



PORTER-GAUD

Student-Parent/Guardian Handbook



2026-2027

Disclaimer

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

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

Non-Discrimination Statement

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



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Schoolwide Policies, Procedures & Information



Porter-Gaud School Leadership

D. DuBose Egleston, Jr. '93

Head of School

Audrey Holsten

Assistant Head of School for Academics

Ken Hyde

Assistant Head of School for Enrollment & Parent Relations

Raj Mallawaarachy

Assistant Head of School for Finance & Operations

Palmer Kennedy

Head Chaplain

Dr. Yerko Sepúlveda

Acting Head of Community Engagement & Wellness

Silvia Davis

Head of Upper School

Dr. Michael Wright

Head of Middle School

Michael Page

Head of Lower School

Molly O'Toole

Head of O'Quinn Schools

Al Wilson

Athletic Director

John Boyer

Director of Advancement

Suzanne Anderson

Director of Human Resources

Philosophy, Organization, & Overall Expectations

The Essentials at Porter-Gaud

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

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

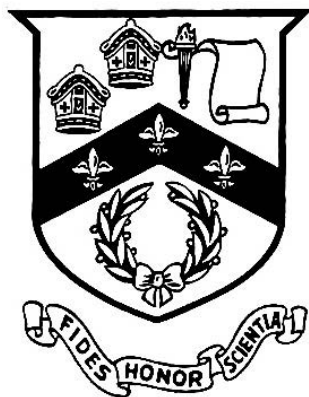
Be truthful in every situation, both with yourself and with others—in academics, in relationships, in work settings—wherever you are and whatever you are doing.

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

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

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

The Porter-Gaud School Crest



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

Porter-Gaud Alma Mater

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

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

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

*Steven Chao '88
Scott Atwood '90*

School Colors

Garnet and Gray

School Mascot

Cyclone

Mission Statement

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

Vision

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

Episcopal Identity

As an Episcopal School, Porter-Gaud is a Christian community that is upheld by the basic principles of the Baptismal Covenant. This Covenant, as expressed in the Book of Common Prayer, is founded upon the belief that God has revealed himself in the person of Jesus Christ as a triune community of love - Father, Son, and Holy Spirit - and that human beings, made in the divine image, are created for communion with this love. From this foundation, the Baptismal Covenant calls individuals and institutions to be incarnate instruments of God's love and grace. True to its Episcopal identity, Porter-Gaud thus seeks to be a community that celebrates and worships God as the center of life and loves our neighbors as ourselves, serving Christ in all persons, striving for justice and peace among all people, and respecting the dignity of every human being.

Worship

Worship is one of the most universal and effective expressions of Episcopal identity and community life. Services for all divisions are held weekly for faculty and students, and prayer is offered regularly, both at internal gatherings and public events. When we gather for worship, we immerse ourselves in the traditions, stories, and values that serve as the anchors of our community, seeking to center our hearts and minds around the love of God revealed to us in the person of Jesus Christ. These gatherings are sensitive to the diversity of religious identities represented within our school while remaining faithful to the Anglican tradition, particularly as articulated in the Book of Common Prayer.

Leadership

The Directive of the Episcopal identity comes from the Board of Trustees via the school's mission statement and bylaws and is implemented by the Head of School and the Office of the Chaplaincy. The school's governance structure calls for regular review and examination of the school's Episcopal identity by the Board of Trustees. This identity is also to be clearly articulated regularly to all members of the community, particularly at the beginning of each academic year, during the interview and/or orientation process for new board members, faculty, staff, and students, as well as throughout the admissions process for prospective families.

Community Engagement & Wellness

As an embodiment of the Christian faith, Porter-Gaud seeks to celebrate and worship God as the center of life and to honor the dignity of every human being as beloved persons made in the image of God. We affirm the sovereignty of God and seek to be a community where the immeasurable and irreplaceable worth of each person is recognized and unconditional love - a love that doesn't have to be earned - is offered to all. Our traditions and community life flow from this identity and aim to create an environment that welcomes and nurtures the unique capacity of every member of our community to reflect God's love, goodness, beauty, and creativity and to pursue lives of meaning, purpose, and service. In addition to the presence of our

chaplains, one of the clearest expressions of this commitment is the Office of Community Engagement and Wellness, which is anchored by and is an extension of our Episcopal identity.

Religious Diversity

Porter-Gaud stands on the foundation of orthodox Anglican theology rooted in the Christian scriptures and expressed in the Book of Common Prayer. This foundation has an integrity that enables us to be an inclusive community that loves and honors each of our members. The religious diversity of the school community does not create silos or ignore differences. Rather, it provides a magnificent opportunity to foster thoughtful dialogue, humility, empathy, understanding, and respect for the spiritual formation of individuals and families from a variety of faiths and backgrounds. Together, we seek to cultivate a community that embodies the love of God, a love that is unconditional and indiscriminate.

Academics

As an Episcopal school, Porter-Gaud participates in a tradition with a long and rich history of academic excellence, integrating faith and reason in a graceful and inclusive manner which has been the hallmark of Anglican education for centuries. Our academic curriculum is constructed and implemented in alignment with our Episcopal identity and combines rigorous and free intellectual inquiry with an unapologetic proclamation of faith in a sovereign and loving God. Consistent with our commitment to academic excellence and intellectual development, Porter-Gaud offers the study of religion in a manner that is meaningful, age-appropriate, and as fully rigorous as our other academic offerings. Though the content may overlap, a clear distinction is maintained between gatherings for worship, prayer, and discipleship and the study of religion in the classroom.

The WATCH Prayer

The WATCH Prayer is a natural outgrowth of the mission of the school, particularly with respect to our Episcopal identity. It is an articulation of (and prayerful supplication for) the principles and moral qualities we - as an Episcopal school - seek to develop in our students.

The W.A.T.C.H. Prayer

May our WORDS be full of truth and kindness,
our ACTIONS gracious and honorable,
our THOUGHTS unselfish and charitable,
our CHARACTER noble and upright,
and our HABITS virtuous,
that our school family may grow in faith, honor, and knowledge,
as we WATCH together in all things.
Amen.

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

WORDS

ACTIONS

THOUGHTS

CHARACTER

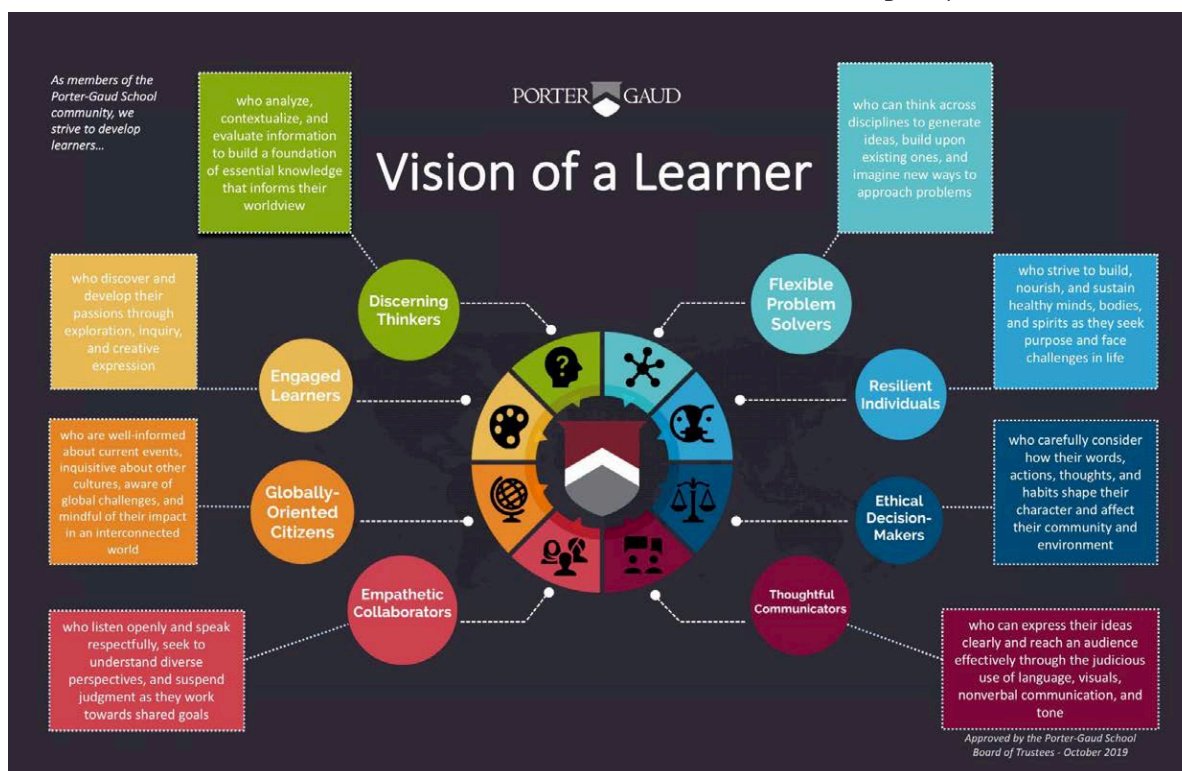
HABITS

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

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

Vision of a Learner

All Porter-Gaud students should have an educational experience that prepares them to be effective lifelong learners and contributors to our global community. Now more than ever, the Porter-Gaud experience must not only provide for the acquisition of rigorous academic content, but it must also be more intentional about fostering critical thinking, communication, collaboration, creativity, and other forward-looking skills our young people need to thrive in this complex, rapidly changing world. Approved by the Board of Trustees in 2019, the collective vision shared below articulates our community’s aspirations for all our students.



Porter-Gaud's Approach to Community Engagement & Wellness

The Office of Community Engagement & Wellness is an expression of our Episcopal identity, grounded in the belief that each human being is made in the image of God and possesses immeasurable and irreplaceable worth. We seek to honor the God-given dignity of every person in our words, actions, thoughts, character, and habits, fostering a community where all are valued and empowered. Informed by current research and rooted in our Episcopal identity, we recognize that well-being, belonging, and service to others are inseparable elements of a thriving school community. Each element is vital to fulfilling Porter-Gaud's mission to inspire lives of purpose, learning, and service through cultivating each student's God-given potential.

Anchored in this commitment, the office works to create an inclusive and equitable school environment where individuals are empowered to contribute meaningfully to school life and develop a deep sense of belonging and purpose. Through intentional programming focused on service, intercultural engagement, and holistic wellness, the office nurtures the personal and collective well-being of all members of our community. In all we do, we strive to reflect God's love by watching over those who are vulnerable, guiding those who are strong, guarding those in peril, and comforting those who are weary so that justice, compassion, and human dignity may flourish throughout our shared life together.

The Office of Community Engagement & Wellness encompasses three interconnected branches. The Community Service branch, the Community Engagement & Belonging branch, and the Wellness branch. Our approach seeks to advance the school's mission by supporting the community in becoming compassionate, reflective, and well-rounded individuals who flourish within and beyond Porter-Gaud.

Community Engagement & Wellness Terminology

Community Engagement

Community engagement is the process of identifying and addressing issues affecting the well-being of all members of the community, as well as celebrating the joy of coming together as one.

(Romans 12:3-5)

Belonging

Belonging is an outcome. It means different things to different people and implies the feeling of security, appreciation, support, fair treatment, and acceptance as a beloved member of the community.

(Ephesians 2:13-22)

Diversity

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

(Rev. 7:9-10)

Inclusion

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

(Romans 15: 5-7)

Equity

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

(Psalm 33:5)

Justice

The courageous and continual attention to and advocacy on behalf of those most vulnerable in the community

(Proverbs 31:8; Isaiah 1:17a)

Dignity

Dignity speaks to the inherent and unconditional worth of all human beings and the primary lens through which we view each community member.

(Gal. 3:28)

Social Justice

The integration of the ideals and concepts of equity, justice, and a fair society throughout the life of the school; the embracing and honoring of diversity; and the integral inclusion of community service and service-learning.

(Isaiah 1:17; I Corinthians 12:26; Philippians 2:3-4)

The Porter-Gaud Board of Trustees adopted this terminology on January 10, 2023.

Statement on Community Engagement & Belonging

Porter-Gaud is committed to creating an inclusive and equitable community where all individuals can contribute to school life and develop a sense of belonging. In accordance with our Episcopal identity, we seek to honor the God-given dignity and potential of every human being in our words, actions, thoughts, character, and habits. We actively work to gain a deeper understanding of differences through openness, curiosity, active listening, productive dialogue, and empathy. We embrace diverse cultures, backgrounds, and perspectives to enrich who we are as a community and to broaden the school's intellectual, social, spiritual, and moral life.

The Porter-Gaud Board of Trustees adopted this statement on May 13, 2025.

Statement on Community Engagement & Belonging in our Curriculum and Programming

In alignment with our Vision of a Learner, Community Engagement & Belonging Competencies, and Episcopal identity, Porter-Gaud will consider the following overarching goals as we continue to develop and implement our academic curriculum and co-curricular programming. This work is grounded in our mission to honor the God-given dignity of every individual, nurture

a profound sense of belonging for each community member, and encourage the pursuit of truth and justice. Doing so will help create a more empathetic, inclusive, and equitable community to better prepare our students for an increasingly diverse and globally-connected world.

We will strive to develop learners who...

- Learn about, develop, and appreciate who they are as individuals shaped by their various perspectives, experiences, and connections to multiple groups in society.
- Appreciate all human beings as unique reflections of the divine by exploring the histories, religions, and contributions to art, sport, music, language, literature, technology, math, and science of a wide range of cultures.
- Have the skills, knowledge, and attitudes to graciously navigate the discomfort and uncertainty that may result from learning about our differences as well as the historical and contemporary effects of prejudice, discrimination, oppression, and other forms of injustice.
- Develop the capacity to engage in productive dialogue and collaboration with others so they are prepared to work effectively with individuals within and beyond the Porter-Gaud community.
- Develop meaningful connections with local and global communities to learn from and serve one another.
- Develop the awareness, empathy, and sense of responsibility to advocate for a more just, equitable, and inclusive world that reflects the love of God for all people.

The Porter-Gaud Board of Trustees adopted this statement on May 13, 2025.

Statement on Productive Dialogue Across the Community

Porter-Gaud believes that dialogue is essential in building a life of purpose, learning, and service. Productive dialogue broadens and enriches our worldview by providing us with opportunities to explore differences. By listening to understand, remaining curious, reserving judgment, and responding with empathy, we honor the God-given dignity of every human being in our words, actions, thoughts, character, and habits. This approach helps us build an environment that values each voice and fosters grace, compassion, and trust. We promote productive dialogue within the classroom and in any space that requires us to lean into differences and potential discomfort, learning from each other in the process.

Productive Dialogue Should:

- be purposeful, aiming to enhance mutual understanding, reduce stereotypes, and facilitate mutual respect.
- contain a balance of active listening, thinking, and responding with respect so that we build a community where everyone is heard and valued.
- honor all participants, recognizing that each individual brings valuable insights shaped by unique experiences and viewpoints.
- avoid labels and categories that minimize individual differences or attempt to diminish another person's dignity.
- be built upon a strong foundation of facts and reasoning.
- provide opportunities for learning and exchange involving debate, concession, and compromise.

Community Agreements: Porter-Gaud community members recognize the immeasurable and irreplaceable dignity and worth of each human being. Therefore, we will...

- communicate in a way that honors our inherent value and dignity.
- listen to understand before responding.
- suspend judgment of others' perspectives and backgrounds.
- appreciate diverse perspectives by listening to ideas that differ from our own.
- view disagreement as an opportunity for growth and learning.
- stay engaged.
- practice accountability for our statements and behaviors.
- pay attention to our thoughts and feelings.
- recognize that pausing a conversation may be the most productive next step.
- accept non-closure.

Responding to Local, Regional, National, or Global Events

In moments of local, regional, national, or global celebration or crisis, members of our community may desire that the school respond with an official communication or action.

Education as our Primary Mission

While we recognize the impact of these events on the lives of our students and families, Porter-Gaud will make decisions in alignment with the mission, Episcopal identity, and core function of the school. To remain faithful to our essential purpose of teaching and learning, Porter-Gaud is intentional about creating spaces that foster inquiry, dialogue, and a sense of belonging.

Official, School-Wide Communications

Decisions to officially respond will be made by the Head of School in collaboration with members of the senior leadership team, as outlined in the Decision-Making Protocol below. Because thoughtful communication requires discernment, such statements may not be immediate. Silence should not be interpreted as indifference or a statement in itself, but rather as a fidelity to our mission and Episcopal identity. We will always respond with compassion to those in our community who are directly affected by events, even if we do not issue a public statement. Porter-Gaud's social media will be reserved for advancing our mission, celebrating our students, and sharing communications that strengthen our community.

Decision-Making Protocol

1. Event Awareness

An event of local, regional, national, or global significance is brought to the attention of the Head of School or Senior Leadership Team (SLT) through observation, inquiry, or community concern.

2. **Initial Assessment**

The Head of School and members of the SLT evaluate the event's potential impact on the Porter-Gaud community (emotionally, spiritually, and educationally). This step determines whether further discernment is needed and ensures the response remains aligned with the school's mission and core function.

Key Questions for Consideration:

- Does the event directly affect the safety, dignity, or well-being of members of our community?
- Is the matter relevant to the core function of the school?
- Does this issue materially touch the life, experience, or identity of our school community as a whole?
- Is Porter-Gaud positioned to add clarity, care, resources, or educational value to the broader conversation?
- What is the most mission-aligned form of response (public statement, internal communication, pastoral care, student programming, no official communication with action, etc.)?
- What impact might occur in the absence of an official communication?

3. **Leadership Discernment**

The Head of School, in collaboration with members of the Senior Leadership Team and the Director of Strategic Communications, engages in reflection and dialogue to determine the most appropriate and effective course of action across all three campuses and multiple stakeholder groups (e.g., students, parents, alumni, past parents, faculty, and staff). When applicable, input may also be sought from other stakeholders (e.g., Chaplains, counseling team, deans, faculty representatives, Parent Association leadership, Board of Trustees sub-committees, etc.)

4. **Decision**

The Head of School, informed by leadership discernment, determines whether to issue an official school communication with two possible outcomes:

Issue Official Communication: The message is drafted, reviewed, approved, communicated through appropriate channels, and sent to the selected stakeholders. This response is used when a public-facing statement is necessary to support the community or uphold the school's mission and identity.

No Official Communication: The school intentionally chooses not to issue a public statement, communicating internally and continuing to provide spaces for reflection, prayer, dialogue, and care, discerning that, in this circumstance, no official communication is the most compassionate course of action (See Responding to Community Needs)

5. **Community Engagement**

Regardless of whether an official communication is issued, the school may facilitate opportunities for students to process, learn, and reflect through chapel, advisory, classroom discussions, pastoral support, and "Lunch and Learn" programming, among other activities. The school leadership will guide faculty and staff to ensure the focus remains on belonging, understanding, and empathy.

6. Review & Reflection

The Head of School and SLT review the process and its outcomes. This reflection informs future discernment and ensures continued faithfulness to the school's Episcopal identity, mission, and commitment to the dignity of every human being.

While this policy outlines the process for discernment and communication, the Head of School retains ultimate discretion in determining how the school responds to local, regional, national, or global events. This includes deciding whether and when to issue a statement, the form the response will take (public communication, internal message, or community gathering), and the appropriate channels for delivery, based on the context, community needs, and strategic priorities of the school.

Responding to Community Needs

Grounded in our WATCH prayer and in our call to honor each person's God-given dignity, we believe the most compassionate course of action in these moments is to focus on providing students, faculty, staff, and families with spaces to learn, process, and grow.

Porter-Gaud is committed to the well-being of each member of our community. As an expression of this commitment, the school will respond in one or more of the following ways:

- Support students with tailored spaces that honor their dignity and their needs by:
 - continuing with everyday routines that foster stability,
 - helping students process their feelings and reactions in age-appropriate ways,
 - learning about complex issues through inquiry and dialogue,
 - developing and acting on their own beliefs with courage and compassion.
- Provide educators with the training and resources they need to support students in these spaces with empathy, wisdom, and intellectual rigor.
- Offer structured opportunities for students to develop their perspectives through chapel, advisory, classroom discussion, and thoughtful dialogue that reflects our Episcopal identity and Vision of a Learner.
- Partner with families through open communication, trust, and mutual respect. Additionally, we provide families with resources available through our counseling and/or chaplaincy teams.

Key Terms

Official School Communication

Any formal communication or action plan issued by Porter-Gaud School on behalf of the institution in reaction to a local, regional, national, or global event. Such responses may include public statements, chapel reflections, letters to the community, or organized opportunities for celebration, dialogue, learning, or service. All official responses are authorized by the Head of School in consultation with senior leadership to ensure alignment with the school's mission, Episcopal identity, and educational purpose.

Local, Regional, National, or Global Celebration or Crisis

Significant events, joyful or tragic, that extend beyond our campus and affect the emotional, moral, or spiritual life of our community. These may include humanitarian crises, national tragedies, acts of violence or hate, landmark legislation, or shared moments of celebration and progress.

Dignity

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

Core Function of the School

The core function of a school is education and formation. At Porter-Gaud, we live out this core function by inspiring lives of purpose, learning, and service through cultivating each student's God-given potential, equipping students to engage the world with wisdom and compassion.

The Porter-Gaud Board of Trustees adopted this policy on May 12, 2026.

Institutional Advancement and Solicitation

Fundraising Policy and In-Kind Gifts

All Porter-Gaud fundraising is coordinated exclusively through the Advancement Office under the guidance of the Head of School and the Board of Trustees. To honor the generosity of our community and prevent donor fatigue, the School carefully limits the number of official fundraising initiatives each year.

The Cyclone Fund: As the School's annual fund, this is Porter-Gaud's top annual philanthropic priority, providing vital support for programs, faculty, and student experiences beyond what tuition covers.

Parent and Student Initiatives: Recognized student organizations may conduct limited fundraising if the activity aligns with the School's mission, complies with financial policies, and is approved in advance by both the Division Head and Advancement Office. Parents may not undertake independent fundraising efforts outside of the PGPA, including public wish lists or crowdfunding campaigns on platforms like GoFundMe, on behalf of the School without prior authorization from the Division Head or the Advancement Office.

Gift Review: To ensure proper stewardship, documentation, and compliance, the Advancement Office and the Business Office must review and approve all monetary and in-kind gifts intended to benefit the School.

Student and Family Relief Efforts: The School deeply values our community's desire to aid students and families in times of personal crisis. To ensure sensitivity and privacy, any fundraising or relief pools must be approved in advance by the Head Chaplain or the Head of School.

Non-Solicitation and Distribution

To maintain safe, efficient operations and minimize distractions, Porter-Gaud regulates solicitation and the distribution of materials on campus. Except for charitable activities explicitly approved by the School, students and parents may not solicit other students or parents or distribute literature related to non-school related fundraising activities.

Honor at Porter-Gaud

The Honor Code

Porter-Gaud School affirms the importance of honor in a civilized society. Being honest with oneself and with all others is essential in building the relationships of trust that are the core of a healthy school community. The Honor Code of the Porter-Gaud School seeks to instill in students an active regard for the standards of personal integrity, trust, and responsibility to both community and self.

The official Porter-Gaud Honor Code is a simple promise that all students at Porter-Gaud make:

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

The idea that no one should lie, cheat, or steal is an essential expectation of this school and the individuals who attend it. Attendance at Porter-Gaud indicates willingness to comply with the Honor Code.

Additional information regarding the Honor Code at each division can be found in the divisional sections.

Academic Expectations, Program & Policies

Academic Expectations

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

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

Porter-Gaud expects its students to:

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

Academic Program

Assessment Programs and Testing

Porter-Gaud students are expected to perform their best on all tests, including but not limited to in-class, state, and nationally normed tests. Test-taking skills are essential for the many tests students will experience in college and in some careers. Standardized tests give students the opportunity to demonstrate their depth of knowledge and give teachers and administrators important feedback about the effectiveness of both curriculum and instructional delivery.

Lower and Middle Schools

Educational Records Bureau - Comprehensive Testing Exam (ERB)

Each spring, Porter-Gaud administers the ERB Comprehensive Testing Program to all students in grades 3 through 8. Given primarily in independent schools across the United States, this academically-rigorous test provides students, families, and schools with valuable data on student achievement and reasoning in the following areas: reading comprehension, verbal reasoning, mathematics, and quantitative reasoning.

Upper School

Advanced Placement (AP) Exams

Advanced Placement (AP) Exams are designed to measure student achievement in specific college-level courses offered through the high schools. AP Exams are scored using a 1-5 scale. Application of AP scores for college credit varies by college and university. It is therefore recommended to check the college/university admissions office for more information. All Porter-Gaud students enrolled in an AP course are required to take the AP exam in the spring. Additional information regarding Porter-Gaud's policy on [Advanced Placement](#) Exams, including enrollment appeals, can be found later in this handbook.

Avant Standards-based Measure of Proficiency (STAMP)

The Avant STAMP (Standards-based Measurement of Proficiency) language assessment was developed by the University of Oregon's Center for Applied Second Language Studies to enhance language learning, support high-quality language programs, and offer language credentialing. Avant STAMP is a general language proficiency assessment of Reading, Writing, Listening, and Speaking skills. The STAMP test is given annually in each of the four languages that our Middle and Upper School offer: Chinese, French, Latin and Spanish.

National French Exam

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

National Latin Exam

The National Latin Exam, sponsored by the American Classical League (ACL) and the National Junior Classical (NJC) League, is administered as a means to promote the study of Latin and provide every student the opportunity to attain scholarly achievement with respect to their studies.

Preliminary SAT (PSAT 9 -Grade 9 and PSAT-NMSQT -Grade 11)

Students in grades 9 and 11 will be administered the Preliminary SAT (PSAT) on campus at no-cost. The PSAT measures skill sets and knowledge in the areas of evidence- based reading and writing (and language), and math; it is an objective and nationally normed tool used to measure college and career readiness. Test results are shared with students and used by Porter-Gaud as a tool to evaluate academic program services. Please note that eligibility for the National Merit Scholarship program is dependent on the results of the PSAT taken in the junior year. Some colleges also use the results for scholarship awards.

PreACT

Students in grade 10 will be administered the Preliminary ACT (PreACT) on campus at no-cost. This multiple-choice test measures performance in English, mathematics, reading, and science. The PreACT is based on validated ACT College and Career Readiness Standards and ACT College Readiness Benchmarks. Test results are shared with students and used by Porter-Gaud staff as a tool to evaluate academic program services.

ACT

The ACT is one of the tests used by colleges for determining admission acceptance. The ACT is generally taken in the spring of the junior year and in the fall of the senior year. Students are encouraged to study for the test using one of many sources available to them in U-Prep, online, and in the community. The ACT provides scores in English, math, reading, science, and writing with scores ranging from 1-36 including a composite score. The ACT is based on information you are learning in high school. A fee waiver may be available for eligible students.

SAT

The SAT is one of the tests used by colleges for determining admission acceptance. The SAT is generally taken in the spring of the junior year and in the fall of the senior year. Considering the math covered on the test, Porter-Gaud highly recommends waiting to take the SAT until a student has taken Algebra II. Students are encouraged to study for the test using one of many sources available to them at Porter-Gaud, online, and in the community. The SAT provides scores in the areas of evidence-based reading and writing (and language) and math. A fee waiver may be available for eligible students. Students may take the ACT as an alternative. A fee waiver may be available for eligible students.

Academic Policies

Religious Observance

As an Episcopal school, Porter-Gaud celebrates several Christian religious holidays. Recognizing that we are a religiously diverse community, the School seeks to be sensitive to students and faculty of various faith traditions. When a student's religious obligations are in conflict with school responsibilities, teachers will make the appropriate arrangements to accommodate in a manner respectful of that individual's religious convictions. Students are to notify their teachers at least two weeks prior to anticipated religious observances that will result in class absence(s).

Communication with Non-Custodial Parents and Guardians

Porter-Gaud's first obligation is to its students. Regardless of the relationship of parents/guardians to each other, we believe that a healthy partnership among the school and both parents is in the students' best interest. In cases of separation or divorce, we continue to communicate with both parents/guardians unless we are presented with a court order barring one parent/guardian from associating with their child. This means that each parent/guardian will have access to report cards, interim reports, and general mailings, regardless of who is paying the bills. Each parent/guardian is granted access to the child(ren), to teachers, and to administrators. Such access is provided without notification to other parties. It is the parents'/guardians' responsibility to provide to the Head of School's office all records of court decisions and up-to-date contact information. Given the unique legal situation of each family, the school may make exceptions to this policy (e.g. to comply with a court order). The School may at any time require parents to seek a court order pertaining to any school matter as a condition of continued enrollment. If a family has a court order in place, including but not limited to, a divorce decree that includes custodial arrangements, a custody order, or a restraining order, the School must be provided with a complete and official file-stamped copy of the court order. Porter-Gaud requires parents and guardians to abide by any court order applicable to their child(ren). If a situation arises in which the custody or possession of a child is in question, a School representative will call 911 to request an officer arrive at the School to resolve the dispute. When an important issue necessitates short notice, the staff of Porter-Gaud will attempt to reach both parents/guardians. The School wishes to stay out of marital conflicts and settlements; Porter-Gaud asks parents/guardians not to pull teachers or administrators into the middle of such disputes. All attorneys must direct any questions or requests to the Head of School. Attorneys are not to have any direct contact with classroom teachers. Some situations warrant calling or writing the custodial parent/guardian only. They include – but are not limited to – calls that a child is sick, routine classroom matters (field trips, homework assignments, special dress requirements, etc.), and special requests. Porter-Gaud will use its judgment about which kinds of issues both parents/guardians want and need to know.

Continuity of Learning Plan for Non-Emergency School Closures

In case the school needs to close for an extended (**more than two days**) period of time for a non-emergency event, the following continuity of learning plan may be implemented in order to avoid significant disruptions to student learning.

Non-emergency closures could include multi-day weather events that make travel to school unsafe but that do not pose an immediate and significant threat to the wider Charleston community. This may include other non-emergency events that close the campus for multiple days (e.g., mechanical systems failure that warrants an extended closure).

Hurricanes and tropical storms that necessitate evacuation and pose a significant threat to life and property are emergency events and would not be considered under this plan.

On days when the Continuity of Learning Plan is implemented, families may expect faculty, staff, and administrators to be accessible via email between 9 a.m. and 3 p.m.

Criteria for Implementation of Continuity of Learning Plan

The following conditions would need to be present in order to implement the Continuity of Learning Plan.

- The length of time that learning will be disrupted due to school closure is anticipated to be more than two days.
- There is widespread availability of power and internet among our faculty, staff, and families.
- The conditions of student and faculty homes are largely conducive to student learning, meaning that there is not widespread damage to property in the Charleston region.

Decision-Making and Communication

- In the case of a non-emergency event that closes the school, administrators will meet to decide whether or not conditions are warranted and conducive for student learning.
- Porter-Gaud families (students and parents) will be notified by 6 p.m. the evening before a learning day that students are expected to complete assignments and activities the following day.
 - a. All parents and caregivers will be notified via email
 - b. US Students will receive an email and a Remind message
 - c. MS students will receive an email

Lower School

- The Head and Assistant Head of Lower School will send a parent communication at the start of each learning day with a plan outlining the expectations for student work in each grade level.
- Because these are regular workdays, teachers will be available to students and parents via email between 9 a.m.-3 p.m. Teachers, who may also have caregiving duties in their own homes, will make every effort to respond to emails within two hours.
- Teachers will be available for questions but will not instruct students synchronously.
- Students can access and complete materials at their own pace.
- The purpose of assignments is to maintain student engagement, independence, and connection to our school campus. Students are not required to bring in assignments.
- Lower School students will not need iPads to complete assignments.

Middle School and Upper School

- Teachers will have asynchronous assignments or activities posted on their classroom websites in Blackbaud by 9 a.m. on the morning of a learning day.

- Because these are regular workdays, teachers will be available via email to students and parents between 9 a.m. - 3 p.m. Teachers, who may also have caregiving duties in their own homes, will make every effort to respond to emails within two hours.
- Teachers will be available for questions throughout the day but will not conduct synchronous online classes.
- Assignments may be due at the close of the learning day or upon return to in-person school (teacher's discretion).

Porter-Gaud Acceptable Use Policy (AUP)

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

General

- Technology at Porter-Gaud School is a privilege, not a right.
- Passwords are not to be shared.
- Our email, internet, devices, and other electronic resources are intended solely for appropriate educational purposes here at Porter-Gaud.
- In order to ensure its computer equipment and technology is used by students for appropriate purpose; the School exercises its right to monitor and oversee communications, including on and off campus internet use, network, and email use.
- All information and emails that are created, sent, received or stored on Porter-Gaud systems are the sole property of Porter-Gaud.
- Devices designated for faculty or staff may be used by a student only with specific permissions and supervision of the faculty or staff member.
- Students are not permitted to use their personal devices at school or for school unless permission is given by the administration. .
- The School prohibits any attempts to disable or bypass the device settings and configurations.

Network

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

student can print to avoid abuse.

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

Email

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

Software

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

Hardware

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

Remote Synchronous Learning

Porter-Gaud does not offer remote synchronous learning as a general rule; however, extreme cases may arise when remote synchronous learning may need to be instituted. In such cases, Porter-Gaud's AUP is valid both in school and for remote synchronous learning. In the event of hybrid and/or remote synchronous learning, parents/guardians must assume the role of assuring all AUP guidelines are followed. Additionally:

- Please be aware that students can be seen by other students who are also remote synchronous learners.
- Parents/guardians may help their students with troubleshooting technology problems or connecting to remote synchronous classes but should not sit in on classes conducted via videoconferencing for the privacy protection of the other students in the classroom.

- Students, parents, and guardians are not permitted to record remote synchronous class meetings or take screenshots of meetings or class materials shared in a videoconferencing format.
- To protect community members' privacy, students and parents/guardians may not post materials to any social media platform from a Porter-Gaud class. This includes screenshots, photos, videos, or files of any type.

Unacceptable (Prohibited) Use

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

- Computer/iPad/internet games (unless specifically requested by a teacher)
- Use of computers, iPads, personal devices, and digital equipment for recording of any material without the consent of all who are being recorded
- Accessing, possessing, or downloading inappropriate or objectionable material
- Sending, soliciting, or intentionally viewing sexually-oriented messages or images
- Writing, soliciting, sending, possessing, printing, saving, or forwarding offensive, bullying, or harassing statements to external or internal recipients
- Installing or using unauthorized applications, software, or hardware on Porter-Gaud computer or iPad systems
- Hacking
- Accessing another's files or using another's password
- The inappropriate use of any electronic device, including digital and electronic devices which are on the Porter-Gaud campus, regardless of ownership
- Dissemination or printing of copyrighted materials (including articles and software) in violation of copyright laws
- Operating a business or soliciting money
- Gambling or engaging in any other activity in violation of local, state or federal law
- Forgery of messages
- Originating or forwarding "chain letters", i.e. letter sent to several persons with a request that each send copies to several persons with the same or similar request
- Any activity that significantly prevents or inhibits academic work
- Any illegal or potentially illegal use or activity related to computer or personal device use. If in doubt, always ask a teacher or the Technology Department.
- Students are not permitted to direct message, be friends with, or follow any adult member of the PG community on any personal social media networking sites.
- Students are not permitted to establish social media accounts that use the school's name or branding without permission of the Communications Office.

Legal, Practical, and Safe Practices

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

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

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

Porter-Gaud Artificial Intelligence (AI) Policy

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

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

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

When a teacher permits student use of AI tools, students should cite their use of AI. If you are in doubt about whether or not you are permitted to use AI on an assignment, check with your instructor. By default, you should assume that you are not permitted to use AI unless given explicit permission by your teacher. Use Google Docs on written assignments.

Porter-Gaud's AI Philosophy Statement

Porter-Gaud School's approach to AI in education is guided by a commitment to fostering ethical, discerning thinkers and to promoting student agency. We will collaborate strategically within the Porter-Gaud community to integrate AI in accordance with our mission statement.

Responsible Use Policy: AI Tools & Systems

- AI Output Review: Always review and critically assess outputs from AI tools before submission or dissemination. Faculty, staff and students should never rely solely on AI-generated content without review.
- Bias and Misinformation: Be aware that AI-generated content may possess biases or inaccuracies. Always verify AI-produced results using trusted sources before considering them in academic work.
- Safety & Respect: Users must not use AI tools to create or propagate harmful, misleading, or inappropriate content.
- Transparency: Any use of AI to aid assignments, projects, or research must be declared.
- Usage: AI tools will be used for educational purposes only. Misuse or malicious use of AI technologies will lead to disciplinary action.

