



The
SAGE SCHOOL
EXPERIENCE YOUR EDUCATION

Family Handbook 2025-2026



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FAMILY HANDBOOK

LETTER FROM THE FOUNDERS

Hello and Welcome to The Family Handbook.

There is a lot of information in the following pages, all of which we intend to act as a kind of orientation and roadmap for the different policies and procedures of the school. Our hope with the Family Handbook is to provide the best guidance we can about our expectations, even as we acknowledge that each circumstance is unique, and healthy adaptation to the situation in front of us is often essential. It is designed to be a resource- when you have a question, it is a good place to start. It is an extension to our contract with you all as a family- a set of guidelines we will live by. With this being said, please read the Family Handbook carefully and be sure to ask for clarification or further explanation about any of the topics in the following pages. We really do consider the Handbook one part of a broader and ongoing conversation.

While the Family Handbook is a good resource, we also want to acknowledge that it is one piece of a larger and important topic- communication. Working with adolescents as they begin and make their way through the journey into adulthood always highlights the importance of clear communication. This is no less important, and perhaps even more so, between parents and guardians and the school. The more open our channels of communication, and the more often we use them, the better we will be able to address challenges, concerns, and questions, whether they range from the day to day experience of your student, to the overall philosophy of the school, to the logistics for a Field Study. While there will be more invitations to contact the school and engage these conversations, I hope you will consider this one as well. Please, let's keep in touch as often as we need to.

Ultimately, The Sage School is designed to provide an intentional, authentic, and meaningful environment in which your students will learn to thrive today and into their futures, wherever that may take them. We want the school to be a place where your kids are engaged, asking deep and thoughtful questions, and where our students are fully active and present in their school work and in this community. And we want you to feel similarly connected and engaged. We have designed systems to do that specifically structured for the demands of the day, but it will be a journey together.

For those of you who have read this year after year, of course, we believe a summer time 'review' is helpful to stay on track and remember the values and goals of the school, which should show up in our everyday life. New insights on the document will appear as your connection to Sage deepens.

Thank you for being a part of this school. We are excited to be in this together, and we look forward to the road and journey ahead.

Harry

Harry Weekes
Head of School
Founder

Chris

Chris McAvoy
Assistant Head of School
Founder

NEW THIS YEAR

As a helpful guide to returning parents/guardians, we will try to highlight any significant additions or changes to the handbook on this page.

- Updated language on Lockdowns/Safety

BASIC INFORMATION

CONTACT INFORMATION

Phone: (208) 788-0120

Web: www.thesageschool.org

Mailing Address: PO Box 30, Hailey, ID 83333

Physical Address: 1810 Quigley Farm Rd., Hailey, ID 83333

SCHOOL MISSION

Approved by the School Board January, 2015:

We honor adolescence as a critical developmental window for learning essential academic, cognitive, social, and emotional skills.

The Sage School creates a thriving environment for students through a challenging, authentic curriculum centered on human ecology and engaging experiences designed specifically to promote self-awareness, community responsibility, and a sense of place.

WHO WE ARE

We are people who believe that adolescent education needs to be oriented towards helping adolescents see themselves as an integral and essential part of their communities and of society. As teenagers make the transition into adulthood and engage such fundamental human questions as What role do I play in the world? How can I make a difference? and, Who am I?, they need to be immersed in experiences that address and honor these questions. Adolescents are entering an adult world, one that increasingly requires critical and creative thinking, keen observation and analysis, and the ability to collaborate and to communicate clearly and effectively. Navigating this world requires compassionate guides and respectful mentors. Navigating this world requires academic skill, social adeptness, and emotional confidence. These characteristics are learned by engaging in real problems with deep meaning, and by doing so with people who can simultaneously push each student to excel and nurture him or her through the learning process.

The Sage School is built upon four teaching pillars:

1. Adolescence is a critical developmental period
Guiding students out of childhood and towards adulthood is a daunting and powerful task. We have the ability to use a vast array of resources—teachers, texts, the internet, service experiences, local experts, mentors, outings, travel—to assist students on their journey towards self understanding. As students work on figuring out who they are, they will amass an understanding of themselves and their local and global communities.
2. The importance of placing ourselves within the story of humanity

We are story tellers.

In school, in-depth learning of the social sciences, humanities, and arts can help adolescents understand themselves and their place in the long story of humanity. Adolescents' natural focus on social skills, critical thinking, and decision making make this age ripe for deepening their understanding of humanity.

3. Developing our relationship with Nature

We all live within an ecosystem that sustains us. All cultures develop relationships with their local and global environment. It is central to adolescents, as they are developing their decision making abilities, to explore this component of the human condition. We will do this through our curriculum, our outings, and our service program.

4. Students as Creators and Designers

We are tool makers and users. Adolescents are trying to define themselves. They are looking for ways to demonstrate their success and understanding. Students at The Sage School will apply a wide variety of methodologies - such as rich and consistent use of technology, principles of design and artistic expression, hands-on 'shop' type experiences, and traditional pen-and-paper tests to create, verify, and perhaps modify an interesting array of products and services. Students will get comfortable with activities such as designing a web page, painting, maintaining a bicycle, or preparing a meal for a large group. Perhaps more importantly, knowing which tool or design mechanism to invoke at which time will be part of the curriculum.

The Sage School combines modern brain science with the developmental tasks of adolescence in order to create a more personally meaningful and rich school experience. As a result, our curriculum is project-based and service oriented.

At The Sage School, learning aligns with what we know about brain science. We learn best when it is:

✓ An Active Experience

The brain literally rewires itself with new experiences. Students will learn through projects—getting a master naturalist certification, growing food in the greenhouse, managing a 'fleet' of bikes to travel around town—that will integrate content into a rich learning experience.

✓ A Social Experience

Students will learn, not just from their peers and teachers in the classroom, but also from other significant adults in the community. As they engage in service and academic projects, they will meet service-leaders and experts in the community who can give them wisdom and guidance.

✓ A Personally Meaningful Experience

We integrate information into our core when we find it personally meaningful. Students will be engaged in the design of the curriculum, will have choice over service projects, and will build the community that is The Sage School.

✓ Reflective of diversity in classroom

The Sage School values a variety of intelligences, including social intelligence, emotional intelligence, ecological intelligence, interpersonal intelligence, and intrapersonal intelligence, along with more traditional rational intelligence. As Sir Ken Robinson, author of *The Element*, points out, we would rather find out *how* a student is intelligent instead of the more static question of how intelligent that student is.

✓ Integrated where possible, separated where necessary

Our hands-on experiences will typically combine the biological and social sciences with writing and literature into a combined real-world project. Certain skills, such as solving an abstract math problem or speaking a foreign language, may be better served in a focused setting that clarifies the skill set and allows for individualized practice. The different ways we approach the subject matter also better matches our everyday reality and our natural way of learning.

WHY THE NAME SAGE?

The word sage conjures up two images:

- 1) The ubiquitous plant of the Wood River Valley and of the Intermountain West
- 2) A wise individual or wisdom itself.

With the naming of the school, we hope to invoke both of these images. The Sage School is, first and foremost, a local place. It is designed to bring our attention to our environment and to notice the sagebrush that surrounds us. To be of this place and to connect students to their local environment—both to get them in the outdoors and to connect them with the people who are working to protect this place—is part of the mission of the school.

However, we also want to pay attention to the timelessness of wisdom in addition to traditional knowledge elements. Wisdom is gained through experiences in and out of the classroom. We want to involve students in rich experiences that build deep understandings of their world.

It is through this combination of gaining wisdom and experience in our local environment in addition to more traditional classroom learning that The Sage School creates its unique learning culture.

THE SAGE SCHOOL BOARD

According to the NWAIS website, the basic duties of an independent school board is as follows:

1. Determine the school's vision, mission, values and purpose.
2. Select the school head.
3. Support the school head and assess his or her performance.
4. Ensure effective organizational planning.
5. Ensure adequate resources/raise money.
6. Exercise fiduciary responsibility and oversight.
7. Determine, monitor, and strengthen the school's programs and services.
8. Enhance the school's public standing.

9. Ensure legal and ethical integrity and maintain accountability.

10. Recruit and orient new board members and assess board performance.

We are fortunate to have a talented team of people that work for the school at a high level. Their bios and information can be found on our website. This information is provided to help parents/guardians understand the relationship between the board, the Head of School, and the faculty. Our school website has a list of board members and their biographies for your reference.

It is just as important to understand what the board does, as it is to understand what it does NOT do. The board does not run the day to day functioning of the school- that is up to the staff. The board does not work through parent grievances, for instance, about particular teachers or programs. If a parent has a question about the day to day business of the school, please direct it to the appropriate staff member. See our Organizational Chart with any questions.

SAGE SCHOOL ORGANIZATIONAL CHART

The Sage School is seeking to create a more ‘flat’ school structure than a traditional ‘top-down’ school model. Because of our strong connection to student development, it is our belief that all employees of the school should remain connected to our students and should teach as part of their daily duties. In order to sustain this, all faculty members will manage certain administrative duties during the course of their day. Below is a chart which lists the lead person responsible for each aspect of administration. Should you have any questions about those specific administrative areas, please direct them to the appropriate individual. Some categories have multiple people listed, which indicates that each band (6/7, 8/9, 10/11, 12) has its own leader in that category.

Admissions	Chris McAvoy
College Counselor	Nathan Kolar
Communications and Marketing	Harry Weekes/ Chris McAvoy
Community Action Coordinator	Maggie Blatz
Curriculum	Chris McAvoy and Lead Teachers
Development	Harry Weekes
Discipline	Lead Teachers as primary
Facilities	Matt Leidecker
Field Studies/Logistical Coordinators	Matt Leidecker and Lead Teachers
Finance	Jenna Resko
Head of School	Harry Weekes
Independent Study Coordinators	Andrew McKean/Kristal Georgiades
Self Study Coordinators	Andrew McKean and Maggie Blatz
Parents	Chris McAvoy, Kristal Georgiades

STATEMENT OF NONDISCRIMINATION

Nondiscrimination Policy Statement

Passed by the Board 11/06/2015

Revised 12/6/15

The Sage School is a nondiscriminatory 501(c)(3) corporation. The Sage School, Inc. admits students of any race, color, religion, gender, national and/or ethnic origin, disability, sexual orientation, marital status and/or gender expression or identity to all the rights, privileges, programs, and activities generally accorded or made available to students at our school. The Sage School, Inc. does not discriminate on the basis of race, color, religion, gender, age marital status, national and ethnic origin, disability, sexual orientation, gender expression or identity or other basis prohibited by law in administration of our educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

DAY TO DAY STUDENT LIFE

GRADE LEVEL/BAND LEVEL

Students at The Sage School occupy grade levels, just as other traditional schools do. However, we believe that multi-age level groupings provide significant educational opportunities and also allow us to pay attention to the specific developmental questions appropriate to each age grouping. Students are grouped into a 6/7 Band, or our “Explorer” Band, an 8/9 Band, or our “Social Animal” Band, a 10/11 Band, or our “Local Apprentice” Band, and finally the 12th graders stand alone as our “Global Citizens” in their own band.

