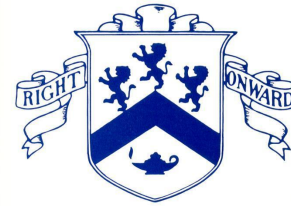


**2021 –
2022
Upper
School
Student
&
Parent
Handbook**

**Doane
Academy**



*A College Preparatory School
Since 1837*

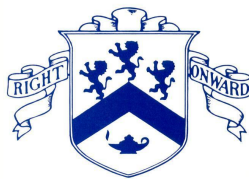
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Doane Academy
Since 1837

An Independent Episcopal Day School
College Preparatory, Grades Pre K-12

Mission

Doane Academy, an independent Episcopal day school, age 3 through 12th grade, provides an exceptional college preparatory program while cultivating character development and nurturing the emotional maturity essential in preparing students for life.

We develop intelligent, capable individuals within a community where all are known, loved, and strongly encouraged to discover their unique potential.

Vision Statement

Doane Academy develops confident, ethical leaders prepared to improve the world.

Values and Beliefs

Academic Excellence – Doane Academy encourages development of the highest standards of knowledge, inquiry, creative expression and academic success.

Character – Doane Academy inspires integrity and responsibility for improving the lives of others.

Diversity – A diverse community sharing different ideas, beliefs and cultures, strengthens Doane Academy.

Faith – Doane Academy is a multi-faith community inspired by the Episcopal values of love and service, providing members the opportunity to reflect on their relationship with God.

Fellowship – Doane Academy is a family. Every member of the community is nurtured and supported with love, compassion, and respect.

Leadership – Doane Academy believes that good leaders are those who inspire and work with others in achieving extraordinary goals.

Social Responsibility - Doane Academy encourages members of our community to behave ethically and with sensitivity toward social, cultural, economic and environmental issues.

FOUNDATIONS AND PHILOSOPHY

DOANE ACADEMY was founded in 1837 by the second Episcopal Bishop of New Jersey, George Washington Doane. From its inception when it was known as St. Mary's Hall, Bishop Doane envisioned a school community that challenged the mind, cultivated the character, and nurtured the soul of its students. This inclusive approach to education acknowledges not only the intellectual capacity of the students in our care, but also their potential as spiritual, social, physical, and emotional beings. With this understanding, Doane Academy seeks to enroll students whose desire for intellectual growth includes an active pursuit of personal maturity, social responsibility, respect for others, and life's meaning and purpose.

The emphasis on the powerful dialectic between mind and spirit, faith and reason, individualism and community is what gives Doane Academy its very distinctive character. With a population of approximately 230 students from Primary to 12th grade, Doane Academy offers an intimate learning environment within which students are challenged and encouraged to explore their own talents and interests. Doane Academy provides a rigorous and accredited academic program that presents a body of knowledge that is college preparatory, interdisciplinary, sequential, and responsive to each student's unique potential.

In addition to the classroom, Doane Academy provides a Chapel program that encourages students to collectively and individually explore their own faith, morality, and spirituality in a constantly changing world. Although we firmly believe that the intelligent use of reason should be combined with a sound moral perspective, we also understand that moral values and the development of personal integrity do not occur in a vacuum. Students should be presented with avenues to explore spiritual beliefs and moral issues which they can use to develop values and their own convictions. Chapel services and the required coursework in comparative religion and ethics provide students with the opportunity to develop greater self-awareness, tolerance for differences and a sense of value in their relationships with other people and with God.

With this distinctive approach to education, Doane Academy remains committed to developing the human qualities that will help students achieve personal fulfillment and make a positive contribution to society.

ACADEMIC PROGRAM

Graduation Requirements

Upper School Course offerings include both grade specific requirements and electives offered in the 2021-2022 school year. Some electives are offered in alternate years, allowing for additional opportunities for underclassmen to expand and explore their interests on the way to college and career choices. Please note:

- **A minimum of 6 credits are required each year in grades 9 – 12, and a minimum of 24 credits are required for graduation.**
- **The minimal departmental requirements for grades 9 – 12 are:**
 - **4 English credits**
 - **3 Math credits***
 - **3 Science credits**
 - **3 History credits**
 - **3 World Language credits**
 - **1 Fine or Performing Arts credit**
 - **Students must also complete Lead Onward Program courses each year (see below for details).**

***It is strongly recommended that students take four years of math in high school, as most colleges more readily admit students who have.**

Grade Level Lead Onward Program:

Ninth Grade:	Composition (two trimesters), Introduction to Programming Logic (one trimester)
Tenth Grade:	Introduction to Religious Studies, Lead Onward 10A, Lead Onward 10B
Eleventh Grade:	Lead Onward 11, Test Prep, Junior Seminar
Twelfth Grade:	Senior Seminar, Lead Onward 12 (two trimesters)

2021-2022 REQUIRED COURSES

In some of Doane's courses, students have the opportunity to pursue an honors commendation. These courses are denoted with a *. Honors courses require students to complete more extensive requirements and challenging course work. AP level courses are denoted by a ◇. These courses offer students the opportunity to earn college credits with successful completion of a year-end exam. In addition, students can earn college credit through Rowan College at Burlington County's College Acceleration Program. For more information, please see:

<http://www.doaneacademy.org/academics/departments/college-accelerated-program-cap>.

The Math and World Language programs include course structures in which the next sequential course builds directly off the content learned in the previous course. The typical sequences of the courses in these programs, excluding electives, is as follows:

Math:

Algebra I*
Geometry*
Algebra II*
Pre-Calculus*
Honors Calculus I*
AP Calculus BC ◇
Multi-Variable Calculus*

Spanish:

Spanish I
Spanish II
Spanish III
Spanish IV
Spanish V
AP Spanish ◇

Latin:

Latin I
Latin II
Latin III
Latin IV
Latin V
AP Latin ◇

Required courses by Grade:

9TH GRADE

- English 9*
- Math (next in sequence)
- Physics*
- Modern World History
- Language (next in sequence)
- Lead Onward Courses

10TH GRADE

- English 10*
- Math (next in sequence)
- Chemistry*
- U.S. History or AP U.S. History ◇
- Language (next in sequence)
- Lead Onward Courses

11TH GRADE

- American Literature or AP Language & Composition ✧
- Math (next in sequence)
- Language (next in sequence)
- Lead Onward Courses

12TH GRADE

- American Literature or AP Language & Composition ✧
- Lead Onward Courses

2021 – 2022 ELECTIVE COURSES

Anatomy & Physiology	AP Psychology ✧	History of Indigenous Rights
AP Art (Drawing Portfolio) ✧	Advanced Art	Introduction to Film &
AP Biology ✧	Art	Filmmaking
AP Ceramics (3D Portfolio) ✧	Band	Legal & Financial Fundamentals
AP Comp. Science - A ✧	Ceramics	Physics
AP Comp. Science Principles ✧	Choir	Statistics and Data Science
AP Latin ✧	Creative Writing	Yearbook Design
AP Modern European History ✧	Engineering Mechanics	

Please note that the following courses are offered bi-annually. Though they are not offered in 2021-2022, they will be offered in 2022-2023.

African-American History
AP Chemistry ✧
AP Comparative Government ✧
AP US Government and Politics ✧
Environmental Science
Innovative Design

AP Courses

Students enrolled in an AP course will be required to take the AP test for that course in order to receive AP credit on their transcripts. This policy helps each AP teacher create a learning environment in which high expectations inspire students to do their absolute best work. For many students, this work will extend their expectations for themselves beyond their perceived limits and show them they are capable of more than they thought possible. In addition, the shared goal of excelling on the AP test enhances camaraderie within each AP class. Students' ultimate AP test scores help teachers assess the efficacy of their curriculum, assessments, and feedback.

There is a \$95 fee associated with each AP exam. The College Board offers fee reductions and waivers based on a student's financial need. More information can be found here:

<https://apcentral.collegeboard.org/ap-coordinators/exam-ordering-fees/exam-fees/reductions>. If a student chooses to pursue College Accelerated Program (CAP) credit through Rowan College at Burlington County for a given AP course, Doane Academy will cover the AP test fee for that course. More information about CAP credit and the associated costs can be found here:

<https://www.doaneacademy.org/academics/college-accelerated-program-cap>.

In analyzing the cost of CAP credit and the AP exam, it is important to examine the schools your child is considering and whether these schools accept these forms of credit. Most schools, even highly competitive ones, accept AP credit if a student scores a four or five on the AP exam, and many public universities,

particularly in this area, accept CAP credit if a student receives a grade of B- or higher in the applicable course. The cost of taking a comparable course once enrolled in college is often several thousand dollars, so these opportunities to earn college credit while in high school can represent a valuable investment.

