



Student/Parent Handbook

2023/2024





The information included in this handbook requires student and parent review and signatures acknowledging receipt to enroll with Laurel Springs School. Electronic signature pages will follow this handbook via email. Please follow the prompts and click to sign. If students and parents are unable to digitally sign the document, please submit the signed form to the Records Department by email to records@laurelsprings.com or by fax to (805) 646-0186.

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Welcome

Welcome to the Laurel Springs School community. Our faculty and staff look forward to supporting your student and building a strong, lasting relationship with your family.

For more than thirty years, Laurel Springs has engaged global learners in an education that values them as individuals, integrated their passions and pursuits into academic and career pathways, and fostered inquiry, growth, mastery, purpose, and independence. Through our robust academic and co-curricular program, our flexible, mastery-based model, and our personalized support, we nurture our students through our program and prepare them well to reach their unique goals.

Laurel Springs is more than a school. We are a vibrant community that spans all 50 U.S. states and more than 100 countries. Our students are scholars as well as artists, athletes, entrepreneurs, leaders, and changemakers, and they value our model because it supports their pursuit of their goals. Our passionate faculty and staff are deeply invested in our mission and love to work with our students and our families. Our families are supportive partners in their children's education. And, our alumni stay connected to our school as they pursue their passions beyond our virtual campus.

Thank you for entrusting us with the education of your student. We honor the choice you have made as a family to join our community, and we look forward to our partnership.

With great appreciation,

A handwritten signature in black ink that reads "Aileen Hawkins". The signature is written in a cursive, flowing style.

Aileen Hawkins, Ed.D.
Head of School

The Laurel Springs School Mission

We engage global learners in an education that values them as individuals, integrate their passions and pursuits into academic and career pathways, and foster inquiry, growth, mastery, purpose, and independence.

Laurel Springs School History

Laurel Springs School is a pioneer in online education that provides a flexible learning experience for students from kindergarten through grade 12 and beyond, establishing foundational pathways for academic, career, and personal success. Our focus is preparing students for the world ahead, and it has always been our guiding principle since the school's founding in 1991 by Marilyn Mosley Gordanier. In 2021, we marked the 30th anniversary of Laurel Springs School as a remote learning community.

Our Approach

Learning is a collaborative process. A student's academic success depends on having a strong support system in place, as well as the quality of the curriculum. Our experienced teachers, school counselors, and subject matter experts work together with each family to make up the learning team and provide multiple tiers of support for each student. A strong partnership and excellent communication between parents, students, and teachers gives students confidence, sparks their desire to learn, and ensures a successful learning experience. Student/teacher interaction differentiates our program from other online school models. We encourage students to participate in a consistent dialogue with their teachers about coursework. Our mastery-based learning model allows teachers to provide personalized authentic feedback, tailor suggestions for lessons and assignments, and suggest opportunities to improve understanding. We also believe:

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students deserve timely, differentiated support based on their individual learning needs.
- Students progress based on evidence of mastery, not seat time.
- Strategies to ensure that all students can succeed are embedded in our culture, structure, and pedagogy.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

A copy of Laurel Springs' School Profile is available on our website: www.laurelsprings.com

Accreditation

As an accredited online school, Laurel Springs meets the highest standards of excellence and offers students and families the peace of mind that comes with a premier private school experience. Laurel Springs is a private school accredited by Cognia, formerly known as AdvancED, and the Western Association of Schools and Colleges (WASC). These accreditations ensure that our students receive reciprocity of credits with schools and universities around the world. Our accredited status validates the equivalency of diplomas and certificates to other accredited schools and universities, and indicates that our curriculum and teachers are meeting our and our accreditors' standards for teaching and learning. Accreditation is an ongoing process of

self-study, goal-setting, and evaluation. During the self-study phase of the accreditation process, the school compiles data about its programs from all members of its community, including students, parents, and teachers. The information from school stakeholders is collated in a self-study report prepared for scheduled site visits that evaluate all aspects of the program and ensure that the school is meeting accreditation guidelines. The school's ability to articulate and implement an educational mission that demonstrably benefits students is of foremost importance to accrediting committees.

About This Handbook

The purpose of this Parent/Student Handbook (the "Handbook") is to serve as a general guide for families to the policies, procedures, and operations of Laurel Springs School (collectively, "Laurel Springs School" or the "School"). It presents information highlighting policies and guidelines necessary for the academic achievement, safety, welfare, and well-being of our students. It is important that families understand the School's expectations and policies, and that families know where they can direct their questions or concerns. For purposes of this Handbook, the term "parents" means a student's parents, legal guardians, and/or caregivers. Parents should take the time to carefully review this Handbook, including with their child(ren).

Please understand that this Handbook is intended only to highlight current policies, practices, and procedures. The policies and procedures set forth herein are intended as general guidelines. Specific situations may call for handling a matter differently than described herein, depending on the facts and situation. While it would be nearly impossible to review every element of every policy, or every possible scenario and outcome, this Handbook serves as a series of policy summaries to keep your family better informed.

The School has made every reasonable effort to ensure the policies in this Handbook comply with all applicable state, federal, or local laws and regulations. If families believe that this Handbook contains a policy that does not comply with applicable law, please discuss that concern with an administrator.

This Handbook supersedes all prior policies (whether written or oral, expressed or implied) which in any way contradict with the policies herein. The policies in this Handbook set forth the general expectations regarding a student's enrollment at the School, but they do not form a contract between the School and the parents or student, and the School may deviate from the guidelines and expectations set forth in this Handbook in its sole discretion and as individual circumstances may warrant.

From time to time, circumstances will require that the policies, practices, and procedures described in the Handbook may change. The School reserves the right to modify or change any or all such policies, practices, and procedures in whole or in part, at any time, with or without notice. The School will make every attempt to give timely notice of substantive changes in policy.

This Handbook is published for the use of the School community. For privacy, safety, and business reasons, we do not distribute this Handbook to anyone for commercial purposes, nor do we permit its use by anyone within the School community for any external purposes.

Non-Discrimination Statement

Laurel Springs School does not discriminate on the basis of race, national or ethnic origin, sex, gender, color, disability, religion, or any other characteristic protected by applicable law in the administration of its educational programs and admissions policies.

Diversity, Equity, and Inclusion

Laurel Springs School is committed to creating a diverse educational community rooted in equity and inclusion as fundamental human rights. We seek ways to create an environment in which the identities and cultural backgrounds of our families, students, and employees are valued and respected by the entire Laurel Springs School community.

We believe that the diversity of our students, staff, faculty, curriculum, and co-curriculum is essential to achieving the aims of a Laurel Springs School education. Throughout the Laurel Springs School journey, diverse cultural identities, world views, aspirations, affiliations, and beliefs strengthen the learning experience for all as we promote an open dialogue around difference.

Laurel Springs School students and employees are expected to uphold the highest standards of fairness and inclusivity so that all members of our community may participate in and contribute to the life of the School, regardless of age, family structure, race/ethnicity, gender, religion, socioeconomic status, sexual orientation, disability, or any other aspect of their identity.

School Communications

Communications from the School

Our goal is to keep parents up-to-date on important school news and events using a variety of communications channels including email, the Learning Management System, Student Portal, and social groups.