SCHOOL HOURS

School starts every day at 9:00 and ends at 3:10. We have altered these times slightly over the past few years to best align with the local bus routes. We will confirm this during the first few weeks of school, as Mountain Rides firms their schedule.

DAILY SCHEDULE

Each grade level will have its own schedule which will be handed out in the beginning of the year. It will include time for Community Meetings, Human Ecology, Wellness, Lunch and our skill based courses (Math, Spanish, & Writing). Attachment 1 (at the back of this handbook) provides a sample schedule.

WELLNESS

The primary purpose of wellness is for our students to pay attention to the needs of their bodies on a daily basis. Too often, schools become places that pay attention only to facts, figures, and intellectual pursuits, while ignoring the mind-body connection and the importance of paying attention to the needs of our bodies. This is probably even more important during adolescence, when emotions run high on a daily basis.

There are a host of other reasons to engage in wellness every day. Our wellness program is neither PE nor recess. The Sage School wellness program tends to focus our efforts on going outside, playing a game as a group, and on choosing games and activities that are more dedicated to teamwork than on intense competition. We believe it is important for us to be outside, move, have fun together, laugh together, manage our own energies, and create an inclusive space for all of our classmates- even to provide a space for all grades to interact together playfully. There is much social and emotional learning and individual growth that occurs in these wellness activities. All of this is designed to improve student learning and to pay attention to the breadth of factors that are included in ‘learning’.

As students will be outside and playing in all sorts of weather, clothing and footwear appropriate to the conditions is vital to their safety. It is incumbent upon the students to be prepared each day.

MOUNTAIN RIDES

Every year, The Sage School partners with Mountain Rides to encourage and support alternative transportation to and from school. As a student in The Sage School, you will be able to use the busses free of charge and we encourage you to do so. Mountain Rides is free all over the valley currently, but we work with them as a partner to ensure student access- including the timing of our school day and the alignment of their routes to our doorstep.

COMMUNITY SERVICE: COMMUNITY ACTION BLOCK

The students engage in community service on a weekly basis for 2 hours of the school day during an afternoon block called Community Acton Block. We value humanitarian and ecological service as it is part of our mission, and believe it is critical to include as part of the weekly academic program. This doesn't mean students cannot complete additional hours outside of the school day, but that we believe it valuable enough to be included as part of our weekly schedule.

Service will be structured in an age-appropriate manner. Younger students will tend to head out in the community in groups with an accompanying teacher from the school, whereas older students may be placed on their own, or with another student in direct service to the community. Seniors create a year-long relationship with a specific organization or cause.

Service has the added benefits of providing students with additional potential mentor relationships in the community, potential career envisioning opportunities, some cross-aged and cross-cultural experiences which better match the 'real world' (both within our student body and among the different age/culture groups we will be serving), the opportunity to create projects that will fulfill a need in the community, as well as all of the individual benefits that service provides to our students.

CREATIVITY WORKSHOP AND INDEPENDENT STUDY

Every Friday afternoon, students engage in an activity that has taken on the name 'Creativity Workshop.' It emerged after we watched students needs and interests in areas that the traditional curriculum didn't seem to satisfy—whether that was a group of students looking to create claymation videos or an older student desiring to learn sewing or photography in a more in-depth fashion. We will be tapping into local experts and using our own faculty's expertise to offer a range of options for students to explore once a week for a few hours. Past examples of courses offered include: Glee Club, Yearbook Design, Longboard Construction, Maker-bot Construction, Baking, Crafts, Drawing from the Right Side of the Brain, and many more.

Students will, alternatively, have the ability to design their own workshops, so long as they can demonstrate a solid course of study and adequate resources to conduct it. A separate paperwork packet with its own guidelines and expectations will be made available to the students, but it will be up to the student to satisfactorily complete all the requirements in a timely fashion. Students have previously designed their own courses in French, Chinese, Metalwork, Sewing, Ski and Snowboard Video production, and others.

SCHOOL LUNCHESES

Students will not be permitted to leave campus to get lunch and should pack their own lunch each day. The school normally has microwaves and a refrigerator for student use. Liza Weekes is providing school lunches on a regular basis. There is a space on our website dedicated to ordering- <https://thesageschool.org/school-lunch-orders/>. More information will be provided about these options in Tuesday Notes.

Students will not be allowed to use electronics during lunch.

COMMUNICATION WITH THE SCHOOL

The quality of the communication between the staff and parents/guardians greatly influences the quality of the experience your child has at The Sage School. **The school's primary method of communication to parents/guardians will be through email.** Teachers will be communicating through email to the parents/guardians, and we will use "Tuesday Notes", sent through Constant Contact to your email, to keep parents/guardians abreast on information as the school year progresses. It is the parents/guardians' responsibility to check the email address on file with the school on a regular basis. The calendar on the school website is a valuable place to find updates on our calendar, news, events, etc.

A secondary, but vitally important, form of communication will be our use of a texting service, **TextMagic** (which is also referenced in Inclement Weather and Safety sections of this handbook). There is a required form to opt into this service as part of the start of each year. School texts are used for more 'immediate' needs of communication- a school trip arrival or departure time, school closures, all-school emergencies, etc. Our ability to communicate with you through this format is important for the safety and smooth functioning of the various aspects of the program. **IT IS NOT A TWO WAY COMMUNICATION.** Please do not respond to school texts.

Parents/guardians are encouraged to communicate directly with staff frequently about their child's progress. The teachers are available to meet by appointment with you to answer your questions, hear your concerns, and celebrate your child's successes. It is often difficult for staff to accommodate impromptu meetings about your child, so feel free to call or email in advance for timely and convenient appointments. The school has conferences slated during the middle of each trimester to discuss student progress and concerns, which should allow ample time to make any changes necessary before the trimester's end. The 6/7 band establishes weekly contact with parents/guardians and the 8/9 biweekly through guided self assessment forms. This structure is designed to guide students towards more personal responsibility for their work and behaviors.

If parents/guardians are having troubles that go beyond the scope of what is discussed above, or if working with the teacher doesn't seem to be producing desired results, parents/guardians are welcome to contact the lead teachers in each band, or to contact administrators Chris McAvoy or Harry Weekes via email to set a time to discuss things further. Please check first, however, the

CALENDAR OVERVIEW (SEE ONLINE CALENDAR FOR UPDATES)

COMINGS AND GOINGS

2025 - 2026 *TENTATIVE* SCHOOL CALENDAR OVERVIEW

Fall Trimester 10 weeks					
September		October		November	
Aug 28	Parent Work Day & Parent Field Studies Orientation Evening	16-17	Parent-Student-Teacher Conferences- No School Students	20	End of 1st Trimester- NOON dismissal students
2	First Day of School	20	No School Students- Faculty Conferences	21	Staff Work Day- No School Students
3-12	Fall Field Studies			24-28	Thanksgiving Break
15	No School- Transition Day				
18	Back to School Night				
Winter Trimester- 9 weeks					
December		January		February	
1	Begin 2nd Trimester	5	Return to School	2	All School Ski Day
15	Teacher Work Day	15-16	Parent-Teacher Conferences	12	End 2nd Trimester- NOON dismissal
22- Jan 2	Winter Break	19	MLK Day- No School	13	Staff Work Day- No School Students
				16	President's Day- No School
				17-20	Winter Ecology Field Study & Carnival
				23	Begin 3rd Trimester
Spring Trimester- 11 weeks					
March		April		May	
23-April 3	Spring Break	6	Return to School	May 21	End 3rd Trimester- NOON dismissal
		16-17	Student-Led Conferences	May 22	Staff Work Day- No School Students
		20	No School Students- Faculty Conferences	May 25	Memorial Day- No School
June					
May 26- June 4	Spring Field Study	June 5	Last Day of School BBQ & Transition Ceremony	June 6	Graduation

Sage School Organizational Chart in this handbook to direct your question/concern to the appropriate individual. If you have a concern about Chris McAvoy (either in teaching or administration), please contact Harry Weekes. If you have a concern about Harry Weekes (either in teaching or administration), please contact Chris McAvoy. Creating this structure should allow you the freedom to voice concerns openly, and that individual will set a plan for the appropriate follow up communications with you.

GRIEVANCES AND CONCERNS

In addition to the above comments about communication, it should be noted that the Head of School has the final response in all parent requests. Our school board is not an appellate board and is not structured to override the educational decisions of the staff. The board does conduct an annual survey on the performance of the Head of School in order to assess his performance. The school encourages proper and respectful communication during all of our proceedings, and seeks to resolve issues fairly and respectfully. Parents and guardians are expected to maintain the same level of respectful communication. Uncooperative, destructive, insulting, or abusive language towards staff members will not be tolerated and may result in immediate cancellation of their child's contract for the remainder of the year.

PERSONAL POSSESSIONS AND CUBBIES

The Sage School is an open environment where students have open cubbies, not lockers with locks on them. We make every effort to create and maintain a trusting environment, but The Sage School cannot be held responsible for personal possessions that students may bring. As such, we ask students and families to use good judgement in the materials that are brought to school. Students should exercise caution during the day if they bring their own laptops or cellphones, store them appropriately and pay attention to cord placement so as to prevent damage or loss.

CELL PHONES AND STUDENT MESSAGES

Students are encouraged to leave their cell phones and other electronics at home during the school day. However, we understand the need for parents/guardians to juggle busy schedules and demands, so should a family choose to have a child bring a cell phone with them during the day, we request that they keep the phone off during school hours. Phones should be stored in students backpacks or cubbies and should not interfere with their school day. Apple watches or other smart watches can also present a distraction to students during the day. Teachers may ask students not to wear or access them during the day. A student may use his/her cell phone during the school day with faculty permission, if necessary. Any abuse of these guidelines may result in the student's phone being confiscated for the day. If parents/guardians do need to call the school during the school day, we will work to get messages to students in a timely fashion, but we request this only be used in an emergency situation. Please do not text or call your son or daughter during school hours on their cell phone, and certainly don't expect a response back from them.

LAPTOPS

Students are permitted to bring laptops to school and use them within the bounds of the acceptable use policy laid out in this handbook, and are expected to exercise appropriate care

and caution for such a valued commodity. The Sage School is not responsible for lost or damaged material, and may revoke individual or groups of students permission to use technology.