Privacy Policy: AI & Data Collection

- Data Collection: Parents, guardians, and students will be informed of specific data collection initiatives, and where applicable, consent will be sought. All AI-driven data collection will adhere to local data protection regulations and best practices.
- Third-Party AI Tools: The school's approved list of AI tools should always be consulted. Unauthorized AI tools might not adhere to our data privacy standards. If your teacher includes the use of AI in an assignment, only use school approved AI programs. For the most updated list, reach out to your teacher or to the Technology Department.
- Personal Information: Staff and students should never input personal, sensitive, or confidential data into any AI system without prior authorization, including any data related to student education records.

Academic Integrity Policy: AI Assistance

- Assessments: AI tools may be used as a tutor or studying assistant to prepare for assessments, such as exams or quizzes, but not in the context of completing exams or quizzes unless explicitly stated.
- Assignments: Teachers are responsible for clarifying appropriate or prohibited uses of AI tools. Teachers might allow the limited use of generative AI on entire assignments or parts of assignments.
- Bias & Critical Thinking: Teachers and students alike should critically evaluate AI-generated content for potential biases or inaccuracies and understand the limitations of AI and the importance of cross-referencing with trusted sources.

- Citations: Any AI-generated content used in assignments must be appropriately cited; its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
 - [MLA Style - Generative AI](#)
 - [APA Style - ChatGPT](#)
 - [Chicago Style - Generative AI](#)
- Plagiarism: AI tools may be used for brainstorming or preliminary research with guidance from teachers and librarians, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.
- For a quick guide, teachers and students can access the [AI Usage Chart](#).

Porter-Gaud Challenged Materials Procedure

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

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

Conduct Guidelines & Expectations

General Behavioral Expectations and Personal Responsibilities

Porter-Gaud has a high standard for student behavior. A Porter-Gaud student is courteous and polite and treats others with dignity and respect. All rules apply at all times when the student is on campus and/or otherwise representing the school. While each student's actions in daily life reflect in some measure on the School, Porter-Gaud cannot be responsible for the consequences of behavior off campus related to social and non-school activities. To the extent, however, non-school related and/or social activity of a student impacts negatively on Porter-Gaud School, the School reserves the right to take such steps as it deems appropriate up to and including the power to dismiss or remove from enrollment, at any time.

Redemption Program

Rooted in Porter-Gaud's mission and Episcopal identity, which calls individuals and institutions to be incarnate instruments of God's unconditional love and grace, we affirm the inherent worth and dignity of each person, even in moments of failure or misjudgment. We believe that when students violate community norms, they must be held accountable in ways that foster responsibility, self-reflection, and growth. Such misconduct includes but is not limited to identity-based mistreatment, bullying, and infringing upon the school honor code.

While our school maintains strong support systems for those who have been impacted (with the help of counselors, chaplains, advisors, administrators, and the school-family partnership), we also recognize the need for structured, compassionate pathways for students who have engaged in actions that negatively affected others to rebuild trust and reintegrate meaningfully into the community. Our Redemption Program provides one such pathway. It is not a replacement for disciplinary consequences as outlined in other policies in this handbook, but a complementary, redemptive process that affirms our belief in the possibility of growth and transformation.

A student who has engaged in an action affecting themselves or another member of the Porter-Gaud community may be required by the Division Head to participate in the Redemption Program. This process is designed to support their journey toward accountability, restoration, and re-entry.

The Redemption Program includes:

- Three to six sessions with a representative of the Community Engagement & Wellness and/or Chaplain's Office.
- A process of listening, reflection, and learning about the situation and its impact.
- The development of a personal restoration and re-entry plan, which may include further education, spiritual reflection, or other restorative actions.
- A culminating session, during which the student shares their growth and commitment with selected witnesses in the community.
- In the event that the program is not successfully completed, the case is referred back to the Division Head for further consideration.

This final session includes the Division Head, a representative of the Community Engagement & Wellness and/or Chaplain Office, and any additional individuals the student wishes to invite, such as a school counselor, dean, Head of School, advisor, or family members. This experience reinforces that redemption is not just about completing tasks, but about embodying growth and honoring the responsibility we each carry for the well-being of others.

Through this program, we uphold our commitment to honor human dignity and foster a school culture rooted in belonging, purpose, and unconditional love.

Code of Conduct - Guidelines for Protecting Our Students

Our Code of Conduct outlines appropriate standards of behavior for all adults towards our students. The Code strives to protect students, reduce opportunities for abuse or harm to occur, and promote student safety and welfare in the Porter-Gaud School environment. The following expectations of behaviors and boundaries are for all adults interacting with students within our

School community. This includes all full-time and part-time employees, volunteer coaches, substitute teachers, dining personnel, student athletic trainers, tutors, bus drivers, chaperones for overnight field trips, after-school or summer camp program staff, parent/guardian volunteers, and any others who may be in close contact with our students at the School's behest. If an adult breaches the Code of Conduct, Porter-Gaud may take disciplinary action, up to and including dismissal, as well as initiate a criminal investigation with the City of Charleston police department or the appropriate law enforcement agency.

Appropriate Interactions

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

Inappropriate Interactions

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

Prohibited Interactions

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

Equal Opportunity Statement

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

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

Student Name Usage Policy

Legal Name Changes

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

Preferred Names

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

Communicating With Students and Teachers

During School Hours

Students and teachers cannot normally be contacted directly by phone during the school day. If an urgent message cannot await until a student returns home, a phone message may be left at the office. Administration and faculty may also be reached by email. Email addresses are listed in the School Directory. Faculty and administrators will make every effort to respond to parent communications within a 24-hour timeframe.

After School Hours

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

Additional Considerations

Texting

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

Social Media

Students are not permitted to directly message, be friends with, or follow any adult member of the PG community on any personal social media networking sites. Students are not permitted to establish social media accounts that use the school's name or branding without permission of the Communications Office.

- Students are not permitted to direct message, be friends with, or follow any adult member of the PG community on any personal social media networking sites.
- Students are not permitted to establish social media accounts that use the school's name or branding without permission of the Communications Office.
- Students are not permitted to access social media and/or social networking sites while in class, Chapel, assemblies, meetings, or presentations unless directly related to an academic assignment.

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

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

Guests on Campus/Student Visitors

State law prohibits students who are not enrolled in the school from being on the campus of any school during the class day without expressed permission. Arrangements are made through the Admission Office for any students who visit with the intention of application. A guest may accompany a parent on campus for assemblies or to attend a school program to which parents are invited. All parents and their guests must check in at the divisional office before entering campus, where they will

receive a visitor's badge to wear while on campus. All guests must be accompanied by their host parents at all times while on campus.

Porter-Gaud Community Sportsmanship Guidelines

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

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

Be Courteous to All

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

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

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

Win with Dignity, Lose with Character

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

Exercise Self-Control

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

Permit Only Positive Sportsmanship

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

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

Spectator Conduct at Athletic Events

Porter-Gaud participates in the South Carolina Independent School Athletic Association and, as spectators, all students, parents/guardians, faculty, staff, and guests are expected to respect and follow the following code of conduct.

Section I

Athletes, coaches, and fans shall at all times conduct themselves in a reasonable and sportsmanlike manner, reflecting full and true credit to the school they represent.

Section II

An athlete, coach, or fan will be in violation of Section I upon any one or more of the following:

- By making any degrading remark about any official, coach, or athlete during or after a game, either on or off the field/floor of play.
- By arguing with an official(s) or going through motions indicating dislike/disdain for a decision.
- By making any degrading remarks or criticism of any official, coach, athlete, or school to any news media.
- By using any foul, abusive, or profane language at any time.
- By hitting, shoving, or striking any official, coach, athlete, or fan at any time (or attempting to do so).
- By being ejected from any contest
- By using and/or displaying alcoholic beverages, tobacco (including smokeless types), or other controlled substances (strictly prohibited at any SCISAA event).
- By detaining an official following the contest to request a ruling or explanation of actions taken by the official.

Ejection of Players and Coaches

The penalty for a disqualification of a player or coach is:

- First Offense: A Fine up to \$100* and an Official Warning. If the disqualification is for unsportsmanlike conduct, it will also carry a one-game suspension.
- Second Offense: A Fine up to \$200* and suspension until an appearance before the Athletic Committee.
- Third Offense: Termination of Athletic Eligibility/Coaching Privilege. These offenses are cumulative over the student's career. Disqualification of a coach will be considered on a case-by-case basis.

Any student or coach receiving a fine will be responsible for payment of their own fine. The School will not pay fines for either students or coaches.

Student Advocacy and Activism Policy

Porter-Gaud's Vision of a Learner outlines our commitment to guiding our students' development as discerning thinkers, engaged learners, globally oriented citizens, empathetic collaborators, thoughtful communicators, ethical decision-makers, resilient individuals, and flexible problem solvers. In accordance with our school's vision, we recognize students as active participants in society who will serve as leaders in faith, honor, and knowledge in our community and the world. Students may wish to organize events to promote advocacy and activism as different topics/events/conflicts unfold in contemporary society. These activities should align with our school's mission and values, fostering a respectful and supportive environment that

encourages constructive dialogue and positive community impact. Students must also follow the Policy on Student Advocacy and Activism to ensure their efforts are conducted appropriately and effectively within our school community.

Primacy of the Learning Experience

As an educational community, we highly value the learning experience and strongly encourage participation in dialogue across the community. Students can organize community conversations on different topics through the Student-Led, Faculty-Advised groups (MS and US) or the US Lunch and Learn program. If a student or faculty member would like to initiate a Lunch and Learn lecture or discussion, they are encouraged to email pglunchandlearn@portergaud.edu to begin the process.

Postings, Publication Distribution, Polls, and Surveys

Students wishing to display posters or distribute publications in the building must first obtain approval from the appropriate Assistant Division Head or Division Head. All posters must be displayed on school bulletin boards and not taped to walls. Unauthorized posters will be removed.

- It is the responsibility of the students who post approved notices to remove them within a week subsequent to the event advertised.
- Literature or publications not approved by the School Administration may not be publicly distributed on campus.
- Approval from the Assistant Division Head or Division Head is also required to conduct polls and surveys. Unless approval for polls and surveys has been obtained, students cannot use school communication channels (emails, grade-level mailing lists, school social media accounts, etc.) to disseminate the information.

Demonstrations and Protests

When students desire to raise awareness about issues or demonstrate support for a particular cause, they must follow the School Guidelines for constructive and respectful expression, as follows:

- Students must file a written request with the Assistant Division Head or Division Head at least two weeks before the event. The Assistant Division Head and Division Head will meet with select faculty/staff members in an ad-hoc committee (including, but not limited to, grade-level deans, counselors, head of community engagement and wellness, advisor(s), head chaplain, and Head of School) to consider each request.
- The Ad-Hoc committee will consider the following categories to determine the approval of the event:
 - Demonstrations and protests must respect the school's Episcopal Identity, 501(c)(3) Non-Profit Status, and Community Agreements.
 - Demonstrations must be mission-aligned.
 - Demonstrations may not discredit or embarrass the school or community members.
 - Demonstrations must be peaceful, non-obstructive, and respectful of the rights of others.
 - Demonstrations may not disrupt the school's operation or its ability to deliver its educational services.
 - Other relevant factors, as determined by the committee
- After the Ad-Hoc has reached a decision, the students who filled out the request will receive an official response in a timely manner.
- Approved demonstrations and protests must follow the following guidelines:

- Respect the place assigned by the Division Head. Demonstrations are restricted to Middle and Upper School areas to ensure that younger students are not exposed to potentially controversial topics.
- Students may not miss a class or other school-related obligation to participate in a demonstration.
- Students must follow the Statement of Productive Dialogue Across the Community to engage in discussion during the event.

Failure of Compliance

Students demonstrating without prior permission violate the code of conduct and will be required to stop. Failure to comply will result in further disciplinary action. This policy also applies to off-campus events when students identify as members of the Porter-Gaud community (e.g., wearing Porter-Gaud logos or the school uniform.)

Participation in Outside Protests or Public Actions

Participation in outside protests or public actions off-campus during school hours requires parental or guardian approval for absence from school and must follow the attendance policy. Parents and guardians are directly responsible for their child's safety, as these activities are not considered school-sponsored. Students who participate in such activities are responsible for making up assignments independently, and teachers are not expected to reteach missed lessons. We strongly encourage participation in community conversations that the school organizes instead of missing important school time.

Advocacy Symbolism

At Porter-Gaud, we value civic engagement as it aligns with our mission of cultivating lives of purpose, learning, and service. However, the symbolism of many forms of advocacy and activism can disrupt the educational environment. As such, the following guidelines apply to their display:

- **Prohibited Display on School Property:** Advocacy and activism symbols are not allowed on school property, including classrooms, bulletin boards, laptops, lockers, etc.
- **Display on Personal Items:** Advocacy and activism symbols, including buttons, stickers, pins, signs, logos, pictures, and clothing, whether in electronic or tangible form, are permitted if they follow the school's dress code policy and the symbols fall under the categories listed below:
- **Permissible Advocacy:** Students are allowed to display symbols on personal items (e.g., clothing, bags, water bottles) that advocate for social justice, environmental causes, and other general issues, such as illness awareness or prevention campaigns. Symbols must be displayed in a manner that respects the school's inclusive environment and does not promote hate speech, violence, or discrimination.
- **Political Advocacy:** Symbols supporting or opposing specific political candidates or parties are only allowed on personal items.
- **Honoring Dignity and Inclusion:** All symbols must align with the school's Episcopal Identity and the Office of Community Engagement and Wellness guidelines. Symbols or messages that are likely to be perceived as offensive, inflammatory, or exclusionary are prohibited. At its discretion, the school administration reserves the right to ask individuals to remove or cover symbols that violate this policy.

Conflict Resolution

In cases where symbols on personal items lead to conflicts or complaints, the school administration will mediate to ensure a respectful resolution. The division leadership will collaborate with the Office of Community Engagement & Wellness and the Dean of Wellness to find a restorative solution. The focus will be on education, understanding, and maintaining a positive school climate.

Processing Events

We strive to support our students during major international, national, or local events, working together to process these events that often come with emotionally charged reactions. We support our students through various means, including encouraging healthy dialogue, providing opportunities for processing emotions, organizing community conversations, and offering counseling services. When these opportunities are created, the school administration will communicate with families, faculty and staff, and students.

Identity-Based Incidents Policy and Protocol

An identity-based incident (IBI) is any intentional or unintentional hostile act or behavior directed toward an individual or group based on any aspect of the individual’s or group’s identity within the Porter-Gaud community or within a space that affects the members of the community (e.g., comments or pictures in online platforms). Identity-based incidents may take the form of, but are not limited to:

- Confrontation, physical or verbal
- Bullying
- Text messages / Phone calls harassment / written messages on paper
- Unwelcome Harassment
- Written or verbal racial/ethnic/religious/cultural slurs or threats
- Inappropriate jokes
- Crude gestures
- Graffiti and signs
- Defacing public property
- Harmful physical or digital communications

Note: Expressing an idea or point of view that can be considered offensive is not necessarily an identity-based incident if the dignity of human beings is recognized and the opinion is presented with respect and civil discourse. A member of the Office of Community Engagement & Wellness will support the students/teachers/staff in trying to understand the situation to determine the action steps.

Reporting and Protocol

Any Porter-Gaud student, faculty, and staff can complete and submit an online IBI Report. The IBI report is not anonymous since it seeks to transform the experience of those involved in the situations reported. Confidentiality will be maintained to the extent allowed under law and school policies. If a student initially reports in person, a trusted faculty and staff member (e.g., teachers, Division Head, Assistant Division Head, Dean, Counselor, Dean of Wellness, CEW Head, Chaplain) will assist the student in completing the online form. If a faculty or staff member reports in person or via email, they will also be prompted to complete the online form. Reporters are expected to provide honest and complete information in good faith and engage in the Protocol

once a report is made. Failure to participate in an interview may result in a determination or resolution made without that information.

In a timely manner, the Division Head will convene a student support committee tailored to each situation, including but not limited to the Division Counselor, Chaplain, Advisor, Grade-level dean, member of the CEW office, Dean of Wellness, Head of School, etc. Both the person who completed the form and the person(s) accused of engaging in an identity-based incident will be contacted to meet with the division head and members of the convened committee.

The student support committee will determine whether an identity-based incident occurred based on a preponderance of the evidence and will notify the reporter and the accused. Porter-Gaud will utilize this Protocol to recommend preventative learning opportunities, redemptive learning opportunities, or other support. Failure to participate or cooperate in the restorative process may lead to other consequences, including disciplinary action.

Confidentiality

The school administration will make every effort to treat IBI reports they receive on individuals as confidentially as possible and to prevent disclosure of the names of the parties involved, except to the extent necessary to conduct an investigation, convene a support committee, or be required by law or other school policies. IBI reports do not constitute an official record or a disciplinary procedure nor override the school code of conduct policies. The school will keep the IBI reports as internal files to compare reported behavior with past or future reports and determine if a pattern of behavior needs to be addressed. Reports that lead to a disciplinary procedure will be addressed according to that policy (e.g., Harassment and abuse policy, bullying policy).

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

This is only a summary. Please refer to and carefully review Porter-Gaud School's Identity-Based Incident (IBI) report Protocol, [Appendix F](#), for a more detailed policy statement; in case of conflict, the Appendix is the School's policy.

Harassment & Abuse Policy

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

All forms of sexual harassment and other prohibited forms of harassment and abuse in or affecting the School environment to the extent that it acts to unreasonable interfere with academic/school related performance or create a hostile or harassing environment will constitute gross misconduct and will result in disciplinary action.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bullying Policy and Protocol

Definition of Bullying

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

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

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

Definition of Retaliation

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

Why Do Some Children Bully?

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

Types of Bullying

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

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

Why Is Bullying Harmful?

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

Prevention

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

Reports

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

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

Responding to a Report

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

1. **Notification to Parents:** The family of any student who is a potential target and the family of any student who may have been accused of engaging in bullying behavior will be contacted promptly after a complaint has been made.

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

Porter-Gaud Cyberbullying Policy

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

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

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

In situations in which the cyberbullying originated from a non-school computer or device, on campus or off campus, and brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of the school. Porter-Gaud cannot assume responsibility for how students choose to engage and participate on private social media accounts nor does it wish to, for that responsibility belongs to the students and to their parents/guardians. However, if, in the School's judgment, improper behavior by a student in social media activities is damaging to the welfare of Porter-Gaud students, or the reputation of the School, Porter-Gaud may take appropriate disciplinary action with sole discretion.

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

Hate Speech

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

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

Violent Behaviors/Threats

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

Any student who displays a tendency to engage in these prohibited behaviors or who otherwise engages in behavior that Porter-Gaud, in its sole discretion, deems offensive or inappropriate may be referred to the School Counselor for counseling or appropriate referral. The availability of such referral/counseling does not prevent Porter-Gaud School from taking appropriate corrective/disciplinary action (up to and including expulsion) for violation of School policy. The School expects all members of the School community to warn or advise a teacher/supervisor, the Assistant Head of Division the Division Head or the Head of School of any suspicious activity or problematic incident they observe or are aware of involving students, guests, third parties, other faculty/staff members, and/or former faculty/staff/students. Should a faculty or staff member receive such a report from students or others, that person is expected to communicate this information to the Head of School or the Head of the Upper School immediately for further investigation. Reports are treated as confidentially as practicable in keeping with a thorough investigation. The School does not condone any form of retaliation against anyone who reports under this Policy.

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

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

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

Alcohol, Tobacco, and Other Drug Policy

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

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

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

Students are prohibited from being on campus or at any school event or function if under the influence of any intoxicants, alcohol, or illegal drugs. Students are not to assist any other student or individual in purchasing, selling, or possessing intoxicants or illegal drugs on campus or at an off-campus school event or function. The School expects its students to fully

cooperate with the School's administration in any investigation of the purchase, sale, possession, or use of intoxicants or illegal drugs on the school campus or in connection with any off-campus school event or function. The school may administer a breathalyzer test to assist in determining alcohol consumption at school-sponsored events.

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

The purchase, sale, possession or use of certain substances which are "legal" under the laws of South Carolina when possessed or used by an adult (e.g., alcoholic beverages, nicotine, e-cigarettes, prescription narcotics) or when used consistent with their intended commercial retail purpose (e.g., inhalants, synthetics, solvents, glues) are viewed by the school as inappropriate for use as intoxicants by students and are considered violations of this policy. The sale, purchase, possession, or use of such "legal" substances in violation of this policy shall result in an immediate indefinite suspension of the offending student from the school. Provided that the student cooperates in the school investigation of the violation, the student shall be suspended from school for a period of time determined by the Head of School's Committee of Review recommendation to the Head of School and subject to the student completing psychological counseling and/or a substance abuse program prior to being allowed to return for regular school attendance.

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

Off-Campus

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

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

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

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

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

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

School Response

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

Additionally, the following courses of action may be taken:

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

Any student, who violates the Porter-Gaud Alcohol, Tobacco, and other Drug Policy, if allowed to return, must have, as a condition of return to school, an assessment by a professional selected by the School to determine the student's readiness to return to

Porter-Gaud. The sole and exclusive decision as to the return of the student is at the discretion of the Head of School. If a drug/alcohol problem is determined, the School will require, as a condition of return, that the student participate in the treatment program as determined by the assessing professional. A second violation or a violation of conditions of the first offense will be addressed accordingly up to and including immediate dismissal.

Porter-Gaud reserves the right to test any student for intoxicants, drugs, or alcohol when a student is suspected of being under the influence while attending a school or school-related event or when a student is placed on academic or disciplinary probation and such screenings or testing are conditions of the probation. Any student in possession of an electronic cigarette or vaporizer or any student who chooses to remain in the company of another person who is using such a device, may be tested. In these instances, the student will be required to undergo appropriate drug testing either on campus or at a certified testing facility approved by the School. The method of testing will be determined by the School. The cost of the initial screening will be covered by the School.

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

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

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

Responsibilities of Parents, Guardians, and Affiliated Individuals

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

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

understand and agree that the School has the right to place restrictions on the Parents' or Affiliated Individuals' involvement with or activity at the School, on School property, or at School-related events, if the School determines, in its sole and exclusive discretion, that such a restriction is warranted.

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

Searches

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

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

Consistent with law, any person entering the premises of any school in this state is deemed to have consented to a reasonable search of their person and effects. Therefore, school administrators or their designees may conduct reasonable searches of the person and property of visitors on School premises.

S.C. Code §§59-63-1110, 1120, 1130.

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

Student Services

Lyceum/Tutoring

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

- **Seek extra help from the teacher.** While this may seem an obvious first step, it is too often overlooked. Teachers are available for extra help during the school day and shortly before or after. Not only does a one-to-one session provide valuable information for the student about material in the class, but it also allows the teacher to understand the problem that the student is having and to gain a sense of how s/he is processing information. We know that a strong relationship established between the student and teacher encourages effective learning.

- **Seek extra help from peers.** Forming a study group or study relationship with a peer is a great way of helping to reprocess the information. Because a peer is in a similar place on the learning curve, s/he may be able to present the material with just the right twist necessary to make the "light bulb shine." Peer tutors are available for academic help as well. Students should contact the Learning Specialist or the Dean for help in setting up peer tutoring.

The Lyceum learning center is available to all students for tutoring. Lower School students may schedule appointments before school on Wednesdays from 7:30-8:30 a.m. or after school. Middle and Upper School students may schedule appointments before school on mornings with a 9 or 9:15 a.m. start, during study halls, free periods, or after school. The Lyceum offers subject tutoring, SAT/ACT Prep, and executive functioning skills support. All services are fee-based. Arrangements for Lyceum tutoring can be made by emailing Meghan Robinson, Director of Lyceum, lyceum@portergaud.edu.

As of February 2026, all new referrals for related services, including occupational and speech therapy, must occur off-campus and during non-school hours.

At times, students may need additional help, and parents may wish to schedule the services of a tutor outside of the Lyceum. If so, we encourage parents to ask about:

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

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

Learning Services Program

Porter-Gaud School offers a Learning Services Program to support students with diagnosed learning differences to achieve success at Porter-Gaud. The Learning Services program exists to ensure that students can access the curriculum, develop confidence as learners, and grow toward increasing independence. Guided by Porter-Gaud's Vision of a Learner, we provide individualized, data-informed support that promotes resilience, self-awareness, skill development, and academic success. Through collaboration among students, families, and educators, we foster empathy, reflection, and effective self-advocacy while maintaining high academic expectations. We believe accommodations provide access, not advantage, and that learning support should prioritize intervention, growth, and long-term independence over dependency.

Core Beliefs

- Every student learns differently.
- Early support and collaboration matter.
- Strong partnerships between school and families are essential.
- Accommodations provide access, not advantage.

- Students should gradually develop self-awareness and independence.
- Support decisions should be individualized and data-informed.
- Learning support should strengthen student confidence and skill development.
- While accommodations change how a student learns, modifications change what a student is expected to learn. Porter-Gaud does not allow for modifications of the curriculum, including assessments and assignments.

Learning Specialists

The Learning Specialist coordinates accommodations plans, applies for accommodations on standardized tests, and offers academic coaching during study hall/free periods.

Learning Plan Process

In order to receive Learning Services, the following process must be followed:

- Concerns regarding academic, behavioral, executive functioning, or social-emotional development may originate from:
 - Classroom teachers or school administrators
 - Families - Parents and/or students
- A full psychoeducational evaluation is completed and submitted to the appropriate divisional Learning Specialist. (This is required for a student to receive any accommodations.)
 - At a minimum the evaluation must include background/developmental history, academic history, current cognitive functioning and current academic achievement in areas of Reading, Writing and Math.
 - In addition, socio-emotional functioning must be included if social-emotional factors are suspected of interfering with academic performance.
 - Students are considered for eligibility in the program following a formal psycho-educational evaluation and diagnosis based on DSM-V criteria. Porter-Gaud School requires that this process be completed with a neurologist or a certified school psychologist.
 - Recency: Evaluations for learning differences (e.g., Dyslexia, ADHD) must be current within three years for lower and middle school. For upper school, evaluations for learning differences must be current within five years.
- A Learning Plan is drafted by the divisional Learning Specialist, outlining strengths, challenges, and specific instructional, classroom, and testing accommodations. This plan may not fundamentally alter the nature of the academic curriculum.
- Families entering the Learning Services program for the first time are invited to meet with the Learning Specialist to review the Learning Plan.
- Teachers are notified when they teach a new learning services student. Annually at the start of the year, teachers receive notification and access to each student's learning plan.
- Parents who wish to have teachers complete questionnaires for education evaluations, etc. are to go through the Learning Specialist who knows the school policy regarding completion of forms. Teachers are always willing to cooperate but accept forms only from the Learning Specialist. All completed forms are mailed to the professional making the request.

Gradual Increase of Student Responsibility Model

To foster independence, Learning Services support shifts as students age:

- **Lower School (Grades 1-4): Support is teacher-led.** Teachers manage the implementation of strategies and accommodations, and students are not expected to self-advocate yet.
- **Middle School (Grades 5-8): Shared responsibility.** With teacher support and guidance, students begin practicing self-advocacy through requesting and accessing testing accommodations independently.
- **Upper School (Grades 9-12): Student-led ownership.** Students must [proactively communicate with teachers](#) (at least 24 hours in advance) to use their accommodations.

Key Accommodations, Scope of Learning Services, and Policies

We provide accommodations that are reasonable, align with our educational philosophy, and fit within our available resources. Ultimately, the school determines which accommodations can be successfully implemented based on our program layout and current staff availability.

Division	Accommodation Offered
All	50% Extended Time on Tests
All	Preferential Seating
All	Use of computer or iPad for extended writing assignments or test responses
All	Speech to text for extended writing assignments
Division	Accommodation Offered
LS, MS	Use of audiobooks for extended reading requirements
MS, US	No Scantrons required for testing - students are able to mark answers directly on the test
US Only	Use of four-function calculator

Division	Accommodation Contingent Upon Staffing and Space Availability
LS, MS Only	Small Group Testing - Many Porter-Gaud classrooms qualify as small group environments. In Lower and Middle School, this accommodation is contingent upon staff schedule and space availability. As this accommodation is not supported in Upper School, 8th grade students will begin transitioning away from this accommodation during the second semester.

Accommodations Not Supported

Psychoeducational evaluations may contain accommodations that the school is **unable to support**. See some examples below:

Division	Accommodations Not Offered
All	Unlimited time and 100% time on tests
All	One-to-one proctored testing
All	Reading a test in full is not a supported accommodation; however, teachers or learning specialists may read aloud individual words or phrases as requested by the student.
Division	Accommodations Not Offered
All	Writing a student's responses for an assessment (scribing)
All	Breaking tests into smaller chunks across multiple days
All	Testing outside of school hours or off-site
LS and MS	Calculator use unless explicitly allowed by the teacher
All	Allowing access to study notes or formula sheets for testing unless specifically allowed for all students by teacher
All	Allowing students to correct careless errors (after the test) for credit unless explicitly allowed by teacher
All	Preferential scheduling (of classes or assessments)
All	Personal technology accommodations
All	Accommodations not cited in documentation

Learning Services Policies

Temporary Accommodations:

- Temporary or provisional accommodations are short-term academic supports provided while a student undergoes a formal evaluation for a suspected learning disability.
- Students who are currently under evaluation can be granted temporary accommodations. Families must supply evidence of an appointment prior to the Learning Specialist authorizing this.
- Temporary Accommodations expire upon completion of the full psychoeducational evaluation or at the end of the school year, whichever occurs first.

Upper School Standardized Testing (SAT, ACT, AP):

- Eligibility: Receiving school-based accommodations **does not guarantee** approval from the College Board or ACT. Students must typically use their accommodations in school for at least six months before a request is submitted to these agencies.

Related Services for Lower School Students:

If a Lower School student requires tutoring beyond classroom instruction, this tutoring must take place outside of school hours (7:50 a.m. – 2:50 p.m. on Mondays, Tuesdays, Thursdays, and Fridays; and 8:30 a.m. – 2:50 p.m. on Wednesdays). Any tutoring provided on campus must be coordinated through Meghan Robinson, Director of the Porter-Gaud Lyceum.

All referrals for related services, including occupational therapy and speech therapy, must occur off-campus and during non-school hours.

Note that the policies and procedures of the Learning Services program are reviewed regularly, and the school reserves the right to change policies and procedures to meet the needs of our students in alignment with our mission.

School Counselors

Porter-Gaud maintains school counselors on staff in each division who are available for students during the school day on a drop-in basis or by appointment in several different situations (e.g. one-on-one, student groups, ongoing support around specific concerns). Students can access a counselor through self-referral, faculty/staff referral, a parent/guardian referral, or a peer referral for either of the following including but not limited to disciplinary offenses and academic challenges.

When a student is referred to the school counselor, professional guidelines of confidentiality, as determined by the school, are observed. A student's involvement with the school counselor does not become a part of their academic record. Pertinent information regarding the student and their need for counseling while at school will be shared with the school's divisional administration.

School counselors collaborate with the administration, faculty, families and other needed consultants to develop school-based programs to support the social and emotional well-being of students within the context of the school community. Additionally, school counselors may take on responsibilities in each division that reflect the knowledge of a behavioral health professional (e.g. clubs, groups).

Chaplaincy

Each division of Porter-Gaud School has a chaplain who is available to all students for pastoral care. Depending upon the needs of each student, this care may include conversation, support, prayer, spiritual guidance, and/or discipleship. Students can meet with the chaplains simply by stopping by their offices or by scheduling an appointment. Meetings with the chaplains abide by the confidentiality policies established by the school as well as each chaplain's ecclesial authority.

Chaplains partner with administration, faculty, families, and local ministries to seek the well being of each member of our school community. In addition to the provision of pastoral care, our chaplains lead weekly divisional chapel services and offer regular gatherings for Eucharist, prayer, and Christian formation.

Health Services

School Nurse

School nurses are highly trained healthcare professionals who provide a range of services to promote and protect the health of students, faculty, and staff. The school nurses provide direct care to students. Care includes but is not limited to care for injuries, acute illness, management of chronic conditions, medication administration, and urgent health situations that arise during the school day. Responsibilities also include assessment and treatment within the scope of professional nursing practice, communication with parents, referral to healthcare providers and confidential communication and documentation of student health information. The school nurses provide for the physical and emotional safety of the school community by monitoring immunizations, ensuring appropriate exclusion for communicable and infectious illnesses, and reporting communicable diseases as required by law (SC Department of Public Health) to ensure that the school community remains safe and healthy. The school nurse's responsibilities also include managing student health records, advocating for the health and safety needs of students, faculty and staff, and collaborating with faculty and staff relating to health education among different curriculums. When applicable, the school nurses train faculty and staff on healthcare issues and provide advice on school health policy. The school nurse plays a crucial role in maintaining a healthy school environment, ensuring that students are ready to learn and participate fully in school activities.

Athletic Trainer

Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education, training and the state's statutes, rules and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions.

The primary focus of the Sports Medicine Center is the medical and anatomical restoration of the patient. Factors affecting this may include but are not limited to physical, physiological, anatomical and environmental. Collaboratively with other medical providers off campus as well as the wellness department, school nurses, and administration, the sports medicine care has a comprehensive approach to treating students, athletes, faculty and staff. We are not affiliated with a specific hospital system and therefore refer to speciality providers based on parent/guardian preference and best possible care for the patient.

For liability reasons, we work with those who are injured while participating in a Porter-Gaud/South Carolina Independent School sponsored event. Students, faculty and staff who sustain an injury outside of Porter-Gaud must be seen by a medical provider on their own. Anyone who is referred to a medical specialty provider or chooses to see a provider on their own, must provide a medical note for the school absence and athletic/physical education participation.

The Porter-Gaud Food Allergy Guidelines

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

accommodations, allow for personal student advocacy, provide safe, nutritional support to all students, and establish a supportive and compassionate community.

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

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

The Porter-Gaud School Administration Responsibilities

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

Lower School Responsibilities

- Prohibit bake sales and outside food sales as a source of fundraising.
- Encourage items from approved snack lists during school hours. This includes food items for snacks during morning snack time.
- No food can be brought in by parents for birthday celebrations. Each homeroom class has special ways of recognizing students on their birthday.
- All food brought into the classroom for class, grade level, and holiday parties will be coordinated by homeroom teachers and room parents. All food provided by faculty should come from the approved snack list, the Dining Hall, or be approved by Division Heads.

Middle School Responsibilities

- Prohibit bake sales and outside food sales as a source of fundraising.
- Encourage fruit, approved snack list items, and food prepared by the dining hall during school hours. This includes food items for snacks during Community, exams, ERBs, or advisory meetings.
- No outside food for birthday and holiday parties. Encourage non-food items to celebrate special days or program events, so all students may participate.

- On certain occasions, faculty may provide snacks to students during class or advisory. All food provided by faculty should come from the approved snack list, the Dining Hall, or be approved by division heads.

Upper School Responsibilities

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

Faculty & Staff Responsibilities

- Be aware of which students in their care are known to be at risk of allergic reactions.
- Know the signs and symptoms of an allergic reaction as provided in the student's individual health plan.
- Treat allergy information confidentially unless necessary to share for the safety of the student
- Be aware of and implement the emergency plan, in accordance with the student's individual health plan if a reaction is suspected.
- Promptly contact and inform the school nurses of any allergy-related incident, but do not delay intervention in an emergency when attempting to contact a nurse.
- Provide substitute teachers with relevant, specific allergy information pertinent to individual student allergies.
- Reduce the likelihood of accidental allergen ingestion by exercising due diligence in monitoring food policies, including no sharing of food.
- Reinforce safe health measures such as hand washing before eating, washing desk/table surfaces before and after eating.
- Use approved lists for class parties and events. On certain occasions, faculty may provide snacks to students during class or advisory. All food provided by faculty should come from the approved snack list, the Dining Hall, or be approved by Division Heads.

Parent/Guardian Responsibilities

- During school hours, please encourage and provide snacks only from the approved snack lists to ensure the safety of all students.
- After school hours, including during on-campus activities and Porter-Gaud events, prioritize items from the approved snack lists.

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

Student's Responsibilities (As Developmentally Appropriate)

- During school hours, only bring snacks from the approved snack lists.
- After school hours, including during on-campus activities and Porter-Gaud events, prioritize items from the approved snack lists.
- If any allergen-containing foods (e.g., peanuts, tree nuts, etc.) will be made available, clearly communicate this to all students and supervising staff to promote awareness and reduce risk.
- Should not trade or share food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if she or he eats something that may have exposed him or her to an allergen.
- Wash hands before and after ingesting food.

- Upper and Middle School students are required to have access to their prescribed emergency medication on campus at all times. If emergency medication is needed and/or administered, please notify the school nurses or an athletic trainer (during a sporting event) immediately.