LSS Student Portal/Student Information System

Students and parents will log into the Student Portal for access to their Laurel Springs School courses as well as student information. Our Student Portal provides a direct link to the Learning Management System, where students will access their courses and can view progress, submit assignments, and complete coursework. In addition to course access, the Student Portal provides students and parents with specific student information, School Contact Information, Forms, and Resources.

Email

Parent communications and updates are primarily sent via email or designated classroom management tools, so please ensure that the school has your most current email address on file. We strongly recommend that parents do not “unsubscribe” to communications sent by Laurel Springs School. Should a parent/guardian need to update their contact information (address, phone, email) they may contact Student Services.

Parent Communications with Faculty and Administration

Parents may contact or request an appointment with any administrator, teacher, or staff member by email or by phone. The course teacher is the first point of contact when parents or students need to communicate about academic issues or a student’s well-being in a specific course. Any other issues related to general academic performance or a student’s well-being should be addressed to the student’s counselor if one is assigned. Parents can call Student Services at 855-658-8682 if they are unsure as to whom they should direct a particular concern. Parents are reminded that, generally speaking, the proper channel for communication is first to the teacher, then to their assigned counselor.

Publication Rights

At Laurel Springs School, we are proud of our students and their many academic and co-curricular accomplishments. Over the course of the school year, students and their schoolwork may be included in pictures, videos, or articles promoting the School. Unless parents provide the School with written notice otherwise, as outlined below, parents grant the School permission to use photographic images (video or still), verbal statements, and School-related work (e.g., art, written work) of students, parents, and staff in school publications, the school website, social media, other marketing collateral, or other school-related materials. Parents may opt out of this provision by written notice to the School at records@laurelsprings.com. Please see the enrollment agreement for more details.

Also, while we do our best to monitor media coverage of the School, please be aware that from time-to-time media companies and other individuals over whom we have no control may take photos or videos of the school, students, faculty, and parents while engaged in School-related activities, both online and in person. If asked by the media to speak about Laurel Springs School, please politely explain that you are not a spokesperson for the school and refer them to Laurel Springs School's home office.

Parent Involvement and Responsibilities

Parent Responsibilities and Expectations

Laurel Springs School recognizes that effective parent partnerships are essential in building a collaborative and shared school community. As such, we recognize the importance of a shared commitment, clearly-defined responsibilities, open lines of communication, mutual respect, and a common vision. It is a joint responsibility and can build a rewarding home and school connection.

Laurel Springs School may unenroll a student whose parent, guardian, family member or other adult involved with the student fails to comply with policies or procedures of the School, engages in conduct either online or at a School-sponsored event that could undermine the authority of the School, and/or otherwise behaves in a manner that is unbecoming of a member of the School community. The School may refuse reenrollment of a student if the School believes the actions of a parent or guardian on or off the School's property make a positive, constructive relationship impossible, or otherwise may interfere with the School's ability to accomplish its mission and/or educational goals.

To assist in creating the most effective relationship, the School expects that parents will observe the following guidelines:

Share in the School's Mission and Vision

Parents are expected to support the mission of the School, and to understand and support the School's philosophy, policies, and procedures. Relatedly, parents are expected to support the School's expectations for behavior, and understand that the School's disciplinary decisions are final.

Provide a Learning Environment that Supports the Student's Academic Growth and Wellbeing

Parents are expected to ensure that their student engages regularly with their academic courses as described in the Academic Engagement section of this Handbook. Parents and students should create a schedule that supports the student's ability to study and complete their assignments, and parents should monitor the student's online activities. Parents are expected to assist the School in ensuring that the student

meets the School's expectations for conduct, including but not limited to ensuring that their child is provided with adequate supervision at home. Parents are required to become familiar with navigating the Student Portal and their Observer account, and to review progress reports, teacher emails, and other School communications so that they can regularly monitor their student's progress.

Maintain a Collaborative, Productive Relationship with the School

Parents are expected to treat each member of the community with respect, assume good will, and maintain a collaborative approach, but particularly when conflicts and challenges arise. Parents should share information regarding the student with appropriate School employees, to ensure that the School can meet the student's academic, social, or emotional needs. They should seek to resolve problems with appropriate channels, and exercise tact and discretion regarding information that is private or personal to any individual student or family.

Faculty and Staff Gift Policy

School faculty and staff are prohibited from accepting gifts of more than a nominal value (\$25.00) from any member of the School community. Parents can help our staff by abstaining from giving gifts of more than a nominal value, even during the holiday season.

Parent Partnership and Volunteering

Building a strong and supportive partnership between home and school is the hallmark of a Laurel Springs School education. Laurel Springs School has always believed this relationship is an essential contributing factor to the positive development and overall success of its students. Laurel Springs School provides many opportunities and welcomes parents to become actively involved in any chosen area(s) of interest. These may include:

- Planning and organizing class and School-wide events
- Presentations, speaker series, and demonstrations
- Participation in the Laurel Springs School Parent Ambassador Program
- Participation in field trips, events, and family travel learning experiences

Parents who attend overnight travel learning experiences with the possibility of supervising other students may be subject to a background check prior to the event at the School's discretion.

Multiple Households

The School does not seek to become involved in parental disputes. However, in order for the School to communicate most effectively with parents and support each student, teachers, and administrators must be aware of any court-ordered guidelines regarding primary households, visitations, parent involvement in field trips, or other such similar issues. Unless otherwise specified, each parent for whom the School has current contact information will have access to the student's academic records as well as other communications during enrollment with the School.

It is the parents' responsibility to inform the School of any living, custody, or financial arrangements that may affect the student's enrollment or experience at the School.

Enrollment

Documents Needed to Enroll

In addition to signing this Handbook, forms required to enroll include:

- Laurel Springs Enrollment Agreement - The Enrollment Agreement is intended to make our partnership with you clear, and to set forth some of our policies that will govern that partnership. Laurel Springs School partners with you to provide educational services and support for each of our students. Tuition and fees provide enrollment in an accredited private school, access to certified teachers, course materials, personalized LMS, course specific diagnostic assessments, student support services and virtual office hours, administration services, educational support services, parent support services, technical support, and maintenance of student academic records.
- LSS Connect Terms of Use Agreement - LSS Connect is a private online community exclusive to Laurel Springs School full-time students and parents.

A student is formally enrolled at Laurel Springs School after the enrollment agreement has been signed, this handbook has been acknowledged in writing, and the tuition deposit has been received. Parents are required to sign an updated Enrollment Agreement form prior to enrolling in the next school year.

Enrollment Agreement

The Enrollment Agreement is entered between Laurel Springs School and the parents or legal guardians, who affirm they have authority to enter into the Agreement for the enrollment of their child(ren) on an annual basis. In consideration for the enrollment of each Student by the School, Parents acknowledge and agree to comply with and be bound by the terms and conditions outlined within the Agreement.

Full-Time Enrollment

When students have identified Laurel Springs School as their school of record, it means that they receive the benefits associated with full-time enrollment. As the school of record, Laurel Springs provides proof of enrollment and retains students' cumulative academic files, which for Upper School students is recorded on the Laurel Springs transcript.