SCHOOL-SUPPLIED CHROMEBOOKS

The school makes Chromebooks and desktops available for students who don't have laptops of their own. These are generally NOT assigned for students to take home. They are school property, must stay on school property, and must be treated accordingly. On rare occasions, they can be signed out overnight but the responsibility for damages will be the family's. If a student breaks or abuses them, outside of normal wear and tear, they may be billed for the cost of replacement.

LIBRARY

The school has a small library that is being developed. It is not an exhaustive collection yet, but has a high number of quality resources for students to use. Between our library, the valley's public libraries, and modern internet capabilities, students will be able to access all of their academic needs for the school.

SPORTS TEAMS AND OTHER EXTRA-CURRICULARS

The Sage School has no sports teams. Most students participate in sports throughout the valley, however. Whether it is through the independent sports programs such as those run by SVSEF, Suns Hockey, SMAS, local ballet schools, local music programs, and others, or school-based sports programs, our students are active and involved, and we encourage their participation. All reasonable efforts will be made to support their diverse schedules, however the students will be responsible for all work missed due to dismissals or absences. Students must dual-enroll at WRMS and WRHS to participate in sports. The Blaine County School District recently reviewed and passed an older policy which states that if a WRHS or WRMS team needs to make cuts, the non-enrolled students will be cut first, regardless of ability. This means that if (and most teams don't) teams make a cut, they have the right to cut Sage School students before students enrolled at the district. Please talk to Chris McAvoy with any concerns or questions

LEARNING DIFFERENCES AND SPECIAL NEEDS

The Sage School seeks to be a place to value and serve a wide diversity of students with a diversity of learning needs and differences, however, the school does not hire learning specialists to serve any specific learning needs. If a student has needs that go beyond our teacher's capacities (occupational therapy, for instance), it will be the parent's responsibility to provide such resources outside of school hours. This should be discussed as part of the student's admission to the school, but also reviewed and discussed with parents/guardians as the student journeys through the curriculum.

EDUCATIONAL PROGRAM

HOMEWORK EXPECTATIONS

We believe that learning is not an activity confined to the school day, nor to the school campus. We also believe that learning takes many forms. For these reasons, we try our best to provide ample time during the day for students to get certain work done, and then look for ways to continue their learning outside of the classroom.

Our curriculum is structured to tap into the natural questions of adolescence and it is our belief that the most intense learning happens when a student is fully engaged. This engagement will transcend the school day, becoming homework.

There are also times when work at home becomes necessary and appropriate—reading, interviewing family members for a history project, making up a missed assignment, etc.

We are challenging our students to think and to pursue topics deeply. This requires effort and work, both at home and in school. We will do our best to make this reasonable. As such, our expectation is that the work gets done. Naturally, the level to which the work is completed is reflected in student assessments. There is, therefore, quite a range in time students spend on homework. We do not, as a school, have a ‘mandatory minimum’ homework level. On average, students can expect to spend several hours per week doing work outside of school hours.

Finally, there is usually a subtext to the homework question, and that is, “Will I be doing hours of work outside of the classroom that feels like drudgery?” In addition to challenging our students, our goal is to make learning meaningful and engaging. Students should see a direct relationship to what they are learning and how they are living. In this way, doing work outside of school is natural, and not busywork.

PARENT CONFERENCES

We conduct three conferences annually, each one roughly in the middle of each of the trimesters. The first conference will be a parent-teacher-student conference that will focus on observed strengths and needs, expectations, and goal setting for the coming year. The second conference will be of shorter duration and will only have parents/guardians and teachers present. It will serve as a ‘check-in’ on the goals and needs for the year and allow a structured opportunity to discuss the progress of the year, as well as an opportunity to discuss topics ‘among adults.’ The final conference of the year will be a student-led conference that will focus as a ‘year in review,’ giving students an opportunity to reflect on their growth, demonstrate quality work, and serve as a last check-in on their goals for the year. This conference will require adequate student preparation in the preceding school days.

We believe the balance of the different types of conferences builds a range of skills in our students while providing ample opportunity for discussion between the individual families and the

school personnel. However, additional conferences may be needed or requested for individual students by either the parents/guardians or the school.

These conference days are critical for optimizing the student’s full learning experiences and potential. It is expected that the family participate in these conference days and that every reasonable effort be made to attend. The school will work to offer certain hours before or after normal work hours. These days in the yearly schedule can be tempting for parents/guardians to plan extended trips during, but rescheduling many conferences often causes a hardship on the faculty’s schedule. If you do plan an absence or a trip during these days, the faculty cannot guarantee you a ‘reschedule’ of the conference. These days are specifically set aside to give ample opportunity to meet.

GRADUATION REQUIREMENTS

The Sage School uses the traditional “Carnegie Unit” system to measure students’ successful completion of courses. One Credit is the equivalent of 120 hours spent in coursework throughout a year. Since we are on a trimester system, students will earn, for example, 1/3 credit for each trimester of English, Math, etc. One full year of a course will then be one credit.

Our program is unique and demanding. In addition to the traditional coursework, students will spend 5 weeks per year engaging in field studies and will complete 60 hours of community service per year as a regular part of their schedule. Students do not get free periods or study halls. Students can design their own coursework on Friday afternoons. As a result of these school-wide commitments, students will gain the following credits for a Sage School Diploma:

English	4
Math	4
Spanish	4
Social Science/History	4
Science	4
Technology, Art, Design	1
Field Studies	4
Wellness	2
Community Service	2
Creativity Workshop/I.S.	2

This yields a total of 31 credits, more than many traditional systems. It also includes courses and experiences unique to Sage, thus ensuring the breadth of knowledge that our students will graduate with in order to fulfill our mission. Transfer students will need to work with the school’s administration to meet our requirements. Exemptions and any additional coursework will be handled on an individual basis.

ASSESSMENTS, GRADES, AND PROGRESS REPORTS

Families transferring to The Sage School may require a bit of an adjustment to understand our philosophy and reasoning behind our assessment of student skills and work. We do not simply send a grade and calculate a GPA to convey information about the complex nature of student

performance. We will try to answer some basic questions here in regards to our assessment system.

How do we assess the students?

Rather than focusing our assessments solely on test scores, The Sage School faculty will use a wide variety of tools to understand student skills and understandings. Those tools may include more traditional measures such as tests and essays, but will also include a wide variety of “Authentic Assessments”. Authentic Assessments are measures of student performance that often have a ‘real world’ component to them, that may have a larger audience than simply the teacher of the course, and are designed to employ a wider variety of skills. For instance, students will present their understandings of Greek and Roman buildings to a local architect, they will ‘test’ their knowledge of local food by serving a farm-to-table feast to 100 people, and they will work with local birding experts to conduct a “big day”- a competition of how many birds a group can identify within a certain time limit. Each trimester, students will be assessed on multiple measures designed to demonstrate solid understanding of the material as well as develop a whole host of other skills.

Why do we do it this way?

There are many reasons that we pursue this style of assessment. One is that it helps the students learn a wider skill set than more traditional measures. It tends to align more closely with what we are learning about brain science of adolescents. It gives a wider audience for student work and therefore the students are more likely to see the work as inherently meaningful. It further allows us to challenge the student, not only academically, but also socially and emotionally. Schools have attempted to separate the learning from the social/emotional context of that learning, but the modern brain science shows the difficulty of this attempt.

How do we maintain standards with this style of assessment?

In a more traditional system, grades are used to maintain standards. One knows immediately if one got a D instead of an A that the work wasn’t of quality. But, the grade rarely demonstrates what went wrong, why, and how to correct it for next time. Students at The Sage School typically get a clear set of guidelines, a rubric, or a clear set of project expectations for every significant task they are asked to complete. These guidelines lay out and define what a successful project looks like (e.g.: it will use 3 external sources, be 10 pages long, etc). Final projects will be measured against that standard. Students who do not meet the standards will need to re-work the project until it meets the standard. In this way, students will consistently be constructing high quality projects that meet high standards at The Sage School.

How is all of this communicated?

There is a conference in the middle of each trimester in which progress on student projects is communicated to parents/guardians. In the earlier years at Sage, weekly or biweekly assessment reports come home to keep parents/guardians informed about the student progress. Through these structured formats and other individual communication about students who are struggling, parents/guardians will have ample opportunities to hear about their child’s progress. At the end of each trimester, a trimester assessment report is issued. These reports are issued at the end of each trimester and become part of the student’s transcript and permanent file. Two sample transcripts are attached at the end of this handbook. The Progress Report indicates whether or

not a student has earned credit for the coursework (which indicates they have met the standards of the projects), and will then be given several paragraphs totaling about a page and a half of text that give detailed narrative assessments of their work. These assessments will give information about their demonstration of understanding of content, their abilities to work in a timely fashion, their demonstration of social/emotional learning, and any significant points to improve in the trimesters to come.

Rigor and Quality

None of the above should be taken to mean that we don't care about academic rigor, or about challenging students to create quality work. Sadly, too many of us are products of a traditional system in which we assume quality can only be measured by grades. All of the pieces of our system are designed to keep the focus on the quality of each students' production. We have found that the grading process, the discussion surrounding grades, the emphasis on grades is, in many instances antithetical to- or at least a distraction from- having a discussion about quality production. We create narrative reports each trimester that discusses the quality of student work and student growth. We spend time with families in structured conferences and other meetings to guide that production of quality.

When it comes time to apply for colleges, many colleges ask about the rigor of the program that the particular applicant has chosen and their ability to manage the rigor while producing quality work. As a school, we don't offer different levels of courses, but need to be able to discuss the rigor with which each student approached their curriculum. As such, we will be using the following "Performance Quality Descriptors" on high school assessment reports and transcripts. This checkbox will be a summary of the student's work for the entire trimester- not for each course, but as an overall assessment of the quality of their production and their process. More information on this system will be discussed in the College Handbook and in parent meetings.

Performance Quality Descriptors		
	Quality of Products' Content and Concepts	Quality of Process
Highest Quality		
High Quality		
Quality Work		
Met Standards		
Inconsistent Quality		

The above box can be converted to a GPA for those colleges or systems that require it. This allows the school to focus our discussions with the students on the areas of quality and improvement, while still having a way to convert our information to the larger colleges in a way that they can use it. The bulk of our discussions with students and families must exceed the simple “what is the grade” in order to get true growth and development. However, for most parents/guardians who went through the traditional system, having this frame of reference can be helpful, and can demonstrate the level of standards we hold. The GPA equivalents are as follows:

Highest Quality: 4.0	High Quality: 3.7
Quality Work: 3.3	Met Standards: 3.0
Inconsistent: 2.3	

As demonstrated above, quality expectations are high. We do not give credit for work that falls below the B-/C+ level. All work below that standard will yield an incomplete (INC), and must redo the work to hit the standard.

