

SCHOLAR HANDBOOK

2026-2027

e.a.young academy

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Scholar Handbook

This handbook takes effect upon official communication of its implementation to families. Previously communicated Academy policies remain in effect until the effective date of the updated handbook. The executed 2026–2027 Enrollment Agreement and separately executed waivers remain in effect. This handbook does not amend their contractual financial, withdrawal, dispute-resolution, or termination terms.

1 Identity, Governance, Admissions and Enrollment

Institutional Identity

E.A. Young Academy is an independent K–12 school in North Texas offering a comprehensive educational program designed specifically for advanced, gifted, and accelerated learners, including scholars who need greater pace, depth, and flexibility to thrive.

Mission

To empower learners to fully develop their talents and abilities.

Vision

To develop innovative, compassionate problem-solvers who become thoughtful and responsible stewards of our global community.

Educational Philosophy

We believe the essential purpose of education is to empower learners to fully develop their talents and abilities.

E.A. Young Academy is founded on the philosophy that gifted, talented, and high-ability scholars:

- Thrive in an educational setting with other advanced scholars where the curriculum is differentiated and allows for mindful, in-depth study.
- Require thoughtful attention to their social and emotional development.
- Do not benefit from a setting that fails to make demands on their abilities.
- Require faculty who are uniquely trained to select and adapt curriculum to their individual abilities and learning needs.

Belief Statements

E.A. Young Academy believes that:

- Gifted, talented, and high-ability scholars need appropriately differentiated educational programs that challenge them through enrichment and acceleration and enable them to make continuous progress.
- Education must cultivate creativity, critical thinking, innovation, and problem-solving skills.
- The leaders of tomorrow must learn to be idealistic, pragmatic, holistic, action-oriented, compassionate, and purposeful.
- An effective education promotes not only content mastery but also the development of perseverance, resilience, and other attributes essential to lifelong learning.

Guiding Principles: Scholarly Attributes

The Academy's five Scholarly Attributes reflect the values we seek to cultivate throughout our school community:

- **Curiosity:** A commitment to inquiry, discovery, and lifelong learning.
- **Integrity:** Honesty, ethical decision-making, and personal responsibility.
- **Resilience:** Perseverance, adaptability, and growth through challenge.

- **Compassion:** Empathy, respect, and thoughtful consideration of others.
- **Agency:** Ownership of learning, purposeful action, and increasing independence.

These attributes guide the academic, social, and emotional development of our scholars and inform the relationships, expectations, and practices of the Academy community.

Instructional Model

Our instructional model is intentionally designed to increase scholar engagement, deepen understanding, promote active learning, and support long-term academic success.

Through differentiation, appropriate acceleration, intellectual depth, experiential learning, and flexible academic pathways, the Academy seeks to support the intellectual, social, and emotional well-being of each scholar.

The Academy's educational priorities are reflected not only in its curriculum and instructional practices, but also in the intentional design of its academic schedule, allocation of resources, and structures for scholar support.

Guiding Principles in Practice

The Academy seeks to balance intellectual challenge with social and emotional well-being. Scholars are encouraged to develop their talents, respect diverse cultures, backgrounds, perspectives and abilities, and contribute compassionately to their communities. Academic and community programs provide opportunities to practice these commitments.

Nonprofit and Tax-Exempt Status

E.A. Young Academy is a tax-exempt organization as described in Section 501(c)(3) of the Internal Revenue Code; EIN: 45-3930852.

Accreditation

E.A. Young Academy has met the criteria for educational quality and accreditation established by Cognia, Inc., and is accredited by Cognia.

Cognia is the parent organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

The Academy is committed to continuous improvement, educational quality, institutional effectiveness, and scholar growth and well-being.

Governance and Institutional Leadership

E.A. Young Academy is governed by a Board of Directors. The primary functions of the Board are to act as the guardian of the mission of E.A. Young Academy, to develop the board policies and the long-range planning of the institution, and to be responsible for the financial viability and stability of the Academy.

The Head of School serves as chief executive officer pursuing the vision and mission as set forth by the Board of Directors. The day-to-day operation of E.A. Young Academy rests with the Head of School and Assistant Head of School.

Notice of Nondiscrimination

E.A. Young Academy does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in the administration of its educational and admissions policies, financial aid, and other school sponsored programs. These activities include, but are not limited to, hiring, and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, scholars, volunteers, and community.

Admission Philosophy and Practices

E.A. Young Academy reserves the right to select scholars on the basis of multiple criteria based on researched behaviors of advanced, gifted, talented and high ability learners. No steadfast cut-off score is used in the admissions process.

Final admission decisions are determined by the E.A. Young Academy Admissions Committee's evaluation of several factors:

- Application for admission
- Parent assessment and perspectives
- Faculty evaluation and/or observation usually following a Guest Scholar Day
- Transcripts and/or portfolio
- Wechsler Intelligence Scale for Children or pre-approved equivalent
- Guest Scholar Day Evaluation

E.A. Young Academy incorporates a rolling admissions process for new admissions. Should we receive more applications than we have space available, all applicants for each oversubscribed grade level will be added to a wait-list on a first come, first serve basis.

Enrollment and Re-enrollment

E.A. Young Academy values a constructive family–school relationship and considers each scholar's educational needs individually. Continued enrollment and enrollment decisions are governed by the executed enrollment agreement, Academy policies, applicable legal obligations and the individualized review processes described in the Academic Program, Scholar Support and Conduct chapters.

Tuition, Billing and Refunds

Tuition amounts, deposits, fee assessments, payment schedules, delinquency procedures and refund conditions are governed by the executed enrollment agreement and current published financial terms. Families should communicate promptly with Administration when payment difficulties arise.

Scholar Records and Documentation

The Academy maintains enrollment, academic, health, attendance and incident records necessary to support school operations and comply with applicable requirements. Families should notify the office when relevant documentation changes. Access, disclosure, and retention of records follow applicable law and school policy. Records of other scholars are confidential.

2 Academic Program, Placement and Scholar Support

Academic Placement, Educational Partnership and Professional Judgment

E.A. Young Academy recognizes that scholars often develop asynchronously, demonstrating advanced abilities in some areas while continuing to develop foundational skills in others. Academic placement should reflect demonstrated readiness, individual learning needs, and opportunities for continued growth.

Parents and guardians contribute essential knowledge of their children's histories, strengths and experiences. Faculty and Administration contribute direct classroom observations, curriculum expertise and assessment evidence. Each perspective is important and will be heard and thoughtfully considered.

Placement decisions may incorporate standardized assessment results, demonstrated mastery, classroom performance, faculty observations, developmental readiness, and relevant information from families or outside professionals. No single score, prior course placement, or parental preference determines placement in isolation.

The Academy will explain the educational reasoning behind placement decisions, welcome relevant questions and new evidence, and consider appropriate adjustments when warranted. While families are valued partners,

responsibility for placement and instructional decisions rests with Academy Administration, informed by faculty expertise and the available evidence.

The objective is not simply the most advanced coursework a scholar can attempt, but the learning environment in which the scholar can be challenged, supported and positioned for sustained success.

Placement Review, Acceleration and Reconsideration

Academic placement is not a permanent designation. Families should ordinarily begin placement questions with the scholar's advisor, who will coordinate with the appropriate faculty and Administration.

Placement review processes and timelines are individualized. Some questions can be resolved through existing information or a brief assessment; others may require targeted instruction, classroom observation, additional evaluation or a period of monitoring. The Academy will communicate the anticipated next steps and a reasonable plan for follow-up rather than applying a fixed review window to all scholars.

The Academy remains open to reviewing decisions when meaningful new evidence or a change in readiness emerges. Repeated requests without material new information do not automatically require repeated assessments or reconsideration of the same decision.

Academic Planning and Course Selection

Academic planning considers demonstrated readiness, academic progress, interests, educational goals and future aspirations. Scholars are encouraged to assume increasing responsibility for their academic choices. Advisors, faculty, families and Administration contribute to discussions about appropriate challenge, prerequisites and acceleration.

Upper School planning also considers graduation requirements, advanced coursework, postsecondary preparation and opportunities for independent or specialized study. The current Upper School Course Catalog and School Profile provide additional academic information. Final course placement and approval remain the responsibility of Academy Administration.

Our Educational Model and Capacity to Serve

E.A. Young Academy is an independent school designed for advanced, accelerated, gifted, talented and high-ability learners. We recognize that giftedness may coexist with disabilities, learning differences and developmental or neurological characteristics commonly described as twice-exceptionality (2e).

While the Academy may appropriately serve twice-exceptional scholars when their individual needs can be supported, EAYA is not a school specifically designed or staffed to provide comprehensive specialized services for twice-exceptional learners. Some scholars may require specialized instruction, therapeutic intervention, behavioral services or sustained supervision beyond those generally available in our program.

Giftedness or advanced academic performance alone does not establish that EAYA is the appropriate placement for every scholar. Each situation will be considered individually, including the scholar's strengths and needs, relevant professional information, appropriate supports and accommodations, and the Academy's educational model and resources.

If the Academy has concerns about its ability to meet a scholar's needs, it will work with the family to explore reasonable supports, clarify program capacity, and determine appropriate next steps. These decisions are not judgments about the scholar's worth or potential and will be made consistently with applicable disability protections and the enrollment agreement.

Identifying Learning and Support Needs

Families, faculty, advisors and Administration share responsibility for noticing when a scholar may benefit from academic, organizational, social-emotional, sensory or behavioral support. Families are encouraged to share relevant histories, existing accommodations and professional evaluations. Advisors ordinarily coordinate the school's initial review with appropriate faculty and Administration.

A formal diagnosis is not always necessary for ordinary classroom strategies. Faculty may implement reasonable instructional adjustments based on observed needs while significant or formal accommodation commitments are evaluated through the school's established process.

Differentiation, Classroom Supports and Accommodations

Differentiation is part of EAYA's instructional model and may involve adjusting content, pace, complexity or assessment based on demonstrated readiness. Classroom supports can include organizational coaching, structured check-ins, movement opportunities, environmental adjustments and explicit instruction in executive functioning skills.

Formal individualized accommodations are considered case by case in light of the scholar's needs, supporting documentation when appropriate, the educational purpose of the adjustment, and applicable requirements. The Academy will not assume that all scholars with one diagnosis need the same supports, or that scholars without a formal diagnosis have no legitimate needs.