Communication Guidelines

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

Education Guidelines

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

Taher Dining Responsibilities

- Porter-Gaud School will operate an "Allergy Aware" food service program. As an "Allergy Aware" program in the Lower, Middle, and Upper schools, menus clearly identify potential allergens.
- Upon request, the dining service team will provide ingredient information for items served at the Porter-Gaud School. If the exact ingredients of an item cannot be determined, students with food allergies will be discouraged from consuming that item.
- Ingredient information regarding allergens will be provided in the dining hall. We cannot, however, guarantee the labeling accuracy of allergens not covered by current food allergen labeling laws on the packaged products that we utilize.

- In the Upper & Middle School setting, the dining service team will assist students with food allergies in their efforts to refrain from consuming allergens of concern by providing ingredient information as requested to the extent reasonably feasible. However, the responsibility for selecting safe foods must remain with the student and their parents/guardians.
- Dining service employees will have knowledge of which food products contain allergens. All food ingredients, including labels of all food ingredients, will be reviewed prior to menu preparation.
- The dining service team is required to undergo education regarding allergens and cross contamination per policy.

School Nurse Responsibilities

- Review the health records and action plans submitted by parents and physicians, before the beginning of school.
- Maintain and manage storage and use of emergency medication, including stock epinephrine which will be available throughout the school, for use in any case of life threatening allergic reactions.
- Be available to meet with all families of students with food allergies to discuss the student's specific allergy profile.
- Be knowledgeable about and follow applicable federal laws pertaining to food allergies.
- Respond to any allergy related emergencies including:
 - Know how to identify and respond to reactions that are mild, moderate, and severe
 - Give epinephrine or other emergency medications per allergy action plan when indicated
 - Call 911 after the administration of epinephrine.
- Provide Faculty & Staff Instruction on allergies annually, during faculty/staff orientation/work days, faculty/staff meetings or division or department meetings.
- Collaborate with faculty/staff to ensure emergency action plans and medications accompany all students while on school-sponsored trips.
- Encourage students who require emergency medications as part of their individual health plan to carry the medication in their backpack or on their person at all times including field trips, athletic events, and overnight trips.
- Coordinate with staff responsible for overnight trips and ensure the student's emergency action plan is available and accessible to responsible faculty. Stocked epinephrine auto-injector(s) will be provided as deemed appropriate for each trip.

Student Brought Snacks

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

Please see the Approved Snack List on the Porter-Gaud website at <https://www.portergaud.edu/important-downloads>.

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

Specifically Excluded Snack Foods

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

Health Care School Exclusion Criteria

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

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

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

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

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

Medication Administration Policy

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

General Policy

- All medications must be delivered to the School Nurse or school employee by the student's parent, legal guardian or a previously designated adult.
- All medications will be logged and housed in the School Nurse office unless authorization to self-administer is given.

- Students may not carry medications on school grounds to self-administer and self-monitor without permission by a licensed physician, parental permission and school permission. There should be an [Individualized Emergency Health Care Plan](#) on file with the school for all students who self-administer medications that help guard against a life-threatening condition.
- Examples of medications that are approved for self-administration are asthma inhalers, insulin for diabetic students and Epi-Pens for severe allergic reactions. Other medications or treatments may be approved on an as needed basis.

Emergency Medications

- The use and need of emergency medications (i.e., inhalers, Epi-Pens, diabetic drugs) must be documented and on file with the school and noted on the student's online medical forms.
- If the student is an athlete at the school this must also be documented on the [Pre-Participation History and Health Assessment Form](#) prior to any school-sponsored athletic participation.
- A student must have a completed [Prescription Medication Physician's Order](#) and [Individualized Emergency Health Care Plan](#) on file with the school in order to be cleared for "self- medicating" and have the ability to carry medications in his or her personal/athletic bag prior to each school year.
- Emergency Medications at Sporting Events: Due to the fact that athletic events occur at different venues and not always on the Porter-Gaud School campus, the student-athlete is required to have a second set of emergency medication(s) that is always located in his or her personal/athletic bag. It is the responsibility of the athlete and parent to ensure that these medications are always readily available. Coaches are trained to assist with the administration of medications in emergency situations.

If faculty or staff have to assist with medication administration in an emergent situation the school nurse/ athletic trainer must be notified immediately.

Prescription Medications

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

Over-the-Counter Medications

- Faculty and staff may not distribute over-the-counter medications to students unless it is deemed emergent. Students should be referred to the athletic trainers or the school nurses.

- Porter-Gaud School is not obligated to provide over-the-counter medications; however, commonly used over-the-counter medications will be stocked in the nurse's office.
- Over-the-counter medications may not be administered by school personnel without parental consent. The student's online medical form allows for consent for the administration of common, over-the-counter medications that may be needed during school hours.

The online medical enrollment form allows parents/guardians to provide consent for the administration of common, over-the-counter medications that may be needed during school hours.

Stocked Items

- Common over-the-counter medications typically stocked in the Nurse's Office include, but are not limited to:
 - Pain Relievers: Acetaminophen, Ibuprofen
 - Topical Creams/Ointments: Triple Antibiotic Ointment (Bacitracin Zinc), Zinc Oxide, Hydrocortisone, After-Bite relief (topical Benadryl), Sting Swabs (benzocaine/menthol), Vaseline
 - Antiseptics: Hydrogen Peroxide, Betadine, Hibiclens
 - Antacid: Chewable tums (calcium carbonate)
 - Antihistamines: Benadryl, Claritin and Zyrtec tablets
 - Emergency Response Medications: Glucose gels/tablets, Antihistamine (Benadryl)
- If a student has any contraindication to any of the above stocked items, parents/guardians need to make this clear in their annual completion of online medical forms.
- If consent is granted, you give consent to all of the stocked medications. If you wish for your child to not receive a certain stocked medication you must specify below.
- If your child has a specific over-the-counter medication to be routinely administered during school or sports-related activities, the medications must be provided to the school by the parent or legal guardian in the original container, clearly labeled with the student's name, and must be accompanied by the separate, written parental consent.
- If your child requires the administration of any over-the-counter medications not listed below, an Over-the-Counter Medication form should be completed and on file with the school.
- The school nurse or certified athletic trainer may assist with distribution following the Authorization for [Over-the-Counter Medication Form](#) and/or manufacturer's guidelines per the student's complaint and need.
- A written record of the drug, dosage, and date given will be recorded.

Medications on Field Trips

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

Student Insurance

Each student is currently covered by supplemental accident insurance carried by the School. Questions about the limitations of this policy should be addressed to the Business Office. Students and parents are responsible for obtaining claim forms from a school nurse, athletic trainer, or divisional admin team immediately following an accident. Any delay in submitting a claim could jeopardize payment. Any student who incurs head or neck injuries and/or who is injured to the degree that a doctor's attention is needed may not return to school, practice, or competition until written permission is given by a licensed medical provider. Porter-Gaud School further reserves the right not to permit a student to participate in athletic contests.

Accident Insurance

An outside insurance agency currently provides each student with school time coverage. The premium is included in school fees. This coverage should be considered supplemental to your personal insurance coverage. In the event of an injury, written notice is to be submitted within 90 days from the date of injury. Claims should be filed with the student's/family's insurance carrier prior to filing under this policy. Parents and guardians have the responsibility for obtaining the proper forms from the nurse's office immediately following an accident. Any delay in submitting a claim could jeopardize payment. Questions about the limitations of this policy should be addressed to the business office. Any student who incurs head or neck injuries and/or who is injured to the degree that a doctor's attention is needed may not return to PE classes, practices, or competitions until written permission is given by a doctor. Porter-Gaud School further reserves the right not to permit a student to participate in athletic contests.

Emergency Procedures & Protocols

Emergency Cancellation of School

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

Emergency Drills

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

Emergency Operations Plan

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

Fire

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

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

In case of fire, remember

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

Tornado

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

In case of tornados, remember

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

All Clear

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

Lightning

The school has the Perry Weather Lightning warning system to warn of threats of lightning strikes. The air horns and strobe lights are located on the roof of the Wendell Center and Stadium Pavillion. A lightning warning is indicated by one 15 second blast of the air horns and activation of the strobe lights. The 15 second air horn blast only sounds at the beginning of the alert, but the

strobe lights will remain active throughout the alert. The “all clear” is indicated by three short blasts of the air horn and the strobe lights turning off.

In case of lightning, remember

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

Shelter in Place

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

ALICE Lockdown

An ALICE/Lockdown means there is a situation near or on the campus, such as an armed intruder, with an imminent threat to Porter-Gaud personnel which requires faculty, staff, and students to take immediate action to shelter and stop all movement. ALICE/Lockdown signal is a “ALICE/Lockdown” announcement, and/or the emergency sound of the exterior warning horn system or by other means available. In these situations students need to follow the instructions of teachers or staff instructions.

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

- Students and parents/guardians should immediately seek shelter and enter the closest building/classroom and follow the specific directions from the faculty/staff.
- In a lockdown situation teachers, students and parents/guardians should evacuate if possible. If an evacuation is not possible seek shelter, lock the door, barricade the door and stay out of sight by lining up against the wall.
- If a student or parent/guardian is in their car on campus, they should leave campus.
- If a student or parent/guardian receives notice of a Shelter in Place or ALICE/Lockdown while off campus, they should remain off campus and not come to the campus until the all clear is given.

Lower School



Lower School Leadership, Faculty & Staff

Lower School Leadership

Michael Page		Denise Lawson	
Head of Lower School.....	843.402.4780	Lower School Learning Specialist.....	843.402.4731
Babette Hamilton		Anna McCubrey	
Assistant Head of Lower School.....	843.402.4789	Lower School Administrative Assistant	
Rev. David Rowe		Lower School Registrar.....	843.402.4672
Lower School Chaplain.....	843.402.4822	Kim Doyle	
Liz Boesch		Lower School Receptionist.....	843.402.4768
Dean of Wellness.....	843.403.4855		
Deen Wey			
Lower School Counselor.....	843.402.4836		

Lower School Faculty

First Grade

Boechel, Brittany
Coupland, Mary Rob
Mitchell, Molly
Wey, Leigh

Second Grade

Drafts, Krystin
Kelly, Patty
Kent, Lisa
Stroud, Lindsey

Third Grade

Minerly, Kelly
Pesature, Kathryn
Stapleton, Keyerra
Walsh, Amy

Fourth Grade

Kozyrski, Andrea
Reese, Mary Ellen
Renton, Marie
van Wingen, Matt

Reading and Math Teachers

Belliveau, Dianna
Griller, Kelly
Millican, Meghan
Rimmer, Kimberly
Sharrer, Kelsey

Special Area Teachers

Brown, Cameron
Physical Education
Lamb, Jenna
Physical Education

Holley, Sarah
Art

Stiglic, Amy
Art

Graves, Driq
Music

Roule, Andrea
Music

Xu, Fei
Chinese

Salcedo-Fuentes, Gretel
Spanish

Benson, Joanne
Lower School Librarian

School Day Procedures & Expectations

The School Day

Start of Class Day

Students should be on campus by 7:45 a.m. each morning. School begins promptly at 7:50 a.m., and a student who arrives after that time is considered late.

Dress Expectations and Guidelines

Students are expected to arrive at school neatly dressed in the Porter-Gaud School uniform. The dress code is in effect until 3:15 p.m. The hair style for all students should be clean, neat, well-groomed and a natural color. Highlights with synthetic hair colors (e.g. blue, green pink) are allowed as an accent but not for the full head. No headwear (hoods, hats, visors, bandanas) may be worn during the school day. Headwear is allowed for religious and cultural purposes. The uniform guidelines are below. Cooperation is expected and greatly appreciated.

- The school will consider medical exemptions to the dress code policy on a case-by-case basis.
- The school will consider cultural exemptions to the dress code policy on a case-by-case basis.
- The school will consider religious exemptions to the dress code policy on a case-by-case basis.

Lower School Uniform Guidelines

Uniforms can be purchased through our [PG store on the French Toast website](#), [PG Store on the Lands End website](#), or from the Gently Used Uniform Sale in August.

Tops (all tops must have a circle Porter-Gaud logo)	
Polo → Solid white, black, garnet, or gray with the circle Porter-Gaud logo → Long or short-sleeve If students wear official Porter-Gaud outerwear, they are not required to wear a polo. However, if students wish to remove their outerwear at any point throughout the day, they should wear the required polo underneath. The shoulders and torso must be covered by a polo shirt and/or outerwear.	
Bottoms	
Pants → Khaki → Black Shorts → Khaki	Pants and shorts do not have to be purchased from French Toast or Lands End. Cargo pants/shorts, AFTCO shorts, work pants, and khaki/black colored jeans are not appropriate.
Skirt/Skort → Plaid, gray, or khaki → All skirts must be purchased through French Toast or Lands End.	

Dresses

Tennis/Polo Dress (no longer available from French Toast)

- Garnet (with Porter-Gaud logo)
- Purchased from Lands Ends or at Gently Used Uniform Sale

Outerwear

Sweater

- Official Porter-Gaud sweaters

Sweatshirts

- Official Porter-Gaud sweatshirts (hoodie, pullover, quarter-zip, long-sleeve t-shirts)

Uniform sweaters and sweatshirts must retain their original, factory-finished neckline. Cutting, slit-opening, fraying, or otherwise altering the collar to change the fit or style is not prohibited.

Coats and jackets that students wear outside of buildings (i.e for recess and transitioning between buildings) do not have to be Porter-Gaud branded.

Leggings, Tights

Leggings and tights may be worn under skirts, shorts, and dresses if desired. They must be solid black, white, or gray in color. Sweatpants and pajama pants may not be worn.

Footwear

All students must wear shoes that are both closed-toe and closed-heel (i.e., with a back). Lower school students participate in recess and PE throughout the week everyday, and shoes must provide full coverage of the toes and heel for safety and support.

Not permitted: sandals, flip-flops, slides, clogs without backs, Crocs or any footwear exposing the toes or heel.

Hats

Hats may not be worn on campus both inside and outside of buildings. Headwear is only allowed for religious or cultural purposes.

Spirit Days

Every Friday is Porter-Gaud Spirit Day. All students may choose to wear official Porter-Gaud gear: jerseys, polos, t-shirts, etc., which represent an athletic team, academic organization, community service project, or fine arts event to show their Porter-Gaud spirit. These items are worn with uniform bottoms. Spirit wear can be purchased at various points throughout the year from the PGPA, athletic teams, and student organizations. Shirts that are sold by vendors other than Lands End & French Toast may only be worn on Fridays as part of spirit dress.

Physical Education

PE Uniforms must be purchased on the French Toast or Lands End website. All PE items must have the PG logo except for the black performance skort from French Toast. For Lands End, please note that to view PE options for grades 1-6, you will need to

Physical Education continued.

select "PE Uniform" at the end of the grade/status drop-down menu before proceeding to the site.

- PE T-shirt (Performance, Active, or Essential) or Porter-Gaud virtues t-shirt
- Black shorts with PG logo or black skort
- Gray or black sweatpants with PG logo
- All students are required to wear tennis shoes on PE days.
- Please note that Fridays are PG spirit days and spirit shirts can be worn with PE bottoms on Fridays (see spirit day section above for more information).

Non-Uniform Days

Occasionally, students are allowed to wear non-uniform clothing on designated days, but rules concerning coverage, length, and repair outlined in the student handbook still apply. All logos and writing on clothing must be appropriate for a school setting.

Supervision of Students

Teachers are officially on duty and supervising Lower School students from 7:30-3:10 p.m. and 8:30-3:10 p.m. on Wednesdays. If a child has not been picked up by 3:10 p.m., then that child will be placed in the Extended Day program and parents/guardians will be billed accordingly. Remember also that there is no teacher or staff supervision of students during athletic contests, plays, concerts, etc.

Extended Day Program

Porter-Gaud offers an Extended Day program for students in grades 1-4. This service is available Monday through Friday 2:55-5:30 p.m. when school is in session for a full day. Drop-ins are welcome. For further information, call the Director of Auxiliary Programs at 843-402-4679.

Carpool Procedures

Morning Drop Off

- All Lower School carpool traffic is to go through the circle in front of the Lower School.
- All carpool traffic must enter the access road between the grass field and the Lower School parking lot.
- Drive all the way to the first available spot in the carpool loop (or all the way to the end of the carpool loop if you are the first person to arrive) and THEN unload. Unloading begins when teachers arrive at the carpool loop at 7:30 a.m. (8:30 a.m. on Wednesdays for late-in).
- “Cue” your carpool riders to have book bags packed and ready to unload before entering the carpool loop.

Afternoon Pick Up

- All afternoon pick-up information must be communicated with Porter-Gaud through SchoolPass.
- All carpool traffic must enter the access road between the grass field and the Lower School parking lot.

- Have your carpool sign visible from the time you enter the access road until the time you leave the access road in the front window of your car.
- Drive all the way to the first available spot in the carpool loop.
- At 3:10 p.m. all remaining students will be placed in the Extended Day program.
- Any parent/guardian who is unable to wait in the carpool line but needs to get their child before 3:10 p.m. must pick up their child before 2:30 p.m. This parent/guardian must park in the Lower School parking lot and come into the Lower School office to sign their child out. Any early pick-ups must be communicated to school through School Pass.

Student Rules Concerning Afternoon Pick-up

- Students are to go directly to the Lower School carpool circle when their name is called.
- Obey all instructions of the teachers on carpool duty. They are there to ensure your safety. Your cooperation is expected and appreciated.

Visitors On Campus

Parents/guardians or other visitors to the school must report to the office, sign in by presenting government issued identification, and receive a visitor's badge. If a parent or guardian needs to bring an item to a child, the item needs to be brought to the office, and school personnel will deliver the item to the classroom.

A guest may accompany a parent on campus to Chapel, lunch, or to attend a school program to which parents are invited. A guest may not accompany a parent who has a duty as a volunteer (e.g. library aid, or trip chaperone). All guests must be accompanied by their host parent at all times while on campus.

We do not allow parents or guests to be on the playground with children during recess.

Lunch, Snacks, & Other Foods

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

Snacks

As Porter-Gaud strives to be an allergy aware campus, students should only bring snacks listed in the snack list as referenced in the [Allergy Policy](#) section of this handbook. Chewing gum is not permitted on campus. ([See the official snack policy](#))

Food Delivery

Students (or their parents/guardian) may not order food to be delivered to the campus from any vendor, including UberEats and DoorDash. A faculty member in charge of a school organization may order food from an approved list or from dining services for that organization.

Library

The Lower School Library is open daily from 7:30 a.m. until 3:10 p.m. Classes come to the library weekly or bi-weekly depending on the grade level. Students may come to the library to exchange books on an individual basis during Homeroom period in the morning on days the librarian does not have Car Duty.

Checkouts

Students may have up to 4 books checked out at a time, of course, extra books are allowed for a special assignment as needed. Grades 1 through 4 may keep books for two weeks with the privilege of renewal.

End of the Year

All Lower School Library books are due the Friday before the last full week of school.

Chapel Services

Students in grades 1-4 attend Chapel on Fridays at 7:55 a.m.

Lost and Found

It is advisable to put your child's name on all articles of clothing that may be removed during the day and left in numerous places throughout the campus. Use a permanent marker. Lost items that are found, whether they have a name on them or not, may be relocated to the lost and found bin in the Lower School Office or a designated area in the Dining Hall for items lost during Extended Day. Periodically during the year all unclaimed items are donated to a charitable organization.

Attendance

Since academic excellence is a top priority for Porter-Gaud, attendance must be a top priority for its faculty, students, and parents. While circumstances may mandate that a student must miss classes, every effort should be made to minimize absences. We ask that parents, our most important partners in teaching our children, schedule appointments, outside obligations, and family trips when school is not in session so that valuable class time is not missed.

A parent is expected to communicate with the school through the School Pass by 8:30 am on any day a student is absent.

Once a student arrives on the school grounds, the student may not leave before dismissal time unless properly checked out through the office by a parent or guardian.

Planned Absences

Parents and guardians are urged to schedule all vacations, trips, and other planned absences around the published school calendar in order to avoid placing a hardship on themselves, their children, and the faculty. Absences for anything other than illness, family emergency, medical appointments, or religious holidays must be approved by the Head of the Lower School prior to the absence.

Any absences not related to illness, medical appointment, family emergency, or religious holidays are considered planned absences. In the event of such a planned absence, please use the SchoolPass app to note the date and details. Please submit the

planned absence to SchoolPass at least one week prior to the absence. Please also communicate the planned absence with your child's homeroom teacher.

Teachers work with students and parents/guardians to provide assignments whenever possible. Recognizing that some assignments may not be available prior to departure, the student and teachers involved are to set up a timeline for completion upon the student's return. Please note that absent students may miss activities that cannot be completed outside the classroom; therefore, we strongly discourage absences while school is in session.

Excessive Absences

Students are expected to attend all classes on a regular basis. Students may not be permitted to miss more than 20 days of the school year (excluding field trips) without jeopardizing their promotion to the next grade level. The Student Support Team (SST), a group consisting of the Lower School Counselor, the Lower School Learning Specialist, and the Lower School administrative team, will review each student's academic status should a student reach 10 absences. The team may recommend or require tutoring, remedial work, or may require the student to repeat their current grade level. Additionally, a meeting will be scheduled with the parents/guardians, the teacher, and either the Assistant Head of Lower School or the Head of the Lower School to determine what, if any, extenuating circumstances apply and to develop a plan to improve attendance.

Tardiness

A student who arrives late is to sign in at the Lower School office to have their name removed from the absentee list. It is not necessary for a parent to accompany the child to the office.

- Tardies and absences are recorded on the student's report card.
- If a student receives 7 tardies, then that student will receive a tardiness reflection from the Assistant Head of Lower School. This must be completed by the parent and the child and returned to the Lower School Assistant Head the following morning.
- If a student is tardy 12 times within a given semester, the student will be required to attend an early morning detention (7:15 a.m.) and a parent/guardian must meet with the Assistant Head of Lower School at that time.
- If tardiness continues to be a problem:
 - The family will receive a letter from the Head of Lower School explaining the School's perspective on the situation
 - Reenrollment may not be offered for the following school year
 - Possible dismissal

Field Trips

Educational trips are planned for classes during the year. Parents/guardians receive a notice which indicates the destination, departure time and return time, method of transportation, and other pertinent information. This information will be shared via Blackbaud as a digital permission slip that must be signed digitally. For most field trips school uniform is required; physical education attire is not acceptable unless teachers have specifically instructed students to wear it. If a permission slip is not signed by a parent or guardian, the student will not be permitted to go with the group.

Additional Information Regarding the School Day

Smartphones, Smartwatches, and Other Devices

Due to the fact that many of our students in the Lower School now have cell phones, Porter-Gaud has implemented a policy related to all electronic devices. While Porter-Gaud acknowledges that some parents provide their children with cell phones as safety measures, these devices can be disruptive to the academic routine. They may not be visible or audible on campus during school hours. Violation of this rule will result in the confiscation of the phone by a teacher or administrator. For the first offense, students can come to the office at the end of the day and their phone will be returned to them. For subsequent offenses, parents will be called and will be required to come to school to retrieve the phone.

Because of their pairing with iPhones/SmartPhones, Apple watches and watches with similar capabilities have the ability to receive text messages which are very disruptive during class. Therefore, all watches must be disconnected from phones during the school day. If a child does receive a text message or another message on their watch, the watch will be confiscated until the end of the day. We discourage students from wearing these watches to school.

Prohibited Items

Tobacco, alcohol, illegal drugs, knives, firearms, fireworks and chewing gum are forbidden on campus. Skateboards, rollerblades, radios, electronic games, baseball cards, yo yos, etc. should not be brought to school unless a student is going home with a friend for the night or weekend. Such items should always be left in the office until the student leaves school. All-terrain vehicles, skateboards, skates, roller blades, roller skates, may not be ridden anywhere on campus at any time.

Valuable items which are brought to school to show classmates should always be brought to the office for safekeeping after class. Do not leave valuables, especially money, in cubbies or book bags.

Conduct Guidelines & Expectations

The Honor Code

Defining honesty and honor are challenging tasks, but outlining behaviors and actions that are prohibited by the Porter-Gaud Honor code is not. Violations of the honor code include, but are not limited to the following:

Lying/Deceiving/Omission

- Intentionally deceiving, omitting, or lying to instructors, staff members, or administrators about any school business;
- Not turning in your phone as you enter each school day.

Cheating

- The giving and/or receiving of visual, oral or written assistance during a test or examination without the knowledge and expressed consent of the instructor;
- Talking to any student who has not yet taken the test or exam about information on the test, or the use of this information by a student, all without the knowledge and expressed consent of the instructor concerned;

- The passing of completed workbooks, tests or written assignments to another student or the use of these materials by another student except with the permission of the instructor;
- During a quiz, test or examination, the use or possession of unauthorized material;
- The copying at any time of another student's homework or knowingly allowing one's own homework to be copied, except with the permission of the instructor.

Stealing

- The stealing of any Porter-Gaud property or property of the faculty, administrators, students, or visitors to Porter-Gaud School, including taking books, lunches, or any other materials from another person's locker without permission;
- The stealing of any property of any other school, or of the faculty, administrators, staff, or students at that school or visitors to the school while at that school as a part or member of any team, club or organization representing Porter-Gaud School;
- Stealing while representing Porter-Gaud in any official capacity

Any question of interpretation of this Honor System shall be directed to the Head of Lower School.

Attendance at Porter-Gaud indicates willingness to comply with the Honor Code. Potential consequences for violations of the Honor Code are outlined in the [Behavioral Expectation](#) portion of this handbook.

Behavioral Expectations

Recognizing that the process of education is enhanced by a safe and orderly environment, Porter-Gaud Lower School has a high standard for student behavior. A Porter-Gaud student values others, treating all people and property with dignity and respect.

Central to Porter-Gaud's mission is our belief that helping children understand the reason for and importance of behavioral expectations will create a safe and positive learning environment. The Lower School faculty, the Assistant Head of Lower School, the Lower School Counselor, and the Head of Lower School work together along with parents/guardians to help cultivate this understanding for all of our students. Teachers at all grade levels work with students to develop classroom rules and expectations and an understanding of the importance of such guidelines. Our Lower School community works together to ensure that these rules are followed and all students are able to learn and grow in an environment that is conducive to learning.

As adults working with young children, it is important that we view all behavioral expectations and issues that may arise through the lens of what is developmentally appropriate. Developmentally appropriate friendship issues will arise among students that do not necessarily rise to the level of discipline problems. Teachers work with students on a daily basis helping them navigate challenges. If any student's behavior affects the learning of other students or becomes repetitive in nature, the Lower School Counselor, the Assistant Head of Lower School, and/or Head of Lower School will be consulted. Consequences will be applied for students who participate in choices that negatively impact others. Consequences will be dependent on the behaviors. The goal of consequences will always be that students learn from challenging situations.

While each student's actions in daily life reflect in some measure on the School, the School cannot be responsible for the consequences of behavior off campus related to social and non-school activities. To the extent, however, non-school related

and/or social activity of a student impacts negatively on Porter-Gaud School, the School reserves the right to take such steps as it deems appropriate up to and including the power to dismiss or remove from enrollment, at any time.

If any issue is deemed as bullying, the bullying protocol will be followed. ([See the Porter-Gaud Bullying Policy and Protocol](#))

If, after interventions have been in place to assist a student in that student's efforts to meet specific behavioral expectations and the student continues to negatively impact the learning environment, Porter-Gaud will talk with parents/guardians about how they and the school can support the student in efforts to improve behavior. As it is our duty to maintain a safe environment for all students, if a student's actions repeatedly place them or others in unsafe situations, suspension and/or expulsion may result.

Suspension

At Porter-Gaud Lower School, we believe that all students are capable of learning from their mistakes and growing as respectful, responsible members of our community. When a student's behavior significantly disrupts the learning environment or compromises safety and well-being, whether through a serious incident or an ongoing pattern of misbehavior, a suspension may be warranted. Suspension is a serious response and is used thoughtfully, always with the goal of helping students reflect, reset, and return with greater success.

A student may be suspended for:

- A major behavior incident that poses a risk to self or others, involves aggression, defiance, or harassment, or creates an unsafe or severely disruptive environment.
- A pattern of repeated minor infractions that, over time, indicate a breakdown in behavioral expectations and have not improved despite interventions and support.

In either case, the decision to suspend reflects concern for both the individual student and the community, and serves as a structured opportunity to reset expectations.

Types of Suspension

- **In-School Suspension**
The student remains on campus but is separated from peers in a supervised setting for reflection and completion of academic work. This may also include counseling or restorative activities.
- **Out-of-School Suspension**
The student is required to stay at home for a designated period. A re-entry meeting is typically required to review expectations and ensure support is in place before returning to the classroom.

Communication and Follow-Up

Parents or guardians will be notified in the event of any suspension. A conversation or meeting with parent/guardian will include:

- A review of the behavior(s) leading to suspension.
- A collaborative discussion of strategies to support better choices.
- A plan for restoration and re-entry into the school environment.

If a student's behavior raises the possibility of dismissal or expulsion, the Head of School's Committee of Review will be convened to review the case in accordance with school policy (see below).

Head of School's Committee of Review

The Committee of Review serves as an advisory group to consider cases involving a student's potential expulsion. The Committee includes the Heads of the Lower, Middle, and Upper Schools, and may include, the Assistant Head of the Division, the Faculty Representative to the Head of School's Council, the counselor(s) in the division, the Assistant Head of School for Enrollment Management & Parent Relations, the Head of Community Engagement & Wellness, and the student's homeroom teacher. The group is intentionally composed of individuals from different areas of the school in order to incorporate diverse perspectives from adults who know the student well. The appropriate Division Head chairs the Committee. The Committee meets and reports to the Head of School, who makes the final decision about disciplinary consequences for the case in question.

Expulsion

Expulsion is the final and most serious disciplinary consequence, and may be applied to the most serious or chronic violations of School rules and expectations. Depending upon the nature of the offense, a report of a serious disciplinary incident may go in a student's permanent file.

Student Assistance/School Counselor

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

Student Conduct at Assembly Programs

1. Enter the auditorium (or the assembly place) quietly and go directly to your seat. Please don't bring anything into the auditorium unless you are asked to do so.
2. Feet should be placed in front of you not in the seat and should not be placed on the back of the seat in front of you.
3. Be respectful by listening and keeping hands and feet to yourself.
4. When you stand, please hold the seat so that it does not make noise as it folds.
5. Show your appreciation for the program by applauding. Yelling, whistling, or making any other kinds of noise is inappropriate.
6. If you are asked to respond to a question by a show of hands, put your hand down when the speaker resumes talking.
7. If you are invited to ask or answer questions, raise your hand. When a student is called upon, all other hands should be lowered. The person asking or answering the question should stand up, speak loudly, and speak clearly.
8. If you find it absolutely necessary to leave the auditorium, choose your time carefully. Try not to leave when someone is speaking (praying included) or performing. Please leave quietly and re-enter quietly.
9. If you are given handouts, take them with you when you leave.

10. At the conclusion of a program, remain quiet until dismissed.

Non-School Parties

No invitations to parties are to be given out at school by the student or parent unless every child in the class receives one.

Please encourage your child to be sensitive to other children's feelings by not discussing parties to which your child and some of his/her classmates have been invited. Often a young child cannot understand why he or she has not been included. If the invitation has been received via email or a personal telephone call, assume that not all children have been invited. It is also best not to send birthday gifts to school for your child to take to the party unless you are sure every child has been invited.

If all students in the class are not invited (which we understand isn't always feasible), we ask that you make sure that one or two students of the same gender are not excluded. Please be sensitive to the fact that children can feel excluded with routines like carpool and bus transportation where it becomes obvious when students are not included in after school or weekend plans.

Student Fundraising

Porter-Gaud Lower School does not promote outside fundraising. Students may not bring to school any items to sell to fellow classmates or to teachers even though the proceeds may go to a worthy cause.

Social Media

Students are not permitted to direct-message, be friends with, or follow any adult member of the PG community on any personal social media networking sites. Students are not permitted to establish social media accounts that use the school's name or branding without permission of the Communications Office.

Academic Expectations, Program & Policies

Academic Expectations

Homework

Homework is assigned to reinforce what has been taught in class by giving additional practice or to serve as a springboard for class work or class discussion. For whatever reason homework is given, the School expects it to be done. Note: Students are not permitted to call home to have homework, notebooks, supplies, etc. brought to them.

Homework Assignments For Absent Students

Homework assignments for students who are absent may be brought to the Lower School Office at the end of the school day. A parent may request a student to pick up the assignments at the end of the day. If an absent student is too ill to do homework, the student is given adequate time, generally one day for each sick day, to make up the assignments after returning to school.

Extra Help

Every teacher is available to provide extra help for students, as needed. Parents should contact the teacher directly, at least one day in advance, to schedule the extra help.

If a Lower School student requires tutoring beyond classroom instruction, this tutoring must take place outside of school hours (7:50 a.m. – 2:50 p.m. on Mondays, Tuesdays, Thursdays, and Fridays; and 8:30 a.m. – 2:50 p.m. on Wednesdays). Any tutoring provided on campus must be coordinated through Angela McSwain, Director of the Porter-Gaud Lyceum.

Related Services

Starting in February 2026, all new referrals for related services, including occupational therapy and speech therapy, must occur off-campus and during non-school hours. See also [Learning Services](#).

Academic Progress

The School wants to communicate effectively and in a timely manner with both students and their families regarding the student's academic progress. Parents and students who have acquired a username and password through the Porter-Gaud technology department may log in to Blackbaud and view their student's grade for each course at any time. Report cards will be posted to Blackbaud at the end of each semester grading period.

Parent Conferences

At the end of the first and third quarters there are scheduled conference days during which homeroom teachers meet with their homeroom students. If a parent/guardian wishes to have additional conferences with his/her child's teacher(s), he/she should contact the teacher to arrange the conference. Similarly, a teacher may contact parents to arrange a needed conference.

Quarterly Reports

The school year is divided into two semesters, each approximately 18 weeks in length. Midway into the semester each student will receive a report card, an evaluation of the student's work to date at a parent teacher conference. At the end of each semester another report card will be made available.

Requests For Teachers

We believe that the teachers' in-depth knowledge of each student in combination with their knowledge of fellow faculty members' styles and practices allows them to make the best class placement decisions for our students. Throughout the placement process our teachers at each grade level along with our learning specialist and counselors, work in collaborative teams to ensure that each child is placed thoughtfully into their next year's homeroom class. The educational team takes into consideration social and emotional factors as well as learning and teaching styles when placing a child. The goal is to provide the absolute best learning environment for each individual student; therefore, we do not take parent requests for teachers.

Co-Curricular Involvement

Extra Curricular Activities/Privileges

If a student has in the past had academic difficulties, parents should consider limiting the number of activities in which the student is involved. The school also reserves the right to limit school activities for students in danger of failing a course.

Choirs

Students in grade 4 may join the Lower School Choir which meets approximately two times a week.

Athletic Events

The Athletics Program at Porter-Gaud offers many home sporting games and encourages Lower School students and their families to attend and show their Cyclone Pride. All Lower School students are to be with an individual who is responsible for that child's safety and security while they are attending sporting events.

Parents and guardians should note that teachers or staff are not on duty to supervise students attending events which take place outside of regular school hours. Parents and guardians are not to "drop off" Lower School children for athletic events, plays, concerts or other activities that take place outside of school hours. All Lower School students are to be with a responsible adult at these events or activities.

Middle School



Middle School Leadership, Faculty & Staff

Middle School Leadership

Dr. Michael Wright	
Head of Middle School.....	843.402.4695
Christopher Weaver	
Assistant Head of Middle School	
Dean of Middle School Students.....	843.402.4759
Rev. Phillip Cunningham	
Middle School Chaplain.....	84.402.4899
Liz Boesch	
Dean of Wellness.....	843.403.4855
Lauren Covino	
Middle School Counselor.....	843.402.4683
Dee Jimenez	
Middle School Learning Specialist.....	843.402.4839

Julia Hawkins	
Middle School Administrative Assistant	
Middle School Receptionist.....	843.402.4772
Shapton Shapiro	
Middle School Registrar.....	843.402.4727
Al Wilson	
Athletic Director.....	843.402.4721
Casey Crenny	
Associate Athletic Director.....	843.402.4668
Hope Walters	
Director of Athletic Operations.....	843.402.4678

Academic Department Chairs

Caitlin Adelson	
Science.....	843.402.4802
Dr. Tom Westerman	
History.....	843.402.4800
Emma Greenwell	
World Language.....	843.402.4814
Fr. Palmer Kennedy	
Religion & Philosophy.....	843.402.4689
Dr. Aaron Lehman	
English.....	843.402.4693

Shawn Torbett	
Computer Science & Computational Thinking.....	843.402.4682
Jessica Schenkel	
Mathematics.....	843.402.4840
Ashley Stock	
Fine & Performing Arts.....	843.402.4786
Hope Walters	
Physical Education & Health.....	843.402.4678

Middle School Faculty

Computer Science & Computational Thinking

Brooksbank, Lara

English

Chandler, Eliza

Garner, Christopher

King, Kate

Nallin, Olivia

Rhode, Felicity

Fine Arts

Dogan, Fatma

White, Andrea

History

Copenhaver, Roberta

Fisk, Samantha

Harries, Ted

Locklair, Jennifer

Schmieding, William

Library

Daily, Maureen

Mathematics

Crouch, Megan

Dixon, Isaac

Lorenzano, Anna

Lynch, Kenneth

Spann, Leah

Robinson, Robbie

Physical Education & Health

Hendricks, Lawton

Neighbors, Matt

Walters, Hope

Religion & Philosophy

Cunningham, Phillip. Rev.

