liz Boesch
Dean of Wellness
Upper School Counselor.....843.403.4855

Fran Ridgell
Upper School Counselor.....843.402.4824

Ken Hyde
Assistant Head of School for Enrollment
Management and Parent Relations.....843.402.4775

Paige Baran
Asst. Director of Admission, MS and US.....843.402.4752

Becca Weil
Registrar.....843.402.4710

David Myer
Upper School Scheduler.....843.402.4755

Al Wilson
Interim Athletic Director.....843.402.4784

Hope Walters
Associate Athletic Director.....843.402.4678

Jennie Harris
Director of College Counseling.....843.402.4702

Alex LeBlanc
Assistant Director of College Counseling.....843.402.4758

Audrey Holsten
Assistant Head for Academics.....843.402.4777

Bess Bluestein
Upper School Learning Specialist.....843.402.4804

Yerko Sepúlveda
Director of Community Engagement &
Belonging.....843.402.4767

Terra Burke
Associate Director of Community Engagement
& Belonging / Coordinator of PG Fellows.....843.402.4675

Gretchen Tate
Director of Community Service.....843.402.4791

Phil Zaubi
Director of Technology.....843.402.4711

Margie Stanbrook
Director of Financial Aid/Student Billing.....843.402.4681

Kate Gilliom
Administrative Asst. to College Counseling.....843.402.4805

Karie Ann Crowther
Upper School Administrative Assistant.....843.402.4709

Dana Cadden
Upper School Receptionist.....843.402.4776

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Department Chairs

David Renton
Computer Science Chair.....843.402.4682

Paul Baran
History Chair.....843.402.4800

Father Palmer Kennedy
Religion & Philosophy Chair.....843.402.4689

Aaron Lehman
English Chair.....843.402.4693

Jessica Schenkel
Mathematics Chair.....843.402.4840

Caitlin Adelson
Science Chair.....843.402.4802

Ashley Stock
Fine & Performing Arts Chair.....843.402.4786

Emma Greenwell
World Languages Chair.....843.402.4814

Hope Walters
Physical Education Chair.....843.402.4678

Upper School Teaching Faculty

Adelson, Caitlin*.....Science
Adkinson, Bennett.....Science
Baran, Paul*.....History
Batalis, Gretchen.....World Language
Bauer, Sarah.....Science
Blaney, Bernard.....Science
Bruce, Walker.....Science
Bruton, Jana.....Mathematics
Cao, Yan.....World Language
Click, Jordan.....World Language
Deitrich, Sean.....Computer Science
Downing, Meagan.....Science
Fernández, Eva.....World Language
Fisk, Samantha.....History
Goehring, Kristen.....Science
Good, Liz.....History
Greenwell, Christopher.....History
Religion & Philosophy

Greenwell, Emma*.....World Language
Harpe, Barbara.....Mathematics
Helin, Alice.....Library
Hyde, Holly.....World Language
Kennedy, Palmer*.....Religion &
Philosophy
Knight, Hugh...Fine & Performing Arts
Kuchler, Tori.....Mathematics
Laskodi, Abby.....English
Lehman, Aaron*.....English
Lopez Torres, Carlos.....Mathematics
McCabe, Mike.....History
Michaels, Joseph.....English
Myer, David.....Mathematics
Preslar, Janet...Fine & Performing Arts
Renton, David*.....Computer Science
Riesenberg, Nora.....English

Rodgers, Isaac.....Physical Education
Romano, Sarah.....English
Sanders, Josh.....PG Fellow, English
Schenkel, Jessica*.....Mathematics
Shealy, Julia.....World Language
Smith, Anna.....English
Smith, Childs.....English
Stock, Ashley*..Fine & Performing Arts
Tate, Gretchen.....Science
Tillman, Ricky.....Physical Education
Weaver, Christopher.....History
Webster, Celeste.....World Language
Westerman, Tom.....History
Wood, Ragan.....Physical Education
Fine & Performing Arts
Woram, Kevin.....History
Yochum, Marcia.....Mathematics
Zaubi, Allie.....World Language

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Who to Contact When

If you have questions about...	Contact Person	Contact Information
Your child's academic performance, class schedule, or academic advising	Your Child's Advisor	Please see the Porter-Gaud Directory for your child's advisor's contact information.
Overall education, academic policies, and school programming	Silvia Davis Head of Upper School Audrey Holsten Assistant Head for Academics	843.402.4838 sdavis@portergaud.edu 843.402.4777 aholsten@portergaud.edu
Student activities and clubs, disciplinary matters, attendance questions	Brent Hilpert Upper School Dean of Students Assistant Head of Upper School	843.402.4707 bhilpert@portergaud.edu
Scheduling Concerns	David Myer Upper School Scheduling	843.402.4755 dmyer@portergaud.edu
Community Service and Volunteer Opportunities	Gretchen Tate Director of Community Service	843.402.4791 gtate@portergaud.edu
Grade Specific Programming	Class Dean	Please see the list of Class Deans above.
Transcript Requests, Grade Reporting Questions	Becca Weil Registrar	843.402.4710 bweil@portergaud.edu
Questions about Departmental Policies and Course Offerings	Upper School Department Chairs	Please see the list of Upper School Department Chairs above.
Questions or Concerns about a Student's Emotional, Mental, or Social Well Being	Fran Ridgell Upper School Counselor Liz Boeschen Upper School Counselor Dean of Wellness	843.402.4824 fridgell@portergaud.edu 843.403.4855 lboeschen@portergaud.edu
Questions about Learning Support	Bess Bluestein Upper School Learning Specialist	843.402.4804 bbluestein@portergaud.edu
Health Issues and Medical Information	Nurse Anna Smith School Nurse Practitioner	843.402.4790 nurse@portergaud.edu
Reporting an Absence or Tardy	SchoolPass App (please use the app)	Please contact the IT Department if support is needed. helpdesk@portergaud.edu
College Counseling: Application Process and Timeline, Teacher Recommendations, etc.	Jennie Harris Director of College Counseling	843.402.4702 jharris@portergaud.edu

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Standardized Test Scores: PSAT, PreACT, SAT, AP Exams	Alex LeBlanc Asst. Director of College Counseling	843.402.4758 aleblanc@portergaud.edu
Testing Logistics: AP Exams, PSAT, PreACT	Kate Gilliom College Counseling Administrative Asst. Testing Coordinator	843.402.4805 kgilliom@portergaud.edu
Athletics	Al Wilson Interim Athletic Director	843.402.4784 awilson@portergaud.edu

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The Essentials at Porter-Gaud

A more detailed description of Porter-Gaud rules and policies is found later in this handbook.

A modern version of the New Testament translates the passage from II Timothy “But WATCH thou in all things” to “But you, keep your head in all situations.” This expectation of thoughtful behavior in every situation, coupled with the Golden Rule “So in everything, do to others what you would have them do to you,” sums up Porter-Gaud’s standard for members of the School community.

Be truthful in every situation, both with yourself and with others—in academics, in relationships, in work settings—wherever you are and whatever you are doing.

- **Make observing the Honor Code a daily priority.** Respect yourself and others in every situation. Show kindness and understanding in the way you treat others, and do not involve yourself in actions that are demeaning to you or anyone else.
- **Model courteous and respectful behavior in all areas of school life.** Our behavior in all venues including the classroom, athletics, and the assembly and chapel programs should reflect the best of our School.
- **Drive carefully on campus and respect carpool and parking rules.** Regardless of how busy or behind schedule you are, remember to obey the rules that enable us to function safely and efficiently in this area.
- **Respect the rules about technology use on campus.** Don’t use computers, cell phones, iPods, iPads, or other digital devices in violation of School policies.

Be responsible in all your thoughts, words, and deeds. Approach every commitment with a good attitude and a will to do your best, and actively look for ways that you can serve others. When something goes wrong, don’t blame others, but take the initiative to make it right.

- **Be where you are supposed to be when you are supposed to be there.** Be on time for classes, meetings, and other events, and don’t leave campus or go to the parking lot without permission from the office.
- **Be responsible in your on and off campus behavior.** It is a privilege to be part of the Porter-Gaud community, and student behavior on and off campus should model the principles of the School. If the School deems that improper behavior by a student whether during School related or non-School related activities is damaging to the welfare of Porter-Gaud students, the standards of the School, or its reputation within the community, Porter-Gaud reserves the right to take serious disciplinary action, including suspension or dismissal.
- **Understand that certain things are absolutely forbidden at school.** Drugs, alcohol, tobacco, weapons, harassment, threats/violent behavior, or any other illegal activity is not tolerated at School, and any student involved with these items or in these types of activities may be dismissed.

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Honor at Porter-Gaud

“As a student of Porter-Gaud School, I pledge not to lie, cheat, or steal.”
Fides. Honor. Scientia.

Nothing is more central to the Porter-Gaud mission of developing scholarship and character than the Honor Code (see quotation above). Through it, we seek to instill in students an active engagement in the standards of personal integrity, trust, and responsibility to both community and self. Being honest with oneself and with others is essential to building the relationships of trust that constitute the core of a healthy, ethical school community. Honor is an essential expectation of the individuals who attend Porter-Gaud School and finds its inspiration in Rev. Porter’s foundational W.A.T.C.H. prayer.

Upper School students are required to acknowledge the expectations of honor in three ways. First, every class collects a signed acknowledgement of honor expectations from each student; these are held by the teacher over the course of the year and furnished to the Honor Council in the event of an incident. Second, every major assignment (including, but not limited to, exams, tests, papers, labs, inter alia) requires a signed acknowledgement of the honor pledge. Third, the foyer of the Upper School features a signatory board that is signed by every student signifying a public commitment to honor. A student’s enrollment in Porter-Gaud indicates his or her willingness to comply with our Honor Code.

The Honor Council

The Honor Council is an organization comprised of student-elected members, a tradition which dates back at least one hundred years to Porter Military Academy. The honor system is enforced by a student-administered Council of ten. One student is elected from each class, each year; once elected, that individual serves for the remainder of his or her high school career. Service on the Honor Council supersedes all other co-curricular activities; members, therefore, exemplify admirable dedication as guardians of the tradition. Faculty advisors provide guidance and logistical support, but the routing and adjudication of all infractions lies entirely within the students’ purview. Furthermore, the Honor Council is self-governing, and any changes to the bylaws or Council protocols must be approved and endorsed by the student members.

A suspected violation of the Honor Code will be handled exclusively by the Honor Council. A screening committee, consisting of the Chair, Vice-chair, a rotating Junior, and at least one Advisor, determines whether a report merits a full hearing. Reports may be dismissed, receive an ‘intervention’ (internal warning), or culminate in a formal hearing. Should an infraction be steered to the full Council for a hearing, a quorum of no less than seven members and one advisor is required. In this case, the advisor of the student will notify the parents of the student of the pending case. The Chair (or the Chair pro tempore) does not vote, except in the case of a tie. The charged student, with the support of his or her academic advisor who receives specific guidance, will appear before the Honor Council to enter a plea and to answer questions. In the instance of a hearing, the Honor Council adjudicates guilt or innocence;

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though unanimity is the default expectation for a guilty verdict, a simple majority suffices to render a decision. The Honor Council renders a decision based on factual evidence and testimony; it does not consider a charged student's intention or motivation. Similarly, the Honor Council is not privy to extenuating factors which may be taken into consideration by the Head of Upper School and the Assistant Head of Upper School. On the next school day, the Chair (or the Chair pro tempore) conveys both verdict and recommended consequences to the Head of Upper School and the Assistant Head of Upper School, with both of whom the ultimate decision rests. Should expulsion be recommended, the Head of Upper School refers the case to the Head of School's Committee of Review. The subsequent decision of the Head of School is final. The Honor Council is bound by strict confidence to protect all aspects of the case, especially the identity of the charged student.

Of equal importance, the Honor Council also provides support to all divisions through education and consultation, ensuring its role is as preventative as it can be punitive. Student Council members also furnish periodic honor reminders to the student body, particularly around Exam periods, while also serving as a resource to Middle School administrators and faculty. The Advisors will report the number and nature— but not the specifics— of Honor Council activity to the faculty each semester. This combination of confidential transparency serves to inform the greater community while protecting its individual members.

Please consult the Honor Council webpage for more details:

www.portergaud.edu/academics/honor-at-pg.

Exceptions to Standard Honor Council Procedures

When, in the Head of Upper School's judgment, exceptional or urgent circumstances arise which may threaten the safety or well-being of individuals or the School community (or may involve possible statutory violations or may require the involvement of law enforcement officials), the Head of Upper School has broad discretion to supersede normal procedures and to direct an administrative investigation and adjudication of such exceptional cases.

Honor Infractions

Any question of interpretation of the Honor Code should be directed to a member of the Honor Council or its Advisors. Consultation with any member of the Honor Council does not bind the inquiring party to a formal report. Once an incident report is filed, however, the Honor Council follows its protocols independently until the issue is resolved in one of the eventualities outlined above. The Honor Council focuses principally on academic concerns. Also of note: the Council purview, except in relevant academic matters, does not extend beyond campus.

Personal Honesty is essential to building trust; therefore, students should be certain that they use words thoughtfully and truthfully when communicating with teachers, staff members, administrators, and each other in order to avoid misrepresenting or intentionally creating a false impression of any

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School business. Respect for personal property is essential to building a safe and responsible community. Taking (even temporarily), or attempting to take, another's property without his or her permission shows a lack of respect for others which harms the owner of the property, the Porter-Gaud community, and the person who has taken that property. Another form of dishonesty is forgery—falsifying a signature on a document. Dishonesty, theft, and forgery are breaches of the Honor Code.

Academic Honesty is essential to building scholarship and character.

- Quizzes, tests, and exams are to be the sole work of the individual with no visual, verbal, electronic, artificial intelligence, or other assistance, whether planned or accidental. Possession of any item or material pertinent to any quiz, test, or similarly assessed activity— defined as: on one's person, or in one's immediate and visible vicinity, without the knowledge and explicit, expressed consent of the instructor is a breach of the Honor Code.
- Communicating test or examination information to any student who has not yet taken the test or exam or the use of this information by a student, without the knowledge and explicit, expressed consent of the teacher of the course is a breach of the Honor Code.
- Communicating completed workbooks or written assignments to another student or the use of these materials by another student except with the knowledge and explicit, expressed consent of the teacher of the course is a breach of the Honor Code.
- Working together is permitted only with the approval of the teacher of the course, and all work submitted must be the student's own. Copying another's work is considered a breach of the Honor Code.
- Students are encouraged to review specific course honor expectations signature pages and/or consult with the course instructor for any explanation or elaboration of class expectations.

Intellectual property — defined as: the words and ideas of others — is highly valued in every academic community. Therefore, plagiarism — taking someone's words and/or ideas without giving that person credit — is stealing and constitutes a serious Honor offense. Students and their teachers should review together the standards and expectations for source citation for papers and lab assignments, among other types of assignments and activities. For example, when preparing lab assignments, students are to collect their own data for each experiment unless working with an assigned partner or unless specific permission has been given by the instructor of the course to use data from another source. When using another's data proper credit must be given.

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Plagiarism

Because plagiarism constitutes a special case of academic dishonesty and one that, because of its complexity, may be a source of misunderstanding for the student and parent, we include the following definition and example of plagiarism reprinted by permission of the Modern Language Association of America from *The MLA Handbook for Writers of Research Papers*, (New York: Modern Language Association, 1988, pp. 21-23):

Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. The word comes from the Latin word *plagiarius* ("kidnapper"), and Alexander Lindey defines it as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own." (*Plagiarism and Originality*, New York; Harper, 1952). In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else.

The most blatant form of plagiarism is to repeat as your own someone else's sentences, more or less verbatim. Suppose, for example that you want to use the material in the following passage, which appears on page 906 in Volume I of the *Literary History of the United States*:

The major concerns of Dickinson's poetry early and late, her "flood subjects," may be defined as the seasons and nature, death and a problematic afterlife, the kinds and phrases of love, and poetry as the divine art.

If you write the following without any documentation, you have committed plagiarism:

The chief subjects of Emily Dickinson's poetry include nature and the seasons, death and the afterlife, the various types and stages of love, and poetry itself as a divine art.

But one may present the information if you credit the authors:

Gibson and Williams suggest that the chief subjects of Emily Dickinson's poetry include nature, death, love, and poetry as a divine art (906).

The sentence and the parenthetical documentation at the end indicate the source, since the authors' name and the volume and page numbers refer the reader to the corresponding entry in the bibliography: Gibson, William M., and Stanley T. Williams. "Experiment in Poetry: Emily Dickinson and Sidney Lanier." *Literary History of the United States*. Ed. Robert E. Spiller et al. 4th ed. Vol. 1. New York: Macmillan, 1974. 899-916.

If you have any doubt about whether or not you are committing plagiarism, cite your source or sources.

Teacher Related Protocols

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When an infraction is suspected, the reporting teacher must consult with the student before submitting a suspected infraction to the Honor Council. This permits the student the opportunity to recognize the error or to furnish an acceptable explanation. Subsequently, should the faculty member feel that sufficient questions persist about the assignment in question, the contents of this conversation shall be included in the report to the Honor Council. In the case of a student report, there is no requirement for conversation and the reporting student's anonymity is protected. In either case, reasonable suspicion, not certain guilt, merits a report.

Should a report prove necessary, the instructor will enter the student's grade as 'Incomplete' or left blank. Members of the faculty must abide by the Honor Council's ruling of 'guilty', 'innocent', or an intervention (internal censure). In the case of an intervention or first guilty verdict, the student receives no credit ('0'). However, the student may improve this mark to '50' should each of these criteria be met within an explicitly stipulated period of time:

- The student must satisfy all penalties, e.g. detention or suspension.
- The student must submit an obligatory Honor Council-assigned essay, a written apology to the instructor/administrator, and/or other stipulated written work. These should be submitted to the Head of Upper School, the Honor Council, and the instructor/administrator as directed (3 distinct copies).
- At the discretion of the instructor/administrator, the student may complete a correlating assignment of commensurate content and scope, the nature of which also lies within the instructor/administrator's discretion. This submission will be evaluated as either satisfactory or unsatisfactory.
- Should a future infraction oblige another hearing which results in a guilty verdict (recidivism), the student is not accorded the opportunity described above and will receive no credit for the assignment in question.

Guidance on the Use of Artificial Intelligence Technology in Academic Work

Porter-Gaud recognizes that the advent of generative AI technology has changed the academic landscape. Though there may be times when instructors will use large-language models in the classroom as data-generating teaching tools, above all we value students' authentic thought and expression. As such, unless otherwise stated, we expect students to compose original work. Should we suspect with significant probability that a student's submission has been AI generated, we will take appropriate action to ensure that the student engages in their own writing, creating, or thinking process.

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Should a teacher suspect that a student has used AI in an unauthorized or inappropriate manner, they will raise their concern with the student. Students should be honest with their teachers about their use of AI, as teachers want to ensure that student learning is the outcome of the assigned work.

Students should remember that being dishonest about the originality of their academic work constitutes an honor violation. Additionally, students should know that unauthorized or inappropriate use of AI technology may result in referral to the Honor Council.

Citing AI-Technology

When a teacher permits student use of AI tools, students should cite their use of AI in the following instances:

- “Cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it.”
- “Acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location.” (source: <https://style.mla.org/citing-generative-ai/>)

The following links will help you cite the AI tools you use when granted teacher permission to use on an assignment:

- **MLA:** [How do I cite generative AI in MLA style?](#)
- **APA:** [How to cite ChatGPT](#)
- **Chicago Manual of Style Online:** [FAQ Topics - Citation, Documentation of Sources](#)

Additional Suggestions for Students

- If you are in doubt about whether or not you are permitted to use AI on an assignment, check with your instructor. By default, you should assume that you are not permitted to use AI unless given explicit permission by your teacher.
- Use Google Docs whenever possible on written assignments.
- If you have any doubt about whether or not to cite an AI tool that you have used at any point in your writing process, cite it using the resources linked above.

Additional Policies Related to Guilty Verdicts

Any student whose hearing produces a guilty verdict shall be exempted from faculty-voted Senior Awards and/or disqualified from academic leadership positions, e.g. Student Council. An infraction that results in an intervention, which mandates a hearing should a second offense occur, shall not lead to disqualification from faculty-voted Senior Awards or academic leadership positions. The Headmaster and Trustee Awards are bound by this same policy.

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Addendum

The National Association for College Admission Counseling has discontinued 'mandatory reporting' of Honor Council offenses, effective for the Academic Year 2021-2022.

Academic Policies & Requirements



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Academic Expectations

The academic programs at Porter-Gaud, including all materials used in all courses, are designed on or above grade level beginning in First Grade. Each student is expected to complete classroom and homework assignments in a timely manner and to maintain an acceptable level of achievement. Where accommodation is requested in an effort to meet the learning needs of a student and the School has on file a current and appropriate educational evaluation, the School is willing to consider and make such reasonable modification of policies, practices, and procedures as would not fundamentally alter the nature of the academic program provided by Porter-Gaud School or present an undue burden. Such modifications may be provided by the Learning Services Department and the learning specialists. Students are, however, required to take and successfully complete specific courses in order to be promoted to the next grade level. Given the above, if the School determines it cannot successfully meet the needs of any student or recognizes that Porter-Gaud School is not the appropriate educational situation for the student, it may recommend or require placement elsewhere.

The ultimate goal of any school, educator, or parent is to make learning irresistible for those in our charge, helping students to become independent, responsible life-long learners. The best foundation for success in this area is laid when adults serve as role models by reading widely, listening thoughtfully, and expressing the joy and surprise that often comes when we discover the unexpected.

Porter-Gaud expects its students to:

- take appropriate academic risks which will encourage the student to stretch beyond demonstrated capabilities.
- develop day-to-day habits which will lead to academic success—curiosity, self-motivation, and responsible actions.
- think creatively, critically, and analytically and communicate ideas effectively.
- develop the ability to work cooperatively and collaboratively with others.
- respect the human differences which enrich the learning process.
- pass all academic courses knowing that any grade between 59 – 0 represents a failing grade on the transcript.

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Upper School Academic Expectations

From the earliest grades to the Upper School, Porter-Gaud students learn from faculty members whose love of their subject areas is infectious. Lessons are student-centered, interactive, and discussion-based, so students don't just absorb ideas, they question them, discern and define them in their own terms, and apply them to their lives. Curiosity is nurtured as an essential tool in building knowledge and understanding.

A Porter-Gaud education offers students rigorous academics in the core areas of study - English, Math, Science, History, and World Languages (including Chinese, Spanish, Latin, and French) - and an array of opportunities in religion, the arts, technology, and the humanities.

Upper School represents a defining period in our students' lives. Having successfully navigated the academic and time management challenges of the Middle School, students intensify their studies and co-curricular activities in preparation for finding the best fit for college.

A rigorous academic program is delivered by passionate, professional educators, who incorporate critical-thinking, analysis, and problem-solving skills into daily lessons and discussions. College counseling begins in the ninth grade, and during the second semester of their junior year students meet individually with college counselors and advisors to build the best fit for the next phase of their journey. As graduation approaches, students mature into confident, capable young adults with lifelong friendships, impressive academic footings, and solid foundations of social, emotional, spiritual and intellectual health. Our students leave aware of their gifts and talents and are passionate about sharing them with the world.

Porter-Gaud School operates on a two semester schedule. First semester exams or culminating projects/assessments are given in December, and, for seniors, mid year-grades are sent to colleges in mid-January. Second semester exams or culminating projects/assessments are given in late May. Final transcripts are available for seniors in June and are sent to the college of matriculation for each graduate.

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Graduation Requirements

Graduation at Porter-Gaud School requires a minimum of 24 credits. 1 credit is defined as successful completion of a year-long course. A ½ credit is defined as successful completion of a semester-long course. Additionally, students must pass all of their Upper School courses with a grade of 60 or better in order to receive a Porter-Gaud diploma.

Graduation Requirements by Department

These requirements are a minimum set for Porter-Gaud graduation. It is our expectation that students will work toward excellence by demanding more of themselves than this minimum, particularly in the academic disciplines for which they have a passionate interest.

Department	Credits	Course Specifics
English	4	including surveys of British and American literature
World Language	3	completion of the same language, at minimum through level III.
History	3.5	including World History and US History plus ½ credit course in US Government & Civics
Mathematics	4	one year each of Algebra I, Geometry I, Algebra II, and one year beyond
Science	3	one year each of Biology, Chemistry, Physics
Fine Arts	1	Public Speaking + ½ additional credit
Physical Education	1	P.E. / Health + ½ additional credit; Participation on an approved Porter-Gaud J.V. or Varsity team will earn a one-time ½ credit
Computer Science	0.5	credit in Computer Science 104
Religion & Philosophy	0.5	credit in Christian Theology and Ethics
Total Departmental Graduation Credits	20.5	
Additional required credits	3.5	Additional credits can be from both core and elective courses
Total Credits Required for Graduation	24.0	
PG Engage Graduation Requirement	12	The PG Engage program (ADV-PG Engage) requires each student to complete experiential activities (three per year) connecting classroom learning to their local community. This requirement is not included in the GPA. Twelve (12) total credits must be earned in order to graduate.

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Students entering after Grade 9 are allowed appropriate adjustments as determined by the Head of Upper School and the Director of College Counseling. For example, a new rising tenth grader does not have to take Computer Science 104.

Student Ranking

Porter-Gaud School utilizes the South Carolina Uniform Grading Policy which determines class rank. While Porter-Gaud School has a policy on the academic ranking of students, rank is not used for the purposes of college admission. More information on the South Carolina Uniform Grading Policy can be found under the heading of Grade Calculation. Questions concerning the South Carolina Uniform Grading Policy ranking should be directed to the College Counseling Office.

Course Enrollment Information & Policies

Course Load

Students in the Upper School must take a minimum of five academic core courses each semester along with the semester courses required for graduation. Students may select Study Hall as one of their seven courses.

Students in grades 9 - 11 are required to enroll in six courses, five of which must be Core Courses. Students in grade 12 are strongly encouraged to enroll in six courses and must be enrolled in a minimum of five academic Core Courses. Core courses fall within the following departments: English, History, Mathematics, Science, and World Languages (includes AP Studio Art and Honors Computer Science IV). A student who fails to meet course credit requirements risks not meeting the requirements for graduation.

All students are expected to remain enrolled in their courses for the duration of the school year. Seniors who attempt to drop a course must present their case to the Academic Registrar Committee, which will review and approve or deny the request to drop. Seniors who drop a course must inform the colleges to which they have applied of their decision.

Beginning with the Class of 2025, all students are required to be enrolled in six courses every semester, five of which must be core courses.

Requests for Teachers

Porter-Gaud does not honor requests for a student to be assigned to the class of a particular teacher. However, if a student has a documented learning-style difference, our Learning Specialist will work with the Registrar and Scheduler to try to match the student with a teacher who may complement the student's learning style. If your student has already had a teacher and has a sound reason for not repeating that classroom match, parents may submit a written request to the Head of Upper School by March 8, 2024. Subsequently, a meeting to discuss any change in student/teacher pairing will be

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scheduled. In cases where circumstances indicate an approval, it will be forwarded to the Scheduler to be honored. Because teaching assignments vary from year to year, sometimes it is not possible to accommodate such requests.

Adding/Dropping or Changing Courses

Course Changes

Course changes cannot be guaranteed and are dictated by the existing schedule. Course changes, including level changes, requested after June 15th of the scheduling year are contingent upon the space available in existing sections. Space may be unavailable in the newly requested course or in other course(s) in the student's schedule that would make the requested change impossible to implement. Course changes, if available, may also necessitate a change in instructor. Class sections will not be extended beyond the predetermined capacity to accommodate a schedule change.

Drop/Add

Students are expected to take the courses designated during course selection; however, there are circumstances under which changes are sometimes made if the student's schedule permits such a change. In each circumstance, the student is required to obtain the necessary form(s) from the Registrar, complete the form(s), obtain all required signatures, and return the form(s) to the Registrar. No changes are official until the information has been entered and a new schedule has been issued to the student. Failure to follow appropriate procedures may result in the denial of a student's request for a change in schedule.

The deadlines for changing courses for 2023-2024 are as follows:

- Friday, August 25, 2023: deadline for dropping a first semester-only course;
- Friday, August 25, 2023: deadline for adding a first semester-only course;
- Friday, September 1, 2023: deadline for dropping/adding a year-long core course;
- Friday, January 12, 2024: deadline for dropping a second semester-only course.

All changes require permission of the department head and Head of the Upper School. To initiate an add/drop, students should see the Upper School Registrar. Students must attend all scheduled classes until change requests are completed.

In special, extenuating circumstances involving documented physical or emotional health issues, a student may be permitted to drop a class after the designated deadline; however, the student must fulfill all Porter-Gaud department and credit requirements needed for graduation. Any request to drop a course for health-related issues will be reviewed by the Head of School and the Upper School Head on a case-by-case basis and will require medical documentation.

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Seniors

All students are expected to remain enrolled in their courses for the duration of the school year. Any senior who attempts to drop a course must present their case to the Academic Registrar Committee, which will review and approve or deny the request to drop. After September 1, 2023, any senior who drops a year-long course or changes a course level after the drop/add period will be required to write a letter to all colleges to which he has applied, informing the colleges of this decision. The College Counseling Office will mail/email the letter and retain a copy in the student's file. This letter must be submitted to the College Counselor within one week of the approval of the schedule change.

Course and Level Changes

Course selections and placements are made with great care, but it occasionally happens that a student is misplaced in a course level. Students wishing to change levels must complete a Course Change Form (available from the Upper School Registrar) and submit it to the Head of Upper School for approval. Students must petition for a level change by the end of Quarter 1.

If a student chooses to change a course within the same department or a level within a course by the end of Quarter 1, the grades from the previous course will not be transferred to the new course; only grades earned in the new course will be used in the semester calculation. As such, moving to a new course prior to the end of Quarter 1 will result in the student's cumulative grade being comprised of fewer assessments than students who are enrolled in the course for its entirety.