GPA

Doane Academy students earn grades in the range of 0-4.33, with a 4.33 given for an A+. Doane Academy uses a weighted GPA, where an Honors credit gets an additional 0.5 weight and an AP credit gets an additional 1.0 weight. Therefore, a student earning an A+ would receive an unweighted 4.33, a weighted 4.83 for an Honors course, and a weighted 5.33 for an AP course. The students' transcripts will show both the weighted and the unweighted GPA's. Doane Academy, however, does not rank its students.

Course Registration

Students pre-register through FACTS for the following school year in the spring. While every effort is made to give students their choice of courses, the emphasis for course selection is clearly geared towards what will best challenge and prepare each student for college. Conflicts in scheduling and staffing limitations may also result in a change of program.

The School will do all it can to accommodate continuity in the academic program for transfer students, but the curriculum sequence is specifically geared to returning students. Transfer students are encouraged to develop a draft of their high school coursework through graduation to make sure that graduation requirements in all departments can be satisfied prior to graduation.

Reporting Student Progress

In the Upper School, the school year is divided into three trimesters. Grades are issued at the end of each trimester. For all courses, teachers issue, at a minimum, a progress report via email at the midpoint of each trimester for any student with an unsatisfactory grade. At other times, they may issue a progress report to notify parents of impending failure, outstanding effort, or work well above or below a student's customary level of achievement. Parents and students are encouraged to check the online posting of grades and use the gradebook to ascertain whether any assignments are missing. But, it is critical that all parties view these grades within the context of a given student's overall growth. Grades are indicators of progress, but they cannot tell the full story of a student's standing without the input and insights of parents, teachers, and the student. The more a student takes ownership over their learning process and its outcomes, the better prepared they will be for college and beyond.

Mid-trimester reports that reflect poor achievement are intended to provide notice to students and parents that trimester grades may fall below a C average. It is, therefore, highly unlikely that a student will receive a D or F as a trimester grade without having a mid-trimester progress report. Note that the only grades that appear on a student's transcript are the final grades for each course, be they one, two, or three trimesters in length. Mid-trimester reports and faculty comments are not retained as part of a student's permanent record beyond graduation.

Final trimester grades and comments are made available on FACTS to parents and students three times a year. Parent-teacher conferences are normally held after the first trimester. Beyond this one formal time for conferences, parents are welcomed and encouraged to contact teachers, department chairs, division heads, and individual student advisors as needed. Advisors are a particularly invaluable support for students and partner with parents because they see their advisees each day at least once during Morning Advisory Meeting. The Head of School's Office should be contacted only when contacts with the Head of

Upper School, department chairs, teachers and others have not resulted in satisfactory resolution of questions or concerns.

Grading System

Standard Grading Scale:

A+ (99-97)	B+ (89-87)	C+ (79-77)	D+ (69-67)	F (below 60)
A (96-93)	B (86-83)	C (76-73)	D (66-63)	
A- (92-90)	B- (82-80)	C- (72-70)	D- (62-60)	

While grades in the D range are passing grades, they do not automatically qualify a student to advance to the next course level in sequential subjects. Students with D's in a sequentially based academic subject will usually be asked to do remedial work in that subject or repeat the course before moving on to the next level. This can apply to any departmental coursework, but math and classical/modern language are content areas where this expectation is especially relevant.

Teachers have the autonomy to adjust the correlations between numerical scores and letter grades if they feel doing so will allow them to provide the most fair and accurate scores for their students. For example, teachers of AP courses may feel that creating a grading scale that mimics the 1-5 scaling of AP scores is advantageous.

Academic Probation

Students experiencing significant academic difficulties will be placed on academic probation. A student receiving two D's or one F at the end of any marking period is given notice of academic probation, indicating that a serious problem exists which demands the student's full attention.

If a student is placed on Academic Probation at the end of any of the first two trimesters, they will meet with the Head of Upper School and their advisor. After consulting with the student, the student's parents, and the student's advisor, the Head of Upper School will propose a plan of action that is designed to aid the student in improving their academic standing.

We view extra-curricular and co-curricular programs like athletics, performing arts, and clubs as integral parts of our educational program. These activities help students explore their passions while also providing them with opportunities to respond to setbacks and collaborate effectively with peers. In addition, students who excel in these areas enhance their self-esteem and come to see how hard work directly connects to positive results. For these reasons, Doane rarely, if ever, limits a student's participation in these activities because of poor academic performance. Often students need to manage their time more effectively in order to improve this performance, but these challenges typically stem much more from excessive or improper technology use than from school activities.

Tests and Examinations

Tests may be given at any time during the year at the teacher's discretion with the exception of designated STEAM Fair weekends. Teachers will give advance notice of such tests and consider other important student responsibilities when scheduling them. The faculty also recognizes that having more than two such major tests in one day could diminish the student's ability to perform. The students may therefore ask to limit the number of these major tests to a maximum of two in any one day. To be eligible for this accommodation, the student must inform and make arrangements with the teacher who assigns the third test

on the same day at the time the third major test is assigned. Teachers of full-year courses give cumulative assessments at the end of the year, often in the form of a 90-minute exam, an essay, or a project.

The Daily Schedule

The 2021-2022 schedule is notably different from the one we have used in recent years and quite different from the one we used in 2020-2021. The changes to it are indicative of current research about brain science and cognitive load as well as feedback from faculty members and students about how we can allocate time to best support our academic program and mission. Below are some of the most notable structural aspects of this schedule as well as brief explanations of the rationale behind them.

- The schedule rotates so that each class meets for 55 minutes seven times every ten days, with a class meeting four times during one week and three times during the next week. This rotation accommodates longer session lengths that contribute to deeper learning and allow for essential community events, extra help sessions, and extracurricular opportunities. In addition, the opportunity for teachers to see students at different times during the school day provides them with greater insights into each student's distinctive strengths and weaknesses.
- Students and parents have communicated the importance of extra help time. To that end, we have included in this schedule periods during which students can seek extra help at the end of day.
- Because of necessary health and safety protocols, we were unable to gather as a community consistently during the 2020-2021 school year. This experience reaffirmed the importance of these gatherings, and the current schedule reflects our focus on community building and community dialogue. There are times when events of this kind require extended or special programming, and the Flex times built into schedule will allow us to meet this need without the frequent use of special schedules.
- One of the positives of last year's schedule was time advisors and advisees got to spend together, particularly first thing in the morning when students were preparing for the day. As such, we have included Morning Advisory Meeting times on Monday-Thursday.

2021-2022 Upper School Schedule - BLUE WEEK					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 - 8:20	Morning Advisory Meetings				E
8:25 - 9:05	A	E	C	A	
9:10 - 9:20					
9:25 - 10:05	B	F	D	B	F
10:10 - 10:20					US Art Ma
10:25 - 10:55	All School	DEI	Chapel	FLEX Time	Study Hall G
11:00 - 11:55	C	A	E	C	A
12:00 - 12:45	Dining Hall Lunch	Advisory Lunch	Triple A Lunch	Dining Hall Lunch	Advisory Lunch
12:50 - 1:45	US Art Ma	US Art Mi	US Art Ma	US Art Mi	B
	G	G	G	G	
1:50 - 2:45	D	B	F	D	C
2:50 - 3:20	Clubs / Extra Help	Extra Help	Clubs / Extra Help	Extra Help	Clubs / Extra Help
DROP 1	E	C	A	E	D
DROP 2	F	D	B	F	

2021-2022 Upper School Schedule - WHITE WEEK					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 - 8:20	Morning Advisory Meetings				B
8:25 - 9:05	D	B	F	D	
9:10 - 9:20					
9:25 - 10:05	E	C	A	E	C
10:10 - 10:20					
10:25 - 10:55	All School	Class Meeting	Chapel	School Family	FLEX Time
11:00 - 11:55	F	D	B	F	D
12:00 - 12:45	Dining Hall Lunch	Advisory Lunch	Triple A Lunch	Dining Hall Lunch	Advisory Lunch
12:50 - 1:45	US Art Mi	US Art Ma	US Art Mi	US Art Ma	E
	Study Hall G	G	G	G	
1:50 - 2:45	A	E	C	A	F
2:50 - 3:20	Clubs / Extra Help	Extra Help	Clubs / Extra Help	Extra Help	Clubs / Extra Help
DROP 1	B	F	D	B	A
DROP 2	C	A	E	C	ARTS

Lead Onward Seminars

There are six Lead Onward Seminars over the course of the year, three in the fall and three in the spring. The purpose of these seminars is to create spaces for school-wide dialogue around issues of justice, equity, diversity, and inclusion. Students are placed in mixed-grade level discussion groups, and the student body plays an active role in determining the seminar topics. The Lead Onward Seminars allow students to know and love each other in deeper ways while also helping them build the skills required to discuss complex and challenging topics that are critical to their identities and our culture. Doane faculty members facilitate the seminars in the fall, and members of the senior class facilitate those in the spring.