For an agreed-upon support plan, Administration will identify responsible personnel, coordinate expectations across classes and arrange appropriate review. The advisor may help coordinate family communication, but should not be the sole person responsible for implementing a schoolwide plan.

Outside Professional Evaluations and Recommendations

The Academy values relevant input from appropriately qualified educational, psychological, medical and developmental professionals. When additional evaluation is recommended or necessary for a school decision, Administration will explain the specific concern and the school-related information needed.

When written findings or recommendations are required, a parent's verbal interpretation or assurance is not a substitute for relevant documentation from the evaluating professional. Records may be submitted by the family, and the Academy may request appropriate authorization to verify or clarify findings with the professional where necessary.

Professional recommendations are considered seriously, but do not automatically prescribe a particular course placement or support. The Academy will make individualized decisions in consultation with the family, taking into account relevant the resources and services reasonably available.

Ongoing Review and Collaboration

Supports and learning needs may change as a scholar develops or changes courses. The school will review progress using classroom information, academic work, scholar and family feedback, and relevant professional input. Review intervals and interventions will be tailored to the concern rather than fixed uniformly across all scholars.

Support planning and behavioral safety response are related but distinct. A support plan does not eliminate the need to respond to immediate safety concerns, and the safety process should not be used as a substitute for appropriately addressing ongoing learning or disability-related needs.

Academic Support and Postsecondary Guidance

Advisors and faculty help scholars identify academic concerns, develop organizational and self-advocacy skills, and access appropriate support. Upper School faculty office hours provide opportunities for scholars to ask questions, seek clarification and develop independence in managing their learning.

College and career guidance supports academic planning, exploration of postsecondary options and preparation for graduation. Pursuit provides opportunities to develop college readiness and practical skills for adulthood. Guidance is tailored to the scholar's developmental level and educational goals.

3 Assessment, Reporting and Academic Responsibilities

Philosophy of Assessment

Assessment helps faculty understand what scholars know, understand and can demonstrate. It informs instruction, identifies needs for further growth and supports meaningful challenge. EAYA uses multiple sources of evidence rather than relying on a single test, assignment or score.

Assessment for Learning and Assessment of Learning

Formative assessment provides ongoing information about scholar understanding and helps faculty adjust instruction, provide feedback and identify next steps. Summative assessment provides evidence of learning following a period of instruction. Scholars are encouraged to reflect on their progress, respond to feedback and identify goals for continued growth.

Kindergarten Through Eighth Grade: Standards-Based Mastery

EAYA uses standards-based mastery reporting in K–8 to communicate progress on identified knowledge and skills. Ratings represent the best available evidence of learning during a particular reporting period, rather than a simple average of points earned.

- Extending: The scholar consistently demonstrates secure understanding and applies learning with additional depth, sophistication or independence beyond the identified expectation.
- Secure: The scholar consistently demonstrates the knowledge or skills described by the learning expectation.
- Developing: The scholar demonstrates emerging or partial mastery and continues to benefit from instruction, practice or support.
- Beginning: The scholar is in the early stages of developing the knowledge or skill and requires continued instruction and support.
- Not Yet Assessed: Sufficient instructional or assessment evidence is not yet available to determine proficiency.

Not Yet Assessed is not a negative performance rating. A learning expectation may not yet have been taught, sufficiently addressed or assessed during the reporting period. Ratings may change as the scholar demonstrates new learning.

Evidence of Learning and Standardized Testing

Faculty may use discussion, observation, projects, writing, demonstrations, presentations and formal assessment as evidence, depending on the discipline. Standardized assessments, including MAP, offer useful achievement and growth information but do not alone determine mastery, readiness or academic placement. Upper School assessment opportunities may also include PSAT, SAT, ACT and AP examinations, as appropriate to the scholar's grade, courses and educational goals. These examinations serve different purposes and are not uniformly required of all scholars.

Scholarly Attributes

EAYA values Curiosity, Integrity, Resilience, Compassion and Agency. Feedback on these attributes supports reflection, self-awareness and growth; it is not intended to reduce a scholar's character or worth to a rating.

Upper School Grades and Transcripts

High school credit courses use course-based grades and approved transcript practices. Honors, Advanced Placement, Dual Credit, Dual Enrollment, Distinguished and other course designations are described in the current published School Profile and grading policy. Scholars in K–8 who take high school credit courses receive course-based grades and transcript credit for those courses rather than standards-based mastery ratings.

Scholar Work, Academic Integrity and Family Assistance

Scholars are expected to participate actively, submit work representing their own learning, seek help and follow course expectations. Parents, guardians and tutors are encouraged to coach and support learning, but should not complete assignments, supply assessment answers or misrepresent a scholar's independent mastery.

When work or a test may not accurately represent independent understanding, faculty may ask the scholar to demonstrate learning again under appropriate conditions. Assignment-specific directions govern allowable collaboration, outside assistance and artificial intelligence tools. Additional misconduct procedures are addressed in the Code of Conduct and Technology chapters.

Missed Work, Reassessment and Academic Communication

Faculty will establish reasonable expectations for work missed because of absence, consistent with the course and individual circumstances. Reassessment, extensions and late submissions are considered under applicable course and Academy procedures; the handbook does not promise a uniform retake or late-work rule across all disciplines.

Progress reports, faculty narratives, school conferences and communications with advisors or subject faculty support a shared understanding of progress. EAYA may adjust the mechanics and timing of K–8 mastery reporting during implementation and will communicate material reporting changes to families.

4 Scholar Conduct and Accountability

Purpose and Guiding Principles

E.A. Young Academy is committed to helping our scholars grow as learners and as members of a compassionate community. Every scholar has a responsibility to contribute to an environment in which others feel safe, respected, included, and able to learn.

We approach conduct through relationships, instruction, appropriate accountability, and individualized support. Adults will respond as calmly and respectfully as circumstances permit, preserve scholar dignity, and use consequences that help scholars understand impact, repair harm when appropriate, and develop better choices. Consequences may differ when circumstances, developmental levels, needs, or the severity of conduct differ.

Individualized support does not remove the responsibility to respond to unsafe conduct. The Academy will consider the needs of an individual scholar while protecting the health, safety, and educational access of other scholars and employees. Supportive intervention and disciplinary accountability may occur together, but they serve distinct purposes.

Community Expectations

Scholars are expected to demonstrate the Academy's Scholarly Attributes, Curiosity, Integrity, Resilience, Compassion, and Agency, through observable conduct. These expectations apply in classrooms, laboratories, shared spaces, online school activities and Academy-sponsored trips and events. Our expectations include:

- Interact with others respectfully, including when frustrated or in disagreement; avoid insults, intimidation, harassment, or retaliation.
- Respect personal boundaries, physical space, property, and the right of others to learn without unreasonable disruption.
- Follow reasonable directions from faculty and staff, including directions intended to protect safety.
- Take ownership of mistakes, participate honestly in efforts to address harm, and follow agreed-upon support or behavior plans.
- Use school technology, materials, and shared resources responsibly and with academic integrity.
- Report safety concerns promptly and seek help from a trusted adult when needed.

Adults will provide developmentally appropriate guidance and recognize that scholars may require explicit instruction, reminders, or individualized strategies to demonstrate these expectations consistently.

Instructional and Restorative Responses to Conduct

Everyday Classroom Concerns

Faculty generally address routine difficulties at the classroom level through clear instruction, redirection, private discussion, reflection, problem-solving, environmental adjustments, restorative practices when appropriate, and reasonable logical consequences. The Academy does not use corporal punishment or intentionally humiliating, cruel, or degrading disciplinary practices.

A scholar may be asked to take a supervised break or move temporarily to another supervised setting when the current environment is not conducive to regulation, safety, or learning. Such a break is not automatically a suspension or a finding of misconduct.

Repeated or Escalating Concerns

When difficulties continue, faculty and leadership may review incident patterns and collaborate with the scholar and family on a structured plan. Depending on the circumstances, a plan may include a defined goal, proactive classroom strategies, explicit skill instruction, family communication, reasonable adjustments, a monitoring period, and follow-up review. The Academy may recommend consultation with an outside professional when relevant to the concern.

Not every concern requires a formal behavior plan, and serious incidents need not proceed through every progressive step before leadership intervenes. Prior interventions, the nature of the conduct, individual circumstances, and potential risk will inform the response.

Serious Misconduct and Significant Safety Concerns

The following may warrant immediate administrative involvement, protective intervention, and, where appropriate, disciplinary consequences up to and including suspension or expulsion. The list is illustrative, not exhaustive:

- Physical aggression, fighting, assault, threatening behavior, or conduct that creates a substantial safety risk.
- Verbal, written, electronic, gestural, or other communications expressing or implying a threat to harm another person, group of individuals, or the school community.
- Conduct, statements, or communications indicating a potential risk of harm to oneself or others that require immediate protective intervention or administrative safety assessment.
- Bullying, harassment, discriminatory mistreatment, sexual misconduct, stalking, or retaliation against a person who reports a concern in good faith.
- Possession, display, use, or threatened use of a firearm, weapon, dangerous item, or other object as a weapon.
- Possession, distribution, or use of prohibited alcohol, tobacco, nicotine products, illegal drugs, or substances on campus or at Academy events, except medication authorized through Academy procedures.
- Theft, intentional destruction or misuse of property, or significant interference with school operations.
- Serious dishonesty, forgery, falsification of school documents, or repeated academic dishonesty.
- Leaving supervision or campus without required authorization, or repeatedly refusing safety-related directions.

The Academy takes statements, threats, and behaviors involving potential harm to oneself or others seriously, regardless of whether they are subsequently characterized as jokes, expressions of frustration, impulsive reactions, or statements made during emotional or behavioral dysregulation. A subsequent denial of intent does not, by itself, eliminate the need for appropriate safety assessment and intervention.

Expressions of emotional distress, suicidal ideation, or requests for assistance are not, in themselves, acts of misconduct. Such disclosures will be addressed as matters of scholar safety and well-being. Protective measures,

including temporary removal from the academic environment, may nevertheless be necessary. Separate threatening, aggressive, or otherwise prohibited conduct may warrant disciplinary action.

Administrative decisions will consider the nature and context of the conduct, the scholar's developmental level and individual circumstances, reasonably available information, applicable support needs, and the Academy's responsibility to maintain a safe educational environment.