Science

Clair, Jennifer

Flynn, Amy

Fricker, Jason

Garcia, Lindsay

Lucas, Lindsay

World Language

Barnes, Stephen

Campbell, Kelly

Cazorla, Angel

Johnson, David

Smith, Jamison

Trice, Ting Yu

Middle School School Grade Deans

Garcia, Lindsay.....Fifth Grade

Fish, Samantha.....Sixth Grade

Locklair, JenniferSeventh Grade

Flynn, Amy.....Eighth Grade

Middle School Who to Contact When

If you have questions about...	Contact Person	Contact Information
Your child’s academic performance, class schedule, or academic advising	Your Child’s Advisor	Please see the Porter-Gaud Directory for your child’s advisor’s contact information.

If you have questions about...	Contact Person	Contact Information
Overall education, academic policies, and school programming	Dr. Michael Wright Head of Middle School Audrey Holsten Assistant Head for Academics	843.402.4695 mwright@portergaud.edu 843.402.4777 aholsten@portergaud.edu
Your child's academic performance, class schedule, or academic advising	Your Child's Advisor	Please see the Porter-Gaud Directory for your child's advisor's contact information.
Overall education, academic policies, and school programming	Dr. Michael Wright Head of Middle School Audrey Holsten Assistant Head for Academics	843.402.4695 mwright@portergaud.edu 843.402.4777 aholsten@portergaud.edu
Student activities, disciplinary matters, attendance questions	Christopher Weaver Assistant Head of Middle School	843.402.4759 cweaver@portergaud.edu
Scheduling Concerns	Shapton Shapiro Middle School Scheduling	843.402.4727 sshapiro@portergaud.edu
Grade Specific Programming	Grade Dean	Please see the list of Grade Deans above.
Transcript Requests, Grade Reporting Questions	Shannon Page Registrar	843.402.4710 spage@portergaud.edu
Questions about Departmental Policies and Course Offerings	School Department Chairs	Please see the list of Department Chairs above.
Questions or Concerns about a Student's Emotional, Mental, or Social Well Being	Lauren Covino Middle School Counselor Liz Boeschen Upper School Counselor Dean of Wellness	843.402.4683 lcovino@portergaud.edu 843.403.4855 lboeschen@portergaud.edu
Questions about Learning Support	Denise Jimenez Middle School Learning Specialist	843.402.4839 djimenez@portergaud.edu
Health Issues and Medical Information	Nurse Anna Smith School Nurse Practitioner	843.402.4790 nurse@portergaud.edu

If you have questions about...	Contact Person	Contact Information
Reporting an Absence or Tardy	SchoolPass App (please use the app)	Please contact the IT Department if support is needed. helpdesk@portergaud.edu
Athletics	Al Wilson Athletic Director	843.402.4784 awilson@portergaud.edu
	Casey Crenney Associate Athletic Director	843.402.4668 ccrenny@portergaud.edu
	Hope Walters Director of Athletic Operations	843.402.4678 hwalters@portergaud.edu

School Day Procedures & Expectations

The School Day

Start of Class Day

On Mondays, Tuesdays, Thursdays, and Fridays, all students are expected to be in morning advisory by the 8:00 am bell (A preliminary bell will ring at 7:55 am). On late start Wednesdays, all students are expected to be in morning advisory by the 8:50 am bell.

Study Hall Protocol

Study Hall contributes to Porter-Gaud’s educational program by providing a sanctuary for concentrated focus on academic work. Students maintain quiet and order so that all members of the study hall can work undisturbed. All members of the study hall come prepared to work: no one will be released to a locker after the bell has rung. Supervisors require that study hall members work on school tasks.

- Students are expected to work on their own. Study hall is not a time for collaborative study or group projects.
- Students may be excused for extra help from a teacher. Students should return to the study hall when finished with the extra help session prior to the bell ringing.

Library Expectations

Because the library is a place for reading and concentration, students should remain quiet at all times. Talking, group discussion, and group study, which require talking, are at the discretion of the librarian. The librarian maintains an atmosphere of quiet by dismissing anybody not using the library for study. The Head of Middle School or the Assistant Head of Middle School are notified if a student is dismissed from the library. The library is open until 4:00 p.m.

Chapel

Chapels and assemblies are scheduled throughout the year. Students are expected to show proper behavior in chapels and assemblies and to show respect for all participants in the program. Students engaging in inappropriate behavior are asked to

leave and are disciplined accordingly. Students are not to take notes, books, electronics, notebooks, food, or drink to Chapel services or assemblies. Students must sit in their assigned rows by advisory during Chapel.

Book and Backpack Storage

Students are assigned lockers for personal storage. Students should not leave books, backpacks, and other personal belongings on the hallway floors where they can be a hazard to passage; items left on the floor may be retrieved from the office. In Tyler Hall and the S&T Building, backpacks are to be hung rather than left on the floor. Students are reminded that it is an Honor Code violation to remove books or any other items from another person's locker for any reason.

School Property

Students are responsible for the return and safekeeping of all school property (books, uniforms, etc.) issued to them. Grades are withheld until materials are returned or fines are paid for abuse of school items.

Posters and Bulletin Boards

All posters or advertisements are to be approved by the Head of Middle School before being displayed anywhere on campus.

Gym Guidelines

- No students are allowed in the gym while P.E. classes or team practices are in progress.
- Students may not wear street shoes on the gym floor.
- Students are not allowed to participate in P.E. class unless properly dressed in physical education apparel.
- Students are not allowed in the gym during community life or recess unless scheduled by the Head or Assistant Head of Middle School.
- Students may not use gym facilities without the supervision of a member of the faculty.
- After 3:00 p.m., during basketball and volleyball seasons, the courts are off limits to all students not participating in regular team practice.
- To be excused from participating in the physical activity of a P.E. class, students are expected to bring a written note from a parent or guardian to the Head of Middle School. Long periods of non-participation (over four days) require a doctor's certificate.
- Students may not move the bleachers or goals.
- Students may not bring food or drinks into the gym or locker rooms.
- Students are expected to lock their lockers and be responsible for lost locks. Each lost lock will cost the student \$5.00.

Carpool Procedures

Morning Drop Off

All students should be dropped off in front of the US building. Drop-off is from 7:30 a.m. to 7:50 a.m. on Monday, Tuesday, Thursday, and Friday. Advisory begins at 8 a.m. Students arriving after 8 a.m. are considered tardy and must sign in with the receptionist in the Middle School office. For the safety of students, we ask that students not be dropped off prior to 7:30 a.m. We

encourage all students to arrive on campus between 7:30 a.m. and 7:45 a.m. to allow enough time to unpack and prepare for their day.

Please note times are one hour later on Wednesday mornings due to our late-in Wednesday schedule (drop off between 8:30 a.m. and 8:50 a.m.). For safety reasons, students arriving by car must be dropped off in the carpool loop.

Departure at the End of School Day

Dismissal is at 3:10 p.m. in front of the US building. Middle School students are to be picked up at the US building drive between 3:15 p.m. and 3:30 p.m. If students are not attending extra help, team practices, working in the library or computer lab, or participating in an extracurricular activity, they should be picked up at 3:15 p.m.

Please remain in the left lane (Albemarle Rd - [see video](#)) and prepare to turn into the US lane when it's your turn to proceed. Pull all the way forward. The front vehicle should be as close to the Gate leading to Ashley Point Drive as possible. Do not stop short to pick up your child and do not leave gaps. Your child will meet you at your place in line. Do not ask your child to meet you on Albemarle Rd, the US parking lot or any other place that is not a designated carpool spot. Exit the carpool lane by turning right onto Ashley Point Drive ONLY. Please DO NOT attempt left turns onto Ashley Point Drive. If you are picking up your Middle and Lower School children together, they will both be picked up in the Lower School car loop. Please do not arrive in the Lower School loop until 3:10 p.m. We will kindly ask you to circle back around to ensure that the carpool continues to move quickly. All Middle School students who have not been picked up by 3:30 p.m. will go to Extended Day. After the carpool lines disperse, students are not allowed to roam the campus freely.

Middle School Extended Day Program & After-School Expectations

Porter-Gaud offers an Extended Day program for Middle School students. This service is available Monday through Friday from 3:10 p.m. to 5:30 p.m. when school is in session for a full day. The same expectations of behavior are expected of students as if they were in school during regular school hours. For further information, call the Director of Auxiliary Programming at 843-402-4679.

Afternoon Pick-Up & Supervision Rules

- Late Pick-Up Cutoff: All students remaining on campus at 3:45 p.m. who are not participating in a school-sanctioned, faculty-supervised activity will automatically be placed in the Extended Day program, and standard fees will apply.
- Prohibition on Loitering: Students are strictly prohibited from hanging out or waiting unsupervised in the Wendell Courtyard, academic buildings, or any other school facilities while waiting to be picked up or waiting for an after-school event (such as a sibling's or their own athletic practice) to begin.
- Exceptions: Any exceptions to these supervision guidelines require prior, explicit permission from the Middle School Division Head.

Parents should also arrange for pick-up of students in a timely manner from school-sponsored trips, dances, and other after-hours activities. Expected times of return are provided to parents before these events, and parents should arrive at school at the anticipated time rather than having the student call for pick-up after getting back to Porter-Gaud.

Use of Ride-Sharing Services

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

Lunch, Snacks, & Other Foods

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

Lunchtime Procedures

- All students should report to the cafeteria at the beginning of the lunch period. Students will remain in the cafeteria for at least 20 minutes from the beginning of lunch and will then be dismissed for recess by the administration.
- Students may be assigned lunch tables if they are unable to meet lunchroom expectations.
- Students should not interrupt faculty members while dining.

Off-limits areas during lunch/recess are Maintenance Yard, Newton Courtyard, Gwynette Auditorium, the Fine Arts Building, the breezeways, the Library, the Lower School Playground, and Tyler Hall UNLESS weather prohibits our ability to be outside.

Snacks

As Porter-Gaud strives to be an allergy aware campus, students should only bring snacks listed in the snack list in the Allergy policy section of this handbook. Caffeinated and/or energy drinks and gum are not permitted on campus. ([See the official snack policy in the Schoolwide portion of the handbook.](#))

Food Delivery

Students (or their parents/guardian) may not order food to be delivered to the campus from any vendor, including UberEats and DoorDash. A faculty member in charge of a school organization may order food from an approved list or from dining services for that organization.

Off-Limit Areas

Off limits (unless accompanied by or with the permission of faculty or staff) are the Lower School, the Lower School playground, , the Upper School building, any marsh area, faculty and administrative offices and residences, the student parking lots, the faculty lounge, the roofs of buildings and walkways, other students' lockers, Gwynette Auditorium, and the Maintenance Yard.

Porter-Gaud Students On Campus After School Hours

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

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

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

Cell Phone Policy

Smartphones, Smartwatches, and other Devices

While Porter-Gaud acknowledges that parents provide cell phones and other smart devices as safety measures and communication tools, these devices can be highly disruptive to the academic routine. While we respect students bringing these items to and from school, the use of cell phones, smartwatches, and smart glasses (such as Meta glasses or similar brands) is strictly prohibited during the school day. They may only be used before 8:00 a.m. and after 3:10 p.m., unless special, pre-approved provisions have been granted.

To protect the safety of our students and to support their focus on academics, all cell phones, smartwatches, and smart glasses must be turned into Advisors during morning Advisory each morning and retrieved at the end of the day at 3:10 p.m. If a student arrives late to school, these devices must be deposited at the front office before heading to class.

Violations of these rules will involve disciplinary consequences. Failure to turn in a phone is a breach of our Honor Code. We understand that, at times, students need to get in touch with parents/guardians and vice versa. In these situations, it is appropriate to call to and from the Middle School office in the S&T Building. The Middle School Administrative Assistant can locate your child and also allow your child to use the school phones.

Attendance

Since academic excellence is a top priority for Porter-Gaud, attendance must be a top priority for its faculty, students, and parents. Students are expected to attend all classes, assemblies, Chapels/Jewish Life, Life 101, and other meetings during the school day and to remain unless excused by the office. Students are also expected to arrive for all classes and other appointments on time. While circumstances may mandate that a student must miss classes, every effort should be made to minimize absences. We ask that parents, our most important partners in teaching our students, schedule appointments, outside obligations, and family trips when school is not in session so that valuable class time is not missed.

Students must be present for the entire school day in order to participate in sports and extracurricular activities. Please reach out to the Head of Middle School if you have any questions.

What To Do in the Event of an Absence

The school establishes the attendance policies and standards for its students. If a student is going to be absent from classes, the parent needs to use the School Pass app to let the school know of the absence. In the case of a student missing two consecutive

days without parent notification to the School, the School will seek verifiable proof of an illness. A student who returns to school without parental notification must receive administrative permission to attend class until parental notification has been provided.

- Middle School students are responsible for checking the class website or contacting a friend to collect assignments.
- Books may be picked up from the student's locker by a parent or friend.
- When a Middle School student has an excused absence of two or more days, it is the student's responsibility to arrange a schedule for completing missed work. The student's grade level dean can assist in this process.
- Unless prevented by illness, students should return to class prepared. Students whose illnesses are severe enough to prevent them from studying should consult with their teachers upon their return to school, arranging to complete the work they have missed.
- Students missing a test because of illness should make it up within two class days of returning to school. It is the student's responsibility to arrange this with the instructor. In case of a prolonged illness, see the Head of Middle School for special arrangements.
- Students missing class because of team or other school-sponsored activities are responsible for making up all missed work. It is the job of the student to notify their teachers ahead of the planned absence.

Returning after an Absence

A student returning to school after an absence is expected to check in at the Middle School Office before the start of classes with a note signed by the parents for the absence. The student is notified of missed assignments and deadlines established for making up the work.

Planned Absences

In order for an anticipated absence to be considered an excused absence, parents should make arrangements with the Head of Middle School at least two days in advance of the absence according to the following procedure:

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

Missed work should be made up at the instructor's convenience prior to departing or within two class days of returning. Lengthy absences require consultation with teachers to establish a plan for makeup work. The grade level deans can also assist students with this process.

Parents should be aware that it is impossible for a teacher to reteach all missed material at Extra Help, and no amount of extra help can replace the interaction that occurs in a classroom setting. Students who miss class time are also in a position of having to double up on the amount of work when they return.

Excessive Absences

Students are expected to attend all classes on a regular basis. Students missing more than 16 class meetings per academic class in the school year (excluding field trips) jeopardize their promotion to the next grade level. The Student Support Team (SST), a group consisting of the Middle School Counselor, the Middle School Learning Specialist, and the rest of the Middle School administrative team will review each student’s academic status should a student approach the 16-day absence mark. The team may recommend or require tutoring or remedial work or may require the student to repeat their current grade level. Extenuating circumstances considered by the Student Support Team in reviewing excessive class absences include but are not limited to treatment by a physician for chronic or prolonged illness and school-sponsored activities that require students to miss class (e.g., sports, class trips, special assemblies or events). If such are the reasons for a student’s excessive absences and the student has made every reasonable attempt to keep up with the class work, the student remains eligible for credit.

Results of Excessive Absenteeism

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

- When a student reaches eight absences in a class in the first semester, the parents and advisor will be notified by email or letter from the Head of the Middle School or the Assistant Head of the Middle School..
- After 12 absences in a class, a notification will come from the Head of Middle School in a letter that reviews the policy. In addition, the Head of Middle School will schedule a meeting with the student, along with his/her advisor and parents/guardians, to discuss the absences, to determine what, if any, extenuating circumstances apply, to discuss the possibility of a loss of credit in the class, especially if those absences are in the first semester, and to develop a plan to improve attendance.
- Should the student’s attendance fail to improve and the student hits 16 absences in a class at any point in the year, the Head of Middle School may likely decide that the student is not eligible for credit for the course(s). Students may be required to repeat the course or complete summer work at the discretion of the Head of Middle School.

Tardiness

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

Consequences, per semester, for tardies are as follows:

After:

- Five unexcused tardies
- Seven unexcused tardies
- Twelve unexcused tardies

Consequence:

- Warning
- One detention, family notification, and advisor contact
- Three detentions, family notification, and advisor contact



Twenty-one unexcused tardies	Five detentions and required administrative-family meeting
Twenty-eight unexcused tardies	One-day suspension

Illness During the School Day

A student who becomes ill during the school day is expected to check in at the Middle School office, where the office administrator or nurse places a call home. The student may not leave until a parent or guardian gives permission. Once their approved ride arrives on campus, the student should then sign out at the Middle School office.

The Head of Middle School or the Assistant Head of Middle School are the only staff who may give students permission to leave campus.

Departure Before the End Of The School Day

- 1. The parent must notify the Middle School Office either in the days leading up to or no later than the morning of the early departure.
- 2. The student must obtain assignments from those instructors before leaving school. (this is on them to communicate)
- 3. Students sign out on the iPad in the Middle School Office when leaving campus.
- 4. Students must sign back in on the iPad in the Middle School Office if returning before the end of the school day.

Advisory, Character Education, Wellness Programs, & Class Trips

The Advisory Program at Porter-Gaud Middle School ensures that each student receives necessary support for growth and development. A student’s faculty advisor serves as a guide and advocate, assisting with academic counseling and personal adjustment. Advisors are the primary resource for students and families, directing them to other school personnel as needed. Developing a relationship of trust with the advisor is crucial for student success.

Advisors receive information about students’ grades, academic concerns, and extracurricular activities but may inform school officials of any significant concerns. For other issues, families may contact the Middle School Counselor, with confidentiality limits applied to ensure the community's safety and well-being.

Life 101

Life 101 is the Middle School’s component of the larger school wide Student Wellness Program. The Porter-Gaud Student Wellness Program is driven by the school’s core values of W.A.T.C.H.; Words, Actions, Thoughts, Character and Habits. Wellness is an active, ongoing process which involves becoming aware of and taking steps toward a healthier, happier, more successful life.

This program empowers students across all three divisions to acquire, integrate, and practice vital skills related to health and wellness in order to promote social growth and self- awareness. It’s focused on four specific areas which include; spiritual life, social and emotional learning, inclusion & diversity, and leadership.

Life 101 delivers student wellness through a curriculum of mini-courses, workshops, classroom lessons, speaker series, assemblies, presentations, and our school traditions.

Students in Life 101 may participate in any or all of the following:

- Study Skills & Time Management
- Health & Nutrition
- Teamwork
- Creativity
- Resilience and Grit
- Digital Citizenship & Online Safety
- Ethics
- Conflict Resolution
- Mindfulness
- Life Purpose
- Intercultural Competency and Belonging
- Boys & Girls Leadership

As an additional component of Life 101, assemblies and advisory reinforce the topics listed above. A team of Porter-Gaud faculty and staff, including Learning Services, Physical Education, Technology/Computer Science, the Chaplain, MS/US Administration, the Office of Community Engagement & Wellness design and implement the programming. We also draw from professionals in our community to enhance this important curriculum.

Field Trips, Field Day, Winterims & Grade Level Class Trips

Educational Grade Level Class Trips, Winterim, Field Trips, and in some cases, fun outings, are planned for classes during the year. Parents receive a notice which indicates the destination, departure time, return time, method of transportation, costs, and other pertinent information. For most of these outings, school attire is acceptable: physical education attire is not acceptable unless school administration or faculty have specifically instructed students to wear it; for some, more dressy clothes may be expected. Porter-Gaud School may require a background check on any person who, at the School's behest, comes into close and regular contact with our students; this includes, for example, parents who act as chaperones for any trips or outings. Educational Grade Level Class Trips, Winterim, and Field Trips, whether day or overnight, need at least two chaperones, including at least one male and one female, unless otherwise approved by the Head of School.

Winterim and class trips are considered official school days, and as such, non-participation will be recorded as an absence. Students who are not attending a class trip or Winterim do not attend school on those days. If a permission slip signed by the parent or guardian is not returned to the school, the student cannot be permitted to go with the group. Due to Middle School athletes occasionally participating on Upper School athletic teams, there may be scheduling conflicts (ie. State championship games or matches, extended practice or game schedules). In the event that there is conflict, previous commitments of payment for Winterim or class trips must still be met, as costs are incurred by the school in advance of these trips.

Winterim for 2026-27

The Porter-Gaud Middle School Winterim program this year will take place February 17-19, 2027. It will consist of local experiences, on-campus activities and out of town trips. We will not finalize the experiences and costs of some of the Winterim options until the beginning of September. Winterim introduction and sign-up will happen in September.

Grade Level Class Trips for 2026-27

All class trips are subsidized in Porter-Gaud tuition. Detailed information on each trip will be sent out by the end of the first semester. If you have any questions, please contact Assistant Head of Middle School, Chris Weaver at cweaver@portergaud.edu. Class Trips are overnight trips and are expected to run from May 4-7. Each grade will travel to the following locations.

- 5th Grade: Black Mountain Expeditions (NC)
- 6th Grade: St. Augustine, FL and Savannah, Ga
- 7th Grade: Washington, D.C.
- 8th Grade: Leadership and Teamwork the Disney Way (FL)

Conduct Guidelines & Expectations

The Honor Code

Honor in the Middle School

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

Fides. Honor. Scientia.

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

Ultimately, a student’s enrollment at Porter-Gaud constitutes a voluntary agreement to live by the Honor Code and uphold the school’s mission of developing scholarship and character. Violations of the Porter-Gaud Honor Code undermine the community’s values and can lead to significant consequences for students as outlined in the Behavior Expectations section of the handbook. Any questions regarding the interpretation of the Honor Code should be directed to the Head of Middle School or the Assistant Head of Middle School. Defining honesty and honor are challenging tasks, but outlining behaviors and actions that are prohibited by the Porter-Gaud Honor code is not. Students are encouraged to review specific course honor expectations signature pages and/or consult with the course instructor for any explanation or elaboration of class expectations.

All infractions involving the Honor Code will be handled directly by the Head of Middle School or the Assistant Head of Middle School. These administrators will oversee the review of Honor Code violations and determine appropriate next steps and consequences in accordance with the Middle School’s expectations and policies.

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

Guidance on the Use of Artificial Intelligence (AI) Technology in Academic Work

Porter-Gaud recognizes that generative AI technology has significantly changed the academic landscape. While instructors may occasionally utilize these tools in the classroom for specific, data-generating educational purposes, above all, we value our students’ authentic thought and expression. Therefore, unless explicitly stated otherwise by a teacher, students are expected to submit entirely original work.

Process for Suspected AI Use

Should a teacher suspect with significant probability that a student’s submission features unauthorized or inappropriately generated AI content, the following steps will be taken:

- **Teacher-Student Dialogue:** The teacher will raise the concern directly with the student. Students are expected to be completely honest about their use of technology, as the primary goal is ensuring authentic learning.
- **Demonstration of Learning:** The school will take appropriate actions to ensure the student can independently engage in and demonstrate their own writing, creating, or thinking process.

Consequences for Policy Violations

Submitting AI-generated work as one's own compromises academic integrity. If a student is found to have used AI in an unauthorized or inappropriate manner, they will face the following consequences:

- **Grading Impact:** The student's grade for the assignment will be negatively impacted. The final grade awarded for the submission is at the sole discretion of the teacher and school administration.
- **Honor Council Referral:** Being dishonest about the originality of academic work constitutes an honor violation. Inappropriate use of AI technology may result in a formal referral to the Honor Council.

What a Student Should Do If They Witness A Honor Code Violation

Middle School students who witness others committing Honor Code violation may choose to:

- warn the violator to discontinue the prohibited activity
- report the violator to the Assistant Head of Middle School or Head of Middle School
- advise a teacher that cheating or other prohibited behaviors are going on in the class with or without giving a specific name.

Dealing with Honor Code Violations

Reported violations of the Honor Code by Middle School students are handled by the Head of Middle School and the Assistant Head of Middle School except as otherwise noted in this Handbook.

Any question of interpretation of this Honor System shall be directed to the Head of Middle School. Attendance at Porter-Gaud indicates willingness to comply with the Honor Code. Potential consequences for violations of the Honor Code are outlined in the Behavior Expectation portion of this handbook.

Behavioral Expectations

At Porter-Gaud Middle School, respect forms the cornerstone of our community values and guides our students in their daily interactions and behaviors. This foundational principle ensures that every member of our community feels valued and safe, fostering an environment where learning and personal growth can thrive. Our behavior expectations are designed to reflect these core values, promoting integrity, responsibility, and mutual respect among students, faculty, and staff. By adhering to these guidelines, students contribute to a positive and supportive school culture that upholds the high standards of Porter-Gaud.

Respect for Individuals

- Students are expected to conduct themselves in a respectful and orderly manner to all adults and students.
- Students are not to use obscene, profane, or intimidating written or verbal language. This includes hate speech.
- Harassment, including teasing, "put-downs," and sexual harassment, is inappropriate.

- Conduct at all school-sanctioned events (athletic and academic) should reflect positively on the school.

Respect for Property

- Students should dispose of all trash in appropriate containers.
- Students are not to damage or abuse any school property or personal property of others.
- Chewing gum is not allowed on campus.
- Food and drinks are only allowed outside or in the cafeteria or other eating areas.

Respect for Honor

- The Porter-Gaud Honor Code is in effect at all times (See Honor Code policy above).

Respect for Law

- The possession of firearms, explosives, or any weapon is prohibited on campus at any time.
- The possession or use, as well as being under the influence of alcohol, illegal drugs, or narcotics is strictly prohibited on campus or at any school-sanctioned event.

Middle School Behavior Expectation Matrix

In Middle School, we endeavor to have all students be safe, kind, and responsible in order to create the best learning environment possible. Following, we share some general expectations for students during the school day.

	Safe	Kind	Responsible
In our classrooms, we:	• Turn in our cellphones to our Advisory teacher or the front office at the beginning of the day. • Keep all four chair legs on the floor. • Throw away our own trash and any trash left behind by others.	• Respect others. • Help others. • Participate. • Use school- appropriate volume and language.	• Ask for help when we need it. • Are on time and on task. • Have the materials we need. • Respect the teacher.
In our hallways and stairs, we:	• Walk and never run. • Pay attention to where we are going. • Keep to the right to make room for others. • Keep our hands, feet, and other objects to ourselves. • Listen to and follow directions from school staff.	• Use school-appropriate language and volume.	• Arrive early to class, ready to learn. • Are only here during the passing period or with a pass. • Throw away our own trash and any trash left behind by others.
In our bathrooms and locker rooms, we:	• Wash our hands with soap. • Keep conversations with others in the bathroom short and positive.	• Throw away our own trash and any trash left behind by others. • Keep private things private.	• Keep our electronics put away.

In our Lunchroom, we:	• Walk and never run. • Line up orderly. • Stay in the Cafeteria. • Listen to and follow directions from school staff.	• Listen to what adults are asking us to do.	• Clean up our messes. • Throw away our own trash and any trash left behind by others.
While using Porter-Gaud devices and other technology, we:	• Stay on teacher/school approved sites. • Take good care of the device and keep it in a safe place. • Only use the device that is assigned to us.	• Use school-appropriate language in emails and messages. • Keep our hands away from other people's computers.	• Bring our computers charged each day. • Bring our computers to each class. Use Google Suite and school-approved apps to keep up to date on our schoolwork.

Disciplinary Procedures and Infractions

Discipline is considered a part of the growth process and basic to the development of character. Students should understand the need for rules, the part they play in maintaining order, and the necessity of observing rules. The responsibility for implementing the behavior expectations in Middle School has been delegated to the Middle School teachers, staff members, Grade Level Deans, the Assistant Head of Middle School, and the Head of Middle School.

The following procedures are designed to help students develop self-discipline and personal conduct. Examples of infraction levels and their potential consequences are provided below. These consequences are possibilities and may not occur in any particular order. Depending on the severity of the behavior, some consequences may be combined as a single punishment. These examples are not intended to be exclusive or binding; student consequences for behavioral infractions are solely at the discretion of Porter-Gaud School.

Description	Examples	Potential Consequences
Level 1 infractions are minor misbehaviors on the part of the students which impedes orderly classroom procedure or interferes with the orderly operation of the school. These acts are typically handled by the classroom teacher, but sometimes require the assistance of a grade level dean.	Include: AirPods, attitude, cell phone possession, class disruptions, drink/food/gum, inattentive behaviors, minor horseplay, minor misuse of electronic devices, P.D.A., put-downs, tardies, uniform violations, unpreparedness.	a. Warning/teachable moment b. Conduct note c. Phone call home or meeting with parents d. Teacher detention e. Administrative/after school detention f. Meet with grade dean
Level 2 infractions are frequent or moderate misbehaviors that tend to disrupt the learning climate of the school and require the assistance of the	Include: Defiance that continues beyond teacher warning (including moderate: horseplay, inattentive behavior, missing work, tardies, and uniform violations),	a. Meet with grade level dean or MS administration b. Administrative/after school detention

grade level dean. This level of misbehavior does not represent a direct threat to the health and safety of others.	entering “off-limits” areas, honor Code/cheating/plagiarism, littering, minor misuse of school property and technology, minor profanity or inappropriate comments (non-identity based), misuse of passes, and refusing to work or follow reasonable requests. *Level 2 can include a second offense of Level 1 behavior or an aggressive combination of Level 1 behaviors.	c. Parent meeting with grade dean or MS administration d. Loss of privileges including technology
Level 3 infractions are behaviors directed against persons or property by whose consequences do not seriously endanger the physical health or safety of others in the school, but still have a profound impact on the school and its community. These acts are always handled by the Head and Assistant Head of Middle School.	Include: Repeat Cheating/plagiarism/Honor Code Violations, leaving class or school grounds without permission, lying, misuse of school property or technology, skipping classes or other in-school events, and violation of the Athlete’s Code *Level 3 can include second Level 2 offense or third Level 1 offense.	a. Automatic disciplinary warning or probation b. Loss of privileges including technology c. Parent meeting with MS administration d. Potential in or out of school suspension e. Restorative Justice practices f. Required meeting with CEW Leadership g. Recommendation for probation or expulsion
Level 4 infractions are behaviors which result in violence to another person's property, pose a serious threat to the physical or mental safety of others in the school, or cause severe disruption to the educational process. These acts are handled directly by the Head and Assistant Head of Middle School, as well as the Head of Porter-Gaud School.	Include: Physical and Mental Threats: Any action, threat, or harassment that compromises the physical safety or emotional well-being of a community member. Unauthorized and Harmful AI Media Generation: The creation, manipulation, or distribution of inappropriate AI-generated images, audio, or video. This includes: ● Generating or altering images of oneself or others without explicit, written permission. ● Utilizing AI to create content that is sexually explicit, violent, racist, derogatory, or otherwise	a. Automatic disciplinary warning or probation b. Meeting with MS Administration c. Required Meeting with CEW Leadership d. Potential in or out of school suspension e. Recommendation for probation or expulsion

	harmful to individuals or the school community. Cyberbullying, bullying/harassment of students/ teachers, fighting/aggressive physical contact, inappropriate comments that are identity-based, physical contact with staff, possession of lethal weapons and explosives (including look-alikes), purchase/possession/ selling and/or use of alcohol/tobacco, nicotine pouches, vapes, or other drugs, severe/aggressive language including identity based terminology/slurs and hate speech towards students and staff, sexual harassment, social media violations, taking photos/video without staff permission, and violating school internet policy.	
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* Note that all consequences and decisions are at the discretion of the Middle School Administrative team.

**Honor Code Violations: Consequences for academic violations may include a zero for the assignment, meeting with an US Honor Council Member, or resubmission of work for half credit. Multiple offenses may result in a change of status to Disciplinary Warning or Disciplinary Probation.

Teacher Detention

Teachers assign classroom detentions for Level 1 infractions of classroom procedures. Teacher assigned detention is served at the discretion of the teacher. A warning does not have to precede a detention. If these teacher detentions do not prove effective in producing desirable results, the teacher should request a conference involving the student’s advisor, parents, the teacher, and the Head of Middle School.

Administrative Detention

Detentions, which can be served either for a classroom teacher or as an Administrative After School Detention, may be assigned by Grade Level Deans, the Assistant Head of Middle School, or the Head of Middle School in response to faculty referrals for violations of classroom or school rules. Lateness to detention or failure to report for a detention leads to a student serving two consecutive detentions. A missed detention due to an excused absence must be made up on the next scheduled detention day. Excessive detentions may result in re-enrollment being withheld for the next school year, suspension, or expulsion from school.

The administration will notify the student and parents on the day of the offense. Detention notifications (via a Conduct Note in Blackbaud) indicate that a student has five school days to serve the detention from the time it was issued. *Detentions take priority over all other school obligations, such as sports practices, games, or Fine Arts rehearsals or performances.*

Students receive a one-week time frame to serve detentions, with no extensions of the original due date. Absences, unless five or more consecutive days, will not justify an extension. It is the student's responsibility to plan their schedule to serve detentions by the designated due date.

Offenses are cumulative for one semester. Any unserved or overdue detention will be doubled, and overdue detentions may result in further disciplinary consequences by the Middle School administration. Three repeated detentions for the same rule violation (e.g., dress code violations) may result in the student being moved to Disciplinary Warning status or face other potential consequences.

Afternoon detentions for disciplinary offenses are held Tuesday and Thursday from 3:15 p.m. to 3:45 p.m. in the SGT building. Students must be in proper school attire. Food or drinks are not permitted. Students must sit quietly for the entire period; sleeping or resting one's head on the desk is not allowed. Detention is not a study hall period, and students may not make up tests during detention.

Disciplinary Warning

Disciplinary Warning is designed to inform the student and his/her parents that a student appears to be making decisions that are leading the student in a direction that is opposed to the school's mission and which is of concern to the faculty. The student and parents are notified and invited to a meeting with the Head of Middle School and the Assistant Head of Middle School to discuss those concerns. Any disciplinary penalty accompanying Disciplinary Warning is at the discretion of the Head of Middle Schools. Warning status is temporary, and the student's behavior and progress are reviewed by the Head of Middle Schools Regularly for improvement. Failure to improve behavior can lead to probationary status.

Disciplinary Probation

Disciplinary Probation is the means whereby the student, parent, teachers, Head of Middle School and Assistant Head of Middle School are all advised that a serious behavior problem has developed -- one that bears scrutiny on a day-by-day basis. A student is assigned Probation by the Head of Middle School, usually after consultation with the faculty and/or administration. The details and duration of the Probation are explained in a conference with the student and parents and in a letter. The Athletic Department and Fine Arts Department will be notified, and the student will not be allowed to participate in practices, games, rehearsals, or performances for seven [7] school days. After seven [7] school days, the administration, the Athletic Department, and the Fine Arts Department will re-evaluate the student's ability to participate in athletics and Fine Arts after school. A student on Probation must return to good standing or face withdrawal from the school. Probation may be assigned at any time for a portion of a semester, a semester, an entire school year, or longer. At the end of the probationary period, the student's behavior will be reviewed, and a determination will be made by the school to extend or end the probationary period.

In-School and Out-of-School Suspension

Suspension is assigned for major violations of school rules. A student who breaks the trust of the school community and is consequently separated from the community may serve an in-school or out-of-school suspension. Students serving in-school suspensions will be given classwork to complete during the day. Students who miss school work because of out-of-school suspensions are expected to make up that work as soon as possible at a time convenient for their teachers (students should be in contact with their teachers in the case of a multi-day suspension.) Students will receive a one-point deduction in each class

during the marking period when the suspension occurs. An exception is a major cumulative project (such as a semester paper), which qualifies for full credit if submitted on the date due.

Students should also expect additional consequences from extracurricular organizations. Students receiving an in or out-of-school suspension will not be readmitted to school until an administrative conference is held with the student and parents. All work missed while suspended must be made up. A student has as many days as the student was suspended in order to complete make-up work. During the period of suspension, the student may not be on campus (with the exception of In-School suspension), may not attend classes, field trips, off-campus activities, or any Porter-Gaud athletic practices or games.

Students who have served an in-school or out-of-school suspension will be moved to a Disciplinary Warning status at minimum.

Expulsion

Expulsion is the final and most serious disciplinary consequence and may be applied to the most serious or chronic violations of School rules and expectations. Depending upon the nature of the offense and the severity of the consequences, a report of a serious disciplinary incident may go into a student's permanent file.