Triple-A Lunches

Each Wednesday, students have the opportunity to meet for lunch in Affinity, Awareness, and Accountability Spaces (Triple-A Spaces). At these times, students have the chance to talk with, share with, and learn from each other in a safe space with fellow students who share an identity with them. In these groups, students are able to voice their experiences and give each other advice and perspective regarding their shared identity (Affinity), build an understanding of what their identity means in the context of their families, the school, the country, and the world (Awareness), and think about what they can “do” to contribute to ensuring a more equitable, accepting, and just world (Accountability). The driving idea behind these spaces is that we are all equal and valuable members of our community, but that we are also unique in so many ways. It can be rewarding, fulfilling, and necessary to meet with fellow students who have similar unique identities.

Homework

In the Upper School, homework is an integral part of the academic program designed to help students understand key concepts, prepare for assessments, and communicate their current mastery levels to their teachers. Because the purpose of homework is to spark learning growth, it is typically counted as between 5% and 20% of a student’s grade in a given course. Students are expected to complete each night’s assignment. In the rare instance when a student is unable to complete the homework assignment on time, the student has the responsibility to explain to the teacher the reasons for this and to clarify when the work will be turned in.

Students will find details regarding homework posted in Google Classroom, and parents and students may retrieve a nightly homework description in FACTS.

We are committed to helping our students maintain a healthy work and life balance by limiting the length of homework to meaningful practice and tasks. No nightly assignment for any Upper School class should exceed 30 minutes in length.

Extra Help and Tutoring

Students are expected to take advantage of opportunities to obtain additional help with their subjects. Faculty members will make every effort within the context of their various schedules to offer extra help and are available during designated extra help periods. Many teachers are also available by appointment after school. Courses are designed to be challenging, but any student who feels a lack of mastery of the material in the course should ask the teacher for assistance to help prevent minor confusions from developing into major problems.

Outside tutoring may prove beneficial for a student who needs to strengthen their study skills, lacks necessary background, or is experiencing on-going difficulties in a particular subject. Parents should be

sure to discuss their child's situation with their teacher before arranging for tutorial assistance to make sure that the student is already taking full advantage of resources at School. Tutoring is much more effective when coordinated with the student's regular instructor.

Class Pull-Out Policy

At Doane, we seek to emphasize to our students the importance of engaging fully each and every day. We also provide exciting curricular and extra-curricular opportunities that cannot fully enrich our students' lives without occasionally conflicting with their classes. For example, students participating in Band have the benefit of having regular lessons in small groups or individually with Ms. Mazar. All parties seek to minimize missed class time, but we also see and reinforce the significant personal growth opportunities that arise when a conflict is unavoidable. Learning to take the proper steps before and after having missed a class is a skill students will need to develop in order to reach their full potential. When students take the proper steps and take responsibility for turning in assignments and reviewing the content they missed, they demonstrate their respect for their teachers and a sense of ownership in relationship to the learning process.

A student's readiness for this responsibility grows with time. Brain development research and personal experience tell educators that students' executive function and organizational skills develop throughout the teenage years, allowing them to become more autonomous as they grow older. So, while all students benefit from being asked to balance multiple priorities, there is a need to carefully consider the extent and number of these priorities, particularly in the case of younger students. In recognition of this fact, Doane has the following policy regarding participation in activities or organizations that require consistent pull-outs from class. Pull-outs are defined as instances when an activity causes a student to miss a class between 8:10 a.m. and 3:20 p.m. on a weekly basis. Please note that reading sessions with Ms. McDonough are not designated as pull-outs, though students, parents, and advisors do need to be aware of them in considering what we are asking of a given student.

The Policy:

- Students in 9th grade can have no more than one weekly pull-out.
- Students in 10th-12th grades, can have no more than two weekly pull-outs. Having two pull-outs requires approval from the Head of Upper School and the student's advisor.

Homework Club and After-School Oversight

Students who are participating in sports should report promptly after school to the designated meeting place determined by their coach. All other students who remain on campus must attend Homework Club, which will be a supervised study period until 5:30 pm at which social distancing and mask wearing will be enforced. **All students need to be picked up by 5:30 at the latest.**

GENERAL INFORMATION

Attendance

The school day officially begins at 8:10 a.m. and ends at 3:20 p.m. Students are expected to arrive on campus early enough to be in full uniform and have books and supplies organized for class. All absences or early dismissals must be excused in advance by parents, the Athletic Director, or the Head of Upper School. The official records for attendance are kept in the school's system of record, FACTS.

Students in grades 9-12 are required to attend Class Night, graduation, the evening performance of The Christmas Mystery, and the athletic awards ceremony if they are receiving recognition awards or letters.

Absence

Parents must call school anytime (day or night) before 8:10 a.m. on the day their child will be absent for all or part of that day. Without this call, the staff expends considerable time, energy and stress in pursuit of an explanation for the absence. Written notes from parents explaining tardiness or absences are preferred. The school will accept explanations from parents via phone with the understanding that any questionable phone calls or voicemails will be verified by staff. The school reserves the right to record a tardy or absence as unexcused even with a parent explanation when the reason is unacceptable. Acceptable reasons include illness, injury, medical or dental appointments, religious observances, and family emergencies. Unacceptable reasons include oversleeping, not completing homework, shopping, personal errands, traffic delays, etc.

Parents are also asked to notify the school in advance if their child must leave school during the day for an appointment, as students are not permitted to leave campus without a note or phone call from a parent or guardian. Students with parental and school approval to leave campus must sign in and out at the main desk. Failure to sign out is a serious offense, as is a departure from school without permission.

A student absent for whatever reason, excused or unexcused, must make up work missed during their absence as soon as possible on a schedule arranged with their teachers.

Unexcused Absences/Tardy

The school is charged with the responsibility of accounting for students throughout the day and for all school sponsored activities off campus and beyond regular school hours. Consequently, if a student misses a class and does not have permission to do so, the school will treat this as a serious matter. To emphasize this, any student who cuts class(es) will be referred to the Head of Upper School for counseling and possible additional disciplinary action.

Lateness to class is disruptive to the learning environment and is, therefore, highly discouraged. Unexcused lateness, in addition to being disruptive, is very disrespectful towards the students and the teacher of that class. Therefore, students who are repeatedly late to a class will be counseled by the teacher of the class. If this does not result in the student changing their behavior, the teacher will then contact the student's advisor and parent/guardian. If this also does not result in the student demonstrating appropriate behavior, then the student will be referred to the Head of Upper School.

Announcements

Announcements will be made during weekly All-School Meeting sessions and occasionally during weekly Chapel services. In addition, they may also be made via livestream or pre-recorded videos during Morning

Advisory Meeting

Beginning of the Day

All students arriving to campus will complete a health screening process. Upper School students will complete this process at the front of Rowan Hall or at the designated location beside Ellis St. Each of these locations will be staffed by medical professionals and/or trained Doane staff members who will take each student's temperature and give them hand sanitizer. Any student who records a temperature in excess of 100.4 degrees will not be permitted to attend school that day. Parents are asked to wait until it is confirmed that their child is not running a fever before leaving campus.

In order for students to be in a properly supervised location, students in grades 9-12 arriving at school between 7:30 a.m. and 8:00 a.m. are to report directly to the Theater, where they will be supervised by a Doane faculty or staff member. These students will report to their advisor's designated meeting place at 8:00 a.m. to start the day.

Students arriving at school between 8:00 a.m. and 8:20 a.m. will report directly to their advisors. All students are expected to arrive by 8:20 a.m. Attendance is taken at that time, and any student arriving after that time must sign in at the main desk.

Passing Time Between Class Periods

Students are given 5 minutes to move from one class to another. This is sufficient time for a student to move between any two points on campus. If, however, a student finds that they are having difficulty doing that, it is their responsibility to discuss their difficulty getting to class on time with their advisor and/or the teacher to whose class they are late.

Food & Drink On Campus

Students should ask permission from a teacher before consuming food and drink (other than water) on campus. While in the past students could purchase food throughout the day via NexDine or one of the vending machines in the gym, this practice will not be possible this year. Students are encouraged to bring with them to school reasonable snacks and water bottles, which they can fill at one of the touchless water fountains on campus.

Food Service

Doane Academy has partnered with NexDine to provide lunch service for our students. During the 2020-2021 school year, NexDine packaged as box lunches in order to support our health and safety protocols. All hot meals were packaged individually and delivered in insulated containers to ensure meals remain at proper temperatures. Meals were pre-selected through an online ordering form that was provided via email. NexDine is in the process of finalizing how they will provide meals during the 2021-2022 school year.

To eat meals through NexDine, students must use the declining balance program available through MySchoolBucks (www.myschoolbucks.com) to purchase food. Questions about the food service and/or NexDine can be directed to the business office.

Student Locker Areas

In order to follow safety guidelines, students will not have access to lockers in 2021-2022. Instead, they will store their belongings in their advisor's classroom or office. Students will also be permitted to carry a backpack during the school day. Teachers will work to limit the physical materials students are required to utilize outside the classroom.