Additional procedures are outlined in the **Assessment of Safety Threats and Serious Emotional Distress** and **Temporary Removal, Suspension, and Re-Entry** sections of this handbook.

Off-campus conduct may be addressed under this section when there is a direct and substantial connection to school safety, harassment of a member of the Academy community, participation in an Academy event, or a material disruption of the educational environment. Disagreement with the Academy or criticism expressed respectfully is not, by itself, misconduct.

Bullying, Harassment, and Retaliation

E.A. Young Academy prohibits bullying, harassment, cyberbullying, and retaliation. Reports will be taken seriously whether the behavior occurs face to face, in writing, in group messages, through social media, or through other electronic communication.

For purposes of Academy policy, bullying refers to intentional or reasonably foreseeable aggressive or intimidating conduct toward a scholar that involves a real or perceived imbalance of power and is repeated or reasonably likely to recur, or is sufficiently severe in context to produce comparable harm. Harassment refers to unwelcome conduct that targets, demeans, intimidates, or threatens another person, including conduct related to a real or perceived protected or distinguishing characteristic. The Academy may intervene in harmful conduct that does not meet either definition.

A single incident of aggression, exclusion, cruelty, or conflict is not automatically bullying. It is nevertheless subject to intervention and may warrant serious consequences. A disagreement between peers, by itself, is not necessarily bullying; the Academy will consider context, impact, intent when known, repetition, power dynamics, and the available evidence rather than relying on a label alone.

Retaliation against a scholar, parent, employee, or witness for making a good-faith report or participating in a review is prohibited. A report that cannot be substantiated is not the same as a knowingly false report. Deliberately fabricating evidence or knowingly making a maliciously false allegation may be addressed separately, but scholars and families will not be punished simply for raising concerns in good faith.

Respect for Faculty and Staff: Harassment, Intimidation, and Abusive Conduct

E.A. Young Academy is committed to maintaining an educational and working environment in which every member of the Academy community is treated with dignity and respect. This expectation extends to scholars, parents, guardians, faculty, staff, administrators, and volunteers. The dignity, safety, and well-being of faculty and staff are integral to the dignity, safety, and well-being of the scholars they serve.

The Academy recognizes that educators have a professional responsibility to support scholars through developmental challenges, frustration, emotional dysregulation, and interpersonal difficulties, and to engage constructively with families, including during periods of disagreement or concern. These professional responsibilities do not require employees to tolerate threatening, intimidating, harassing, abusive, or degrading conduct.

The Academy's commitment to individualized scholar support does not require employees to absorb repeated mistreatment, nor does its commitment to family partnership require employees to remain indefinitely available to address recurring demands or disagreements. Healthy educational partnerships depend upon mutual respect, reasonable professional boundaries, shared responsibility, and constructive participation.

Conduct by scholars, parents, guardians, or other members of the Academy community directed toward faculty, staff, Administration, or other adults serving the Academy that may warrant administrative intervention includes, but is not limited to:

- Verbal abuse, personal insults, degrading comments, discriminatory remarks, or targeted profanity.

- Threatening, intimidating, coercive, or aggressive statements, gestures, or behaviors.
- Targeted ridicule, humiliation, deliberate provocation, or harassment.
- Sexual harassment, discriminatory mistreatment
- Persistent violations of personal or professional boundaries.
- Physical aggression, unwanted physical contact, or conduct that creates a reasonable concern for personal safety.
- Using electronic communications, social media, images, recordings, or other digital technologies to threaten, harass, impersonate, humiliate, or intimidate an employee.
- Attempts to intimidate or coerce employees into disregarding established policies, altering professional judgments, or providing preferential treatment.
- Knowingly fabricating allegations or evidence to harm, intimidate, or retaliate against an employee.
- Retaliating against an employee for reporting a concern, enforcing established expectations, participating in a review, or carrying out legitimate professional responsibilities.
- Persistent, unwanted, or hostile communications that substantially interfere with an employee's ability to fulfill professional responsibilities.

The Academy recognizes that harmful conduct may arise from a single serious incident or from a cumulative pattern of interactions. Conduct that may appear less significant when considered in isolation may warrant administrative intervention when its frequency, persistence, nature, or cumulative impact substantially interferes with an employee's ability to fulfill professional responsibilities or maintain a safe and respectful working environment. A pattern of repeated conduct is not required when a single incident is sufficiently serious to warrant intervention.

Distinguishing Advocacy from Misconduct

Scholars, parents, and guardians have the right to question decisions, express disagreement, report concerns, advocate for educational needs, and seek administrative review.

Good-faith complaints, legitimate advocacy, reasonable requests for clarification, respectfully expressed criticism, and requests for reconsideration do not constitute harassment or misconduct. A complaint that cannot be substantiated is not equivalent to a knowingly false allegation. The Academy will not tolerate retaliation against individuals who raise concerns in good faith or participate in an appropriate review process.

Administrative Response and Accountability

The Academy will consider the nature, severity, frequency, context, and impact of the conduct when determining an appropriate response.

For scholars, developmental level, emotional regulation, disability-related factors, and individual support needs will inform the response. These considerations do not eliminate the Academy's responsibility to address harmful conduct and protect the safety and well-being of others.

Responses to scholar conduct may include instruction, restorative practices when appropriate, individualized interventions, family conferences, protective measures, and disciplinary consequences.

Responses to parent or guardian conduct may include administrative intervention, established communication boundaries, designated points of contact, restrictions on campus access, and, in serious or recurring circumstances, review of the family's continued enrollment relationship, consistent with the Academy's enrollment agreement and applicable requirements.

Faculty and staff are encouraged to report concerns to Administration. Employees are not expected to independently manage persistent harassment, intimidation, threats, or abusive conduct as a routine component of their professional responsibilities.

The Academy recognizes that a healthy educational community depends upon mutual respect, shared accountability, and the protection of the dignity and well-being of all its members.

Related expectations concerning parent and guardian conduct are addressed in the Family–School Partnership chapter.

Behavioral Support and Temporary Removal from the Academic Day

E.A. Young Academy recognizes that scholars may experience periods of difficulty with emotional regulation, impulse control, attention, behavioral expectations, or participation in classroom activities. These challenges do not necessarily constitute intentional misconduct and may arise from a variety of developmental, emotional, or individual learning needs.

The Academy is committed to responding to these situations with compassion, patience, and developmentally appropriate interventions. Faculty and Administration will make reasonable efforts to help scholars regain regulation, reengage in learning, and participate successfully in the academic environment.

Supportive Interventions

Depending on the circumstances and the individual needs of the scholar, supportive interventions may include redirection, movement or sensory breaks, opportunities for self-regulation, temporary removal to a supervised setting, consultation with the scholar's advisor, administrative assistance, or implementation of an established individual support plan.

These interventions are intended to support successful participation in the learning environment rather than serve as punishment.

The Academy is not required to exhaust every possible intervention before taking appropriate action when a scholar's continued participation substantially interferes with instruction, exceeds the supports reasonably available at that time, or presents a safety concern. Decisions will be based on the circumstances, the scholar's individual needs, and the effectiveness of interventions attempted.

When Early Pickup May Be Necessary

When a scholar's behavior becomes persistently disruptive despite appropriate interventions, and the Academy is unable to restore meaningful participation without substantially interfering with the learning environment or supervision of other scholars, a parent or guardian may be required to pick up the scholar for the remainder of the academic day.

Circumstances that may warrant temporary removal from the academic day include, but are not limited to:

- Repeatedly interrupting classroom instruction through vocalizations, excessive movement, or other behaviors that continue despite supportive interventions.
- Persistent difficulty remaining within appropriate classroom or activity boundaries, requiring continuous adult intervention or supervision beyond what can reasonably be provided.
- Repeatedly interfering with other scholars' ability to participate in learning, including disrupting their work, invading personal space, or preventing instructional activities from continuing.
- Experiencing prolonged or recurring periods of emotional or behavioral dysregulation during which the scholar is unable to return to meaningful classroom participation despite reasonable opportunities for support and recovery.
- Requiring sustained individualized adult attention or supervision to such an extent that faculty cannot adequately meet the instructional or supervisory needs of the remaining scholars.

These examples are not intended to establish automatic grounds for early dismissal. The Academy will consider the frequency, intensity, duration, context, and educational impact of the behavior, together with the scholar's individual needs and available supports.

Administrative Decision and Parent Notification

The decision to require early pickup rests with Academy Administration, not an individual classroom teacher.

When classroom interventions are insufficient, faculty will seek administrative assistance. Administration will consider the interventions attempted, the scholar's response, and the impact on the classroom before determining whether the scholar can reasonably continue participating in the academic day.

When early pickup is necessary, the parent or guardian will be notified of the circumstances and expected to arrange timely pickup. The Academy will maintain appropriate supervision of the scholar until the scholar is released to an authorized adult.

The Academy will document significant incidents, interventions attempted, administrative decisions, and parent communication.

Distinction Between Supportive Removal and Discipline

A request for early pickup under this provision is not, by itself, a disciplinary suspension or a determination that the scholar has engaged in intentional misconduct.

Rather, it acknowledges that the scholar may be unable to participate successfully in the educational environment for the remainder of that day despite the supports reasonably available at that time.

The Academy will distinguish between supportive early dismissal, disciplinary suspension, and removal arising from an immediate safety concern. Such decisions will be documented and classified according to their actual circumstances and purpose.

When a scholar's behavior involves threats, physical aggression, attempts to harm oneself or others, or other immediate safety concerns, the Academy will follow its established safety assessment and response procedures. Supportive behavioral interventions do not replace necessary protective action.

Recurring Behavioral Difficulties and Individualized Support Planning

Repeated early pickups are not intended to serve as an ongoing behavioral management strategy or substitute for an appropriate intervention plan.

When a pattern of significant disruption or early dismissals emerges, the Academy will review the circumstances and work with the family to determine whether additional interventions or modifications to existing supports are warranted.

Depending on the scholar's needs, this process may include:

- A parent conference involving the scholar's advisor and appropriate members of Administration.
- A review of documented behavioral patterns, contributing circumstances, and previously attempted interventions.
- Development or revision of an individualized behavioral support plan.
- Identification of consistent strategies, expectations, and communication procedures between school and home.
- Consultation with qualified outside professionals or consideration of additional evaluation when appropriate.
- Periodic review of the scholar's progress and the effectiveness of implemented supports.