INCOMPLETES

Students who receive an INC on their trimester report will need to develop a plan with their teachers to satisfactorily complete the credit. That plan will include a reasonable time frame for completing the necessary work, as well as an explanation of the quantity and/or quality of work that needs to be completed. Students who fail to follow the plans laid out risk getting no credit for their work, will be placed on Academic Suspension and have to follow an Academic Contract until they rectify the situation, may need to make up credits elsewhere or take additional coursework to graduate, and/or risk their continuation as a Sage School student.

STANDARDIZED TESTS

Older students may participate in standardized testing throughout their career at The Sage School. This provides opportunities for the students to practice tests like those they will continue to see throughout their academic career and for the school to demonstrate the understanding and learning of our students. Students in grades 8-9 and 10-11 typically take the PSAT yearly. Students in grades 11 and 12 may be encouraged to take, and will have the opportunity to get school assistance in preparing for, the ACT and/or the SAT.

There are also other ways we may get standardized measures of our students progress. Our Spanish program, for instance, is standardized to ACTFL standards, and students are tested regularly to determine their levels of proficiency. The school sometimes uses other national measures- such as National History Day or Master Naturalist program- to gain these skills.

There has been a significant decrease in the number of colleges demanding standardized tests as part of their admission process, and fewer students from Sage are taking them in recent years. Please talk to Nathan Kolar as our college counselor for more discussion on this.

TRANSFER OF CREDITS FROM OTHER SCHOOLS

All requests for transfers of credit shall be directed to the Head of School and will be dealt with on an individual basis.

TRANSFER OF CREDITS TO OTHER SCHOOLS

It is typically up to the transferring school to determine which credits they accept. Parents/guardians should meet with the lead teacher and Chris McAvoy to address questions. Chris McAvoy and Nathan Kolar can assist in transferring transcripts. Students transferring mid trimester, however, may not receive full credits for the trimester until all work is completed. Partial credit is not given. INC's on the transcript will also not count for credit and may inhibit a student's graduation plan at a different school.

MATH LEVELS AND PACING

Students at The Sage School have used ALEKS, an online math program that allows them to proceed at their own pace. This has allowed certain students to move through certain material that they are comfortable with more quickly than a traditional program. Conversely, it has also allowed students who are struggling in certain areas the ability to move more slowly and get the additional attention they need. As a result, students may progress at different rates than a traditional program. It is not unusual for some students to finish two or more courses in a given year, nor is it unusual, especially in the student's first year at Sage to take more than a school year to finish a given math course. There are a number of factors that go into helping the staff determine the appropriate pace. Has the student engaged the material during class? What skills has he/she come to school with? What skills are lacking that may need reinforcement? Has the student attended to all of their homework? Has the student sought extra help where needed? Have they responded honestly when the teacher asks them if they need help? The ALEKS program further tracks much data for the teachers to help understand the student progress- from time spent on topics to number of topics per hour to changes in that data over time. All of this information will be used to convey to parents/guardians their own student's performance at each conference and in each trimester assessment report. If a student is not likely to finish a given course in a year, parents/guardians will further be notified via email of this likelihood as the year nears its end. In certain instances, it may be acceptable for a student not to finish a course (based on the faculty's assessment of the questions listed above). In other instances, a student may be required to spend time over the summer finishing their course.

FIELD STUDIES PROGRAM DESCRIPTION

Students at The Sage School will engage in Field Studies of various lengths and varieties throughout the year. The idea of these studies is to make connections between our classroom studies and various community resources. There are some practical applications of this fact that parents/guardians should be aware of:

1. There are small events- a day long or less- that may occur as part of the Field Studies Program. Students may be walking, biking, or taking the town bus to these activities. Students may meet with local experts - visiting the local history museum, getting the guidance of a local artist, or talking with the city planners. Students may take a day-long trip to Boise (for instance) to connect with resources or learning opportunities there. Any event which will have the students engaged in hours longer than the traditional school day

will be sent home ahead of time to seek permission and notify parents/guardians of potential scheduling conflicts.

2. There are multi-day or multi-week outings that extend classroom learning and service opportunities that are part of our Field Studies Program. They will serve to bring our school community together, explore our natural and cultural heritage, broaden our students' awareness of their surroundings and each other, as well as enrich their social and emotional understandings. The Sage School sees the area that extends out from our school in a 300 mile radius as our 'extended campus'. We actively seek and create meaningful experiences from our natural and human environments within that radius that can feed the adolescent mind.
 - a. Parents/guardians and students will be notified and informed of these extended outings in advance, complete with itineraries, plans, and needs for the trip. Students and parents/guardians will need to sign medical release forms and other appropriate paperwork.
 - b. We have scheduled 3 specific Field Studies every year for every band.
 - i. Fall Field Study

The first two weeks of the school year will be spent orienting the students to their new classmates and to the goals and curriculum of the year for that specific band. In the 6/7, this study tends to focus on group dynamics, goal setting, culture-building, and community-building. In the older classes, this orientation highlights those issues, but also orients the students more rigorously to the academic theme of the year. There is also, typically, at least one day of the Fall Field Study that we plan some time for 6th-12th graders to work together, so that we can begin to actively construct our whole school sense of community.
 - ii. Winter Ecology Field Study

We live in an area that is dominated by the Winter Landscape. We will take one week each year, between the second and third trimesters, to do an in-depth study of the Winter Ecology. Students will be exposed to a wide set of skills over their stay at Sage, from tracking to snow science to winter habitat studies. This Field Study has occurred at Camp Perkins for the whole school. We have also typically ended this Field Study with a Winter Carnival event, which seeks to build on the 6-12 sense of community, while being inclusive of parents/guardians as well. We have begun an annual Sage Cup Broomball competition that seeks to encourage Sage families to get involved.
 - iii. Spring Field Study

This 2-week outing will have an academic focus that provides additional experiences to the year-long study students have engaged in. Whether studying the Oregon Trail, Factory Farming in Idaho, or a language and cultural study in Ecuador. It will serve as a capstone to the year's study and will have students engaged with human and natural resources on our 'extended campus'.

FIELD STUDIES GUIDELINES AND COMMUNICATION

The Field Studies program represents a unique educational opportunity for our students. Students will typically shop together for their food, will have to run a budget, will prepare and clean up after meals, and will generally be living together for 5 weeks per school year in a variety of environments. This brings certain unique challenges for staff and students alike. As such, we would like to highlight the following general rules:

- All school rules must be adhered to, including, and especially, rules prohibiting drugs and alcohol. Disciplinary consequences can occur on school trips just as easily as on school campus.
- Students are asked NOT to bring electronics, including phones, on Field Study outings (certain trips may make exceptions, and those will be noted on packing lists).
- Students will not be allowed, unless the staff allows the exception, to purchase goods at gas stations. Shopping at these stops presents a potential food allergy risk, a significant time delay, an introduction of typically unhealthy foods that can have students ingesting too much caffeine and sugar that can create problems during the trip, and generally detracts from the group experience.
- Several trips may have opportunities for students to swim. Swimsuits should follow school dresscode guidelines as much as possible (be functional and appropriate). PLEASE NOTIFY US if your child cannot swim.
- Parents/guardians should be aware that if, during a field study experience, their child is engaging, or has engaged, in an activity that puts him or herself or their classmates at risk, or if he/she engages in a ‘critical level’ disciplinary issue as discussed in this handbook, their child may be required to leave the trip immediately and without further discussion. In this kind of situation, the parents/guardians may need to purchase a bus or plane ticket on short notice and/or they may need to drive immediately to a determined location to meet school staff members in order to bring their child home. Any and all additional costs and/or challenges will be assumed by the parents/guardians and not by the school, and, because of the other students participating in the trip, the student’s removal from the trip will be done at the convenience of the staff members running the trip rather than at the convenience of the parents/guardians of the child.
- Due to the nature of fewer people having ‘land lines’ we ask that you **ensure your cell phone is near your bed and turned on during field studies**. If you are in the habit of silencing it at night, it makes it impossible for us to get ahold of you for emergencies.

ABSENCES ON FIELD STUDIES

Obviously, there are times when students get sick and cannot attend Field Studies events. Due to the unique nature of these studies, and due to the fact that credit is given for work accomplished on Field Studies, all students who miss Field Studies will need to complete a ‘make up packet’ that your Lead Teacher will give you. Repeated missing of Field Studies may be cause for dismissal from The Sage School, as it is a vital part of our program.

There may be the rare moment when staff, in consultation with the Head of School and/or the Assistant Head of School may decide it is not in the best interest of a particular student, or in the

best safety interest of the student or group, is asked not to go on a particular Field Study experience. This decision is solely in the discussion of the staff, and will be communicated to the parents/guardians in a timely manner. In this case, the make up packet will need to be completed by this student. In some cases, other comparable credits may be offered and created in discussion with the family and staff.

BUSINESS MATTERS

BILLING AND TUITION POLICIES AND ENROLLMENT CONTRACTS

Billing and tuition policies are discussed as part of the Sage School's Enrollment Contract. The contract is provided to parents/guardians for review and signature upon acceptance of the student. Transcripts will not be provided to families or schools/colleges until all accounts are paid in full.

CONTINUOUS ENROLLMENT

The school has shifted from a 're-enrollment' contract due annually to a 'continuous enrollment' policy. This means that should your family be in good standing with the school and you have not opted to withdraw, we will automatically renew your enrollment on an annual basis. The design of this is to accentuate the commitment to a multi-year relationship we are engaging with together. We admitted your family for the journey through adolescence, and our business paperwork now better reflects that approach. Should you have questions or need to get information about this, reach out to our business manager for more information and details.

GIVING

The Sage School is a 501 c (3) non-profit institution. Donations are tax-deductible. Like all independent schools, the school cannot survive without additional donations that cover the gap between tuition income and the full cost of education. The gap exists because we strive to keep tuition low enough to attract a broad student body. There are several ways to give to the school, including some listed below. However, please contact the school for other ways you might contribute.

ANNUAL FUND

We will have an annual fund that will be responsible for raising some of the money to cover the tuition gap. Please donate what is comfortable, knowing that one of the important aspects of the annual fund is that we demonstrate parent support. We strive to have 100% Board, Faculty, and Parent participation in the Annual Fund—even if the donations are small. This helps us reach out to foundations and other sources of support for the school. Please contact us with further questions.

INCLEMENT WEATHER / SCHOOL CLOSINGS

The Sage School will follow the Blaine County School District's guidelines for school closure based on weather events. When Blaine County School District is closed, The Sage School will be also. Please listen to the local radio for announcements, and pay attention to your cell phone, as TextMagic will also be part of our communication with you.