Campus Boundaries and Off-Limit Areas

In a typical year, our program seeks to support the growth of students' autonomy by providing them with times during the day when they can choose where to be on campus, as long as they stay within clearly communicated boundaries and avoid off-limits areas. Because of our prioritization on health and safety in 2021-2022, students will not have the freedom they typically would until further notice. Instead, we will ask that students be in a supervised space at all times during the school day unless they are in transit from one supervised space to another.

Middle and Upper School students are not allowed to enter Odenheimer Hall with the exception of visiting the front desk near Fisk Portico, the Wellness Center, the Chapel, or the antechapel in the event they are meeting with the School Registrar or Director of College Counseling. In 2021-2022, Odenheimer will be the exclusive province of the Lower School. Middle and Upper School students are also not allowed in Boudinot unless they are attending a class or lesson in that building.

Leaving Campus

No student may leave campus during the school day without prior permission. **Students needing to leave during the day must sign out at the main desk.** Permission to leave school is granted only after a student submits a note signed by a parent/guardian. This may be done by submitting this note to the main desk at the beginning of the school day.

Dismissal at the Close of School

The school day ends at 3:20. Students who are neither participating in a sport nor attending Homework Club are must leave promptly at the end of the school day. Students who use school or public transportation should proceed directly to their bus pick up location located on Riverbank. Students being picked up by their parent/guardian must go to Ellis St. Parents/guardians are asked to pick up their children on time. Students participating in any of the supervised activities listed at the outset of this paragraph should report directly to those activities.

Dismissal at the Close of Activities

Since activity leaders and coaches are instructed to remain on campus to supervise students until they are picked up by their parent/guardian, it is important for parents/guardians to collect students as soon as possible after school activities. Students have the responsibility to inform their parent/guardian of the exact time an activity is scheduled to end. If the exact time cannot be determined, such as an activity off campus, students should call their rides as they depart these activities so that their rides will be available when students return to campus.

Athletics and Extra Curricular Programs

All students are strongly encouraged to explore their interests and talents in athletics, student government,

speech, drama, art, music, and academic competition to enhance their overall development and maturity.

Freshmen, sophomores, juniors, and seniors are required to participate in one athletic season each year as part of a pass/fail-no credit physical education requirement.

Campus Maintenance and Appearance

Everyone is urged to help keep the campus clean, safe, functional, and attractive. Any breakage or inoperative equipment should be reported to the Head of School's office immediately. A student should not attempt to fix anything personally. Deliberate abuse of the campus by students or staff will not be tolerated.

Transportation

School rules, including mask-wearing and physical distancing guidelines, apply when going to and from school or a school-sponsored activity in vehicles belonging to the school, its faculty, or an independent carrier. It is essential that nothing distracts the driver or endangers the safety of the vehicle and its passengers. The School supports the policy of the transporting districts: any student receiving a disciplinary slip from the bus driver is subject to a suspension of bus privileges for a period of time to be determined by the Head of School. If a public school bus is late or fails to pick up a student, parents should contact the transportation office of their local school district.

Cars and Parking

Students must have parental permission on file to drive to and from school. Permission forms are available through the office of the registrar. Students who drive must register their cars. Students may park in the gravel lot behind the baseball/soccer field. The entrance to this lot is on Pearl St. behind the Science Building. Students should not park directly behind the Science Building, as these spaces are reserved for faculty and staff. Students may also park on Pearl St. or on Riverbank past Ellis St.

No student may accept transportation in another student's car for a school sponsored activity unless the school has written permission on file from the parents of both students. Driving to school is never an excuse for lateness; repeated lateness for drivers may result in suspension of the driving privilege.

Cars are to remain locked, and no student is to visit them during the day without permission.

Wellness Center

The Wellness Center is located on the first floor of Odenheimer and is staffed by a full time Registered Nurse. Students can enter the Wellness Center through the clearly marked exterior door that faces "the circle." Before going to the Wellness Center, a student should speak with a teacher, who will help them contact the school nurse so that she is prepared for their arrival.

The Center's focus is maintaining and enhancing age-appropriate self care, health, fitness, and independence in keeping with the School's "education for life" mission statement. The nurse is available to students and faculty regarding any and all serious inquiries or health related issues. Small bumps and scrapes that occur during the school day will be referred to the nurse if the classroom teacher's best judgment rules the situation as serious or if the student's reaction to the condition is disruptive. **Any medication, including "over the counter products" brought to campus must be submitted to the school nurse with the dosage and times of its administration clearly marked. Students are not allowed to be in possession of any medication without permission from the school nurse.** A student becoming too ill to attend class reports to the Wellness Center. No student may go home sick without the approval of

the nurse, the main desk or the Head of School's Office. New Jersey State law requires that up-to-date medical forms be on file before a student starts school. The school cannot permit a student who has not had the proper immunizations to attend classes. [Medical forms](#) are available on the Doane website. All students are required to have an annual physical by their physician and submit a medical report to our school nurse by August 1 prior to each school year.

Doane's two full-time school counselors provide important support to students at all grade levels. Through age-appropriate workshops and both group and one-one-one counseling sessions, the counselors empower students to better advocate for themselves and helps parents and faculty members better understand the children they are raising together. Personal and public emotional trauma are unfortunate but real parts of life, and the counselor serves as a critical resource in helping students grow from these experiences. The counselor also serves as a key liaison with outside mental health professionals. The school counselor's office is on the second floor of Scarborough Hall.

Safety & Security

Doors that face the outside of campus remain locked all day. Students arriving before 8:00 a.m. must enter the school at the entrance to Rowan Hall facing the river or the entrance to Rowan Hall facing the Science Building. Students arriving between 8:00 a.m. and 8:30 a.m. must enter the school at the entrance to Rowan Hall facing the river or the entrance to Rowan Hall facing the Science Building, or the Science Building's main entrance. If a student arrives at school after 8:30 a.m., at a non-standard time, they must enter through the Fisk Portico.

The front gym door, the Rowan Hall entrance facing the Science Building, and the main Science Building entrance will be unlocked in-and-around passing times between classes and in-and-around the middle and upper school lunches and community periods. Otherwise these doors that face the circle are locked during the day. If a student is late to class, they may be locked out of the building. Should that occur, they go to one of the designated entrances that will enable them to contact the receptionist to let them in that entrance and get a pass to excuse their late arrival.

Entrance to the school at a time beyond the regular school day hours will only be allowed at the entrances designed for remote entry and only during the time when someone is stationed at the main desk, which are during the normal office hours, 8:00-4:30 p.m. during the school year, and 8:30-4:00 p.m. M-Th and 8:30-12:00 p.m. F, during the summer.

It should also be noted that the doorway at the end of the dining hall nearest to the playground is an emergency exit and should only be used during an emergency.

Security Cameras

Doane has both exterior and interior security cameras. It is important to note that these cameras will not be used in any area where people have an expectation of privacy. These cameras will record at all times. They will not be monitored in real time, but they will be reviewed on a regular basis.

Security and Safety Drills

To enhance the probability that those on campus will perform in a safe and appropriate manner during an emergency, the following safety drills are practiced on a regular basis: fire, shelter-in-place, lock down - external threat, lock down - internal threat. During these drills, students meet in a designated area with their teacher(s) and await further instructions by administration. In the event of a civil emergency, students are

secured and are not dismissed for any reason until local authorities and/or administration authorize their release.

Snow Days

When road conditions are hazardous, the decision regarding School being open or closed or (less likely) delayed will be made at or about 5:30 a.m. It will be displayed on the homepage at the Doane Academy Website. In addition, notifications will be posted on the Doane Facebook and Twitter accounts. Finally, a “communications blast” indicating any closure will be sent via email and text message.

Given the variety of road conditions over the attendance area served by the School, attendance is ultimately left to parents’ discretion when school is open but road conditions are questionable.

Visitors to Campus

Visitors will be asked to complete a health screening attestation form indicating that they are illness/symptom-free before coming to campus and to wear a mask while on campus. In elevated states of alert, visitors may be required to make an appointment prior to arrival. These provisions will not apply to parents simply picking up children outside of our buildings.

Lost and Found

We strongly urge that all clothing regularly worn to school and book bags be clearly marked with the student's name. Large amounts of money, handbags, and items of monetary or sentimental value should not be brought to school. Responsibility for such items being lost, misplaced, or stolen, rests with the student who brought them to school. Students looking for lost articles should check at the Main Desk.

Cell Phones and Digital Devices

We allow students to have and access cell phones and other digital devices on campus, and we ask that all students program the Doane Academy front desk number, 609-386-3500, into their phones so that they can contact someone on campus whenever it proves necessary.