The next opportunity to pursue a course change within the same department or a level within a course will be at the completion of the first semester.

- **For Level Changes:** The new course will show on the transcript. The student's year-end grade will be the average of the first semester grade in the initial course and the second semester in the new course. The credit and grade will appear in association with the second semester course.
- **For Course Changes:** Both the 1st semester course and the 2nd semester course will show on the transcript. The student's year-end grade will be the average of the first semester grade in the initial course and the second semester in the new course. The credit and grade will appear in association with the second semester course. The initial course will show on the transcript as a WP (Withdrawn Passing) or WF (Withdrawn Failing) with a 0.00 credit.

Course Withdrawals

Permission to withdraw may be granted by the Upper School Head on a case-by-case basis; however, the student must fulfill all Porter-Gaud department and credit requirements needed for graduation. Withdrawals are recorded on a student's transcript appearing as WP (Withdrawn Passing) or WF (Withdrawn Failing) depending upon the student grade at the time of Withdrawal.

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Appeal Policy for Honors/Advanced Placement Classes

Students who did not receive an initial recommendation for an Honors or AP level class for the next academic year failed to meet the department's criteria for admission as defined in the Course Guide. However, a formal process of appeal exists for students interested in pursuing admission into an Honors or Advanced Placement course.

The following two steps must be followed by the student:

1. Request from the Department Chair an Appeals Form;
2. Fully complete the form and return it to the Department Chair by the specified deadline. Forms will not be accepted after the published deadline.

Once a student has submitted the request, the following steps will occur:

1. The appeal will be reviewed by the Department Chair and department members;
2. Students may be asked to sit for and submit a writing sample.
3. Students will be notified by the Department Chair of the department's decision;
4. Notification could be made anytime up to the end of the school year, if the department wishes to review final grades and the final exam.

Semester Away and Malone Schools Online Network (MSON) Students

Students planning to enroll in a semester away program such as The School for Ethics and Global Leadership (SEGL), The Alzar School, The Island School, or High Mountain Institute need to submit a completed application to the Assistant Head of Upper School for approval by the end of January. The letter of intent should include the program name, predicted class schedule, and dates of proposed attendance. Approval of participation is at the full discretion of the Upper School and will also be contingent upon the ability to meet Porter-Gaud graduation requirements. Seniors are not eligible to participate in semester away programs. Any student who is confirmed to participate in a semester away program must confirm with the Assistant Head of Upper School by April 30, 2024. Confirmation of enrollment is passed along to the Admission and Enrollment Office and an alternate re-enrollment contract will be given.

Juniors and Seniors interested in participating in the Malone Schools Online Network (MSON) must submit a completed application to the Head of Upper School for approval by the traditional course registration deadline outlined in regular registration dates.

Course Credits

Senior Course Selection and Credit

- Seniors are required to take five (5) Core Academic Courses each semester. It is recommended that they then choose at least one additional course from the Core Academic, Physical Education,

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Fine Arts, or Computer Science Departments. This decision should be made in consultation with the student's college counselor, advisor and parent(s).

- Seniors with outstanding graduation requirements for Fine Arts and Physical Education at the end of the Junior Year must fulfill those requirements through course enrollment during the first semester of Senior Year.
- Seniors must earn a grade of 60 or above in all courses in which they are enrolled in order to graduate.
- Any Senior who fails a class at mid-semester or at the semester will be placed in a required study hall(s) for the following quarter marking period. The Senior will also lose all privileges for the same period of time.
- In order to earn the course credit necessary to receive a Porter-Gaud diploma, any Senior who earns a grade below 60 in a required English course must pass four credit hours of department-approved college Freshman English at an accredited college or university. Submission of this transcript must take place within one year of leaving Porter-Gaud for consideration of graduation.
- A Senior who earns a grade below 60 in any other required course must pass an approved course (college or secondary school level, at the discretion of the department) for credit to graduate. Submission of this transcript must take place within one year of leaving Porter-Gaud for consideration of graduation.
- A Senior who has not passed all required courses or who has otherwise failed to satisfy graduation requirements may participate in the graduation ceremony but will not receive a diploma. Porter-Gaud may issue a diploma upon the presentation of a transcript showing successful completion of the approved course(s).

Grades 9 – 11 Course Credit

- Students in grades 9 - 11 who earn a grade below 60 in any course do not receive credit for the course. If a student earns a grade below 60 in a required course in any department except English and Math, the student is expected to repeat that course at Porter-Gaud before graduation.
- A student in grades 9 - 11 who does not earn credit in two or more full-year required courses in one year may be required to withdraw from Porter-Gaud School, unless exceptional circumstances suggest that the student might repeat the entire school year.
- Students in grades 9-11 who earn a grade below 60 in English or Math may be required to withdraw from Porter-Gaud, as they will not have the credits required to graduate. These instances will be reviewed on a case-by-case basis.
- Any student in grade 11 who fails a class at mid-semester or at the semester will be placed in a required study hall(s) for the following quarter marking period.

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Grade Point Average Calculation

Porter-Gaud Upper School utilizes a single grade point average (GPA) calculation – the South Carolina Uniform Grading Policy (SCUGP) for reporting on transcripts. The SCUGP translates every individual numerical grade to its own GPA equivalent. Within the SCUGP formula, Honors and Advanced Placement courses receive an additional weighting of 0.5 and 1.0, respectively. Finally, the courses listed on the Porter-Gaud transcript reflect only those courses taken while the student is enrolled at Porter-Gaud. Courses, for example, taken at an off-campus semester academic program will be listed separately from the Porter-Gaud coursework. A student’s cumulative GPA reflects all high school credit courses regardless of school and includes high school credit courses taken in Grades 7 and 8. Additionally, Porter-Gaud has an internally used GPA calculation, which will be reflected on the report card by the term. The report card includes both GPA calculations.

For calculation purposes, the school year is divided into semesters. Semester grades are calculated based upon daily homework grades, quizzes, tests, papers, projects, reports, etc. For year-long courses each semester accounts for 40% of the grade and each exam grade for 10%. For semester-long courses the semester accounts for 80% of the grade and the exam grade for 20%. A grade point average (GPA) for the end of the year is calculated including grades earned in courses offered by the following departments: Computer Science, English, Fine and Performing Arts, World Languages, History, Math, Physical Education (Health/PE), Religion & Philosophy, and Science. If necessary, the aforementioned weightings may be adjusted due to external forces such as the COVID-19 pandemic.

The Porter-Gaud grading system for the conversion of numerical grades to letter grades and the South Carolina UGP scale for GPA weighting can be found below:

Porter-Gaud Grading System			
Numerical Grade	Letter Grade	SCUGP	GPA Range
100 – 97	A+	100 – 90	5.00 – 4.00
96 – 93	A		
92 – 90	A-		
89 – 87	B+	89 – 80	3.90 – 3.00
86 – 83	B		
82 – 80	B-		
79 – 77	C+	79 – 70	2.90 – 2.00
76 – 73	C		
72 – 70	C-		
69 – 67	D+	69 – 60	1.90 – 1.00
66 – 63	D		
62 – 60	D-		
59 – 51	F	59 – 51	0.90 – 0.10
50 – 0		50 – 0	0.00
INC	Incomplete		
W	Withdrawn		

[e.g. A numerical grade of 92 translates to a 4.20 GPA]

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GPA Comparison Chart

<u>SCUGP GPA</u> (South Carolina Uniform Grading Policy)	<u>PORTER-GAUD GPA</u> (For Internal/Porter-Gaud Use Only)
<ul style="list-style-type: none"> • The GPA is calculated at the end of each semester. • The GPA is a cumulative GPA, reflecting all high school credit courses regardless of school and includes high school credit courses taken in Grades 7 and 8. • The GPA is reported on Transcripts, the Semester One Report Card, and the End of Year Report Card. • The SCUGP is used when considering awards for the Palmetto Fellows, LIFE, and HOPE scholarships. 	<ul style="list-style-type: none"> • The GPA is calculated at the end of each semester. • The GPA is based on the student’s Five Core Courses: English, History, Mathematics, Science, World Language (includes AP Studio Art and Honors Computer Science IV). • The GPA is reported on the Semester One Report Card and the End of Year Report Card. • The PG GPA is used in consideration of Valedictorian/Salutatorian, Cum Laude Society, and Honor Roll Recognition.

Academic Performance & Recognition

Honor Roll Recognition

A student’s Honor Roll recognition is determined by the current semester’s weighted GPA of the five academic core courses: English, History, Math, Science, and World Language. Honor Roll is calculated at the end of Semester 1 and Semester 2. Honor Roll Recognition does not necessarily indicate eligibility for a Highly Distinguished Diploma. Honor Roll status is awarded on the following basis:

Honor Roll	GPA	Requirement
High Honor Roll	4.3 – 6.0	No grade less than 87
Honor Roll	3.7 – 4.2	No grade less than 83

Valedictorian and Salutatorian

Valedictorian and Salutatorian candidates are those who have attended Porter-Gaud for Grades 10, 11 and 12. A ranking formula based on the cumulative weighted GPA of the five core courses determines these positions. See **Grade Point Average Calculation** for more information. In the event of a tie in cumulative weighted GPA of the core courses, the tie will be broken using the number of credit weights accrued during the 10th - 12th grade. If still tied, the next tiebreaker will be the student’s unweighted numerical average.

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The Cum Laude Society

Founded in 1906, the Cum Laude Society is dedicated to honoring scholastic achievement in secondary schools. The founders of the society modeled Cum Laude after Phi Beta Kappa and in the years since its founding, Cum Laude has grown to 350 chapters, approximately two dozen of which are located in public schools and the rest in independent schools. Membership is predominantly in the United States, but chapters also are located in Canada, England, France, Spain, Puerto Rico and the Philippines.

All Juniors and Seniors who have maintained at least a 90 cumulative grade point average through the end of the first semester of their Junior or Senior Year and who will have completed at least two full academic years at Porter-Gaud by the end of the current school year may be eligible for membership. Any student who is found guilty of violating the Porter-Gaud Honor Code during any time in her/his academic career will not be considered for induction into the Porter-Gaud chapter of the Cum Laude Society. For further consideration, the candidate must have taken an average of two Honors courses per year while attending Porter-Gaud. The national by-laws of the Cum Laude Society stipulate that membership in The Cum Laude Society may not exceed 10 percent of the Junior class and 20 percent of the Senior class based on the weighted cumulative GPA of the five core academic courses.

Faculty members of the Society consider each eligible student in the following areas:

- Scholarship: number of honors courses completed, commitment to academic excellence, ability to work independently and with initiative, attempts to meet the academic challenges of the school;
- Attitude: exemplifies a positive image with regard to academics both in and out of the classroom, demonstrates an appreciation for the intrinsic value of learning;
- Academic leadership and involvement: actively participates and demonstrates leadership in class, willingly participates in outside academic activities and competitions, contributes positively to the intellectual climate of the school.

Seniors selected to the Cum Laude Society will be recognized in the graduation program as earning the Highly Distinguished Diploma. This is designed to recognize outstanding academic achievement at graduation.

Honor Violations

Honor Code violations may affect membership of selection to honor societies, The Cum Laude Society, Heads/Honors Lists, and or other academic awards. If a student is found guilty of violating the Porter-Gaud Honor Code following his/her election, that student shall be automatically removed without vote of the faculty members from membership in the Porter-Gaud chapter of The Cum Laude Society; the student's name will not appear in any listings of The Cum Laude Society membership, and the student will not participate in the induction ceremonies. Students who have violated the Honor Code,

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but who were not suspended for the violation will be reviewed by the faculty members of the Society and may be removed from membership by a two-thirds vote of all voting faculty members.

Academic Status

A student's academic status is determined at the end of each quarter.

Academic Warning

A student whose grades at the end of a quarter include one grade between 60 and 69 in an academic subject, who has a SCUGP GPA below 3.0, or who is in serious academic jeopardy (as determined by the Head of Upper School in consultation with the student's advisor) is placed on Academic Warning. The student's progress will be reviewed after four weeks of the following marking period.

- The family of the student is notified.
- The student is assigned to study halls for all unscheduled periods.
- The student's advisor and the Head of Upper School and/or Assistant Head of Upper School meet with the student to discuss strategies and supports necessary for the student to improve academic performance. Academic Warning is reviewed, and appropriate adjustments may be made at the end of the quarter.
- Two consecutive quarters of Academic Warning may result in a shift of status to Academic Probation.

Academic Probation

A student whose grades at the end of the semester includes two grades of 69 or below, or who has a SCUGP GPA below 3.0, or who has one failing grade in a core academic subject, or who is in serious academic jeopardy (as determined by the Head of Upper School in consultation with the student's advisor) is placed on Academic Probation.

- The parents/guardians of the student are notified.
- The student is assigned to study halls for all unscheduled periods.
- The student's advisor and the Head of Upper School and/or Assistant Head of Upper School meet with the student and the student's caregivers to discuss strategies and supports necessary for the student to improve academic performance. The student's performance will be reviewed at specified intervals in order to best support the student's efforts to improve.
- Students on academic probation may risk not being permitted to practice or play with any interscholastic teams and may be required to resign any elected office and withdraw from major extracurricular activities as listed in the Student Activities section of the handbook.

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Students on Academic Probation may not immediately be offered a re-enrollment agreement. If and when a student demonstrates sustained improvement and meets the criteria for good standing, a re-enrollment agreement may be offered.

Exam Information

Mid-Year and Final Exams

Each semester will end with modified schedules with one morning exam block and one block after lunch. Two classes will meet each day, and students will complete a combination of cumulative tests and projects. Details will be shared in advance and included grading scales on a class-by-class basis.

Teachers may inform students about their cumulative semester daily average for the semester before exams begin. However, they will not give information regarding exam grades, final semester grades, or end-of-year grades to students until the end of the semester after the publishing of report cards..

Advanced Placement Exams

Porter-Gaud School offers qualifying students the opportunity to enroll in a wide range of Advanced Placement courses of disciplined and orderly inquiry designed to develop a student's ability to master complex knowledge. The respective academic departments utilize various metrics (e.g.: available standardized test scores, teacher/department head recommendations, prior class performance, writing samples) to formulate their AP course recommendations. The School carefully monitors all students' academic schedules to avoid an overscheduling of AP courses. Unless an extenuating circumstance exists, the School requires that a student enrolled in an AP class take the May AP exam.

- Any student who has been enrolled in an AP class for the entire year will be exempt from the Porter-Gaud final exam in that course provided that the student has a cumulative AP class average of 80 on the day of the respective AP exam. Otherwise, the student must also take the Porter-Gaud final exam in that subject.
-
- Juniors and Sophomores enrolled in AP classes are required to attend their AP classes following the administration of the AP subject exam until the final day of academic classes. Faculty may use the class time following the AP exam for special projects, student-directed research, field trips, etc.
- Students are excused from all classes and other scheduled activities only on the day that they take an AP exam. Students are expected to arrive fifteen minutes before the scheduled start time of the exam and to leave campus promptly at the conclusion of the exam.

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Final Exam Exemption

Exam exemption is a privilege for Seniors only (except as noted for AP courses). Seniors may earn an exemption from a final exam at the end of the 2nd semester by meeting criteria established by the faculty. A Senior who fails a required spring semester exam may retest if that exam grade is the sole cause of failing that course for the year. To qualify for an exam exemption, a Senior must meet A or B and then all of C, D, and E. Should a Senior find that the attendance requirement (C) is all that precludes them from exemption, an appeal process exists, whereas the student must contact the Head of Upper School, the Assistant Head of Upper School, and the Senior Class Dean via email by the communicated deadline with full explanations of any absences which should not be considered.

<p>A. Earn a year-to-date yearly average of 90 or above in the given year-long class as of Monday, May 13th.</p>	<p>or</p>	<p>B. Earn a <u>year-to-date</u> semester average of 90 or above in the given semester class as of Monday, May 13th.</p>
<p>and</p> <p>C. Meet a mandated attendance requirement of no more than 10 class absences in the second semester for any reason other than school sponsored events. An appeals process exists and would depend on:</p> <ul style="list-style-type: none"> ○ Reasons for the absences ○ College admission status ○ Final average in the course <p>and</p> <p>D. Receive a teacher’s recommendation for exemption</p> <p>and</p> <p>E. Have no unserved detentions.</p>		

Commencement and End-of-Year Awards

Commencement Awards

Dr. Anthony Toomer Porter Award

This award originated in the spring of 1957 and is the highest award conferred by the School. It was conceived to give recognition to the student who best exemplifies the ideals and emulates the character of the school’s founder, the Rev. Anthony Toomer Porter: loyalty to cause; persistence in adversity; self-discipline; sensitivity to the needs of others; faith in God and humanity.

The Porter-Gaud Trustee Award

This award is given by the Board of Trustees to recognize a Senior who has shown a special commitment to the ideals of a liberal arts education. The recipient will have demonstrated commendable scholarship combined with enthusiastic participation in the arts, athletics, and community service.

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Head of School's Award

The Head of School's award is given to a Senior who is a leader of the student-run organizations of community service, Honor Council, or student government in recognition of service to the Porter-Gaud community.

Faculty Award

This award is presented by the faculty to the Senior whose efforts and achievements over the past year have earned their admiration and respect.

Departmental Commencement Awards

Ted R. Richardson Award in Athletics

This award is presented to the graduating Senior who has best exhibited outstanding qualities of sportsmanship, leadership, and athletic ability. The award is named for "The Maje," Major Ted Richardson, a former teacher and Middle School Principal.

The Computer Science Award

This award recognizes the Computer Science student who has reached far beyond the classroom in her/his exploration of technology.

John Bennett Award in English

This award was established by the late Charleston attorney, John Bennett, in honor of his grandfather, one of three founding members of the Poetry Society of South Carolina. The award honors a Porter-Gaud graduating Senior who has achieved a high academic average in English while demonstrating outstanding written expression.

Archibald Rutledge Award in Fine Arts

This award, named for South Carolina's Poet Laureate, recognizes exceptional creative expression in the areas of the Visual Arts and the Performing Arts. One is given for the Visual Arts and one is given for Performing Arts.

Ralph S. Nordlund History Award

This award is given in honor of longtime History Department chairman Ralph Nordlund, whose emphasis upon scholarship and excellent teaching remains the standard for the History Department. The award is given to the student who has taken four Upper School history courses at Porter-Gaud- not necessarily attaining the highest average. The recipient must have demonstrated Mr. Nordlund's devotion to scholarship and the pursuit of truth while exhibiting a passion for history and learning.

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The Green and Murrah Mathematics Award

This award is named in honor of two outstanding mathematics teachers, each of whom taught at Porter-Gaud School for over 30 years. The award is given annually to a Senior who has demonstrated a high ability in mathematics as well as a strong interest in the subject.

J. Wyman Frampton Science Award

This award is named in memory of a past chairman of the Science Department, a long-time teacher of science at Porter-Gaud, and the grandfather of our Head of School, DuBose Egleston. The award is given to the graduating Senior who, in the opinion of the Science Department, has shown to be the outstanding young scientist of the class. This is based on high grades, participation in science courses, and overall interest in some field of science beyond the classroom.

The Chinese Excellence Award

This award identifies an outstanding Chinese student in the Upper School.

The French Award

This award traditionally recognizes a graduating Senior who has excelled in his or her studies of French and who shows a special affinity for French language and culture.

The Latin Award

This award identifies an outstanding Latin student in the Upper School.

Mowry Spanish Award

This award was established in 1978 by Dr. Maxwell Mowry, a former Porter-Gaud instructor of Spanish, in memory of his parents. In recognizing excellence in the classroom, the award considers dedication to the study of Spanish, a curiosity to learn more, and a commitment to exploring different Spanish-speaking countries.

End of Year Awards

Vision of a Learner Award

This award recognizes those members of the junior class who most demonstrate the qualities of a learner that our school values most. Selected by the Upper School Academic Council, students chosen are engaged learners who have actively developed their capacity to be discerning thinkers, flexible problem-solvers, empathetic collaborators, and globally-oriented citizens. They are thoughtful communicators who think carefully about how their words, actions, thoughts, character, and habits impact others. Lastly, they demonstrate resilience in the face of challenges, seeing opportunities for learning in all they do.

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The Rev. Anthony Toomer Porter Leadership Award

Presented by the Porter Military Academy Alumni Association to a member of the Freshmen class, this award recognizes exemplary character and leadership, active participation in co-curricular programs and service, and significant and positive influence on the class in building teamwork and cooperation.

South Carolina Society Merit Award

The South Carolina Society established an award at Porter-Gaud School in order that two Sophomores might be recognized by the faculty for meritorious work. The award is given to two Sophomores with high ideals who have established a record of accomplishment, possess exemplary character, and whose academic record and citizenship have been excellent.

Alison McDurmont Fitzgerald Award

This award is presented to a Sophomore whose enthusiastic outlook and indomitable spirit help bring understanding and joy to those with whom the recipient comes in contact. The selection is made by the members of the Sophomore class.

Frank Ford Leadership Award

This award is presented to a member of the Junior Class for the following qualities and accomplishments: awareness and response to the needs of others, positive influence on the lives of others, significant contribution to school and community through active participation, determination, integrity and initiative.

Shriver Soliday Amicitia Award

This award was established to honor the legacy of Shriver Soliday, who passed away after his Junior year at Porter-Gaud in 2014. Shriver's family and friends have established this award in his memory for a member of the rising Senior class each year. The recipient of this award is nominated by the Senior Vestry and voted on by the rising Senior class. The title of the award derives from Cicero's treatise De Amicitia, which reflects on the qualities of a true friend. The criteria for the award state that the recipient should embody the following qualities that distinguished Shriver's impact and influence on the Porter-Gaud family: friendliness and the ability to bring people together, determined pursuit of academic excellence, encouragement of each person to be the best he/she can be, love for friends and family, faith and servant heart, and originality and sense of humor.

Honor Award

This award is given to the Senior whose dedicated service and commitment have further cultivated a culture of honor at our school.

W.A.T.C.H. Award

The W.A.T.C.H. award, presented in memory of Mr. John Upshaw Downs, Sr., PMA '1946, is presented to a member of Porter-Gaud's graduating class who embodies spiritual and moral leadership on campus.

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Departmental End of Year Awards

Athletics

Kirk Kessler Award

This award is presented in memory of Kirk Sheridan Kessler, Class of 1976. It is presented annually to a Senior of strong moral character who best exemplifies the outstanding qualities of sportsmanship and fair play while demonstrating leadership, the will to win, and a competitive spirit in the quest for excellence. The selection comes from a ballot of 25 coaches, teachers and administrators.

Fine & Performing Arts

Timothy Joseph Trouche Award

This award is presented in honor of Tim Trouche, a 1975 Porter-Gaud graduate who was a member of the Glee Club, active in art, a pianist, composer and a good friend to Porter-Gaud. The award is given to the undergraduate who, in the opinion of the Fine Arts faculty, has exemplified exceptional ability and/or interest in the performing arts.

History

Dr. McArver Award

The Charles McArver Award (or Dr. Mac Award) is given in honor of the history department's distinguished former leader, Dr. Mac, who maintained the highest of expectations for his freshmen students, while fostering a love of history and a command of research and written expression. This award is presented each year to a 9th grade student who has maintained a minimum 90 average in the discipline, demonstrated proficiency in research and critical writing, and has shown a genuine interest in learning.

Jinshi Award

This award goes to an outstanding student in 10th grade world history. Throughout Chinese history, the jinshi, or "presented scholars", scored in the top 1% of each of the five exams required of all applicants for government positions. As they had proven to be the best and the brightest, they were entrusted with the most powerful positions in the Chinese government. Such an achievement required not just dedication to one's studies and mastery of historical facts, but an analytical mind and the ability to create persuasive arguments.

Lieutenant McQueen Award

This award is presented in honor of Lt. John A. McQueen of Illinois who in the chaos caused by Sherman's attack on Columbia during the American Civil War made a special effort to protect the home of the Rev. Dr. Porter. The McQueen Award memorializes two men who, in the extremities of war, demonstrated the highest principles of honor and brotherhood. This award is given to a Junior who is distinguished in all aspects of historical study.

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Maybank Award

This award honors both a distinguished Porter-Gaud Senior Scholar as well as a very distinguished Porter Military Academy alumnus of the class of 1915, Burnett Rhett Maybank. Mr. Maybank served honorably as the mayor of Charleston, Governor of South Carolina, and South Carolina Senator in the U.S. Senate. To honor Mr. Maybank, this award not only celebrates academic excellence in the AP Government classroom, but also qualifies essential in the field of U.S. politics: leadership, civility, and the confidence to develop, maintain and express principled solutions to the problems facing our country.

Mathematics

American Scholastic Math Contest Awards

These awards recognize top scorers in the American Scholastic Mathematics Association's Math Contest and in the national AMC 10 and AMC 12 examinations.

Morton Patla Mathematics Award

This award is given annually to a member of the Junior class who demonstrates curiosity, enthusiasm and excellence in mathematics.

Science

Curious Minds in Science Recognition

The Curious Minds in Science Recognition celebrates students who have demonstrated exceptional curiosity and enthusiasm for scientific exploration outside of the classroom. This recognition aims to honor those students who have gone above and beyond to pursue scientific knowledge and engage in independent scientific activities.

The recipients of this recognition will have exhibited a keen interest in scientific inquiry, whether that be through conducting independent research, participating in scientific competitions, attending scientific workshops and conferences, or engaging in other similar activities. They show a passion for exploring the world around them through a scientific lens and exemplify an ability to think critically and creatively about scientific problems.

Through their scientific pursuits, recipients exhibit potential as future leaders in the field of science. This recognition serves to encourage and inspire young scientists to continue exploring the world around them, pushing the boundaries of scientific knowledge and making a positive impact on the world.

World Language

French National Test Recognition

The aim of the Societe Honoraire de Francais is to stimulate interest in the study of French, to promote high standards of scholarship, to reward scholastic achievements, to create enthusiasm for and an understanding of francophone culture and civilization, and to reward efforts toward furthering solidarity in the French-speaking world. In order to be eligible, the candidates must be enrolled in the fourth

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semester of French and they must have maintained an average cumulative grade of A- or higher for all French work at the secondary level, Moreover, they must also have maintained an average cumulative grade of B- or higher in all other subjects at the secondary level.

National Latin Exam Recognition

This award recognizes Upper School Latin students who took part in the National Latin Exam and earned National Prizes on the Nation Latin exam.

STAMP Awards

These awards recognize Chinese, French, and Spanish students who surpass national norms and earn a Highly Distinguished level of proficiency in multiple areas of communication on the Standards-based Measure of Proficiency language test.

Seal of Biliteracy

This award honors students in upper level language classes who prove proficiency at the Intermediate Mid or Advanced Low levels in their second language as well as demonstrate excellence in English through qualifying scores on standardized tests including the STAMP, ALIRA, AP, or SAT.

Community Service End of Year Awards

Porter-Gaud's Service Society Induction

This award is presented in recognition of students who have unselfishly given themselves to Porter-Gaud's Service Program, earning more than 120 hours during their Upper School career in a program where service is not required.

Claire M. Bergstrom Award

This award is presented annually in honor of Mrs. Bergstrom who served as PG Service Program Coordinator for fifteen years until her retirement in 2004. The award is given to the female member of the Junior class who provides leadership and unselfish service to the school and community.

David Arthur Donnan Service Award

This award is presented in memory of David Donnan, class of 1975. David was always cheerfully ready to offer his talents to the school, his classmates and the members of this community. The award is given to the male member of the Junior class who demonstrates the qualities of quiet leadership and service to his fellow man.

Lt. James T. Richards Memorial Award

This award is presented to a Junior of strong moral character in honor of James T. Richards who was a 1980 PG graduate. The recipient must have demonstrated interest, ability and participation in several of the following areas - academics, athletics, community/school service, music, art, or other forms of creative expression.

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Homework and Testing Policies

Homework

As a rule, students should expect homework in every class every night. Extended assignments are given in some classes and it then becomes the students' responsibility to budget their time. In general, the student is allowed as many days for make-up work as the days of the excused absence.

Policy on Religious Observance

As an Episcopal school, Porter-Gaud celebrates several Christian religious holidays. Recognizing that we are a religiously diverse community, the School seeks to be sensitive to students and faculty of various faith traditions. When a student's religious obligations are in conflict with School responsibilities, teachers will make the appropriate arrangements to accommodate in a manner respectful of that individual's religious convictions.

1. Significant assignments and assessments should not be due on major religious holidays, including but not limited to Rosh Hashanah, Yom Kippur, Eid al-Fitr, Eid al-Adha, and Diwali.
2. Students who miss in-class material and classwork due to religious observance are expected to complete any missed class work within the same number of days as the student was absent.
3. Students are to notify their teachers at least two weeks prior to anticipated religious observances that will result in class absence(s).

Major Graded Assessments/Testing

The Upper School Faculty is committed to balancing academic assessments across disciplines. Students should not have more than 2 major graded assessments (announced tests, essays, & projects) on any given day. If at all possible, teachers are expected to avoid the situation where students have three tests in one day. Students have the responsibility of notifying their teachers at least two days in advance of any potential testing conflict. Teachers may test on any day of the week; however, students must be given advance notice on the assignment center on Blackbaud. A quiz may cover one or two consecutive assignments, but it must not last more than 20 minutes. Quizzes, announced or unannounced, may be given at any time, but will not count as a major grade.

During the last week of the semester prior to the semester exam period, students may not have more than two tests in one day. For the week preceding mid-year and final examinations, the Head of Upper School will publish a special calendar of testing policies and designated department test days. For the day following major school events in the evening (e.g., class-level college nights, music concerts, musicals, drama productions, or other such events announced in advanced) the following provisions may apply for participants:

- There will be no tests or major assignments (e.g. papers, projects) given or due in any department. Homework assignments must be greatly reduced.

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- There will be no homework assigned in the department involved in the event. Other departments should modify homework assignments accordingly, but homework may be given.
- On the day of the event, the department involved should allow its class periods for study of other subjects.