Full-time enrollment provides access to the following:

- Academic placement services
- Certified teachers
- All e-textbook and online course materials as required
- Personalized learning management system
- Course-specific diagnostic assessments
- Access to dual-enrollment courses (Grades 11-12)
- College Counseling Program (Grades 9-12)
- College and life planning Seminar courses (Grades 9-12)
- Student support services and virtual office hours
- Parent support services including a network of ambassador families
- Technical support
- Socialization opportunities (e.g. field trip and club participation, private social network access)
- Special school events (e.g. graduation, prom, honor society induction ceremony)
- Academic records (report card, transcript, and diploma)

Full-time enrollment in The Academy at Laurel Springs School includes all of the above plus the following:

- Symposiums with guest speakers
- College Counseling Program (Grades 6-12)
- College and life planning Seminar courses (Grades 6-12)
- Access to live synchronous courses
- Access to dual-enrollment courses (Grades 9-12)
- Academy-specific co-curricular opportunities

Full-time Lower and Middle-School students must enroll in a minimum of five courses: English, Math, Science Social Studies, and PE/Health. Academy Middle-School students must also enroll in Seminar.

Full-time Upper School students enrolled for 10 months must enroll in a minimum of four credits (5 for Academy):

- 3 credits from the core subject areas (English, Math, Science, Social Studies, and World Languages)
- 1 credit from the Elective or core subject areas
- 1 credit Seminar

Full-time Upper School students enrolled for 5 months must enroll in a minimum of 2 credits:

- 1.5 credits from the core subject areas (English, Math, Science, Social Studies, and World Languages)
- 0.5 credit from the Elective or core subject areas
- 0.5 credit from Seminar

Full-time Upper School students must obtain a total of at least 23.5 credits during grades 9 - 12 to receive a Laurel Springs School high school diploma. To fulfill these graduation requirements, Upper School students typically enroll in 5-7 credits per 10-month enrollment. Upper School students must also take a 0.5 credit grade-level specific Seminar course for each year of Upper School.

Students wanting to enroll full-time must provide accurate official or unofficial academic records at the time of initial enrollment. Official records must be provided before the end of the initial enrollment to re-enroll. Laurel Springs School does not give credit for partial work completed in the same or similar course at another school or via homeschooling.

Dual Enrollment, Transfer Credits, and Homeschool

Full-time students completing coursework through dual enrollment outside of Laurel Springs' offerings or through other accredited academic institutions must enroll in the minimum 2 Laurel Springs credits per semester. Students completing accredited coursework outside of Laurel Springs must complete those courses prior to or during their final semester of enrollment with Laurel Springs if they wish to count them towards graduation requirements. Other courses taken outside of Laurel Springs must be approved by the Counseling Department prior to students' enrollment in the courses. It is at Laurel Springs' discretion to award credit for transferred courses. Please refer to the Academic Records section for information about how transferred courses are included on the Laurel Springs transcript.

Coursework completed via homeschool during full-time enrollment with Laurel Springs will not be awarded credit towards graduation requirements.

Grade 12 Full-Time Applicant Enrollment

At the discretion of the Counseling Department, Laurel Springs School will accept grade 12 full-time applicants and those grade 12 part-time students who wish to transfer to Laurel Springs full-time.

10-Month Enrollment

Official transcripts from all prior schools must be received for the grade 12 10-month/full year enrollment to be processed. College-bound student athletes must begin their grade 12 enrollment prior to October 1 unless approved by the Education Department. Regardless of the number of transfer credits Laurel Springs accepts, grade 12 full-time applicants must enroll in and complete a minimum of 4.5 credits (3 credits from English, Math, Science, Social Studies, or World Language, a required 0.5 credit grade level Seminar course, and 1 credit either from a core subject area, Fine Art, Health/Physical Education, or Elective). To earn a Laurel Springs diploma, applicants must meet all Laurel Springs' graduation requirements and complete the grade 12 4.5 credits.

5-Month Enrollment

Official transcripts from all prior schools must be received for the grade 12 5-month/semester enrollment to be processed. College-bound student athletes must begin their grade 12 single semester enrollment prior to October 1. Regardless of the number of transfer credits Laurel Springs accepts, grade 12 full-time applicants enrolling for a 5-month/semester enrollment must enroll in and complete a minimum of 2.5 credits (1.5 credits from English, Math, Science, Social Studies, or World Language, a required 0.5 credit grade level Seminar course, and 0.5 credit either from a core subject area, Fine Art, Health/Physical Education, or Elective). In order to earn a Laurel Springs diploma, applicants must meet all Laurel Springs' graduation requirements and complete the grade 12 2.5 credits.

Part-Time Enrollment

When students are enrolled full-time with other schools and choose to complete single courses with Laurel Springs, the students are considered part-time, and Laurel Springs is not the students' school of record.

Part-time enrollment provides access to the following:

- Certified teachers
- All etextbook and online course materials as needed
- Personalized learning management system
- Technical support
- Report card and transcript of completed courses

Part-time students are not eligible to earn a Laurel Springs diploma.

Part-time students in grades K-8 may enroll in no more than 3 full-year courses per grade level, excluding summer course enrollment. Part-time students in grades 9-12 may enroll in no more than 3 credits per grade level, excluding summer course enrollment. Laurel Springs School does not excuse coursework if students completed the same or similar coursework at another school or via homeschooling.

Summer Program Enrollment

Summer is an ideal time for Laurel Springs students to take online courses that accommodate activities and travel. Students enrolled in a summer course will complete a full year or semester of academic work in a shorter, defined summer session. Students may select from a series of start dates for their online summer courses.

Summer students are expected to stay on track with assignments and assessments based on course end dates. Students have access to the Summer Orientation two weeks prior to a course's start date.

Please note the following regarding summer courses:

- Summer courses are paid in full at the time of enrollment. If a course is dropped before the start date, tuition for that course will be refunded.
- Tuition discounts (military or sibling discounts do not apply for part-time students).
- Students new to LSS pay a registration fee.
- Course prerequisites need to be met for students to enroll in some selected summer courses.
- Students may enroll in no more than 4 semester summer courses or 2 full-year summer courses.
- Summer coursework is listed on the student's academic record as completed during the student's current grade level.

The Gap Year Program Enrollment

The Gap Year Program at Laurel Springs offers recent upper school graduates competitive semester and year-long academic opportunities tailored to their unique interests and continuing education goals. This fully-online, customizable program is built for students who wish to distinguish themselves academically, cultivate and discover their passions, and/or acquire comprehensive tools to better prepare for the transition to higher education. Please contact the Admissions Department for more information.

Proof of Enrollment

If a student needs Laurel Springs to confirm proof of enrollment via a standard, school-generated document, this request may be made via the Academic Request Form in the Student Portal. If specific paperwork needs to be completed by Laurel Springs, please email the request to Records@laurelsprings.com, including any associated information, with applicable student information filled in. Requests will be completed within 5-7 business days, unless additional time is needed given the nature of the request. Fees may be charged at the student's expense pending the nature of the request.