Students should not use cell phones or digital devices, other than their school-issued Chromebooks, during class sessions or other community activities unless they have received permission from their teacher or another supervising adult. This permission may be given upon request, but it also may be granted on an ongoing basis through the classroom policies and procedures established by a given teacher. Though cell phone use is generally acceptable during study halls, they are considered classes. Teachers responsible for monitoring them will communicate with students regarding their use and may limit it for a particular student if doing so will help them reach their full potential. If a student is struggling to monitor their own use, a teacher may collect their cell phone or device from them for the duration of a class period or activity. In such cases, teachers will document the incident on the behavior tab in FACTS.

Though students are permitted to access their cell phones while traveling between classrooms, we ask that they refrain from talking on them, playing audible music, or accessing video chat applications during these times. In addition, we ask that students not wear headphones or earbuds without first receiving permission from a staff or faculty member. Students should not use digital devices of any kind in restrooms or locker rooms, and in order to emphasize academic integrity and maintain a sense of fairness in the student body as a whole, teachers will collect cell phones during quizzes and tests.

Chromebook Use

During the 2021-2022 school year, all Upper school students will be assigned a school-issued Chromebook. Students will be responsible for the care and use of their devices with the following guidelines:

- Each Chromebook will come with the necessary charging cable, which should be used and stored at home.
- All students will need a pair of Chromebook compatible headphones with a microphone for use throughout the day.
- When a student is not using their Chromebook during the day, it should be stored safely in their backpack.
- Students should never leave their Chromebooks unattended during the school day.
- Each Chromebook is assigned to an individual student. Students should never “swap” or “share” their Chromebooks.
- Students should store all school related documents on their Doane account’s Google Drive, which integrates with their Chromebook. No files should be stored on the Chromebook itself.
- Students are prohibited from using their Chromebooks for non-academic purposes.

The Middle and Upper School Chromebook Acceptable Use Policy can be seen in its entirety [here](#).

Trips

Students may be offered off-campus, educational and social opportunities: visits to museums, concerts, plays, places of scientific or environmental interest, and historical sites in conjunction with specific courses, as well as class social trips. It should be noted that the cost of these opportunities are covered by tuition.

No child may take part in a trip unless the proper release form is signed by a parent or guardian and returned to the school prior to departure. Unless otherwise specified, students are expected to maintain both dress and disciplinary codes while away from campus.

Vacations

During the 2021-2022 school year, families should avoid all unnecessary travel. If a student travels outside of the United States for any reason, the family must notify the School and the student may be required to self-quarantine upon their return for 14 days. If this CDC and/or the state of New Jersey change their current protocols, domestic travel restrictions may also be applied. Provisions will be made to support continuity of learning from home during quarantine periods.

Regularly scheduled vacation times are listed in the yearly school calendar. Interruptions in a child's regular class attendance should be avoided. Parents are strongly discouraged from taking their children out of school for a vacation at other times during the year. If a family commitment necessitates a student's absence, students must make all necessary arrangements with the classroom teacher and school administration well in advance. Under normal circumstances, parent permission automatically excuses an absence, but the School reserves the right to define an absence as unexcused with or without parent permission.

Uniform Requirements and Dress Code

Doane Academy celebrates many proud and long standing traditions including the school uniform. It is expected that students who opt to attend the school wear the uniforms as they were intended to be worn and that they accept them as part of their decision to attend Doane Academy.

All uniform pieces can be viewed and purchased through the Flynn and O'Hara website www.flynnohara.com or at one of their stores (see below). All students are required to wear:

- A short or long-sleeved blue oxford shirt
- One of the approved pieces of lower body attire (dress pants or skirts).
- A brown or black leather belt is required with dress pants
- Brown or black leather dress shoes
- Dark blue or black socks or tights
- Students who identify as male are required to wear a tie every day. Any student may choose to wear a tie.
- Navy Blue Blazer (required for weekly All School Meetings and Chapel Services, as well as other formal events throughout the year, including graduation); School Emblem for Blazer (available only at school).

There are some hallways and classrooms that are cooler than others, especially in the cold winter months. Students also need to go outside between some of their classes. For these reasons, students are encouraged to have an approved piece of Doane Academy outerwear, such as a sweater or fleece, with them at school. All outerwear items on the Flynn & O'Hara website are approved, as are all items in the "Pullovers" and "Jackets" sections of the Doane [Spirit Store](#). Sweatshirts and hooded items (like "hoodies") are not approved and cannot be worn. Students may wear other outerwear to school, but they must store this outerwear in their lockers during the school day. The school will provide umbrellas for student use during inclement weather.

Wearing a school uniform is an integral part of the culture and tradition of Doane Academy. Students are required to be in uniform daily and must be wearing the uniform properly upon arrival. Students should have their ties tied properly and their shirts tucked in. Skirts should be no shorter than 3 inches above the knee. Exceptions to these standards are made through the Upper School Dean of Student Life's Office for special occasions or to accommodate an individual exception on a given day. Blazers must be worn with the winter uniform for Chapel and All School Meetings. It should also be noted that whenever a student is in uniform on campus, not just when school is in session, the uniform should be worn properly. During the 2021-2022 school year, students must wear masks when indoors at all times.

It is possible that the uniform that is typically ascribed to a given student's biological sex does not match their gender identity. In order to uphold Doane Academy's mission to have each student be "known, loved, and strongly encouraged," students are invited to wear the uniform elements that match their gender identity.

Professional Appearance

Students at Doane Academy are expected to present themselves in a professional manner. Hair length and style should not interfere with student safety. No students' hair should cover the eyes. Students are permitted to have tattoos, but the school reserves the right to ask them to cover these tattoos if they include non-mission appropriate language or imagery. Students are not permitted to have neck or facial tattoos. Piercings are acceptable as long as they do not compromise student safety. Baseball hats and other headwear may be worn outside but not in academic buildings. Exceptions will be made for the practice of one's religion. Teachers and administrators reserve the right to individualize expectations in keeping with what, in their sole judgment, is in the best interest of each student and the mission of Doane Academy.

Bathroom Information and Use

During the school day, Upper School students can access bathrooms in the Science Building, on the first floor of Rowan Hall, on the second floor of Scarborough Hall, and across from the Greene Room on the first floor of Scarborough Hall.

There is one bathroom on campus designated as gender neutral. This bathroom is for single occupant use only and may be used by any student. It is located on the first floor of Scarborough. Students who have communicated a gender identity that does not match their biological sex to the school administration are permitted to use the bathroom that matches their gender identity.

Student/Class Advisors

When they matriculate at Doane, students are assigned an advisor to mentor and guide them throughout their years in the Upper School. In subsequent years, they have the opportunity to choose their advisor. The individual advisor to a student will monitor both the academic and social progress of each of their advisees. Consequently, if a parent/guardian has any concern about their child, and it has not been able to be satisfied by a classroom teacher, their child's advisor is the professional who should be contacted.

Each grade level has a specific advisor who works with them to plan for the year, contribute effectively to student government, manage group dynamics, and execute the traditional responsibilities of that grade. The grade level advisors for 2021-2022 are:

- 9th: Kath Brandwood
- 10th: Oliver Tingling
- 11th: Matt Gorman
- 12th: Mary Ann Williamson

Community Activity Period

We set aside time consistently for activities designed to strengthen our community and provide its members with opportunities to connect. While we may have to adjust activity structures and locations based on health safety protocols, we are committed to holding these activities during the 2021-2022 school year. In this spirit, each Monday we have All-School Meeting and each Wednesday we have Chapel. In addition, we have sessions focused on Diversity, Equity, and Inclusion every other Tuesday, Class Meeting every other Tuesday, and School Family every other Thursday.

School Families

Doane's unique School Family program sets it apart from other schools. While many schools try to minimize interactions between the oldest and youngest members of the community, Doane consciously creates weekly opportunities for students to interact across all grade levels in a safe and caring environment. Doane students are placed into one of thirteen school families, each of which is comprised of students from our Primary program through grade 12 and led by faculty members who serve as "parents." Students and teachers remain in the same family throughout their time at Doane, thereby creating friendships that grow, evolve, and deepen over years. Families will meet according to our community activities schedule.

The School Family program is a central part of Doane's culture and represents its emphasis on character education across all grades. It reminds older students of their potential to serve as role models. During a phase of life when it is easy and natural to focus one's attention inward, it reminds them of the responsibility and power of looking beyond one's self and caring for others, of living a life worthy of admiration. Reciprocally, it provides younger students with positive examples and gives them the powerful and validating feeling of being listened to and valued by older students.

In order to follow health and safety guidelines, 2021-2022 School Family meetings will be held outdoors. When the colder weather arrives, we will revisit the possibility of meeting indoors.

Student Government

Representing the interests and concerns of the Upper School student body, the Student Government serves as an important communications link between students and faculty. Through Student Government, students can significantly influence the direction and programs of the school. Student officers are elected in the spring for the following year. Additional members representing each of the grade levels are elected early in the school year. Students can submit proposals for clubs, academic programs, community events, service projects, and fundraisers to their representatives. Student officers consider each proposal and work with student stakeholders to detail and optimize their plans.