AIR QUALITY GUIDELINES

The school will, should air quality suffer due to smoke from fires or other causes, use sources such as airnow.gov to help us assess the situation and make determinations about wellness, field studies, or other activities. They also produce a school specific guideline that will be part of our decision making: <https://www.airnow.gov/publications/activity-guides/air-quality-activity-guidance-for-schools/>

THE SAGE PARENT’S ASSOCIATION, THE SPA

New Sage Parents Association (SPA) Structure

Annual Timeline of Events:

Aug	Sep	Oct	Nov	Dec
Field Studies Evening	Back To School Night	PA Meeting, with Education Topic	Parent Fun/Social Event	Book Club hosted by 10/11
Jan	Feb	Mar	Apr	Jan
PA Meeting with Education Topic	Parent Fun/Social Event	Book Club hosted by 8/9	PA Meeting with Education Topic (Board Presentation)	Book Club hosted by 6/7

Back Story:

Like many schools, we struggle with the balance of having parents feel informed and engaged without feeling overwhelmed by obligations. We try to be cognizant of not scheduling more than 1 Sage School event in any given week. However, our community is still important, and tending to what we do to build and nurture that community is important. We have, over the past few years, sought to simplify and clarify. We offer the above as a yearly ‘balance’ of tasks. We seek to balance the following sorts of events:

1. Business Items: Back to School, Field Studies night, perhaps a few others during the year.
2. PA Meetings: These are open to all parents, held at the school from 6-7:30. They start with a “pulse of the parents” introduction question to dialogue issues going on in our lives as parents of teens. Each PA Meeting has an educational topic/speaker, so you can just come and listen if you like. Previous topics include sex ed, bullying prevention, substance abuse prevention, parenting expertise, etc.
3. Fun/Social Events: We schedule a few social events during the year to get to know each other.
4. Book Club: Each band hosts a book club- all ages may come- but that focuses on some key issues going on at that age. Typically held at a parent’s house, in a more casual setting. Reading encouraged, but not necessary. Sharing of a glass of wine encouraged, but not necessary.

Band Parents

. We will look for and name a Band Parent to help communicate all of this within each band. They may be a resource for new parents reaching out or just another friendly face in the crowd.

The Parent's Association has grown over the past few years from a simple idea, a simple gathering of a few parents/guardians to a living organism that is working to support the school and enrich the experiences of students and parents/guardians alike. We have a working draft of a 'purpose statement' that the parents/guardians are working to fulfill:

The Purpose of the Sage Parents/Guardians Association (SPA) is to cultivate an inclusive community of Sage School parents/guardians that works towards the healthy growth and development of the school and its students.

To this end, the goals of the SPA are as follows:

1. To progress the Vision, Mission, and Philosophy of The Sage School;
2. To create an open and inclusive community for parents/guardians;
3. To facilitate communication between parents/guardians, board, and staff;
4. To create and support informational, volunteer, and fundraising efforts and events;
5. To facilitate connections between the school and the broader community.

Chris McAvoy serves as the Faculty Coordinator for the Parent's Association and can address questions and concerns.

COMMUNITY EXPECTATIONS

DISCIPLINE AND BEHAVIORAL EXPECTATIONS

Discipline and Behavioral Expectations Policy Passed by the Board 9/2/2011

The word discipline is based on the Latin word for teaching, learning, and knowledge. It has the same root as the word disciple, one who studies with. We often think of it as punishment, but the point of discipline is to learn appropriate behavior—often appropriate behavior in relation to the larger communities we are embedded in. At The Sage School, we take this part of one’s learning (in addition to academic learning) to be a major part of the adolescent learning experience. Students are expected to understand and practice the following.

Student Rights	Student Responsibilities
Learning Environment	
All students have the right to a safe environment that keeps disruptive behavior to a minimum. This right is primary and critical for all students, teachers, and staff.	Students have the responsibility for behaving in such a manner that does not pose a potential or actual danger to themselves or others and that is not disruptive to the learning process for others.
Students have the right to be treated respectfully and to have their property respected by employees and other students.	Students have the responsibility for treating others—including other students, employees, and community members—and their property in a respectful and appropriate manner. Students also hold the responsibility for not engaging in conduct that threatens to injure themselves, or other persons and property.

Student Rights	Student Responsibilities
Students have the right to a safe school campus, and to safety during school sponsored events.	Students share in the responsibility for creating a safe environment. Students are expected to report any safety concerns to a teacher, staff, or administrator, who will have the responsibility of discussing it with the head of school.
Freedom of Speech	
Students have the right to free speech so long as such speech does not violate the rights of others in the school.	Students have the responsibility for expressing opinions, publishing written materials and distributing literature in such a manner that does not violate The Sage School's Nondiscrimination Policy and/or Policy Prohibiting Harassment, and is not defaming, obscene, offensive, sexually explicit, associated with threat/hate groups, including gangs, or contains references to alcohol, chemicals, tobacco, or other products which are illegal for use by minors, and that does not disrupt the atmosphere of learning in the school and that follows school regulations regarding time, place and manner. Students have the responsibility to present their work as their own, and not to cheat or plagiarize.
Student Dress and Appearance	
Students have the right to wear clothing of their choosing and maintain an appearance of their choosing.	Students have the responsibility for dressing in such a manner that is not disruptive or likely to disrupt the learning environment, is not a health and safety hazard, obscene, offensive, sexually explicit or suggestive, discriminatory or associated with threat/hate groups, including gangs.

Student Rights	Student Responsibilities
Students have the right to wear clothing that is comfortable and functional.	Students have the responsibility to wear clothes appropriate to the activities of the day—being dressed for appropriate weather, class activities, or outings.
Fair Treatment	
Students have the right to respectful treatment in daily life and during any disciplinary procedures, including having the opportunity to hear the nature of the violation and to give his/her account of the situation.	Students have the responsibility for treating all persons respectfully, responding to all directives or inquiries from staff, and for following rules and regulations that apply to them, as well as for acting with honesty and personal integrity in daily life and during any disciplinary procedures.
Students have the right to be informed of all classroom expectations.	Students have the responsibility for meeting classroom expectations and evaluation procedures that apply to them.
Harassment	
Students have the right to be free from any harassment based upon the individual's race, color, religion, gender, national and ethnic origin, age, impairment, disability marital status, or sexual orientation—both in the 'virtual space' of internet and email as well as the 'real space' of the school.	Students have the responsibility for being aware of school policies regarding harassment and for maintaining an environment free from harassment, intimidation and abuse. Students are also required to report to a teacher, staff or administrator incidents of physical, sexual and verbal harassment, intimidation and/or abuse that they have experienced or of which they are aware.
Non-discrimination	
Students have the right to be free from discrimination based upon the individual's race, color, religion, gender, national and ethnic origin, age, impairment, disability marital status, and/or sexual orientation	Students have the responsibility for treating other students, school employees, and community members in a respectful and nondiscriminatory manner.
Privacy	

Student Rights	Student Responsibilities
Students generally have the right to privacy of their persons and personal property when engaging in, participating in or pursuing curricular activities on a school location. In such instances, a student's person or personal property may only be searched by school officials if there is reasonable suspicion that the search will uncover evidence of a violation of a school rule or of the law. Students should understand that school cubbies are school property and can be searched at any time.	Students have the responsibility for refraining from bringing onto school location or to school-sponsored events any item or material that is in violation of school policy, school rules, or state and federal laws, or if the item(s) would cause, or tend to cause, a disruptive activity or endanger the health and safety of students or other people.

ACADEMIC INTEGRITY

Academic Integrity Policy Passed by the Board 9/2/2011

At The Sage School, students are expected to be honest in all academic matters. Students may never claim credit for ideas that they have borrowed from other sources. Academic dishonesty includes, but isn't limited to, using words that are not a student's own (i.e., copying all or part of an assignment, test or homework from a friend, book, the internet, or other sources), failure to cite or citing improperly, and all cases of plagiarism. When in doubt, students should ASK. All incidents and suspected incidents of academic dishonesty will result in disciplinary action by the school which could include a variety of actions, including dismissal from the school, depending on the nature and level of the violation.

ARTIFICIAL INTELLIGENCE (AI, CHAT GPT)

The world is changing rapidly and the use of artificial intelligence is rapidly becoming more and more prevalent. People are using this tool in various aspects of life- personal and professional. Our teachers will be staying abreast of these changes. In the near term, however, we want to make it clear that we expect any time a student turns in work with their name on it, it reflects their work (their word choice, their research, their effort). Should a student turn in an essay that was constructed by AI or not properly cited, it will be considered a violation of the academic integrity policy, and an instance of plagiarism, which has significant consequences (including potential removal from the school). There may be instances where teachers encourage students to learn about and use this tool for a project, but that would be made clear to the students. Using it without disclosing it is a challenge for this age- as it is a vital time to learn about communication, word choice, writing skills, thinking habits, and more. We still believe that students should go through the 'hard work' of learning how to improve their skills in this regard.

ATTENDANCE POLICY

We believe we are doing important work, and therefore we want to have as much time with the students as possible. However, we understand that there are a variety of reasons that students may not be in school, from pre-planned family trips, to necessary appointments, to unexpected events, to ditching school. These absences usually fall into the following categories:

Excused Absences- These are absences that cannot be avoided (emergencies), are a surprise in nature (sickness), or rely on schedules beyond family control (certain appointments);

Acknowledged Absences- These are absences within family control (trips and special events); and

Unexcused Absences- These are surprise absences when students are not in school and the reason is unknown

A significant part of a respectful and trusting environment is open communication. Naturally, when students miss school they miss many things, from information covered, to involvement in discussions, to being a part of the school community - all of which greatly detract from their ability to learn at The Sage School. We want to do our best to reduce the impact of these absences and the best way for us to do this is to know about them.

If you are planning a quick family trip, we can help by scheduling assignments before you leave, or by creating assignments that take advantage of where you are going. Traveling can be fantastic education and we don't want to discourage such opportunities- within reasonable boundaries.

If a student has an appointment, please schedule it at the least disruptive time, preferably after school. Please contact us if you are unsure of times in the schedule that would be appropriate.

If a student is missing from school, we request that you communicate with the school in order to find the best course of action. **Please call the school by 10 am and let us know when your son/daughter is absent.**

We cannot provide supervision for students before and after school hours, unless additional tutoring or the like is scheduled with a faculty member

Ultimately, we want students to be actively engaged in learning, we want to assure their safety and to know their whereabouts, and we want them to be respectful. Chronic tardiness, increased absences from school, and disengagement from the school community undermine our goals, and result in distrust, lack of understanding, and an increasing sense of isolation from the school. Students who miss class without a valid reason will therefore be subject to disciplinary action. A significant number of absences (greater than 10% of the school year) could result in loss of credit. After 5 absences (except in the cases of expected absences, such as ski team students) a conversation will need to take place with parents/guardians about potential implications.