The Academy will consider relevant professional recommendations, documented learning differences, applicable accommodations, and its ability to implement appropriate supports within the school environment.

Repeatedly shortening a scholar's academic day raises additional educational and, potentially, disability-related considerations. Accordingly, a developing pattern of early dismissals will prompt administrative review rather than simply continuing the practice without reassessment.

Shared Responsibility

E.A. Young Academy recognizes that scholars who struggle with behavioral or emotional regulation are often in need of understanding, support, and opportunities to develop the skills necessary for successful participation in school.

At the same time, the Academy has an obligation to provide an educational environment in which all scholars can learn and faculty can fulfill their instructional and supervisory responsibilities.

Supporting an individual scholar and protecting the educational experience of the broader school community are equally important responsibilities.

Decisions will be made thoughtfully, individually, and with consideration for the scholar's dignity, developmental needs, and well-being, while recognizing that the Academy must maintain a safe, orderly, and productive learning environment for everyone.

Reporting Concerns and Seeking Assistance

Scholars and parents/guardians are encouraged to bring concerns first to the scholar's advisor, who is often best positioned to understand the circumstances, provide context, and help facilitate an appropriate response. Advisors serve as an important connection between scholars, families, faculty, and Administration. Depending on the nature of the concern, the advisor may consult with or involve the Assistant Head of School or Head of School. Administrative involvement remains available at any point and will occur whenever the seriousness or circumstances of the concern warrant it.

This process refers to seeking assistance from a trusted school adult; scholars are not expected to resolve serious concerns independently or confront another scholar or family before requesting assistance.

When a concern involves immediate safety, bullying, harassment, suspected abuse, retaliation, or alleged misconduct by an advisor or other school adult, scholars and families may report directly to the Assistant Head of School or Head of School without first contacting the advisor. Concerns may be communicated verbally or in writing. Written information is helpful for documentation but is not required before the Academy provides assistance or takes appropriate action.

The Academy will respond promptly, assess immediate safety needs, and determine an appropriate review process. Depending on the concern, school leadership may speak separately with involved individuals and witnesses; review available messages, records, or other evidence; consult appropriate professionals; and make a determination based on reasonably available information. The Academy cannot promise confidentiality to the extent disclosure is needed to protect safety, investigate, or meet legal obligations.

When warranted, protective steps may include increased supervision, seating or schedule adjustments, limits on contact, an interim support plan, or temporary separation of individuals. These measures do not, by themselves, determine whether misconduct occurred. The Academy will consider the safety and educational needs of all involved.

Significant incidents and corresponding actions will be documented, including material observations, immediate safety measures, family contact, findings where reached, and follow-up. Records will be maintained with access limited to personnel who have a legitimate school-related need.

Leadership will communicate findings and school-level actions to parents as appropriate while protecting another scholar’s private information. Families may receive an explanation of measures affecting their own child; they will not ordinarily receive another scholar’s confidential records, diagnoses, disciplinary details, or treatment information.

Confidentiality and Communication Regarding Scholar Concerns

E.A. Young Academy takes concerns regarding scholar conduct, safety, and well-being seriously. When a concern is reported, the Academy will review the information, determine appropriate next steps, and respond in a manner consistent with its responsibility to all scholars involved.

We recognize that families who bring concerns to the Academy want reassurance that those concerns have been heard, appropriately addressed, and, when necessary, that meaningful action has been taken. The Academy is committed to communicating with families about the concerns they have raised, the general process being followed, and any measures directly affecting their own scholar's safety or well-being.

However, the Academy will not disclose or discuss another scholar's disciplinary consequences, behavioral interventions, support plans, evaluations, or confidential family communications. This expectation applies equally to all scholars and families, regardless of the nature or severity of the incident.

Families should understand that meaningful responses to scholar concerns are not always visible to others. Administrative interventions, family conferences, behavioral supports, safety measures, and disciplinary actions may

occur privately. The absence of publicly observable consequences or information about another scholar's circumstances should not be interpreted as an absence of action by the Academy.

Because information shared informally among families may be incomplete or lack important context, the Academy will not confirm, deny, or publicly address rumors or speculation regarding individual scholars. Families are encouraged to bring concerns directly to the scholar's advisor or Administration rather than relying on secondhand information. The Academy will appropriately review credible information brought to its attention, including concerns involving potential safety risks, regardless of how the information initially came to light.

Our commitment to confidentiality is not intended to discourage questions or limit communication. Rather, it reflects our responsibility to protect the dignity and privacy of every scholar while maintaining accountability, addressing legitimate concerns, and supporting a safe and respectful school community.

Assessment of Safety Threats and Serious Emotional Distress

E.A. Young Academy recognizes that scholars may make concerning statements or exhibit threatening behaviors without fully understanding their seriousness or potential consequences. Such statements or behaviors may occur during emotional dysregulation, frustration, conflict, or attempts at humor. Nevertheless, the Academy has a responsibility to take potential threats to the safety of any scholar, faculty member, or other member of the school community seriously.

Any statement or behavior that reasonably raises concern about potential harm to oneself or others will be addressed through the Academy's established safety procedures. A potential threat will not be dismissed solely because a scholar subsequently characterizes the statement as a joke, denies having intended harm, was emotionally dysregulated, or may not have understood the severity of their words or actions. Similarly, a parent or guardian's belief that their scholar did not genuinely intend harm does not eliminate the Academy's responsibility to assess the concern and follow appropriate safety procedures.

A scholar's developmental level, emotional state, individual learning needs, circumstances, and expressed intent will be considered as part of the assessment and in determining an appropriate response. Initiating a safety assessment does not presume that a scholar intended harm or engaged in misconduct, nor does it automatically result in disciplinary action.

The Academy's obligation is to respond thoughtfully, consistently, and proportionately, balancing the individual scholar's needs and well-being with its responsibility to maintain a safe learning environment for the entire school community.

Faculty should promptly seek administrative assistance, supervise the scholar as appropriate, protect others, and follow emergency procedures. When there is immediate danger or urgent medical need, the Academy may contact emergency services. Leadership will communicate with parents or guardians promptly, unless doing so would conflict with a legal reporting or protective obligation.

A threat or safety assessment is intended to understand and reduce risk; it is not, by itself, disciplinary punishment or a clinical diagnosis. Leadership may review the circumstances, relevant history, current functioning, information from the family, and input from appropriately qualified professionals. The Academy will seek to avoid decisions based only on disability, diagnosis, reputation, or a single characteristic.

Expressions of emotional distress or suicidal thoughts will be treated first as a safety and support concern. A scholar will not be disciplined merely for disclosing distress or requesting help. Separate threatening, assaultive, or otherwise prohibited acts may still require an accountability response.

While the Academy will consider the perspectives of scholars and their families, decisions regarding necessary school safety assessments and protective measures rest with Academy Administration.

Professional Evaluations and Documentation

When E.A. Young Academy determines that an outside professional evaluation is necessary to assess a scholar's safety, support needs, or readiness to return to campus, the Academy will require written documentation of the evaluation and relevant findings and recommendations from the qualified professional who conducted it.

While parent/guardian perspectives are valued and considered, a parent's verbal summary, interpretation, or characterization of a professional evaluation does not substitute for the professional's documented findings and

recommendations. Similarly, a parent's assurance that a scholar has been cleared to return to school is not sufficient when the Academy has required a professional evaluation as part of its safety procedures.

The Academy may require that relevant documentation be provided directly by the evaluating professional or that the authenticity and content of submitted documentation be verified with that professional. When clarification is necessary, the Academy may request appropriate written authorization to communicate with the evaluator regarding school-related findings, recommendations, and necessary supports.

Professional recommendations will inform the Academy's decisions; however, the determination of whether and under what conditions a scholar may safely participate in the school environment remains the responsibility of Academy Administration. Decisions will consider the professional's findings, the scholar's individual circumstances, the Academy's available resources, and its responsibility to maintain a safe learning environment for all members of the school community.

Temporary Removal, Suspension, and Re-Entry

Immediate Safety Measures

The Academy may separate a scholar from an activity, classroom, or campus when reasonably necessary to respond to a significant safety concern, stabilize an incident, or protect the educational environment. A parent or guardian may be asked to pick up the scholar when continued attendance that day cannot safely be supported. Leadership will explain the immediate reason and intended next steps, to the extent appropriate and practicable.

Suspension

Suspension is a formal disciplinary exclusion for a defined period. Leadership will communicate the reason, duration, expectations during the absence, and arrangements for essential academic work where feasible. The Academy may impose suspension for a first serious incident without exhausting classroom-level interventions.

Re-Entry Following a Significant Incident

When a safety-related incident requires a return-to-campus review, leadership will identify the conditions necessary for safe re-entry, communicate those conditions to the family, and consider the scholar’s individual circumstances and needs. Conditions may include a family conference, a school support or safety plan, specific supervision arrangements, demonstrated readiness to follow safety expectations, and relevant information from an appropriately qualified professional when reasonably necessary.

Any request for outside evaluation or clinical information will be related to a specific identified concern, limited to information reasonably needed for the school decision, and considered in light of the Academy’s legal obligations concerning disability and access. Providing an outside report does not automatically guarantee return; nor is a diagnosis, by itself, a reason to exclude a scholar. The Academy will make an individualized determination and, where appropriate, periodically review the plan.

Academic Integrity

Scholars are expected to submit work that accurately represents their own understanding, effort, and authorized collaboration. Cheating, plagiarism, fabrication of results, unauthorized sharing of answers, impersonation, or misrepresentation of sources undermines learning and trust.

The permissible use of artificial intelligence, digital tools, calculators, outside tutoring, and collaboration will be determined by the assignment and faculty instructions. Unless a teacher expressly authorizes it, a scholar may not present generated or substantially assisted work as wholly their own. When assistance is permitted, scholars must acknowledge it as instructed and be able to explain their submitted work.

Responses may include reteaching, revising or redoing work, an adjusted academic assessment, family notification, and disciplinary consequences when warranted. Intent, developmental stage, prior instruction, and repetition will be considered. Additional detail belongs in the Academy’s Acceptable Use of Technology and Academic Assessment policies.

Personal Boundaries and Respectful Relationships

Affection, friendship, and personal relationships are a normal part of development. Scholars are expected to respect the personal boundaries and consent of others and to maintain behavior appropriate to an academic setting. Unwanted physical contact, sexualized conduct, persistent disregard of stated boundaries, or conduct that distracts from learning or creates discomfort may be addressed by faculty and leadership.