Once a proposal has Student Government approval, it is sent to the Upper School administration for review. If that proposal includes a community gathering, presentation, or activity, the earliest the applicable event can occur is three weeks after its final approval. This interval is designed to ensure that students, faculty, and administrators have the necessary time to ensure the event's success.

Student Sponsored Events

All student sponsored events (games, dances, bake sales, other fund raising activities) and all other student initiatives involving classes as teams or all-school activities must be discussed with the family advocates or class advisors as appropriate. The Student Council functions as a primary coordinator, delegator, and communicator with regard to all student activities. All student activities, with respect to content and calendar, must be approved by the Head of Upper School well in advance and before any public announcement or general discussion. Faculty advisors are strongly encouraged to get approval from the Head of School's Office before student planning/implementation is underway.

Some specific guidelines for student activities include:

- The group sponsoring a student activity must have full support of its Advisor as well as make event specific arrangements, procure chaperones, and clean up.
- All ticket sales must have adult supervision, with funds being turned over to the Business Office within 24 hours.

BEHAVIORAL EXPECTATIONS AND DISCIPLINARY CONSEQUENCES

The Honor Code

Doane Academy is a small community in which the actions of each member impact on the whole. Each student is expected to be honest, courteous, and respectful of the rights, property, and opinion of others. The rules of the community reflect those expectations. Doane Academy's goal in personal discipline, as in academic discipline, is to help students understand that their choices in behavior have consequences for which they will be held accountable. The Honor Code has both academic and social components. As delineated in the following definitions, Academic Honor requires respect for intellectual and artistic property, and Social Honor demands consideration for others, honesty in all matters, courtesy, and respect for differences.

Any act involving lying, cheating, plagiarizing, or stealing will be regarded as an offense of the Honor Code.

Lying is defined as deliberately presenting a false impression or giving false information to another person.

Cheating is defined as deliberately giving or receiving any unauthorized information on any quiz, test, examination, or other written work.

Stealing is defined as the taking of another person's property without right or acknowledgement.

Plagiarism is defined as the use of another person's ideas or work in a written assignment without proper acknowledgment. By placing one's name on a piece of writing, a student pledges that the work submitted is entirely their own. Because plagiarism is such a serious matter, it is important to explain some of the various forms it may take:

1. You are plagiarizing when you pass off as your own someone else's story, article, essay or theme;
2. You are plagiarizing when you paraphrase a story, article, essay or theme without proper acknowledgment as to its original source;
3. You are plagiarizing when you use, without proper footnoting, another person's ideas or interpretations, thus creating the impression that these ideas originated with you.

(These definitions are modeled after the definitions in the Episcopal School of Acadiana's Student Handbook, Barron's Handbook on the Research Paper, and Princeton Day School's Student Handbook.)

Additional Behavioral Expectations

A positive student culture and a strong commitment to character development are an integral part of the mission and tradition of Doane Academy. Academic and extracurricular achievement must be consistent with the framework of behavioral expectations that include integrity, respect, responsibility, compassion and hard work. Students are expected to take full advantage of what the School offers them as a member of a school community that genuinely supports the School's values and expectations.

Doane Academy expects everyone within the school community to:

- Be accepting and respectful of other people.
- Care for and be respectful of other people's property including that which belongs to the school.
- Be honest in relationships, representations of fact, and presentation of academic work.
- Set a positive example for younger students.

- Do everything possible to maintain a safe campus environment, including adhering to all health and safety protocols.
- Fulfill all scheduled commitments in full and on time.
- Comply with the letter and spirit of the dress code and grooming requirements.
- Work up to their individual potential within the broadest possible range of academic and extracurricular activities.
- Be an overall positive influence and advocate for a culture that supports the School's mission and success and the well being of other students and faculty.

In addition, the following constitute serious disciplinary offenses:

- Use, possession of, being under the influence of, being in the presence of, or trading in drugs or alcohol or being in possession of drug paraphernalia. If the student is suspected of having drugs or alcohol on campus, a body search as well as a locker search may be conducted. A student in possession of drugs at school may be dismissed. Moreover, in accordance with NJSA18A:40A-12 and NJAC 6A:1604.3, students who are suspected of being under the influence of alcohol and controlled dangerous substances may be subject to testing mandated by the school. If a student is reported to the Head of School or Upper School Head as possibly being involved in the use of drugs or alcohol off school grounds, he or she will confer with the student individually about the seriousness of their being identified as a drug or alcohol user. As state and federal laws prohibit the use of illegal drugs, it would be necessary for the school to cooperate with the police and other law enforcement agencies in addition to subjecting offenders to disciplinary action at Doane.
- Actions that endanger the safety of others (and/or oneself) in any way, such as fighting or reckless driving.
- Possession of any weapon, including, but not limited to, guns or knives.
- Abusive behavior -- demeaning, belittling, deliberately disrespectful behavior in any form toward any member of the school community or guest.
- Harassment of others, including hazing.
- The use or possession of tobacco products or smoking paraphernalia – including cigarettes, e-cigarettes, vaping or juuling devices – on the school grounds is prohibited.

Harassing or Inappropriate Behavior Against Students

No student attending Doane Academy should be subjected to harassing or inappropriate behavior of any kind, whether such behavior originates from a member of the community, including but not limited to administration, faculty, staff, parent, contractors or other students. This includes any form of harassing or inappropriate behavior based on the student's sex, race, creed, color, national origin, ancestry, disability, sexual orientation or other characteristic protected by law. In addition, any behavior of a sexual or intimate nature between faculty/staff members and students is strictly forbidden. If a faculty or staff member obtains any information that indicates that harassing or inappropriate behavior involving a student may be occurring, they should report such information to the Head of School, Head of Middle School, Dean of Student Life, Head of Upper School, or Chief Financial Officer immediately. In the event the circumstance involves student-on-student harassment, the matter will be handled using established disciplinary procedures in the student's division.

Healthy Relationships and Boundaries

Students can only feel known, loved, and encouraged to reach their full potential in a school environment in which they feel safe both physically and emotionally. As such, Doane expects its students to treat their peers with care and compassion and strives to cultivate a clear understanding of and respect for healthy

boundaries in their relationships with others. Doane is committed to proactively engaging students, faculty, and staff in training to support healthy relationships and boundaries between community members. As such, community members are educated on harassment, bullying, discrimination, and sexual harassment and empowered with the understanding, skills, and support necessary to respond to such instances should they occur. In addition, students are provided with developmentally appropriate training, at each grade level, that supports them in acquiring the knowledge, attitudes, and perspective-taking skills necessary to have healthy relationships and healthy boundaries with others in the school community and beyond.

Sexual Misconduct: Policies and Procedures

No Doane student should be subjected to negative behaviors like harassment, abuse, or intimidation regardless of the particular forms they assume. Sexual misconduct warrants heightened attention and specific consideration because of its especially damaging effects on the safety and well-being of the members of the Doane community. Through education and intervention, Doane works to create an environment that is free from incidents of sexual misconduct. If an incident of sexual misconduct occurs, Doane will act promptly in taking corrective action with the goal of eliminating this harmful behavior.

I. Defining Sexual Misconduct

It is the responsibility of all members of the community to ensure that their words, actions, and interactions with others always promote respect and trust. Attempts to justify improper behavior as a “prank” or “joke” do not change its inappropriate nature if the object of the joke is not a willing participant, and sexual misconduct damages a school community and its individuals regardless of the subjective intent of those perpetrating it. Sexual misconduct may be direct and explicit, or it may be more subtle. It may be behavior that is repetitive, or it may be behavior that occurs only once.

It is critical to keep in mind that the standard for determining whether a behavior is hostile or offensive is determined by the perception of the person who is subjected to the behavior, not the intent of the person who is speaking or acting in a way that is perceived to be inappropriate. Simply because some people may not be offended by a particular statement or action does not mean that the action in question is acceptable. Perception of others is the critical factor that must always be kept in mind.