Head of School's Committee of Review

The Committee of Review serves as an advisory group to consider cases involving a student's potential expulsion. The Committee includes the Heads of the Lower, Middle, and Upper Schools, and may include, the Assistant Head of the Division, the Faculty Representative to the Head of School's Council, the counselor in the division, the Class Dean, the Assistant Head of School for Enrollment Management & Parent Relations, the Head of Community Engagement & Wellness, and the student's faculty advisor. The group is intentionally composed of individuals from different areas of the school in order to incorporate diverse perspectives from adults who know the student well. The appropriate Division Head chairs the Committee. The Committee meets and reports to the Head of School, who makes the final decision about disciplinary consequences for the case in question. In any case involving expulsion, the Head of School's decision is final.

The Porter-Gaud iPad Code of Conduct for Middle School

iPads will be issued to the 5th, 6th, 7th & 8th grades continuing the initiative to support the educational mission of our school. Porter-Gaud seeks to promote educational excellence by facilitating resource sharing, innovation, scholarship, research, creativity, and communication. The use of this technology is a privilege that carries responsibilities and behavioral expectations consistent with all school rules and policies. These include but are not limited to the Technology Code of Conduct currently in place, as well as rules which are stated in school handbooks. It is understood that students in Grades 5, 6, 7, and 8 will use these iPads and the school network to which they are connected in a responsible, ethical, and legal manner at all times.

iPad User Agreement

- I promise to tell my teacher, librarian, or another adult right away if I read or see something on my iPad that is inappropriate or makes me feel uncomfortable.
- I will not give any personal information to anyone online, such as my last name, address, phone number, or the name and address of my school, without my teacher's permission.
- I will treat my iPad responsibly.

- I will not eat or drink near my iPad.
- I will not duplicate or download any copyrighted software to my iPad.
- I will use my iPad as directed by my teachers in class for homework and any other required use.

Additionally, I understand the following behaviors are not allowed:

- Sending or displaying unkind, obscene, or offensive messages or pictures.
- Using another person's password.
- Trespassing in another person's folder, work, or files.
- Wasting limited resources such as printing multiple copies unnecessarily.
- Downloading viruses or hacking programs that can cause problems with our system software
- Using electronic resources without giving credit to the source of the material.

iPad Expectations & Proper Use

iPads are provided strictly as academic tools to enhance learning. To foster a healthy campus community and encourage face-to-face socialization, digital gameplay and leisure device use are not permitted during the school day.

1. Downtime, Social Spaces, & Recreation

- No Free Use During Breaks: iPads may not be used before school, during Community time, or during recess. These times are reserved for students to go outside, interact, and socialize.
- Lunch Period: iPads are strictly prohibited in the cafeteria during lunch.
- Storage: When not actively being used for a class, iPads must remain powered off and stored out of sight in a backpack or locker.
- Gaming Prohibition: Playing games on the iPad—including school-approved or educational apps—is prohibited at school unless explicitly directed by a teacher for a specific classroom activity.

2. Classroom Expectations

- Classroom Entry: Upon entering any classroom, iPads must be taken out but kept closed on the desk until the teacher explicitly instructs students to open them.
- Photos & Videos: No photos or videos may be captured at any time without the explicit permission and supervision of a teacher.

3. Care, Charging, & Security

- Battery Prep: iPads must arrive at school fully charged and ready for use each morning.
- Protection: iPads must always be kept in a protective case designed for that purpose.
- Password Privacy: Device passwords must be kept strictly confidential. Students may not share their passwords with peers; they should only be shared with parents and teachers.

Consequences iPad misuse are as follows:

<u>After:</u>	<u>Consequence:</u>
First Violation	Conversation with administrator and family notification
Second Violation	Conversation with administrator, 1-3 detentions and family notification
Three or more	Loss of technological privileges and suspension

*All technology misuse consequences are determined by the Middle School Administrative Team based on the severity of the incident.

Dress Expectations and Guidelines

Porter-Gaud School is a workplace for students, and the clothes worn by students to school, as well as grooming, should be suitable in cut, style, and material for that workplace. Any attire that distracts from or interferes with the learning process is unacceptable. As a member of the Porter-Gaud community, students and their families are responsible for ensuring they comply with the school’s dress code. The dress code is intended to promote the school’s Episcopal identity, a learning environment free of distractions, an appropriate amount of uniformity and modesty while allowing for personal taste, and a culture of respect for different cultures and generations. Students need to meet appearance expectations upon arriving on campus every morning. The School expects Porter-Gaud students and parents to respect the school’s learning environment through appropriate dress and grooming.

The Dress Code

The School has guidelines for dress and personal grooming since anything that distracts from or interferes with the learning process is unacceptable. Students at Porter-Gaud have a mandatory uniform that they are required to wear most days of the school year. This uniform has several allowed variations (see [Porter-Gaud Middle School Uniform Guidelines Chart](#) below), but all consist of a Porter-Gaud labeled top and appropriately tailored and colored pants, shorts, or skirts. Faculty members, the Grade Level Deans, Assistant Head of Middle School, and/or the Head of Middle School may assign penalties if the student has not met the intended guidelines for dress and personal grooming. Students need to meet appearance expectations upon arriving on campus every morning. A student who is out of uniform may be sent home to change or their family may be called and asked to bring uniform items. Any work missed because of uniform violations is to be made up within one school day and the student should expect academic consequences. Fridays are Spirit Days with slightly different rules and PE days for 5th and 6th graders are also different (see [Uniform Guidelines](#) below for PE).

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

- All students’ hair should be clean, neat, well-groomed, and a natural color. Extreme colors and styles are not acceptable for School.
- The length of shorts and skirts/skorts should reach the student's fingertips.
- Body piercings are not permitted, except for earrings worn in the earlobes and one small stud worn in a nostril. Nose hoops, septum piercings, and other visible facial or body piercings are not permitted.
- Tattoos are not allowed.
- Clothing must cover all undergarments.
- Shoulders, stomachs, backs, and bottoms should be covered at all times.



- No headwear (hoods, hats, visors, bandanas, earbuds, headphones, etc.) may be worn during the school day unless for a specific assignment in class. Headwear is only allowed for approved religious, cultural, or medical purposes.
- All School uniforms are to be neat, clean, pressed (when necessary), appropriately sized, and in good repair (no holes, ragged hems, or patches). Shirts are to be tucked in during School hours. Students may not modify the school uniform.
- Closed-toed shoes are required.

Uniform dress remains in effect for all students on the campus from 7:45 a.m. to 3:10 p.m. unless specific permission is given by a faculty member, the Class Dean, the Assistant Head of Middle School, and/or Head of Middle School. The following guidelines are by no means comprehensive or all inclusive. Final judgment of acceptable attire and personal appearance is at the discretion of the School. The School reserves the right to be the final authority as to what is acceptable and what is not acceptable, even if the attire is not addressed in these guidelines.

Middle School Uniform Guidelines

Uniforms can be purchased through our [PG store on the French Toast website](#), [PG Store on the Lands End website](#), or from the Gently Used Uniform Sale in August

Tops (all tops must have a circle Porter-Gaud logo)	
Polo → Solid white, black, garnet, or gray with the circle Porter-Gaud logo → Long or short sleeve If students wear an official Porter-Gaud sweater or sweatshirt, they are not required to wear a polo. However, if students wish to remove their sweater or sweatshirt at any point throughout the day, they should wear the required polo underneath. The shoulders and torso must be covered.	
Bottoms	
Pants → Khaki → Black Shorts → Khaki	Pants and shorts do not have to be purchased from French Toast or Lands End. Cargo pants/shorts, AFTCO shorts, work pants, and khaki/black colored jeans are not appropriate.
Skirt/Skort → Plaid, gray, or khaki → All skirts must be purchased through French Toast and Lands End.	
Dresses	
Tennis Dress → Garnet (with Porter-Gaud logo) → These dresses are no longer available for purchase through French Toast but can be purchased at the gently used uniform sale.	

Outerwear

Sweater

- Official Porter-Gaud sweaters

Sweatshirts

- Official Porter-Gaud sweatshirts (hoodie, pullover, quarter-zip, long sleeve t-shirts)

Uniform tops, including all outerwear, must retain their original, factory-finished neckline. Cutting, slit-opening, fraying, or otherwise altering the collar to change the fit or style is prohibited.

Coats and jackets worn outside of buildings (e.g., during community, recess or while transitioning between buildings) do not need to be Porter-Gaud branded; however, they should not be overly loud, distracting, or display prominent branding or messaging.

Leggings, Tights

Leggings and tights may be worn under skirts, shorts, and dresses if desired. They must be solid black, white, or gray in color. Sweatpants, yoga pants, and pajama pants may not be worn.

Footwear

All students must wear shoes that are both closed-toe and closed-heel (i.e., with a back). Shoes must provide full coverage of the toes and heel for safety and support, especially during daily community and recess. Not Permitted: Sandals, flip-flops, slides, clogs without backs, crocs or any footwear exposing the toes or heel.

Hats

Hats and headwear are prohibited everywhere on campus, indoors and outdoors, except for religious or cultural purposes.

Spirit Days

Every Friday is Porter-Gaud Spirit Day. All students may choose to wear official Porter-Gaud gear: jerseys, polos, t-shirts, etc., which represent an athletic team, academic organization, community service project, or fine arts event to show their Porter-Gaud spirit. These items are worn with uniform bottoms. Spirit wear can be purchased at various points throughout the year from the PGPA, athletic teams, and student organizations.

Shirts that are sold by vendors other than Lands End & French Toast purchased by athletic teams are considered spirit wear. They may only be worn on Fridays as part of spirit dress.

Physical Education

All items must have the PG logo except for black performance skorts from French Toast.

Grades 5-6:

PE uniforms must be purchased on the French Toast or Lands End website.

- Grades 5 and 6 will wear their PE uniforms for the entire school day on their designated PE days.
 - ◆ PE T-shirt (Performance, Active, or Essential)
 - ◆ Black short with logo or black skort
 - ◆ Gray or black sweatpants with PG logo
 - ◆ All students are required to wear tennis shoes on PE days.

Physical Education continued

Grades: 7-8:

- For Grades 7 and 8, PE uniforms will be distributed on the first day of PE classes by the school and can only be worn during PE classes. Additional sets/items may be purchased through French Toast.
 - ◆ All students are required to wear athletic footwear to PE classes.
 - ◆ PE T-shirt (Performance)
 - ◆ Black short with logo

Non-Uniform Days

Occasionally, students are allowed to wear non-uniform clothing on designated days, but rules concerning coverage, length, and repair outlined in the student handbook still apply. All logos and writing on clothing must be appropriate for a school setting. The Head and/or Assistant Head of Middle School will share further rules and expectations on non-uniform days as they occur throughout the year.

Enforcement of Dress Code

The faculty, staff, the Head of Middle School, the Assistant Head of Middle School, and the Middle School Counselor determine what is unsuitable for the school day, and students are expected to meet appearance expectations before continuing classes. During the homeroom period each morning, the Advisor determines adherence to the Dress Code. Any students that are not in the dress code will be reported through a Conduct Note in Blackbaud. If a student is out of code in a way that cannot be corrected immediately, their parents/guardians are called and asked to bring a change of clothes. Until that change of clothes arrives, the student may not be allowed to attend class. Any work missed because of dress-code violations is to be made up within one school day.

During the course of a day, students who are observed in violation of the Dress Code by faculty members are reported to through a Conduct Note in Blackbaud. Detentions may be given to students who are out of dress code and cannot remedy the situation immediately. In addition, the Middle School maintains records of violations, and repeated dress code violations may result in more serious consequences.

Dress Code Consequences

- Students will receive the following consequences for excessive dress code violations (per semester):
- 1st Violation: Warning with a Conduct Note.
 - 2nd violation: 1 administrative detention
 - Further violations will result in additional detentions or other consequences assigned by the Middle School administration.

The guidelines listed in this handbook are by no means comprehensive or all-inclusive. The final judgment of acceptable attire and personal appearance is at the discretion of the School. The School reserves the right to be the final authority as to what is acceptable, even if the appearance expectation is not addressed in these guidelines.

Academic Expectations, Program & Policies

Middle School Academic Expectations

Middle School represents a pivotal period in our students’ lives. After successfully mastering the foundational academic and time management skills of the earlier grades, students now deepen their studies and co-curricular activities in preparation for Upper School.

Our rigorous academic program is delivered by passionate, professional educators who incorporate critical thinking, analysis, and problem-solving skills into daily lessons and discussions. As students progress, they begin to receive guidance and support for their future educational paths. By the time they reach the end of Middle School, students are well-prepared to transition to Upper School with confidence.

Throughout their Middle School journey, students mature into capable young individuals with strong academic foundations and solid social, emotional, spiritual, and intellectual health. They build lifelong friendships and discover their gifts and talents, which they are eager to share with the world.

Porter- Gaud Middle School Grading System

100 - 97= A+	89 - 87= B+	79 - 77= C+	69 - 67= D+	59 and below= F
96 - 93= A	86 - 83= B	76 - 73= C	66 - 63= D	INC= Incomplete
92 - 90= A -	82 - 80= B -	72 - 70= C -	62 - 60= D -	P= Pass/F= Fail

High Honor Roll and Honor Roll

Middle School students having an overall average of 93 or above with no grade under 87 earn High Honor Roll. Students having an overall average of 87 or above with no grade lower than 83 earn Honor Roll. High Honor Roll and Honor Roll are compiled using all academic courses, although a student may not fail any non-academic course. Students are notified of High Honor Roll and Honor Roll on their report cards.

Middle School Academic Program

In the Middle School, the core curriculum at each grade level is the same for the majority of students. In addition to the core courses, students will meet for special area classes throughout the year in one of the blocks. Middle School is a crucial time in a child's development. At Porter-Gaud, we focus on the whole child and help each student build executive function skills and social-emotional intelligence skills, with the goal of making them effective self-advocates. We accomplish this through the framework of our Vision of a Learner, which endeavors to make all students flexible problem solvers, resilient individuals, ethical decision-makers, empathetic collaborators, globally oriented citizens, engaged learners, and discerning thinkers. When our students complete Middle School, we celebrate not only who they are but who they are becoming. More information about the Middle School academic program can be found in the [Middle School Course Selection Guide](#).

Middle School Academic Policies

Homework

As a rule, students should potentially expect homework in every academic class multiple nights a week. As students progress from fifth to eighth grade, the amount of homework will increase, reflecting the growing complexity and depth of their academic studies. Extended assignments are given in some classes and it then becomes the students' responsibility to budget their time. In general, the student is allowed as many days for make-up work as the days of the excused absence.

Testing

The Middle School Faculty is committed to balancing academic assessments across disciplines. Students should not have more than 2 major graded assessments (announced tests, essays, & projects) on any given day. If at all possible, teachers are expected to avoid the situation where students have three tests in one day. Teachers may test on any day of the week; however, students must be given advance notice on the assignment center on the class website. They do not apply to short pop quizzes, which may occur unannounced at any time. Major projects, presentations and papers will be scheduled on the test calendar. If a student has a test in a fine arts, religion, computer, or PE class, it is possible for that student to have three tests on one day.

For the day following major school events in the evening (e.g. music concerts, musicals, drama productions, or other such events announced in advance) the following provisions may apply for participants:

- There will be no tests or major assignments (e.g. essays, projects) given or due in any department. Homework assignments must be greatly reduced.
- There will be no homework assigned in the department involved in the event. Other departments should modify homework assignments accordingly, but homework may be given.

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

Missed Academic Work

Each teacher has specific criteria about missing work stated in their syllabus. Missing work can be made up only in the Quarter in which it was given.

- A Middle School student is expected to make up all homework, quizzes, and tests missed during an absence. With any absence (including those missed because of school-sponsored events), the student is responsible for making necessary arrangements for all missed assignments and assessments. Credit will not be given for work not made up within this prescribed period unless special arrangements have been made between teacher and student.
- In general, a student who misses an in-class assessment due to an absence is expected to complete any missed class work within the same number of days as the student was absent. Whenever possible, test make-ups should be scheduled with the teacher in advance at a mutually agreed upon date and time, and other academic work should be handed in prior to the absence. Departments should utilize the department testing make-up schedule for student make-up tests.

- In the case of a pre-arranged absence the day before a scheduled test, a student will not be excused from taking the test. Examples of such a pre-arranged absence would include but are not limited to doctor's appointments, field trips, early athletic dismissal, etc.
- Individual departments, after review with the Head of Middle School, may establish their own guidelines in regards to make-up work so long as the policies are clearly communicated to students and families at the beginning of each semester. For example, the math department policy requires that "if a student is absent the day before a test or quiz, the student is still expected to take the assessment on the original assigned day."

Incomplete Academic Work

All work assigned by teachers to students must be completed by the end of the quarter in which it was assigned. It is at the discretion of the individual teacher as to whether they accept work after the late-period ends.

Make-up Testing

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

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

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

End of Semester Exams/Assessments

Each semester ends with modified class schedules. Students may take a variety of assessments in each content area which may include cumulative tests and projects. Students have no tests the day prior to exams. Dress Code regulations during exams will be normal Porter-Gaud dress. Students out of dress code will not be permitted to take exams and must report on the make-up day.

Note that all Porter-Gaud textbooks and library books should be returned and fines paid before exams. Grades are withheld until fines are paid and/or all texts are returned in usable conditions. Examination grades, project grades, semester averages, and end of year grades are not given to students until the last exam of that semester has been administered.

Academic Progress

The School wants to communicate effectively and in a timely manner with both students and their families regarding the student's academic progress. Parents and students who have acquired a username and password through the Porter-Gaud technology department may log in to Blackbaud and view their student's grade for each course at any time. Parents will receive an official *Academic Progress Note* from faculty when concerns arise regarding their child's grades or academic performance. Report cards will be posted to Blackbaud at the end of each semester grading period.

Academic Status

A student's academic status is determined at the end of each quarter. While most students will end each quarter in good academic standing, it is possible that some students may find themselves placed on Academic Warning or Academic Probation. Both of these statuses are described below.

Academic Warning

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

- Parents of the student are notified.
- The student meets with his/her advisor and the Head of Middle School or Assistant Head of Middle School to discuss strategies necessary for improved performance. Academic Warning is reviewed, and appropriate adjustments may be made at the end of the quarter.

Academic Probation

A student whose grades at the end of a quarter include two grades of 69 or below or one failing grade of 50 or lower in an academic subject, or who is in serious academic jeopardy (as determined by the Head of Middle School in consultation with the student's advisor) is placed on Academic Probation.

- The student may be assigned to study hall at community life
- The student's advisor and the Head of Middle School meet with the student and that student's parents/guardians to discuss strategies necessary for improved academic performance. The student's performance will be reviewed at specified intervals in order to best support the student's efforts to improve.
- Students on Academic Probation risk not being permitted to practice or play with interscholastic teams, may be required to resign any positions in clubs and organizations, and withdraw from major extracurricular activities. Exceptions may be considered by the Dean and Head of Middle School in extraordinary circumstances.
- Students on Academic Probation for the first and second quarters who fail to raise their grades at the third quarter or fourth quarter will have their re-enrollment rescinded for the following academic year.

Middle School Policy for Summer Classes

Summer work is offered and may be required for students who earn a grade below 70 in any subject at the discretion of the department chair and administration. Summer work consists of meeting with an approved tutor to relearn the course material, complete a packet made by the original teacher, and review for a new (but similar) final examination. If the student attends summer work, passes the summer course work, and earns above a 70 on the department approved exam, then the grade in the course is raised to 70. In order to be promoted to the next grade level, no more than 2 failures may be made up by summer work. Additionally, multiple grades in the 60-69 range may result in rescinding enrollment for the following year. Any student earning a grade below 70 in Algebra will be required to repeat the course. Any students earning between a 70 and a 75 in Algebra will be recommended to repeat the course.

If the tutor for summer work is a Porter-Gaud teacher, it must be a teacher other than the original course instructor unless the Head of Middle School, the Department Chair, and the parents/guardians approve the original course instructor providing tutoring. The Head of Middle School and the Department Chair's approval of the final arrangements must be given before implementation is authorized.

The student's tutoring should be completed by July 31, and the student must earn a grade of 70 on a department approved exam by soon thereafter. If the student does not pass the examination, he or she is to have 3 more hours of tutoring and sit for another exam.

If summer tutoring is with a Porter-Gaud teacher, it is expected to take place at Porter-Gaud School during normal summer hours. The payment for a faculty tutor is paid to Porter-Gaud School and not directly to the tutor.

Middle School Clark Principal Award

Middle School Clark Principal Award (Beginning with the Class of 2032): Eighth-grade students who meet the following requirements will qualify as recipients of the Middle School Clark Principal Award:

- Academic: Earn an overall average of 94 or above in the five core academic classes, with no grade below 90, for three consecutive semesters (through the end of the first semester of eighth grade).
- Student Life: Participate in Porter-Gaud extracurricular activities during at least two of the three qualifying semesters. Eligible activities include athletics, fine arts, clubs, student organizations, leadership roles (such as House Captain), and other school-sponsored extracurricular activities.
- Community Service: Complete 10 hours of community service during seventh grade and 20 hours during eighth grade (30 total hours). Signed community service forms must be submitted by the designated deadline.
- Student Character: Remain in good standing and comply with the policies outlined in the Student Handbook throughout both seventh and eighth grades. Students may not have honor violations, suspensions, administrative detentions, or other disciplinary infractions during this time.

Co Curricular Involvement

Athletics

Middle School students have a wide variety of opportunities to participate in sports, both on the intramural and competitive levels. (See Extracurricular Eligibility above regarding requirements for competitive participation.)

Students must be present for the entire school day in order to participate in extracurricular activities. Please reach out to the Head of Middle School if you have any questions.

Middle School students may participate in the following sports:

- | | | |
|---------------------|-----------------------|----------------------|
| ● Football (F) | ● Basketball (W) | ● Swimming (F) |
| ● Volleyball (F) | ● Soccer (S) | ● Baseball (S) |
| ● Cross Country (F) | ● Track and Field (S) | ● Lacrosse (S) |
| ● Tennis (F/S) | ● Golf (F/S) | ● Cheerleading (F/W) |

All students are expected to know the SCISA conference rules concerning behavior at athletic contests. All athletes are also expected to be thoroughly familiar with the Porter-Gaud School [Athletic Code](#) printed in this handbook.

Extracurricular Eligibility

To maintain extracurricular eligibility, Porter-Gaud School expects a student to adhere to the South Carolina Independent School Association's Student Eligibility Rules. The Academic Requirements for eligibility are as follows:

- Students below the 9th grade must pass four (4) subjects each grading period/semester.
- Any student who did not receive credit for at least 50% (one-half) of all courses taken the previous school year cannot be declared eligible for athletic participation until the successful completion of the first semester.
- A student who is academically ineligible to participate is also prohibited from practicing with the team until the time the student is academically eligible to participate.
- Any student with multiple grades in the 60-69 range may be suspended from athletic participation at the discretion of the administration.

Athletic Events

The Athletics Program and Porter-Gaud offers many home sporting games and encourages Middle School students and their families to attend and show their Cyclone Pride.

Team Travel

Unless special permission is granted by the Head of Middle School or Head Coach, all athletic team members travel together on school transportation to and from away games. In order to be considered for permission to travel to or from an athletic event using transportation that is not provided by the school, a student-athlete is expected to provide the coach with the parent's written permission. The parent permission letter is to state specifically with whom the student is allowed to leave the game. This permission is granted by the coach only in unusual circumstances.

Student Service

Student service at Porter-Gaud is done on a volunteer basis. Opportunities are scheduled throughout the year under the supervision of various faculty and staff members. Events are announced in homerooms and publicized on campus. Most of these projects are done during scheduled times in the normal school day. Some require time after school or on Saturdays. Middle School students are encouraged to participate in as many of these projects as time permits based on their own interests and to also participate in projects sponsored by non-school community organizations, churches, or synagogues. Because Porter-Gaud students do not earn service hours for vestry, choir, or serving as a chapel acolyte at school, all similar tasks at religious organizations will not count toward student service hours at Porter-Gaud. Service projects organized by local non-profits may count toward student service hours. Students should fill out a Porter-Gaud Middle School Service Form for each project and have it signed by a sponsor of the activity. The Middle School Service Form is available online. All 5th, 6th, 7th, and 8th graders are encouraged to submit service hours. Service will be recognized at quarterly receptions. Fifteen service hours are required for consideration for the Clark Principal Award given in the 8th grade.

Other Student Activities

Middle School Clubs & Organizations

Clubs will meet on a bi-weekly schedule and will be incorporated into the Life 101 block. This shift allows all students the opportunity to explore their interests during the school day in a structured and supportive environment.

Beginning in the 2025–2026 academic year, all Middle School students will be required to join a club as part of their overall student experience. This is an ongoing process, and more details will be shared throughout the year as new clubs are introduced and structures are finalized. Each club is sponsored by Middle School teachers or staff members. Examples of clubs in which Middle School students may participate include, but are not limited to:

- Middle School Service Club
- Minecraft Club
- Art Club
- Vestry, Jr. Vestry, Bible Study
- World Language Clubs (French, Latin, Chinese, Spanish)
- Math Counts, Quiz Bowl, Spelling Bee
- Drama Club

Garnet and Grey House System

The Middle School leadership structure is operated through the Garnet and Grey House System, in which all students are placed into one of the two houses during a Life 101 event at the beginning of their 5th-grade year.

Instead of a traditional student council, we have Garnet and Grey House Captains, selected at the beginning of each school year through an application process. House Captain teams are made up of 7th and 8th-grade students, and selection is based on strong academic performance, good conduct, and overall positive standing within the school community.

House Captains take on many of the responsibilities previously held by student council members. These include planning Middle School socials and activities, organizing student assemblies, representing student voice, and working closely with faculty and administration. House Captains meet regularly for planning and coordination, helping to foster a strong sense of community, spirit, and leadership within each house.

Choir

Students sing a varied repertoire of music. The groups perform many times during the school year, both on campus and in the community. Highlights of the year are: Founders Day, the Middle School Christmas program, and the Middle School Musical. The choir is an enrolled course with required attendance.

Middle School Socials

Different types of social activities are planned for Middle School students with the Head of Middle School, the Assistant Head of Middle School, and the Garnet and Grey house captains. The socials are chaperoned by Porter-Gaud teachers and staff. The social activities are open to all Porter-Gaud Middle School students. Middle School students may not attend any Upper School social activities.

Upper School



Upper School Leadership, Faculty & Staff

Upper School Leadership

Silvia Davis	
Head of Upper School.....	843.402.4838
Brent Hilpert	
Assistant Head of Upper School	
Dean of Students.....	843.402.4707
Fr. Palmer Kennedy	
Head Chaplain.....	843.402.4689
Abbie Martin	
Upper School Chaplain.....	843.402.4899
Liz Boesch	
Upper School Counselor	
Dean of Wellness.....	843.403.4855
Andy Christopherson	
Upper School Counselor.....	843.402.4824
Bess Bluestein	
Upper School Learning Specialist.....	843.402.4804
Shannon Page	
Registrar.....	843.402.4710
David Myer	
Upper School Scheduler.....	843.402.4755

Academic Department Chairs

Caitlin Adelson	
Science.....	843.402.4802
Dr. Tom Westerman	
History.....	843.402.4800
Emma Greenwell	
World Language.....	843.402.4814
Fr. Palmer Kennedy	
Religion & Philosophy.....	843.402.4689
Dr. Aaron Lehman	
English.....	843.402.4693

Karie Ann Crowther	
Upper School Administrative Assistant.....	843.402.4709
Dana Cadden	
Upper School Receptionist.....	843.402.4776
Al Wilson	
Athletic Director.....	843.402.4721
Casey Crenny	
Associate Athletic Director.....	843.402.4668
Hope Walters	
Director of Athletic Operations.....	843.402.4678
Jennie Harris	
Director of College Counseling.....	843.402.4702
Alex LeBlanc	
Associate Director of College Counseling.....	843.402.4758
Kate Brown	
Assistant Director of College Counseling.....	843.402.4784
Emily Wingfield	
College Counseling Administrative Assistant	
Testing Coordinator.....	843.402.4805

Shawn Torbett	
Computer Science & Computational Thinking.....	843.402.4682
Jessica Schenkel	
Mathematics.....	843.402.4840
Ashley Stock	
Fine Arts.....	843.402.4786
Hope Walters	
Physical Education & Health.....	843.402.4678

Upper School Teaching Faculty

Computer Science & Computational Thinking

DiNicolantonio, Eric
Torbett, Shawn*
Zaubi, Phil

English

Albright, Jenny
Cianciola, Thomas
Lehman, Dr. Aaron*
Randolph, Key
Rogers, Megan
Romano, Sarah
Smith, Anna
Smith, Childs

Fine Arts

Albright, Jenny
Ball, Laura
Preslar, Janet
Stock, Ashley*
Wood, Ragan

Library

Wade, Rebecca

History

Bluestein, Bess
Good, Dr. Liz
Greenwell, Christopher
Morgan, Dan
McCabe, Mike
Shears, Meghan
Spyropoulos, Alex
Weder, Paula
Westerman, Dr. Tom*
Woram, Dr. Kevin

Mathematics

Bruton, Jana
Fox, Tina
Harpe, Barbara
Jones, Colleen
Kuchler, Torie
Lopez, Carlos
Myer, David
Schenkel, Jessica*

Physical Education & Health

Rodgers, Isaac
Tillman, Ricky
Wood, Ragan

Religion & Philosophy

Donahue, Katie
Greenwell, Christopher
Kennedy, Fr. Palmer*
Martin, Abbie

Science

Adelson, Caitlin*
Bauer, Dr. Sarah
Bruce, Walker
Downing, Meagan
Goehring, Kristen
Hilpert, Brent
Malgradi, Jon
Tate, Gretchen
Yochum, Marcia

World Language

Batalis, Gretchen
Cao, Yan
Carlson, David
Deitrich, Madeline
Greenwell, Emmanuelle*
Hyde, Holly
Pentaleri, Aiden
Sepúlveda, Dr.Yerko
Webster, Celeste

Upper School Class Deans

Harpe, Barbara.....	Class of 2030	Bauer, Dr. Sarah.....	Class of 2028
Bruton, Jana.....	Class of 2029	Romano, Sarah.....	Class of 2027

Upper School Who to Contact When

If you have questions about...	Contact Person	Contact Information
Your child’s academic performance, class schedule, or academic advising	Your Child’s Advisor	See the Porter-Gaud Directory for your child’s advisor’s contact information.

Upper School Who to Contact When

If you have questions about...	Contact Person	Contact Information
Overall education, academic policies, and school programming	Silvia Davis Head of Upper School Audrey Holsten Assistant Head for Academics	843.402.4838 sdavis@portergaud.edu 843.402.4777 aholsten@portergaud.edu
Student activities and clubs, disciplinary matters, attendance questions	Brent Hilpert Assistant Head of Upper School/ Dean of Students	843.402.4707 bhilpert@portergaud.edu
Scheduling Concerns	David Myer Upper School Scheduler	843.402.4755 dmyer@portergaud.edu
Community Service and Volunteer Opportunities	Gretchen Tate Dean of Community Service	843.402.4791 gtate@portergaud.edu
Grade Specific Programming	Class Dean	Please see the list of Class Deans above .
Transcript Requests, Grade Reporting Questions	Shannon Page Registrar	843.402.4710 spage@portergaud.edu
Questions about Departmental Policies and Course Offerings	Upper School Department Chairs	Please see the list of Upper School Department Chairs above .
Questions or Concerns about a Student's Emotional, Mental, or Social Well Being	Liz Boeschen Upper School Counselor ('27) Dean of Wellness Andy Christopherson Upper School Counselor ('28, '29 & '30)	843.403.4855 lboeschen@portergaud.edu 843.402.4824 achristopherson@portergaud.edu
Questions about Learning Support	Bess Bluestein Upper School Learning Specialist	843.402.4804 bbluestein@portergaud.edu
Health Issues and Medical Information	Nurse Anna Smith School Nurse Practitioner	843.402.4790 nurse@portergaud.edu
Reporting an Absence or Tardy	SchoolPass App (please use the app)	Please contact the IT Department if support is needed. helpdesk@portergaud.edu

If you have questions about...	Contact Person	Contact Information
College Counseling: Application Process and Timeline, Teacher Recommendations, etc. Standardized Test Scores: PSAT, PreACT, SAT, AP Exams	Jennie Harris Director of College Counseling Alex LeBlanc Assoc. Director of College Counseling Kate Brown Asst. Director of College Counseling	843.402.4702 jharris@portergaud.edu 843.402.4758 aleblanc@portergaud.edu 843.402.4784 kbrown@portergaud.edu
Testing Logistics: AP Exams, PSAT, PreACT	Emily Wingfield College Counseling Administrative Asst. Testing Coordinator	843.402.4805 ewingfield@portergaud.edu
Athletics	Al Wilson Athletic Director Casey Crenney Associate Athletic Director Hope Walters Director of Athletic Operations	843.402.4784 awilson@portergaud.edu 843.402.4668 ccrenny@portergaud.edu 843.402.4678 hwalters@portergaud.edu

School Day Procedures & Expectations

The School Day

Student ID Cards & Building Access

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

Students will be provided with an access code that allows entry through designated campus gates and doors during approved access times. Access is limited to specific locations and times as determined by the school.

Library Expectations

Because the library is a place for reading and concentration, students should be considerate of others in the library space. Talking, group discussion, and group study, which require talking, are at the discretion of the librarian. The librarian maintains an atmosphere of quiet by dismissing anybody not using the library for study. The Head of Upper School or the Assistant Head of Upper School are notified if a student is dismissed from the library. The library is open until 4:00 p.m., and in special

circumstances, Upper School students may use the library from 4:00 p.m. to 6:00 p.m. with permission from the Head of Upper School and the Upper School Librarian.

Chapels and Assemblies

Chapels are scheduled on Wednesday. When Chapel is scheduled, Jewish students may choose the option of attending Jewish Life rather than Chapel. Students are expected to listen attentively and to participate when it is appropriate. Notes, books, notebooks, food, and drink are not permitted in Chapel services or assemblies. Students are required to attend Chapel/Jewish Life and all assemblies. Skipping Chapel/Jewish Life or assemblies may result in disciplinary action.

Lockers

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

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

Credit-Bearing After-School Courses

The Upper School afternoon Activity Period (3:25 p.m. – 4:10 p.m.) consists of credit-bearing academic courses. Enrolled students earn course credit and are expected to attend every scheduled session in full. Absences directly impact course credit and are recorded under standard academic attendance policy. Course schedules are as follows: Choir meets Monday, Wednesday, and Friday; Chamber Singers Choir meets Friday; and W.A.T.C.H. and Polygon meet Tuesday and Thursday. Athletic team practices are coordinated to ensure students can earn full course credit without conflicting with interscholastic sports.

School Property

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

Posters and Bulletin Boards

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

Gym Guidelines

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

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

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

Announcements & Checking Email/Messages

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

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

2026-2027 Upper School Schedule

The official Upper School Schedule is available through this [link](#) and should be referenced for daily schedules,

Cars On Campus

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

- Students will be required to register their cars and post a parking permit on their vehicles by **August 21, 2026**. Due to space constraints, the number of issued parking permits will be limited based upon grade level. Registration will be completed online and parking permits will be available from the Office of Safety & Security. Students must park in the appropriate designated lot (Stadium Lot for Seniors & Juniors and Richardson Hall Lot for Juniors & Sophomores). Students parked in the Stadium Lot will also be assigned a parking space.
- All students driving to School are to have a sticker on their vehicles by the end of the first week of school on campus. The sticker should be placed at the bottom driver's side of the front windshield.
- Parking is not allowed along any campus roadway or driveway used for carpool drop-off or pick-up at any time. These roadways and driveways must be kept clear for deliveries and for emergency vehicles should the need arise.
- Members of the Class of 2030 will not be given driving privileges during the year. There will be a limited number of spaces for the Class of 2029. Limits exist on the number of issued parking permits based upon grade level because of student safety and available student parking spaces.

- Park only in parking lot spaces. Parking along any roadway, drive, or grass is not permitted. This applies at all times including after school hours, during special events, and on weekends. Automobiles are to be parked in single rows in the lined parking spaces.
- The student parking lots and automobiles are off-limits during school hours (including lunch) for all students unless specific class privilege or individual permission is obtained from the office. Drivers and riders are not to loiter in any of the parking lots before, during, or after school hours.
- Students are to observe the one-way, counter-clockwise traffic patterns on the gym road, in the student parking lot, and in the front circle.
- Albemarle Road moving from the railroad tracks up is considered a school zone and the State Highway Department posted speed limit is to be observed. Be aware of the no passing zones and the pedestrian crossing from the parking lot and field areas.
- Students who are involved in early morning workouts in the gym or fitness center must park their car in the student lots, not the Wendell Center or Lower School parking lots.
- Students who drive on or near campus are expected to drive responsibly. The Assistant Head of Upper School or the Head of Upper School will notify families if students are driving recklessly or otherwise endangering others through a misuse of automobiles. Appropriate disciplinary action may follow at the discretion of the Administration.