Finally, neither tests nor major projects may be due immediately following certain designated “no tests/no projects” weekends or vacation periods. There is also a “Last Graded Assignment” day of the semester beyond which no assessed work may be taken.

Missed Academic Work

- A student is expected to make up all homework, quizzes, and tests missed during an absence. With any absence (including those missed because of school-sponsored events), the student is responsible for making necessary arrangements for all missed homework, labs, and tests. If neither the absence is pre-approved by the Assistant Head of Upper School or the Head of the Upper School nor does the student bring in a written excuse, the student must make up missed work at a time convenient for the teacher and will receive department late penalties for all graded assignments. Credit will not be given for work not made up within this prescribed period unless special arrangements have been made between teacher and student.
- In general, a student who misses an in-class assessment due to an absence is expected to complete any missed class work **within the same number of days as the student was absent**. Whenever possible, test make-ups should be scheduled with the teacher in advance at a mutually agreed upon date and time, and other academic work should be handed in prior to the absence. Departments should utilize the department testing make-up schedule for student make-up tests.
- In the case of a pre-arranged absence the day before a scheduled test, a student will not be excused from taking the test. Examples of such a pre-arranged absence would include but are not limited to doctor’s appointments, field trips, early athletic dismissal, etc.
- Academic departments, after review with the Head of Upper School, may establish their own guidelines in regards to make-up work so long as the policies are clearly communicated to students **and** families at the beginning of each semester. For example, the math department policy requires that “if a student is absent the day before a test or quiz, the student is still expected to take the assessment on the original assigned day.”

Incomplete Academic Work

All work assigned by teachers to students must be completed. Students will have one week from the end of each semester marking period to submit all incomplete assignments, papers, and tests to teachers, who will in turn grade the work and submit a final semester grade to the academic office. The academic office will publish incomplete deadline dates for each semester.

For 2023-2024, the dates will be:

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- Semester 1: Tuesday, December 12, 2023
- Semester 2: Friday, May 10, 2024 (Seniors only)
- Semester 2: Friday, May 24, 2024

If the incomplete is not resolved within the one week period, a failing grade of 0 for the semester marking period will be entered on the student's report card by the Academic Office. Any exception to this policy based on hardship or extenuating circumstances must be approved in writing by the Head of the Upper School.

Make-up Testing

Make-up testing should first be arranged by teacher and student. In the case of multiple tests which need to be made up in the one week time frame, it is recommended that the following arrangement is used.

Make-up tests may be administered and proctored by department members after the end of the academic day in a room designated by the department. Students may not make-up tests unsupervised. Make-up tests must be taken within one week from the date of the student's return to school. After one week, tests which have not been made up will be assigned a failing grade. Make-up tests are not considered to be part of the two tests per day policy.

Make-up tests and other academic responsibilities supersede any other co-curricular and athletic activities through to 4:05 p.m. daily.

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Academic Progress/Report Cards

The School wants to communicate effectively and in a timely manner with both parents/guardians and students regarding the student's academic progress. The academic year is divided into two semesters. Report cards are posted four times a year, at mid-semester (quarter) and end of semester. At the end of each quarter, a numerical grade will be given as a note of academic progress. Both a numerical grade and an individualized narrative comment will be included on the mid-semester report cards at the end of the first and third quarters to provide timely and actionable feedback on the student's performance in the course. Semester courses will receive a numerical grade and one narrative comment at the quarter.

Only final course grades are noted on the student's official transcript.

Some students will receive Official Notes from a teacher on a bi-weekly basis according to their academic progress. Students with a grade-to-date of 79 or below, students who are missing four (4) or more assignments, or students who have experienced a significant change in grade, will receive a brief Official Note to be sent through Blackbaud. Students with a grade of 79 or below at the semester's end will receive a comment to provide specific information about the student's academic work and contributions to class.

Academic Progress of ESL Students

During their beginning weeks and months at Porter-Gaud, some international students may experience academic challenges in reading and writing intensive courses like English and history. To alleviate anxiety during that period of language acquisition, no formal grading will be done on the student work during the first semester. The recommendation would be in the first eight weeks to grade essays and written tests holistically without placing a grade on the work. After eight weeks, grades can be assigned, but not formally recorded. At the beginning of the second semester, international students will be assessed academically using the same standards as used for all other students. The final grade will be the weighted combination of the semester daily average and the final exam (80%- daily average + 20% final exam).

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Study Hall

Study Hall contributes to the Porter-Gaud educational program by providing an opportunity for concentrated focus on academic work. The atmosphere should be quiet and orderly so that all members of the study hall can work undisturbed. In order to accomplish this, the student in the study hall is expected to:

- come prepared to work on school-related tasks. If the student has no homework, then s/he should bring a book to read.
- work individually. Study hall is not a time for collaborative study.
- remain in the study hall unless there is a particular task which cannot be completed there.
- work diligently in the library or computer room on the task that cannot be completed in the study hall.

Students excused from any study hall for a free period, to attend the Lyceum, or to meet with the learning specialist and who disturb classes or otherwise do not fulfill the Porter-Gaud expectations of acceptable and profitable use of free time may be required to attend study hall. All students placed by the faculty on Academic Probation are assigned mandatory study halls.

12th Grade

In recognition of their maturity and responsibility to the Porter-Gaud community, 12th graders who earned a passing grade in all subjects the previous year are excused from study hall. However, if they do not remain in good standing at the end of a quarterly marking period, they are assigned to study hall for the following quarter. Seniors in good academic standing are not assigned to a study hall and are encouraged to use their study time wisely. If academic difficulties arise, a student's teacher, advisor, or the Dean may ask the registrar to assign the student to a study hall during his/her free period(s).

11th Grade

In recognition of their maturity and responsibility to the Porter-Gaud community, 11th graders who earned a passing grade in all subjects the previous year are excused from study hall. However, if they do not remain in good standing at the end of a marking period, they are assigned to study hall for the following marking period. Juniors must remain on campus.

10th Grade

All 10th Graders are required to attend study hall for the entire year.

9th Grade

All 9th Graders are required to attend study hall for the entire year.

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Tutoring

When a student struggles with the academic requirements of a class, there are several opportunities for additional help here at Porter-Gaud which we expect him/her to take advantage of.

- **Seek extra help from the teacher.** While this may seem an obvious first step, it is too often overlooked. Each Upper School teacher is available for extra help during the School day; all are here by 7:45, but many are in their classrooms even earlier. All are here until 3:45, but many stay later. Not only does a one-to-one session provide valuable information for the student about material in the class, but it also allows the teacher to understand the problem that the student is having and to gain a sense of how s/he is processing information. We know that a strong relationship established between the student and teacher encourages effective learning.
- **Seek extra help from peers.** Forming a study group or study relationship with a peer is a great way of helping to reprocess the information. Because a peer is in a similar place on the learning curve, s/he may be able to present the material with just the right twist necessary to make the light bulb shine. Peer tutors are available for academic help as well. Students should contact the Learning Specialist or the Dean for help in setting up peer tutoring.
- **Lyceum.** A learning center for tutoring is available to all Upper School students in the Olsen Library throughout the day, after school, and before school on mornings when classes start at 9:00a.m. The Lyceum will offer subject tutoring, SAT/ACT Prep, and executive functioning skills support. All services are fee-based.

Sometimes, however, even after taking advantage of all that Porter-Gaud provides, the student needs additional help, and parents may wish to schedule the services of a tutor outside of the Lyceum. If so, we encourage parents to ask about:

- that person's experience with the subject matter and with teaching adolescents,
- the success that the tutor has had with previous clients,
- the details of when, where, and how the tutoring will take place.

For your information, the teacher or Department Chair may provide a list of subject-specific tutors and tutoring services that we know of in the area. Because they are not Porter-Gaud employees, we have not done the background research on them which would allow us to recommend one above another. If your research leads you to a great resource not on this list, we would be glad to hear about them.

Because teachers make Extra Help readily available, Porter-Gaud discourages its faculty members from tutoring Porter-Gaud students for remuneration. If a satisfactory outside tutor is not available, a faculty member may provide tutoring under certain conditions. Please consult with the Head of Upper School, Department Chair, or teacher for more information about this.

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Learning Services Program

Porter-Gaud School offers a Learning Services Program to support students with diagnosed learning differences achieve success at Porter-Gaud. Students are considered for eligibility in the program following a formal psycho-educational evaluation and diagnosis based on DSM-V criteria. Porter-Gaud School requires that this process be completed with a neurologist or a certified school psychologist. Students with learning plans and accommodations will be required to have an evaluation every three years in lower and middle school in order to continue with accommodations. Once the student is in Upper School, an evaluation will be required only every five years. Students in the program follow the academic curriculum and requirements of Porter-Gaud School. A Learning Plan is created to meet the needs of each student. This plan may not fundamentally alter the nature of the academic curriculum. The Learning Specialist coordinates accommodations plans, applies for accommodations on standardized tests, and offers academic coaching during study hall/free periods. With the support of academic coaching and educational accommodations, the goal of the Learning Services program is for students to realize their full academic potential and continue on their path to become lifelong learners.

Porter-Gaud Engage

Each Upper School student will participate in activities anchored in the Charleston community and continue each successive year through graduation. Students will be required to earn three credits per year by attending events in the community and/or completing activities in various themes based on grade-level requirements. Details of the PG Engage Program requirements for each grade can be found on the Porter-Gaud website. Program requirements and opportunities are also communicated throughout the year through study halls, Advisory, and announcements. Periodically throughout the school year, the PG Engage Program will sponsor "Marquee Events," with subsidized tickets and organized travel.

- Students will be required to complete 12 cultural credits (3 credits per year enrolled in Porter-Gaud US) in order to graduate
- Student privileges will be tied to completion of required credits within specific school years
- Credit completion will be reflected on student transcripts

In order to receive credit for attending an approved event or completing an approved activity, students will provide to their advisor:

1. Proof of attendance in the form of a receipt or ticket stub if attending an event OR activity requirement as specified AND
2. A completed reflection form (provided on the Porter-Gaud website).

Advisors track student credits in Blackbaud, which can be accessed throughout the year to monitor progress. Credits also appear on student report cards and final transcripts. In addition, advisors keep the student's reflections on file for future reference. These reflections will help students reflect on their time at PG when they begin the college application process.

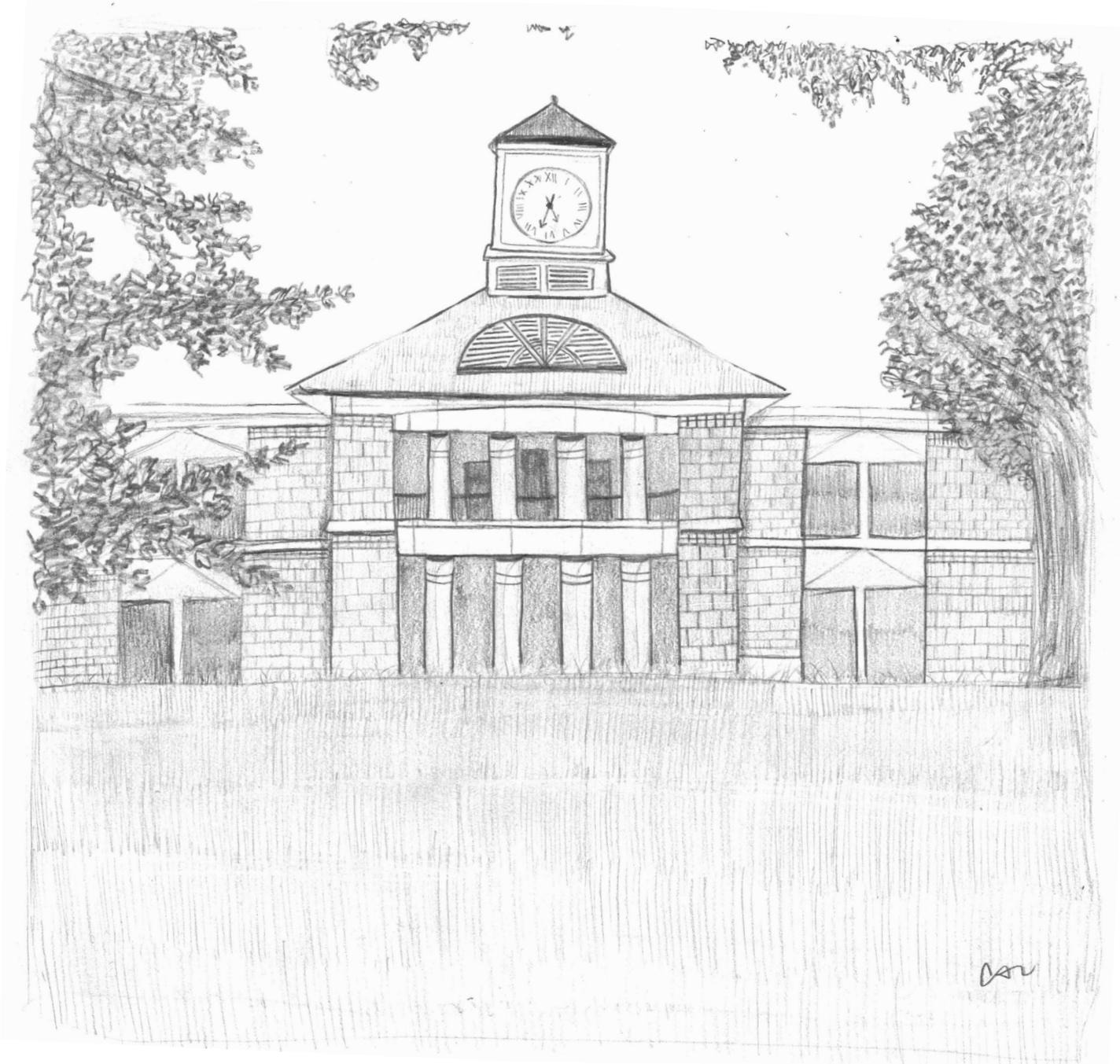
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Approved PG Engage events/activities must:

1. Appear on the approved list of events or be pre-approved by PG Engage Program coordinators
2. Occur in Charleston (students may not fulfill credits during travel)
3. **Not** be an event that qualifies for service hours or any other school credit.
4. **Not** be a Porter-Gaud school-wide activity other than the US Play or Musical

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Daily Expectations, Procedures, & Policies



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General Behavioral Expectations and Personal Responsibilities

Honesty, respect, and responsibility form the basic framework for Porter-Gaud's behavioral expectations. Our School expectations for conduct are designed to promote these principles, to help students learn to discipline themselves, and to provide consequences if/when they fall short. They also serve to provide a safe and secure environment which is intended to support all students.

If inappropriate behavior occurs, the student meets with teachers, the advisor, and/or the Dean, who take such action as the School deems appropriate. Matters of honesty will be referred to the Honor Council. The Head of the Upper School refers potential expulsion offenses to the Head of School's Committee of Review; these include, but are not limited to, all matters of "Honesty," "Respect" and "Responsibility" that follow. The Head of School's decision is final (for more details, see Head of School's Committee of Review further defined in this handbook).

We believe that with the proper support and guidance from both school and home, students can learn from their mistakes and the resulting consequences and move forward both wiser and stronger. If it becomes necessary to address student behavior through disciplinary measures, the School does not include disciplinary infractions on the student's transcript.

Honesty

Breaches of the Honor Code are normally referred to the Honor Council as addressed in this handbook under the heading "Honor at Porter-Gaud." Should a student be found guilty of a breach of the Honor Code, the Honor Council can recommend that the School invoke consequences ranging from Honor Probation up to and including expulsion.

Respect

All School community members deserve respectful treatment at all times. Any form of racial, ethnic, sexual, or religious prejudice is totally unacceptable, as is any form of personal abuse or harassment of an individual, including the use of abusive or threatening language. Students are expected to respect the personal property of others, to consider others in their use of language, and to behave in classrooms in a manner indicating respect for everyone's right to learn. Any violent action directed toward a community member or vandalism toward the property of a community member is unacceptable. A single instance of any of these forms of disrespectful behavior towards another member of the School community, or the chronic demonstration of this kind of behavior, is grounds for immediate dismissal. (For more details, see School Policies on Violent Behavior/Threats and on Harassment/Abuse further defined in this handbook).

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Student Responsibilities

Attendance

Students are expected to attend all classes, assemblies, and other meetings during the School day and to remain at School unless excused by the Assistant Head of Upper School, the Head of Upper School, or one of their designees. Students are also expected to arrive for all classes and other appointments on time. Any student who arrives after the start of the school day (8:20 a.m. Monday, Tuesday and Friday and 9:00 a.m. Wednesday and Thursday) or departs prior to the end of the school day (3:20 p.m.) must sign in/out at the front desk. Failing to sign in/out or unauthorized departures from campus are unacceptable and considered a serious breach of the School's Disciplinary expectations (For more details, see School Policy on absences and lateness further defined in this handbook.)

Residence

Students are expected to reside with a parent or legal guardian while in attendance at the School.

Tobacco & Nicotine

Students may not use tobacco including Juul,/vape/e-cigarette products or have any tobacco products in their personal possession at any time while on school premises, on school-sponsored activities, in school vehicles, or in school-approved vehicles. (See Alcohol, Tobacco, and Other Drug Policy later in this handbook.)

Firearms

The possession of firearms, explosives, or any weapon is prohibited on campus at any time.

When Students Turn Eighteen Years Old

Students who reach eighteen (18) years of age while enrolled in School are bound by all student and family obligations in this Handbook. A student's continued enrollment after reaching 18 years of age evidences the student's agreement with this requirement. In addition, even after the student reaches 18 years of age, the School will continue to share all health/medical, disciplinary, grades, progress reports, and other information with the student's parents/legal guardians throughout the student's enrollment at School. If a student has concerns about particular information being shared with their parents/legal guardians, the student should consult with the Head of Upper School.

Discipline

A significant purpose of Porter-Gaud is the development of those qualities of responsibility, morality, and intellect that define good character. Individual freedom and independence are necessarily limited when large numbers of different people must live together in a small space. Each individual must exercise more self-control and more self-discipline for the common good. Each student must assume responsibility for their own actions and assume responsibility for the actions of others. The School and its faculty assume that each student is a responsible member of the community who seeks to acquire those qualities and habits that contribute to sound character. By using common sense, by taking pride in

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one's bearing and conduct, and by adopting an enthusiastic outlook on life, students will enjoy Porter-Gaud all the more. The disciplinary objectives of Porter-Gaud point to a system of directive guidance leading to self-discipline and personal strength. A student should not force the school into a position where punishment is necessary for such things as not adhering to the dress code, lack of respect for faculty, staff, and classmates, and failing to attend class on time.

High expectations of conduct enable all members of the school family to live together cooperatively, honestly, harmoniously, and with mutual respect. For this reason, students whose conduct or influence is injurious to others are subject to disciplinary action by the school. The school may conduct an investigation in making determinations or appropriate disciplinary action. The School expects the student and his/her family to fully cooperate in such investigation where a student is either directly involved or has information that may assist the school in completing such investigation. In the event a student or his/her family does not cooperate in such an investigation, Porter-Gaud may elect to indefinitely suspend the student from school and/or school-related activities. It is impossible to define precisely all areas and degrees of misconduct and unacceptable behavior; however, a summary of behavioral offenses is included in an effort to guide students toward acceptable conduct.

Potential Disciplinary Consequences

Students are expected to support in spirit and letter the faculty and administration in philosophy, rules, regulations, procedures, and other matters of dress, attendance, promptness, etc. The habits that we build in the small issues of daily life often serve to bend us in positive or negative directions. In order to help students build a positive respect for school rules and learn the habits of disciplining themselves, the Administration assigns logical consequence to minor offenses. The Upper School Administrative team meets regularly to discuss disciplinary issues and general school culture. It is our hope that if all students, teachers, administrators and parents work together and develop programming and consistent, meaningful responses to student behavioral issues, we will see less need for serious disciplinary action.

Disciplinary issues which go beyond those of minor offenses, those which demonstrate a fundamental lack of respect for fellow students, faculty/staff members, or for the learning environment will be dealt with more stringently. At the discretion of the Class Deans, the Assistant Head of Upper School, the Head of Upper School, and/or Head of School, the initial disciplinary consequence may include any of the following: warnings, loss of privileges, counseling, detentions, suspensions, or expulsions.

Disciplinary Warning

This is designed to inform the student and their family that a student appears to be making decisions which are leading the student in a direction which is opposed to the School's mission and which are of concern to the faculty. The student and their family are notified and invited to a meeting with the Assistant Head of Upper School and/or the Head of Head of Upper School to discuss those concerns. Any disciplinary penalty accompanying a Disciplinary Warning is at the discretion of the Assistant Head of

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Upper School or the Head of Upper School. Warning status is temporary, and the student's behavior and progress are reviewed by the Dean or the head of Upper School regularly for improvement. Failure to improve behavior can lead to probationary status.

Detentions

A detention may be assigned by individual teachers, Class Deans, the Assistant Head of Upper School or the head of Upper School in response to a faculty referral for violations of classroom or school rules or may be initiated by the Assistant Head of Upper School or Head of Upper School. Upon administrative review of a disciplinary incident, the Head of Upper School may exercise discretion in determining consequences.

Because the best lessons are learned when a consequence follows rapidly on the heels of an infraction, the administration will make every effort to notify the student and family on the day of the student's offense. Detention notifications indicate that a student has one week to serve detention from the time the detention was issued. Students will need to consult the week ahead email for specific room locations. Detentions take priority over all other School obligations. Examples of behaviors that would incur a detention could include:

- Lateness to class
- Disrespectful behavior
- Dress code violations
- Failure to follow procedures and protocols

Offenses are cumulative for one semester. Any unserved or overdue detention will be doubled; overdue detentions may result in further disciplinary consequences. Seniors with unserved detentions will lose privileges.

Because students receive a one week timeframe to serve detention(s), there will be no extensions of the original due date. Absences, unless five or more consecutive days, will not be considered as a justification for an extension. It is the responsibility of each student to plan accordingly in order to serve the detention(s) by the designated due date.

A student may serve a detention prior to receiving official notification. Faculty should inform a student of an impending detention. Once a student knows that a detention will be issued, the student may serve that detention.

Seniors who have completed their graduation requirements still face disciplinary action by the school if they are not in compliance with the behavioral requirements in this handbook at any time prior to graduation. Disciplinary actions may range from school and/or community service during the summer, suspension, withholding transcript and grades and/or the diploma until the disciplinary action has been satisfied, to dismissal from school.

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If a student receives detentions for repeatedly breaking the same rule (e.g., dress code violation), the following consequences will typically occur:

First offense	=	one detention
Second offense	=	three detentions
Third offense	=	five detentions
Fourth offense	=	one-day suspension
Fifth offense	=	two-day suspension
Sixth offense	=	five-day suspension
Seventh offense	=	recommendation for dismissal

Serving Detention

Afternoon detentions for disciplinary offenses are held Mondays and Thursdays from 3:25 p.m. – 3:55 p.m and morning detentions on Tuesdays from 7:45 a.m. - 8:15 a.m. in a room designated in the week ahead email. Students must be in proper school attire. Food or drinks are not permitted. Students will be required to sit quietly for the entire period. Sleeping or resting one’s head on the desk will not be permitted. Detention is not a study hall period. Students may not make up tests during the detention. The serving of detentions takes precedence over athletic practices and events and must be served within a one week period of time. Students may be required to specifically serve morning or afternoon detention based on the offense committed. If not specified, students may serve either morning or afternoon detentions.

Suspension

A suspension is assigned for major violations of School Rules (short of offenses referred to the Head of School’s Committee of Review for consideration of dismissal). A student whose actions result in suspension has violated the trust of the School community and is consequently separated from the community, serving the suspension in school or out of school.

All work missed while suspended must be made up. Students who miss due dates or assessments because of suspensions are expected to make up that work as soon as possible at a time convenient for their teachers (students should be in contact with their teachers in the case of a multi-day suspension.) A student has, at maximum, as many days as the suspension in order to complete make-up work in order to receive full credit. An exception is a major cumulative project (such as a semester paper), which qualifies for full credit only if submitted on the date due. Students should also expect additional consequences from extracurricular organizations.

During the period of suspension, the student may not attend classes, off-campus school activities, and on or off-campus athletic practices or games. If the suspension is an out-of-school suspension, students may not be on campus during the length of the suspension. In case of a suspension at the very end of the academic year, the student will serve the suspension at the start of the following academic year.

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Examples of behaviors that would incur a suspension could include:

- Violation of the school's alcohol, tobacco and other drug (ATOD) use policy
- Harassment/Bullying
- Violation of the Honor Code
- Unauthorized leaving from school
- Unexcused absences
- Disrespectful behavior
- Repeated violations of school rules.

Disciplinary Probation

Disciplinary Probation is the means whereby the student, their family, teachers, Class Deans, the Assistant Head of Upper School, and the Head of Upper School are all advised that a serious behavior problem has developed -- one that bears scrutiny on a day-by-day basis. A student is assigned Disciplinary Probation by the Head of Upper School, usually after consultation with the faculty and/or administration. The details and duration of the Disciplinary Probation are explained in conference with the student and their family and also in a letter. A student on Disciplinary Probation must return to good standing or face withdrawal from the School. Disciplinary Probation may be assigned at any time for a portion of a semester, an entire semester, an entire school year, or longer.

Additional notes of disciplinary probation:

- Tuition insurance is necessary for any student who is to start the School year on Disciplinary Probation.
- Students on Disciplinary Probation may not hold elective office in the School. They may not be nominated for or elected to any office for the duration of the probation and are removed immediately from any office held if placed on probation.
- A student's probationary status is reviewed at the conclusion of the Probation, and this review determines whether the Probation is lifted. The student and parents are notified of the results of the review.
- Students who are placed on Probation do not have privileges as long as that status remains in effect.
- Probation is not noted on transcripts sent from the School.

Dismissal

Dismissal from the School is the final and most serious disciplinary consequence, and may be applied to the most serious or chronic violations of school rules and expectations. Depending upon the nature of the offense and the severity of the consequences, a report of a serious disciplinary incident may go in a student's disciplinary record.

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Head of School's Committee of Review

The Committee of Review serves as an advisory group to consider cases involving a student's potential dismissal. The Committee includes the Heads of the Lower, Middle and Upper Schools, the Assistant Head of Upper School, the Upper School Faculty Representative, and the student's faculty advisor. The appropriate division Head chairs the Committee. The Committee meets and reports to the Head of School, who makes the final decision about disciplinary consequences for the case in question.

In any case involving dismissal, the Head of School's decision is final.

Disclosure Policy

As a member of the National Association for College Admissions Counselors (NACAC), Porter-Gaud supports and complies with the ethical practices and policies outlined in NACAC's "Guide to Ethical Practice in College Admission"

Many college applications request detailed information from both students and high schools. In particular, some applications require both the applicant and a designated school official address a candidate's disciplinary record including suspension or dismissal. Therefore, under our Honor Code, Porter-Gaud expects each student to fully disclose any honor or disciplinary violation that results in an out-of-school suspension when asked directly on a college application and otherwise to be fully truthful and honest with respect to filling out college applications. If contacted by a college concerning a student's disciplinary record or history, Porter-Gaud will respond to the inquiry and provide such information concerning disciplinary records, disciplinary history, and/or any disciplinary incidents as may be requested. Porter-Gaud will fully support such a student with an appropriate letter written by the Head of Upper School to any respective college or university. The School, meanwhile, expects the student to honestly and honorably answer all questions regarding his/her disciplinary record. Failure to do so may jeopardize a student's application. Obviously, should a student be dismissed from Porter-Gaud, the School would be obligated to report a change in the student's enrollment status to a college or university.

Summary of Behavioral Responses

Detention or Suspension

- unauthorized possession of food/gum
- violation of restricted areas
- possession of unauthorized articles at school
- unacceptable conduct during the school day, including lunch, chapel, activities, assemblies, athletics, field trips, study halls, classes, competitions, etc.
- repeated dress code violations
- excessive tardiness
- swearing, obscene, or threatening language or obscene gestures
- abuse of property of others, including school property

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- disrespect for faculty, staff, or fellow students
- careless driving
- parking in restricted area(s)
- gambling
- violation of off-campus trip guidelines
- plagiarism
- cheating on tests and/or quizzes
- lying/dishonesty
- possession and/or use of alcohol, tobacco, or other drugs
- possession and/or use of a Juul/vape/e-cigarette
- sexual harassment
- fighting
- failure to cooperate with school investigations
- inappropriate public or private display of sexual behavior
- leaving campus without permission
- vandalism
- theft
- harassment/bullying/hate language
- failure to follow safety procedures and protocols

Dismissible Offenses

- possession of a lethal weapon or explosives
- purchase, possession, selling and/or use of alcohol, tobacco, or other drugs
- sexual harassment
- theft
- severe vandalism
- repeated violations of the Honor Code
- harassment/bullying/hate language
- inappropriate public or private display of sexual behavior

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Alcohol, Tobacco, and Other Drug Policy

Enrollment at Porter-Gaud School is a privilege and not a right. While enrolled as a student of Porter-Gaud, students are expected to comply with school policies and procedures. In order to fulfill its mission, Porter-Gaud strives to provide and promote a safe, secure, and vibrant academic community of learners free from disruptive distractions. The health and well-being of our students is essential to the learning environment. Porter-Gaud believes that the use of alcohol, tobacco of any sort or in any form, or illegal drugs, or the abuse or misuse of legal drugs or medications by students at any time interferes with healthy adolescent development.

In its effort to preserve the well-being of all its students, the School will not tolerate student use of intoxicants or drugs of any sort. Porter-Gaud students may not use, consume, deliver, purchase, sell, have in their possession, or be under the influence of narcotics, illegal drugs, drug look-alikes, misused prescription or over-the-counter medication, alcohol, or drug-related paraphernalia, or encourage or pressure others to do so while on or off school property or while participating in any school-sponsored or supported activity whether on or off campus, in school or personal vehicles at any time whether before, during, or after the school year.