Sexual misconduct can be exhibited in a variety of ways, including, without limitation, **verbal statements, non-verbal behaviors, gestures, cyber (e.g., emails, texts, social media), and physical contact.**

Some types of verbal behaviors that might constitute sexual misconduct are:

- Unsolicited propositions for dates and/or sexual relations (a single unsolicited proposition can constitute sexual misconduct if sufficiently severe)
- Sexual slurs or innuendos; sexually suggestive or degrading sounds or remarks (written, oral, or electronically transmitted)
- Offensive and/or persistent risque jokes or kidding about sex or gender-specific traits
- Inquiries into or trafficking in rumors about another person’s sexual experiences or activities
- Intimidating or suggestive remarks about an individual’s sexual orientation

Examples of gestures or non-verbal behaviors that constitute sexual misconduct are:

- Sexual looks and lewd gestures, such as leering or ogling
- Mimicking or pantomiming sexual acts
- Displaying or sharing sexually suggestive, offensive, or degrading objects, pictures, or messages, including on digital devices or online platforms
- Postings on social media of a suggestive or sexual nature

- Audiotaping, videotaping, or otherwise recording others in sexual or potentially embarrassing circumstances; disseminating or threatening to disseminate such a recording

There is a range of unwanted physical contact that also constitutes sexual misconduct. Without limitation, examples include:

- Unwanted touching, groping, fondling, or kissing
- Sexual assault, including rape
- Sexual assault includes any physical sexual contact that involves the use or threat of force or violence or any other form of coercion or intimidation, as well as any physical sexual contact with a person who is unable to **consent** due to incapacity or impairment, mental or physical

Consent is an affirmative decision to engage in mutually agreed upon sexual activity and is given by clear words or actions. Consent may not be inferred from silence, passivity or lack of resistance alone. Furthermore, consent to one form of sexual activity does not imply consent to other forms of sexual activity and the existence of a current or previous dating, marital, or sexual relationship is not sufficient to constitute consent to additional sexual activity. Assent shall not constitute consent if it is given by a person who, because of youth, disability, intoxication or other condition, is unable to lawfully give their consent.

II. Retaliation

Retaliation is strictly prohibited against any individual who reports discrimination, harassment, hazing, assault, or bullying, provides information during an investigation of such behavior, or witnesses or has reliable information about such behavior. Retaliation is any form of intimidation, reprisal, or harassment directed against an individual who files a complaint under this policy, as well as any person who participate in an investigation, for example, as witnesses or investigators. Retaliation against any such person is strictly prohibited, and will not be tolerated by Doane. Any person who directs any form of retaliation toward someone who is entitled to protections under this policy will be subject to the same strict discipline as harassment, discrimination, hazing, or bullying itself. Each retaliatory offense will be investigated and sanctioned separately.

III. Legal Definitions and School Policy

Stricter standards of behavior than those provided by law may apply under the policies of Doane. Doane reserves the right to apply disciplinary measures and other corrective action in any case, including a single case, if it determines that it is of sufficient severity to warrant disciplinary measures or other remedial action. Conduct need not meet the legal definitions of harassment, discrimination, hazing, or bullying to violate Doane's expectations for appropriate behavior and to be actionable.

While Doane's standards may at times be broader than those provided by law, where appropriate the school may also involve law enforcement in the investigation of sexual misconduct allegations involving our students.

IV. Reporting Complaints

A member of the Doane community who believes that he or she has experienced or witnessed any form of harassment should do something about it. Some responses may work best in one situation, while others may be best in another. Among the actions a person might take:

- Whenever possible, speak up at the time. Tell the individual that the behavior is unwelcome and must cease immediately;

- Write down what happened. Be as specific as possible, recording quotations, actions and the presence of witnesses;
- Report the harassment to a teacher, counselor, advisor, or administrator;
- Talk to someone you trust, such as a teacher, advisor, or administrator.

Please note that these are suggested responses, and if the victim of harassment may choose to act in a manner that is consistent with some, or none, of these proposed responses.

Doane responds thoughtfully and purposefully to any reported allegation of sexual misconduct perpetrated against students by other students; employees of Doane; vendors, contractors, other third parties having agreements or other contacts with Doane; supporters of Doane (donors, volunteers, alumni, parents); and/or visitors to Doane. Even when students are not certain about whether they have been subject to or witnessed sexual misconduct, it is important that they feel empowered to report this behavior and have the requisite knowledge of how to do so. Any individual who feels that they have been subject to behavior that constitutes sexual misconduct is encouraged to report the incident directly to one of the following administrators:

- Allison Baratta (Head of Middle School)
- Kath Brandwood (Dean of Student Life)
- Kate Hewitt (Head of Lower School)
- Ran Holeman (Head of Upper School)
- George Sanderson (Head of School)

In addition, students can choose to make this report to the following designated faculty members:

- Roxane Blow
- Julian Cook
- Allison Trosko

As a student processes an incident of sexual misconduct, they may seek support, advice, or counseling without wanting to report the incident at that time. Students can seek out any teacher or advisor for this kind of support, and all Doane faculty and staff will encourage these students to speak with a Doane counselor. Conversations with the counselor are considered confidential, to the extent permitted by the law. Students can request that the counselor, or an advisor or teacher, is present with them throughout any aspect of the process of reporting a complaint.

V. Response to Complaints

In many cases the first step in addressing complaints that one party may have against another should be a full and frank discussion with the person or persons involved. If no satisfactory resolution of the complaint is achieved, or if it is evident that given the nature of the allegations that such a conversation is not appropriate, the Upper School Disciplinary Committee, composed of Ran Holeman, Jill Gorman, and Oliver Tingling, will be advised to conduct an investigation of the reported incident. The investigation will typically include interviewing all relevant parties (the reporting party, the alleged victim, the alleged perpetrator, any relevant witnesses) and gathering any relevant evidence. When it is in the best interests of the parties involved and the school community as a whole, Doane will contract with an outside agency to investigate an allegation of sexual misconduct.

Once the investigation is completed, the Disciplinary Committee will then deliberate and if appropriate, initiate the disciplinary process, as described on page 31 of this handbook. As stated in this description, in response to an incident Doane reserves the right, at its sole discretion, to subject a student who has breached this policy to a leave of absence or disciplinary action(s) that may include suspension, removal, or

dismissal from the school community. Critically, at all times Doane reserves the right, in its sole discretion, to take immediate interim disciplinary action, of any sort or type, when it decides it is in the best interest of the school and/or its populace to take such action.

VI. Confidentiality

While Doane cannot promise strict confidentiality because information must be shared in order to conduct an effective investigation, Doane will release information concerning complaints of harassment, discrimination, hazing, bullying, or retaliation only on a need-to-know basis, such as to conduct a comprehensive investigation or to ensure that the requirements of this policy and applicable law are met. The school also reserves the right to contact law enforcement officials in appropriate cases to meet applicable reporting obligations.

Alcohol and Drug Policy

Doane Academy has made a serious commitment to providing educational programs for students designed to convey accurate information about the effects of alcohol consumption and drug use and to promote responsible decision making. Of equal significance are peer group discussions facilitated by faculty and staff that provide important venues in which peer pressure to drink and experiment with drugs can be discussed and responsible alternatives explored. The school is clear in its message that any student in possession of an alcoholic beverage or controlled dangerous substances on school grounds will incur serious disciplinary consequences (see below). Furthermore, students should abide by state and federal laws governing alcohol consumption and possession or use of drugs at all times.

Doane's policies and protocol with regard to substance abuse are about insuring the safety of students. Thus, Doane Academy is a drug-free-zone school, and is compliant with state regulations that state when a student is suspected to be under the influence, s/he is medically tested. Moreover, when we hear about a student who is in danger to themselves or others, we are then "mandated reporters" to the school nurse, counselors, Dean of Student Life, or senior administrator.

Should a student be suspected to be under the influence of an illegal substance, Doane faculty should immediately escort the student to the school nurse and inform a school counselor and senior administrator. In consultation with the school nurse and school counselor(s), the Head of Upper School will determine whether that student should be tested at a local medical center.

Doane's drug and alcohol policies are also created with the intentions of support of the student(s) and families involved, while continuing to uphold the safety of all students and the integrity and respect of the institution. Should there be concerns about a student and substance abuse or a student comes to our health providers, however, we will certainly work with them to get them the help that they need.

Disciplinary Committee

The Upper School Disciplinary Committee serves to address pervasive and serious disciplinary issues. As described in the process below, they meet with any student involved in an issue of this kind to listen to their explanation of the events that occurred and clarify as necessary why their actions have merited a discussion in this forum. After this meeting, they work, in conjunction with the Head of School, to determine consequences that are meaningful, restorative, and appropriate and communicate those consequences clearly and constructively. The individuals who comprise the Disciplinary Committee are Jill Gorman, Ran Holeman, and Oliver Tingling.

Disciplinary Process

Minor and infrequent inappropriate behavior are most often addressed directly by the present faculty/staff member at the time of the incident. Examples of these offenses include the following:

- Failure to adhere to health and safety protocols such as wearing a mask and maintaining physical distancing (more information below)
- Use of inappropriate or offensive language;
- Lateness to any scheduled activity;
- Involvement in loud or inappropriate behavior that violates community standards of decorum;
- Violating community guidelines on eating food or drinking beverages
- Being out of school uniform;
- Use of headphones with personal music players or cellphones during the school day;
- Use of cellphones in a classroom without the permission of the teacher;
- Inappropriate use of cellphones, computers, or other electronic devices.

Typically, the adult will make a note of the behavior (in order for the Head of Upper School to keep track of repeated offenses) and counsel the student to modify their behavior with specific reference to the standards of the School. Recurring infractions may result in a more serious disciplinary consequence, such as work detail and/or the suspension of student privileges. The determination of the appropriate consequence is made by the Disciplinary Committee.