TARDIES

Students are expected to arrive on time for school and be ready to go at the start of school. That means they are in their seats in the appropriate class at the start of school (9:00:00) and with all

of their necessary class materials. Parents/guardians may excuse tardies for significant cause (doctor's appointment or the like). We understand a few 'glitches' may happen with young drivers and will give a few warnings to students who have unexcused tardies. After a few warnings, however, Lead Teachers will need to enact disciplinary consequences to the students to help them maintain their responsibility of getting to school on time. This will start with an email or phone call home, but should the problem persist, consequences may include an earlier start time, school service, banning the student's car from campus, or other consequences that the lead teacher deems appropriate. Please, parents/guardians, help us teach students to get to school on time.

EXTENDED ABSENCE POLICY

We frequently get requests to work with families on extended absences of a week or more. This presents a unique challenge for the school. We do believe in the value of families having extended opportunities to visit locations together, but we also, naturally, value the importance of our time together in the classroom. First and foremost, our request is that parents/guardians consider using the natural breaks allotted at the school- Thanksgiving, Christmas, spring break, and summer. This affords 16-17 weeks per year for such events.

Before families make any long-term plans, please consider the following:

- First, know that the school cannot guarantee full credit for such extended absences. Our policy states that absence rates exceeding 10% (which is, effectively, one week per trimester) can result in an incomplete.
- Second, the decision to engage in long-term absences must be considered in relation to the costs and benefits on the student. It is impossible for the student to gain the full classroom experience from a remote distance, so it is likely the quality of the work, and corresponding assessments of it, will suffer. It is also likely that certain credits- such as Creativity Workshop- may be particularly difficult to make up. This must be weighed against the value of the extended experience itself. So long as parents/guardians and student can accept the potential impacts- adding more time over school vacations to make up work, delaying successful completion of credits- we can move forward.

The procedure for such plans:

1. Notify the school, notably the lead teacher of the student's band, at least 2 weeks ahead of time.
2. The family must meet with the teachers during that time prior to the absence. A plan will be discussed together to satisfy the work demands of the absence. That plan could take one of two forms:
 - a. The default plan: Staying in touch with the school and staying on track with the standard classroom work. Students will be given a list of tasks to complete (or may already have them assigned) that they will be responsible for managing on their own. They have the opportunity to get ahead and turn work in early before they go, or send assignments electronically.
 - b. The alternative: On rare occasions, the family and faculty may decide the learning experience is so unique (a cultural or language immersion, for instance) that it warrants creating a modified curriculum for credits. This choice is ultimately the choice of the

faculty, not the parents/guardians, as it presents a unique challenge and burden for the faculty to manage. This would be worked out in the meeting before the absence, and may result in the student developing a written proposal for their time.

3. In either of the two paths, all credits must be accounted for ahead of time (Human Ecology, writing, Spanish, math, wellness, creativity workshop, community action) or incompletes may be offered until the work is made up (see our incomplete policy). The implications on quality of work mentioned above still holds in either of the two paths.

FLUID CAMPUS POLICY

Fluid Campus Policy Passed by the Board: 9/2/2011

The Importance of the Sage Community:

The Sage School structure is unique, and therefore the terms ‘open’ and ‘closed’ campus do not seem to fit. At a traditional high school, a student may have two free periods and a lunch break with which to leave and do as he or she sees fit. However, at The Sage School, we may be in town for the day, we may be doing service up a side canyon all morning, or we may be in the greenhouse for three hours and then be doing math in the afternoon. Our philosophy and our schedule focus on community–building community within the school and our involvement in the larger community. As such, we prefer to call our situation a ‘fluid campus policy.’ There will be days we go to Atkinson’s for lunch or days where we order pizza in a small group, but we will typically be eating lunch together–this is important for our community. As our program grows, we anticipate having a kitchen and preparing our own meals, and creating the best ‘hot lunch’ program in the state--with food grown right on campus. We don’t see a place for students to individually climb in cars, drive to McDonald’s on their own or in small groups, and then return 30 minutes later.

Put simply, our policy is to be neither open or closed, but ‘fluid.’ We will move as a group in our outings as a rule. Our priority is to eat as a group--sometimes in the community but most times on campus. There may be specific moments that older students are expected to go as individuals to conduct a specific service event during the week, but that would fit into our Outings heading.

PARKING AND DRIVING

A part of our mission is ecological responsibility. Two of our goals in teaching are for students to understand their relationship with and impact on their surrounding environment and to create the habits of being that lead towards making this relationship positive.

Much has been made about driving and its local and global impacts--from safety issues, to climate concerns. We want our students to be aware of their impacts and we want to encourage

them to act as responsibly as they can. For these reasons, we encourage students to travel to school by various means:

Human Power—Walking, biking, rollerblading, skateboarding, etc.

Public Transportation—Taking the bus. Our schedule is set to make this convenient.

Carpooling—Seeking other students, families, or friends living in the same area, or along the same route, with whom they can share the ride to school. (Up to parent’s discretion, and with proper COVID protocols).

When the above options are impractical for any individual, students with a valid driver’s license are able to drive and park at school. Students who do drive to school are expected to drive safely and responsibly. This privilege can be revoked if not respected.

DRIVING DURING THE SCHOOL DAY

Seniors, with, and only with, proper forms and permission turned into the office, can be given authorization to drive themselves to their Community Action responsibilities. They cannot drive other students unless parents/guardians have signed the appropriate forms. Other students may seek to gain permission under unique circumstances, but all efforts should be taken to explore other options as a family before students use their personal car during the school day. This privilege can be revoked if not respected.

DRUG AND ALCOHOL POLICY

Drug and Alcohol Policy **Passed by the Board: 9/2/2011**

The Sage School is committed to providing an alcohol and drug free environment for students both on and off campus. Possession or use of tobacco products, alcohol, or other drugs (other than prescription drugs accompanied by appropriate school paperwork) by any student is strictly prohibited. This applies for students while they are involved in any event including all academic or community related activities, all school-sponsored trips, field studies, athletic events and school business functions. The possession, use, or sharing of tobacco, alcohol, or other drugs at any school-related event or activity will result in disciplinary action by the school which could include a variety of actions, including dismissal from the school, depending on the nature and level of the violation.

This policy also refers to any and all paraphernalia regarding alcohol, drugs, tobacco, vaping, or edible, synthetic, natural or herbal variants of drugs available. School, and school functions, are not the place for any of these items.

WEAPON POLICY

Weapon Policy **Passed by the Board: 9/2/2011**

Any item which could be construed as a weapon is not allowed at school. This includes guns and knives (including pocket knives), real and toy, martial arts paraphernalia, fireworks, etc. The exception may be school trips where small pocket knives may be appropriate for the purposes of the trip (e.g. wilderness expeditions). In these cases such items will only be allowed with staff permission. Any items perceived or viewed by staff to be used in a threatening manner will be confiscated and held by a staff member to be returned to parents/guardians at the end of the day or, if necessary, turned over to law enforcement. Bringing weapons to school will result in disciplinary action by the school which could include a variety of actions, including dismissal from the school, depending on the nature and level of the violation.

POLICY PROHIBITING HARASSMENT

Policy Prohibiting Harassment Passed by the Board: 8/24/2009 Revised: 12/5/16

The Sage School strongly disapproves and does not tolerate harassment. Harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual or his/her relatives, friends, or associates, because of his/her race, color, religion, gender, age, national and/or ethnic origin, marital status, disability, or sexual orientation, gender expression or identity or other basis prohibited by law and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment; or (2) has the purpose or effect of unreasonably interfering with an individual's work or educational performance; or (3) otherwise adversely effects an individual's employment opportunities or educational future.

Harassing conduct includes, but is not limited to the following: epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts that relate to race, color, religion, gender, age, national and/or ethnic origin, marital status, disability, or sexual orientation, gender expression or identity or other basis prohibited by law and that are stated or placed on walls, bulletin boards, or elsewhere on the school premises, or circulated in the workplace, or via electronic circulation.

Sexual Harassment Policy Prohibiting Sexual Harassment Passed by the Board 8/24/2009

The Sage School prohibits sexual harassment on the job and in the classroom, and hereby declares it to be its policy that it deplores and will not tolerate sexual harassment of its students, employees or non-paid volunteers (including parents working in the school), from any person or source, be it other students, employees, Board members, or parents. All employees must avoid offensive or inappropriate sexual behavior at work and are responsible for assuring that the workplace is free from sexual harassment at all times, including monitoring student behavior.

Examples of prohibited conduct include, but are not limited to, lewd or sexually suggestive comments; off color language or jokes of a sexual nature, slurs and other verbal, graphic or physical conduct related to an individual's gender; or any display of sexually explicit pictures, greeting cards, articles, books, magazines, electronic media, photos or cartoons.

WHAT TO DO IF HARASSMENT OCCURS

It is essential to and required within our community that any student, employee or volunteer who has a complaint of harassment of any kind bring the matter to a teacher, staff member, or the Head of School immediately. Ultimately, the Head of School has been designated by The Sage School to receive any complaints of harassment of any kind, to investigate such complaints on a confidential and discreet basis, and to assist the concerned individual in locating and receiving what ever support, information or other assistance may be appropriate in the circumstances. If for some reason the individual or student is uncomfortable discussing the matter with the Head of School, or if the complaint is about the Head of School specifically, the individual or student is urged to go to another teacher or staff member.

Individuals who bring their concerns to the attention to the Head of School should have no fear of reprisal or retaliation. The Sage School will investigate all complaints and will endeavor to handle them expeditiously and in a professional manner. Retaliation against an individual for filing a complaint of unlawful harassment is prohibited.

BULLYING

According to stopbullying.gov:

“Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

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

- An Imbalance of Power: Kids 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 or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

There are three types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - o Teasing
 - o Name-calling
 - o Inappropriate sexual comments
 - o Taunting
 - o Threatening to cause harm

- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - o Leaving someone out on purpose
 - o Telling other children not to be friends with someone
 - o Spreading rumors about someone
 - o Embarrassing someone in public
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - o Hitting/kicking/pinching
 - o Spitting
 - o Tripping/pushing
 - o Taking or breaking someone's things
 - o Making mean or rude hand gestures"

At Sage, we don't tolerate bullying. Whether the actions occur between students on campus, or in cyber space off-campus, The Sage School actively seeks to stop bullying behavior and promote pro-social relationships. The majority of our work surrounding bullying is bullying-prevention in the form of the creation of a positive social-emotional environment that is welcoming to all students. From starting the 6/7 experience by our 2 week 'community building' field study to using community meetings to discuss classroom issues to working with the Advocates and doing Green Dot trainings in violence prevention at the high school, we actively seek to create and open and welcoming environment for all of our students.