Faculty may redirect behavior such as prolonged physical contact, intimate displays of affection, or physical contact in an inappropriate school setting. Decisions will be applied consistently and with respect for individual dignity. Incidents involving coercion, threats, harassment, or safety concerns will be addressed under the more serious provisions of this chapter.

Decisions Regarding Continued Enrollment

The Academy will strive to work constructively with families when a scholar is experiencing academic, behavioral, social, or emotional difficulty. However, continued enrollment depends on the Academy's ability to provide an appropriate educational program and maintain a safe, workable school environment, consistent with applicable law and the executed enrollment agreement.

Expulsion or termination is reserved for serious circumstances, including severe misconduct, unresolved safety concerns, or a pattern of conduct that cannot be adequately addressed through reasonable school interventions. Decisions will be individualized and consider relevant circumstances, support efforts, the impact on the community, and applicable legal and contractual requirements.

Before a disciplinary expulsion, the scholar and parent(s) or guardian(s) will have an opportunity for a hearing before Academy Leadership, with advance notice of the matter. If the Academy Leadership Team recommends expulsion, the family may appeal to the Board of Directors, whose decision is final.

Firearms, Weapons, and Dangerous Items

Firearms and other prohibited weapons are not permitted on campus or at Academy-sponsored activities. A scholar who brings a firearm, as defined by applicable federal law, to school is subject to the Academy's mandatory-expulsion provision, including the applicable hearing and appeal process and any legally required individualized considerations. Other weapons or everyday objects used or threatened to be used to harm another person will be addressed as serious safety incidents, with consequences up to and including expulsion.

Items brought for instruction, laboratories, costumes, or approved activities may be subject to specific faculty safety directions and do not become permissible weapons merely because they have a legitimate classroom use. Legal requirements concerning adults, licensed carry, vehicles, and school premises will be addressed in the Academy's separate campus security policy.

The dignity, safety, and well-being of faculty and staff are integral to the dignity, safety, and well-being of the scholars they serve.

5 Family–School Partnership

E.A. Young Academy recognizes that parents and guardians are their children's first and most enduring advocates. We value the trust families place in us and understand that concerns involving a child's academic experience, social relationships, emotional well-being, or safety can be deeply personal and emotionally charged. These concerns often arise from a place of love, protectiveness, and a genuine desire to ensure that a child is understood, supported, and treated fairly.

We welcome questions, differing perspectives, constructive criticism, and respectful disagreement. Families should feel comfortable raising concerns, seeking clarification, and advocating for their scholars without fear that doing so will negatively affect their child's experience at the Academy.

At the same time, a shared commitment to scholar well-being requires that all members of our school community, including parents, guardians, faculty, and Administration, communicate with mutual respect and professionalism, even during difficult or emotionally charged conversations.

Family Involvement and Stakeholder Voice

The Academy values the participation, perspectives and talents of its families. Families are encouraged to participate in school events, conferences, volunteer opportunities and community initiatives. Feedback through surveys, conferences and conversations informs school reflection and planning. Participation may take different forms depending on individual interests, availability and circumstances.

Expectations for Parent and Guardian Communication

Parents and guardians are expected to:

- Communicate respectfully with faculty, staff, Administration, scholars, and other families, whether in person, by telephone, through electronic communication, or at school-sponsored activities.
- Express concerns, disagreements, and frustrations without personal insults, intimidation, threats, harassment, or abusive language.
- Recognize that faculty and administrators may need time to gather information, consult with appropriate personnel, and thoughtfully evaluate circumstances before providing a response or making a decision.
- Respect established communication procedures, including contacting their scholar's advisor as the preferred first point of contact when appropriate, while recognizing that serious safety concerns or allegations involving an adult may be brought directly to Administration.
- Respect professional boundaries, scheduled meeting times, and reasonable expectations regarding response times. Faculty and staff are not expected to be continuously available outside their professional responsibilities.
- Maintain appropriate confidentiality and refrain from confronting, questioning, or attempting to discipline another scholar regarding school-related concerns. Such matters should be brought to the attention of Academy personnel.
- Recognize that disagreement with a school decision does not, by itself, indicate that a concern was disregarded or that appropriate action was not taken.

Navigating Difficult Conversations

The Academy understands that difficult conversations may involve strong emotions. Expressing disappointment, frustration, sadness, or disagreement is not itself a violation of these expectations. Families and school personnel will not always agree, and meaningful partnerships must allow room for honest and sometimes uncomfortable conversations.

However, strong emotions do not excuse behavior that is threatening, demeaning, intimidating, or abusive toward another person.

When communication becomes disrespectful, hostile, or unproductive, faculty and administrators may respectfully pause or conclude the interaction and arrange to resume the conversation at another time or through a different communication format. This boundary is intended to create the conditions for meaningful resolution, not to silence concerns or discourage parental advocacy.

Disagreement with School Decisions and Communication Boundaries

E.A. Young Academy recognizes that families and school personnel may not always agree regarding academic placement, instructional practices, behavioral interventions, accommodations, disciplinary responses, or other decisions affecting a scholar. We understand that these disagreements may be particularly difficult when families believe their child's needs are not being fully understood or addressed.

The Academy welcomes respectful questions, requests for clarification, new and relevant information, and appropriate requests for reconsideration. Good-faith advocacy, disagreement, or criticism of a school decision does not constitute harassment or misconduct.

At the same time, the right to advocate for a scholar does not extend to intimidating, harassing, or repeatedly pressuring faculty or administrators to alter a decision outside established review procedures.

Once a concern has been reviewed and a decision communicated, families are expected to respect the Academy's established decision-making process. Families may request further administrative review through appropriate channels and may provide new information that materially affects the matter. However, disagreement with the outcome does not authorize conduct that disrupts school operations, interferes with faculty responsibilities, or compromises the professional boundaries necessary for an effective educational environment.

Conduct that may require administrative intervention includes repeated hostile or abusive communications; personal attacks or threats directed toward school personnel; attempts to intimidate faculty into disregarding established policies or administrative decisions; targeting staff through personal communication channels; or a pattern of communications that substantially interferes with employees' ability to fulfill their professional responsibilities.

When concerns remain unresolved, the Head of School may establish reasonable communication parameters, including designating a primary point of contact, arranging scheduled meetings, establishing appropriate communication intervals, or requiring that further correspondence regarding a particular matter be directed through Administration.

These measures are intended to maintain productive communication and professional boundaries, not to prevent families from expressing legitimate concerns, pursuing available review procedures, or reporting suspected misconduct to appropriate authorities.

The Academy's commitment to listening and responding thoughtfully does not require agreement with every family request, nor does the continuation of a disagreement obligate the Academy to repeatedly reconsider a decision in the absence of material new information.

Our shared responsibility is to maintain a relationship in which differences can be expressed and considered respectfully while preserving the Academy's professional judgment, educational mission, and responsibility to the entire school community.

Academy Response to Parent or Guardian Conduct Concerns

When parent or guardian conduct substantially interferes with the Academy's ability to maintain a safe, respectful, and productive environment, the Head of School may establish reasonable boundaries for future interactions.

Depending on the nature and severity of the conduct, these measures may include requiring scheduled meetings, designating an administrative point of contact, directing communication through written channels, limiting campus access consistent with applicable law and school obligations, or taking other appropriate steps to protect the school community.

Whenever circumstances reasonably permit, the Academy will communicate its concerns and provide an opportunity to restore a constructive working relationship. Serious threats, harassment, or conduct presenting an immediate safety concern may require immediate protective action.

Repeated or serious violations of these expectations may also be considered when determining whether the positive and constructive relationship necessary for continued enrollment can be maintained, consistent with the Academy's enrollment agreement and applicable policies.

Communication Following Significant Scholar Incidents

Families and Academy personnel share responsibility for timely, civil, and constructive communication about matters affecting a scholar. The Academy will notify a parent or guardian promptly when a serious safety incident involving their child requires medical attention, emergency response, removal from campus, or a formal administrative action. For routine concerns, faculty will communicate in a reasonable timeframe consistent with the circumstances.

The Academy’s process for receiving concerns, communicating about investigations, and protecting the privacy of other scholars is described in the Reporting Concerns and Confidentiality sections of the Scholar Conduct chapter. Families will receive information pertinent to their own scholar but not another scholar’s private disciplinary, clinical, or support information.

Conflict Resolution and Grievances

The scholar's advisor is ordinarily the preferred first point of contact for routine concerns, because the advisor can help establish context and coordinate communication with faculty and Administration. A family or scholar may contact the Assistant Head of School or Head of School directly when a concern involves immediate safety, bullying, harassment, suspected abuse, retaliation, alleged misconduct by a school adult, or circumstances making advisor-first discussion inappropriate.

Unresolved concerns may be submitted in writing to the Head of School, including relevant dates, earlier resolution efforts, and the requested remedy. The Head of School or designee will communicate a response or next steps.

Reports of suspected child abuse or neglect and other legally reportable matters are handled through required reporting channels and are not subject to exhaustion of this grievance pathway. This section does not replace emergency procedures or the Academy's reporting obligations.

Family Communication Through Digital Channels

Families are encouraged to foster scholar independence and direct time-sensitive concerns to the office. School-day communication must follow the applicable device guidelines and must not disrupt instruction or undermine on-campus supervision. Access to school-managed accounts is limited to authorized account holders. See Chapter 7 for additional expectations.

Our Shared Commitment

The Academy recognizes that effective family-school partnerships require accountability on both sides. Faculty and administrators are likewise expected to communicate respectfully, listen thoughtfully, respond to legitimate concerns, and exercise professional judgment.

Respectful communication does not require agreement. It requires recognizing the dignity of others, even when perspectives differ.

Our shared responsibility is to model the compassion, integrity, self-regulation, and respect that we seek to develop in our scholars. By maintaining these expectations, we protect not only the professionalism and well-being of our faculty and staff, but also the trust and sense of community upon which meaningful education depends.

6 Attendance, Campus Operations, Health and Safety

Attendance and Punctuality

Consistent attendance and punctuality support academic progress, classroom community, and the continuity of instruction. E.A. Young Academy expects scholars to attend scheduled classes and school activities regularly, arrive prepared, and remain under appropriate supervision during the academic day.