Types of enrollment requests may include:

- Apostille
- Driver's Permit
- Work Permit

Students needing a Student ID must submit the Student ID Request form via the Student Portal. Please allow a minimum of 2 weeks for the request to be processed. Student IDs are only provided upon request.

Onboarding & Orientation

Laurel Springs' Student Services Department welcomes new families, answers questions, and provides training and support for the Laurel Springs Learning Management System (LMS). Our top priority is to help our families have a positive and successful experience at Laurel Springs.

Students are enrolled in an Orientation Course prior to the start of their academic courses. The online Orientation Courses, specifically designed for the Lower School, Middle School, Upper School, and the Postgraduate Program, show students how to create a personal schedule based on their individual needs, and extracurricular commitments. Students also learn how to navigate through courses and the gradebook to fully understand how to be successful in our flexible learning environment. While the Orientation Courses do not require a significant time commitment, they do present vital information, and participation is necessary to ensure academic success. We highly recommend students complete the Orientation Course lessons before beginning any academic courses.

Students who complete the Orientation Course will know how to:

- Navigate courses and the gradebook
- Communicate with their teachers and other faculty and staff members
- Manage their time and course schedules
- Submit coursework for review
- Understand the expectations set for Laurel Springs' students
- Identify and advocate for their own needs and questions

Following onboarding, families are encouraged to reach out to their teachers for support. Additionally, the Student Services Department is available to help via phone, email, or virtual office:

- Phone: (855) 658-8682
- Live Support: <https://laurelsprings.adobeconnect.com/studentervices>
- Monday-Friday, 5:30 am - 5 pm (Pacific Time)
- Email: StudentServices@laurelsprings.com

Leave of Absence

In some cases, full-time students may be faced with circumstances that keep them from being actively engaged during their enrollment. If a full-time student is unable to complete their schoolwork due to extenuating medical or personal issues for an extended amount of time, a leave of absence may be provided at the discretion of Laurel Springs School. Students may apply for a leave of absence that is a minimum of 30 calendar days and up to a maximum of 90 calendar days. A Leave of Absence must be current and will begin the date the Leave of Absence Request Form was submitted, pending approval. Leave of Absences cannot be backdated for time not worked in courses. A leave of absence will not be given for vacations or sports tournaments.

To obtain a leave of absence, the student's parents must contact the School Counseling Department to discuss the student's situation to see if a leave of absence is applicable. If the circumstance meets the criteria for a leave of absence, the student's parents will be required to complete the Leave of Absence Request Form, which will be reviewed by the Counseling Department for approval. Requests must be made within 14 calendar days of the situation necessitating the leave.

During a leave of absence, access to all courses will be shut off, the student's teachers will be notified, and no work will be expected during this time. A leave of absence does not provide a student with additional time

to complete work. When a student returns from a leave of absence, the time remaining prior to the leave becomes available and the student may resume working in courses. Payment plans will continue while a student is on a leave of absence.

Leaves of Absence are not available for part-time students or postgraduate students. If a part-time student has an extenuating medical or personal issue, the student may choose to drop their courses. Any course not dropped or completed by its end date will be considered Incomplete. Please refer to the Incomplete Courses section for more information. Leaves of Absence do not apply to dual-enrollment courses.

Modifications Requests

As a private school, Laurel Springs is committed to providing a superior education to all students. As part of that commitment, Laurel Springs makes its programs and services available on a nondiscriminatory basis, including to students with disabilities, as required under Title III of the Americans with Disabilities Act (the “ADA”). Laurel Springs is not subject to the same rules as public schools. Laurel Springs does not provide Special Education programs nor does Laurel Springs create or implement IEPs/GIEPs or 504 plans. It is important to note that Laurel Springs’ instructional model of learning does meet many of the specially designed instructional accommodations in many IEPs/GIEPs/504s. For example, assessments are untimed, and students may take breaks as needed, chunk material, and take opportunities to retake and redo assignments as needed. Students with learning challenges may be successful in our more flexible learning model, as they can spend time working without the distractions of a classroom, and with whatever support they may need from home or another preferred location. If, outside of Laurel Springs, parents find tools that accommodate and support their children in the areas needed, they are welcome to use those; however, students will be expected to complete all assignments and assessments as assigned in our Learning Management System (LMS). Students with disabilities, or their Parents, may request reasonable modifications to our programs and services. Parents should contact the Counseling Department to begin the modification request process.

The process begins with either the student or student’s parents making the request to the Counseling Department. Laurel Springs may require documentation regarding the student’s condition in addition to forms to help better understand the nature of the request. Pursuant to Title III of the ADA, Laurel Springs will make reasonable modifications to enable a student to participate in the program. If Laurel Springs cannot put these modifications in place, Laurel Springs and the student’s parents will discuss whether Laurel Springs is able to accommodate any other modification requests that would help the student to meet the School’s requirements, or whether it is in the student’s best interests to remain enrolled at Laurel Springs.

Enrollment Changes

Course Change Requests

Students may request to make changes to the courses in their enrollments. Changes may include:

- Adding courses
- Dropping courses
- Changing courses

When considering course changes, it is important to consider the academic and financial impacts as noted below. Laurel Springs School has the right to change courses and cancel courses at any time and to move students to different courses or refund as appropriate pending the model through which tuition was paid.

Full-Time Students

Full-time K-12 or postgraduate students interested in course changes should contact the Counseling Department.

Adding Courses

Full-time students may add courses to their enrollment at no additional charge, provided there is at least 2.5 months remaining in their enrollment. Course additions for full-time students must be approved at the discretion of the Counseling Department.

Dropping Courses

Dropping a course is allowed when a student is enrolled with Laurel Springs School but no longer wants to be enrolled in a course. Full-time students can request to drop a course in their enrollment and must be approved at the discretion of the Counseling Department. When full-time students enroll for a full year or single semester and drop a course that is included in the tuition, no refund/credit is available and any balance remains due.

Students changing from a full-time enrollment to a part-time enrollment must drop courses to meet part-time enrollment requirements. Tuition costs may remain due for the dropped courses. If this change occurs within 30 days of the enrollment start date, 80% of the full-time tuition minus the single course cost of the courses being kept will be refunded/credited to the student's account (if due). If the account is paid in full the student would receive a refund, (if due), and if they have a payment plan Laurel Springs will apply a credit to the end of the payment plan (if due). If this occurs after 30 days from the start date in the enrollment, no credit would be owed and any balance on the payment plan (if applicable) would remain due.

Full time students wishing to no longer be enrolled with Laurel Springs School must submit a withdrawal request and may be responsible for the costs associated with the enrolled courses. Please see the Withdrawing Policy section in this Handbook for more information about costs associated with withdrawal.

- For students taking dual-enrollment courses offered in partnership with Laurel Springs, courses must be dropped before the end of the college/university's specified drop period and in accordance with the college/university's refund and transcript policy.
- Micro-courses are not eligible for refunds when dropped after the start date.
- Summer school courses are not eligible for refunds when dropped after the earliest start date in the summer enrollment.

Changing Courses

Full-time students may make changes to their courses after their enrollments have started. Changes for full-time students must be approved at the discretion of the Counseling Department. Changing courses does not apply to micro-courses or summer school courses.