Students are expected to, not just 'not bully' at Sage, but to actively work to create a positive social environment, and actively assist in constructing such an environment. However, when and if bullying does occur, The Sage School will seek to work with all parties involved, resolve underlying issues, and seek appropriate disciplinary consequences and/or remediation plans.

DISCIPLINARY PROCESS

The Sage School has a clear disciplinary process for all behavioral incidents and concerns. Inherent in our process is an acknowledgement of student rights and responsibilities listed in this handbook. It should be noted here that, while most disciplinary consequences will result from actions and behaviors on campus, off campus behaviors that have negative effects on The Sage School community or public image will be considered as part of the school process and may result in consequences up to and including expulsion.

Routine Maintenance

At the Sage School, students are learning proper academic and behavioral expectations on a daily basis. This typically occurs during conversations between the student and teacher, during which the teacher may impose academic and/or behavioral requirements on the student.

Examples of Routine Maintenance	Examples of Possible Interventions and Solutions
Inappropriate dress, simple plagiarism (such as copying a friend's answer on a small assignment), tardiness, disruptions to learning environment, inappropriate technology or cell phone use, inappropriate language, other actions deemed similar in weight or consequence	Meetings during or after school, verbal warnings, call to parents/guardians, or other actions deemed appropriate by teacher

Level I

The student has engaged in continued academic or behavioral activities of concern, or has engaged in an activity of more serious concern. This level will create a meeting between teacher(s), student, and parents/guardians in which more formal behavioral consequences will be imposed.

Examples of Level I Behavior Concerns	Examples of Possible Interventions and Solutions
Repeated warnings and interactions from the 'routine maintenance' level; inappropriate physical contact; plagiarism (such as copying part of an assignment from the internet); leaving school without permission; missing class without prior permission; profanity; threatening behavior; behavior which endangers others; incidental damage to property; violation of Nondiscrimination Policy or Policy Prohibiting Harassment; failure to report harassment; violation of Acceptable Use Policy; other actions deemed similar in weight or consequence	Behavior contract with student and teachers (copy to parents/guardians), written note to parent, school service, restitution (including financial), home/school communication plan, reflective activity, loss of privilege, other actions deemed appropriate by teacher(s)

Level II

The student has continued to engage in academic or behavioral activities of concern, or has engaged in an activity of even more serious concern. This level will create a meeting between teacher(s), student, parents/guardians, and Head of School in which more formal disciplinary actions may take place. Suspension or expulsion from school could result from these proceedings.

Examples of Level II Behavior Concerns	Examples of Possible Interventions and Solutions
Repeated warnings and interactions from 'Level I,' bullying, destruction of property, theft, threatening behavior, missing classes without prior permission, behavior that endangers others, violation of Nondiscrimination Policy, violation of Policy Prohibiting Harassment, bullying, violation of Acceptable Use Policy, failure to report harassment, other actions deemed similar in weight or consequence	Behavior contract with student, teachers, and parents/guardians; school service; restitution (including financial); reflective activity; loss of privilege; removal and suspension from school; recommendation for counseling; expulsion; other actions deemed appropriate by Head of School

Critical Level

Certain actions taken by a student will require immediate action to be taken by teachers and administration. These actions typically put the student or students at health or safety risk or are particularly egregious. Students engaging in any action at this level may not have gone through previous levels of the disciplinary process, but an immediate intervention is deemed necessary. Actions may need to be taken without the ability to contact parents/guardians in a timely fashion, although attempts will be made.

Examples of Critical Level Behavior Concerns	Examples of Possible Interventions and Solutions
Assault, Weapons Policy violation, alcohol or other drug use/abuse/possession/sales, bullying, truancy, significant plagiarism, other actions deemed similar in weight or consequence	Immediate removal and suspension from school grounds, involvement of local police or appropriate authorities, expulsion, other actions deemed appropriate by teachers and Head of School

TECHNOLOGY

SCHOOL RESOURCES

Technology is a significant component of The Sage School's program for research, study, and for project completion. Students will gain valuable skills and understandings of technology over their stay at the school. We believe this to be a valuable, albeit complex, skill set to gain. The skill set includes not only the technical skills of working the computers, but also the judgement of what is appropriate. The school has a select number of desktops and laptops available for student use. Students must follow the Acceptable Use Policy at all times with school equipment, or with their own equipment during school hours. If students misuse, are negligent with, or improperly use school equipment, the family runs the risk of being held financially responsible for damages. Students are welcome to bring personal laptops or netbooks to school, but the school cannot assume responsibility for them, nor will we be able to assist with technical difficulties with personal equipment.

ACCEPTABLE TECHNOLOGY USE POLICY

Technology Use Policy Passed by the Board 9/2/2011 Revised 12/5/16

There is a form that parents and students must sign that signifies an understanding and acceptance of the following policy regarding computer and technology use at The Sage School. It must be submitted prior to the beginning of the school year.

At The Sage School, computers and technology are valuable resources that, when used responsibly, support and enhance the curriculum. In order for students and faculty to benefit the most from these resources, access to computers, printers, the internet, email and other devices must be treated as a privilege, not as a right. As a student of The Sage School and by using any computer or technology owned by The Sage School, students must follow and respect the following policies and guidelines. Failure to follow The Sage School's computer policies will result in the loss or restriction of computer privileges and/or further disciplinary measures as decided by the school administration.

1. The purpose of technology at The Sage School is to facilitate communications and educational collaboration among members of the community. Any use of technology that adversely affects its function, or jeopardizes its use or performance for others, is prohibited.
2. Use of the school technological resources are to be conducted in a responsible, ethical, legal and efficient manner. Unacceptable uses include, but aren't limited to:
 - a) Using profanity, combative, vulgar or offensive language in any messages, public

or private.

- b) The use or display of obscene or pornographic material (graphical or written) in any correspondence, web pages or on display screens.
- c) Harassment of others in any way. Common forms of harassment include but are not limited to cyber bullying, “bulk” mailings, “spamming” and “flaming.”
- d) Deleting, copying, modifying or forging others’ names, emails, files or data; disguising one’s identity, impersonating others or sending anonymous messages, public or private.
- e) Use of the computers or related technology for any illegal activities. Illegal activities may include tampering with computer hardware or software, unauthorized entry into computers, knowledgeable vandalism or destruction of computer files, using the network for financial gain or commercial activity, and copying or uploading software in violation of copyright laws. See Idaho Code 18-2202, Computer Crime. Use of electronic communications that negatively impact the school or the school community, whether those communications originated on school grounds or not.

3. All members of the community have the right to privacy in their email and other files. However, if a user is believed to be in violation of the guidelines in the above policy, The Sage School reserves the right to access private correspondence and files. An attempt will be made but is not required to notify the user of such inspections whenever possible.

4. Exercise smart and responsible computer habits such as:

- Do not share your passwords with anyone.
- Never share personal information such as your address, phone number, email address, pictures, etc. over the internet.
- Remember that words and their meanings can be difficult to interpret on the internet. Sarcasm and jokes are easily misconstrued without appropriate context.
- Never assume that no one can read your email or files but yourself. Others may be able to read or access your correspondence.
- Never send or keep anything that you wouldn’t want broadcast on the evening news.

STUDENT HEALTH

MEDICATION

Medication Policy Passed by the Board: 9/2/2011

I. Prescription Medications

Prescription medications may be given by school staff only if the parent or legal guardian provides a written note from the parents and doctor and provides the medication in a pharmacy labeled bottle with detailed written instructions. The instructions must contain a statement of purpose for medication and dosage amounts and time of administration and be signed by the parent/guardian and doctor.

II. Over the Counter Medications

Over the counter drugs, which include, but are not limited to, Tylenol, ibuprofen, etc. may be given by school staff only if the parent or legal guardian provides a written note detailing purpose of use, dosage amount and time or administration. Medication must also be given to the school in its original container.

I. Allergies and Asthma

Students with allergies or asthma may carry and self-administer emergency inhalers or Epi-pens, so long as they are familiar and comfortable with their medicines.

IV. Diabetes

Students may self-administer blood glucose testing and insulin injections. In practicing self-administration, students are required to practice universal precautions for the disposal of this medical waste. An appropriate disposal location will be provided by the school.

I. Additional Guidelines

1. At no time can a student give another student any medication.
2. Generally, medications should be dispensed to students before and/or after school hours under the supervision of the parent/guardian. Medications should be dispensed at school only when necessary to meet the health needs of the students.
3. Parents/guardians are responsible for notifying the school that a student requires medication on a regular or emergency basis, and supplying the medications and instructions for dispensing the medications.

COMMUNICABLE DISEASES

Communicable Disease Policy Passed by the Board: 9/2/2011

The school is aware that the best course for dealing with persons with a communicable illness may vary from case to case. However, the school's principal concern is to maintain a healthy, safe and respectful environment for all employees, students and visitors and thus adopts the following policies.

I. General Policies

1. Employees or students must report the occurrence of all serious infectious diseases that may be transmitted in casual settings, whether chronic or not, to the Head of School as soon as possible. Examples of serious infectious diseases that may be transmitted in the casual school setting, and must be reported, include, but are not limited to, tuberculosis, measles, mumps, chicken pox, other illnesses for which vaccines are available, severe staph or strep infections and hepatitis. Prompt reporting is necessary to help to reduce the potential for transmission to other students and/or employees

2. At the present time, medical and scientific evidence and opinion, including statements from the United States Public Health Service, Centers for Disease Control, holds that the HIV virus is not casually transmitted in ordinary educational, occupational or social settings or conditions. Accordingly, no member of the school community should refuse to work with or otherwise discriminate or mistreat an employee or student simply because they have HIV or AIDS. It is, moreover, the policy of the school that individuals with HIV or AIDS should be treated with compassion and understanding in dealing with their illness.

3. Blood-borne diseases present special risks in the event of potential contact with blood flow and blood spills. Because individuals infected with HIV or other blood-borne diseases are often unaware of their condition, the school will follow universal precautions in dealing with situations in which there is a potential for a student or employee to come into contact with any individual's blood or other bodily fluids.

4. The school holds information that it receives about the medical condition of an employee or student with a communicable disease in confidence. This means that the school restricts access to such information to those with a legitimate need for the information. An exception to this rule will be allowed when affected employee or student permits wider disclosure of such information. Since the particular individuals with a need to have access to such information will vary from case to case, the Head of School will decide in each case whom to inform. Individuals who thereby gain access to this information are themselves expected to keep the information confidential in accordance with this policy and applicable law.

5. The school may from time to time change or discontinue this policy or adopt a new policy with respect to this subject, as it determines medical opinion and other circumstances warrant.