Families are responsible for reporting an absence or anticipated late arrival to the Academy office as promptly as possible, ordinarily before the scholar's scheduled start time. If a scholar is unexpectedly absent and the Academy has not received notice, office personnel may contact the family to verify the scholar's safety and whereabouts.

Illness, medical or dental appointments, bereavement, religious observances, family emergencies, Academy activities, and other circumstances approved by Administration may be considered excused absences. A parent's authorization of an absence does not automatically make it an excused absence under Academy policy. The Academy will evaluate unusual circumstances individually.

Families should schedule discretionary travel and routine appointments outside instructional hours when practicable. Planned absences should be communicated in advance so that faculty can explain what work can reasonably be provided or completed. Advance notice is appreciated but does not guarantee that an absence will be excused.

Late Arrival and Early Departure

Lower and Middle School classes begin at 8:00 a.m.; Upper School classes begin at 8:20 a.m. A scholar is tardy when arriving after the scheduled start time for the division or course in which the scholar is enrolled. Scholars arriving late must check in through the front office before proceeding to class. Scholars leaving during the academic day must be signed out through the office; families may not remove scholars directly from classrooms without coordinating with the office.

Tardy determinations are based on the scholar's applicable division or scheduled course start time, not a single schoolwide threshold. Scholars enrolled in courses across divisions are expected to follow the published start times of their assigned classes. Repeated tardiness or early departure may prompt a conference and an individualized attendance plan.

Missed Work and Attendance Review

Scholars are responsible, with age-appropriate support, for coordinating missed work following an absence. Faculty will establish reasonable expectations for completion based on the length and circumstances of the absence, course requirements, and the scholar's needs. Not all classroom experiences, laboratories, discussions, or collaborative activities can be replicated outside school.

High School Credit Courses

For any course awarding high school credit, scholars are expected to attend at least 90% of scheduled class meetings to receive course credit. This Academy requirement applies regardless of the scholar's grade level, including when a younger scholar takes a high school credit course. Both excused and unexcused absences are included in the attendance calculation. If attendance falls below 90%, the Head of School or designee may review the individual circumstances, available attendance records, the course requirements, and demonstrated learning to determine whether an exception or a documented plan to restore instructional time or demonstrate required learning is appropriate. Such relief is discretionary rather than automatic; completing missed assignments alone does not guarantee credit. The Academy will communicate any approved requirements and the final course-credit determination to the family.

Kindergarten Through Eighth Grade

For K–8 instruction that does not award high school credit, attendance concerns will be reviewed individually rather than governed by an automatic 90% threshold for promotion. The Academy will consider the reasons for and pattern of absences, the scholar's academic progress, demonstrated learning, developmental and individual needs, and the effect of missed instruction. When needed, Administration will work with the family and faculty on an appropriate plan for continued progress. A K–8 scholar taking a high school credit course remains subject to the 90% course-credit requirement described above.

When an attendance pattern raises concerns about learning, participation, or course completion, Administration may meet with the family to identify supports, missed learning, and appropriate next steps. Decisions will be documented and communicated to the family, consistent with the Academy's approved academic policies and applicable obligations.

Arrival, Dismissal, and Carpool

The Academy establishes arrival and dismissal procedures to protect scholars and keep traffic moving safely. Families are expected to follow the current published campus traffic map, posted directions, and instructions from designated staff. Procedures may change temporarily because of construction, congestion, severe weather, or a safety incident.

Family Responsibilities in the Carpool Line

- Arrive during the designated drop-off or pickup window and follow the assigned traffic pattern; do not enter restricted areas, bypass staff directions, or create an alternate pickup route.
- Have scholars ready to exit or enter promptly, with materials organized and necessary goodbyes completed before reaching the active unloading area.

- Remain attentive while driving and avoid stopping the line for extended conversations, unloading projects, or resolving school concerns.
- Do not ask faculty supervising carpool to discuss confidential, instructional, or disciplinary matters. Contact the advisor, faculty member, or office to arrange an appropriate conversation.
- Do not leave a scholar on campus before authorized supervision begins or after the designated pickup period without an approved program or arrangement.

Scholar safety takes priority over speed. Families must not direct scholars across active traffic lanes or around vehicle queues unless staff have specifically established a supervised pedestrian route.

Delayed Pickup

Scholars not enrolled in an approved after-school activity are expected to be collected within the published dismissal window. Families should contact the office promptly if delayed. The Academy will supervise the scholar while arranging safe release. A late pickup charge of $35 per hour applies when a scholar remains on campus after 4:00 p.m. without approved after-school program enrollment. The Academy will communicate the fee through its normal billing process.

On the third late pickup during the school year, a parent conference with Administration will be required to develop a plan for dependable transportation. Repeated late pickup after this intervention may result in additional reasonable supervision or transportation arrangements. The Academy will consider exceptional circumstances and communicate any applicable fees and required next steps to the family.

Authorized Release and Independent Departure

The Academy will release scholars only to a parent, guardian, or person authorized in the school's current records, except where a separately approved written independent-departure or Upper School privilege applies. The Academy may request government-issued identification from an unfamiliar person before releasing a scholar.

Families are responsible for keeping pickup permissions, custody documentation supplied to the Academy, and emergency contacts accurate. A last-minute change in pickup arrangements must be communicated to the front office through an Academy-approved method; communication through a scholar alone is not sufficient.

Permission for a scholar to walk, drive, or otherwise depart independently must be documented through an approved Academy process and may be restricted when conditions are unsafe. Activity-specific procedures will govern class trips, clubs, and alternative pickup arrangements. Written parent permission does not require the Academy to release a scholar into an immediate hazard, including severe weather or an active safety incident.

Open Campus Lunch remains a privilege available to eligible juniors and seniors whose required written permissions are on file. Scholars must sign out and back in through the front office, leave within the first five minutes of their assigned lunch period, and return before that period ends. They must follow applicable driving and transportation restrictions and may not take an ineligible scholar off campus. The Academy may suspend or revoke this privilege for failure to follow program rules, safety concerns, or other appropriate reasons. Open Campus Lunch permissions and operating procedures are maintained separately from this handbook.

Campus Access and Family Visits

Maintaining a welcoming community and a secure campus are complementary responsibilities. Parents and guardians are valued partners, but access to instructional spaces must be coordinated to preserve safety, confidentiality, and the continuity of learning.

Visitors must use the designated main entrance, identify themselves to office staff, follow sign-in and identification procedures, and display a visitor badge when required. Visitors may not enter through side doors, follow someone through a controlled entrance without authorization, or proceed directly to classrooms without checking in.

Classroom visits and observations must be coordinated in advance with the Academy to protect instruction, individual privacy, and campus safety. The Academy may reasonably schedule, supervise, limit, or reschedule visits when necessary. Parents and guardians are welcome to contact or visit the front office without a scheduled appointment for urgent, emergency-related, or time-sensitive matters. For routine office business, questions, or meetings, appointments are strongly encouraged so that the appropriate person is available and adequate time

can be reserved. Faculty conferences must be scheduled rather than initiated during instruction, arrival, or dismissal. Families should never delay reporting an immediate safety concern while waiting for an appointment.

Concerns about a scholar's experience should ordinarily be directed first to the scholar's advisor, with direct access to Administration for safety, harassment, abuse, retaliation, or other matters for which the usual process would be inappropriate. Additional expectations appear in the Family–School Partnership chapter.

Weather Closures, Outdoor Activities, and Safety Holds

The Head of School or designee will determine whether to open, close, delay, dismiss early, suspend outdoor activities, or temporarily modify arrival and dismissal procedures when weather or environmental conditions present safety concerns.

Decisions may consider National Weather Service information, lightning activity, excessive heat, local transportation and roadway conditions, neighboring school districts, and the specific circumstances of the Academy's campus. EAYA may make decisions that differ from those of surrounding school districts.

Weather-related operational changes will be communicated as soon as practicable through the Academy's designated family communication channels, including FACTS ParentAlert text messages, school email, and, when available, the private EAYA Facebook Families group. Families are responsible for maintaining current contact information in FACTS and should rely on official Academy communications.

Arrival and Dismissal Safety Holds

Lightning, severe weather, or other unsafe conditions may require the Academy to temporarily suspend routine arrival or dismissal procedures.

- During a morning arrival hold, families should retain supervision of scholars who have not yet been received by Academy personnel and follow staff directions.
- During an afternoon dismissal hold, scholars may remain indoors under Academy supervision until safe release procedures can resume.
- Families must follow Academy directions and may not bypass an established safety hold or authorized release procedures.

Administration will determine when normal activities and operations may safely resume, consistent with the Academy's established safety procedures. Families should recognize that immediate protective decisions may need to be made before notification can be delivered.

The Head of School or designee will determine whether to open, close, delay, dismiss early, suspend outdoor activity, or temporarily modify arrival and dismissal procedures when weather or other conditions create a concern. Decisions may consider National Weather Service information, local transportation and roadway conditions, neighboring districts, and the specific circumstances of the Academy's campus. EAYA may make a different decision from a surrounding school district.

Weather-related closures, delays, arrival or dismissal holds, and other operational changes will be communicated as soon as practicable through the Academy's designated family channels: FACTS ParentAlert text messages, school email, and, when available, the private EAYA Facebook Families group. Families must keep current mobile phone numbers, email addresses, and emergency contacts in FACTS. Because channels may not all be available during an emergency, families should prioritize direct Academy notices over rumors or informal reports.

Emergency Communication and Reunification

In an emergency, the Academy's first priorities are protecting life, securing appropriate assistance, and accounting for scholars and staff. Academy personnel will follow the school's emergency procedures and may contact emergency responders or other authorities when warranted.

When circumstances permit, families will be notified through FACTS ParentAlert text messages and school email. The Academy may also post appropriate updates in the private EAYA Facebook Families group as an additional communication channel; Facebook is not a substitute for maintaining current contact information in FACTS. If one method is unavailable, the Academy will use other workable channels. Parents and guardians are responsible for

promptly updating their mobile telephone numbers, email addresses, and authorized emergency contacts in FACTS. Messages may include safety holds, delayed release, or reunification instructions; certain details may be withheld when disclosure could compromise safety.

During a reunification event, families must follow official directions regarding where to report, identification requirements, and release procedures. Families should not come to campus or attempt to bypass an active emergency perimeter unless instructed to do so. Scholars will be released only through an approved process.

Because rumors and partial information can circulate quickly during an emergency, families are asked not to rely on or redistribute unverified operational details. The Academy will communicate what it can responsibly confirm without compromising safety or another person's privacy.