If a student drops a summer course and adds a new course before the summer enrollment start date, full credit for the course dropped will apply to the cost of the course added.

Prior to Part B of a full-year course, a student may drop Part B and add a different course. Full credit for the course dropped will apply to the cost of the course added. NOTE: If the student has used time from Part B for Part A, no credit will be given.

If the course added is more expensive than the course dropped, the family must pay the difference. If less expensive, no credit/refund will be provided.



Part-Time Students

Part-time students in grades K-12 interested in course changes should contact their Admissions Coordinator.

Adding Courses

Part-time students may add courses to their enrollment at the discretion of the Admissions Department. The tuition for the added courses must be paid in full.

Dropping Courses

If a part-time student is enrolled in a full-year course (Part A and Part B) and drops one or both Parts between 1 and 30 calendar days from the earliest course start date in the enrollment, 80% of the tuition cost is refundable and will be applied to any remaining balance due. If the student requests to drop one or both Parts 31 calendar days or more after the Part A start date, no refund/credit is available, and any balance owed remains due (credit applied to the end of the payment plan, if applicable). If a student drops a course (single semester with no related Part A or Part B) between 1 and 30 calendar days from the earliest course start date in the enrollment, 80% of the tuition cost is refundable and will be applied to any remaining balance due. If the student requests to drop the course 31 calendar days or more after the start date, no refund/credit is available, and any balance owed remains due. Micro-courses are not eligible for refunds when dropped after the start date. Summer school courses are not eligible for refunds when dropped after the earliest start date in the summer enrollment.

Changing Courses

If part-time students wish to change the type of course they are enrolled in, or the subject matter being studied, within the first 30 days of the enrollment period, Laurel Springs credits the full cost of the dropped course towards the new course. If the cost of the new course is greater, the difference in tuition is due in full at the time of the change. If the cost of the new course is less, any credit due will be applied to any remaining balance. If a student wants to make a change in course curriculum 31 days or more after the enrollment start date, Laurel Springs will apply a prorated credit toward the cost of the new course, based on the time the student was enrolled in the original course.

If a student drops a summer course and adds a new course before the summer enrollment start date, full credit for the course dropped will apply to the cost of the course added.

Prior to Part B of a full-year course, a student may drop Part B and add a different course. Full credit for the course dropped will apply to the cost of the course added. NOTE: If the student has used time from Part B for Part A, no credit will be given.

If the course added is more expensive than the course dropped, the family must pay the difference. If less expensive, no credit/refund will be provided.

Academic Impact of Dropping a Course

A student has 30 calendar days from a course's start date to drop the course. Within this timeframe the course will be removed from the student's academic record. After this date and until the course's end date, the course may be dropped and a 'W' (for Withdraw) will be listed as the course's final grade on the student's academic record. If a course's end date has passed, the student may not drop the course and the course will be considered Incomplete.

Courses that are considered full year (consisting of Parts A and B of the same course in the same enrollment) must both be dropped 30 calendar days from the start of Part A to be removed from the student's academic record. After this date and until the Part A and Part B end dates, the courses may be dropped and a 'W' (for Withdraw) will be listed on the student's academic record as the course Parts A and B final grades.

Dual-enrollment courses offered in partnership with Laurel Springs may be dropped in accordance with the policies of the specific college/university.

Impact of Incomplete Courses & Course Failures on Transcripts

Laurel Springs teachers monitor student progress throughout the course and will contact students and families if they see that a student is struggling or needs assistance. It is the responsibility of a student (with the support of their learning coach) to complete work in a timely and ethical manner.

- If a student does not complete a course by the end date, they will receive an "I" for "Incomplete" on their transcript.
- If a student withdraws from a course 30 days or more after the start date, they will receive a "W" for "Withdrawn".
- If a student receives a failing grade at the end of the course, they will receive a grade of 'F' or a 'O' on their transcript. They may have the option of re-enrolling in the courses at the discretion of the Counseling Department.

Course Failures

Laurel Springs is a mastery-based program, which means that students should master one concept before moving on to the next. When a student fails an assignment, the teacher offers feedback to the student with the chance for a re-try. It is crucial in this environment that students turn in work as they go, rather than turning in multiple assignments at one time, which limits the teacher's ability to provide guidance and retries. If a student is failing a course, the teacher will contact the student and parent to offer additional assistance. Students who fail courses and receive a grade of 'F' or a 'O', may have the option of re-enrolling in the courses at the discretion of the counseling team.

Course Extensions

If a student is unable to complete a course by its designated enrollment end date, an extension on the enrollment period may be purchased if the student has completed at least 60% of gradable activities in the course. Extensions are granted at the discretion of the Student Services Department and may not be approved even if a course meets the 60% minimum. Extensions may also be required for work submitted in bulk near the end of an enrollment to accommodate time for grading and assessment completion. The Student Services Department will examine a student's progress in all courses to determine the approval for an extension to complete the remaining coursework. Extensions must be purchased within 30 calendar days of the original end date of a course. The course's end date is then extended out for time purchased. If less than 60% of a course is complete, a student must re-enroll in the course, paying full course tuition, to complete it. Re-enrollment is at the discretion of Laurel Springs.

Extensions for Courses Incomplete at Enrollment End Date

One-Month Extension

A course must be at least 60% complete in gradable activities in order to qualify for a one-month (30 calendar days) extension. One-month extensions are applicable for semester courses, or when a Part B for a full year course is at least 60% complete.

An additional one-month extension (60 calendar days) can apply to full-year courses only (consisting of Parts A and B). Part A of a course must be 100% complete and Part B of a course must be 60% complete in gradable activities. It is recommended that students purchase extensions one month at a time. If the student does not finish the course within the first month, a second, final extension may be purchased. If a student is enrolled in a full-year course but has not finished Part A, the student would be eligible for a one-month extension provided that the Part A is a minimum of 60% complete in gradable activities. The student would then need to re-enroll and pay full course tuition for the Part B.

For pricing of extensions, please contact the Student Services Department.

Summer Program Extension

A course extension is available should a student need additional time to complete a summer course. The summer course must be at least 60% complete in gradable activities by its end date to be eligible for an extension. Summer course extensions are available for purchase at the discretion of the Student Services Department. Up to 2 weeks of extensions can be purchased.

For pricing of extensions, please contact the Student Services Department. Extension fees are subject to change. Microcourses, dual-enrollment courses offered in partnership with Laurel Springs, certain Postgraduate courses, may not be extended.

Financial Obligations

Laurel Springs reserves the right to withhold proof of enrollment requests, report cards, transcripts, and/or diplomas for any student not in good financial standing with the school. Laurel Springs reserves the right to suspend services if monthly payments are not made in a timely manner. A student will be administratively withdrawn if payments remain uncollected. Final transcripts, report cards, and/or diplomas will not be issued until all outstanding tuition is paid in full, as permitted by applicable state laws.