ACCIDENTS

In the event of an accident or emergency that occurs during school hours, our first priority is the safety of the students and staff. If your child is involved in an accident or emergency, we will contact the individuals listed on your child's emergency contact information sheet as the situation permits, while tending to the physical needs of the child—which may include calling an ambulance or seeking medical treatment. If emergency contact information is unavailable or inaccessible, we will take appropriate measures to reach you or a family member, to the best of our ability in the circumstances. If you need to reach the school in emergency circumstances, please call the school's main number, 208-788-0120. If no one answers, and it is imperative that you speak with someone regarding an emergency situation, please call Harry Weekes, Head of School at (c) 208-721-0678 or (h) 208-788-084; the office manager, Chris McAvoy at (c) 208-721-8566, or try your student's teacher's cell phone numbers listed in the directory.

ILLNESS

If a student becomes ill during the day, either between classes or during a class, it is the student's responsibility to inform his/ her teacher that she/he is not feeling well. If a student needs to go home for the day because of illness, the school will contact a parent, legal guardian, or other emergency contact for them to arrange a ride home.

If a student is experiencing an ongoing physical or psychological illness and may not be fit to attend school for a period of time, The Sage School reserves the right to place the student on medical leave until appropriate medical support has been established.

MEDICAL AND EMERGENCY FORMS AND FIELD TRIP FORMS

New forms are required to be turned in at the beginning of each school year. Students cannot participate in activities without having completed the proper paperwork.

SAFETY AND SECURITY

SCHOOL SAFETY: EVACUATION AND LOCKDOWN.

The Sage School seeks to keep all of our children safe. We have a set of procedures we employ to do so. We work with the Standard Response Protocol (SRP) developed by the I Love U Guys Foundation (their website: <http://iloveuguy.org/>). A set of parents/guardians created this foundation in response to a school shooting in Colorado. These protocols are very well thought out, clear, and come with great resources to train students, staff, and parents/guardians. We have these posted in the school building.

The local school district uses a slightly modified version of them based on their work with local police resources. Those can be found here (<https://www.blaineschools.org/Page/5296>). We are familiar with these and work with Blaine County when emergencies arise. Designing a system that complements all of these goals and works with our open campus platform is on-going. Our goal is to adopt a system that is clear, enhances our student/staff safety, and aligns us with best practices in the industry. The staff also uses an online platform, Emergent3 (<https://emergent3.com/>) to assist our procedures.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

TEACHERS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Do business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

The School will run periodic drills of each type of emergency situation in order to better prepare students and staff to manage in a crisis. If a real emergency occurs, we will follow up with parents/guardians via text magic (see below) about the events and the proper next steps.

TEXTMAGIC

The Sage School, like other schools in the area, will use a texting-based service to communicate any unusual circumstances or safety concerns such as building lockdowns to communicate to parents/guardians. Please contact the school's office to make sure your cell phone is connected to this service. We also use this service for less 'emergency' situations, but also for ease and convenience. If a particular class is returning late from a field trip, this is the most efficient way for us to communicate the information. You may opt out of this service on an annual basis, but we will start each year using your cell phone number for this vital form of communication.

VISITORS

Outside guests are welcome to come to campus either with a student or independently. However, it is important that we know about such guests in advance.

For students wanting to bring friends, we ask that they notify the school at least a day ahead of time. In this way we can ensure that the visit does not interfere with a previously scheduled event, that there is as little disruption as possible, and that any planning which may support the visit can be done well in advance.

Students often make the request to invite a friend when the district has a day-off. This does not seem to offer a valuable learning environment. If a student would like to visit the school, they should do so through the admission office.

For outside guests, we ask that the school be notified before the visit for the same reasons listed above.

We would like to accommodate visitors and guests as we can. We hope families and potential visitors will understand that not all schedules will work and that ultimately, The Sage School determines when visits are appropriate

ATTACHMENT 1. SAMPLE WEEKLY SCHEDULE

10-11											
Monday- Wednesday				Thursday				FRIDAY			
9:00-9:50	Math		Writing	9:00-9:50	Math		Writing	9:00-10:45	Human Ecology		
9:55-10:45	Spanish		Math	9:55-10:45	Spanish		Math	10:55-11:45	Flex Time		
10:55-11:45	Writing		Spanish	10:55-11:45	Writing		Spanish				
11:45-1:05	Lunch/Wellness			11:45-1:05	Lunch/Wellness			11:45-1:00	Lunch/Wellness		
1:05-2:55	Human Ecology			1:05-2:55	Community Action Block						
2:55-3:05	Clean Up			2:55-3:05	Clean Up						

ATTACHMENT 2. SAMPLE TRANSCRIPTS



The Sage School

P.O. Box 30 Hailey, ID 83333

P. 208.788.0120

www.thesageschool.org

**OFFICIAL
TRANSCRIPT**

Last Updated: 12/1/2016

Percent Present 91% * (11-12th)

		History	Science	Writing	Design	Field Studies
9	F	NW Geography	Bio: Intro to Ecology	Tools to Add Detail	Multimedia Ed Box	Forest Ecology
	W	Cultural Constructs	Bio: Populations	Persuasion	Graphic Design	Winter Ecology
	S	Human Migration	Bio: Ornithology	Creating Perspective	Birds: Sketch, Model	Field Ornithology
10	F	American Identity	Ecology of the West	Frontier Chronicles	Historical Journal	Wilderness Expdtn
	W	American Identity	Natural History	Wilderness Lit	Video Production	Winter Ecology
	S	American Identity	Energy of the West	Novels on the Brink	Sustainability Map	Sustainability Study
11	F	Agricultural History	Agricultural Ecology	Creative NonFiction	Podcast Creation	Local Agriculture
	W	Commerce of Food	Food & Nutrition	Rhetoric & Media	Infographics	Winter Ecology
	S	Food Histories	Food Evolution/Bio	Creative NonFiction	Farm to Table Feast	College Choice Tour
12	F	Comp Philosophy	History of Science	Meaning Making	Role Playing	Wilderness Ldrsp
	W					
	S					
Credits		3.33	3.33	3.33	.832	3.33
		Math	Spanish	Workshop	Service	Wellness
9	F	Algebra I	Novice Low	Short Film	Gleaning	Wellness
	W	Algebra I	Novice Low	Student Council	Luminaria Fest	Active Pursuits
	S	Algebra I	Novice Mid	Animation	Hospital Program	Mindfulness
10	F	Algebra	Novice	Film Production	Community Service	Wellness
	W	Algebra	Novice	Short Film	Service	Wellness
	S	Algebra	Novice	Greenhouse	Community Action	Wellness
11	F	Geometry	Novice High	Lady Band	Feeding the Hungry	Outdoor Recreation
	W	Geometry	Novice High	Greenhouse	Student Led Action	Outdoor Recreation
	S	Algebra II	Intermediate Low	SAT Preparation	Music as Therapy	Outdoor Recreation
12	F	Algebra II	Intermediate Low	College Counseling	Independent Design	Team Games
	W					
	S					
Credits		3.33	3.33	1.66	1.66	1.66

Total Credits: 25.792

Performance Quality Descriptors		
	Quality of Products' Content and Concepts	Quality of Process
Highest Quality	<input type="checkbox"/>	<input type="checkbox"/>
High Quality	<input type="checkbox"/>	<input type="checkbox"/>
Quality Work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Met Standards	<input type="checkbox"/>	<input type="checkbox"/>
Inconsistent	<input type="checkbox"/>	<input type="checkbox"/>

Notes to interpret The Sage School transcript:

- 1-The top tier of courses are interdisciplinary experiences rooted in the study of Human Ecology. 9th graders study either Social or Environmental Relations; 10th and 11th study Modern Systems and US Systems; 12th study Global Systems.
- 2-The school eschews grades in favor of detailed narrative assessments. Students are held to high minimum standards and produce quality work. The 'Performance Quality' chart can be converted to a GPA of 2.3-4.0, if required.
- 3-Our Math and Spanish programs are individually paced. Speed of progression is a measure of proficiency. Spanish progress is measured using ACTFL scale.
- 4- Students engage in Wellness and Service, and can design Independent Workshops. Students take all subjects each year, yielding 31 Carnegie Credits.

Official Signature: _____
School Official

Date: _____



		History	Science	Writing	Design	Field Studies
9	F	NW Geography	Bio: Intro to Ecology	Tools to Add Detail	Multimedia Ed Box	Forest Ecology
	W	Cultural Constructs	Bio: Populations	Persuasion	Graphic Design	Winter Ecology
	S	Human Migration	Bio: Ornithology	Creating Perspective	Birds: Sketch, Model	Field Ornithology
10	F	American Identity	Ecology of the West	Frontier Chronicles	Historical Journal	Wilderness Expdtn
	W	American Identity	Natural History	Wilderness Lit	Video Production	Winter Ecology
	S	American Identity	Energy of the West	Novels on the Brink	Sustainability Map	Sustainability Study
11	F	Agricultural History	Agricultural Ecology	Creative NonFiction	Podcast Creation	Local Agriculture
	W	Commerce of Food	Food & Nutrition	Rhetoric & Media	Infographics	Winter Ecology
	S	Food Histories	Food Evolution/Bio	Creative NonFiction	Farm to Table Feast	College Choice Tour
12	F	Comp Philosophy	History of Science	Meaning Making	Role Playing	Wilderness Ldrsp
	W					
	S					
Credits		3.33	3.33	3.33	.832	3.33
		Math	Spanish	Workshop	Service	Wellness
9	F	Algebra 1	Novice High	Biology	Gleaning	Wellness
	W	Geometry	Novice High	Biology	Luminaria Fest	Active Pursuits
	S	Algebra 2	Intermediate Low	Biology	Hospital Program	Mindfulness
10	F	Algebra 2	Intermediate	Chemistry	Community Service	Wellness
	W	Algebra 2	Intermediate	Chemistry	Service	Wellness
	S	Pre-Calculus	Intermediate	Chemistry	Community Action	Wellness
11	F	Pre-Calculus	Intermediate Mid	Greenhouse	Feeding the Hungry	Outdoor Recreation
	W	Pre-Calculus	Intermediate Mid	Economy of China	Student Led Action	Outdoor Recreation
	S	Pre-Calculus	Intermediate Mid	SAT Preparation	Food Waste Aware	Outdoor Recreation
12	F	AP Calculus	Intermediate Mid	College Counseling	Independent Design	Team Games
	W					
	S					
Credits		3.33	3.33	1.82	1.66	1.66

Total Credits: 25.952

Performance Quality Descriptors		
	Quality of Products <i>Content and Concepts</i>	Quality of Process
Highest Quality	<input type="checkbox"/>	<input type="checkbox"/>
High Quality	<input type="checkbox"/>	<input type="checkbox"/>
Quality Work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Met Standards	<input type="checkbox"/>	<input type="checkbox"/>
Inconsistent	<input type="checkbox"/>	<input type="checkbox"/>

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Official Signature: _____
School Official

Date: _____