If a student who is not under the influence of vaping, alcohol, or other drugs, and who is not under investigation for a violation of the Porter-Gaud Alcohol, Tobacco, and Other Drugs policy, is concerned about personal involvement with drugs or alcohol or that of another student or friend, the student is encouraged at any time to go to an advisor, school nurse, counselor, chaplain, or any school administrator for help or support from the Counseling Department. No school disciplinary action will result for such student-initiated disclosure. Also, the school expects students to report to the school counselor, a school nurse, the Upper School Dean, the Head of Upper School, the chaplain, or the student's faculty advisor their possession or intended use of prescribed drugs on campus or at a school event or function.

Students are prohibited from being on campus or at any school event or function if under the influence of any intoxicants, alcohol, or illegal drugs. Students are not to assist any other student or individual in purchasing, selling, or possessing intoxicants or illegal drugs on campus or at an off-campus school event or function. The School expects its students to fully cooperate with the School's administration in any investigation of the purchase, sale, possession, or use of intoxicants or illegal drugs on the school campus or in connection with any off-campus school event or function. The school may administer a breathalyzer test to assist in determining alcohol consumption at school-sponsored events.

Any student in a school-related activity or event, on or off campus, who chooses to remain in the company of another person who is engaged in one of the activities described in the paragraphs above may also be considered in violation of this policy, unless that student is intervening to prevent a problem, to assist the person in difficulty, or to get adult assistance.

The purchase, sale, possession or use of certain substances which are "legal" under the laws of South Carolina when possessed or used by an adult (e.g., alcoholic beverages, nicotine, e-cigarettes, prescription narcotics) or when used consistent with their intended commercial retail purpose (e.g., inhalants, synthetics, solvents, glues) are viewed by the school as inappropriate for use as intoxicants by students and are considered violations of this policy. The sale, purchase, possession, or use of such "legal" substances in violation of this policy shall result in an immediate indefinite suspension of the

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offending student from the school. Provided that the student cooperates in the school investigation of the violation, the student shall be suspended from school for a period of time determined by the Head of School's Committee of Review recommendation to the Head of School and subject to the student completing psychological counseling and/or a substance abuse program prior to being allowed to return for regular school attendance.

The purchase, sale, possession, or use of a substance that under South Carolina state law constitutes an "illegal" intoxicant or drug or the association of a student with an individual known by the student to be in immediate possession or use of illegal intoxicants or drugs on the school campus or in connection with an off-campus school event or function, shall result in the student's dismissal from school. The school administration shall have sole discretion in determining whether or not to review and/or to accept any application on the part of such expelled student for re-admittance to the school during a future school year.

Off-Campus

Porter-Gaud cannot assume responsibility for the off-campus and non-School-sponsored activities of its students, nor does it wish to, for that responsibility belongs to the students and to their families. However, if, in the School's judgment, improper behavior by a student in non-School activities is damaging to the welfare of Porter-Gaud students or the reputation of the School, Porter-Gaud will take appropriate disciplinary action with sole discretion.

On a related note, a private party held off campus is not a school-sponsored event. Still, students are expected to act in a manner consistent with the school's policies and procedures. The school is not responsible for supervision or enforcement of its rules on substance use at private parties. Supervision and enforcement at such events, including actions that take place online or through the use of mobile devices, is the responsibility of families and law enforcement. The School reserves the right to take disciplinary action, including suspension or dismissal, when substantiated improper behavior by a student during non-School activities, holidays, or vacations, including violation of South Carolina laws concerning drug and alcohol use and possession bring discredit to their schoolmates or to the school. Examples would be vandalism, property damage, violence, social media postings of this behavior, or illegal behavior that gives rise to a medical emergency or a law enforcement response. In addition, the host of a private party where such behavior occurs, as well as other involved students, will be subject to disciplinary action if the matter comes to the attention of the school.

These policies also apply to all Porter-Gaud events including those that occur:

- prior to the formal beginning of classes (i.e. preseason athletic practices or foreign trips);
- during school vacations (i.e. athletic team trips or foreign trips); or
- after the school year officially ends (i.e. foreign or national trips even if all requirements have been satisfied).

All disciplinary issues that arise during the above mentioned times will be handled solely by the Upper School administration as expeditiously as possible. The Upper School administration will enforce the appropriate and relevant application of school policies as outlined in the Student Handbook. While a coach, for example, may determine personal consequences regarding the violation of team rules, etc., those actions are deemed in addition to these rules of conduct.

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Seniors who have completed their graduation requirements still face disciplinary action by the school if they are not in compliance with the behavioral requirements outlined in this handbook at any time prior to graduation. Disciplinary consequences may range from school and/or community service during the summer to dismissal from school at the school's sole discretion.

School Response

The Head, Assistant Head, or Dean of Students of the appropriate Division will investigate and review any alleged violation of the Drug and Alcohol Policy as expeditiously as possible. If the student is found to be in violation of the policy, the School will undertake an investigation. As part of any disciplinary process, we reserve the right to speak with students during the investigation at any time. The School may not always be able to notify parents/guardians prior to speaking with students due to the need to take immediate action when the School deems this appropriate. Additionally, the following courses of action may be taken:

1. If circumstances warrant it in the sole judgment of the School, the student will be indefinitely suspended pending the conclusion of an investigation.
2. The student in a first offense situation may be suspended for a minimum of five days from the School and from all school activities. If the student has been charged with a criminal offense, the student remains suspended until a decision is made whether a return to school is appropriate. The school may either base its decision on its independent investigation or await a satisfactory ruling from the Court that justifies the student's return to school.
3. The student may be placed on Disciplinary Probation. (for further details, see Disciplinary Probation). The Porter-Gaud Athletes' Code also applies.
4. If the student is a member of an extracurricular activity (athletic team, performance group, club or activity), the student should expect additional responses from those organizations.
5. In an instance where the possibility of dismissal exists, the Head of School's Committee of Review will convene to learn the facts and make a recommendation of a disciplinary consequence(s) to the Head of School.
6. Depending upon circumstances, the student may be dismissed from the School.

Any student, who violates the Porter-Gaud Alcohol, Tobacco, and other Drug Policy, if allowed to return, must have, as a condition of return to school, an assessment by a professional selected by the School to determine the student's readiness to return to Porter-Gaud. The sole and exclusive decision as to the return of the student is at the discretion of the Head of School. If a drug/alcohol problem is determined, the School will require, as a condition of return, that the student participate in the treatment program as determined by the assessing professional. A second violation or a violation of conditions of the first offense will be addressed accordingly up to and including immediate dismissal.

Porter-Gaud reserves the right to test any student for intoxicants, drugs, or alcohol when a student is suspected of being under the influence while attending a school or school-related event or when a student is placed on academic or disciplinary probation and such screenings or testing are conditions of

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the probation. Any student in possession of an electronic cigarette or vaporizer or any student who chooses to remain in the company of another person who is using such a device, may be tested. In these instances, the student will be required to undergo appropriate drug testing either on campus or at a certified testing facility approved by the School. The method of testing will be determined by the School. The cost of the initial screening will be covered by the School.

In the event the test returns a positive test result, the student will be required to undergo extensive substance-use evaluation and counseling. Each student who has received a positive test result will then be administered another test approximately 100 days following the initial positive test and be subject to regular testing throughout the remainder of his or her tenure at Porter-Gaud. All information regarding a student's first positive result will be strictly limited to the Head of School, the Head of Upper School, the Assistant Head of Upper School, and the Upper School Counselor. All costs and expenses of the drug-and-alcohol evaluation and counseling and subsequent testing will be the responsibility and obligation of the family. Following a second positive test result, the student will be withdrawn from Porter-Gaud.

Under South Carolina Law, besides the statutory penalties for possession of illegal drugs, it is a separate criminal offense for any person to distribute, sell, purchase, manufacture, or to unlawfully possess with intent to distribute while in, on, or within a one-half mile radius of the grounds of any public or private elementary, middle, or secondary school.

Of course, we will follow the applicable law and may report to the authorities as the School deems appropriate. The School is not responsible for the actions of law enforcement officials.

Responsibilities of Parents, Guardians, and Affiliated Individuals

As the School's most significant partners in protecting children from illegal alcohol/drug use, families are expected to understand and uphold Porter-Gaud's Alcohol, Tobacco, and Other Drug Policy. The following statement drawn from the Porter-Gaud annual enrollment contract establishes this expectation:

The administration, teachers and staff may take all action necessary to ensure the operation of the School in all matters as it may apply to the Student. A positive and constructive relationship between the School and the Parents or other adults interacting with the School and/or School community by virtue of their relationship with the Student (the "Affiliated Individuals") is essential to the mission of the School. Thus, if the behavior, communication, or interaction on-campus or off-campus (including during School-sponsored events) of Parents or Affiliated Individuals is disruptive, intimidating, overly aggressive, or reflects a loss of confidence in or serious disagreement with the School, including but not limited to disagreement with its policies, procedures, responsibilities, personnel, leadership or standards, or imperils accomplishment of its educational purpose or program, Parents must understand and agree that the School has the right to dismiss the Student from the School, the School property, a School event, or implement other such restrictions as determined in the School's sole and exclusive discretion. In addition, Parents must understand and agree that the School has the right to place restrictions on the Parents' or Affiliated Individuals' involvement with or activity at the School, on School property, or at School-related events, if the School determines, in its sole and exclusive discretion, that such a restriction is warranted.

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As a matter of policy, Porter-Gaud also expects the families of students to understand and uphold applicable South Carolina state law that holds them or their children liable for exposing in their own homes the children of other parents to high-risk situations involving alcohol or other drugs. Thus, the withdrawal of a family may be required as a result of violation of the School's Alcohol, Tobacco, and Other Drug Policy and/or violation of state laws that pertain to adult responsibilities for safeguarding the well-being of their children as well as the children of other parents.

Searches

In the interest of a safe and drug-free school community or to safeguard property, Porter-Gaud may question and search at any time, at its discretion and without notice, for illegal drugs, alcohol, weapons, and/or personal property of Porter-Gaud or others, in its facilities or on or about a student while the student is at Porter-Gaud engaged in school activities. The search may include any property which belongs to Porter-Gaud even though it may be loaned to the employee or student. In this connection, please know that all equipment and storage areas including, but not limited to, computers, data storage devices, closets, and lockers are the property of Porter-Gaud.

If the School, at its discretion, determines a reasonable suspicion exists, school administrators or their designees may also inspect without notice any packages, parcels, purses, wallets, handbags, briefcases, book bags, automobiles, tool boxes, or any other possessions or articles carried to and from Porter-Gaud's property including contents of external hard drives, thumb drives, or other data storage devices.

Consistent with law, any person entering the premises of any school in this state is deemed to have consented to a reasonable search of their person and effects. Therefore, school administrators or their designees may conduct reasonable searches of the person and property of visitors on School premises. S.C. Code §§59-63-1110, 1120, 1130.

Employees, students, and visitors are expected to cooperate in the conducting of such searches.

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Senior Privileges

Seniors are generally responsible for planning and managing their unscheduled time during the School day. Each Senior privilege is subject to annual approval by the Head of Upper School, Assistant Head of Upper School, and Upper School faculty. **These are privileges, not rights, and are not considered a Porter-Gaud tradition.**

In order for initial privileges to remain in effect for the class and future privileges to go into effect, all members of the class must:

- Complete a class activity agreed upon by the Director of Community Service and the Class Dean.
- Submit a signed Senior Lunch Privilege permission form. This form must be signed by the student and a parent/guardian.
- Attend required Senior class meetings, including college night and the Senior leadership meeting.

Senior Privileges will be granted in the following order:

1. Seniors may sign out to leave campus for lunch on days when they have a free period immediately before or after the lunch block provided proper parent/guardian approval is on file in the Academic Office.
2. Seniors may arrive after 8:20 but prior to the second class period of the day on class days when they have a free period as the first academic period of the day.
3. Seniors may sign out at the conclusion of their academic obligations for the day.
4. Senior Spring Dress* may be approved beginning the first Monday of May.

Privileges may be suspended for an individual if, in the opinion of the parent, faculty, Class Dean, Assistant Head of Upper School, and/or the Head of Upper School, that student is not providing satisfactory academic and social leadership for the Porter-Gaud community. Privileges for the entire class may be suspended if, in the opinion of the faculty, Grade Dean, Assistant Head of Upper School and/or the Head of Upper School, a significant number of the class members are not meeting their academic or social responsibility to the Porter-Gaud community.

* Senior Spring Dress is a privilege that allows seniors to not wear the official Porter-Gaud Uniform but still requires specific expectations of allowable clothing and grooming standards. The standards of dress for Senior Spring Dress are still high, and failure to meet them will lead to loss of privilege. The exact expectations of Senior Spring Dress will be detailed before its implementation.

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Attendance Policies

Since academic excellence is a top priority for Porter-Gaud, class attendance must be a top priority for its faculty, students, and parents. The school strongly believes that consistent attendance is essential to the successful completion of any class, not only for what the student will derive from being present in class, but also for what the student can contribute toward the enrichment of the class for other students. The interaction of the class members is a vital, but often immeasurable dimension of the educational value of a class. There is no substitute for being present for the laboratory experiment, for listening to the ideas and experiences of others, and for learning from a teacher dedicated to his/her discipline and students. While circumstances may mandate that a student must miss a class, every effort should be made to minimize absences. We ask that caregivers, our most important partners in teaching our children, schedule appointments, outside obligations, and family trips when School is not in session so that valuable class time is not missed.

A record of absences from each class will be included on the student's report card. Additionally, class absences are kept on the student's Blackbaud account.

Tardies must be kept to an absolute minimum and excessive tardies will result in detentions. It is the responsibility of the student to arrive at school and to attend each class on time. Promptness in itself is a desirable habit, and it is a sign of respect for fellow students and teachers to avoid unnecessary interruptions to the classroom environment. Students are expected to report to school in time to be in their advisory meeting at 8:20 a.m on Monday, Tuesday and Friday and for their first class at 9:00 Wednesday and Thursday.

Absences

The school establishes the attendance policies and standards for its students. If a student is going to be absent from classes, the parent is to use the School Pass app to let the school know of the absence. In the case of a student missing two or more consecutive days, the School may seek a verifiable reason for the absence. A student who returns to school without parental/guardian notification must receive administrative permission to attend class until parental notification has been provided.

Planned Absences

In the case of planned absences, a student must pick up a planned absence form in the Main Office or on the school website, have it signed by parents/guardians, teachers, and the Assistant Head of Upper School, and return it to the Main Office at least one day before the absence. In the case of a student who has a planned absence scheduled the day before an announced test, a student will not be excused from taking the test.

The responsibility for classwork missed rests solely with the student and must be completed within the guidelines established for make-up work.

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Leaving Campus

In order for a student to be allowed to leave School before the end of the day, the student must abide by the following:

- Requests for leaving campus must be made through the SchoolPass app, stating the express purpose for such dismissal, the time at which the student should be excused, and the time when the student will return to school. Because these absences involve prior knowledge, parents and guardians are asked to make requests in SchoolPass prior to or early on the day when the student must leave campus.
- The School strongly recommends that medical and dental appointments be made outside of the regular school day. However, if that is not possible, any off-campus medical/dental appointment requires verification signed by a doctor's office personnel at the time of the appointment. This verification should be delivered to the Upper School Receptionist upon signing back in or the next morning.
- In the absence of specific permission from a parent or guardian, the Assistant Head of Upper School, the Head of Upper School, or Administrative Staff may authorize the student to leave the campus.
- Students must sign out on the iPad at the Front desk.
- For information on Seniors, please see details on Senior Privileges further defined in this handbook.
- Should a student not receive appropriate permission and miss a class, an academic penalty may result.
- Leaving campus without permission is a serious offense and may result in a suspension.
- Students with prior parent/guardian permission who do not follow the school's protocol of signing in and out may face disciplinary consequences up to and including suspension.

Illness During the School Day

- A student who becomes ill is expected to see a school nurse and then speak with the Upper School Receptionist or the Upper School Administrative Assistant who will contact a parent or guardian. The student may sign out and leave after a parent or guardian gives permission.
- If a parent or guardian cannot be contacted, the Assistant Head of Upper School, Head of Upper School, or Administrative Staff may authorize a student to leave the campus.

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Results of Excessive Absenteeism

Absences due to school sanctioned trips, athletic contests, and religious holidays are not counted in the cumulative absence total. Any other absences will be counted toward the cumulative absence total. As the cumulative absence total grows, the following chain of events will occur:

1. When a student reaches six absences in a class for the semester, the student's family and advisor will be notified by email from the Class Dean.
2. After eight absences in one semester in a class, the Head of Upper School, Assistant Head of Upper School, or Class Dean will schedule a meeting to include the student, their family, and the advisor to discuss the issues surrounding the excessive absences, to determine what, if any, extenuating circumstances apply, to discuss the possibility of point deduction or loss of credit in the class, and to develop a plan to improve attendance.
3. After a review of total absences by the Class Dean, Assistant Head of Upper School, and the Head of the Upper School, ten or more absences in one semester in a class will result in a deduction of three (3) points from the semester grade in question.
4. Should the student's attendance fail to improve, and the student hits 15 absences in one semester in a class at any point in the year, after a review of total absences by the Class Dean, Assistant Head of Upper School, and the Head of the Upper School, a deduction of three (3) additional points from the semester grade in question will occur. In addition, a faculty-administrator hearing will be held to discuss the possible loss of credit in the class in which case, the student will be withdrawn from the class. If so, the student places himself/herself in serious jeopardy regarding fulfilling graduation requirements. Subsequent adjustments to the student's course load may be required to satisfy course load and/or graduation requirements.

Long-term illness or Concussion

In the case of long-term illness, the family is asked to contact the Class Dean, Assistant Head of Upper School, and the Head of Upper School to discuss the situation and develop a plan for making up work. For long-term illness to be exempted from the excessive absenteeism policy, the school may request verifiable proof of an illness.

In the case of a concussion, the student and family are required to work with the athletic trainer to coordinate care and treatment. The athletic trainer may exempt the student from the excessive absenteeism policy and will work with the Class Dean to develop a plan for making up work.

Disciplinary Consequences

Disciplinary consequences may exist in the following cases: skipping a class, being excessively tardy (beyond 20 minutes) to a class, or failing to comply with the planned absence policy. The consequences may include a two-point grade deduction in that course at the end of the respective semester marking period and may result in a loss of privileges for a Senior. For example, if a student skips a class in a course where her/his semester daily average grade is an 86, the Academic Office will deduct 2 points, and the marking period grade will be an 84. Any assessed work, with the exception of daily homework, must be completed and submitted whether it be a quiz, a presentation, or a test.

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Tardiness

Unless otherwise excused, a student is expected to report to school in time to be in advisory and/or the first class. Students are also expected to be on time for any subsequent classes and all other school commitments, such as assemblies, activities, study hall, detention, lunch and athletics. A tardy is assessed whenever a student arrives to a class after its scheduled starting time. Tardies are cumulative for one semester. Students tardy to school at the beginning of the day must sign in with the receptionist to be admitted to class.

Penalties, per semester, for tardies are as follows:

After:	Consequence:
Five unexcused tardies	Family notification and advisor contact.
Seven unexcused tardies	One detention, family notification, and advisor contact
Fourteen unexcused tardies	Three detentions, family notification, and advisor contact
Twenty-one unexcused tardies	Five detentions and required administrative-family meeting
Twenty-eight unexcused tardies	One-day suspension

Participation in After-School Activities

The School expects that students will be in attendance for the entire school day and to participate in after-school activities such as athletics or performing arts. Any exception to that expectation must be approved by the Class Dean, Assistant Head of Upper School, or Head of Upper School in consultation with the athletic department or performing arts department. Circumstances may arise in the scheduling of athletic contests, in particular, where a student-athlete returns to school at a late hour. In that scenario, administrative discretion will be used regarding the next day's after-school participation in rehearsals, practices or games.

Upper School Uniform Guidelines

The School has guidelines for dress and personal grooming since anything that distracts from or interferes with the learning process is unacceptable. Faculty members, the Class Dean, Assistant Head of Upper School, and/or the Head of Upper School may assign penalties if the student has not met the intended guidelines for dress and personal grooming. Students need to meet appearance expectations upon arriving on campus every morning. A student who is out of uniform may be sent home to change or their family may be called and asked to bring uniform items. Any work missed because of uniform violations is to be made up within one school day and the student should expect academic consequences.

Porter-Gaud's basic guidelines for dress and personal grooming are listed below:

- All students' hair should be clean, neat, well-groomed, and a natural color. Extreme colors and styles are not acceptable for School.
- Hats are not to be worn at any time during the school day.
- Body piercings (other than ears for girls) and tattoos are not appropriate.

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- All School uniforms are to be neat, clean, pressed (when necessary), appropriately sized, and in good repair (no holes, ragged hems, or patches). Shorts and skirts should be no shorter than 3 inches above the knee. Shirts are to be tucked in during School hours. Students may not modify the school uniform.
- Closed-toed shoes are required.

Uniform dress remains in effect for all students on the campus from 7:45 a.m. to 3:20 p.m. unless specific permission is given by a faculty member, the Class Dean, the Assistant Head of Upper School, and/or Head of Upper School. The following guidelines are by no means comprehensive or all inclusive. Final judgment of acceptable attire and personal appearance is at the discretion of the School. The School reserves the right to be the final authority as to what is acceptable and what is not acceptable, even if the attire is not addressed in these guidelines.

All uniform items can be purchased online at French Toast following the [link](#) on the school homepage and using school code QS611DI. Items may also be purchased at the school-run used uniform sale.

Athletic Teams

If an athletic team wishes to dress more formally on game days than the School's regular uniform, their coach or captain should clear their plan with the Assistant Head of Upper School at the beginning of their athletic season. The entire team must dress accordingly. No team jerseys may be worn Monday–Thursday.

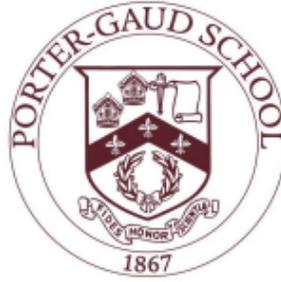
Science Labs

For all Science Labs (and in all situations where the supervising teacher decides that safety issues may be involved), students are to wear footwear with closed toes, heels, and covered insteps.

PE Uniforms

PE Uniforms will be distributed to Upper School students taking PE during the first week of school.

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2023-2024 Upper School Uniform Guidelines

Items from Lands End including plaid skirts and polo shirts with horizontal Porter Gaud logo will be allowed in the uniform for this school year only as we complete the transition to French Toast items. Uniforms can be purchased through our [PG store on the French Toast website](#) or from the Gently Used Uniform Sale in August.

Tops (all tops must have a Porter-Gaud logo)	
<p>Polo:</p> <ul style="list-style-type: none"> → White, black, garnet, or gray → Long or short sleeve → Athletic polos are only permitted on Fridays as part of spirit dress. <p>As long as the student is wearing official Porter-Gaud outerwear, they are not required to wear a polo. However, if a student wishes to remove their outerwear at any point throughout the day, they should be wearing the required polo underneath.</p>	
Bottoms	
<p>Pants</p> <ul style="list-style-type: none"> → Khaki → Black <p>Shorts</p> <ul style="list-style-type: none"> → Khaki 	<p>Pants, shorts, and khaki skirts/skorts do not have to be purchased from French Toast.</p> <p>Cargo pants, work pants, and khaki/black colored jeans are not appropriate.</p>
<p>Skirt</p> <ul style="list-style-type: none"> → Plaid, gray, or khaki → Plaid purchased through French Toast; gray or khaki can be purchased elsewhere <p>Skort</p> <ul style="list-style-type: none"> → Plaid, khaki → Plaid purchased through French Toast; khaki can be purchased elsewhere 	

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Dresses	
Tennis Dress <ul style="list-style-type: none">→ Garnet (with Porter-Gaud logo)→ Purchased through French Toast	

Outerwear	
Sweater <ul style="list-style-type: none">→ Solid colored pullover, vest, or cardigan in black or gray, or white	Any outerwear that is not official Porter-Gaud gear should be solid colored in gray, white, or black. Non-Porter-Gaud hoodies are not permitted. Logos on outerwear that are not official Porter-Gaud gear should not be larger than your fist.
Jacket <ul style="list-style-type: none">→ Solid colored black or gray, or white fleece→ Official Porter-Gaud jackets (letterman, etc.)	
Sweatshirts <ul style="list-style-type: none">→ Solid colored black or gray or white crewneck→ Solid colored black or gray or white quarter-zip pullover→ Official Porter-Gaud sweatshirts (hoodie, pullover, quarter-zip)→ Seniors Only - official college sweatshirts are permitted	

Leggings and Tights
Leggings and tights may be worn under skirts, shorts, and dresses if desired. They must be solid black or white, or gray in color.

Footwear
Shoes should be closed-toe shoes or athletic shoes. Sandals, flip-flops, crocs, slides, or any similar shoe are not permitted.

Hats
Hats may not be worn on campus. Headwear is only allowed for religious or cultural purposes.

Spirit Days
Every Friday is Porter-Gaud Spirit Day. All students may choose to wear official Porter-Gaud gear: jerseys, polos, t-shirts, etc., which represent an athletic team, academic organization, community service project, or fine arts event to show their Porter-Gaud spirit. These are worn with uniform bottoms. Spirit wear can be ordered at various points through an online Spirit Store run by PGPA.

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2023 - 2024 Rotating Block Schedules

A WEEK				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Advisory (8:20-8:25)	Advisory (8:20-8:25)	Faculty Meetings and Collaborative Planning (8:00-8:55)	Interdisciplinary Seminars, Grade Level Programming & Engage (8:00-8:55)	Advisory (8:20-8:25)
A (8:30-9:15)	B (8:30-9:15)			D (8:30-9:15)
B (9:20-10:05)	C (9:20-10:05)	C (9:00-10:20)	G (9:00-10:20)	E (9:20-10:05)
C (10:10-10:55)	D (10:10-10:55)	D (10:30-11:50)	Advisory (10:25-10:55)	F (10:10-10:55)
Community (11:00-11:20)	Community (11:00-11:20)		Chapel & Community (11:00-11:30)	Community (11:00-11:20)
D (11:25-12:10)	E (11:25-12:10)	E (11:50-1:10)	A (11:40-1:00)	G (11:25-12:10)
E (12:15-1:00)	F (12:15-1:00)			A (12:15-1:00)
Lunch (1:00-1:45)	Lunch (1:00-1:45)	Lunch (1:10-2:00)	Lunch (1:00-2:00)	Lunch (1:00-1:45)
F (1:45-2:30)	G (1:45-2:30)	F (2:00-3:20)	B (2:00-3:20)	B (1:45-2:30)
G (2:35-3:20)	A (2:35-3:20)			C (2:35-3:20)

B WEEK				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Advisory (8:20-8:25)	Advisory (8:20-8:25)	Faculty Meetings and Collaborative Planning (8:00-8:55)	Interdisciplinary Seminars, Grade Level Programming & Engage (8:00-8:55)	Advisory (8:20-8:25)
E (8:30-9:15)	F (8:30-9:15)			A (8:30-9:15)
F (9:20-10:05)	G (9:20-10:05)	G (9:00-10:20)	D (9:00-10:20)	B (9:20-10:05)
G (10:10-10:55)	A (10:10-10:55)	A (10:30-11:50)	Advisory (10:25-10:55)	C (10:10-10:55)
Community (11:00-11:20)	Community (11:00-11:20)		Chapel & Community (11:00-11:30)	Community (11:00-11:20)
A (11:25-12:10)	B (11:25-12:10)	B (11:50-1:10)	E (11:40-1:00)	D (11:25-12:10)
B (12:15-1:00)	C (12:15-1:00)			E (12:15-1:00)
Lunch (1:00-1:45)	Lunch (1:00-1:45)	Lunch (1:10-2:00)	Lunch (1:00-2:00)	Lunch (1:00-1:45)
C (1:45-2:30)	D (1:45-2:30)	C (2:00-3:20)	F (2:00-3:20)	F (1:45-2:30)
D (2:35-3:20)	E (2:35-3:20)			G (2:35-3:20)

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The Advisory Program

The Advisory Program at Porter-Gaud is designed to ensure that each student has the necessary support to take advantage of the many opportunities for growth and development here at Porter-Gaud. A student's faculty advisor can become a guide, friend, and advocate throughout the Upper School career. They are often called upon to help the student with academic counseling, personal adjustment, and behavior concerns that the student may have. The advisor is a first resource for the student and their families and may direct them to other resource personnel within the school as needed—the Upper School counselor, Class Dean, Chaplain, Assistant Head of Upper School, or the Head of Upper School. Students and families alike should make every effort to get to know the student's advisor, so that they develop a relationship of trust in which the student can thrive. An individual Student/Family/Advisor Conference day is scheduled each fall so that the family can schedule time to talk about the student's progress through the Upper School and each spring for the purpose of scheduling courses for the following academic year.

To facilitate this relationship, the advisor meets with the advisee regularly to discuss academic progress and curricular choices. Students will be placed in an all 9th grade advisory for their 9th grade year. They will have the opportunity to select their advisor for 10th-12th grade in the spring of their 9th grade year.

In the spring of each year, returning students may select five Upper School teachers with whom they feel they have good rapport. These selections are collated by the Upper School administrative team with every effort made to assign a student to one of their top choices. In most cases, 10th and 11th grade students continue with their advisor from the previous year if that advisor is still a member of the Upper School faculty.

During the year, it may become obvious to either the advisor or the advisee that they cannot maintain an effective relationship. When this occurs, it should be brought to the attention of the Head of Upper School or Assistant Head of Upper School so that an adjustment can be made, if possible.

As the advisor and advisee come to know one another, the advisor becomes the recipient of much information—grades, academic concerns, extra-curricular activities of a routine nature—but may inform the appropriate School official of anything about a student that is of concern. To discuss issues or concerns of any nature, the student and their family may want to contact the Upper School counselor instead of the advisor. The standard, sensible limits of confidentiality apply; all counselors, while making reasonable efforts to preserve privacy, may act to preserve the safety, security, health, and well-being of our community.