Withdrawing from Laurel Springs School

To withdraw from Laurel Springs School means that a student will no longer be enrolled in any courses. Full-time students may request to withdraw from Laurel Springs School by contacting their Enrollment Coordinator. Students wishing to withdraw from a course but who want the option to re-enroll in other courses with Laurel Springs School should refer to the section on Course Change Requests. Full-time students who would prefer the part-time option should reach out to their Enrollment Coordinator. Part-time students requesting enrollment changes/drop courses should contact their Admissions Coordinator. Students may withdraw at any time.

Should it be necessary for any reason to withdraw a student voluntarily, such withdrawal must be by advance written notice submitting the Withdrawal Form available in the Student Portal. The date of a student's official withdrawal from Laurel Springs School may not be before the date the Withdrawal Form is submitted.

When a withdrawal request is submitted within 30 calendar days from the first course start date in the enrollment, any courses a student is enrolled in at that time will be removed from the student's academic record. If a withdrawal request is submitted after 30 calendar days from the first course's start date, any courses in the student's enrollment that have started will receive a grade of "W" (for withdrawal) and any courses not yet started will be removed from the student's academic record.

Academic Records & Student Privacy

Legal and Preferred Names

A student's legal name is displayed on all school records and in the Learning Management System (LMS). A student's gender is officially recorded in connection to the legal name. If a student legally changes their name and/or gender marker, a copy of the legal document indicating said change must be provided to Laurel Springs' School Counseling Department, Student Services Department, or Records Department. Legal name and/or gender changes will be processed within 5-7 business days. A student may notify Laurel Springs' School Counseling Department or Student Services Department of a preferred name, gender, and/or pronouns that will be visible only to Laurel Springs faculty and staff. Academic records will reflect the child's legal name.

Privacy of School Records

The Laurel Springs School Records Department maintains all student records. The information within these records is strictly confidential and can only be released with the consent of parents, legal guardians, and students over the age of 18, or if requested by a court. Requests to access student records may be submitted via the Academic Request Form in the Student Portal or by emailing Records@laurelsprings.com providing official orders to release.

Academics

Academic Records

Laurel Springs' academic records include a course report, report card, transcript, and diploma. Course reports detail the courses a student is currently enrolled in and may include current grades. Report cards reflect the completed courses and earned grades for the associated grade level, K-8. Transcripts, unofficial and official, represent a student's cumulative Upper School coursework, including earned grades, credit, and unweighted and weighted grade point averages (GPA). Date of withdrawal or graduation are also included for full-time students. Diplomas are awarded to those students who fulfill Laurel Springs' graduation requirements.

At the time of enrollment, unofficial academic records are used to place full-time students in courses. After enrollment, official academic records reflecting prior completed coursework must be sent to Laurel Springs' Records Department directly from the issuing institution. Full-time students' prior completed coursework is displayed on their Laurel Springs transcripts. Until all official copies of the prior records are received, a full-time student's Laurel Springs transcript, official and unofficial, will not be released. If a full-time student is withdrawing during their first enrollment with Laurel Springs School, prior academic records will not be included on the student's transcript. If a full-time student is withdrawing after their first enrollment with Laurel Springs School, and if prior academic records have been received, they will be included on the student's transcript. (Please refer to the Withdrawing from Laurel Springs School section for more information about what is displayed on a student's transcript.) A diploma will also not be provided to full-time students until official copies of prior transcripts are received.

For courses taken outside of Laurel Springs to be awarded credit, an official transcript must be provided directly from the issuing institution to Laurel Springs. Courses taken outside of Laurel Springs must be approved by the Counseling Department prior to students' enrollment in the courses. Laurel Springs may or may not award credit for transferred courses at its discretion. Laurel Springs records transferred course names and credit based upon the received official transcripts. Laurel Springs' academic records only report numeric grades. For more information about how transferred course grades are recorded, please refer to the Grading Scale section.

If a student enrolls in and completes summer school courses, that coursework will be listed as having been completed during the most recent grade level completed.

Academic records are not automatically generated and sent to students. Course reports, report cards, transcripts, and diplomas may be requested via the Academic Request Form in the Student Portal. Requests will be completed within 5-7 business days, unless additional time is needed given the nature of the request. Fees may be charged at the student's expense for special shipping and delivery requests.

If a student withdraws from Laurel Springs School in the middle of an enrollment, any balance owed must be paid prior to academic records (unofficial and official) being released. In addition, we do not provide final transcripts or diplomas for graduates until the student's account is paid in full.

Grading Scale

Laurel Springs operates on the grading scale below. The Learning Management System (LMS) lists both alpha and numeric grades. Laurel Springs' academic records only report numeric grades, except when a grade below 59.5% is earned, and an 'F' is recorded.

LETTER GRADE	NUMERIC GRADE	COLLEGE PREP	HONORS	AP/ DUAL ENROLLMENT
A+	96.5-100	4.00	4.50	5.00
A	92.5-96.4	4.00	4.50	5.00
A-	89.5-92.4	3.70	4.20	4.70
B+	86.5-89.4	3.30	3.80	4.30
B	82.5-86.4	3.00	3.50	4.00
B-	79.5-82.4	2.70	3.20	3.70
C+	76.5-79.4	2.30	2.80	3.30
C	72.5-76.4	2.00	2.50	2.70
C-	69.5-72.4	1.70	2.20	2.70
D+	66.5-69.4	1.30	1.80	2.30
D	62.5-66.4	1.00	1.50	1.70
D-	59.5-62.4	.70	1.20	1.70
F	59.4 <	0.00	0.00	0.00

Students completing Upper School courses with a grade of 59.5% or higher will receive credit. Courses are worth 0.5 credits per semester. Full-year courses are comprised of two semesters, labeled A and B respectively. Full-year courses completed with grades of 59.5% or higher are awarded 1.0 credit. One final averaged grade for full year courses, comprised of Parts A and B, will be listed on student transcripts, provided the Part A and B grades are 59.5% or higher.

The grading scale is used to calculate a student's grade point average (GPA) for Upper School courses displayed on transcripts. GPA calculations are based on an unweighted and a weighted system. College Prep courses receive no additional weight and are based out of a 4.0 scale. Honors and Advanced Placement (AP) level courses receive additional weight. Quality points in the amount of 0.5 are added for Honors courses (weighted out of a 4.5 scale) and 1.0 quality point is added for AP courses (weighted out of a 5.0 scale). Please refer to the grading scale. Transferred International Baccalaureate (IB) courses and college/university dual enrollment courses receive the same weight as AP courses. Completed Laurel Springs' Upper School Physical Education courses, as well as pass/fail courses, receive credit, but are not calculated into a student's GPA. Upper School courses completed while a student is in Middle School receive credit, but are not calculated into a student's GPA. Unweighted and weighted GPAs are calculated for each enrollment containing Upper School courses, and a cumulative unweighted and weighted GPA is also calculated and reported on transcripts.

Laurel Springs records transferred course names, grades, and credit based upon the received official transcripts. GPA Final grades as provided are also recorded. If individual marking period, semester, or trimester grades are provided, these grades will be averaged on the Laurel Springs transcript. Grades calculated into the student's GPA by the transferring school will be calculated into the student's cumulative Laurel Springs' GPA. (Laurel Springs does not calculate transferred Upper School courses completed in Middle School nor transferred Upper School Physical Education credits into a student's GPA.) If a prior school reports both alpha and numerical grades, the numerical grades will be recorded on Laurel Springs' academic records. If alpha grades are reported and a numerical range is provided, the lowest numerical grade will be recorded on Laurel Springs' academic records. If no numerical grades are available, the Laurel Springs' grading scale will be used to convert the alpha grades to numerical values (an average based on Laurel Springs' grading scale).