Use of Ride-Sharing Services

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

Communicating with Students and Teachers

During School Hours

In order to create an environment conducive to learning and to building community, students may not have personal technology during the school day. Family members who need to contact their student may email their student or call the Upper School Receptionist. If there is an urgent need to contact the student, please do not leave a voice mail or email message, but speak directly to the Upper School Receptionist, the Upper School Administrative Assistant, the Assistant Head of Upper School, or the Head of Upper School.

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

Outside School Hours

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

Lunch, Snacks & Other Foods

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

Snacks

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

Food Delivery

Students may not order food to be delivered to the campus from any vendor, including UberEats and DoorDash. This includes anytime before or after the class day. A faculty member in charge of a school organization may order food from an approved list or from dining services for that organization.

Off-Limits Areas

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

Additional Information Regarding the School Day

Porter-Gaud Students on Campus After School Hours

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

Personal Technology Policy: Upper School

Upper School students must adhere to the Personal Technology Policy designed to support academic focus and promote healthy digital habits. Faculty and staff may use personal technology but are expected to model responsible use and prioritize in-person engagement.

Under this policy, students are not permitted to use personal technology during the school day:

- 8:20 a.m. to 3:20 p.m. on Mondays, Tuesdays, and Thursdays
- 9 a.m. to 3:20 p.m. on Wednesdays and Fridays

This restriction applies to cell phones, smartwatches, headphones (including AirPods), tablets, and gaming devices. Cell phones and smartwatches must be stored in school-issued Yondr pouches and remain locked throughout the school day. Tablets and

gaming devices should not be brought to school. Headphones may only be used with faculty permission for school-specific purposes and must be stored in backpacks when not in use.

Students will receive their Yondr pouches at the beginning of the school year. Upon arrival each day, students must secure their devices in the Yondr pouch. Students checking out for appointments or seniors with off-campus privileges may unlock their pouches at the front desk. Late arrivals must lock their devices upon check-in. Unlocking stations will be available after school at multiple campus locations and allow students to quickly and easily unlock their pouches at the end of the day.

Students who forget their Yondr pouch must bring their devices to the US Office, where they will be stored until the end of the day. Lost or damaged pouches will result in a \$50 replacement fee.

If a student is found using personal technology during restricted hours, the device will be confiscated and held in the Upper School Office until the end of the day.

Offense	Device Retrieval	Check-in Requirements
First Infraction	Student retrieves the device after school.	Students must turn devices into the US office each morning for the remainder of the current week plus one full week and pick them up at the end of the day.
Second Infraction	A parent/guardian may be required to pick up the device following the infraction.	Students must turn devices into the US office each morning for the remainder of the current week plus three full weeks and pick them up at the end of the day.

Medical Accommodations

Students with documented medical needs that require phone access—for example, those who use a continuous glucose monitor—may be granted an exception. Such students must provide documentation from a healthcare provider and have records on file with the school nurse and SchoolDoc health profile. They will receive a Yondr pouch with a Velcro closure and may only use the device to manage their medical needs.

Extracurricular Activities, Field Trips, and Athletic Events

During extracurricular activities, field trips, or athletic events that occur outside of the regular school day, personal technology use is permitted at the discretion of the supervising faculty member, advisor, or coach. Expectations will be communicated in advance.

Remind

Students will continue to receive school-related announcements through Remind. Messages sent during school hours will be delivered to their student email accounts; messages after hours may be viewed on their personal devices.

Emergency Situations

In the event of a school emergency, students are expected to follow established safety protocols without using personal technology. Families will be notified via text, email, and Remind.

Attendance

Academic excellence is a top priority for Porter-Gaud; therefore, class attendance must be a top priority for faculty, students, and parents/guardians. Consistent attendance is essential to the successful completion of any course. A student's presence in class matters not only because of what the student receives from instruction, discussion, practice, and assessment, but also because of what the student contributes to the learning of others.

There is no substitute for being present for class instruction and activities, listening to the ideas and experiences of others, and learning directly from a teacher dedicated to the discipline and to the students. While circumstances may require a student to miss class, every effort should be made to minimize absences. Parents/guardians are expected to schedule appointments, outside obligations, family travel, and non-school activities when school is not in session whenever possible.

All missed class time matters. Documentation may explain an absence and may affect whether disciplinary consequences apply, but documentation does not erase the academic impact.

Attendance Expectations and Responsibilities

Students are expected to report to school on time and to attend each class, advisory, assembly, chapel, meeting, study hall, and school commitment as scheduled. It is the responsibility of the student to arrive at school and to each class on time. Promptness is a sign of respect for classmates, teachers, and the learning environment.

A record of absences from each class will be maintained in the School's attendance system and may be included on the student's report card and/or student record. Families and students are responsible for monitoring attendance records and communicating promptly with the Upper School Office if they believe there is an error.

Reporting an Absence

If a student will be absent from school or from any portion of the school day, the parent/guardian must report the absence through SchoolPass by the start of the school day on the day of the absence. For planned absences, the student must also complete the planned absence process described below.

If a student misses two or more consecutive school days, the School may request additional information or documentation. If a student, parent, or guardian has not communicated with the School within 24 hours regarding a student's absence, the student may be required to meet with the Class Dean, Assistant Head of Upper School, or Head of Upper School upon return.

Recording and Classifying Absences

The School may use attendance categories for recordkeeping, communication, and administrative review. These categories are intended to help the School understand the reason for an absence; they do not eliminate the academic impact of missed class

time. All Documented and undocumented absences will be recorded as unexcused in the Blackbaud system to allow everyone to see a correct total of all absences counted towards attendance thresholds.

Documented Absence

A documented absence is an absence for which the School has received the required information, approval, or documentation.

Examples may include, but are not limited to:

- illness or medical appointment with required documentation;
- school nurse or athletic trainer dismissal;
- surgery, hospitalization, concussion, or prolonged medical absence;
- Bereavement;
- religious observance;
- documented college visit;
- documented planned absence.

A documented absence will not ordinarily result in disciplinary consequences solely because of the absence. However, documented absences still count as missed instructional time and may be considered when determining whether a student has met the attendance expectations of a course.

Undocumented or Unauthorized Absence

An undocumented or unauthorized absence is an absence for which the School has not received required documentation, approval, or timely communication, or an absence that does not meet the School's expectations for attendance.

Examples may include, but are not limited to:

- illness without required documentation when documentation has been requested;
- family travel or personal obligations;
- non-school-sponsored athletic, arts, or extracurricular events;
- appointments that could reasonably be scheduled outside the school day;
- leaving campus without following School procedures;
- skipping class;
- failure to complete the planned absence process;
- failure to submit required documentation by the deadline.

Undocumented or unauthorized absences count toward total missed class time and may also result in disciplinary consequences, academic consequences, loss of privileges, or other action deemed appropriate by the School.

School-Sponsored Absence

A school-sponsored absence occurs when a student misses class because of a Porter-Gaud-sponsored activity, event, trip, performance, athletic contest, or other school obligation. These absences are tracked because they still represent missed class time.

Students remain responsible for missed work and missed instruction. If school-sponsored absences become excessive in a particular course, the Class Dean, Assistant Head of Upper School, Head of Upper School, teacher, coach, advisor, or activity sponsor may work with the student to develop a plan to protect the student's academic progress.

Administratively Supported Extended Absence

In cases involving serious illness, surgery, hospitalization, concussion, bereavement, religious observance, family emergency, or other significant circumstances, the School may develop an individualized attendance and academic plan. Such plans may include the student, family, teachers, advisor, Class Dean, Upper School Counselor, School Nurse, Athletic Trainer, Assistant Head of Upper School, Head of Upper School, or other appropriate personnel.

An individualized plan is intended to support the student while preserving the academic integrity of the course. Depending on the amount of class time missed and the nature of the course, the School may determine that additional work, modified deadlines, an incomplete, course withdrawal, schedule adjustment, summer work, or other academic action is necessary.

Attendance Records and Pending Documentation

Attendance records are maintained based on the information available to the School at the time the record is entered. Because some documentation may be submitted after a student returns to school, attendance records may not always reflect final documentation status in real time.

When documentation is required, including medical documentation, college-visit verification, or other supporting information, it must be submitted within 48 hours of the student's return unless the School grants an extension. Documentation should be submitted through the process designated by the Upper School Office.

Until documentation is received and reviewed, an absence may be recorded as pending, undocumented, or otherwise coded according to the information available at the time.

Attendance records may be updated retroactively when appropriate documentation is received and reviewed within three (3) school days of receipt of the documentation. Families and students are responsible for submitting documentation in a timely manner and for monitoring attendance records.

Failure to submit required documentation by the deadline may result in the absence remaining undocumented or unauthorized.

Planned Absences

A planned absence form is required for any absence known in advance, regardless of whether the absence may later be categorized as documented, undocumented, school-sponsored.

Examples include, but are not limited to:

- surgery or planned medical procedure;
- medical or dental appointment;
- college visit;
- family travel;

- non-school-sponsored athletic event;
- non-school-sponsored arts or extracurricular event;
- religious observance;
- personal obligation;
- early dismissal;
- late arrival;
- partial-day absence.

The planned absence form must be completed and submitted before the absence unless circumstances make advance notice impossible. The purpose of the form is to help the student, family, teachers, and Upper School administration plan for missed instructional time. Submission of a planned absence form does not mean that the absence will be exempt from attendance-review thresholds.

As part of the planned absence process, students must review their current attendance record and list the current posted absence total for each class that will be missed, as shown in Blackbaud. Students must also calculate the projected absence total after the requested absence. These totals are student-reported and are intended to help students and families understand the cumulative academic impact of missed class time. Official attendance records remain with the School and may be updated as documentation is received and reviewed.

Students must communicate with teachers before a planned absence. Assignments due during the absence should be submitted before the absence unless the teacher gives different instructions. Assessments should be completed before the absence when possible or according to the teacher's timeline. A planned absence scheduled on the day before an announced assessment does not excuse the student from taking the assessment.

Failure to complete the planned absence process may result in the absence being recorded as undocumented or unauthorized and may result in academic consequences, disciplinary consequences, loss of privileges, or other action deemed appropriate by the School.

Make-Up Work After Absences

Students are responsible for all work, assessments, instruction, class activities, labs, discussions, presentations, and information missed during an absence. Students must check posted course materials, communicate with teachers, complete missed work, and arrange make-up assessments within the timeline established by the teacher and/or Upper School administration.

Teachers will make reasonable efforts to identify missed assignments and expectations. However, teachers are not expected to recreate missed classroom experiences, reteach lessons individually, remind students about missed work, or adjust course expectations because of routine absences.

For planned absences, assignments due during the absence should be submitted before the absence unless the teacher gives different instructions. Assessments should be completed before the absence when possible or according to the teacher's timeline.

For unplanned absences, students are generally expected to complete missed work within the same number of school days as the student was absent unless the teacher or Upper School administration establishes a different timeline. Missed work that is not completed according to the teacher's instructions may receive academic consequences, including late penalties, zeroes, incompletes, or other consequences consistent with course expectations.

For extended medical, concussion, bereavement, family emergency, or other significant absences, the School may develop an individualized academic plan.

Leaving Campus During the School Day

A student may not leave campus during the school day without following Upper School procedures. Requests for early dismissal, late arrival, or leaving campus during the school day must be submitted through SchoolPass and must state the reason for the dismissal, the time the student should be excused, and the time the student will return, if applicable.

Medical and dental appointments should be scheduled outside the regular school day whenever possible. If an off-campus medical or dental appointment must occur during the school day, the School may require verification from the medical provider.

Students must sign out before leaving campus and sign in upon return. Leaving campus without permission is a serious offense and may result in disciplinary consequences, up to and including suspension. Students with parent/guardian permission who fail to follow sign-out or sign-in procedures may also face disciplinary consequences.

Illness During the School Day

A student who becomes ill during the school day is expected to report to the School Nurse. The School Nurse, Upper School Receptionist, or Upper School Administrative Assistant will contact a parent/guardian. The student may sign out and leave after a parent/guardian gives permission. If a parent/guardian cannot be contacted, the Assistant Head of Upper School, Head of Upper School, or designated administrative staff may authorize the student to leave campus. Students who leave school because of illness remain responsible for missed work and must follow the make-up work policy.

Results of Excessive Absenteeism

Regular attendance is required to meet the academic expectations of a course. For attendance-review purposes, the total number of class meetings missed in each course is calculated. The only absences not counted toward attendance-review thresholds are school-sponsored absences and religious observances.

A documented absence may explain why the student was absent and may prevent disciplinary consequences for the absence. However, documentation does not erase the academic impact of missed instructional time.

Attendance-review thresholds apply by course, not simply by full school day. For a year-long and semester courses, the following thresholds apply:

Course Attendance Review Thresholds

Year-Long Course	Semester Course	School Response
10 absences	5 absences	Student, family, advisor, and teacher notification from class dean.
15 absences	7 absences	Class Dean sets a required meeting with the student, family, advisor, and Upper School administrator. An attendance and academic recovery plan may be developed.
20 absences	10 absences	Administrative credit review. The student may lose credit for the course or be required to complete additional academic requirements in order to receive credit.

*15 total absences in a class will require seniors to sit for senior spring exams and result in the loss of senior privileges.

**The only absences not counted for this policy are school-sponsored absences or religious observances.

The School reserves the right to initiate attendance review before these thresholds when a pattern of absences, tardies, early dismissals, missed assessments, missed labs, missed presentations, or missed class participation raises concern.

When a student reaches an attendance-review threshold, the School may consider the student's total absences, the type and timing of absences, academic standing, completion of make-up work, course requirements, teacher input, documentation, and any extenuating circumstances. Excessive absences, even when documented, may prevent a student from meeting the academic expectations of a course.

Possible responses to excessive absenteeism may include, but are not limited to:

- family notification;
- advisor involvement;
- teacher conference;
- required administrative meeting;
- attendance improvement plan;
- academic recovery plan;
- required make-up work or assessment plan;
- loss of senior privileges or other privileges;
- limitation on participation in extracurricular activities;
- administrative review of course credit;
- loss of credit;
- schedule adjustment;
- withdrawal from a course;
- other action deemed appropriate by the School.

Concussion or Significant Medical Absence

In the case of a concussion, the student and family are required to work with the Athletic Trainer and appropriate medical providers to coordinate care and treatment. The Athletic Trainer, Class Dean, School Nurse, counselor, Assistant Head of Upper School, Head of Upper School, and teachers may work together to develop a plan for attendance, academic work, and return to full participation.

In cases of hospitalization, surgery, prolonged illness, or other significant medical circumstances, the School may create an individualized academic plan. The existence of a medical plan does not automatically guarantee course credit if the student is unable to meet essential course expectations, but the School will work with the family and student to determine appropriate support.

Disciplinary Consequences Related to Attendance

Disciplinary consequences may result from attendance-related misconduct, including but not limited to:

- skipping class;
- leaving campus without permission;
- failing to sign out or sign in properly;
- being excessively tardy;
- arriving more than 20 minutes late to class without an acceptable reason;
- missing class for athletic treatment without permission;
- failing to complete the planned absence process;
- failing to submit required documentation;
- misrepresenting the reason for an absence;
- abusing attendance procedures.

Consequences may include detention, suspension, grade consequences, loss of privileges, loss of senior privileges, or other action deemed appropriate by the School.

Any assessed work missed because of an absence must be completed unless the School determines otherwise. Disciplinary or academic consequences related to attendance do not remove the student’s responsibility to complete required work.

Tardiness

Unless otherwise excused, a student is expected to report to school on time and to be on time for each class and school commitment. A tardy is assessed whenever a student arrives after the scheduled start time. Tardies are cumulative by semester.

Students tardy to school at the beginning of the day must sign in with the Upper School Receptionist before reporting to class.

Excessive tardiness may result in family notification, advisor contact, detention, an administrative-family meeting, suspension, loss of privileges, or other consequences. A student who arrives more than 20 minutes late to class without an acceptable reason may be considered absent from that class for attendance-review purposes.

Penalties, per semester, for tardies are as follows:

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

Participation and Attendance in After-School Activities

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

Field Trips

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

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

Study Trips

Upper School Study Trips, including international language, cultural immersion, and service experiences, are offered to expand learning beyond the classroom, foster global awareness, and build community. The School will provide parents and caregivers with detailed information regarding trip itineraries, cost schedules, and logistics via emailed letters and information sessions. Students must submit all required digital permission forms (via MyPG)) and notarized travel documentation prior to departure; without completed authorizations, a student may not participate. All overnight and international study trips require at least two faculty chaperones, including at least one male and one female chaperone, and maintain a general ratio of six students for every one faculty chaperone unless otherwise approved by the Head of School.

Senior Privileges

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

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

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

Senior privileges will be suspended for individual students if they have any outstanding detentions, personal technology policy violations, or grades below 80. If seniors reach 15 absences in any individual course, they will lose privileges for the remainder of the school year.

Senior Privileges:

1. Seniors may sign out for any free period that occurs Tuesday through Friday. Seniors may not sign out for any free period on Mondays unless we have a special block schedule that day.
2. Seniors may sign out to be off campus for lunch on days when they have a free period immediately before or after the lunch block provided proper parent/guardian approval is on file in the Academic Office.
3. Seniors may arrive after 8:20 but prior to the second class period of the day on class days when they have a free period as the first academic period of the day.
4. Seniors may sign out at the conclusion of their academic obligations for the day.
5. Senior Spring Dress may be approved beginning the final Monday of April.

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

The Advisory Program

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

To facilitate this relationship, the advisor meets with the advisee regularly to discuss academic progress and curricular choices. Advisory groups are organized by grade level, and students will remain in grade-level advisory groups through graduation.

At the end of 9th grade, students will have the opportunity to request a new advisor if they have developed a strong connection with a different faculty member who serves as an advisor for their grade. To make a request, students will submit a ranked list of their top six preferred advisors from the pool assigned to their grade level.

These requests will be reviewed by the Assistant Head of Upper School, and every effort will be made to assign students to one of their top choices. In most cases, students remain with their current advisor if that advisor continues to serve in the Upper School.

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

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

The Class Dean

Helping to guide the Upper School student body are four Class Deans. A Class Dean serves as the point person for one grade as it moves from year-to-year through the Upper School. A Class Dean's priority is to develop meaningful relationships while monitoring/supporting the progress of each of the students in the grade during their Upper School career. Just prior to the Ninth Grade Year, the Class Dean will be paired with the class and follow them through to graduation. The Class Deans work closely with advisors, teachers, coaches, and members of Upper School Leadership to monitor the academic, social, and emotional well-being of all students in the grades. The Class Deans also organize and supervise class events and nurture leadership within the class. Along with the student's faculty advisor, the Class Deans are a supportive resource for students and parents/guardians..

Academic Expectations, Program & Policies

Academic Expectations

The Upper School academic program at Porter-Gaud School is designed to provide a rigorous, well-rounded education that prepares students for college and beyond. With a strong foundation in core academic subjects, the program also emphasizes critical thinking, creativity, and leadership. The curriculum is coordinated and purposeful, ensuring that students build a comprehensive knowledge base while also engaging in meaningful exploration of the world around them.

Students have opportunities to participate in a variety of advanced courses, including numerous Advanced Placement (AP) offerings, as well as specialized programs in areas like computer science, World Language, and the arts. The program is complemented by a robust set of co-curricular activities, including student competitions, field experiences, and interdisciplinary projects, which enrich the academic experience and foster a deeper understanding of subject matter. Faculty members are dedicated to guiding students through their academic journey, helping them to become thoughtful, informed, and active participants in their communities and the broader world.

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

Course Enrollment Information & Policies

Course Load

All Upper School students are required to enroll in six courses. Sophomores, Juniors and Seniors may elect to select Study Hall as a seventh course. Students wishing to enroll in a seventh course, that is not a study hall, as a course overload, must present their case to the Academic Registrar Committee, by April 1, 2027. Requests made after that date may not be considered. A student who fails to meet course credit requirements risks not meeting the requirements for graduation.

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

Graduation Requirements

These requirements are a minimum set for Porter-Gaud graduation. It is our expectation that students will work toward excellence by demanding more of themselves than this minimum, particularly in the academic disciplines for which they have a passionate interest. **In addition, students must pass all of their Upper School courses with a grade of 60 or better in order to receive a Porter-Gaud diploma.**

A student who fails to meet course credit requirements risks NOT meeting the requirements for graduation.. All students are expected to remain enrolled in their courses for the duration of the school year. Seniors who attempt to drop a course must present their case to the Academic Registrar Committee, which will review and approve or deny the request to drop. Seniors who drop a course must inform the colleges to which they have applied of their decision.

1 credit = successful completion of a year-long course; ½ credit = successful completion of a semester course

Students entering after Ninth Grade are allowed appropriate adjustments as determined by the Head of Upper School and the Academic Registrar Committee.

For example, a new rising tenth grader may have the Computer Science requirement waived.

Graduation Requirements by Class Year

Graduation requirements vary slightly by class year as a result of curricular changes that have been phased in over time. Students are responsible for the requirements established for their graduating class.

The total number of credits required for graduation remains the same for all classes. The differences below reflect changes in how those credits are distributed among departments rather than a change in the overall credit requirement.

Class of 2028 and Class of 2027

Department	Credits	Course Specifics
English	4	Including surveys of British and American literature
World Language	3	Three consecutive years of the same language, at a minimum through Level III
History	3.5	Including World History and US History plus ½ credit course in US Government & Civics
Mathematics	4	One year each of Algebra I, Geometry I, Algebra II, and one year beyond
Science	3	One year each of Biology, Chemistry, Physics
Fine Arts	1	Public Speaking + ½ additional credit
Physical Education	1	P.E. / Health + ½ additional credit; Participation on approved J.V. or Varsity team will earn a one-time ½ credit
Computer Science & Computational Thinking	0.5	Credit in Computer Science I
Religion & Philosophy	0.5	Credit in approved Religion & Philosophy course
Additional required credits	3.5	Additional credits can be from any department
Total Credits Required	24.0	

Class of 2029 and Class of 2030

Department	Credits	Course Specifics
English	4	Including surveys of British and American literature
World Language	3	Three consecutive years of the same language, at a minimum through Level III
History	3	Including one (fall) semester of 9th grade history, Modern World History/AP World, US History/AP US History and ½ credit course in US Government & Civics
Mathematics	4	One year each of Algebra I, Geometry I, Algebra II, and one year beyond
Science	3	One year each of Biology, Chemistry, Physics
Fine Arts	1	Credits must be fulfilled through Fine Arts courses
Physical Education	1	P.E. / Health + ½ additional credit; Participation on approved J.V. or Varsity team will earn a one-time ½ credit
Computer Science & Computational Thinking	0.5	Credit in Computer Science I
Religion & Philosophy	0.5	Credit in approved Religion & Philosophy course
Additional required credits	4	Additional credits can be from any department
Total Credits Required	24.0	

Requests for Teachers

Porter-Gaud does not honor requests for a student to be assigned to the class of a particular teacher. However, if a student has a documented learning-style difference, our Learning Specialist will work with the Registrar and Scheduler to try to match the student with a teacher who may complement the student's learning style. If your student has already had a teacher and has a sound reason for not repeating that classroom match, parents may submit a written request to the Head of Upper School by March 1, 2027. Subsequently, a meeting to discuss any change in student/teacher pairing will be scheduled. In cases where circumstances indicate an approval, it will be forwarded to the Scheduler to be honored. Because teaching assignments vary from year-to-year, sometimes it is not possible to accommodate such requests.

Adding/Dropping or Changing Courses

Course Changes

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

Drop/Add

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

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

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

2026-2027 Drop/Add Schedule:

- **Monday, August 17, 2026:** Drop/Add opens for the Fall Semester;
- **Wednesday, August 26, 2026:** Drop/Add closes for Fall Semester courses;
- **Friday, August 28, 2026:** Drop/Add closes for year-long courses;
- **Monday, January 11, 2027:** Drop/Add opens for Spring Semester courses;
- **Friday, January 15, 2027:** Drop/Add closes for Spring Semester courses

All changes require permission of the Department Chair and Assistant Head of the Upper School. To initiate an add/drop, students should see the Upper School Registrar. Students must attend all scheduled classes until change requests are completed. Drop/Add requests to move up to an Honors or Advanced Placement course for which a student was not already approved will not be processed without the explicit written permission of the Department Chair.

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

Seniors

All students are expected to remain enrolled in their courses for the duration of the school year. Any senior who attempts to drop a course must present their case to the Academic Registrar Committee, which will review and approve or deny the request to drop. After September 1, 2026, any senior who drops a year-long course or changes a course level after the drop/add period will be required to write a letter to all colleges to which he has applied, informing the colleges of this decision. The College Counseling Office will mail/email the letter and retain a copy in the student's file. This letter must be submitted to the College Counselor within one week of the approval of the schedule change.

Course and Level Changes

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

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

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

For Level Changes: The new course will show on the transcript. The student's year-end grade will be the average of the Semester 1 grade in the initial course and the Semester 2 grade in the new course. The credit and grade will appear in association with the Semester 2 course.

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

Course Withdrawals

Permission to withdraw may be granted by the Head of Upper School on a case-by-case basis; however, the student must fulfill all Porter-Gaud department and credit requirements needed for graduation. Withdrawals are recorded on a student's transcript appearing as WP (Withdrawn Passing) or WF (Withdrawn Failing) depending upon the student grade at the time of Withdrawal. For additional information regarding Upper School Academic Policies, please see the [2026-2027 Porter Gaud Upper School Course Guide](#).

Advanced Placement and Honors Courses

Porter-Gaud offers twenty-three Advanced Placement (AP) courses, beginning in 10th grade. There are no AP courses offered in 9th grade. Advanced Placement courses are part of the curriculum of the College Entrance Examination Board and are designed to allow students to engage in college-level coursework while in high school. Given the academic rigor and the importance of students taking on appropriate academic challenges, the following guidelines have been established for Honors and AP course enrollment.

Course Recommendation Process

Enrollment in an Honors or Advanced Placement course is based on a careful departmental evaluation of the individual student. Each department has specific criteria for course recommendations, which are based on historical indicators of student success in both the course and the AP exam. These criteria may include, but are not limited to:

- Teacher recommendations
- Performance in similar courses in previous years
- Specific course prerequisites
- Standardized test scores
- Demonstrated student interest and commitment

Criteria for admission into Honors/AP courses are listed by department before course descriptions in the [2026-2027 Porter Gaud Upper School Course Guide](#). Some placements may require additional preparation/summer work by students to ensure that they are prepared to succeed in the course they seek to take. Should a student's performance in course change significantly in the second semester each department reserves the right to amend their initial recommendation in order to best serve the students of Porter-Gaud.

Appeal Process for Honors and AP Courses

Students who are not initially recommended for an Honors or AP course did not meet all of the department's criteria for admission. However, a formal appeal process is available for students who wish to pursue enrollment. A successful appeal is one in which the student provides additional information that was not previously available or demonstrates significant improvement in one or more of the required criteria. Students appealing a recommendation should:

1. Complete the Appeals Form provided by the Department Chairs.
2. Submit the form by the specified deadline (late submissions will not be considered).
3. Demonstrate meaningful academic improvement or provide new information that strengthens their case for enrollment.

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

1. The appeal will be reviewed by the Department Members including the Department Chair.
2. Students may be asked to include additional information, such as a writing sample or placement exam.
3. Students will be notified by the Department Chair of the Department's decision via Official Notes in Blackbaud.
4. Final decisions could be made anytime up to the end of the school year, if the Department wishes to review final grades and the final exam.

Appeal decisions are made by the Department Chairs and may be communicated up until the end of the school year, particularly if final grades and exam performance are taken into consideration.

Considerations for AP Enrollment

Porter-Gaud encourages students to take an appropriate and balanced course load and to resist academic pressure when choosing AP courses. AP courses require a greater time commitment than non-AP courses, and students should carefully consider their academic, athletic, and personal obligations before enrolling.

Enrollment limits in Honors and AP courses align with college and university expectations, ensuring that all students maintain a well-rounded, challenging, and balanced academic schedule.

AP Exam Policies and Requirements

- AP Exam Requirement: Students enrolled in an AP course must take the AP exam in the spring, unless a serious extenuating circumstance exists. A fee applies to all AP exam participants.
- Final Exam Exemption: Students enrolled in an AP course for the entire year will be exempt from the Porter-Gaud final exam if they have a cumulative AP class average of 80 or higher on the day of the AP exam. Additionally, students may have no more than 15 absences in the class. Otherwise, students must take the Porter-Gaud final exam for that subject.
- Attendance After AP Exams: Juniors and sophomores enrolled in AP classes must continue attending class after the AP exam until the final day of academic classes. Faculty may use this time for special projects, research, or field trips.
- Absences for AP Exams: Students are excused from all other classes and school obligations on the day of their AP exam. However, students are encouraged to reflect on their academic standing in other courses and consider attending classes when possible. Students are responsible for completing missed coursework following the Makeup Work Policy.

Outside Coursework

At times students may decide to pursue coursework outside of Porter-Gaud. Prior to making that decision, we strongly encourage students to fully explore all Porter-Gaud course opportunities, including Malone School Online Network (MSON) courses.

Courses taken at other institutions in person or online, during a student's tenure at Porter-Gaud, may not be used to fulfill Upper School graduation requirements. They are not included in the GPA calculation nor are they included on the Porter-Gaud transcript. Outside transcripts, (if provided to the Registrar) will be attached to Porter-Gaud's transcript.

Malone Schools Online Network (MSON)

Porter-Gaud belongs to the Malone School Online Network (MSON) which provides highly motivated 11th and 12th-grade students with a variety of academically challenging courses that supplement our school's existing curriculum. These seminars bring together independent school students and teachers from across the country. Students may take part in courses that PG does not offer. We have limited courses to those which take place after our school day. You can find further information about the specific courses within the [2026-2027 MSON Course Guide](#).

Students enrolled and completing any of the MSON courses on the approved list (found in the [2026-2027 Porter Gaud Upper School Course Guide](#)) will receive honors credit, which does factor into the SCUGP (South Carolina Uniform Grading Policy) GPA. Additionally, these courses will be listed on semester and final report cards and on transcripts. An MSON course can count as a sixth course.

During the Spring Course Selection process, the MSON Academic Liaison, Dr. Aaron Lehman, emails Sophomore and Junior students and parent/guardians with details regarding courses, enrollment, and the application process.

Course Credits

Senior Course Selection and Credit

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

Grades 9 – 11 Course Credit

- Students in grades 9 - 11 who earn a grade below 60 in any course do not receive credit for the course. If a student earns a grade below 60 in a required course in any department except English and Math, the student is expected to repeat that course at Porter-Gaud before graduation.

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

Semester Away Programs

Students interested in participating in a semester away program during their Junior year must make an appointment with the Registrar and the Assistant Head of Upper School, prior to the beginning of the application process. This is typically the Fall or Winter of the school year before potential departure. Advance planning is incredibly important: discussing a student's academic progression to assure on-time graduation, ensuring the program the student is interested in is the best match, and planning for post-program return to school life.

Because students continue to represent Porter-Gaud while participating in a semester program, they are expected to conduct themselves in accordance with the semester school's policies and expectations. Disciplinary action taken by the semester school may also result in additional disciplinary action by Porter-Gaud upon the student's return, up to and including dismissal.

- Students applying to a semester away program for their Junior year, must meet with the Registrar and Assistant Head of Upper School to discuss their application no later than **the end of the first semester of their Sophomore Year**. Many programs have deadlines from October through February the school year prior to travel, and programs with financial aid potentially have earlier application deadlines for those students who wish to be considered for aid.
- After this meeting, students will be provided with a [Porter-Gaud Semester Away Application](#), which must be completed and submitted by **the end of January of their Sophomore Year**.
- Once applications have been submitted for semester away programs, the curriculum of the semester away program will be evaluated by the Head of Upper School, Assistant Head of Upper School, Assistant Head of School for Academics, Director of College Counseling, Registrar, Class Deans and Department Chairs to determine if and how graduation requirements may be fulfilled. Certain courses in the Porter-Gaud graduation requirements must be taken at Porter-Gaud. Interested students and parents understand that the student may need to do additional work outside of school to cover material that did not match up exactly between the courses at Porter-Gaud and the semester school.
- Once a student has been approved to apply for a semester away program, the student's parent/guardian must notify the Assistant Head of School for Enrollment Management and Parent Relations, Mr. Ken Hyde, kh Hyde@portergaud.edu, by **March 1 of their Sophomore Year** to secure their child's space in the class and receive any updated tuition information. Failure to inform Porter-Gaud by this date of participation in a semester away program may result in the loss of a reserved tuition waiver and requirement to pay a full Porter-Gaud tuition.

Grade Point Average

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

GPA Comparison Chart

SCUGP GPA (South Carolina Uniform Grading Policy)	PORTER-GAUD GPA (For Internal/Porter-Gaud Use Only)
• The GPA is calculated at the end of each semester. • The GPA is a cumulative GPA, reflecting all high school credit courses regardless of school and includes high school credit courses taken in Grades 7 and 8. • The GPA is reported on Transcripts, the Semester One Report Card, and the End of Year Report Card. • The SCUGP is used when considering awards for the Palmetto Fellows, LIFE, and HOPE scholarships.	• The GPA is calculated at the end of each semester. • The GPA is based on the student’s Five Core Courses: English, History, Mathematics, Science, World Language (includes AP Studio Art and Honors Computer Science IV). • The GPA is reported on the Semester One Report Card and the End of Year Report Card. • The PG GPA is used in consideration of Valedictorian/Salutatorian, Cum Laude Society, and Honor Roll Recognition.

Honor Violations

Honor Code violations in Grades 10, 11, and 12, as well as certain violations in Grade 9, may affect a student’s eligibility for or continued participation in academic honors and recognition, including honor societies, the Cum Laude Society, Heads/Honors Lists, and other academic awards or distinctions.

An Honor Code violation occurring before or after selection for such recognition may be considered in determining a student’s eligibility, membership, recognition, or participation. Any such determination will take into account the nature and circumstances of the violation and will be made in accordance with applicable School and honor society expectations. See also [The Cum Laude Society](#).

Valedictorian and Salutatorian

Valedictorian and Salutatorian candidates are those who have attended Porter-Gaud for Grades 10, 11 and 12. A ranking formula based on the cumulative weighted GPA of the five core courses determines these positions. See [Grade Point Average Calculation](#) for more information. In the event of a tie in cumulative weighted GPA of the core courses, the tie will be broken using the

number of credit weights accrued during the 10th - 12th grade. If still tied, the next tiebreaker will be the student’s unweighted numerical average. See also [Academic Honors, Awards and Distinctions](#).

Grade Point Average Calculation

A grade point average (GPA) for the end of the year is calculated including grades earned in courses offered by the following departments: Computer Science, English, Fine and Performing Arts, World Language, History, Math, Physical Education (Health/PE), Religion & Philosophy, and Science. If necessary, the aforementioned weightings may be adjusted due to external forces such as the COVID-19 pandemic.

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

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

Academic Performance & Recognition
Honor Roll Recognition

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

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

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

Academic Progress

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

the end of the first and third quarters to provide timely and actionable feedback on the student's performance in the course. Semester courses will receive a numerical grade and one narrative comment at the quarter.

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

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

Academic Progress of ESL Students

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

Academic Status

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

Academic Warning

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

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

Academic Probation

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

- The student, parent(s)/guardian(s), advisor and Class Dean are notified.

- The student is assigned to study halls for all unscheduled periods.
- The student's advisor and the Head of Upper School and/or Assistant Head of Upper School meet with the student and the student's caregivers to discuss strategies and supports necessary for the student to improve academic performance. The student's performance will be reviewed at specified intervals in order to best support the student's efforts to improve.
- Students on academic probation may risk not being permitted to practice or play with any interscholastic teams and may be required to resign any elected office and withdraw from major extracurricular activities as listed in the [Student Activities](#) section of the handbook.
- Students on Academic Probation may not immediately be offered a re-enrollment agreement. If and when a student demonstrates sustained improvement and meets the criteria for good standing, a re-enrollment agreement may be offered.

Exam Information

Mid-Year and Final Exams

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

Any student who has a conflict with a scheduled exam date must contact the Assistant Head of Upper School as soon as possible to receive permission to change the time of the exam. Conflicts will be approved or denied on a case-by-case basis. Exams will only be moved with permission of the Assistant Head of Upper School.