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Student Assistance/School Counselor

Porter-Gaud has implemented a non-disciplinary assistance program to provide prevention, early identification, intervention, and referral services for students who are having emotional, academic, or family difficulties, as well as those with alcohol or other drug abuse problems or eating disorders. Services include education, support groups, health assessments, consultations for students, parents, and faculty, and referral to appropriate professional services. Students may seek consultation or make inquiries about available services by contacting one of the Upper School counselors.

Equal Opportunity Accommodations for Students with Disabilities

Porter-Gaud strives to provide its students equal opportunity without discrimination on the basis of race, sex/gender, color, or national origin in the administration of its admission, academic, scholarship, education and athletic policies. The School cannot tolerate harassment or retaliation for complaints of such discrimination or harassment.

Similarly, Porter-Gaud School strives to avoid discrimination against disabled students. Harassment and/or retaliation related to disability is also prohibited. If, however, any requested modifications of policies, practices or procedures to meet learning needs would fundamentally alter the academic nature of the programs provided by Porter-Gaud or present an undue burden, the School will not make such modifications; the Porter-Gaud School Academic Expectations policy in student handbooks sets forth the scope of such accommodations to be considered by the School.

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Student Protection

Porter-Gaud Bullying Policy and Protocol

Definition of Bullying

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. Bullying occurs when a child or group of children keep taking advantage of the power they have to hurt or reject someone else. Some of the ways children bully another child include: Calling them names, saying/writing nasty comments about them, leaving them out of activities, not talking to them, threatening them, making them feel uncomfortable or scared, stealing or damaging their things, hitting or kicking them, and making them do things they don't want to do.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Students who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once and are repeated over time.

Definition of Retaliation

Any form of adverse action such as intimidation, reprisal, or harassment directed against a student who reports bullying or who provides information during an investigation of bullying.

Why Do Some Children Bully?

There are a lot of reasons why children bully. They may see it as a way of being popular, showing off, or making themselves look tough. Some children bully to get attention, and some just like making other people feel afraid of them. Others might be jealous of the person they are bullying, or might be being bullied themselves. They may not even realize that what they are doing is wrong and how it makes their victims feel.

Types of Bullying

Remembering that bullying is aggressive, repetitive, and includes an imbalance of power, there are still several types of bullying, including:

- Direct bullying involves a direct confrontation with a person and can include pushing, hitting, name calling, and taunting.
- Verbal bullying is any type of communication that causes harm to another (taunting, teasing, name-calling, extortion, threat).
- Physical bullying is harming a person or property (shoving, hitting, tripping, damaging a person's property).
- Indirect bullying is a more subtle and covert act such as social isolation, spreading rumors, or exclusion.

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- Relational aggression is harm to someone's self-esteem or group acceptance (rumor spreading, intentionally excluding someone).

Why is bullying harmful?

Some people think bullying is just part of growing up and a way for children to learn to stick up for themselves, but bullying can make children feel lonely, unhappy, frightened, unsafe, and think that there must be something wrong with them.

Prevention

Porter-Gaud students in grades 1-12 receive education on identifying bullying behavior, means of reporting concerns, and bystander education. Students learn to differentiate between rude behavior, mean behavior, and bullying behavior, and how to respond to all three types of conflict.

Reports

Students subject to or who witness bullying are expected to report the matter orally or in writing to the counselor, dean, or head of the respective division. In addition, students who are subject to or witness to retaliation are expected to report the matter.

A parent or guardian of a student who is the target of bullying or otherwise has relevant information should promptly notify the counselor, dean, assistant head or head of the respective division. Please note the school urges students and parents not to make reports anonymously. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. Students and parents are encouraged to bear in mind that the school takes its policy against retaliation seriously. Also, while the school cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the school releases information concerning complaints of bullying, cyber-bullying, and retaliation only on a legitimate need to know basis.

Responding to a Report

The school determines what initial steps need to be taken to protect a student's well-being and the learning environment. Any student identified as a target of bullying will have a meeting with the counselor. Examples of potential protective measures include increased supervision, separation of peers to prevent further bullying or retaliation during an investigation, or notification sent to faculty to be aware of any concerning behaviors.

1. **Notification to Parents:** The family of any student who is a potential target and the family of any student who may have been accused of engaging in bullying behavior will be contacted promptly after a complaint has been made.
2. **Investigation:** All reports will be studied further, which may include observations and interviews with the person who made the complaint, with the student who may have been the target, with

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the student against whom the complaint was made, and with any students, faculty, staff, or other persons who may otherwise have relevant information.

3. Resolution, Notification, and Follow up:

- If the allegation of bullying has been substantiated, disciplinary consequences will be assigned. In addition to disciplinary consequences, students may be required to attend counseling. The goal of the process is to correct the situation, avoid repetition of the behavior, and prevent retaliation for reporting.
- The families of both the target and the student against whom the complaint was made are notified of the findings of the investigation. The Division Head and/or Head of School will comply with applicable laws regarding the disclosure of confidential information when informing students and families. Please note specific disciplinary consequences will not be shared with the families of the targeted student.
- The counselor, Assistant Head of Upper School, Division Head or Head of School will conduct follow up conversations with students to inquire as to whether there have been any further incidents.
- The Division Head will keep a file on all reports of bullying or retaliation, the investigation, and any actions taken in response to a finding of bullying or retaliation.

Porter-Gaud Cyberbullying Policy

Cyberbullying involves the use of technology to harass, make fun of, or intimidate another person (posting derogatory comments, using technology to spread rumors or make threatening comments). Porter-Gaud School provides computers and iPads as tools to enhance our students' education. The school's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment of any kind. All forms of harassment over the Internet, commonly referred to as cyberbullying, are unacceptable and viewed as a violation of this policy and Porter-Gaud's acceptable use policy and procedures.

Malicious use of Porter-Gaud's computer system is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other associated behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and/or hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

In situations in which the cyberbullying originated from a non-school computer or device, on campus or off campus, and brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be disruptive of the educational process so that it markedly

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interrupts or severely impedes the day-to-day operations of the school. Porter-Gaud cannot assume responsibility for how students choose to engage and participate on private social media accounts nor does it wish to, for that responsibility belongs to the students and to their parents/guardians. However, if, in the School's judgment, improper behavior by a student in social media activities is damaging to the welfare of Porter-Gaud students, or the reputation of the School, Porter-Gaud may take appropriate disciplinary action with sole discretion.

Disciplinary action for any form of cyber bullying, on school devices or not, may include: the loss of computer privileges, administrative detention, suspension, or expulsion for verified perpetrators of cyberbullying.

Hate Speech

Hate Speech is defined by the Cambridge Dictionary as "public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation." Hate speech is usually thought to include communications of animosity or disparagement of an individual or group on account of a group characteristic such as race, color, national origin, sex, disability, religion or sexual orientation. At Porter-Gaud School, hate speech of any kind is not tolerated and will lead to immediate consequences, as detailed below:

- Suspension and or recommendation for expulsion
- Restorative Justice Practices
- Required meetings with Community Engagement and Belonging Leadership
- Meeting with US Administration
- Automatic Disciplinary Warning or Probation
- At the school's discretion, any method of disciplinary actions set out in the Upper School Student Handbook
- Harassment/Abuse policy and/or other actions deemed appropriate.

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Chart of Consequences for Bullying and/or Harassing Behavior

Examples of behavioral infractions and typical consequences follow. These examples are not intended to be exclusive or binding; student consequences for behavioral infractions are at the sole discretion of Porter-Gaud School.

BEHAVIORAL INFRACTION	POTENTIAL CONSEQUENCE
<u>Level 1</u>	<u>Level 1</u>
<ul style="list-style-type: none"> ▪ Non-malicious name calling or ridiculing; physical “horseplay” in the nature of pushing, hitting, tackling, throwing objects, tripping, etc. ▪ Classroom Disruption 	<ul style="list-style-type: none"> ▪ Potential detention and note mailed home with additional requirements and/or actions at the School’s discretion.
<u>Level 2</u>	<u>Level 2</u>
<ul style="list-style-type: none"> ▪ Second offense of Level 1 behavior. ▪ Aggressive combination of Level 1 behavior ▪ Malicious and/or aggressive physical behavior in the nature of pushing, hitting, tackling, throwing objects, tripping, etc. ▪ Degrading remarks, profanity, sexual/sexist remark ▪ Potential violation of the Harassment/Abuse Policy 	<ul style="list-style-type: none"> ▪ Potential parent meeting, multiple detentions and/or suspension ▪ At the School’s discretion, any method of disciplinary actions set out in the Porter-Gaud School Harassment/Abuse Policy and/or other action as deemed appropriate.
<u>Level 3</u>	<u>Level 3</u>
<ul style="list-style-type: none"> ▪ Third offense of Level 1 behavior ▪ Second Offense of Level 2 behavior ▪ Fighting or action that causes physical harm to others ▪ Potential violation of the Harassment/Abuse Policy 	<ul style="list-style-type: none"> ▪ Potential suspension or recommendation for expulsion ▪ At the School’s discretion, any method of disciplinary actions set out in the Porter-Gaud School Harassment/Abuse Policy and/or other action as deemed appropriate.
<u>Level 4</u>	<u>Level 4</u>
<ul style="list-style-type: none"> ▪ Second offense of Level 3 behavior ▪ Overt action of a premeditated intent to do physical harm to another either individually or part of a group ganging up ▪ Potential violation of the Harassment/Abuse Policy 	<ul style="list-style-type: none"> ▪ Potential recommendation for expulsion ▪ At the School’s discretion, any method of disciplinary actions set out in the Porter-Gaud School Harassment/Abuse Policy and/or other action deemed appropriate.

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Violent Behaviors/Threats

School violence, whether actual or threatened, is a problem which cannot be ignored. Both Porter-Gaud policy and philosophy prohibit violent, abusive, or threatening behavior in the School community. Prohibited acts also include obscene, abusive, or threatening language or gestures, aggressive behavior, violent acts and/or threats toward self or others. The School does not tolerate any acts or threats of violence by or against faculty, staff, students, guests, or other third parties on Porter-Gaud premises or while they are engaged in School business, on or off Porter-Gaud premises. Any reported incident indicating serious threat to the safety or security of the Porter-Gaud community receives immediate appropriate response.

Any student who displays a tendency to engage in these prohibited behaviors or who otherwise engages in behavior that Porter-Gaud, in its sole discretion, deems offensive or inappropriate may be referred to the School Counselor for counseling or appropriate referral. The availability of such referral/counseling does not prevent Porter-Gaud School from taking appropriate corrective/disciplinary action (up to and including expulsion) for violation of School policy.

The School expects all members of the School community to warn or advise a teacher/supervisor, the Assistant Head of Upper School, the Head of Upper School or the Head of School of any suspicious activity or problematic incident they observe or are aware of involving students, guests, third parties, other faculty/staff members, and/or former faculty/staff/students. Should a faculty or staff member receive such a report from students or others, that person is expected to communicate this information to the Head of School or the Head of the Upper School immediately for further investigation. Reports are treated as confidentially as practicable in keeping with a thorough investigation. The School does not condone any form of retaliation against anyone who reports under this Policy.

If a student is identified as having made a threat of harm to themselves or anyone within the Porter-Gaud community, that student's parents or guardians are notified. However, the student may be questioned, preliminary disciplinary action may be taken, the student may be removed from the environment, and/or outside authorities may be called to assist, whether or not the student's parents or guardians can be reached immediately.

If the student is removed from the School community, return to Porter-Gaud may be conditional based upon an evaluation by an appropriate professional outside of the Porter-Gaud community who is acceptable to Porter-Gaud, trained in child or adolescent behavior, and finds that the student poses no harm to themselves or to our School community. A written copy of that evaluation is sent to the School so that a decision can be made regarding the student's return to Porter-Gaud. Furthermore, any disciplinary action deemed appropriate may be taken prior to or upon the student's return. Any evaluation by a professional does not prevent the School from taking disciplinary action (up to and including expulsion) for violation of School policy at any time deemed appropriate by the School. Violent behavior and/or threats cannot be tolerated at Porter-Gaud School.

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In dealing with this matter, which stands in opposition to the School's mission and has such potential for harm within our community, Porter-Gaud needs to call upon all of its resources to educate our children. Faculty/staff members and our family partners must work together to help our students understand why even threats of harm, which undermine the safety and integrity of our community, cannot be tolerated. This proactive stance provides a substantial foundation for the safety of our students.

(Additional details can be found in Appendix C.)

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School Day Procedures and Expectations

Attendance For First Class Block

The school day begins at 8:20 a.m. or later. Students are expected to be in their first class by that time. Students who arrive after the beginning of the school will be considered tardy and must sign in at the Academic Office with the Receptionist. When on campus, students are expected to attend all required School programs. Please review the information regarding lateness and absences as well as School policies regarding class attendance and missed academic work further defined in this handbook.

Student ID Cards

All students are issued a student ID card at the beginning of their time in the Upper School. The ID card is used to open doors, scan in and out at the front desk, check out books in the library, and access the copiers on campus. Students should always carry their ID with them during the school day. If the ID card is lost, the student must report this to the office immediately so that the card can be deactivated. Replacement cards will be issued for a \$20 fee.

Lunch, Snacks, & Other Foods

A nutritious lunch is provided for all students. Students are encouraged to avoid waste by taking only as much as they think they will eat. They may return to the food service lines if they would like additional food. Further, every student is responsible for returning trays, dishes, and utensils to the dishwasher station, and to dispose of any trash properly. Unless expressly approved by the Assistant Head of Upper School or the Head of Upper School, dining hall utensils and dishes are not to leave Washington Hall.

Snacks

As Porter-Gaud strives to be an allergy aware campus, students should only bring snacks listed in the snack list in the Allergy policy section of this handbook. Chewing gum is not permitted on campus. Glass beverage containers may not be kept in student lockers. (See the official snack policy later in the handbook.)

Food Delivery

Students may not order food to be delivered to the campus from any vendor, including UberEats and DoorDash. A faculty member in charge of a school organization may order food from an approved list or from FLIK for that organization.

Chapels and Assemblies

Chapels are scheduled on Thursday and assemblies are typically scheduled on Monday, Tuesday, and Friday. When Chapel is scheduled, Jewish students may choose the option of attending Jewish Life rather than Chapel. Students are expected to listen attentively and to participate when it is appropriate. Notes, books, notebooks, food, and drink are not permitted in Chapel services or assemblies, and cell phones are to stay off and in pockets/bags unless specific permission for use is given.

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After-school Activity Period

The afternoon Activity Period in the Upper School is scheduled each day from 3:25 p.m. – 4:10 p.m. Chorus meets Monday, Wednesday, and Friday. Chamber Singers meet Friday. W.A.T.C.H. and Polygon meet Tuesday and Thursday. Students participating in these activities are expected to be present from the beginning to the end of the Activity Period. Athletic team practices are scheduled accordingly so that students may be full participants in both activities and interscholastic sports.

Porter-Gaud Students on Campus After School Hours

For students' protection as well as that of the School, students are not to be on campus after regular school hours except for specifically scheduled school events under adult supervision. The campus is electronically protected and buildings may not be entered after 5:00 p.m.

Student Visitors or Guests

State law prohibits students not enrolled in the school from being on the campus of any school during the class day without administrative permission. Students or their families must make arrangements with the Assistant Head of Upper School or the Head of Upper School before an invitation is issued to a guest student. All visitors or guests must check in at the Upper School office before entering campus where they will receive a visitor's badge to wear while on campus.

Communicating with Students or Teachers

During School Hours

In order to create an environment conducive to learning and to building community, students are expected to have their cell phones silenced during the school day. Family members who need to contact their student may call the Upper School Receptionist who will post a message for the student. If there is an urgent need to contact the student, please do not leave a voice mail or e-mail message, but speak directly to the Upper School Receptionist, the Upper School Administrative Assistant, the Assistant Head of Upper School, or the Head of Upper School.

Students or their families may contact faculty members and administrators directly either by phone or email (see School Directory). Because of the demands of the day, it is common for a call to go to voicemail. Calls or e-mails will be returned promptly, usually within 24 hours. If there is an urgent need to speak with a member of the faculty or administration, please speak directly with the Upper School Receptionist, the Upper School Administrative Assistant, or the Head of Upper School.

Outside School Hours

Messages for faculty members and administrators may be left on voice mail or sent via email.

Communication with Non-Custodial Parents and Guardians

Porter-Gaud's first obligation is to its students. Regardless of the relationship of parents/guardians to each other, we believe that a healthy partnership among the school and both parents is in the students'

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best interest. In cases of separation or divorce, we continue to communicate with both parents/guardians unless we are presented with a court order barring one parent/guardian from associating with their child. This means that each parent/guardian will have access to report cards, interim reports, and general mailings, regardless of who is paying the bills. Each parent/guardian is granted access to the child(ren), to teachers, and to administrators. Such access is provided without notification to other parties.

It is the parents'/guardians' responsibility to provide to the Head of School's office all records of court decisions and up-to-date contact information. Given the unique legal situation of each family, the school may make exceptions to this policy (e.g. to comply with a court order). The School may at any time require parents to seek a court order pertaining to any school matter as a condition of continued enrollment. If a family has a court order in place, including but not limited to, a divorce decree that includes custodial arrangements, a custody order, or a restraining order, the School must be provided with a complete and official file-stamped copy of the court order. Porter-Gaud requires parents and guardians to abide by any court order applicable to their child(ren). If a situation arises in which the custody or possession of a child is in question, a School representative will call 911 to request an officer arrive at the School to resolve the dispute.

When an important issue necessitates short notice, the staff of Porter-Gaud will attempt to reach both parents/guardians. The School wishes to stay out of marital conflicts and settlements; Porter-Gaud asks parents/guardians not to pull teachers or administrators into the middle of such disputes. All attorneys must direct any questions or requests to the Head of School. Attorneys are not to have any direct contact with classroom teachers.

Some situations warrant calling or writing the custodial parent/guardian only. They include – but are not limited to – calls that a child is sick, routine classroom matters (field trips, homework assignments, special dress requirements, etc.), and special requests. Porter-Gaud will use its judgment about which kinds of issues both parents/guardians want and need to know.

Cars on Campus

Above all else, all drivers on or near the Porter-Gaud campus are expected to drive safely at all times. Below are more detailed driving and parking expectations of the Porter-Gaud Upper School.

- Students will be required to register their cars and post a parking permit on their vehicles by August 18th, 2023. Due to space constraints, the number of issued parking permits will be limited based upon grade level. Registration will be completed online and parking permits will be available from the Upper School Receptionist. Students must park in the appropriate designated lot (stadium lot for Seniors & Juniors and Richardson Hall lot for Juniors & Sophomores).

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- All students driving to School are to have a sticker on their vehicles by the end of the first week of school on campus. The sticker should be placed at the bottom driver's side of the front windshield.
- Parking is not allowed along any campus roadway or driveway used for carpool drop-off or pick-up at any time. These roadways and driveways must be kept clear for deliveries and for emergency vehicles should the need arise.
- Members of the Class of 2027 will not be given driving privileges during the year. There will be a limited number of spaces for the Class of 2026. Limits exist on the number of issued parking permits based upon grade level because of student safety and available student parking spaces.
- Caregivers and volunteers making deliveries to the gymnasiums or Upper School may park in front of the Science and Technology Building on the side of the drive farthest away from the building for no longer than thirty minutes after 8:30 a.m. and before 2:00 p.m. Parking in the fire lane or on curves is not permitted.
- Park only in parking lot spaces. Parking along any roadway, drive, or grass is not permitted. This applies at all times including after School hours, during special events, and on weekends. Automobiles are to be parked in single rows in the lined parking spaces.
- The student parking lots and automobiles are off-limits during School hours (including lunch) for all students unless specific class privilege or individual permission is obtained from the office and the student is carrying the cone obtained from the front desk. Drivers and riders are not to loiter in any of the parking lots before, during, or after School hours.
- Students are to observe the one-way, counter-clockwise traffic patterns on the gym road, in the student parking lot, and in the front circle.
- Albemarle Road moving from the railroad tracks up is considered a school zone and the State Highway Department posted speed limit is to be observed. Be aware of the no passing zones and the pedestrian crossing from the parking lot and field areas.
- Students who drive on or near campus are expected to drive responsibly. The Assistant Head of Upper School or the Head of Upper School will notify families if students are driving recklessly or otherwise endangering others through a misuse of automobiles. Appropriate disciplinary action may follow at the discretion of the Assistant Head of Upper School or the Head of Upper School. The only authorized crossing area for the drive passing in front of the Science & Technology Building is the crosswalk immediately in front of the building. Students may not cross this drive at any other location.

Gym Guidelines

Gyms are fun places for learning, team building, and recreation. The following are necessary expectations to keep our gyms safe and clean:

- Students may not use gym facilities without permission from the Athletic Department.

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- Students are not allowed in the gym during lunch or free periods unless a coach or faculty member gives permission and is present to supervise.
- No students are allowed in the gym while P.E. classes or team practices are in progress.
- After 3:00 p.m., during basketball and volleyball seasons, the courts are off limits to all students not participating in regular team practice.
- Students may not move the bleachers or goals.
- Students may not wear street shoes on the gym floor.
- Students may not bring food or drinks into the gym or locker rooms.

Lockers

All ninth grade students will be assigned a specific locker in the first week of school. Upperclassmen who desire a locker should fill out the appropriate request by the end of the first week, but may seek permission for a locker assignment later in the year if they change their mind.

Lockers need to be kept clean, orderly, and free of open food items. Students may place books in their lockers or carry them in their book bags, being certain that the hallways are clear so that others may walk safely.

Smartphones, Smartwatches, and other Devices

While Porter-Gaud acknowledges that many parents provide their children with cell phones as safety measures and as facilitators of communication and many students wear other smart devices, these devices can be disruptive to the academic routine. Students observed using their phone, watch, or other device for calls or texting in the classrooms during the academic day (8:20 a.m. - 3:20 p.m.) will lose their device for the day. Faculty may ask students to place devices in a designated area when in the classroom. Repeated violations will result in detentions. Students may use their phones outside the S&T and Upper School buildings. Confiscated devices may be returned at the end of the School day at the discretion of the Assistant Head of Upper School or Head of Upper School.

Announcements & Checking Email/Messages

Weekly Announcements are sent via email to students each Sunday, and important details are posted on the Porter-Gaud website in the Parent Portal. Students are responsible for all information contained in the Announcements. Students are expected to check their school email account on a daily basis.

Items to be included in the Announcements should be submitted to the Assistant Head of Upper School by **Friday** the week before they are to appear. All notices are to have the signed approval of a Faculty member.

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Field Trips

Educational trips are sometimes planned for classes during the year both to enhance material presented in the classroom and to build class unity. The chaperones will send a letter to parents which will provide them with pertinent information about the trip. Unless otherwise indicated, School attire is expected for field trips. If a permission slip signed by the parent or guardian is not returned to the School, the student may not go with the group. Porter-Gaud School may require a background check on any person who, at the School's behest, comes into close and regular contact with our students; this includes, for example, parents and guardians who act as chaperones for any overnight field trips.

Field trips, whether day or overnight, need at least two chaperones, including at least one male and one female, unless otherwise approved by the Head of School. In general, a ratio of 6 students for every one faculty chaperone should be followed on overnight and international trips.

Library

The library is available to students throughout the day for research, reading, and browsing. Because the library is primarily a place for students to read and study, it is important to maintain a quiet atmosphere, and therefore, the library does not allow group study.

Off-Limits Areas

Unless accompanied by or with the specific permission of a member of the faculty or staff, the Lower School, the Lower School playground, any marsh area, maintenance yard, faculty and administrative offices and residences, the student parking lots (during the school day), all faculty and visitor parking lots, the faculty lounge (at all times), the roofs of buildings and walkways, other students' lockers, gym locker rooms, and Gwynette Auditorium are off limits to students.

Posters and Bulletin Boards

All posters or advertisements are to be approved by the administration before being displayed anywhere on campus, and should only be placed on bulletin boards or using blue painters tape in areas approved by the administration.

Skateboards, Scooters, Roller Blades, Roller Shoes, and Bicycles

For reasons of safety for the riders, other students, and all pedestrians, the following items are prohibited on campus: skateboards, scooters, roller blades, and roller shoes. Students riding bicycles are to walk them once they are on the main campus and when in a crosswalk. All roadway crossings should be made at designated areas as identified by the crosswalk locations. At no time should bicycles be ridden inside the stadium complex or on any athletic field. When stored, bicycles should be placed in one of the bicycle racks located around the campus. At no time should bicycles be chained or locked to fences, trees, shrubs, sign posts, light poles, or other structure except for a bicycle rack.

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School Property

Students are responsible for the safekeeping and return of all School property issued to them. All textbooks must be returned to the classroom teacher, library materials to the librarian, and athletic uniforms to the coach or Athletic Director by the end of the academic year. A student's report card and/or transcript will be held if any items are not returned. Families will be billed for fines not paid; any books not returned are billed at cost.

Texting

Students must not use their personal cell phones for interactions with teachers and coaches, as per the School's Code of Conduct. It is preferable to communicate with teachers and coaches via e-mail or another communications method such as the Remind App.

Social Media

Students are not permitted to direct message, be friends with, or follow any adult member of the PG community on any personal social media networking sites.

Students are not permitted to establish social media accounts that use the school's name or branding without permission of the Communications Office.

Students are not permitted to access social media and/or social networking sites while in class, Chapel, assemblies, meetings, or presentations unless directly related to an academic assignment.

Use of Ride-Sharing Services

For the safety of students, Porter-Gaud does not allow students to be picked up from school by ride-sharing services such as Uber and Lyft.

Co-Curricular Programs & Activities



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Co-Curricular Activities

Co-curricular activities support, enhance, and extend the activities of the School academic day and thereby enrich the entire School community. Porter-Gaud encourages our students to seek out those activities in which they can invest their time and energy in a manner that develops their curiosity, their talents, and their dreams. There are a variety of options available to Porter-Gaud students including academic clubs, athletic teams, community service projects, faith initiatives, and fine arts exhibitions and performances. Participation in these activities also mandates increased responsibility and commitment.

Academic Commitment

Because academics are at the heart of Porter-Gaud's mission, a student is expected to be present for all scheduled classes on the day of a rehearsal, practice, performance, or game in order to participate. Students are also expected to be at School on time for the full day following late games or rehearsals. Any exception to those expectations must receive prior approval from the Assistant Head of Upper School or the Head of the Upper School in consultation with the Athletic Director or faculty sponsor of any performance.

Academic Eligibility

To maintain academic eligibility, our athletic association, SCISA, requires all students to pass at least four full-time core courses each term. Under SCISA rules, "incompletes" do not count toward those four units. Ineligible students are not allowed to practice until they become eligible.

Activity Period

The Activity Period in the Upper School (from 3:25 until 4:10) is reserved for academic extra help, Chorus, Chamber Singers, Debate, Polygon, and W.A.T.C.H. Athletic practices are scheduled to begin at 4:20 so that student-athletes can meet their major academic or extracurricular obligations without conflict or penalty. However, when interscholastic games require teams to leave early, student-athletes should give priority to their team commitments. Any misunderstanding or conflict should be brought to the attention of the Athletic Director by the coach for discussion and resolution with the Assistant Head of Upper School or the Head of Upper School.

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Conflicts

School holidays and vacation periods provide important breaks in the routine of the School year and give families time to spend together. Team practices and interscholastic games are scheduled accordingly whenever possible. However, there may be unavoidable conflicts between School holidays and scheduled games or post-season SCISA championship playoffs. In these situations, and in the case of practices and tournament games which are customarily scheduled during Christmas Vacation and Spring Break, student-athletes should give priority to their team commitments. Any conflicts or matters of interpretation with regard to these or similar circumstances should be brought to the attention of the Athletic Director by the coach as soon as possible for discussion and resolution with the Head of Upper School.

School and Community Service

Service to our School and community is an integral part of student life at Porter-Gaud, helping us in our mission of recognizing the worth of the individual, and seeking to cultivate a School community that endows its citizens with a foundation of moral and ethical character and intellect. Service work at Porter-Gaud School is not mandatory, but every student is strongly encouraged to get involved with some aspect of service. Our Service Program focuses on service with the hands and from the heart; we avoid most fundraising projects.

The service program is administered through the office of the Director of Community Service and all of its programs are led by students, under the Director's supervision. In late spring, rising 11th and 12th graders have the opportunity to apply for leadership positions. Leaders are chosen by the outgoing Senior Service Leaders and the Director through an application and interview process.

Each fall, Service Leaders hold a Service Fair to inform students about service projects and invite participation. At the end of the Fair, students are given the opportunity to sign up for the service in assembly activities in which they are interested. Service Leaders then make announcements or place announcements in the Daily Notices about meetings or opportunities to serve, but it is the responsibility of each student to pursue this participation.

Students are responsible for turning in their service hours each semester on forms provided by the Director of School and Community Service. Students with fifteen hours or more receive recognition at the end-of-year Service Assembly celebration. A record of all service performed through the Porter-Gaud program is kept in the Director's office.

Students should keep a complete list of their service work on their student resumes. They should submit all summer and outside service hours to the Director of Community Service. These hours are to be submitted on letterhead from the place of service with the signature of the student's adult supervisor.

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Example Service Projects

Charitable support programs: Race for a Cure, Reindeer Run, Race for Life, Bake Sales, Bikes for Humanity, and Clothing & Book Drives

Children’s Programs: Tutoring Programs, After School Programs, Toy Drive, and Miracle League

Environmental & Animal Programs: Recycling, Pet Helpers, Hallie Hill, Beach & Marsh Sweeps, and Adopt-a-Highway

Programs for Those in Need: Habitat for Humanity, One80 Place, Water Mission, Love for the Eastside, and Food Programs

Health & Senior Adult Programs: Bouquets of Cheer, Blood Drive, Ronald McDonald House, and Elderly Friendships

Student Activities

As students consider their schedules each year, they should plan to pursue areas of interest outside the classroom. Not only do academic clubs, student-led groups, and organizations focus on a variety of activities, they also differ significantly in requirements of time and involvement. Many co-curricular programs have an open enrollment and provide opportunities for students with shared interests to gather and engage in those interests. Porter-Gaud also offers co-curricular opportunities with selective enrollment. These activities will have additional conditions for enrollment and could include: an application, academic and/or service requirements, good standing concerning honor and discipline matters, nomination by a faculty member or election by peers.