To calculate a Laurel Springs GPA, determine the quality points earned by multiplying the course level value (e.g. College Prep, Honors, AP) for each course, by the number of credits for that course. Add up the quality points, and then divide the total quality points by the total number of credits.

Laurel Springs does not calculate class rank.

Graduation Requirements

To earn a Laurel Springs’ diploma, full-time students must fulfill Laurel Springs’ graduation requirements. Students must earn a minimum of 23.5 credits from the following subject areas:

SUBJECT	REQUIRED CREDITS
English	4.0 credits
Mathematics	3.0 credits
Science	3.0 credits
Social Studies	3.0 credits
World Language	2.0 credits
Fine Art	1.0 credits
Physical Education	2.0 credits
Health	0.5 credits
Elective or additional Fine Art	1.0 credits
Additional credits	4.0 credits
TOTAL	23.5 credits

- Math must include, at a minimum, Algebra 1, Geometry, Algebra 2, or higher-level math.
- World language must be two years of the same language.
- Grade-level specific Upper School Seminars (.5 credits) are required for each year of enrollment.
- Independent Study is available to earn elective credit.
- *Elective credit may include additional core courses taken beyond the minimum requirements.

Upper School courses that students wish to transfer to Laurel Springs for fulfillment of graduation requirements will be considered at the discretion of the Counseling Department. Transferred Upper School courses that are not designated as an English, Math, Science, Social Studies, World Language, Fine Art, or Health/Physical Education course by the transferring school will be considered Elective credit and counted as such toward meeting graduation requirements.

Sole Ownership of Curriculum

Parents and students understand that curriculum and related materials supplied to students at the School contained intellectual property which is the sole and exclusive property of Laurel Springs School. In some instances, certain information and materials provided or used by Laurel Springs School constitute or contain intellectual property owned by third parties, and that Laurel Springs School’s use and distribution of such information and materials is pursuant to a license. Students, parents, and/or their family members are not permitted to use or distribute such information or materials other than for use in connection with their student’s attendance and participation in Laurel Springs School classes and activities.

Academic Instruction & Support

Laurel Springs teachers serve as experts in their content areas who support this self-paced learning process by providing individual guidance, targeted feedback, and supportive encouragement to each student. Teachers hold virtual office hours and may offer individual appointment times to provide live support to students who have questions or need extra support.

Students can also access additional academic support through Tutor.com, a 24/7 tutoring service available to all Laurel Springs students.

Academic Coaches

Laurel Springs strongly recommends that every student have a designated Academic Coach, typically a parent, who supports the student in their learning at home. Academic Coaches are an integral part of student success, since they serve as partners in promoting continuity in student learning, open and ongoing communication, regular submission of work, and a partnership between students, parents, teachers, and staff.

Pacing & Course Expectations

The School supports students' flexibility in how they complete their coursework. We do not calculate attendance hours. To achieve successful learning outcomes and master course material, Laurel Springs recommends regular student academic engagement. Students are expected to regularly engage and submit work in their courses, whether daily or weekly. Students will be considered inactive if there is an absence of work submission in any class for more than two weeks.

Once a student is determined to be inactive, faculty and staff will reach out to support the student with a plan to actively and consistently submit work in the specific course. Regular student inactivity could result in the student not meeting a course's stated enrollment end date. If an enrollment end date is not met, the student could be required to purchase an extension or re-enroll in the course, per the Extension policy in this Handbook. Patterns of inactivity and no communication with the school could result in re-enrollment ineligibility or administrative withdrawal from the School.

Laurel Springs curriculum is designed to be asynchronous and mastery-based. This allows students to focus on learning in their own way, at their own pace within each course. However, it is also important that students spend an appropriate amount of time engaging rigorously with their course work. For this reason, students may not complete a 5-month (semester) course in less than 2.5 months. For summer course pacing requirements, please see the Summer Program Handbook.

Laurel Springs supports regular pacing for each course by providing due dates for assignments inside the Learning Management System (LMS). Although students are not required to follow this pacing guide (and are not penalized for turning work in "late"), we strongly encourage the use of this guide to help students engage in deeper, more meaningful learning throughout each course.

The most effective daily workflow for any individual student will vary based on students' reading, writing, mathematical, and processing skills. In general, however, students should expect to spend the following amount of time each day on their courses:

- Lower School courses: about 30 minutes per day/subject
- Middle School courses: about 45 minutes per day/subject
- Advanced Middle School courses: about 1 hour per day/class
- Upper School college prep level courses: about 1 hour per day/ class
- Upper School Honors level courses: about 1.5 hours per day/ class
- AP level courses: about 2 hours per day/class

Blocking

Some students who are taking more than one class at a time may find it helpful to “block” their work such that they work in one particular subject for one day or even one week, then switch to a different subject. Students who are completing coursework in a block format that spans more than 1 week should proactively communicate this to their teachers so they can support this flow of work.

Bulk Work Submissions

Students experience the best quality learning with Laurel Springs curriculum when they submit assignments at a regular pace over time. This allows teachers to provide timely feedback (typically within 2 business days) so students can retry assignments as needed and ensure that they have mastered a concept before moving to the next lesson. Laurel Springs strongly discourages “bulk submitting” - meaning, the submission of many assignments in a single course within a short period of time. Students who bulk submit should expect that teachers will need significantly more time to grade and provide feedback on those assignments. The larger the “bulk submission,” the more time it will take to process the assignments appropriately. If a student submits bulk work at the end of a course, the student/parent may need to purchase a course extension to allow time for grading and completion of any final exams.

Time Away from School

Once a course begins, it cannot be “paused”. However, because the work is self-paced, students and families have the ability to take time away from school to travel or engage in other activities, as long as their course work is completed by the end date of the course.

However, if a student will not be completing any work in a course for 2 or more weeks at a time, students/parents are expected to communicate proactively with their teachers so teachers can support a different schedule as needed.



Blackout Days

In the LMS, students may select up to 10 days per semester on which they do not want to have assignments or assessments due (in addition to the 12 holidays when Laurel Springs' school offices are closed). Please refer to the School Calendar section for the specific holidays. These 10 "blackout days" may be added to students' LMS Calendars at any time during a semester, and are intended to allow students to give themselves personal time off as needed.

Adding blackout days to a course does not add additional time to the course, and students are still expected to complete all coursework by the course end date.

Course Completion

To complete a course and receive a final grade at any grade level, students must complete all assignments in the course and have a minimum final grade of 70% on all gradable assignments. Middle School and Upper School courses also have mandatory semester exams in both Parts A and B. All Upper School semester exams require a proctor, and the School may at times require a proctor for Middle School exams. See the course for information about exams and proctoring.

Before a student can take a semester or final exam:

- All course assignments and previous assessments must be attempted at least once with a minimum final grade of 70%.
- The teacher must grade all assignments in the course.
- If applicable, the student must complete and the teacher must grade the Proctor Contact Assignment.