Frequent inappropriate behavior, unexcused absences from required commitments such as class or Chapel, violations of the Honor Code, or serious disciplinary offenses are referred to the Disciplinary Committee. The following process then applies:

- (a) Consideration is given as to whether the process to be employed is developmentally appropriate for the student who has violated a rule (for example, the process employed in working with a freshman who violated “rule X”, could possibly be different than the process used in working with a senior who also violated “rule X”), the nature of the offense, and whether it justifies a community response.
- (b) In addition, in certain cases, including those involving drugs or alcohol, or altercations or fighting, or any other situation that might be deemed significantly inappropriate or volatile for the community, the Head of Upper School and/or the Head of School may act immediately and may require that the student not return to school until the results of a drug test are available and/or a meeting is held among the student, the student's parents, and the Head of Upper School and/ or the Head of School.
- (c) In more typical circumstances (i.e. not those described in (b) above), when a disciplinary matter is referred to the Disciplinary Committee, the student works with their advisor in order to discuss the case. The following guidelines describe this process, for the benefit of all parties involved:
 - The Disciplinary Committee members explain to the student the specific disciplinary offense.
 - The advisor reviews the case with the student.
 - The Head of Upper School telephones the parents of the student to inform them of the reported offense.
 - The Head of Upper School may meet with the parents and students, particularly freshmen to help them understand the nature of the offense, the process, and possible outcomes.
 - The Disciplinary Committee, the student's advisor, and the student should communicate as much as possible in person, face-to-face, rather than rely on email.

- The advisor prepares their advisee for the meeting (see below), in part by telling them that they must provide an accurate, complete and truthful statement as to what occurred.
- The student, advisor, Disciplinary Committee meet to discuss the case.
- Following the meeting, the Disciplinary Committee makes a recommendation to the Head of School.
- After consultation with the Head of School, the Head of Upper School (with or without the presence of the Head of School) communicates the disciplinary consequences to the student.
- The Head of Upper School telephones the parents of the student to inform them of the disciplinary consequences.
- The Head of Upper School communicates the disciplinary consequences to the parents of the student in writing; a copy of such letter is placed in the student's internal file.

Disciplinary Issues Related to Health and Safety Protocols

Student and faculty safety is of the utmost importance at Doane, and all community members need to consistently follow the health and safety guidelines. Students who are unable to follow these guidelines will be subject to disciplinary action. Incidents can be treated as minor disciplinary issues or serious disciplinary offenses as deemed appropriate by the Disciplinary Committee. Any incident in which an individual **intentionally** makes another student feel unsafe or willfully endangers another community member will be treated as a serious disciplinary offense.

Until further notice, all students need to:

- Wear a face mask indoors at all times during the school day, except when drinking or eating.
- Practice physical distancing (3 feet) throughout the school day.
- Exercise healthy hygiene habits, especially frequent handwashing and hand sanitizing.
- Refrain from sharing food with others, including food items brought from home.
- Report to designated supervised spaces before (7:30-8:00) and after school. (3:30-5:30). All students need to depart from campus by 5:30 every day.

In addition to following the safety measures in place, we ask that students approach their interactions with all members of the Doane community with compassion and empathy. If a student feels as if their safety is being compromised by the actions of another, they should communicate their concerns clearly and respectfully, remembering that everyone is in a different place in terms of their sense of comfort and well-being.

Range of Consequences

Students are subject to various consequences for violating school rules. The application may vary according to certain circumstances. The school's process is always an educational one, not legal, with the paramount goal being that the individual student and the school community learn from the experience. Misleading anyone involved in the disciplinary process may result in a more severe consequence than the original offense would incur. Moreover, if, in the opinion of the Head of Upper School, a student does not take responsibility for their actions when meeting with the Disciplinary Committee, then the Head of Upper School will share this observation with the student and their parents in a meeting and a letter following the meeting. In addition, work determined to be plagiarized or gained through cheating does not receive credit and receives an "F" (50) for that assignment.

All students who are found to have committed a major infraction by the Disciplinary Committee are automatically given a warning that any further major infraction will result in more severe consequences. The possible disciplinary consequences for major disciplinary infractions are as follows:

- Warning
- Probation
- Detention
- Service to the Community
- On campus work detail, arranged in a manner to avoid conflicts with academic classes
- Suspension or loss of parking and/or driving privileges on campus
- Suspension or loss of opportunity to be employed by the school
- Suspension or loss of senior privileges
- Suspension or loss of leadership positions or suspension or loss of eligibility to seek leadership positions
- All-Day Detention
- Out-of-School Suspension
- Withdrawal
- Final Warning
- Expulsion/Dismissal

Furthermore, a senior found to have committed a primary offense within eight weeks of graduation may be prevented from participating in commencement exercises.

Final Warning

In addition to the above, a student who is found to have violated the Honor Code or committed a major offense multiple times during their time in the upper school may be placed on final warning, which means that any violation of the Honor Code or serious disciplinary offense or accumulation of offenses will result in the student being asked to leave the school. This decision will be made by the Head of School in consultation with the Disciplinary Committee.

Discretionary Situations

If, in the school's judgment, the behavior of a student or their parent(s)/guardian(s) is disruptive to the learning environment of the school, unsafe, illegal, or damaging to either the school community or its reputation within the greater community, Doane Academy reserves the right to subject the student to a leave of absence or disciplinary action(s) that may include suspension, removal or dismissal from the school community. In addition, continued enrollment in the school is not automatic, but is at the discretion of the School and is based on factors that include a student's academic progress and commitment and conduct that is in keeping with the school's standards and policies.

Disciplinary Action and the College Admission Process

College admission offices typically ask applicants to list and explain any academic or behavioral misconduct in high school that resulted in disciplinary action. Doane Academy uses the following process to determine whether students need to report disciplinary actions to colleges.

Students who have been found responsible for a disciplinary violation prior to senior year will have their cases reviewed at the end of each academic year by the Disciplinary Committee. They will determine (based on the specifics of the case, student learning since the disciplinary matter, and any repeated violations) whether or not the disciplinary infraction will remain on the student's record or be expunged and will communicate their decision in writing to the student. Notwithstanding the above, this decision may be revisited in the event of another major disciplinary infraction. If a student's record is expunged, the student

will not be obligated to report the infraction on college applications. If an infraction remains on the student record, the student must disclose information about the disciplinary matter. The Director of College Counseling offers assistance to students who would like help wording a thoughtful response to questions on disciplinary matters asked on college applications.

Students who are the subject of disciplinary action during their senior year may be required to report this information to colleges to which they are applying and/or to which they have been offered admission. In addition, Doane Academy may be required to report such information on the Final Secondary School Report form that is required by most colleges, along with the final transcript, for enrolling students.

As a matter of course, Doane Academy does not keep disciplinary records with permanent records, and upon graduation any disciplinary records are purged.

School Sponsored Trips and Events

Our concern for the safety and wellbeing of our students extends beyond our campus, especially when they attend a school-sponsored event or trip. Moreover, we wish to remind students that they represent Doane Academy when they take part in such activities. With this in mind, our students are subject to school rules whether on campus or off-campus at any school-sponsored event - including (but not limited to) an athletic contest at another school, Senior Sojourn, Rocks, Roots, and Wings, a class field trip, a school-sponsored social event, or a club activity. Furthermore, a Doane student who is employed by the school must abide by the general school rules. While there may be rules specific to particular off-campus trips and events, the following general guidelines apply to all such activities (where "director" refers to the adult ultimately responsible for the trip arrangements):

- All laws, rules and regulations of the United States and the host country, if the event takes place outside the United States, are to be obeyed.
- Students are expected to travel with the group by the school's transportation.
- Students are not to depart from the group without the specific permission of the director. Permission to do so will be given to small groups, not to individuals, and permission will only be considered if students inform the director of their intended destination and return to a designated meeting point at a prearranged time.
- Schedules are to be strictly observed. Tardiness inconveniences the group and is not tolerated.
- Switching rooms or roommates without the specific permission of the director is not permitted.
- Students must not self-administer prescription or over-the-counter drugs during a school sponsored trip. Arrangements for administering medication will be made prior to departure with the adult leaders of the trip.
- There will be no sexual intimacy between students; students must meet socially in public areas only.
- The curfew assigned by the director is to be observed in order to ensure readiness for morning activities.
- Common courtesy, good manners, proper dress and respect for others are to be observed at all times.
- The director should be made aware, well in advance (before departure), of any special medical situations that may arise.
- Any behavior that deliberately violates the letter or spirit of these rules and regulations should be reported to the director at the earliest opportunity. At the discretion of the teacher, coach, and/or chaperone, the student may be sent home at the expense of their parents.
- If a student on an off-campus trip or attending a school-sponsored event violates either the general rules outlined above, the rules outlined for on campus conduct in this Handbook (including health

and safety measures), or the specific rules of the trip, the school may prevent such student from returning to classes until a meeting concerning the disciplinary matter takes place.