Open Activities	Selective Activities
Athletic Teams	Athletic Teams
Chorus (Class)	Chamber Singers (Class)
Community Service	French Honor Society
Latin Club	W.A.T.C.H. magazine
French Club	Honor Council
Handbell Choir (Class)	Musical/Drama
Jazz Ensemble (Class)	Peer Leaders
Model United Nations	Polygon (Class)
Musical/Drama	Spanish Honor Society
Quiz Bowl	Student Council
School Service	Student Ambassadors
Spirit Club	Youth in Government
Spanish Club	

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General Information

Students may organize new student-led groups by presenting a statement of purpose and the name of the faculty sponsor to the administration for approval. The students must ensure their proposals are aligned with the school's mission, vision, and values and complete an online application. The Assistant Head of Upper School monitors all student-led, faculty-advised group activities with the support of the Office of Community Engagement and Belonging. Any student-led, faculty-advised group which is not active may be brought before the administration for review and may be placed on probation. If the student-led, faculty-advised group continues to be inactive, it may be officially disbanded. To be a member in good standing, members of student-led, faculty-advised groups are expected to attend 75% of all meetings and activities. Meetings are scheduled so that each group has at least one regular meeting a month. No equipment, uniforms, or promotional items of any type may be ordered by a Porter-Gaud student-led, faculty-advised group unless the order is signed by the faculty advisor, a School administrator, and the communications office. All funds are to be under the control of the faculty advisor. Each student organization is expected to contribute 10% of any funds earned during the year to a charity of its choice. All treasury accounts are subject to spot checks and a formal account report is to be submitted in May of each school year.

Fundraising Projects by Students

Any fundraising project must be approved in advance by the Faculty Advisor, the Assistant Head of Upper School, Head of Upper School, and the Foundation Office, respectively. Students may not use funds from class accounts for student parties that are not School-sponsored. All class and club accounts are subject to spot audits during the year and the treasurers are to submit an end-of-the-year formal financial statement to the Comptroller.

For reasons of safety, no Porter-Gaud student may sell items or solicit contributions, pledges, or orders in the community unaccompanied or use other means of selling items or soliciting contributions, pledges, or orders that may expose the student to risk of harm. This means that all fund-raising activities in which students should participate are "in-house" (i.e. on School grounds), at School functions, or directed towards family members, etc., unless the student is accompanied by a responsible adult.

Guidelines for School-Sponsored Student Social Events

- Faculty chaperones are to supervise all school-sponsored student functions. Prior to the scheduled event, the students or sponsors of the event must provide to the administration a list of the chaperones and the hours they will attend. At the option of the administration, parents may also be invited to assist the faculty chaperone(s).
- Established School policy prohibits the use of tobacco (including Juul/vape/e-cigarette products), alcohol, or other drugs at all School functions whether on or off campus. (See the official Alcohol, Tobacco, and Other Drug Policy earlier in this handbook.)

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- Chaperones or sponsors may ask any student who is unable to behave in a responsible manner to leave the function. Whether a student is removed or not, student behaviors at school-sponsored events are subject to disciplinary action. If necessary, the chaperones or sponsors will call the parents/guardians of the student(s).
- Students and/or their dates may not return to the function once they leave.
- Non-Porter-Gaud students may attend School-sponsored student functions provided they are invited by a member of the faculty or student body, attend and leave the functions with the person inviting them, and submit a completed guest permission form to the Assistant Head of Upper School at least 24 hours before the event.
- The sponsoring group is to arrange adequate security for any approved function.
- The sponsoring group is to arrange post-event cleaning for any approved function.

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Athletics

The Cyclone Athletic mission is the same as the mission of Porter-Gaud School. Building a competitive and respected athletic program is not an end unto itself. It is a means by which we develop young men and women who are committed to faith, honor, and knowledge and who are vigilant in watching their words, actions, thoughts, character, and habits. Developing teams made up of scholar-athletes with these values results in those teams pursuing excellence, and therefore being highly competitive. Excellence follows from consistently doing the right things, the right ways, for the right reasons.

The Cyclone athletic program aims to:

- Promote self-discipline, perseverance, and responsibility.
- Develop teamwork, sportsmanship, and a competitive spirit.
- Cultivate the pursuit of excellence, both individually and as a team.
- Build school pride and unity, and serve as ambassadors for the school.

The following sections explain some of Porter-Gaud's Athletic expectations and guidelines. For a more full and detailed list, please consult the separate Athletic Handbook.

Expectations Within Cyclone Athletics

For Coaches:

- Model behaviors and values consistent with our mission.
- Teach and mentor scholar-athletes, on and off the field.
- Communicate effectively with students, parents, and all school constituents. This includes clarity, tact, respect, and fairness
- Respect and honor the educational mission of the school and the athletic department.
- Balance individual development with team competitiveness.
- Pursue excellence in knowledge of the sport.

For Scholar-Athletes:

- Model behaviors and values consistent with our mission.
- Place the goals of the team above your own individual status and accomplishments.
- Be committed to the team, adhering to all rules and expectations, including arrangement of your schedule and priorities.
- Put forth your best effort at all times, in practice or game situations.
- Demonstrate good sportsmanship at all times, on and off the field.
- Recognize that as a Cyclone athlete, you are an ambassador for the school.
- Be your own advocate with your coaches regarding your role on the team, playing time, or similar concerns.

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For Families and Fans:

- Model behaviors and values consistent with our mission.
- Recognize that the athletic experience must be owned by the scholar-athlete and supported by their families.
- Be positive fans—cheering for Cyclones, and respecting the decisions of coaches and officials.
- Encourage your scholar-athlete, in good times and hard ones, to learn lessons from their athletic experiences that are bigger than the results on the scoreboard.
- Encourage your scholar-athlete to be his or her own advocate in discussions with coaches. Refrain from interjecting yourself into those discussions.

For Faculty and Administration:

- Recognize the complementary roles of academics, athletics, and the arts in educating our students within the overall mission of the school.
- Support and encourage our scholar-athletes to apply the lessons learned in athletics to the classroom and to life.

Porter-Gaud Community Sportsmanship Guidelines

Porter-Gaud's teams are expected to conduct themselves in a spirit of good sportsmanship, particularly in relation to other teams. Porter-Gaud may use every means at its disposal to impress upon its coaches, student-athletes, and fans the values of sportsmanship in the preparation for, conduct of, and management of our sports programs at all levels.

The number one goal is developing pride in our programs. This requires a united effort of dignity and accountability for all of our actions. Each of us has a responsibility to encourage and insist upon the following actions from our coaches, student athletes, and spectators:

Be Courteous to All

It is paramount that the Porter-Gaud community treat participants, coaches, officials, staff and opposing fans with respect. Applaud during introductions, shake hands with opponents, show concern for injured players, extend hospitality to visiting players, coaches, cheerleaders and fans.

Know the Rules, Abide by and Respect the Officials' Decisions

Utilize every opportunity to promote understanding of the rules of the contest within the School and community; accept the officials' decisions without a display of temper, argument, or derogatory remarks.

Win with Dignity, Lose with Character

Treat competition as a game and a privilege to compete in a Porter-Gaud uniform. While the final result is important, it is more important how we respond to that result.

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Exercise Self-control

Present yourself, your team, and Porter-Gaud School positively. Support the activity by displaying total unity as fans, as opposed to boasting or using antics which draw attention to you instead of to the contest.

Permit Only Positive Sportsmanship

Encourage those around you to display only positive sportsmanlike conduct. Likewise discourage use of profanity, taunting, or other destructive mannerisms.

As a Porter-Gaud coach, athlete, or fan, you are expected to conduct yourself with integrity, sportsmanship, honesty, pride, and humility. Your conduct is closely scrutinized as you and your team compete at home and on the road. A student-athlete is looked upon as a role model, particularly by peers and younger children, and it is important that the student-athlete's personal conduct is above reproach at all times. Realize that you are representing yourself, your family, your team, and Porter-Gaud School. Do so with class!

Porter-Gaud School Athlete's Code

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the athletic department. The community, school administrators, and the coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of athletics. The welfare of the student is our major consideration and transcends any other consideration. All athletes shall abide by a code of ethics which will earn them the honor and respect that participation and competition in the interscholastic program affords. Any conduct that results in dishonor to the athlete, the team or the school will not be tolerated. Acts of unacceptable conduct, such as, but not limited to theft, vandalism, disrespect, immorality or violations of law, tarnish the reputation of everyone associated with the athletic program and will not be tolerated.

- The use of alcoholic beverages, un-prescribed drugs, narcotics, tobacco, or e-cigarettes is strictly forbidden. Use of banned substances or being under the influence of banned substances while under the supervision of Porter-Gaud School, whether on campus or at away games, may result in expulsion. Any athlete confirmed by a member of the staff using alcoholic beverages, un-prescribed drugs, narcotics, tobacco, or e-cigarettes off-campus may be suspended or dismissed from the team for that season and may face additional School consequences.
- Each team member is responsible for notifying the coach in advance if they will miss a practice or a game, except when the student has been absent from school all day. Illness, unavoidable doctor's appointments, school activities, religious holidays, family emergencies, or a wedding in the immediate family are valid excuses for missing games or practices.
- Because academics are at the heart of Porter-Gaud's mission, a student-athlete is expected to be present for all scheduled classes on the day of a practice or game in order to participate.

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Students are also expected to be at school on time and for the entire day following late games. Any exception to that expectation must be approved by the Assistant Head of Upper School and/or the Head of the Upper School in consultation with the Athletic Director.

- Students must be academically eligible according to the current SCISA rules to be able to play. Porter-Gaud reserves the right to impose more stringent standards to ensure the academic success of student-athletes.
- All athletes should display high standards of social behavior off the field and high standards of sportsmanship on the field, particularly in respecting other athletes, cheerleaders, officials, spectators, and those in authority. This expectation includes appropriate use of technology and social media.
- All athletes should be cooperative with their coaches, teachers, and peers, maintain a good appearance, and use language that reflects well upon themselves, their families, and the school.
- Hazing, bullying, or harassment of any sort is expressly forbidden.
- Team captains should use their leadership ability and influence to assist in the enforcement of these rules.
- Should a violation of this code occur, the Assistant Head of Upper School, the Head of Upper School, and the student's parents/guardians will be advised and consequences will be determined by the Head of Upper School, Athletic Director and/or the coaching staff. Consequences may include temporary benching, suspension from the team, or expulsion from the team. Students serving disciplinary and honor consequences assigned by the School can expect to face additional consequences assigned by the Athletic Department.

Wearing a Porter-Gaud uniform is a privilege. It connects you to your current teammates and coaches as well as those that have worn the uniform before you. Understand that the decisions you make will not only impact your life, but also your family, your team, and Porter-Gaud, as well.

Porter-Gaud Student Passes

Middle and Upper School Porter Gaud students have the ability to obtain an athletics season pass via the online ticketing site which can be accessed via the school's website. Each student will be given a code in the first weeks of school to be used to purchase the pass. That pass will grant them free admission to all on-campus athletic events (except tournaments and playoffs), which are designated as home games. Those not having passes and wishing to attend are required to pay the admission charge, also via e-ticket. The use of someone else's pass or lending of one's own pass constitutes an Honor Code offense. If a student leaves the athletic event, that student is not permitted to return. Lower school students are admitted free with a parent.

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Team Travel

Athletes should travel with their team to and from any “away” contest for which school transportation is provided unless special permission is granted by the Head Coach, in consultation with the Assistant Head of Upper School or the Head of Upper School. To receive that permission to travel to or from an away game in non-School transportation, the student athlete must provide the Coach with written permission from their parent/guardian, stating specifically with whom the student is allowed to travel.

Academic and Co-Curricular Conflicts

The Athletic Department makes every effort to preclude conflicts between scheduled practices, interscholastic games/matches, and major academic or extracurricular events. However, on occasion such conflicts may occur, e.g. the annual Youth in Government conference, SCISA academic or co-curricular competitions, and academic field trips. Porter-Gaud’s guiding principle is that School-sponsored academic activities take priority. Consequently, no penalties (such as extra practice, suspending, or benching an athlete) are prescribed when a student-athlete chooses to participate in such an activity and informs the coach at the earliest opportunity and well in advance so that there is sufficient time for appropriate planning and resolution in the interests of all concerned. The coach should consult with the Athletic Director in the event of unanticipated circumstances or unclear interpretation of this policy.

Important School-Wide Policies and Programs



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Code of Conduct - Guidelines for Protecting our Students

Our Code of Conduct outlines appropriate standards of behavior for all adults towards our students. The Code strives to protect students, reduce opportunities for abuse or harm to occur, and promote student safety and welfare in the Porter-Gaud School environment. The following expectations of behaviors and boundaries are for all adults interacting with students within our School community. This includes all full-time and part-time employees, volunteer coaches, substitute teachers, Flik Dining personnel, student athletic trainers, tutors, bus drivers, chaperones for overnight field trips, after-school or summer camp program staff, parent/guardian volunteers, and any others who may be in close contact with our students at the School's behest.

If an adult breaches the Code of Conduct, Porter-Gaud may take disciplinary action, up to and including dismissal, as well as initiate a criminal investigation with the City of Charleston police department or the appropriate law enforcement agency.

Appropriate Interactions

- Behave as positive role models to students.
- Promote the safety, welfare, and well-being of our students.
- Be vigilant and proactive with regard to student safety and student protection issues.
- Comply with the guidelines published in the student protection code of conduct.
- Provide age-appropriate supervision for students.
- Interact with students in positive, observable and interruptible situations. At no time may an adult be alone (1:1) with a student in an isolated or unobservable environment.
- Use positive techniques of guidance including praise, encouragement and acknowledgment, as well as positive reinforcement with all students.
- Ask permission to touch a student for necessary purposes. Respect a student's rights not to be touched in ways that make him/her feel uncomfortable.
- Use appropriate touch including pats on the back, side hugs, handshakes, and high-fives.
- Respond to students with respect and consideration, warmth and kindness.
- Photographing students for professional use - including in emails to parents, division blogs, documenting classroom activity, etc. Photography to be used by the Admission Office, external School marketing, on the Porter-Gaud website and social media channels will be reviewed, approved by, or secured by the Porter-Gaud Communications Department.
- Use public applications, School email, or social media platforms (i.e. Remind app) to contact groups of students or parents, and/or include another adult, faculty member, or student in the communication chain.

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Inappropriate Interactions

- Isolated or one-on-one interactions with a student that cannot be observed or interrupted by others (example: locked door).
- Use of profanity.
- Show favoritism or preferred treatment to individual children.
- Contact such as frontal hugging or patting buttocks.
- Private or one-on-one interactions via personal email, personal cell phones, social media, applications, computers, or other electronic communication - this includes texting.
- Photographing individual children for personal use.

Prohibited Interactions

- Risqué or inappropriate jokes.
- Sharing intimate details of personal lives with students.
- Touching of personal areas (i.e. face, mouth, legs, breasts, stomach or genitals).
- Actions or speech that discriminates, humiliates, threatens, ridicules, degrades, or frightens any person or group of people on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status.
- Any form of corporal punishment.
- Showing intimate, romantic, or sexual displays of affection towards any student. Viewing pornography or involving students in pornography.

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Porter-Gaud Acceptable Use Policy (AUP) 2023-2024

The growth in technology has changed our lives in many positive ways, and Porter-Gaud has been a leader in taking advantage of all that these changes offer in furthering our mission of academic excellence. In order to successfully and appropriately use technology at Porter-Gaud, every student and parent/guardian should read and fully understand our Acceptable Use Policy (AUP). This AUP outlines the acceptable use of all Porter-Gaud technology, including but not limited to computers, iPads, digital equipment, the school's network, and the internet. Please note that in this AUP the term "device" refers to any electronic device that is on campus.

General

- Technology at Porter-Gaud School is a privilege, not a right.
- Passwords are not to be shared.
- Our e-mail, internet, devices, and other electronic resources are intended solely for appropriate educational purposes here at Porter-Gaud.
- In order to ensure its computer equipment and technology is used by students for appropriate purpose; the School exercises its right to monitor and oversee communications, including on and off campus internet use, network, and e-mail use.
- All information and emails that are created, sent, received or stored on Porter-Gaud systems are the sole property of Porter-Gaud.
- School computer labs are to be used for School-related activities; they are not to become a social gathering place. Generally, there should be one student to a single computer unless approved by a staff member.
- Devices designated for faculty or staff may be used by a student only with specific permissions and supervision of the faculty or staff member.
- Students are not permitted to use their personal devices at school. These cannot be locked down, monitored or trust that it is being used for academic purposes.

Network

- Porter-Gaud provides wired and wireless internet access across the campus to be used for academic work only. This holds true whether using a school provided device or personal device.
- Do not download, stream, or listen to internet-based music, video, or large image files that are not required for school work while at school, as this slows the performance of the network for all users.
- Printing - Paper and toner/ink come at a high expense to the school. Students are encouraged to print only necessary documents. Students will be allowed to print to designated printers only. The school may limit the number of pages a student can print to avoid abuse.

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- Porter-Gaud School has an internet filter that will filter inappropriate websites. Porter-Gaud School is making its best effort in protecting students. However, it is impossible to filter or restrict all sites that may contain questionable material.
- The School prohibits any attempts to disable or bypass the internet filter on or off campus.

Email

- E-mail is to be used only for exchange of appropriate School-related information. (Students may not access non Porter-Gaud email accounts.)
- Students are prohibited from sending inappropriate emails to anyone at Porter-Gaud School or any other domain. This includes mass spam emails, chain letters, and material others may find offensive.

Software

- Software and apps that are loaded onto devices are the property of Porter-Gaud School.
- No one is allowed to copy any software from a Porter-Gaud School device.
- Students are prohibited from installing any type of software or apps onto a device unless authorized by the Technology Department.

Hardware

- Device settings may be changed only with the consent and supervision of the Technology Department.
- No food or drink is allowed near a device.
- No student should try and fix a device without the consent and supervision of the Technology Department.
- Cases must stay on devices at all times. If your case is damaged or broken, please see the helpdesk to get it fixed. No stickers or defacing of cases is permitted.
- In the event of virtual learning, please keep the device on a stable table to prevent it from falling and getting damaged. Plug device into surge protector when charging
- Lost or damaged equipment could result in a repair or replacement fee. Please handle and store your school technology in a safe place and appropriate manner. This is important on campus and off campus. These fees range from \$10-\$50 for accessories, \$50-\$75 for device repair and \$300-\$1000 to replace the entire device.

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Remote Learning

Porter-Gaud's AUP is valid both in school and for remote learning. In the event of hybrid and/or remote learning, device cameras will be used in the classroom to support our remote learners.

Parents/guardians must assume the role of assuring all AUP guidelines are followed. Additionally:

- Please be aware that students can be seen by other students who are remote learners.
- Parents/guardians may help their students with troubleshooting technology problems or connecting to synchronous classes but should not sit in on classes conducted via videoconferencing for the privacy protection of the other students in the classroom.
- Students, parents, and guardians are not permitted to record virtual class meetings or take screenshots of meetings or class materials shared in a videoconferencing format.

To protect community members' privacy, students and parents/guardians may not post materials to any social media platform from a Porter-Gaud class. This includes screenshots, photos, videos, or files of any type.

Unacceptable (Prohibited) Use

While good judgment and personal responsibility are always expected, the following are some guidelines for unacceptable use of School technology.

- Computer/iPad/internet games (unless specifically requested by a teacher)
- Use of computers, iPads, personal devices, and digital equipment for recording of any material without the consent of all who are being recorded
- Accessing, possessing, or downloading inappropriate or objectionable material
- Sending, soliciting, or intentionally viewing sexually-oriented messages or images
- Writing, soliciting, sending, possessing, printing, saving, or forwarding offensive, bullying, or harassing statements to external or internal recipients
- Installing or using unauthorized applications, software, or hardware on Porter-Gaud computer or iPad systems
- Hacking
- Accessing another's files or using another's password
- The inappropriate use of any electronic device, including digital and electronic devices which are on the Porter-Gaud campus, regardless of ownership
- Dissemination or printing of copyrighted materials (including articles and software) in violation of copyright laws
- Operating a business or soliciting money
- Gambling or engaging in any other activity in violation of local, state or federal law
- Forgery of messages
- Originating or forwarding "chain letters", i.e. letter sent to several persons with a request that each send copies to several persons with the same or similar request

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- Any activity that significantly prevents or inhibits academic work
- Any illegal or potentially illegal use or activity related to computer or personal device use. If in doubt, always ask a teacher or the Technology Department.
- Students are not permitted to direct message, be friends with, or follow any adult member of the PG community on any personal social media networking sites.
- Students are not permitted to establish social media accounts that use the school's name or branding without permission of the Communications Office.

Legal, Practical, and Safe Practices

In contrast to the above mentioned unacceptable use guidelines, below are some guidelines for legal, practical, and safe use of School technology

- Develop and use good judgment. (no food or drink near devices; follow all teacher rules; use as directed for school assignments; no defacing of devices)
- Inform a teacher immediately if somebody makes an inappropriate comment to you via the Internet or network. Never answer messages from strangers who contact you over the Internet, and never offer information of any kind about you or your family. Never arrange to meet with strangers who have or may attempt to contact you via the Internet.
- Be careful not to access, transmit, or possess material that is profane, abusive, harassing or otherwise questionable.
- Properly identify the source of material incorporated in your own work; do not plagiarize. Dissemination or printing of copyrighted materials (including articles and software) is a violation of copyright laws.
- Porter-Gaud resources are not for use in any commercial activities, gambling or political lobbying.
- The computer lab is a very busy place; when sitting at a computer, you should be using it. Courtesy dictates that you not tie up the use of Porter-Gaud computers, network, printers, etc with tasks that are unrelated to Porter-Gaud academic and extracurricular obligations.
- Maintain your privacy. Users are responsible for their own actions and words as well as for their own account. Never share passwords, use another student's School network account, or use the password belonging to someone else.
- Always be polite and respectful to people with whom you are communicating. Take pride in the correctness of your grammar and spelling and the clarity of your phrasing.

Violation of these guidelines may lead to disciplinary action as deemed appropriate by the Divisional Heads.

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Consequences for Violation of the AUP

While laptops and their associated accessories are provided to enhance educational goals and objectives, students may find ways to access other materials that may not be considered educational or find ways to use provided hardware and software beyond its educational intent. For this reason, it is extremely important that rules be followed. Misbehavior could result in temporary or permanent loss of access to the Internet, e-mail, or other technology privileges. Major violations and repeated violations may result in disciplinary action up to and including, but is not limited to, the loss of computer/internet privileges, detention, suspension, or expulsion for students. When applicable, law enforcement agencies may be involved.

For each violation, the student and school personnel will conference about the incident. Severe or repeated infractions will be forwarded to the Head of Upper School for review. Depending on the severity of the infractions, the following steps may or may not be used in a progressive manner:

- 1st Infraction – Upon teacher discretion, student may lose or have laptop privileges revoked for the remainder of class or school day.
- 2nd Infraction – Upon teacher discretion, student may lose or have laptop privileges revoked for the remainder of class or school day and a parent/guardian will be contacted about the violation.
- 3rd Infraction – Notification will be made to the Head of the Upper School for determination of a loss of privileges and the office will notify the parents/guardians.
- 4th Infraction – Student will lose laptop privileges indefinitely as determined by the office.

Vandalizing, damaging, theft, or disabling property of the student laptop or another individual's laptop may result in a fine up to the cost of the device.

Serious infractions including, but not limited to hacking, by-passing District filters, and/or blatant misuse of the laptop, may result in immediate loss of privilege.

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Laptop Care Guide

The contents of this section are an important addendum to the Acceptable Use Policy. "Device" refers to all hardware and software including but not limited to: laptop, power adapter, case, etc.

Personal Responsibilities

- Student issued Devices are for use solely by the student that they were issued to. Treat this Device with as much care as your own property.
- Bring the Device to school every day with a fully charged battery. If you forget your Device, a loaner device will not be provided. In the case of a low battery later in the day, please find an appropriate charging location.
- Keep your Device attended (within your sight) at all times or in a secure location.
- Avoid leaving your Device in public areas that are unattended.
- Do not let anyone use the Device other than yourself and parent or guardian.
- Adhere to policies outlined in the Acceptable Use Policy.
- Back up your data at least weekly, but preferably nightly because your original data could get lost. For more information on backup strategies please visit Porter-Gaud's Technology page on the website.

Handling Technical Issues

- Should anything go wrong with your computer try restarting it, as this solves many issues that may come up.
- If you have an issue that you are unable to resolve, please come to the Help Desk located in the Middle School library.
- Should a problem arise after school hours or on the weekend, please email helpdesk at helpdesk@portergaud.edu

General Care

- Do not remove or change the physical structure of the Device.
- Do not remove or damage any identification labels that are on the Device. If an identification label is damaged or comes off, please get it replaced at the Tech Center.
- Do not apply stickers, skins, or additional labels to the Device.
- Do not eat or drink while using the Device and be sure to wash dirty hands before using the Device.
- If you need to clean the Device, shut the Device down and then use a lint-free cloth and dampen it slightly with water. iKlear or similar products are acceptable for cleaning screens and surfaces.

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Handling

- Always completely close the lid of the Device and wait for the Device to go to sleep. You can check this by waiting until the light on the front of the Device starts to pulsate. Moving the Device before it goes to sleep can cause physical damage to internal parts, which may lead to potential data loss.
- Shutdown your Device if you will not be using it for a day or more.
- Always keep your Device in its case. Do not over stuff your bag. The pressure can damage the screen of the Device.
- Never leave any objects on the keyboard. Items like pens and pencils that are left on the keyboard will damage the screen if the lid is closed to the Device.

Power Management

- Plug your power adapter into the wall outlet first before connecting the other end to your laptop.
- A battery takes between 2 and 3 hours to fully charge. The battery in the laptop can last for up to 7 hours with careful use.
- Check the battery level indicator in the menu bar for the status of the battery.
- Battery conservation tips:
 - Close the lid of the laptop and allow it to enter sleep mode when not in use.
 - Reduce the brightness of the screen.
 - Turn off Bluetooth and Wifi when not in use.
 - Minimize processor intensive operations such as video editing, etc.
 - Disconnect USB or other external devices.
 - Do not let the battery completely drain. To keep the battery in optimal condition, it needs exercise, which means periodic battery usage and AC power usage.
- Arrive every day with a fully charged battery. Establish a routine at home where each night the battery is recharged.

Personal Health and Safety

- Avoid extended use of the Device resting directly on your lap. The laptop can generate significant heat that can cause injury.
- Avoid using the Device for extensive amounts of time. Take frequent breaks and alter your physical position to minimize discomfort.

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The Porter-Gaud Food Allergy Guidelines

Porter-Gaud is committed to providing an inclusive and safe school environment for all students. The goal of these guidelines is to establish a framework for the health and wellness of students with food allergies in the school setting through prevention, education, and appropriate response to emergencies. We seek to provide and maintain allergy-awareness, create reasonable accommodations, allow for personal student advocacy, provide safe, nutritional support to all students, and establish a supportive and compassionate community.

Given the number of allergens, as well as the differing levels of risk relating to each student's allergic reaction, we need to make clear Porter-Gaud cannot and does not guarantee an allergen-free environment. In addition, we cannot make any guarantee that food or other items coming into the school contain no allergens or were not processed in a facility that produces food containing the allergens. Although Porter-Gaud cannot anticipate every possible scenario, the School will attempt to follow all medication and emergency plans as provided to the school. Porter-Gaud School can not guarantee that any outside food is allergen-free. With education and proper planning, we strive to reasonably accommodate our students' needs. If you have any questions relating to these guidelines, please contact the school nurses or the admin team of the child's division.

These guidelines are for Porter-Gaud campus during normal school hours. These guidelines cannot be guaranteed for any extracurriculars, athletics, extended day, camps, field trips, events, concessions, etc. outside of normal school operating hours.

The Porter-Gaud School Administration Responsibilities

- Identify Porter-Gaud as being "allergy-aware" in all student, faculty/staff handbooks, internal and external communications, and school promotional materials, website, and electronic media.
- Maintain flexible seating rules in the cafeteria to allow students to sit away from allergens.
- Continue to educate students about food-allergy awareness as part of character education curriculum across all divisions.
- Provide the Flik Dining service team with current information regarding the school's food allergy guidelines.

Lower School Responsibilities

- Prohibit bake sales and outside food sales as a source of fundraising.
- Encourage items from approved snack lists during school hours. This includes food items for snacks during morning snack time.
- No food can be brought in by parents for birthday celebrations. Each homeroom class has special ways of recognizing students on their birthday.

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- All food brought into the classroom for class, grade level, and holiday parties will be coordinated by homeroom teachers and room parents. All food provided by faculty should come from the approved snack list, the Dining Hall, or be approved by division heads.

Middle School Responsibilities

- Prohibit bake sales and outside food sales as a source of fundraising.
- Encourage fruit, approved snack list items, and food prepared by the dining hall during school hours. This includes food items for snacks during Community, exams, ERBs, or advisory meetings.
- No outside food for birthday and holiday parties. Encourage non-food items to celebrate special days or program events, so all students may participate.
- On certain occasions, faculty may provide snacks to students during class or advisory. All food provided by faculty should come from the approved snack list, the Dining Hall, or be approved by division heads.