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

Final Exam Exemption

Exam exemption is a privilege for Seniors only (except as noted for AP courses). Seniors may earn an exemption from a final exam at the end of the 2nd semester by meeting criteria established by the faculty. A Senior who fails a required spring semester exam may retest if that exam grade is the sole cause of failing that course for the year. To qualify for an exam exemption, a Senior must meet A or B and then C & D for an on-level or honors course. In AP Courses, students must have an 80 or above average and meet C & D to exempt the exam. Should a Senior find that the attendance requirement (C) is all that precludes them from exemption, an appeal process exists, whereas the student must contact the Head of Upper School, the Assistant Head of Upper School, and the Senior Class Dean via email by the communicated deadline with full explanations of any absences which should not be considered.

Senior Final Exam Exemption Matrix

- A. Earn a year-to-date yearly average of 90 or above in the given year-long class as of Monday, May 10th.

or

B. Earn a year-to-date semester average of 90 or above in the given semester class as of Monday, May 10th.
- and**
- C. Meet a mandated attendance requirement of no more than 15 total absences in a year long course or 7 total absences in a semester course.
- and**
- D. Have no unserved detentions.

Academic Program

The Upper School academic program at Porter-Gaud School is designed to provide a rigorous, well-rounded education that prepares students for college and beyond. With a strong foundation in core academic subjects, the program also emphasizes critical thinking, creativity, and leadership. The curriculum is coordinated and purposeful, ensuring that students build a comprehensive knowledge base while also engaging in meaningful exploration of the world around them.

Students have opportunities to participate in a variety of advanced courses, including numerous Advanced Placement (AP) offerings, as well as specialized programs in areas like computer science, World Language, and the arts. The program is complemented by a robust set of co-curricular activities, including student competitions, field experiences, and interdisciplinary projects, which enrich the academic experience and foster a deeper understanding of subject matter. Faculty members are dedicated to guiding students through their academic journey, helping them to become thoughtful, informed, and active participants in their communities and the broader world. More information about the Upper School academic program can be found in the [Upper School 2026-2027 Course Selection Guide](#).

College Counseling

Porter-Gaud’s College Counseling Office plays a pivotal role in guiding students through the college application process. The commitment of the college counselor begins with encouraging students to self-reflect and engage in the Porter-Gaud community, as well as introducing students to a diverse array of college opportunities and encouraging proactive engagement from both students and their families. Students are assisted in navigating the complexities of scholarships and financial aid, and the office maintains a robust repository of external resources. The college counselors collaborate closely with each student to formulate a tailored plan aimed at securing competitive and fitting college acceptances. This includes crafting a balanced list of colleges, strategizing application timelines (such as Early Action, Early Decision, and Rolling Admission), and offering extensive individual advising sessions. Throughout the journey, the College Counseling office provides seminars covering various aspects of college admissions, oversees comprehensive college programming across all grade levels beginning in ninth grade, offers detailed feedback on essays and applications, provides guidance on test preparation, and ultimately, writes personalized counselor recommendations for each senior. Additionally, the College Counseling Office coordinates annual visits from college representatives to ensure our students have firsthand access to valuable insights and opportunities in higher education.

Academic Policies

Homework and Testing Policies

Homework

As a rule, students should expect homework in each class every night. Extended assignments are given in some classes and it then becomes the students' responsibility to budget their time. In general, the student is allowed as many days for make-up work as the days of an unexpected absence. In the case of a planned absence, the planned absence form must be completed and the work timeline determined prior to the absence. Failure to complete the form results in all work being due upon return. .

Major Graded Assessments/Testing

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

During the last week of the semester prior to the semester exam period, students may not have more than two tests in one day. For the week preceding mid-year and final examinations, the Assistant Head of Upper School will publish a special calendar of testing policies.

For the day following major school events in the evening (e.g., class-level college nights, music concerts, musicals, drama productions, or other such events announced in advance) the following provisions may apply for participants:

- There will be no tests or major assignments (e.g. papers, projects) given or due in any department. Homework assignments must be greatly reduced.
- There will be no homework assigned in the department involved in the event. Other departments should modify homework assignments accordingly, but homework may be given.
- On the day of the event, the department involved should allow its class periods for study of other subjects.

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

Missed and Incomplete Academic Work

As outlined in the [Absence and Make-Up Work](#) section of this handbook, students are responsible for communicating with their teachers and completing work missed because of an absence within the timeline established by the teacher and/or Upper School administration. In general, for an unplanned absence, students should expect to have approximately one school day to

complete missed work for each school day absent. Teachers may establish different timelines based on the nature of the assignment, assessment, course, or circumstances of the absence.

Missing assignments and assessments resulting from an absence may be marked with an M in the gradebook until they are completed or otherwise resolved. Students are expected to communicate promptly with their teachers about missed work and assessments. Work not completed within the established timeline may be subject to late penalties or other academic consequences consistent with course and Upper School expectations. All late or make-up work not submitted within the previously outlined or otherwise established timeline will be given a zero in the gradebook.

If a student misses class on the day of a previously announced assessment or assignment deadline, the student should communicate with the teacher that day whenever reasonably possible. If a student is present on campus on the day of a previously announced in-class assessment but does not take the assessment or communicate with the teacher in person prior to the class, the student will be given an unexcused absence and may be required to meet with the teacher and their Class Dean.

Students who arrive late to school after missing an in-class assessment are expected to communicate with the teacher promptly and should be prepared to complete the assessment that day, regardless of extracurricular commitments. Otherwise, make-up assessments must be completed according to the timeline established by the teacher.

Teachers and departments may establish course-specific procedures for make-up assessments and late work in their syllabi, provided those procedures are consistent with the broader Upper School policy. The nature and timing of a make-up assessment are determined by the teacher and need not replicate the original assessment.

When hardship, extended illness, concussion, bereavement, family emergency, or other significant circumstances warrant additional flexibility, the teacher, Class Dean, and/or Upper School Administration may establish an individualized timeline or academic plan.

Study Hall - Ninth Grade Seminar

Ninth Grade Seminar is a required course for all ninth-grade students. It is designed to support their transition to Porter-Gaud's Upper School by equipping them with the tools, habits, and mindsets necessary for academic success and personal growth. This course provides a structured environment where students engage in meaningful academic check-ins, develop literacy through independent reading and vocabulary practice (Membean), and cultivate essential skills for high school and beyond.

Throughout the year, students will hear from guest speakers representing a range of disciplines and perspectives, offering real-world insights into becoming engaged, responsible, and compassionate members of the Porter-Gaud and global community. Ninth Grade Seminar promotes self-awareness, time management, and personal accountability while fostering a sense of purpose and belonging.

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

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

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

12th Grade

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

11th Grade

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

10th Grade

In recognition of their maturity and responsibility to the Porter-Gaud community, 10th graders who earned a passing grade in all subjects the previous year are excused from study hall. However, if they do not remain in good standing at the end of a marking period, they are assigned to study hall for the following marking period. Sophomores must remain on campus.

9th Grade

All 9th graders are required to attend study hall/seminar for the entire year.

Academic Honors, Awards & Distinctions

Porter-Gaud recognizes outstanding achievement in scholarship, leadership, service, character, athletics, the arts, and individual academic disciplines through academic honors and awards presented throughout the school year. Students may be recognized during the spring Academic Awards Assembly, seasonal athletic awards assemblies, Commencement exercises, or at the conclusion of the school year. Recipients of school-sponsored honors and awards are selected by the faculty, academic departments, coaches, and school leadership using criteria established for each honor or award. Academic distinctions, including Valedictorian, Salutatorian, Cum Laude Society, the Highly Distinguished Diploma, the Seal of Biliteracy, and other honors, are determined in accordance with the School's academic policies or the eligibility requirements established by the sponsoring organization or governing body, as applicable.

Commencement celebrates the successful completion of a student's Upper School experience at Porter-Gaud. Participation in the Commencement ceremony is a privilege extended to students who have satisfied all graduation requirements and remain in good academic and disciplinary standing. The School reserves the right to determine eligibility for participation in commencement exercises.

Commencement Awards, Honors & Distinctions

Highly Distinguished Diploma

Students earning a Highly Distinguished Diploma demonstrate exceptional academic achievement through a sustained record of rigorous coursework across disciplines, depth of study in an area of interest, and full engagement in a challenging senior program. Criteria for the Highly Distinguished Diploma are as follows:

- South Carolina Uniform Grading Policy GPA of 4.7 or higher
- Completion of three (3) or more advanced (Honors or Advanced Placement) courses within a single discipline throughout their Upper School years
- Five (5) advanced (Honors or Advanced Placement) courses in their Senior Year
- Meets the School's expectations for Honor in academic and disciplinary violations

The Cum Laude Society

Founded in 1906, the Cum Laude Society is dedicated to honoring scholastic achievement in secondary schools. The founders of the society modeled Cum Laude after Phi Beta Kappa and in the years since its founding, Cum Laude has grown to 350 chapters, approximately two dozen of which are located in public schools and the rest in independent schools.

All Juniors and Seniors who have maintained at least a 90 cumulative grade point average through the end of the first semester of their Junior or Senior Year and who will have completed at least two full academic years at Porter-Gaud by the end of the current school year may be eligible for membership. Honor Code violations in Grades 10, 11 and 12 and certain violations in Grade 9 may affect a student's consideration for induction into the Porter-Gaud chapter of the Cum Laude Society. For further consideration, the candidate must have taken an average of two Honors courses per year while attending Porter-Gaud. The national by-laws of the Cum Laude Society stipulate that membership in The Cum Laude Society may not exceed ten percent of the Junior class and twenty percent of the Senior class based on the weighted cumulative GPA of the five core academic courses.

Valedictorian and Salutatorian

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

Commencement Awards

Dr. Anthony Toomer Porter Award

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

The Porter-Gaud Trustee Award

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

Head of School's Award

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

Faculty Award

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

Departmental Commencement Awards

Ted R. Richardson Award in Athletics

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

The Computer Science & Computational Thinking Award

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

John Bennett Award in English

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

Archibald Rutledge Award in Fine Arts

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

Ralph S. Nordlund History Award

This award is given in honor of longtime History Department chairman Ralph Nordlund, whose emphasis upon scholarship and excellent teaching remains the standard for the History Department. The award is given to the student who has taken four Upper

School history courses at Porter-Gaud- not necessarily attaining the highest average. The recipient must have demonstrated Mr. Nordlund's devotion to scholarship and the pursuit of truth while exhibiting a passion for history and learning.

The Green and Murrah Mathematics Award

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

J. Wyman Frampton Science Award

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

The Chinese Excellence Award

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

The French Award

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

The Latin Award

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

Mowry Spanish Award

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

End of Year Awards

Vision of a Learner Award

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

The Rev. Anthony Toomer Porter Leadership Award

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

South Carolina Society Merit Award

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

Alison McDurmont Fitzgerald Award

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

Frank Ford Leadership Award

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

Shriver Soliday Amicitia Award

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

Honor Award

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

W.A.T.C.H. Award

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

Departmental End of Year Awards & Recognitions

Athletics

Kirk Kessler Award

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

Computer Science & Computational Thinking

Porter-Gaud Fellowship for Excellence in Computer Science & Computational Thinking

The Porter-Gaud Fellowship for Excellence in Computer Science is presented to a male and a female in the junior class that exemplifies the following qualities and accomplishments as outlined by the Computer Science Department: Innovation and Creativity, Problem-Solving and Critical Thinking, Self-Discipline and Independence, In addition, students should have a solid understanding of C# programming, 3D Design, and Unity VR development.

Fine & Performing Arts

Timothy Joseph Trouche Award

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

History

Dr. McArver Award

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

Jinshi Award

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

Lieutenant McQueen Award

This award is presented in honor of Lt. John A. McQueen of Illinois who in the chaos caused by Sherman's attack on Columbia during the American Civil War made a special effort to protect the home of the Rev. Dr. Porter. The McQueen Award memorializes

two men who, in the extremities of war, demonstrated the highest principles of honor and brotherhood. This award is given to a Junior who is distinguished in all aspects of historical study.

Maybank Award

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

Mathematics

American Scholastic Math Contest Awards

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

Morton Patla Mathematics Award

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

Science

Curious Minds in Science Recognition

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

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

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

World Language

French National Test Recognition

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

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

National Latin Exam Recognition

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

STAMP Awards

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

Seal of Biliteracy

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

Community Service End of Year Awards

Porter-Gaud's Service Society Induction

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

Claire M. Bergstrom Award

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

David Arthur Donnan Service Award

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

Lt. James T. Richards Memorial Award

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

Conduct Guidelines & Expectations

The Honor Code

Honor in the Upper School

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

Fides. Honor. Scientia.

The Honor Council is a student-led organization whose tradition at Porter-Gaud traces its roots to Porter Military Academy more than a century ago. The Council is composed of ten student members, with one student elected from each class each year. Once elected, members serve for the remainder of their Upper School career. Service on the Honor Council supersedes all other co-curricular commitments and reflects the trust placed in students to uphold the values of honesty, integrity, accountability, and respect within the Porter-Gaud community.

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

Upper School students are required to formally affirm their commitment to the Honor Code through three specific actions:

- Annual Classroom Acknowledgement: At the start of the year, students sign an honor expectation form for every class they attend. These signed forms are kept by teachers and provided to the Honor Council as documentation if an incident report is filed.
- Assignment-Specific Statements Every major academic task—including exams, tests, essays, and laboratory reports—requires a signed statement acknowledging the honor pledge.
- Public Affirmation: All students sign the signatory board in the Upper School foyer, which serves as a public symbol of their dedication to the school's standards of integrity.

Ultimately, a student's enrollment at Porter-Gaud constitutes a voluntary agreement to live by the Honor Code and uphold the school's mission of developing scholarship and character. These foundational acknowledgments serve as the basis for accountability, which is a primary focus of the restorative process and the honor assessments used to evaluate a student's growth following an infraction.

The Honor Council

While the Honor Council plays an important role in reviewing alleged violations of the Honor Code, its purpose extends beyond determining responsibility for misconduct. The Council serves as both a guardian of the School's Honor Code and a facilitator of accountability, reflection, reconciliation, and restoration. Through its work, the Honor Council seeks to preserve the integrity of the community while supporting students in learning from their choices and restoring trust when it has been broken. Faculty Advisors provide guidance, continuity, and logistical support throughout the process. The Council remains a student-led

organization whose bylaws and operating procedures are developed and maintained by its members in collaboration with School administration.

Review Process

When a potential Honor Code concern arises, the reporting teacher should first meet with the student to discuss the situation. This conversation provides the student an opportunity to clarify the circumstances, recognize a mistake, or offer an explanation before a referral is made. If, following this conversation, the teacher continues to have reasonable concern that an Honor Code violation may have occurred, a report may be submitted to the Honor Council. The details of the conversation should be included as part of the report. Reports submitted by students do not require a prior conversation, and the reporting student's identity will remain confidential to the extent reasonably possible. In all cases, a report is based on reasonable concern rather than a determination that a violation has occurred. Upon receipt of a report, a Screening Committee consisting of the Chair, Vice Chair, a rotating junior member, at least one Honor Council Advisor, and an administrative consultant conducts an initial review of the available information and the nature of the reported concern. Based on this review, the Committee may dismiss the report, resolve the matter through an intervention, or refer it to a formal Honor Council hearing.

An intervention is intended for situations that do not warrant a formal hearing and provides an opportunity for students to reflect on their actions, receive guidance, and demonstrate personal growth without proceeding through the full Honor Council process. Cases involving significant information or circumstances that indicate a greater level of concern are referred to a formal hearing. When a hearing is convened, a quorum of at least five student members and one Honor Council Advisor is required. The student's Class Dean notifies the student's parent(s)/guardian(s) that a hearing has been scheduled. The Chair (or Chair pro tempore) presides over the hearing and votes only in the event of a tie. The student, supported by the student's academic advisor, appears before the Honor Council to provide a response and answer questions regarding the concern.

The Honor Council evaluates the available information presented to determine whether a violation of the Honor Code has occurred and, when appropriate, assesses the student's readiness to engage meaningfully in the restorative process. When making recommendations for reconciliation with the community, the Council considers the student's accountability, honesty, reflection, and willingness to engage in the restorative process. The Council submits its findings and recommended next steps to the Head of Upper School and/or the Assistant Head of Upper School for review. Following this review, the Head of Upper School meets with the student, the student's parent(s)/guardian(s), and the student's Class Dean to discuss the Council's findings, the resolution of the matter, and the expectations for moving forward. Should dismissal be recommended, the case is referred to the Head of School's Committee of Review. The decision of the Head of School is final.

Reconciliation and Restoration

Any student referred to the Honor Council may be required to participate in a reconciliation process designed to support reflection and growth. Through this process, students are encouraged to identify work habits, communication practices, decision-making, or other factors that may have contributed to the circumstances surrounding the referral and to develop strategies that support their continued growth and success.

When appropriate, students participate in a restorative process designed to rebuild trust within the Porter-Gaud community. Depending on the circumstances, this process may include guided reflection, written responses, meetings with designated faculty members, counselors, or chaplains, restorative conversations, educational assignments, or other opportunities that demonstrate accountability and personal growth.

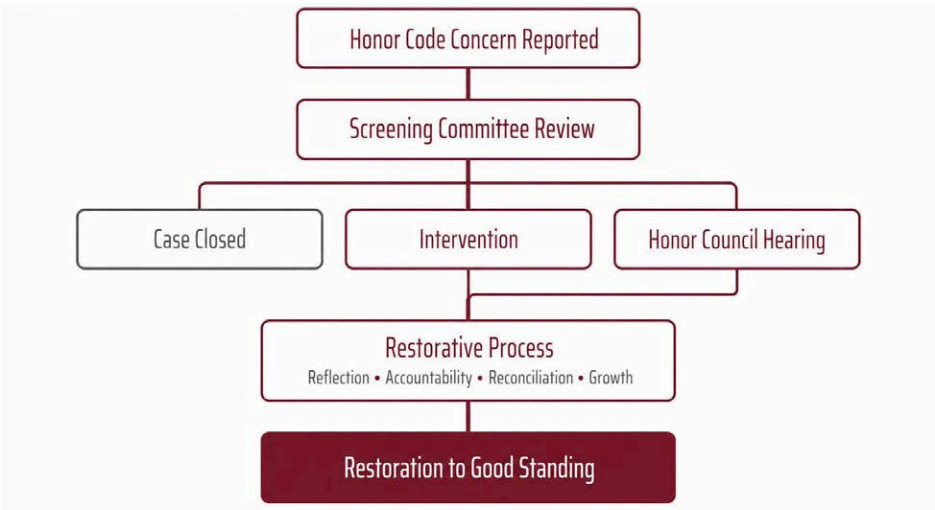
Academic consequences, including grade-related outcomes, address the academic impact of an Honor Code violation; however, they do not necessarily conclude the Honor Council process. Successful completion of the restorative process requires a student to demonstrate meaningful accountability, honesty, reflection, and a commitment to the principles of the Honor Code. Upon completion, the student is considered restored to good standing within the Honor Council process. Until the restorative process has been satisfactorily completed, students may be ineligible for election to the Honor Council, academic distinctions, leadership positions, or other honors as determined by School policy.

Confidentiality and Education

All Honor Council proceedings are confidential. Members are expected to maintain strict confidentiality regarding every aspect of a case, including the identity of the student involved. In alignment with this commitment to privacy, please note that the National Association for College Admission Counseling has discontinued ‘mandatory reporting’ of Honor Council offenses, effective for the Academic Year 2021-2022

Beyond reviewing Honor Code cases, the Honor Council serves an educational role within the Upper School community by promoting academic integrity, encouraging ethical decision-making, and providing honor education for students. Council members work collaboratively with faculty and administrators to reinforce the values of the Honor Code throughout the school year. Honor Council Advisors provide periodic reports to the faculty regarding the general number and nature of cases while maintaining the confidentiality of all individuals involved.

Honor Council Review Process



Exceptions to Standard Honor Council Procedures

The Head of Upper School reserves the authority to direct an administrative review and resolution of any matter when, in the Head's judgment, exceptional, urgent, or complex circumstances warrant administrative intervention. Such circumstances may include, but are not limited to, situations involving the safety or well-being of individuals or the school community; potential violations of law; matters requiring the involvement of law enforcement or other outside agencies; repeated or significant academic integrity concerns; potential graduation, promotion, or other academic standing implications; or other circumstances in which the nature, severity, or broader impact of the concern makes administrative review more appropriate than the standard Honor Council process. Administrative intervention may also be exercised when it is determined to be in the best interest of the student, the integrity of the Honor Council process, or the school community. In such cases, the Head of Upper School may modify, suspend, or supersede the customary Honor Council procedures as deemed appropriate.

Honor Infractions

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

Personal honesty and respect for property are essential to a safe, trusting school community. Students may be referred to the Honor Council for alleged violations of the Honor Code involving academic or personal dishonesty. Such referrals may include, but are not limited to, plagiarism or intellectual property theft; unauthorized use of artificial intelligence or translation software; unauthorized collaboration or assistance; the use of prohibited resources or materials during coursework or assessments; obtaining, sharing, or accessing assessment materials without permission; falsification, forgery, or deception; or other actions that compromise the integrity of a student's work or the trust of the Porter-Gaud community.

The Honor Code also applies to situations in which students present work that is not authentically their own, receive or provide unauthorized assistance, or otherwise seek an unfair academic advantage. This may include the inappropriate use of technology, outside resources, or assistance from another individual when such support has not been expressly permitted by the teacher.

Because new technologies and circumstances continue to emerge, it is not possible to identify every potential Honor Code concern within this handbook. Students are expected to exercise sound judgment, seek clarification when expectations are unclear, and act in a manner consistent with the values of honesty, responsibility, and respect for the work of others. When uncertainty exists, students should consult their teacher before proceeding.

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

Academic Consequences and Reconciliation

When a student is referred to the Honor Council, the teacher will ordinarily record the assignment as Incomplete or leave the grade blank until the Honor Council process has concluded. This ensures that the academic outcome reflects both the determination of responsibility and the student's opportunity to engage meaningfully in the restorative process.

If the Honor Council determines that a violation of the Honor Code has occurred, the academic consequence will be proportional to the nature and extent of the concern. Consequences may range from a grade adjustment for a limited or localized concern, to no credit when the integrity of the assignment has been compromised, including work that

Students who demonstrate meaningful accountability, honesty, reflection, and a genuine commitment to reconciliation may be provided an opportunity to participate in a restoration plan. The plan may include re-completing the assignment, written reflection, restorative conversations, educational activities, or other measures designed to repair trust and demonstrate growth. Successful completion of the restoration plan may permit the assignment grade to be adjusted, recognizing the student's commitment to restoring trust while preserving the academic consequence of the original violation.

Completion of the restoration plan also serves as the basis for returning the student to good standing within the Honor Council process. Until that process has been successfully completed, a student may be ineligible for Honor Council membership, academic distinctions, or other honors, as determined by the School.

The opportunity for academic restoration is intended to recognize meaningful growth rather than simply the completion of assigned tasks. In cases involving repeated Honor Code violations or particularly serious breaches of academic integrity, the opportunity for grade recovery or restoration may be limited or unavailable, and additional consequences may be imposed at the discretion of the Head of Upper School.

Guidance on the Use of Artificial Intelligence Technology in Academic Work

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

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

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

There is an expectation that students complete all electronically assigned work on a school issued computer, within their school Google Account, using the Apple or Google suite of applications. Upon request, students should always be able to provide this documentation of their work. Students should also be able to answer basic and foundational questions about their writing process including the style they chose to employ, the word choices they made, and sources used.

Citing AI-Technology

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

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

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

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

Additional Notes for Students

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

Additional Policies Related to Honor Council Outcomes

Whenever a student becomes engaged in the Honor Council progress, the student immediately becomes ineligible to run for Honor Council or to earn academic awards. This ineligibility remains in effect until the reconciliation process is completed satisfactorily and the student is restored to good standing.

Please consult the Honor Council webpage for more details: www.portergaud.edu/academics/honor-at-pg

Behavioral Expectations and Personal Responsibilities

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

If inappropriate behavior occurs, the student meets with teachers, the advisor, and/or the Dean, who take such action as the School deems appropriate. Matters of honesty will be referred to the Honor Council. The Head of the Upper School refers potential dismissal offenses to the Head of School’s Committee of Review; these include, but are not limited to, all matters of

“Honesty,” “Respect” and “Responsibility” that follow. The Head of School’s decision is final (for more details, see [Head of School’s Committee of Review](#) further defined in this handbook).

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

Honesty

Suspected violations of the Honor Code are referred to the Honor Council for review, as detailed in the [Honor at Porter-Gaud](#) section of this handbook. When a student is found responsible for an honor infraction, the Council assesses their accountability and readiness to engage meaningfully in a restorative process. Based on this assessment, the Council recommends a path forward focused on reconciliation and restoration, which may include structured growth tasks, Honor Probation, or more significant disciplinary actions up to and including dismissal from the School.

Respect

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

Student Responsibilities

Attendance

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

Residence

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

Tobacco & Nicotine

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

Firearms

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

When Students Turn Eighteen Years Old

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

Discipline

A significant purpose of Porter-Gaud is the development of those qualities of responsibility, morality, and intellect that define good character. Individual freedom and independence are necessarily limited when large numbers of different people must live together in a small space. Each individual must exercise more self-control and more self-discipline for the common good. Each student must assume responsibility for their own actions and assume responsibility for the actions of others. The School and its faculty assume that each student is a responsible member of the community who seeks to acquire those qualities and habits that contribute to sound character. By using common sense, by taking pride in one's bearing and conduct, and by adopting an enthusiastic outlook on life, students will enjoy Porter-Gaud all the more. The disciplinary objectives of Porter-Gaud point to a system of directive guidance leading to self-discipline and personal strength. A student should not force the school into a position where punishment is necessary for such things as not adhering to the dress code, lack of respect for faculty, staff, and classmates, and failing to attend class on time.

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

Potential Disciplinary Consequences

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

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

Disciplinary Warning

This is designed to inform the student and their family that a student appears to be making decisions which are leading the student in a direction which is opposed to the School's mission and which are of concern to the faculty. The student and their family are notified and invited to a meeting with the Assistant Head of Upper School and/or the Head of Upper School to discuss those concerns. Any disciplinary penalty accompanying a Disciplinary Warning is at the discretion of the Class Dean, Assistant Head of Upper School or the Head of Upper School. Warning status is temporary, and the student's behavior and progress are reviewed by the Dean or the head of Upper School regularly for improvement. Failure to improve behavior can lead to probationary status.

Detentions

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

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

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

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

Students are assigned a date to serve detention. Any adjustment to the original due date must be made in advance in agreement with the class dean. It is the responsibility of each student to plan accordingly in order to serve the detention(s) on the designated due date.

A student may serve a detention prior to receiving official notification. Once a student knows that a detention will be issued, the student may serve that detention at a date earlier than the assigned date.

Seniors who have completed their graduation requirements still face disciplinary action by the school if they are not in compliance with the behavioral requirements in this handbook at any time prior to graduation. Disciplinary actions may range from school and/or community service during the summer, suspension, withholding transcript and grades and/or the diploma until the disciplinary action has been satisfied, to dismissal from school. Students with two (2) or more unserved detentions at the end of the quarter, will be required to serve the detentions on the teacher workday at the end of the quarter.

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

First offense	=	one detention
Second offense	=	two detentions
Third offense	=	three detentions
Fourth offense	=	one-day suspension

Serving Detention

Afternoon detentions for disciplinary offenses are held Mondays and Thursdays from 3:25 p.m. – 3:55 p.m in a room designated in the week ahead email. Students must be in proper school attire. Food or drinks are not permitted. Students will be required to complete a reflection form and then may sit quietly for any remaining time. Sleeping or resting one’s head on the desk will not be permitted. Detention is not a study hall period. Students may not take tests during the detention. The serving of detentions takes precedence over athletic practices and events and must be served on the day assigned. If the student can not serve on the assigned day due to an unavoidable conflict, they must meet with their class dean to determine an alternate day. Missing the assigned day will result in an additional detention.

Suspension

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

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

which qualifies for full credit only if submitted on the date due. Students should also expect additional consequences from extracurricular organizations.

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

Examples of behaviors that could incur a suspension could include:

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

Disciplinary Probation

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

Additional notes of disciplinary probation:

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

Dismissal

Dismissal from the School is the final and most serious disciplinary consequence and may be recommended for the most serious or repeated violations of school rules and expectations. In such cases, the matter is referred to the [Head of School's Committee of Review](#), after which the Head of School makes the final decision. Depending on the nature and severity of the violation, a serious disciplinary incident may also be documented in the student's disciplinary record.

Head of School's Committee of Review

The Committee of Review serves as an advisory group to consider cases involving a student's potential dismissal. The Committee includes the Heads of the Lower, Middle, and Upper Schools, and may include, the Assistant Head of the Division, the Faculty Representative to the Head of School's Council, the counselor in the division, the Class Dean, the Assistant Head of School for Enrollment Management and Parent Relations, the Head of Community Engagement & Wellness, and the student's faculty advisor. The group is intentionally composed of individuals from different areas of the school in order to incorporate diverse perspectives from adults who know the student well. The appropriate division Head chairs the Committee. The Committee meets and reports to the Head of School, who makes the final decision about disciplinary consequences for the case in question. In any case involving dismissal, the Head of School's decision is final.

Disclosure Policy

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

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

Summary of Behavioral Responses

Detention or Suspension

- unauthorized possession of food/gum
- violation of restricted areas
- possession of unauthorized articles at school
- unacceptable conduct during the school day, including lunch, chapel, activities, assemblies, athletics, field trips, study halls, classes, competitions, etc.
- repeated dress code violations
- excessive tardiness
- swearing, obscene, or threatening language or obscene gestures
- abuse of property of others, including school property
- disrespect for faculty, staff, or fellow students
- careless driving
- parking in restricted area(s)
- gambling
- violation of off-campus trip guidelines
- plagiarism
- cheating on tests and/or quizzes
- lying/dishonesty
- possession and/or use of alcohol, tobacco, or other drugs
- possession and/or use of a Juul/vape/e-cigarette or nicotine pouch.
- sexual harassment

- fighting
- failure to cooperate with school investigations
- inappropriate public or private display of sexual behavior
- leaving campus without permission
- vandalism

- skipping class, assemblies, chapel, advisory or any other student obligation.
- theft
- harassment/bullying/hate language
- failure to follow safety procedures and protocols

Dismissible Offenses

- possession of a lethal weapon or explosives
- purchase, possession, selling and/or use of alcohol, tobacco, or other drugs
- sexual harassment
- theft

- severe vandalism
- repeated violations of the Honor Code
- harassment/bullying/hate language
- inappropriate public or private display of sexual behavior

Dress Expectations and Guidelines

Porter-Gaud School is a workplace for students, and the clothes worn by students to school, as well as grooming, should be suitable in cut, style, and material for that workplace. Any attire that distracts from or interferes with the learning process is unacceptable. As a member of the Porter-Gaud community, students and their families are responsible for ensuring they comply with the school's dress code. The dress code is intended to promote the school's Episcopal identity, a learning environment free of distractions, an appropriate amount of uniformity and modesty while allowing for personal taste, and a culture of respect for different cultures and generations. Students need to meet appearance expectations upon arriving on campus every morning. The School expects Porter-Gaud students and parents to respect the school's learning environment through appropriate dress and grooming.

The Dress Code

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

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

- All students' hair should be clean, neat, well-groomed, and a natural color. Extreme colors and styles are not acceptable for School.
- Hats are not to be worn at any time during the school day.
- Body piercings are not permitted, except for earrings worn in the earlobes and one small stud worn in a nostril. Nose hoops, septum piercings, and other visible facial or body piercings are not permitted.



- All School uniforms are to be neat, clean, pressed (when necessary), appropriately sized, and in good repair (no holes, ragged hems, or patches). The bottom of the shorts, skirt or skort should reach the students' fingertips. Students may not modify the school uniform.
- Closed-toed shoes are required.

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

Athletic Teams

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

Varsity Athletic Teams may dress out of uniform one day (Monday -Thursday) during their season to promote the team and publicize a big game. The team must choose a game day and get approval from the Assistant Head of Upper School and Athletic Director at least 1 week in advance. Team members must wear the same top (jersey, t-shirt, sweatshirt, etc) and wear school uniform pants, shorts or skirts. The top must be approved by the Assistant Head of Upper School and Athletic Director in advance. Varsity Athletic Teams may also dress out of uniform (Monday-Thursday) on the day of SCISA playoff contests. Due to short notice of many playoff games, tops worn on playoff dates must be approved at least the day in advance.

Science Labs

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

Upper School Uniform Guidelines

Uniforms can be purchased through our [PG store on the French Toast website](#), [PG Store on the Lands End website](#), or from the Gently Used Uniform Sale in August. The Classes of 2027, 2028, 2029, 2030 must fully transition to the current uniform guidelines.

Tops (all tops must have a circle Porter-Gaud logo)	
Polo	→ Solid white, black, garnet, or gray with the circle Porter-Gaud logo → Long or short sleeve If students wear an official Porter-Gaud sweater or sweatshirt, they are not required to wear a polo. However, if students wish to remove their sweater or sweatshirt at any point throughout the day, they should wear the required polo underneath. The shoulders and torso must be covered.

Bottoms	
Pants → Khaki → Black Shorts → Khaki	Pants and shorts do not have to be purchased from French Toast or Lands End. Cargo pants/shorts, AFTCO shorts, work pants, and khaki/black colored jeans are not appropriate.
Skirt/Skort → Plaid, gray, or khaki → All skirts must be purchased through French Toast and Lands End.	
Outerwear	
Sweater → Official Porter-Gaud sweaters Jacket → Official Porter-Gaud jackets (letterman, etc.) Sweatshirts → Official Porter-Gaud sweatshirts (hoodie, pullover, quarter-zip) Uniform tops, including all outerwear, must retain their original, factory-finished neckline. Cutting, slit-opening, fraying, or otherwise altering the collar to change the fit or style is not prohibited. T-shirt style hoodies or long-sleeve t-shirts are not allowed as outerwear.	
Leggings, Tights	
Leggings and tights may be worn under skirts, shorts, and dresses if desired. They must be solid black, white, or gray in color. Sweatpants, yoga pants, and pajama pants may not be worn.	
Footwear	
Only fully enclosed shoes are allowed. Footwear must provide complete coverage of the foot; sandals, slides, clogs, and backless styles (including Crocs) are prohibited.	
Hats	
Hats and headwear are prohibited everywhere on campus, indoors and outdoors, except for religious or cultural purposes.	
Spirit Days	
Every Friday is Porter-Gaud Spirit Day. All students may choose to wear official Porter-Gaud gear: jerseys, polos, t-shirts, etc., which represent an athletic team, academic organization, community service project, or fine arts event to show their Porter-Gaud spirit. These items are worn with uniform bottoms. Spirit wear can be purchased at various points throughout the year from the PGPA, athletic teams, and student organizations.	

Spirit Days continued
Shirts that are sold by vendors other than Lands End & French Toast purchased by athletic teams are considered spirit wear. They may only be worn on Fridays as part of spirit dress. Seniors only – official college sweatshirts are permitted
Physical Education (9th Grade)
Ninth-grade students taking PE/Health will receive one set of PE uniform items at the beginning of the course. All students are required to wear athletic footwear to PE classes. Additional uniforms/items may be purchased through French Toast: ● PE T-Shirt (Performance) ● Black short with logo
Non-Uniform Days
Occasionally, students are allowed to wear non-uniform clothing on designated days, but rules concerning coverage, length, and repair outlined in the student handbook still apply. All logos and writing on clothing must be appropriate for a school setting. Expectations for Senior Spring Dress, which begins at the end of April, will be detailed each spring before its implementation.

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

Co Curricular Involvement

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

Academic Commitment

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

Academic Eligibility

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

Activity Period

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

Conflicts

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

Athletics to Fulfill Academic Credit

Each 9th grader at Porter-Gaud completes a semester of the required PE/Health class. This provides 0.5 of the 1.0 departmental requirement. The other 0.5 credit may be earned by completion of a PE class, such as Fitness & Wellness, Yoga, or participation in an approved Porter-Gaud J.V. or Varsity team. Approved teams are Baseball, Basketball, Cheerleading, Cross-Country, Football, Golf, Lacrosse, Sailing, Soccer, Swimming, Tennis, Track & Field and Volleyball. Middle School participation in a Porter-Gaud J.V. or Varsity team does not count towards PE credit.

What Qualifies as an Approved Porter-Gaud Team for PE Credit?

While we recognize that SCISA does have sports that Porter-Gaud teams participate in, not all sports will qualify towards the PE graduation requirement. Approved teams that practice and/or compete at least 3x per week in-season will count toward PE credit based on the amount of time spent on their sport. In order to receive a Physical Education credit, the sport has the ability to meet multiple Physical Education standards written for High School PE from the NASPE standards. The approved sports should broaden their variety of motor skills and movement patterns.