Scholar Health, Illness, and Medical Readiness

Families must provide and maintain accurate mobile phone numbers, email addresses, emergency contacts, relevant health information, and all required medical and immunization documentation in FACTS and the Academy office. E.A. Young Academy does not employ a school nurse; designated school personnel coordinate routine health procedures and medication administration within their training and assigned responsibilities. Families must promptly notify the office of communicable diseases contracted by their scholar, changes to health conditions or care plans, and information that could affect school participation or emergency care.

Scholars should remain home when illness prevents meaningful participation, requires care the Academy cannot safely provide, or creates a significant risk of transmission. Scholars with a fever of 100 degrees Fahrenheit or higher, vomiting, or diarrhea should remain home and may return after at least 24 hours without fever, vomiting, or diarrhea; fever must have resolved without fever-reducing medication. Other contagious conditions may have different exclusion or return requirements under current public health guidance. Families should notify the Academy office when their scholar contracts a communicable disease.

Head lice (pediculosis) alone do not require a scholar to remain home or be sent home early from school. When lice are identified, the Academy will communicate privately with the family and provide guidance on appropriate management while maintaining the scholar's dignity and access to learning. Return-to-school decisions for other conditions will consider symptoms, recovery, applicable public health directions, and illness-specific guidance. A prescription for antibiotics does not automatically require an additional 24-hour absence; any restrictions will follow the applicable illness-specific requirements.

A scholar who becomes ill during the school day may need to be picked up by an authorized adult. When illness requires urgent attention or poses immediate danger, the Academy may contact emergency medical services and the scholar's emergency contacts.

Medications and Individual Health Plans

Whenever practicable, medications should be administered at home or by the scholar's healthcare provider outside the academic day. When school-day administration is necessary, a Medication Administration form must be completed each academic year for prescription or nonprescription medication. All medication must be checked in with designated Academy personnel in its original, properly labeled container. Prescription labels must identify the scholar and match the written authorization; over-the-counter medications must be supplied by the family in their original packaging with the required name, dosing information, date, and parent signature. The Academy will not administer an over-the-counter medication as needed based solely on a telephone call, email, or a scholar's request without the required authorization on file.

Parents and guardians, not scholars, must report medication changes or revised care plans and complete new authorization forms for changes in medicine or dose. Designated personnel will not exceed authorized or labeled dosing without the required written healthcare professional direction. Scholars may not independently carry over-the-counter medication, including pain relievers. Medication administration procedures also apply to Academy-sponsored trips, events, and activities. Families must collect unused medication by the Academy's established year-end deadline; uncollected medication will be handled under the Academy's applicable disposal procedures.

Scholars requiring ready access to prescribed rescue or emergency medication, including inhalers, epinephrine, or diabetes supplies, must have an appropriate individualized health plan and any required action plan or authorization on file. Self-carry arrangements will follow the approved plan and applicable legal requirements.

Designated personnel will coordinate the administration and safe availability of these medications; plans must identify appropriate responsibilities and emergency response steps. The Academy's procedures do not replace care by a licensed healthcare professional.

Allergies and Food Safety

Families must disclose known life-threatening food allergies and provide the requested medical documentation and emergency medication arrangements. Scholars may not share or trade food. The Academy maintains its nut-free food expectation on campus, although no school can guarantee the complete absence of allergens. If a scholar brings food containing nuts, staff will set it aside in a sealed bag with a reminder that the item should be enjoyed at home and return it at dismissal. When that item is a substantial part of the scholar's lunch, limited nut-free food supplies may be available through the office. Families and staff will work together on individualized protections when necessary.

Any food-related restriction for an individual scholar will be communicated to appropriate personnel on a need-to-know basis. The Academy will establish event and classroom practices intended to reduce known exposure risks.

Required Health Screenings and Immunization Records

The Academy follows applicable Texas school-entry immunization documentation and vision, hearing, and spinal screening requirements. Families must provide acceptable immunization records, valid exemptions where permitted, and any required documentation of screenings completed by a qualified outside provider. The Academy will continue to arrange required screenings using appropriately qualified personnel when outside documentation is not supplied; a small screening fee may be assessed. Screening schedules and documentation requirements will follow current Texas Department of State Health Services guidance and may change when legal or public-health requirements change.

Student Protection and Mandatory Reporting

E.A. Young Academy is committed to protecting children from abuse, neglect, exploitation, and other threats to their safety. Employees and other individuals who are required by law to report suspected abuse or neglect must make reports to the appropriate authorities as required. Internal discussion or administrative review does not replace an individual’s legal reporting obligation.

An employee’s duty to report may require contacting authorities without first notifying a parent or guardian. The Academy will follow applicable reporting, cooperation, privacy, and protective requirements. Scholars and families are encouraged to report safety concerns to a trusted school adult or directly to Administration; a scholar is not required to confront the subject of a concern before seeking help.

Related Policies

The Code of Conduct and Scholar Accountability chapter governs behavioral incidents, threats, emergency protective actions, supportive early pickup, and re-entry procedures. The Family–School Partnership chapter governs communication boundaries and dispute resolution. The Scholar Support chapter addresses individualized learning, accommodations, and professional documentation. The Academy’s current annual calendar, arrival and dismissal map, medication forms, approved activity permissions, and applicable enrollment documents provide additional operational details.

7 Technology, Devices and Digital Citizenship

E.A. Young Academy uses a principles-based technology policy. Product-specific permissions and procedures may be stated in annually issued Technology and Personal Device Guidelines, which are incorporated by reference when distributed by the Academy.

Educational Purpose and Responsible Use

Technology should support learning, research, creativity, collaboration, accessibility, and appropriate communication. Expectations apply according to what a device can do, not its brand or appearance. They include

phones, computers, tablets, watches, smart glasses, recording equipment, and current or emerging communication-enabled technologies.

Scholars must follow faculty directions and may not use any device or platform for activities that interfere with instruction, supervision, or school operations. Staff may direct scholars to close applications or put away devices, regardless of whether messages originate through a phone, smartwatch, laptop, or other platform.

Personal Devices and Classroom Response

Personal cell phones must remain silenced and stored out of sight in backpacks during instructional time unless specifically authorized. Other connected devices and school-managed computers must be used according to classroom expectations. Division-specific privileges outside instruction, including lunch and independent study, are established in the current annual Technology and Personal Device Guidelines.

When a device disrupts learning, faculty may redirect its use, require an application to be closed, or temporarily collect the personal device. Collected devices will ordinarily be returned at the end of the school day. Repeated or serious concerns may be addressed under the Code of Conduct. Collection does not, by itself, authorize staff to search private communications or personal accounts.

Medical, accessibility, safety, and individualized educational needs will be considered in accordance with applicable obligations and approved arrangements.

Family Communication and Scholar Independence

The Academy recognizes that families may communicate electronically with their scholars during the day. The goal is not to monitor every interaction, but to protect instructional time and promote developing independence. Families are encouraged to consider the timing and frequency of messages and to help scholars seek assistance from present faculty, advisors, or Administration when school-related concerns arise.

Communication that repeatedly interrupts instruction, circumvents classroom procedures, or involves remote direction of an on-campus situation may warrant follow-up with the scholar and family. Urgent school-day matters should ordinarily be communicated through the Academy office.

School Accounts and Digital Identity

School-issued accounts and credentials are assigned to individual authorized users. Scholars must safeguard credentials, follow security expectations, and report unauthorized access. Parents and guardians may not sign in using a scholar's school-issued credentials, impersonate a scholar, or join school communications through a scholar's assigned account unless expressly authorized by the Academy. Families should use designated parent accounts and established communication channels.

Generative Artificial Intelligence and Academic Integrity

The use of generative artificial intelligence (AI) to generate, complete, answer, or substantially revise academic work is considered academic dishonesty unless a supervising faculty member explicitly authorizes AI for a particular assignment or learning activity. Authorization in one course or activity does not apply elsewhere.

Scholars must follow the teacher's conditions, disclose assistance as instructed, and remain responsible for the integrity and accuracy of their work. Fabrication of sources, research, or evidence is prohibited. AI-detection results alone are not conclusive evidence of misconduct.

Recording, Transcription, and Digital Privacy

Recording and digital or AI-assisted transcription can serve legitimate educational, administrative, accessibility, governance, and documentation purposes. The Academy and meeting participants may use lawful recording technologies subject to applicable privacy, confidentiality, information-security, and retention requirements. The Academy encourages transparency and respectful communication in their use. AI-generated transcripts are not inherently complete or accurate records.

Scholars may not independently record, livestream, photograph, or use automated transcription to capture classroom instruction, private conversations, or other individuals without appropriate authorization, except as otherwise permitted by applicable law or required through an approved accommodation.

Recordings, images, and transcripts may not be fabricated, deceptively altered or presented, or improperly disclosed. AI-generated meeting summaries and transcripts can contain errors and must be reviewed before being treated as authoritative records. Use of external transcription and AI services involving sensitive information is subject to the Academy's internal privacy and security procedures.

Response to Misuse

Ordinary off-task use will generally be addressed through redirection and proportionate restrictions. More serious misuse, including unauthorized access to accounts, harmful recording, privacy breaches, harassment, fabrication, or academic dishonesty may require immediate administrative action under the Code of Conduct. Appropriate support and reasonable exceptions will be considered in context.

8 Scholar Life, Community, Meals and Dress Code

Advisory and Scholar Development

E.A. Young Academy operates from the belief that institutional priorities must be reflected in the intentional allocation of time, personnel, and resources. Essential aspects of scholar development cannot depend solely upon incidental opportunities, individual faculty discretion, or time remaining after academic instruction.

Accordingly, the Academy has established dedicated, named structures within its academic schedule to support social and emotional development, positive relationships, community building, executive functioning, reflection, and scholar agency.

Through Launch, Landing, the Upper School House system, and individualized advising, the Academy translates its guiding principles into intentional and recurring educational experiences. These structures demonstrate that learner well-being and the development of the whole person are integral to the educational program rather than ancillary to it.

The advisory framework provides continuity throughout a scholar's educational experience while recognizing that developmental needs and the nature of adult support evolve as scholars mature.

The Role of the Advisor

Each scholar has an assigned advisor who serves as a central point of connection among the scholar, family, faculty, and Administration.