Upper School Responsibilities

- Encourage items from approved snack lists during school hours.
- On certain occasions, faculty may provide snacks to students during class or advisory. All food provided by faculty should come from the approved snack list, the Dining Hall, or be approved by division heads.
- Outside food is often used for special events and meetings. Commonly used outside companies include but are not limited to: Papa John's Pizza, Paisano's Pizza, Chick-fil-A, Verde, Jersey Mike's Deli, Marco's Pizza, Chipotle, Moe's, Jason's Deli, East Bay Deli.
- Students may bring outside food to campus for consumption. Porter-Gaud is unable to monitor or police what is brought to campus. Therefore, students should not share food and self-advocate for themselves regarding any potential allergen.

Faculty & Staff Responsibilities

- Be aware of which students in their care are known to be at risk of allergic reactions.
- Know the signs and symptoms of an allergic reaction as provided in the student's individual health plan.
- Treat allergy information confidentially unless necessary to share for the safety of the student
- Be aware of and implement the emergency plan, in accordance with the student's individual health plan if a reaction is suspected.
- Promptly contact and inform the school nurses of any allergy-related incident, but do not delay intervention in an emergency when attempting to contact a nurse.
- Provide substitute teachers with relevant, specific allergy information pertinent to individual student allergies.

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- Reduce the likelihood of accidental allergen ingestion by exercising due diligence in monitoring food policies, including no sharing of food.
- Reinforce safe health measures such as hand washing before eating, washing desk/table surfaces before and after eating.
- Use approved lists for class parties and events. On certain occasions, faculty may provide snacks to students during class or advisory. All food provided by faculty should come from the approved snack list, the Dining Hall, or be approved by division heads.

Parent/Guardian Responsibilities

- Encourage and provide items from approved snack lists during school hours.
- Provide written Food Allergy Action Plan signed by the student's physician (The Food Allergy & Anaphylaxis Emergency Care Plan will serve as the guide for treating anaphylaxis).
- Food Allergy Action Plans must be received by the first day of school.
- Provide emergency contact information via SchoolDoc.
- Provide all necessary medication to treat a child's reaction and replace medications after use or upon expiration. Clearly label with the child's name. Medication to be kept at school should be dropped off before or on the first day.
- Contact the school nurses to discuss your child's allergies and develop a plan that accommodates needs in school.
- Educate the child, as developmentally appropriate, in the self-management of their food allergy including:
 - safe and unsafe food
 - strategies for avoiding exposure to unsafe food
 - symptoms of allergic reaction
 - how and when to tell an adult they may be having an allergy-related problem
 - not trading or sharing food with others
 - how to read food labels
- Review guidelines with the school staff, the child's medical provider, and the child (if developmentally appropriate) after a reaction has occurred.
- Collect any unused emergency medication kept in the Nurses' Office within one week of the end of the school year.
- Ensure students, if in the Upper or Middle School divisions, carry their emergency medication on their person at all times, including school trips and athletic events/practices.

Student's Responsibilities (developmentally appropriate)

- Should bring only items from approved snack lists for consumption during school hours.
- Should not trade or share food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.

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- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if she or he eats something that may have exposed him or her to an allergen.
- Wash hands before and after ingesting food.
- Upper and Middle School students are required to have access to their prescribed emergency medication on campus at all times. If emergency medication is needed and/or administered, please notify the school nurses or an athletic trainer (during a sporting event) immediately.

Communication Guidelines

- Timely, ongoing communication among Porter-Gaud School's faculty, staff, administrators, parents/guardians, affiliate (parent and/or alumni) groups, and the Flik Dining staff is essential to providing a safe and inclusive environment for students with food allergies.
- Prior to the start of school, the school nurse will systematically collect food allergy information from parents/guardians including the Food Allergy & Anaphylaxis Emergency Care Plan.
- Information on file will be updated, confirmed, and supplemented on an annual basis or more frequently as needed.
- The school administration, the school nurses, and the Flik Dining service staff will communicate on a regular basis to ensure that Porter-Gaud School kitchens and cafeterias have adequate food options to reasonably accommodate all students with food allergies.

Education Guidelines

- The school nurses will provide food allergy education and training consistent with Porter-Gaud School guidelines to all faculty and staff, and provide the student's individual health plan to any faculty or staff member directly involved in the care of a student diagnosed with a food allergy. (See school nurse responsibilities for more information).
- The school nurses will conduct training to provide faculty/staff with the information needed to understand the severity of food allergies, to be actively engaged in preventing food allergen contamination, and have an ongoing dialogue with those students and faculty members requiring extra attention. Food allergy training and education will be completed annually during fac/staff meetings or division meetings. At a minimum, training will include:
 - Identifying signs and symptoms of an allergic reaction
 - Food label reading
 - Cross-contact avoidance/safe food handling
 - Accommodating children with special dietary needs
 - EpiPen training

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Flik Dining Responsibilities

- Porter-Gaud School will operate an “Allergy Aware” food service program. As an “Allergy Aware” program in the Lower, Middle, and Upper schools, menus clearly identify potential allergens.
- Upon request, the Flik Dining service team will provide ingredient information for items served at the Porter-Gaud School. If the exact ingredients of an item cannot be determined, students with food allergies will be discouraged from consuming that item.
- Ingredient information regarding allergens will be provided on the whiteboard in the dining hall. We cannot, however, guarantee the labeling accuracy of allergens not covered by current food allergen labeling laws on the packaged products that we utilize.
- In the Upper & Middle School setting, the Flik Dining service team will assist students with food allergies in their efforts to refrain from consuming allergens of concern by providing ingredient information as requested to the extent reasonably feasible. However, the responsibility for selecting safe foods must remain with the student and their parents/guardians.
- Flik Dining service employees will have knowledge of which food products contain allergens. All food ingredients, including labels of all food ingredients, will be reviewed prior to menu preparation.
- The Flik Dining service team is required to undergo education regarding allergens and cross contamination per Flik policy.

School Nurse Responsibilities

- Review the health records and action plans submitted by parents and physicians, before the beginning of school.
- Maintain and manage storage and use of emergency medication, including stock epinephrine which will be available throughout the school, for use in any case of life threatening allergic reactions.
- Be available to meet with all families of students with food allergies to discuss the student’s specific allergy profile.
- Be knowledgeable about and follow applicable federal laws pertaining to food allergies.
- Respond to any allergy related emergencies including:
 - Know how to identify and respond to reactions that are mild, moderate, and severe
 - Give epinephrine or other emergency medications per allergy action plan when indicated
 - Call 911 after administration of epinephrine.
- Provide Faculty & Staff Instruction on allergies annually, during fac/staff orientation/work days, fac/staff meetings or division or department meetings.
- Collaborate with faculty/staff to ensure emergency action plans and medications accompany all students while on school-sponsored trips.

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- Encourage students who require emergency medications as part of their individual health plan to carry the medication in their backpack or on their person at all times including field trips, athletic events, and overnight trips.
- Coordinate with staff responsible for overnight trips and ensure the student's emergency action plan is available and accessible to responsible faculty. Stocked epinephrine auto-injector(s) will be provided as deemed appropriate for each trip.

Student Brought Snacks

As Porter-Gaud strives to provide an inclusive and safe environment that is “allergy aware,” we ask that students and parents do everything in their power to provide snacks that are nut-free. Please always consult packaging for allergen warnings, and when in doubt, do not send an item to school. In order to better facilitate nut-free snacking, we have outlined many specifically excluded snacks and provided an approved nut-free snack list. All student-brought snacks should come from the below list.

Approved Nut-Free Snack List

- Fresh Fruit/Vegetables
- Raisins/Dried Fruit
- Cheese (stick, cube, sliced, round)
- Roasted Chickpeas
- Beef Jerky/Turkey Jerky
- Applesauce/Fruit Pouches
- Popcorn (no popcorn mixes containing nuts) - Smartfood, PopCorners
- Pretzels (no peanut butter filled)
- Chips (not fried in peanut oil) - SunChips, Cheetos, Pringles, Doritos
- Vegetable-based Snacks - Veggie Straws, Pirate’s Booty
- Crackers – saltines, Ritz (plain), Wheat Thins, Triscuits, Goldfish, Cheez-Its, Annie’s Organic Bunnies, Annie’s Organic Cheddar Squares, (nothing by Keebler)
- Cookies – ginger snaps, sugar wafers, Biscoff, Lorna Doone, Barnum’s Animal Crackers, Nilla Wafers, Oreos (original flavor only)
- Graham Crackers - Teddy Grahams
- Fruit-filled Bars - Nutri-Grain, Nature’s Bakery, Fig Newtons
- Fruit Snacks/Bars - Welch’s Fruit Snacks, ZEGO, That’s It, BEAR, Pure Organic
- Bare fruit and veggie chips
- Fruit-Based Candy - Gummy Bears, Twizzlers, Starbursts, Skittles, LifeSavers, Swedish Fish
- Quaker Rice Cakes
- Entenmann’s Little Bites Muffins
- Chex Mix (original flavor only)
- Nature Valley Granola Bars (Oats & Honey flavor only)
- belVita Breakfast Biscuits (not the nut butter filled sandwiches)

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- Anything made by Made Good, Enjoy Life, Yum Earth, and Zee Zee's

For those with food allergies or sensitivities, please be aware that ingredients are subject to change, so caution is advised before purchasing and consuming the products listed above.

Specifically Excluded Snack Foods

- Peanuts
- Any form of tree nuts - almonds, cashews, walnuts, pistachios, hazelnuts, macadamia nuts, pine nuts, etc.
- Peanut Butter in any form - peanut butter crackers, Nutter Butters, Uncrustables, etc.
- Other Nut Butters in any form - almond butter, cashew butter, etc.
- Nutella in any form
- Candy or Trail Mixes that contain peanuts or peanut butter - Snickers, Reeses anything, Peanut M&Ms, Butterfinger, PayDay, etc.
- Baked goods (as these can often be made in a facility with nuts or contain nuts)

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Health Care School Exclusion Criteria

Porter-Gaud follows guidelines set by the South Carolina Department of Health and Environmental Control (DHEC) for communicable and contagious illnesses. For the full list of conditions that exclude students, faculty, staff and volunteers/guests from campus due to illness, please reference [this document](#).

Students, faculty and staff are required to ensure that they do not unintentionally jeopardize the health or safety of the school community by spreading contagions to students or faculty/staff.

Therefore, a student should stay home from school if they have the following:

- A student running a 100-degree temperature or higher should not be sent to school.
- Parents/guardians should evaluate students with other signs of illness, such as unexplained rash, vomiting, diarrhea or any concerning health issues.
- Students must be symptom-free and have a temperature less than 100 degrees without medication during the 24-hour period prior to their scheduled arrival at school.

Should a student become ill during the school day, the parents/guardians will be contacted. The nurse's office does not permit extended care of a sick child, and parents/guardians are expected to make every effort to pick up the student as soon as possible.

Medication Administration Policy

This policy governs Porter-Gaud School's administration of medications to students. The availability of medications is strictly limited to those students who follow school procedures as outlined below.

General

All medications must be delivered to a school nurse or school employee by the student's parent, legal guardian, or a previously designated adult. Students may not carry medications on school grounds to self-administer and self-monitor without permission by a licensed physician, parental/guardian permission, and school permission. There should be an Individualized Emergency Health Care Plan on file with the school for all students who self-administer medications that helps guard against a life-threatening condition. Examples of medications that are approved for self-administration are asthma inhalers, insulin for diabetic students, and Epi-Pens for severe allergic reactions. Other medications or treatments may be approved on an as needed basis.

Emergency Medications

The use and need of emergency medications (i.e., inhalers, Epi-Pens, diabetic drugs) must be documented and on file with the school and noted on the student's online New Enrollment or Re-Enrollment medical forms. If the student is an athlete at the school this must also be documented on

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the Pre-Participation History and Health Assessment Form prior to any school sponsored athletic participation. A student must have a completed Prescription Medication Physician's Order and Individualized Emergency Healthcare Plan on file with the school in order to be cleared for "self-medicating" and have the ability to carry medications in his or her personal/athletic bag prior to each school year. Faculty and staff will be notified by the school nurse and/or athletic trainer of any students who carry emergency medications prior to the start of each school year. If faculty or staff have to assist with medication administration in an emergent situation the school nurse/ athletic trainer must be notified immediately.

Prescription Medications

Prescription medications will be given only per written physician and parental authorization. All prescription medications must be provided in the original, properly labeled container and given to the school nurse during school hours. The certified athletic trainer can assist with the distribution process as instructed by the physician's orders relative to the complaint, and only for sports-related activities. The certified athletic trainer and school nurse reserve the right to refuse the distribution of, assistance with, or access to any medications, at their discretion and/or based on complaint or circumstance. Any prescription medication to be administered at school will require a Prescription Medication Physician's Order to be completed and on file with the School. A written record of the drug, dosage, and date given will be recorded.

Over-the-Counter Medications

Faculty and staff may not distribute over-the-counter medications to students unless it is deemed emergent. Students should be referred to the athletic trainers or the school nurses. Porter-Gaud School is not obligated to provide over-the-counter medications; however, commonly used over-the-counter medications will be stocked in the nurses' office. Over-the-counter medications may not be administered by a school nurse or an athletic trainer without parental consent. The online medical enrollment form allows parents/guardians to provide consent for the administration of common, over-the-counter medications that may be needed during school hours.

Stocked Items

Common over-the-counter medications typically stocked in the Nurse's Office include, but are not limited to:

- Pain Relievers: Acetaminophen, Ibuprofen
- Topical Creams/Ointments: Triple Antibiotic Ointment (Bacitracin Zinc), Zinc Oxide, Hydrocortisone, After-Bite relief (topical Benadryl), Sting Swabs (benzocaine/menthol), Vaseline
- Antiseptics: Hydrogen Peroxide, Betadine, Hibiclens
- Antacid: Chewable tums (calcium carbonate)
- Antihistamines: Benadryl, Claritin and Zyrtec tablets
- Emergency Response Medications: Glucose gels/tablets, Antihistamine (Benadryl)

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If a student has any contraindication to any of the above stocked items, parents/guardians need to make this clear during the medical enrollment process.

Medications on Field Trips

The school nurses or athletic trainer will rarely accompany students and faculty on approved Porter-Gaud School field trips. Medication needed on field trips must be given to and administered by a trained employee of Porter-Gaud School who will follow the guidelines set forth by the aforementioned policy information. Separate permission forms for medications to be administered on field trips are provided to parents and legal guardians for completion by the school.

Student Insurance

Each student is currently covered by supplemental accident insurance carried by the School. Questions about the limitations of this policy should be addressed to the Business Office. Students and parents are responsible for obtaining claim forms from a school nurse, athletic trainer, or divisional admin team immediately following an accident. Any delay in submitting a claim could jeopardize payment.

Any student who incurs head or neck injuries and/or who is injured to the degree that a doctor's attention is needed may not return to school, practice, or competition until written permission is given by a licensed medical provider. Porter-Gaud School further reserves the right not to permit a student to participate in athletic contests.

Porter-Gaud School Challenged Materials Procedure

If a member of the Porter-Gaud Community would like to challenge the placement of a book or other item in the school library collections or academic curriculum, he or she should follow this procedure:

1. Person(s) challenging the material should submit their request for reconsideration to the appropriate Division Head (US, MS, LS) by completing the Challenged Materials: Request for Reconsideration Form available as Appendix A in this handbook.
2. The material in question along with the completed form will be submitted to a committee composed of the Division Head, Assistant Head for Academics, Librarian, appropriate Department Chair Head Chaplain, Director of Community Engagement and Belonging, and others as deemed appropriate by the committee for review. The committee will examine the material in light of both the principles of intellectual freedom and the school's mission statement, keeping in mind instructional goals when considering course materials.
3. The committee will share its decision with the Head of School.
4. A response in writing will be emailed to the person(s) submitting the complaint as soon as possible and not to exceed 30 days.
5. The appropriate faculty member and Department Chair will consider alternate materials and assignments for the student during the review period.

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School Emergency Procedures

Emergency Cancellation of School

In case of bad weather or emergency conditions, turn to local ABC, CBS, FOX, or NBC TV channels or tune in local radio stations for an official announcement about the closing of Porter-Gaud. The automated voice message service is also used whenever possible. Please do not call the office, the Head of School, the Head of Upper School, or the faculty at their homes. Leave School phone lines free for emergency use. The most up-to-date information will be posted on the Porter-Gaud website at its Homepage. The School also uses email for students and Finals site for the external community to further notify of any emergency closing or delayed openings.

Emergency Drills

Periodically, the School may have drills to practice emergency procedures. These include earthquake, fire, lockdown, and tornado drills. To make the drill as effective as possible, all drills emulate the actual procedures with minimal simulations. However, the School will give prior notice of a lockdown drill to students, parents, and faculty so that everyone knows that a drill is occurring and can be assured that the campus remains safe. Lockdown drill procedures are detailed in the Faculty/Staff Handbook.

Crisis Management Plan

These guidelines are meant to provide a quick reference in the event of an emergency and are crisis specific.

Fire

The fire alarm is announced by a loud horn and strobe lights. Should electricity be out and the School phone system not working, the School uses any available means of communication.

When the fire alarm sounds, those students closest to the windows are to close the windows and the class is to file out in a quiet, orderly fashion following the evacuation plan posted in each classroom. Teachers are to take their Attendance Record. The first students to reach the building's outer doors are to stay and hold them until the classes have filed out. Once outside at the rally point (staff parking or the practice field), students are to line up by class, and the faculty members account for all of their class members. From the sounding of the alarm until the end of the drill or emergency, absolute silence is to be maintained so emergency instructions can be heard and attendance can be taken.

In case of fire, remember

- The fire alarm is the sound of a loud horn with strobe lights.
- Evacuate building (automatic if fire alarm sounds).
- Convey specific information you may have about the fire to your teacher.

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Tornado

A tornado warning indicates a tornado has been sighted. The tornado warning alarm is announced by a long intermittent ringing of the school bell system. All students, faculty and staff should move to what are designated "best available shelter" areas - interior corridors (but away from glass doors), storage rooms, and interior bathrooms. They are to be seated with their backs to the corridor walls staying away from exterior windows. Any available wraps should be used to cover head, arms, and legs. The main floor areas of the gym, auditorium, and Washington Hall are not considered safe shelter areas, and students should be moved to interior walls of locker rooms and the storage rooms. People on both floors of the Fine Arts Building are to move to the interior offices and practice rooms.

In case of tornados, remember

- The alarm is a long intermittent ringing of the School bell system.
- Move to the best available shelter.
- Be seated with back to corridor walls staying away from exterior windows
- Stay in place until all clear is sounded.

Earthquake

An earthquake alarm is announced by a long, continuous ringing of the school bell system. Everyone should take cover under a table or a desk. Hold on to the legs of the table and move with it as it moves (drop and cover, turn away from windows, stay under shelter until shaking stops, listen for instructions). After movement stops, evacuate the building by following fire drill procedures. Move to an open space, away from buildings or power lines. If an aftershock occurs, lie down or crouch low to the ground. If the earthquake catches you in a building or room in which there is no cover, move to an interior wall, away from windows, kneel and cover your head with hands next to the wall. After movement stops, follow the fire drill evacuation plan.

In case of earthquakes, remember

- The earthquake alarm is a long continuous ringing of the School bell system.
- Duck, cover, and hold.
- After earthquake stops, faculty will assess injuries and damage to buildings and report that information to the appropriate School office.
- If the building you are in is damaged, evacuate the building following evacuation procedures outlined in the Fire section.

All Clear

When it is safe to return to classrooms, a verbal clearance is given or one three-second ring of the School bell. Listen for faculty/staff instructions before moving.

Lightning

The school has the Thor Guard Lightning warning system to warn of threats of lightning strikes. The air horns and strobe lights are located on the roof of the Science and Technology building and the Press Box

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in the stadium. A lightning warning is indicated by one 15 second blast of the air horns and activation of the strobe lights. The 15 second air horn blast only sounds at the beginning of the alert, but the strobe lights will remain active throughout the alert. The “all clear” is indicated by three 5-second blasts of the air horn with a 5-second pause in between (5 on, 5 off, 5 on, 5 off, 5 on) and the strobe lights turning off.

In case of lightning, remember

- During an alert, people outside should seek shelter until the “all clear” sounds. Suitable shelter is not on an open porch, dugout, or under an overhang. Individuals should go inside when possible or in a vehicle.

ALICE Lockdown/Shelter in Place

A Shelter in Place means there is a situation near or on the campus and that faculty, staff, and students should take actions to minimize the possibility of harm. Students and staff can continue with normal activities, but must come or remain inside until the threat has passed. A Shelter in Place signal is an announcement over the telephone/PA system or by other means available.

An ALICE/Lockdown means there is a situation near or on the campus, such as an armed intruder, with an imminent threat to Porter-Gaud personnel which requires faculty, staff, and students to take immediate action to shelter and stop all movement. ALICE/Lockdown signal is a “ALICE/Lockdown” announcement, and/or the emergency sounding (½ sec on, ½ sec off, ½ on, ½ off, pattern repeating for 1 minute with a slight pause every 10 seconds) of the exterior warning horn system. In these situations students need to follow the instructions of teachers or staff instructions.

In case of a Shelter in Place or ALICE/Lockdown, remember

- Students and parents/guardians should immediately seek shelter and enter the closest building/classroom and follow the specific directions from the faculty/staff.
- If a student or parent/guardian is in their car on campus, they should leave campus.
- If a student or parent/guardian receives notice of a Shelter in Place or ALICE/Lockdown while off campus, they should remain off campus and not come to the campus until the all clear is given.

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Equal Opportunity Statement

Porter-Gaud strives to provide its students equal opportunity without discrimination and on the basis of race, sex/gender, color, or national origin in the administration of its admission, academic, scholarship, education and athletic policies. The School cannot tolerate harassment or retaliation for complaints of such discrimination or harassment.

Similarly, Porter-Gaud School strives to avoid discrimination against disabled students. Harassment and/or retaliation related to disability is also prohibited. If, however, any requested modifications of policies, practices or procedures to meet learning needs would fundamentally alter the academic nature of the programs provided by Porter-Gaud or present an undue burden, the School will not make such modifications; the Porter-Gaud School Academic Expectations policy in student handbooks sets forth the scope of such accommodations to be considered by the School.

Student Name Usage Policy

Legal Name Changes

School records, including report cards and transcripts, require the student's legal name. Porter-Gaud will change a student's official records to reflect a change in legal name upon receipt of documentation, such as a court order or an amendment to identification issued by the state or federal government. In order to initiate this process, please contact the School Registrar. We will follow a protocol designed to respect and honor the student, which may include the involvement of the Director of Community Engagement and Belonging, the Counseling Office, or Division Heads.

Preferred Names

In situations where there is a desire to use a preferred name that is different from a student's first name, please contact the School Registrar. To the extent that Porter-Gaud is not legally required to use a student's legal name on school records or documents, the School will use the student's preferred name with parent/guardian approval.

Harassment and Abuse Policy Summary

Because honor and respect for others are essential expectations here at Porter-Gaud, the School does not tolerate intimidation, humiliation, or degradation of any member of its community by any other individual on the basis of gender, race/ethnicity, religion, national origin, sexual orientation, age, family structure, socioeconomic status, or disability.

All forms of sexual harassment and other prohibited forms of harassment and abuse in or affecting the School environment to the extent that it acts to unreasonably interfere with academic/school related

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performance or create a hostile or harassing environment will constitute gross misconduct and will result in disciplinary action.

Sexual Harassment is unwanted sexual advances and other verbal, visual, or physical conduct of a sexual nature that is intimidating, hostile, degrading, or offensive. While healthy social and personal relationships among students may include some acceptable flirting behavior as a way to compliment or convey respect, any sexual comments, gestures, or other forms of expression that are intimidating or offensive is not tolerated.

Racial Harassment is intimidation, humiliation, or degradation of an individual or group on the basis of race. Racial harassment includes both easily identified acts of written, oral, or physical harassment, and less overt forms of harassment such as graffiti, epithets, and racially offensive remarks or jokes. Such harassment is not tolerated.

Religious or Ethnic Harassment includes intimidating, humiliating, or degrading remarks, jokes, gestures or other forms of behavior or expression that demean or trivialize the religion or national origin of an individual or a group. Such harassment is not tolerated.

Abuse can manifest in many forms, including physical, sexual, or psychological abuse. Porter-Gaud prohibits and is committed to the prevention of all types of abuse. For Porter-Gaud purposes, the term "abuse" can refer to any incident where any individual, adult or child, engages in conduct that harms or substantially threatens the physical, sexual or psychological well-being of any student. Such abuse includes:

1. physical abuse: non-accidental physical injury or extreme or repeated failure on the part of the caregiver to meet the child's physical needs;
2. psychological abuse: extreme and/or repeated conduct which is inhumane or otherwise unconscionable;
3. sexual abuse: sexual involvement between a child and an individual who has greater knowledge, authority, power or resources.

Retaliation against any student or employee for filing a complaint, participating in or cooperating with an investigation is strictly prohibited.

This is only a summary. Please refer to and carefully review Porter-Gaud School's Harassment/Abuse Policy, Appendix B, for a more detailed policy statement; in case of conflict, the Appendix is the School's policy.

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Summary of Reporting Responsibilities, Investigation, and Complaint Resolution Policy for Protected Status Discrimination and/or Harassment/Abuse

Any student who believes that s/he has been the subject of any prohibited harassment or abuse by a fellow student or any member of the faculty or staff should report the situation immediately to the Head of School, the Head of Upper School, Assistant Head of Upper School, Counselor, or a faculty member. Parents or guardians are welcomed to assist with this responsibility by reporting with their student, as appropriate. Any faculty member who receives a report of harassment passes this report on to the Head of School or the Head of Upper School.

While the initial complaint may be made verbally, Porter-Gaud may request a signed written complaint/report to follow. Although failure to immediately receive the complaint in writing does not prevent investigation, delay or lack of substantiated detail may hamper the investigation and appropriate resolution.

Upon receipt of the report, Porter-Gaud may take such immediate actions as it deems appropriate. This may include notifying the individual charged and/or the parents, if a student is involved, that a complaint has been lodged. Impracticality of immediate parent notification does not prevent Porter-Gaud from taking such immediate action as it deems appropriate, including but not limited to separating, suspending and/or questioning and/or preliminary disciplinary action of the individual[s] involved.

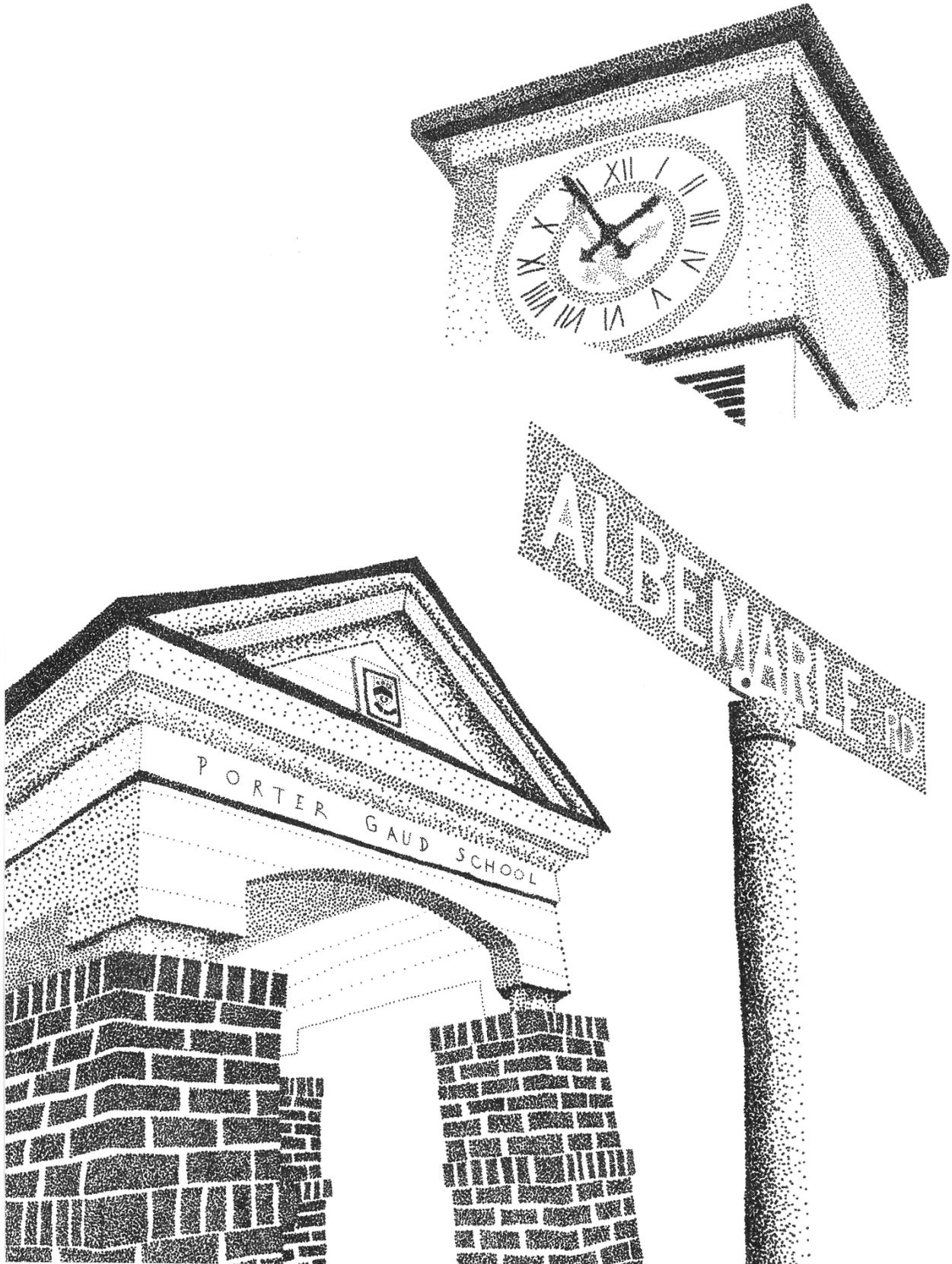
Porter-Gaud understands that such reporting may be embarrassing and makes every effort to handle the matter with sensitivity and discretion. Timeliness of reporting is extremely important since it may allow for a more complete investigation and better resolution and/or preventive measures. All complaints of harassment will be handled as confidentially as possible in an investigation that is as thorough as the School determines necessary and appropriate to the charge.