Per the above guidelines, participation in Bowling, Sporting Clays, and Equestrian each do not count toward a PE credit for graduation.

School and Community Service

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

The service program is administered by the Dean of Community Service, as one of the branches of the Office of Community Engagement & Wellness. All the service programs are led by student leaders in the 11th and 12th grades, under the Dean's supervision. Each spring, rising 11th and 12th graders have the opportunity to apply for leadership positions. Leaders are chosen by the outgoing Senior Service Leaders and the Dean through an application and interview process.

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

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

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

Service projects offer students a wide range of opportunities to support children and families, care for the environment and animals, address community needs, promote health and well-being, and contribute to charitable organizations through hands-on service and outreach.

Student Activities

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

As students consider their schedules each year, they should plan to pursue areas of interest outside the classroom. Not only do academic clubs, student-led groups, and organizations focus on a variety of activities, they also differ significantly in requirements of time and involvement. Many co-curricular programs have an open enrollment and provide opportunities for

students with shared interests to gather and engage in those interests. Porter-Gaud also offers co-curricular opportunities with selective enrollment. These activities will have additional conditions for enrollment and could include: an application, academic and/or service requirements, good standing concerning honor and discipline matters, nomination by a faculty member or election by peers.

Student co-curriculars fall into three categories: **Student-Led, Faculty Advised** (in cooperation with the Office of Community Engagement & Wellness), **Student-Leadership, Faculty-Advised** (in cooperation with the Office of the Dean of Students), and **Faculty-Led, Faculty-Advised** (in cooperation with the Office of the Assistant Head of School for Academics).

Types of Student-Led, Faculty-Advised Groups

There are three types of student-led, faculty-advised groups: Student Clubs (SC), Special Interest Groups (SIG), and Dialogue Groups (DG). The students will propose these groups to the Upper School Administration at the beginning of each academic year with the support of a faculty or staff advisor. These groups are generally open to anyone who might like to participate. The Student-Led, Faculty-Advised groups are described below.

Student Clubs (SC)

A Student Club is used to bring together people who want to learn about, teach, share, and engage in a special hobby or skill, e.g., art club, gaming club, spike ball club, etc.

Special Interest Groups (SIG)

A Special Interest Group is used to bring together people who want to learn about, share, and engage in a special interest. This interest could be a specific topic or a space to stand in solidarity with specific causes, e.g., alliance SIGs, literary SIG, sustainability SIG, entrepreneurship SIG, etc.

Dialogue Groups (DG)

A Dialogue Group is used to bring together people who can speak to the experience of being a member of a group from the “I” perspective and/or would like to explore different aspects of identities, e.g., race/ethnicity, ability/disability, family structure, socioeconomic status, religion/spirituality, gender, and sexual orientation, etc. Examples could include and are not limited to International Students DG, Black Excellence Society DG, Young Republicans DG, Christian DGs, Hispanic DG, Middle-Eastern DG, Women’s DG, Men’s DG, etc.

Types of Student-Leadership, Faculty-Advised Groups

There are seven types of student-leadership, faculty-advised groups: Peer Leadership (PL), Student Senior Leadership Council (SSLC), Student Council (SCG), Student Athletic Advisory Committee (SAAC), Honor Council (HC), Student Leadership Hub (SLH), and Student Vestry (SV). These groups are all selective in that they are composed of students who are either a peer-elected or faculty-nominated. The Student-Leadership, Faculty-Advised groups are described below:

Peer Leadership (PL)

Peer Leadership is a group of faculty-nominated Seniors and Juniors who act as leaders and role models for the entire student body throughout the year. Their role sets the tone for the culture of the school and includes meeting regularly with one of the advisory groups in the Ninth Grade class. Students are paired with one another to act as guides for Ninth Grade Advisories and facilitate team building activities along with supporting their transition to the Upper School.

Student Senior Leadership Council (SSLC)

The Student Senior Leadership Council gathers the Senior leaders from Peer Leadership, Student Council, Honor Council, and Service Leaders come together with members of the Upper School Administration to help guide the Upper School Student Body in living out the School's mission: to inspire lives of purpose, learning, and service through cultivating each student's God-given potential. This group of students acts as role models for every student at Porter-Gaud, as you are the leaders of our four student groups. In these meetings, Senior Leaders work with the Administration to discuss and consider matters of community importance in the Upper School. For example,, the Senior Leadership Council was key to developing the most recent iteration of Senior Privileges.

Student Council (SGC)

Student Council is a group of peer-elected, grade-level representatives who work together with advisors to help with Upper School activities. The Student Council is responsible for many school events including Homecoming (Fall) , Semi-Formal (Spring), Extended Day Takeover (December), Powderpuff (May) and a variety of other school events that come up throughout each year. All meetings and events are mandatory and typically occur bi-weekly. As a member of the Student Council, student leaders are responsible for servant leadership as they prepare for and attend all planned events and activities.

Student Athletic Advisory Committee (SAAC)

The Student Athlete Advisory Committee is a leadership group of student-athletes (Juniors) selected by their coaches for their strong leadership qualities or potential. The committee serves as a platform for members to discuss important topics, share experiences, and identify growth opportunities for both themselves and their teams. Through these meetings, members are encouraged to take the insights and strategies discussed back to their teams, with the goal of strengthening the entire program. The SAAC aims to foster accountability, improve team dynamics, and ensure that the lessons learned in meetings translate into tangible improvements in the athletic programs.

Honor Council (HC)

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

Student Leadership Hub (SLH)

The Student Leadership Hub is a dynamic, student-centered space designed to cultivate leadership skills, foster collaboration, and inspire innovation among students. It serves as a central point for leadership development activities, providing resources, training, and opportunities for students to grow as leaders within their school and community. Only students who attend the NAIS Student Diversity Leadership Conference, the NAIS Student Civic Leadership Summit, the National Summit on Sexual Assault and Consent, and the National Service Learning Conference can apply to be members of the Leadership Hub. The members' collaboration involves planning and execution of school events, such as assemblies, Lunch and Learns, and class visits.

Student Vestry (SV)

Student Vestry at Porter-Gaud is a tradition dating back over 100 years. This group is composed of leaders within the student body selected by the chaplains through an application and interview process. Members of the Vestry work alongside the chaplains and student ministry leaders in all aspects of the spiritual life of the school. Specifically, they partner in the planning and orchestrating of chapel services, retreats, weekly small groups, prayer gatherings, and various other ministry opportunities offered to our school community.

Types of Faculty-Led, Faculty-Advised Groups

There are three types of faculty-led, faculty-advised groups: Academic Clubs (AC), Academic Societies (AS), and Academic Programs (AP). Some of these groups are selective in nature based on a specific set of criteria, and others are more open for interested students. The Faculty-Led, Faculty-Advised groups are described below:

Academic Clubs (AC)

Academic Clubs provide students with opportunities to deepen their interests in specific academic subjects, such as language study, or to practice skills learned in the classroom, like those in eSports. These clubs are typically open to all students, with a passion for the subject matter being the primary qualification for membership. By joining, students can engage in activities that enhance their knowledge, foster collaboration, and build a community of like-minded individuals.

Academic Societies (AS)

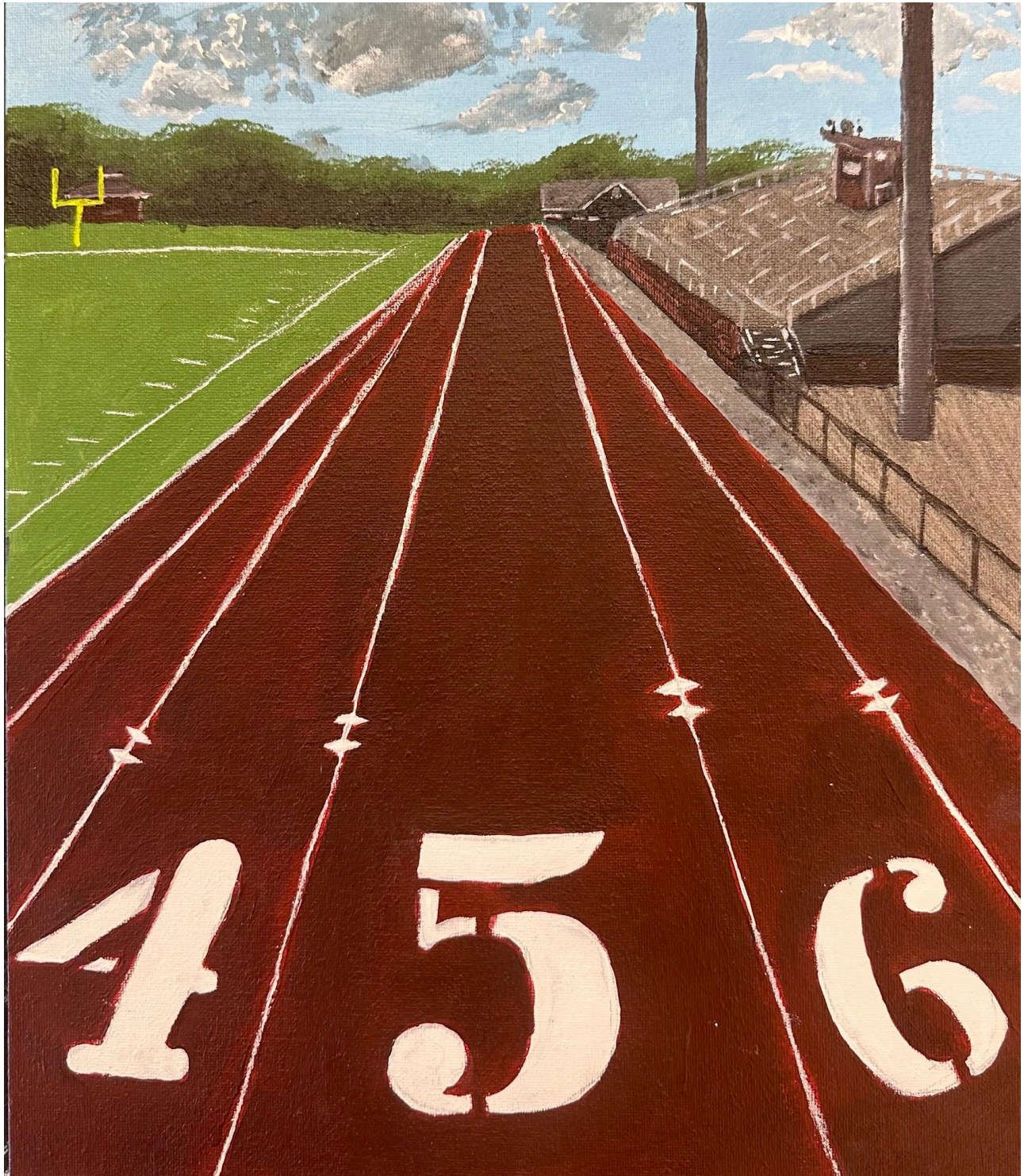
Academic Societies are selective, school-based chapters of national organizations that recognize students who meet specific criteria of excellence in particular academic fields. Membership in these societies is often contingent on achieving high academic standards or demonstrating exceptional aptitude in the subject area. These groups provide opportunities for members to engage in scholarly activities, leadership roles, and networking with peers and professionals in their field of study. Joining an Academic Society is a prestigious accomplishment, reflecting a student's dedication and achievements.

Academic Programs (AP)

Academic Programs are school-based chapters of national organizations that focus on competitive activities in specialized academic fields. Members of these programs are expected to have a deep interest, strong knowledge, and high proficiency in their chosen topic. Competitions often extend beyond the local level, requiring commitment and travel to represent the school in

broader arenas. These programs offer students a platform to challenge themselves, showcase their skills, and achieve recognition at regional and national levels.

Appendices



Appendix A: Challenged Materials Request for Reconsideration

Item Description:

- Title:
- Author:
- Publisher:
- Date of Publication:
- Type of Material:
(book, video, periodical, etc.):
- Division(s)/Department/Course in which item is used:

Request Initiated by:

- Name:
- Affiliation with Porter-Gaud School:
- Contact Information:

Complainant Represents:

- ☐ Self
- ☐ Group/Organization (Specify):

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

1. Did you read, view, or listen to the entire work? If not, what section?
2. Have you spoken to any faculty members concerning their use of or views of this work?
3. To what in the material do you object? Please be specific, noting pages, etc.
4. Are you aware of judgments of this work by scholarly critics and subject area specialists?

If so, please summarize your findings.

5. What would you like the outcome to be with regard to this material?

Please select a choice below and offer your comments.

- ☐ Do not assign or lend the material to my child
- ☐ Limit the material to specific division or classroom use
- ☐ Remove the material from the school environment
- ☐ Other(specify)

Appendix B: Harassment/Abuse Policy

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

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

Definitions

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

- Harassment is defined consistent with the law to include conduct which has the purpose or effect of unreasonably interfering with a person's academic/school related or job performance or of creating or, for the School's purposes, tending to create, an intimidating, hostile, or offensive school or work environment on the basis of a person's legally protected status other than sex or gender, i.e. race, age, color, religion, national origin, disability and/or military service or obligation.
- Non-Protected Status Harassment: For Porter-Gaud's purposes, prohibited harassment in the academic environment not necessarily based protected status may be defined as follows: any harassing behavior in the academic/school environment, either verbal or non-verbal, where such behavior threatens a student's or an employee's safety and/or traumatizes the student or employee to a point that the student's or employee's performance in the academic/school environment or work environment is significantly affected.
- Abuse: Porter-Gaud prohibits and is committed to the prevention of any form of abuse, including physical, sexual, or psychological abuse. For Porter-Gaud purposes, the term "abuse" can refer to any incident where any individual, adult or child, engages in conduct that harms or substantially threatens the physical, sexual or psychological well-being of any student. Such abuse can be subdivided into three areas:
 - physical abuse: non-accidental physical injury and/or extreme and/or repeated failure on the part of the caretaker to meet the child's physical needs;
 - psychological abuse: extreme and/or repeated conduct which is inhumane or otherwise unconscionable;

- sexual abuse: sexual involvement between a child and an individual who has greater knowledge, authority, power or resources.

Reporting Duties for All Types of Harassment and/or Abuse

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

Additional Duty in Reporting Non-School Related Child Abuse

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

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

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

Cooperation

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

No Retaliation

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

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

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

Confidentiality/Reporting

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

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

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

Complaints Involving School Employees

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

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

Any students or employees who believe that a faculty member's, administrator's, school employee's, non-employee's, or fellow student's actions or words constitute discrimination, harassment, or abuse toward themselves or toward others has a responsibility to report the situation immediately to the Head of School, or in the Head's absence, unavailability, or in case of other concern, to a Dean, a School Counselor, a Head of Division, or other administrator and, for students, any School teacher. Parents/guardians are welcomed to assist with this responsibility by reporting with their student, as appropriate. In the case of conflict or other concern regarding reporting to the Head of School, a report of such discrimination, harassment, or abuse may also be made to the Board Chair. Thereafter, the reporter may be asked to submit a written description to the Head of School or a Board designee, as applicable.

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

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

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

Complaint and Investigation

A complaint or report of discrimination, harassment, and/or abuse may be made by anyone involved, including a student, parents/guardians, faculty, staff, administration, or eyewitnesses including teachers, staff, administration, parents/guardians, or

students. While the initial complaint may be made verbally, Porter-Gaud may request a signed written complaint/report to follow. Although failure to immediately receive the complaint in writing does not prevent investigation, delay or lack of substantiated detail may hamper the investigation and appropriate resolution. A complaint of alleged discrimination and/or harassment (including sexual/gender harassment) or student abuse, or school related abuse should include all appropriate times, places, and dates.

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

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

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

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

Confidentiality/Reporting

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

About Using This Process

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

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

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

Reporting Duties for Discrimination, Harassment, and/or Abuse

Any students or employees who believe that a faculty member's, administrator's, school employee's, non-employee's, or fellow student's actions or words constitute discrimination, harassment, or abuse toward themselves or toward others has a responsibility to report the situation immediately to the Head of School, or in the Head's absence, unavailability, or in case of other concern, to a Dean, a School Counselor, a Head of Division, or other administrator and, for students, any School teacher. Parents/guardians are welcomed to assist with this responsibility by reporting with their student, as appropriate. In the case of conflict or other concern regarding reporting to the Head of School, a report of such discrimination, harassment, or abuse may also be made to the Board Chair. Thereafter, the reporter may be asked to submit a written description to the Head of School or a Board designee, as applicable.

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

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

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

Complaint and Investigation

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

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

including but not limited to separating, suspending and/or questioning and/or preliminary disciplinary action of the individual[s] involved.

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

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

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

Confidentiality/Reporting

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About Using This Process

Please note that rights and requirements, including time deadlines, related to the filing of claims with any state or federal enforcement agencies are not changed by this internal complaint resolution process. While in some instances the involvement of

outside agencies may be appropriate, it is Porter-Gaud's hope that all will access and find the School's internal complaint process satisfactory. Porter-Gaud asks that employees, students and anyone else concerned bring any difficulties in using the procedure to the immediate attention of the Director or Human Resources, the Head of School, or in the case of conflict or absence of the Head of School, to the Chairman of the Board of Trustees, as applicable.

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

Appendix D: Use of Facilities

General Guidelines

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

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

- All permitted users are expected to clean up after themselves. Any failure to do so is accomplished by Porter-Gaud School at the user's expense. Payment is expected immediately upon request.
- Porter-Gaud is a drug and tobacco free property. Alcoholic beverages are not allowed on campus except under special/exceptional circumstances approved in advance by the Facilities Use Committee.
- Copies of the Asbestos Management Plan, three year re-inspection results, and six month periodic surveillance inspection reports are located in the Upper School workroom and the Facilities Department Office. These documents are available for review during normal working hours. All identified asbestos-containing materials are in good condition and present no hazard to students, faculty, staff, or other occupants. No response actions are required or planned at the present time. Any questions on this information should be directed to the Porter-Gaud School Assistant Director of Facilities-Operations, Mr. Deryl Farr, at (843) 402-4748.
- Parking lots are available for school events only.
- Parking is available only for regular-sized vehicles to include cars, pickups, vans, and SUVs. Parking for oversized vehicles, such as RVs, vehicles pulling trailers, and trucks larger than pickup size, is not available except by special permission from the School Administration.
- All vehicles operated on Porter-Gaud School property are to be properly insured and licensed as required by applicable state law.

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

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

Buildings

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

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

Athletic Fields, Courts, and Other Outside Areas

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

- Porter-Gaud athletic facilities, tracks, courts, and fields are for the use of Porter-Gaud students.
- To allow regularly prescribed maintenance and a vital annual period of dormancy, all athletic fields are to be used by Porter-Gaud classes and teams only.
- For all other outside facilities, Porter-Gaud physical education classes and athletic team practices and games always take precedence over any other use.
- Porter-Gaud students have priority for vacant courts for instructional and recreational use.
- Current Porter-Gaud students, parents, faculty and administrative staff who have executed the Agreement for Use of Porter-Gaud Facilities/Release, Hold Harmless, and Indemnity Agreement (distributed separately) may be permitted limited access to campus grounds for recreational use at their own risk under this policy only when such use (1) does not conflict with student use or facility/grounds maintenance activities, (2) is consistent with Facilities Use Policy and (3) is approved by the Facilities Use Committee.
- Porter-Gaud contributing alumni may be permitted limited access to campus grounds for recreational use at their own risk only when such use (1) does not conflict with student use or facility/grounds maintenance activities and when (2) the contributing alumnus has properly requested permission from Porter-Gaud School, received permission and signed Agreement for Use of Porter-Gaud Facilities/Release, Hold Harmless, and Indemnity Agreement.
- No all-terrain vehicles, skates, roller blades, skateboards, or scooters are allowed on campus (the only exception is carts used by the School staff). All vehicles (including motorcycles) entering the campus are to be legally registered and should only be operated on roadways, driveways, and parking lots. Vehicles are only to be parked in designated parking areas; vehicles are not to be parked along yellow curbs or in designated fire lanes. In no instance are vehicles to be taken onto any athletic field/area except by authorized school staff when absolutely necessary to accomplish required maintenance or prepare for athletic events.
- No pets are allowed on the athletic fields, courts, or track. Any pets on campus are to be leashed at all times. Anyone having a pet on campus must have materials with them and immediately clean up after their pet. No Porter-Gaud grounds are considered “pet relief” areas.
- No bikes are allowed on the track, athletic fields, courts, or campus interior walkways and grounds.
- Play is limited to one hour if others are waiting to use a court.
- Reserved team play or practice by organized groups, other than Porter-Gaud School classes and teams, is not generally allowed unless specifically approved by the Facilities Use Committee.
- Special requirements for using the rubber running track are:
 - All the gates around the track have been modified so they cannot open into the track, so do not try and force them in that direction. They can only open away from the track, but will open 180 degrees so they can fold back against the fence and not obstruct the walkway.
 - No one should operate any wheeled vehicles, carts, or equipment (golf carts, utility carts, bicycles, skateboards, scooters, trucks, cars, mowers, tractors, etc.) directly on the track surface. When it is necessary to cross the track with any type of authorized school equipment, a protective tarp must be placed over the rubber surface before driving across it.

- Team benches should not be placed directly onto the track surface; the track surface must first be covered by a protective tarp and then the benches placed onto the tarp. If no protective tarp is down, the benches should be either on the grass or the asphalt surface along the outside of the track.
- If there is going to be concentrated heavy foot traffic across the track to the field in one area (such as to or from the locker rooms), the crossing area should be covered with a protective tarp.
- Spikes can be used, but only the 1/8" pyramid spikes. Longer pyramid or needle spikes cannot be used on the track.

Appendix E: Student Athlete's Code

Porter-Gaud School Athlete's Code

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

- The use of alcoholic beverages, unprescribed drugs, narcotics, or tobacco is strictly forbidden. Use of banned substances or being under the influence of banned substances while under the supervision of Porter-Gaud School, whether on campus or at away games, may result in expulsion. Any athlete who is seen by a member of the staff using alcoholic beverages, unprescribed drugs, narcotics, or tobacco off campus may be dropped from the team for that season.
- Being a part of a Cyclone team is a privilege and comes with the responsibility to make the team a priority. Student-athletes are expected to attend all scheduled practices and contests. Each team member is responsible for notifying the coach in advance if a practice or a game is to be missed, except when the student has been absent from school all day. Illness, unavoidable doctor's appointments, family emergencies, weddings in the immediate family, and religious holidays are the only valid excuses for missing games or practices.
- **Students are expected to be present for all classes of the school day to either practice or play.** The possibility exists for an exception to be made if a student has a legitimate excuse (for example, a doctor's appointment), but those exceptions will be determined by the Assistant Head/Head of Middle or Upper School in consultation with the Athletic Department, preferably in advance. A parent phone call does not automatically constitute an excused absence.
- **Academic and Extracurricular Conflicts:** The Athletic Department makes every effort to preclude conflicts between scheduled practices, interscholastic games/matches, and major academic or extracurricular events. However, on occasion, such conflicts may occur, e.g., the annual Youth in Government conference, SCISA academic or extracurricular competitions, or academic field trips. Porter-Gaud's guiding principle is that School-sponsored academic activities take priority. Consequently, no penalties (such as extra practice or suspending or benching an athlete) are prescribed when a student-athlete chooses to participate in such an activity and informs his/her coach at the earliest opportunity and well in advance so that there is sufficient time for appropriate planning and resolution in the interests of all concerned. The coach should consult with the Athletic Director in the event of unanticipated circumstances or unclear interpretation of this policy.
- **Athletics, the Arts, and Student Life:** One of the advantages Porter-Gaud offers over many schools is the opportunity for our students to excel in both athletics and the arts. There are very few circumstances in which it is impossible to balance the two due to simultaneous obligations. However, in most cases, the Fine and Performing Arts Department and the Athletic Department work extremely well together to allow our students to participate in multiple areas of campus life. It

is the responsibility of the student involved in multiple school activities to be proactive in communicating with both departments to minimize conflicts.

- **Club and Travel Sports:** Porter-Gaud athletics are education-based. Our mission and aims are different from those of most pay-to-play teams. While we applaud the efforts of our students to develop their athletic skills, we believe that specialization in a single sport, particularly at an early age, is not in the best interest of most young athletes. Participation on a pay-for-play team is never a requirement for playing a Porter-Gaud sport. As a general rule, Porter-Gaud coaches are not expected to make the same sorts of accommodations to balance athletes' outside-of-school activities with their Cyclone team responsibilities as they would for other school-related activities (whether athletics, arts, service, or spiritual). Any adjustments made to accommodate outside sports team play are at the discretion of the Porter-Gaud team's coach and may vary based on individual circumstances.
- To maintain extracurricular eligibility, Porter-Gaud School expects a player to be in good academic standing. This means the player must have passed all academic courses during the previous term and currently be passing all academic courses. A student may have an exception for one course, which must not have a grade lower than 65. If highly unusual circumstances exist, a student with a single term or cumulative grade of 60-64 may request a review and waiver from a committee of the Department Chair, Head of School, Head of Middle School, and coach or activity sponsor.
- All athletes should display high standards of social behavior off the field and high standards of sportsmanship on the field, particularly in respecting other athletes, cheerleaders, officials, spectators, and those in authority.
- All athletes should be cooperative with their coaches, teachers, and peers, maintain a good appearance, and use language that reflects well upon themselves, family, and school.
- Team captains shall use their leadership ability and influence to assist in the enforcement of these rules.
- Final responsibility for the interpretation and enforcement of these rules rests with the head coach, the Athletic Director, and his/her staff.
- The Division Head normally is advised of any abuse of this code. A student's parents are also advised of violations and of penalties arrived at by the Division Head, the Athletic Director, and the coaching staff.
- Enforcement may include temporary benching, suspension from the team, or expulsion from the team. Refer to the Student Handbook for penalties concerning the violation of general school rules and of the Honor Code as they relate to students who represent the school as members of an athletic team.

REMEMBER: If you are dropped from a team, you are not the only one who suffers. Your teammates and coaches will have a bigger load to carry.

More information can be found in the [Athletic Handbook](#).

Appendix F: Identity-Based Incidents Policy and Protocol

True to its Episcopal identity, Porter-Gaud “seeks to be a community that celebrates and worships God as the center of life and loves our neighbors as ourselves, serving all persons, striving for justice and peace among all people, and respecting the dignity of every human being” (Board Approved Episcopal Identity). The Office of Community Engagement and Wellness, anchored by our Episcopal identity, seeks to create “an inclusive and equitable community where all individuals can contribute to school life and develop a sense of belonging” (Board Approved Statement on Community Engagement and Belonging). Human dignity and a sense of belonging are affected when identity-based incidents take place. An identity-based incident (IBI) is an intentional or unintentional situation that negatively affects individuals or groups based on one or several identity markers. Therefore, Porter-Gaud has established the IBI Report Protocol (“Protocol”) to champion a culture of inclusion and equitable experiences in alignment with our school mission, vision, and values.

The IBI Report is undergirded by the Equity Transformation Cycle (Safir & Dugan, 2021), which represents “a fluid yet structured process that is grounded in [...] inclusion, curiosity, creativity, and courage”

The IBI report protocol activates a transformation cycle. We see it as transformation because it seeks to transform the experience of those affected by an identity-based incident and those who might have intentionally or unintentionally caused it. When a student submits an IBI report, we listen deeply to the narrative of the student, respecting confidentiality and reaching out to gather any further information and provide any necessary support. Once we have the information, we uncover the root causes of the incident with a mindset of curiosity and withholding judgment. The next step involves reimagining the approach to solve the situation in partnership with the students involved, their families, and the student-support professionals at the school. Finally, we move to action with courage to rebuild trust, learn from the situation, and heal and grow from the overall experience.

Specific Aims

The IBI report protocol aims to nurture an “upstander intervention culture” to achieve the following outcomes:

- Champion a culture of inclusion and equitable experiences.
- Intervene safely when an identity-based incident has taken place.
- Delegate the situation to the school administrators, who will collectively support the students involved.
- Support the students who were affected by the incident.
- Implement preventive learning opportunities for the members of the community.
- Provide a fair and equitable process for addressing and investigating incidents.
- Implement disciplinary actions on a case-by-case basis, according to the student handbook.
- In alignment with our Episcopal Identity, implement redemptive learning opportunities for those who engage in identity-based misbehavior.

Important Terms

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

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

Identity markers: Different aspects of our identity. They embody characteristics that have meaning to us and the society in which we exist. (e.g., appearance, age, ability/disability, race/ethnicity, language, citizenship/immigration status, socioeconomic status, gender, sexual orientation, family structure, religion, etc.)

Identity-based incidents: Intentional or unintentional situations that negatively target individuals or groups based on one or several identity markers

Listening: A physical, socio-emotional, mental, cognitive, and spiritual act to understand the lived experiences of the students.

Upstander intervention culture: A school culture in which community members (faculty, staff, students) support a person being affected by an identity-based incident.

Preventive learning opportunities: Developmentally appropriate and research/ data-based student programming that aims at developing an understanding of the situations, empathy for those affected, and the skills needed to create a more inclusive community (e.g., Intercultural Competence lessons in Life 101, Upstander Intervention Training in the 9th-grade experience programming, advisory lessons, etc.)

Redemptive learning opportunities: On a case-by-case basis, redemptive learning opportunities will be offered for those who engaged in an identity-based incident to strengthen the individual(s), support growth, and provide a system of accountability and mentorship that sets the stage for repairing relationships, activating agency, and healing from the situation to move forward.

Recognizing an Identity-Based Incident

An identity-based incident is any intentional or unintentional hostile act or behavior directed toward an individual or group based on any aspect of the individual's or group's identity within the Porter-Gaud community or within a space that affects the members of the community (e.g., comments or pictures in online platforms). Identity-based incidents may take the form of, but are not limited to:

- Confrontation, physical or verbal
- Bullying
- Text messages / Phone calls harassment / Messages
- Unwelcome Harassment
- Written or verbal racial/ethnic/religious/cultural slurs or threats
- Inappropriate jokes
- Crude gestures
- Graffiti and signs
- Defacing public property
- Harmful physical or digital communications

Note: Expressing an idea or point of view that can be considered offensive is not necessarily an identity-based incident if the dignity of human beings is recognized and the opinion is presented with respect and civil discourse. A member of the Office of Community Engagement and Wellness will support the students/teachers/staff in trying to understand the situation to determine the action steps.

Reporting an Identity-Based Incident

Any Porter-Gaud student, faculty, and staff can complete and submit an online IBI Report. The IBI report is not anonymous since it seeks to transform the experience of those involved in the situations reported. Confidentiality will be maintained to the extent allowed under law and school policies. If a student initially reports in person, a trusted faculty and staff member (e.g., teachers, Division Head, Assistant Head, dean, counselor, dean of wellness, CEB director, chaplain) will assist the student in completing the online form. If a faculty or staff member reports in person or via email, they will also be prompted to complete the online form. Reporters are expected to provide honest and complete information in good faith and engage in the Protocol once a report is made. Failure to participate in an interview may result in a determination or resolution made without that information.

In a timely manner, the division head will convene a student support committee tailored to each situation, including but not limited to the division counselor, chaplain, advisor, grade-level dean, member of the CEB office, dean of wellness, head of school, etc. Both the person who completed the form and the person(s) accused of engaging in an identity-based incident will be contacted to meet with the division head and members of the convened committee. The division head or designee will take additional steps, including but not limited to:

- review and analyze the report
- gather additional information or data, such as pictures, emails, documents, or screenshots
- seek to clarify information received in the report
- obtain names of witnesses
- assess whether any interim measures are needed to secure the physical or emotional safety of those involved
- explain the process and possible resolution procedures.

Families will be notified accordingly at the division head's discretion. To the extent possible, the school will consider the wishes of the person filing the report when determining an appropriate response, but the final decision will be at the school's discretion.

The student support committee will determine whether an identity-based incident occurred based on a preponderance of the evidence and will notify the reporter and the accused. Porter-Gaud will utilize this Protocol to recommend preventative learning opportunities, redemptive learning opportunities, or other support. Failure to participate or cooperate in the restorative process may lead to other consequences, including disciplinary action.

Scope of Reports

This Protocol covers identity-based incidents that occur on or off School grounds, at School events, field trips, athletic activities, on buses, and at other School-sponsored extracurricular activities. Identity-based incidents that occur off-campus, at non-School events, during breaks or personal time, or on personal social media may also be reported and may be addressed under this Protocol at the discretion of the division head, based on the incident(s) and factors including, but limited to: the severity of the

IBI, whether the IBI is part of a pattern or practice of IBI or other school conduct violations; the impact of the IBI on the School's ability to create an equitable and inclusive community; or, whether the IBI has the purpose or effect of denying or limiting a student's ability to participate in the School's educational program or activities based on one or more identity markers. IBI Reports involving an individual not affiliated with the School or no longer affiliated with the School at the time the report is made may be reported under this Protocol; however, the School may be limited in what actions it may take when reviewing or responding to such a report.

Students should submit an IBI Report on incidents as soon as possible after the incident. The School will receive reports of an identity-based incident that occurred in the past but may be limited in its ability to properly address them, depending on the timing and other facts and circumstances of the IBI Report.

Confidentiality

The school administration will make every effort to treat IBI reports they receive on individuals as confidentially as possible and to prevent disclosure of the names of the parties involved, except to the extent necessary to conduct an investigation, convene a support committee, or be required by law or other school policies. IBI reports do not constitute an official record or a disciplinary procedure nor override the school code of conduct policies. The school will keep the IBI reports as internal files to compare reported behavior with past or future reports and determine if a pattern of behavior needs to be addressed. Reports that lead to a disciplinary procedure will be addressed according to that policy (e.g., Harassment and abuse policy, bullying policy). All individuals interviewed in connection with an IBI report or otherwise involved in an IBI process are expected to treat the information they receive as confidential. Reports that provide enough information to constitute a crime and/or suspected abuse or neglect of a minor will still be reported to child protective services and/or local law enforcement.

Prohibition on Retaliation

Retaliation is prohibited by this Policy. Reporters, responding parties, and witnesses are entitled to protection from any form of retaliation following a report that is made in good faith, regardless of the outcome of the process. Retaliation prohibited by this policy may include but is not limited to, unwanted attempts to contact a student involved in the report or investigation, asking others to contact such a student, spreading rumors about other students, seeking information from others about an alleged incident, or threats of any kind. The School will take immediate and responsive action to any report of retaliation or additional harassment.

Appendix G: Productive Dialogue Across the Community Terminology

- **Productive Dialogue:** An exchange of ideas or opinions between two or more people conducted in a manner that emphasizes mutual understanding and learning. Dialogue differs from discourse in that it is a cooperative conversation that prioritizes relationships and understanding over information-sharing. (Schmidt and Pinkney, 2023)
- **Empathy:** The ability to understand and share the feelings of another.
- **Dignity:** The inherent and unconditional worth of all human beings and the primary lens through which we view each community member. (Porter-Gaud Board-approved CEB terminology)
- **Stereotypes:** Widely held but fixed and oversimplified beliefs or ideas about a particular group of people or things; generalized assumptions about group characteristics that cause us to judge the attributes of others despite knowing nothing about them individually.
- **Active Listening:** A way of listening and responding to a person that improves mutual understanding through listening attentively to a speaker, understanding what they're saying, responding and reflecting on what's being said, and retaining the information for later. (US Institute of Peace and The Center for Creative Leadership)
- **Facts:** Something that is known to have happened or to exist, especially something for which proof exists; a statement or assertion of verified information about something that is the case or has happened. (Adapted from Cambridge English Dictionary, n.d.)
- **Reasoning:** The process of thinking about something in a logical way in order to form a conclusion or judgment. (Britannica Dictionary, n.d.)
- **Debate:** A formal discussion on a particular topic where opposing arguments are put forward.
- **Concession:** The act of acknowledging or yielding to a point made by the opposing side. A concession can lead to a more productive dialogue and facilitate a mutually acceptable resolution.
- **Compromise:** A settlement of differences in which each side makes concessions to reach an agreement through communication. Each party gains something of value, leading to a mutually acceptable resolution.
- **Suspend Judgment:** A listening strategy that involves refraining from drawing premature conclusions based on limited information and instead seeking to understand.
- **Diverse Perspectives:** A wide range of viewpoints, ideas, and experiences coming from individuals or groups with different backgrounds, cultures, disciplines, and life experiences. Diverse perspectives are a source of strength and a primary means of enhancing one's intellectual, social, spiritual, and moral life.
- **Accountability:** Taking responsibility for something that you do or say regardless of your intent.
- **Non-closure:** A state of unresolved ambiguity or uncertainty in which definitive answers are not reached, allowing for ongoing inquiry and open-ended dialogue. It implies that some topics are complex and may not have clear-cut solutions. Accepting non-closure encourages resilience, flexible problem-solving, and a willingness to engage in continuous exploration and learning with empathy.