Advisors develop meaningful relationships with their advisees, seek to understand their individual strengths and needs, and maintain a holistic perspective of each scholar's educational experience.

The responsibilities of an advisor include:

- Serving as a trusted adult, mentor, coach, and advocate for the scholar.
- Maintaining awareness of the scholar's academic, social, and emotional development across disciplines.
- Gathering and coordinating relevant information from classroom teachers and other Academy personnel.
- Serving as the primary point of contact for routine family communication concerning the scholar's overall educational experience.
- Coordinating and facilitating scholar and family conferences.
- Supporting reflection, goal setting, self-advocacy, and executive functioning.
- Helping identify emerging concerns and coordinating appropriate interventions and supports.
- Encouraging scholars to assume increasing ownership of their learning, decisions, and responsibilities.

The advisor serves as a central hub for communication and coordination, helping ensure that the scholar is understood as a whole person rather than solely through their performance or experiences in individual classrooms.

While the advisor provides continuity, advocacy, and coordination, responsibility for scholar success and well-being is shared among scholars, families, faculty, and Administration.

Launch

Launch is an intentionally designated period that provides scholars with an opportunity to establish a purposeful mindset for the academic day.

Through Launch, scholars explore social and emotional concepts, discuss and apply the Academy's guiding principles and Scholarly Attributes, develop positive relationships, and cultivate a sense of camaraderie, belonging, and shared community.

Activities may include guided discussions, reflection, collaborative experiences, community-building activities, and preparation for the academic day. Experiences are developmentally appropriate and responsive to the needs of the advisory community.

Lower and Middle School scholars participate in Launch at the beginning of the academic day. Upper School scholars participate in their corresponding Launch experience within their Houses during the scheduled Lower and Middle School Fika period.

Although the timing and format differ by division, the underlying purpose remains consistent.

Landing

Landing is an intentionally designated period at the conclusion of the academic day that supports reflection, organization, executive functioning, and preparation for what comes next.

Through Landing, scholars have opportunities to:

- Reflect on their learning and experiences throughout the day.
- Identify unfinished tasks and responsibilities.
- Organize materials and resources.
- Review assignments, deadlines, and upcoming commitments.
- Establish priorities and determine next steps for the evening or following school day.
- Develop strategies for managing their time, attention, and responsibilities.

Landing provides recurring opportunities to explicitly develop and practice executive functioning skills rather than assuming that these skills will emerge independently.

As scholars mature, the nature of this support evolves, with increasing emphasis on independence, self-monitoring, personal accountability, and agency.

Upper School scholars participate in Landing within their House formations.

Upper School Houses

The Upper School House system represents a developmentally appropriate extension of the Academy's advisory framework.

Houses provide a consistent structure through which Upper School scholars engage in Launch and Landing while developing meaningful relationships with peers and trusted adults, strengthening community identity, and cultivating a sense of belonging.

Dedicated House time creates opportunities for discussion, reflection, collaboration, exploration of shared values, community building, and the development of personal responsibility.

The House structure recognizes that advanced academic capability does not eliminate the need for social and emotional support, meaningful relationships, or continued development of executive functioning skills.

As Upper School scholars navigate increasingly complex academic responsibilities and prepare for postsecondary education and adulthood, Houses and individualized advising provide continuity, connection, and opportunities to develop the skills necessary for greater independence.

Community Values and Assemblies

The Academy's Scholarly Attributes, Curiosity, Integrity, Resilience, Compassion and Agency, guide community life. Monthly assemblies emphasize shared values and provide opportunities to strengthen a sense of belonging, recognize contributions and reflect on how these attributes are practiced.

Fiery Hills MiniSociety

Fiery Hills provides experiential opportunities for scholars to participate in a community with authentic responsibilities. Through roles, enterprises and leadership opportunities, scholars practice collaboration, financial literacy, civic responsibility, decision-making and accountability. Scholar leaders develop skills in communication, planning and working with others.

Experiential Learning and Scholar Agency

Developmentally appropriate opportunities such as Creative Process, MakerLab, Critical Thinking and Advanced Research encourage creativity, curiosity, inquiry, design thinking, collaboration and intellectual risk-taking. Scholars are encouraged to make meaningful choices within learning activities, seek feedback, reflect on progress and take increasing ownership of their learning.

Enrichment and Showcases of Learning

Co-curricular and extracurricular opportunities allow scholars to explore interests and develop talents beyond regular coursework. Opportunities vary by division and school year. Projects, presentations, performances and other demonstrations of learning provide opportunities to share accomplishments and recognize growth across a range of abilities and interests. Current activities and participation information are communicated through Academy channels.

Lunch and Food Service

Meal service, ordering procedures, and snack guidance are communicated through current Academy channels. Scholars should bring suitable water and snacks as directed by their division. Food safety and allergy expectations appear in the Health and Safety chapter.

Open Campus Lunch remains available to eligible juniors and seniors under the Academy's established written permission and sign-out/sign-in procedures. Current permission documents provide the operational details.

Dress Code and Personal Appearance

E.A. Young Academy maintains a uniform and dress code to foster school identity, community, personal responsibility, safety, and an environment conducive to learning. The Academy recognizes individuality and personal expression while setting reasonable expectations for school attire.

Scholars are expected to follow the annually published E.A. Young Academy Uniform and Dress Code Guidelines, which specify approved uniform options, dress uniform requirements, colors, logos, vendors, spirit wear, free dress days, and footwear. The current Guidelines are incorporated into this handbook by reference..

Dress expectations will be administered consistently and respectfully, without unnecessary embarrassment or disruption to learning. Individual circumstances and reasonable accommodations relating to disability, religion, health, and other protected needs will be considered as appropriate.

Families are responsible for reviewing the current academic-year Guidelines. Material revisions will be communicated with reasonable notice and transition arrangements when appropriate.

9 Administration and School Community

Family and Community Volunteers

The Academy welcomes volunteers. When volunteers have contact with scholars without a faculty member directly present, the following requirements apply, including assigned staff supervision:

- The Academy has obtained all necessary criminal history record information related to the volunteer as may be required by state law and board policy; and
- The Administrator or designee makes a determination in his/her discretion regarding the appropriateness of volunteer service by the applicant and provides written notice that the volunteer's application has been approved; and
- Approved volunteers will be assigned tasks and duties based upon the needs of the Academy as identified by Academy staff. All persons approved for volunteer service shall perform their volunteer service under the supervision of an E.A. Young Academy staff/faculty person.
- Academy volunteers must comply with all applicable Academy policies and procedures at all times that volunteer services are provided; including, but not limited to, the Academy's acceptable use policies related to technology.
- Use of volunteers does not constitute, either implicitly or explicitly, a binding contractual or personnel agreement on behalf of E.A. Young Academy.

Keeping School Records Current

Families must promptly update residential addresses, telephone numbers, email, pickup permissions and emergency contacts, especially in FACTS. Accurate information is essential for safe release, emergency response and family communication.

Meeting and Conference Scheduling

Families are encouraged to request a meeting with their scholar's advisor or other appropriate school personnel and schedule a mutually suitable time. Routine office visits should be coordinated in advance whenever practicable; emergencies and genuinely time-sensitive needs may be addressed without an appointment. Classroom visits require advance coordination, as described in Chapter 6.

Media Inquiries and Public Communications

Media representatives who seek access to Academy property, classrooms, students or school events must be directed to Administration. Staff and families should not permit unauthorized access or disclose confidential scholar information. The Academy will communicate responsibly while respecting the rights and privacy of the school community.

Animals on Campus

Animals may be incorporated into instruction when appropriately supervised and when sanitary and safety requirements can be met. Families should notify the Academy of known animal allergies or concerns regarding participation so appropriate arrangements can be considered.

Annual Calendar and Policy Updates

The annually published school calendar, Uniform and Dress Code Guidelines, Technology and Personal Device Guidelines, current campus directions, permission forms, and enrollment documents supplement this handbook. Material changes will be communicated to families with reasonable notice when practicable. Amendments remain subject to governing documents, contracts, and applicable law.

The Handbook and annual guidelines supplement the executed 2026–2027 Enrollment Agreement but do not retroactively alter its financial, dispute-resolution, or termination terms. Any material inconsistency should be referred to Administration for resolution and appropriate review.

Appendix A: Related Academy Policies, Guides, and Forms

The E.A. Young Academy Scholar Handbook establishes the Academy's general expectations, policies, and commitments for scholars and families. Additional documents provide detailed information about academic programs, campus operations, student health, safety, and participation in specific activities.

Some documents apply to all scholars and families, while others apply only to particular grade levels, programs, activities, or individual circumstances. Certain operational and professional manuals are maintained internally for authorized Academy personnel.

Current family-facing documents and forms will be made available through Academy-designated communication channels or upon request from Administration.

Families are responsible for reviewing applicable guidelines and completing required permissions or acknowledgments. Updates to companion documents will be communicated as appropriate. The Academy will maintain version information and effective dates for documents containing substantive policy expectations.

The Scholar Handbook and its companion documents should be read alongside applicable enrollment agreements and separately executed authorizations. Nothing in these materials is intended to override applicable law or modify executed contractual terms except through an authorized process.

Document / Form	Purpose	Availability
Upper School Course Catalog	Graduation requirements, course descriptions, grading, credit, and academic pathways.	Upper School families
EAYA School Profile	Academic program, rigor, GPA practices, class rank policy, and school context.	All families; shared with colleges
Uniform and Dress Code Guidelines	Current uniform and dress expectations, approved items, and options.	All families
Technology and Personal Device Guidelines	Device use, digital conduct, and technology expectations.	All families
Annual School Calendar	School dates, breaks, holidays, and scheduled events.	All families
Arrival, Dismissal, and Carpool Procedures	Campus traffic, scholar arrival, authorized release, and pickup procedures.	All families
Medication and Student Health Forms	Medication authorization, allergy information, and individual health documentation.	As applicable
Field Trip and Activity Permissions	Participation, transportation, and activity-specific consent forms.	As applicable
Open Campus Lunch and Independent Departure Permissions	Eligibility, authorization, and conditions for leaving campus.	Eligible families
Student Standard of Care Manual	Adult–scholar professional boundaries, safeguarding, supervision, and reporting expectations.	Internal adult-facing manual; family-facing commitments summarized in handbook
Enrollment Agreement and Signed Forms	Executed enrollment terms and separately acknowledged permissions and agreements.	Enrolled families