If an investigation determines that a person has harassed another, the School takes disciplinary, corrective and /or responsive action as it determines appropriate, which may include suspension or expulsion from School. Disciplinary action may be taken on the basis of any conduct, on or off campus that poses a threat to persons or property within the School community.

Retaliation against any student, employee or other participant for filing a complaint, participating in or cooperating with an investigation is strictly prohibited.

This is only a summary. Please refer to and carefully review Porter-Gaud School's Reporting Responsibilities, Investigation, and Complaint Resolution Policy, Appendix C, for a more detailed policy statement; in case of conflict, the Appendix is the School's policy.

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Appendix A: Challenged Materials: Request for Reconsideration

Item Description:

Title_____ Author_____

Publisher_____

Date of Publication_____

Type of Material (book, video, periodical, etc.)_____

Division(s)/Department/Course in which item is used_____

Request Initiated by:

Name_____

Telephone #_____ Address_____

City_____ State_____ Zip_____ E-mail_____

Complainant represents:

Self_____ or Group/Organization_____

Name of Group/Organization_____

Address of Group/Organization_____

(more questions on page 2)

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Please type your answers to the following questions and submit them with the first page of this document.

1. Did you read, view, or listen to the entire work? If not, what section?
2. Have you spoken to any faculty members concerning their use of or views of this work?
3. To what in the material do you object? Please be specific, noting pages, etc.
4. Are you aware of judgments of this work by scholarly critics and subject area specialists? If so, please summarize your findings.
5. What would you like the outcome to be with regard to this material? Please select a choice below and offer your comments.
 - a. Do not assign or lend the material to my child
 - b. Limit the material to specific division or classroom use
 - c. Remove the material from the school environment
 - d. Other(specify)

Appendix B: Harassment/Abuse Policy

Porter-Gaud is committed to the goal of providing an environment free of harassment or abuse of any kind. Sexual harassment and harassment based on gender, age, race, color, religion, national origin, or disability are prohibited as defined by law and contradictory to the school's policy and philosophy. The Uniformed Services Employment and Reemployment Rights Act ("USERRA") also provides certain protected status rights arising from past or present membership or obligation to serve in the uniformed services under circumstances provided by the Act. Inherent in Porter-Gaud's belief in respect for the individual is the principle that every individual, including each student, teacher or member of staff/administration, is due appropriate respect and freedom from harassment in any form. Therefore, harassment as defined in this policy may or may not be based upon a legally protected status. As to students, abuse, as defined below, may or may not overlap with harassment; additional legal protections and requirements are provided under state law.

All forms of sexual harassment, and other forms of prohibited harassment and abuse as defined below in or affecting the school environment to the extent it acts to create a hostile or harassing environment, are specifically prohibited.

Definitions

The definitions are interpreted and applied by the School consistent with applicable law as well as accepted standards of mature behavior. While protected status protections may not be available to Porter-Gaud students under current applicable law, Porter-Gaud also prohibits sexual/gender and non-sexual harassment of its students and employees using the definitions below.

- Harassment is defined consistent with the law to include conduct which has the purpose or effect of unreasonably interfering with a person's academic/school related or job performance or of creating or, for the School's purposes, tending to create, an intimidating, hostile, or offensive school or work environment on the basis of a person's legally protected status other than sex or gender, i.e. race, age, color, religion, national origin, disability and/or military service or obligation.
- Non-Protected Status Harassment: For Porter-Gaud's purposes, prohibited harassment in the academic environment not necessarily based protected status may be defined as follows: any harassing behavior in the academic/school environment, either verbal or non-verbal, where such behavior threatens a student's or an employee's safety and/or traumatizes the student or employee to a point that the student's or employee's performance in the academic/school environment or work environment is significantly affected.
- Abuse: Porter-Gaud prohibits and is committed to the prevention of any form of abuse, including physical, sexual, or psychological abuse. For Porter-Gaud purposes, the semester "abuse" can

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refer to any incident where any individual, adult or child, engages in conduct that harms or substantially threatens the physical, sexual or psychological well-being of any student. Such abuse can be subdivided into three areas:

- physical abuse: non-accidental physical injury and/or extreme and/or repeated failure on the part of the caretaker to meet the child's physical needs;
- psychological abuse: extreme and/or repeated conduct which is inhumane or otherwise unconscionable;
- sexual abuse: sexual involvement between a child and an individual who has greater knowledge, authority, power or resources.

Reporting Duties for All Types of Harassment and/or Abuse

Any student or employee who believes that a faculty member's, administrator's, school employee's, non-employee's or fellow student's actions or words constitute illegal discrimination, harassment, or abuse toward themselves or another has a responsibility to report the situation immediately to the Head of School, or in the case of the Head of School's absence, conflict, or other concern, to a School Counselor, a Division Head, or any other administrator and, for students, any school teacher. Parents/guardians are welcomed to assist with this responsibility by reporting with their student, as appropriate. In the case of conflict, a report of harassment may also be made to the Board Chair. Thereafter, the reporter may be asked to submit a written description to the Head of School. Reporting responsibilities are detailed in Appendix D entitled "Reporting Responsibilities, Investigation, and Complaint Resolution for Protected Status Discrimination and/or Harassment/Abuse."

Additional Duty in Reporting Non-School Related Child Abuse

Porter-Gaud strives to abide by South Carolina law, which dictates requirements for reporting child neglect or abuse, even when it occurs outside the School. South Carolina law requires that any "physician, nurse, dentist, optometrist, medical examiner or coroner or an employee of a county medical examiner's or coroner's office or any other medical, emergency medical services, mental health, or allied health professional or Christian Science practitioner, religious healer, school teacher, counselor, principal, assistant principal, social or public assistance worker, substance abuse treatment staff, or child care worker in any daycare center or foster care facility, police or law enforcement officer, undertaker, funeral home director or employee of a funeral home or persons responsible for processing of films or any judge" who has reasonable cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect as defined by state law is to immediately report it to the local DSS or other proper law enforcement agency (S.C. Code §20-7-510).

The state law definition of child abuse and neglect is specific and detailed. A faculty or staff member who suspects or has any concern regarding child abuse or neglect is expected to report this information promptly to the Head of School, a Dean, a School Counselor, or any Head of Division who will assist in determining its duty and, if determined appropriate, assist in contacting the proper authorities.

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A faculty member or administrator who has reason to suspect abuse or neglect and fails to report it is subject to prosecution; however, the person making the report based on valid suspicion and concern is protected by law from both civil and criminal retaliation.

Cooperation

All school employees, students, and parents/guardians are expected to fully cooperate as requested in any investigation. If Porter-Gaud determines that anyone involved in the investigation has intentionally withheld information or provided false information at any time, appropriate action may be taken.

No Retaliation

Retaliation against any student or employee for filing a complaint, participating in an investigation, or cooperating with an investigation is strictly prohibited. Porter-Gaud does not tolerate adverse treatment of employees or students because they report any harassment or abuse or provide information related to such complaints. After a report, Porter-Gaud may make follow up inquiries to determine that any prohibited activity has in fact ended and retaliation has not occurred.

Complaint and Investigation of All Types of Harassment and/or School Related Abuse

A complaint of alleged harassment, student, abuse or school related abuse with all appropriate times, places, and dates should be submitted to the Head of School or, in his/her absence, unavailability, or in case of other concern, to a Dean, a School Counselor, a Division Head, or other administrator, and, for students, any School teacher. In the case of conflict or other concern regarding reporting to the Head of School, such report may instead be submitted to the Board Chair. The complaint may be made by anyone involved, including the student, his/her parents/guardian or eyewitnesses, including teachers, parents or students. The complaint and investigation procedure is detailed in Appendix C in the section entitled "Reporting Responsibilities, Investigation, and Complaint Resolution for Protected Status Discrimination and/or Harassment/Abuse."

Confidentiality/Reporting

Information provided is kept as confidential as possible in keeping with an investigation that is as thorough as the School determines necessary and appropriate to the charge. Additionally, once a complaint of school related abuse or harassment has been filed, the Head of School or the designee may periodically keep the accuser, the accused, the reporting party and Board Chair informed as the investigation and decision processes unfold and of the ultimate resolution and/or action to be taken. In all cases, the Head of School or the Board designee may also keep other concerned persons informed. See also "Reporting Responsibilities, Investigation, and Complaint Resolution for Protected Status Discrimination and/or Harassment/Abuse" Appendix C.

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Discipline and/or Corrective/Responsive Action for Harassment and/or School Related Abuse

Complaints Involving Students

Porter-Gaud, at its discretion, may suspend or otherwise separate from regular classes any student accused or suspected of harassment or abuse as defined herein. The circumstances may be promptly investigated by the School and/or appropriate law enforcement agencies. Any student determined by investigation and at the sole discretion of Porter-Gaud to have participated in any form of harassment, abuse, or otherwise inappropriate behavior is subject to discipline and/or corrective/responsive action, up to and including immediate expulsion. Other disciplinary and/or corrective/responsive action may include, but is not limited to, training, referral to counseling, and/or corrective action such as a warning, reprimand, suspension, detention, transfer, community service, and/or other requirements and/or penalties. Ongoing civil or criminal charges, pleas, or other court related action will not impede Porter-Gaud from making an independent determination to the extent it determines it has sufficient information to take such action as it deems appropriate.

Complaints Involving School Employees

At any time following notice of a complaint, Porter-Gaud, at its sole discretion, may suspend with or without pay any school employee accused or suspected of abuse or harassment as defined herein. The circumstances may be promptly investigated by the Head of School and/or appropriate law enforcement agencies. Any school employee determined by its investigation and at the sole discretion of Porter-Gaud to have participated in any form of abuse, harassment, or otherwise inappropriate behavior is subject to discipline, up to and including immediate termination. Other disciplinary and/or corrective/responsive action may include, but is not limited to, training, referral to counseling, and/or corrective action such as a warning, reprimand, suspension, transfer, demotion, removal of responsibility and related pay, community service, and/or other requirements and/or penalties. Ongoing civil or criminal charges, pleas or other court related action will not impede Porter-Gaud from making an independent determination to the extent it determines it has sufficient information to take such action as it deems appropriate.

Appendix C: Reporting Responsibilities, Investigation, and Complaint Resolution for Protected Status Discrimination and/or Harassment/Abuse

Reporting Duties for Discrimination, Harassment, and/or Abuse

Any students or employees who believe that a faculty member's, administrator's, school employee's, non-employee's, or fellow student's actions or words constitute discrimination, harassment, or abuse toward themselves or toward others has a responsibility to report the situation immediately to the Head of School, or in the Head's absence, unavailability, or in case of other concern, to a Dean, a School Counselor, a Head of Division, or other administrator and, for students, any School teacher.

Parents/guardians are welcomed to assist with this responsibility by reporting with their student, as appropriate. In the case of conflict or other concern regarding reporting to the Head of School, a report of such discrimination, harassment, or abuse may also be made to the Board Chair. Thereafter, the reporter may be asked to submit a written description to the Head of School or a Board designee, as applicable.

This reporting responsibility specifically includes the Deans, counselors, Division Heads, the Chaplain, teachers, staff, and any other administrator, supervisor, or person in positions of authority to whom such a report may be made. These individuals are to directly report any such concerns reported or expressed to them directly to the Head of School or in their absence or a conflict to the Board Chair.

Porter-Gaud understands that such reporting may be embarrassing and makes every effort to handle the matter with sensitivity and discretion. Timeliness of reporting is extremely important; it may allow for a more complete investigation and better resolution and/or preventive measures.

Please note also that faculty members and other members of administration or staff receiving reports or complaints of behavioral issues (teasing, bullying, etc.) from students or their families should notify the appropriate Division Head of the complaint so that any pattern might be better recognized.

Complaint and Investigation

A complaint or report of discrimination, harassment, and/or abuse may be made by anyone involved, including a student, parents/guardians, faculty, staff, administration, or eyewitnesses including teachers, staff, administration, parents/guardians, or students. While the initial complaint may be made verbally, Porter-Gaud may request a signed written complaint/report to follow. Although failure to immediately receive the complaint in writing does not prevent investigation, delay or lack of substantiated detail may hamper the investigation and appropriate resolution. A complaint of alleged discrimination and/or

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harassment (including sexual/gender harassment) or student abuse, or school related abuse should include all appropriate times, places, and dates.

Upon receipt of the report, Porter-Gaud may take such immediate actions as it deems appropriate. This may include notifying the individual charged and/or the parents/guardians, if a student is involved, that a complaint has been lodged. Impracticality of immediate parent notification does not prevent Porter-Gaud from taking such immediate action as it deems appropriate, including but not limited to separating, suspending and/or questioning and/or preliminary disciplinary action of the individual[s] involved.

Porter-Gaud conducts a prompt investigation of any allegations of discrimination, school related abuse, harassment of a similarly offensive nature based on including age, race, color, religion, national origin and disability. The Head of School, or, in case of the Head of School's absence or conflict, the Board's designee (the "designee") may appoint a member of the faculty or staff or another person, as determined appropriate, to investigate and document the events specific to the charges. During the investigation, anyone who is alleged to have committed acts of discrimination, harassment, or abuse may be contacted and permitted to respond to specific allegations. Upon review of the investigation and/or documentation, the Head of School or the Board's designee, as applicable, determines the seriousness of the circumstances and may take such action as the School deems appropriate, including, as determined appropriate, remedial, and/or preventive measures.

As to any student who is the subject of an investigation, the Head of School or designee notifies the student's parent[s] or guardian[s] if it has been determined that potential adverse disciplinary or corrective actions may directly affect the student's permanent record or ability to attend school. If, within five (5) days of such notification, the student's parent[s] or guardian[s] so request, the case may be submitted to an ad hoc committee generally comprised of the Head of School or the designee's appointee(s), the Chair of the school's Board of Trustees, and/or a member of the Board appointed by the Chair of the Board. The Head of School or the designee appoints the Committee Chair. The Committee Chair presents the findings of the committee and recommendations for action to the Head of School or the designee, who makes the final decision. At his/her discretion, the Head of School or the designee may request additional information and/or recommendations. Whether or not an ad hoc committee is requested, the ultimate decision is with the Head of School or designee.

As to any Porter-Gaud employee who is the subject of any investigation, the Head of School or the Board designee, as applicable, has full discretion to seek such input and assistance from the Board as he/she determines to be appropriate. Further, the Head of School or Board designee, as applicable, has full authority to take such disciplinary and/or corrective action as he/she deems appropriate at any stage of the investigation. Should the matter call for discipline and/or corrective action as to a Porter-Gaud employee or third party, such corrective action, discipline, and/or communication as the Head of School or Board designee, as applicable, deems appropriate will follow.

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Confidentiality/Reporting

Information provided is kept as confidential as possible in keeping with an investigation that is as thorough as the School determines necessary and appropriate to the charge. Additionally, once a complaint of school related abuse or harassment has been filed, the Head of School or the designee may periodically keep the accuser, the accused, the reporting party and Board Chair informed as the investigation and decision processes unfold. When a final determination is made, the Head of School or the designee informs the accuser, accused, reporting party and Board Chair of the ultimate resolution and/or action to be taken. In all cases, the Head of School or the designee may also keep other concerned persons informed.

About Using This Process

Please note that rights and requirements, including time deadlines, related to the filing of claims with any state or federal enforcement agencies are not changed by this internal complaint resolution process. While in some instances the involvement of outside agencies may be appropriate, it is Porter-Gaud's hope that all will access and find the School's internal complaint process satisfactory. Porter-Gaud asks that employees, students and anyone else concerned bring any difficulties in using the procedure to the immediate attention of the Director or Human Resources, the Head of School, or in the case of conflict or absence of the Head of School, to the Chairman of the Board of Trustees, as applicable.

Any report of concerns of discrimination, harassment, and/or abuse experienced or observed, should be made without fear of retaliation by Porter-Gaud School.

Appendix D: Use of Facilities

General Guidelines

Limited use of Porter-Gaud School buildings and grounds (hereafter referred to as “facilities”) may be available under the following guidelines:

- Porter-Gaud property is posted “PRIVATE PROPERTY; NO TRESPASSING”.
- All facilities are unavailable for public use without prior written approval from the Facilities Use Committee or without a fully executed Agreement for Use of Porter-Gaud Facilities/Release, Hold Harmless, and Indemnity Agreement for faculty/staff members or students/parents/guardians intending to use the facilities for personal recreational use. Approval of requests for use is solely at the discretion of the School to include, without limitation, consideration of the requesting party’s affiliation with Porter-Gaud and consistency with school philosophy and school-related activities.
- With the exception of current faculty, staff, students, and parents/guardians seeking limited personal use of the grounds for recreational purposes in accordance with this Policy (See Paragraph 3.E.), anyone desiring to use Porter-Gaud facilities is to submit a Request for Facilities Use to the Facilities Use Committee; all such requests should be submitted to the Director of Facilities, on behalf of the Committee in writing using the Request for Facilities Use form. In no instance should keys, lock combinations, or alarm codes be provided to anyone other than a school employee or volunteer as determined necessary by the Facilities Use Committee.
- Other than faculty, staff, parents/guardians, and students as addressed below, any group, organization or individual[s] granted permission to use Porter-Gaud facilities is required to sign the Agreement for Use of Porter-Gaud Facilities/Release, Hold Harmless, and Indemnity Agreement and furnish a certificate of insurance showing the limits required as set forth therein. Individual signatures and dates on the Agreement for Use of Porter-Gaud Facilities/Release, Hold Harmless, and Indemnity Agreement should be obtained for individual users and/or if a permitted group is not a formal organization and/or if group insurance is not applicable or available. For current students and parents/guardians, this may be accomplished by signature of the Facilities Use Acknowledgement, Release, Hold Harmless and Indemnity Agreement distributed separately. For current faculty and staff, this may be accomplished by signature of the Facilities Use Acknowledgement, Release, Hold Harmless and Indemnity Agreement distributed separately.
- No regular and continuing use of the facilities is permitted except as specifically approved by the Facilities Use Committee.
- All maintenance, labor, security, and utility costs incurred by a group are determined by the Administration and an appropriate charge set. These charges may be waived at the discretion of the Head of School or the Facilities Use Committee.

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- Anyone using Porter-Gaud facilities is expected to behave in an appropriate and legal manner. Inappropriate conduct (use of offensive language, loud music, loud noise, illegal activity, unsafe activity, etc.) is not allowed or tolerated.
- Permitted users of Porter-Gaud facilities have the responsibility to use appropriate safety devices, follow standard safety practices for the activity in progress, and wear appropriate clothing.
- All permitted users are expected to clean up after themselves. Any failure to do so is accomplished by Porter-Gaud School at the user's expense. Payment is expected immediately upon request.
- Porter-Gaud is a drug and tobacco free property. Alcoholic beverages are not allowed on campus except under special/exceptional circumstances approved in advance by the Facilities Use Committee.
- Copies of the Asbestos Management Plan, three year re-inspection results, and six month periodic surveillance inspection reports are located in the Upper School Reception Office and the Plant Manager's Office. These documents are available for review during normal working hours. All identified asbestos-containing materials are in good condition and present no hazard to students, faculty, staff, or other occupants. No response actions are required or planned at the present time. Any questions on this information should be directed to the Porter-Gaud School Plant Manager, Mr. Deryl Farr, at (843) 402-4748.
- Parking lots are available for school events only.
- Parking is available only for regular-sized vehicles to include cars, pickups, vans, and SUVs. Parking for oversized vehicles, such as RVs, vehicles pulling trailers, and trucks larger than pickup size, is not available except by special permission from the School Administration.
- All vehicles operated on Porter-Gaud School property are to be properly insured and licensed as required by applicable state law.

The failure by any permitted user to follow any of Porter-Gaud's guidelines in this policy, the Request for Facilities Use and/or the Agreement for Use of Porter-Gaud Facilities/Release, Hold Harmless, and Indemnity Agreement may result in Porter-Gaud School immediately requiring the violating user and/or all permitted users to depart Porter-Gaud facilities without refund, if applicable, and/or disapproving any future requests.

Porter-Gaud School reserves the right to withdraw permitted use at any time for any reason. In the event permission to use the facilities is withdrawn, any or all users may be required to immediately vacate the facilities.

Buildings

Limited use of the interior of Porter-Gaud School buildings under the General Guidelines above may be available under the following additional guidelines:

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- Porter-Gaud classes, educational requirements, or other school-sponsored activities take precedence over all other needs.
- No food service is available from the school for any function. The approval to use a facility does not include approval to bring in food or beverages. Any plan to have food or beverages in any facility is to be specifically included in the facility usage request.
- Permissions for weddings, receptions, or meetings of any kind are discouraged because of the number of sanctioned school functions, lack of support staff, cost of utilities, and insurance requirements in place.
- Only non-skid athletic shoes are to be allowed on the gym floors.

Athletic Fields, Courts, and other Outside Areas

Under the General Guidelines above, limited use may be available under the following additional guidelines:

- Porter-Gaud athletic facilities, tracks, courts, and fields are for the use of Porter-Gaud students.
- To allow regularly prescribed maintenance and a vital annual period of dormancy, all athletic fields are to be used by Porter-Gaud classes and teams only.
- For all other outside facilities, Porter-Gaud physical education classes and athletic team practices and games always take precedence over any other use.
- Porter-Gaud students have priority for vacant courts for instructional and recreational use.
- Current Porter-Gaud students, parents, faculty and administrative staff who have executed the Agreement for Use of Porter-Gaud Facilities/Release, Hold Harmless, and Indemnity Agreement (distributed separately) may be permitted limited access to campus grounds for recreational use at their own risk under this policy only when such use (1) does not conflict with student use or facility/grounds maintenance activities, (2) is consistent with Facilities Use Policy and (3) is approved by the Facilities Use Committee.
- Porter-Gaud contributing alumni may be permitted limited access to campus grounds for recreational use at their own risk only when such use (1) does not conflict with student use or facility/grounds maintenance activities and when (2) the contributing alumnus has properly requested permission from Porter-Gaud School, received permission and signed Agreement for Use of Porter-Gaud Facilities/Release, Hold Harmless, and Indemnity Agreement.
- No all-terrain vehicles, skates, roller blades, skateboards, or scooters are allowed on campus (the only exception is carts used by the School staff). All vehicles (including motorcycles) entering the campus are to be legally registered and should only be operated on roadways, driveways, and parking lots. Vehicles are only to be parked in designated parking areas; vehicles are not to be parked along yellow curbs or in designated fire lanes. In no instance are vehicles to be taken onto any athletic field/area except by authorized school staff when absolutely necessary to accomplish required maintenance or prepare for athletic events.

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- No pets are allowed on the athletic fields, courts, or track. Any pets on campus are to be leashed at all times. Anyone having a pet on campus must have materials with them and immediately clean up after their pet. No Porter-Gaud grounds are considered “pet relief” areas.
- No bikes are allowed on the track, athletic fields, courts, or campus interior walkways and grounds.
- Play is limited to one hour if others are waiting to use a court.
- Reserved team play or practice by organized groups, other than Porter-Gaud School classes and teams, is not generally allowed unless specifically approved by the Facilities Use Committee.
- Special requirements for using the rubber running track are:
 - All the gates around the track have been modified so they cannot open into the track, so do not try and force them in that direction. They can only open away from the track, but will open 180 degrees so they can fold back against the fence and not obstruct the walkway.
 - No one should operate any wheeled vehicles, carts, or equipment (golf carts, utility carts, bicycles, skateboards, scooters, trucks, cars, mowers, tractors, etc.) directly on the track surface. When it is necessary to cross the track with any type of authorized school equipment, a protective tarp must be placed over the rubber surface before driving across it.
 - Team benches should not be placed directly onto the track surface; the track surface must first be covered by a protective tarp and then the benches placed onto the tarp. If no protective tarp is down, the benches should be either on the grass or the asphalt surface along the outside of the track.
 - If there is going to be concentrated heavy foot traffic across the track to the field in one area (such as to or from the locker rooms), the crossing area should be covered with a protective tarp.
 - Spikes can be used, but only the 1/8” pyramid spikes. Longer pyramid or needle spikes cannot be used on the track.

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Porter-Gaud Upper School

2023-2024

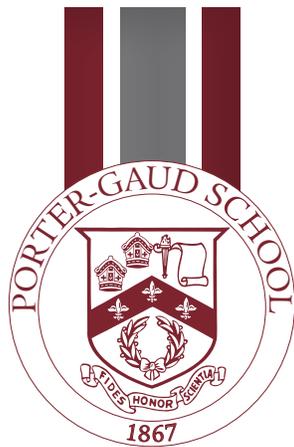
Appendix E: 2023-2024 Upper School Curriculum Scope & Sequence



UPPER SCHOOL CURRICULUM

23-24 School Year

Updated 2/14/23	English	History	Math	Science	World Languages	Fine & Performing Arts	Computer Science	Physical Education	Religion & Philosophy
	4 Credits English I English II English III/AP Lang English IV/AP Lit	3 ½ Credits World History I World History II US History US Gov & Civics	4 Credits chosen from Algebra I and beyond	3 Credits Biology Chemistry Physics	3 Credits in one World Language	1 Credit Public Speaking (½ Credit) and One Additional Elective	½ Credit Computer Science I	1 Credit PE/Health 9 (1/2 Credit) + 1 Elective or US Sports part.	½ Credit Christian Theology and Ethics
9 th Grade	-English I: Intro to Genes Elective: -Yearbook	-World History I -Honors World History I	-Algebra I -Geometry -Honors Geometry -Algebra II -Hon Algebra II /Trig	-Biology -Honors Biology	-French I, II -Hon French II -Spanish I, II -Hon Spanish II -Latin I, II -Hon Latin II -Chinese I, II -Hon Chin II	-Jazz Band -Choir -Chamber Singers -Handbells	-Computer Science I (required)	-PE/Health 9 (required)	
10 th Grade	-English II: -Honors English II: British Literature Electives: -Yearbook -Watch	-World History II *AP Option: -World History	-Geometry -Hon Geo -Algebra II -Hon Algebra II / Trig -FST -Honors Precalculus AB -Honors Precalculus BC	-Chemistry -Honors Chemistry	-French II, III -Hon French II, III -Spanish II, III -Hon Spanish II, III -Latin II, III -Hon Latin II, III -Chinese II, III -Hon Chin II, III	-Public Speaking (required) -Debate -Digital Design/ Photography -Jazz Band -Choir -Chamber Singers -Handbells -Costume Design -Art Electives -Music Electives -Dance Electives	-Accelerated Computer Science II	-Fitness & Wellness -Yoga & Meditation	
11 th Grade	-English III: American Romanticism & 20 th Century American Lit *AP Option: -English Language Electives: -Yearbook -Watch -Creative Writing: Poetry -Creative Writing: Fiction (new)	-US History *AP Option: -US History Electives: -Economics & Personal Finance - Art History (new) - US Gov & Civics -AP Comp Gov -AP US Gov -Honors History of World Religions - Honors History of Western Thought / Philosophy	-Algebra II -Hon Algebra II / Trig -FST -Hon Pre-Calc AB or BC *AP Options: -AB Calc -BC Calc -Statistics	-Physics -Honors Physics -Honors Biomedical Sciences (new) -Honors Biotechnology -Env Sci: Problems & Solutions (new) -Oceanography -Forensic Science -Psychology *AP Options: -Biology -Chemistry -Environmental Science	-French III, IV -Hon French III, IV -Spanish III, IV -Hon Spanish III, IV -Latin III, IV -Hon Latin III, IV -Chinese III, IV -Hon Chinese III & IV *AP Options: -French Lang -Spanish Lang -Chinese	-Debate -Digital Design/ Photography -Jazz Band -Choir -Chamber Singers -Handbells -Costume Design -Honors Music Theory -Art History (new) -Art Electives -Music Electives -Dance Electives *AP Options: -Studio Art	-Accelerated Computer Science III	-Fitness & Wellness -Yoga & Meditation	-Christian Theology and Ethics (required) The Problem of Evil
12 th Grade	-English IV: World Literature through - Close Reading (or) -Group Work *AP Option: -English Literature Electives: -Yearbook -Watch - Creative Writing: Poetry -Creative Writing: Fiction (new)	-US Gov & Civics *AP Options: -Comparative Gov -US Government -Microeconomics -Macroeconomics -World History Electives: -Economics & Personal Finance - Art History (new) -Honors History of World Religions -Honors History of Western Thought / Philosophy	-FST --Hon Pre-Calc AB or BC -Advanced Algebra with Financial Apps -Data Science (new) *AP Options: -AB Calc -BC Calc -Statistics *Advanced Math Option: -Multivariable Calc & Linear Algebra	-Honors Biomedical Sciences (new) -Honors Biotechnology -Env Sci: Problems & Solutions (new) -Oceanography -Forensic Science -Psychology -Physics -Honors Physics *AP Options: -Biology -Chemistry -Physics C: Mech -Environmental Science	-French IV, V -Hon French IV -Spanish IV, V -Hon Span IV -Latin IV -Hon Latin IV -Hon Chinese IV -Chinese IV and V (new) *AP Options: -French Lang -Spanish Lang -Latin -Chinese - Honors Advanced French Studies -Honors Advanced Spanish Studies -Independent Study in Chinese	-Debate -Digital Design/ Photography -Jazz Band -Choir -Chamber Singers -Handbells -Costume Design -Honors Music Theory -Art History (new) -Art Electives -Music Electives -Dance Electives *AP Options: -Studio Art -Music Theory	-Honors Computer Science IV	-Fitness & Wellness -Yoga & Meditation	The Problem of Evil
PG Engage	The PG Engage program (ADV-PG Engage) requires each student to complete experiential activities (3 per year) connecting classroom learning to their local community. This requirement is not included in the GPA. Twelve (12) total credits must be earned in order to graduate.								



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