It is the responsibility of the student to find a secure testing location with a continuous internet connection. An exam can only be opened and started once. Once an exam is opened and started, students must complete the exam in one sitting, and once it is submitted, the exam cannot be reopened for a retry.

Semester and final exams mark the completion of a course; students may not redo any work in the course after they take the semester or final exam. After the teacher grades the exam and finalizes the course grade, the course cannot be reopened.

College-Bound Student Athletes

All potential college-bound student athletes are encouraged to disclose their sport(s) of interest during the enrollment process. Knowledge of a student's potential aspirations is crucial when advising and placing students in Laurel Springs' NCAA-approved courses and monitoring completion of academic requirements needed for NCAA eligibility. The NCAA is solely responsible for determining students' eligibility to play collegiate sports and needs to confirm core course credit, especially for students who completed coursework through homeschooling or internationally. Students and their parents are encouraged to contact the NCAA directly with questions, or they may reach out to the Laurel Springs' Student Athlete Manager and/or their assigned College Counselor.

PSAT, SAT, ACT, and Advanced Placement (AP) Exams

Due to the online format of Laurel Springs School, we are not able to offer onsite standardized testing (e.g. PSAT, SAT, and ACT) or Advanced Placement exam testing. It is the responsibility of students and their parents to find testing sites and to be aware of any CollegeBoard and ACT deadlines for finding a testing site and registering for exams. Students enrolled with Laurel Springs are required to report their scores to Laurel Springs using the school's code: 052256.

For PSAT, SAT, and ACT testing, the CollegeBoard and ACT have specific timelines for registration, and the testing process that brick-and-mortar public and private schools must follow. Please refer to the following websites for specific information about exam registration and timelines:

- PSAT: <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10>
- SAT: <https://collegereadiness.collegeboard.org/sat>
- ACT: <https://www.act.org/content/act/en/students-and-parents.html>

Advanced Placement (AP) exams are offered each year in May. We recommend that families contact schools offering the exams in their area as close to the beginning of the testing school's academic year as possible as registration timelines may vary. It is the responsibility of students and their parents to secure a testing location as soon as possible and adhere to that school's registration timeline. Please refer to the following regarding AP exam registration:

- The CollegeBoard recommends using the AP Course Ledger (<https://apcourseaudit.inflexion.org/ledger/>) to identify local schools that offer the course or courses for which a student wants to take the exams. More information about the process for signing up for exams can be found in the Course Resources folder in students' AP Courses.
- Once the name of a local school is identified, the student needs to contact the school's AP coordinator to request permission to test at their school.
- The school at which a student selects to test will provide an "Exam Only" code to the student and charge a fee to order exam materials. Additional fees for proctoring and/or administrative costs may also be charged as permitted by the CollegeBoard.
- AP exams are given each year in May and, while they can be taken by any student, it is recommended that a student successfully complete the corresponding AP course prior to taking the exam.
- For more information about AP exams and courses: <https://apstudents.collegeboard.org/>

Honor Code

The Laurel Springs Honor Code enforces a system under which students can trust and be trustworthy, understand expectations, and succeed in meeting the goals of academic and personal excellence. The Honor Code helps to create a culture of academic honesty by:

- Encouraging the development of good character and personal responsibility
- Focusing students on learning
- Requiring the production of students' own, original scholarship

At the outset of each course, students must read and acknowledge their understanding of the Honor Code. The Honor Code is available for download and review in all Laurel Springs courses. When students are found to have acted in violation of the Honor Code, faculty and school administrators respond as outlined in the current Honor Code document.

The primary goal of LSS faculty and administrators is to educate and support students in learning from their mistakes and making better choices in the future. However, repeated Honor Code Violations (HCV) may result in consequences up to and including administrative withdrawal from LSS.

Student Support Services

School Counseling Services

Laurel Springs School Counseling services are available to all full-time students in grades K-12. Full-time students in grades K-8 in need of counseling services may reach out to the K-8 Counselors or the School Counseling Department for assistance. Upon entering Upper School or The Academy at Laurel Springs, students are assigned a specific College Counselor who will work with them through graduation. Available support services include one-on-one counseling sessions, valuable grade-level specific resources related to academic transitions, college, and career success, and live webinars on subjects such as selecting the right college, standardized test preparation, application assistance, and scholarship or financial aid resources. Upper School students enroll in and complete a grade-level specific Seminar course each school year, working directly with their College Counselors who serve as the teachers for the courses. The partnership between College Counselors, students, and their families contributes to rich relationships that support students' growth and achievements.

The grade level Seminar courses are worth 0.5 credits, and final grades are listed as Pass/Fail on students' academic records. Course topics include transitioning to Upper School, academic integrity, digital citizenship, time management, organization, goal setting and decision making, career and college exploration and preparation, and planning for after graduation.

College-bound student athletes are supported by their College Counselors as well as by Laurel Springs' Student Athlete Manager. Students are guided in how to best meet the NCAA's eligibility requirements for Division I, II, and III athletics. Information about recruitment and amateurism is also shared to help students meet their collegiate athletic goals. Students and their families are encouraged to work directly with the NCAA as the NCAA is solely responsible for certifying and determining eligibility of prospective college bound student athletes.

The Counseling Department also sponsors school-wide events including Unity Day and National School Counseling Week. Additionally, Upper School students have opportunities to engage with college- and career-related representatives.

We recognize that students have diverse needs and are impacted by a variety of factors. Teachers, leaders, and counselors work as a team to provide student support in the areas of academic and social-emotional counseling.

Coordination with Outside Providers

From time to time, the School may need to communicate with outside providers supporting the student, such as an outside therapist, psychiatrist, or other such medical providers, in order to meet the student's needs. When necessary, parents will be asked to provide written authorization to the School to communicate and coordinate with outsider providers supporting the student. Information shared by any outside providers will be treated as confidentially as possible, and only shared with those who have a need to know.

Student Communication Responsibilities

Student success is dependent on hard work and collaboration with the student's learning team: the student, the student's academic coach, teachers, and our support staff.

Teachers provide students with feedback to help students when they retry assignments and support them in mastering a concept before moving on to the next assignment. Teachers may also request to meet with students to review coursework or go over questions face-to-face, or they may send additional supplemental materials (as needed) to support students with their learning and coursework.

Students are expected to:

- Watch teacher welcome videos and read the welcome letters from teachers.
- Attend teachers' office hours and/or schedule appointments with their teachers when they have questions or need help.
- Complete and submit work regularly so teachers can monitor learning progress.
- Read the feedback on graded assignment submissions.
- Respond to teacher emails or phone calls in a timely manner.
- Tell teachers immediately if there is anything that might prevent them from submitting work in a timely or regular manner.

Beyond the Classroom: Social Life & Community

Laurel Springs School provides students with a number of enrichment and social activities as part of its educational program. Full-time students in grades K-12 are encouraged to explore our extracurricular activities. We offer both virtual and in-person options including social and academic clubs, virtual and onsite field trips, travel learning experiences, and a private social network. Students are encouraged to view the Social Community calendar weekly for the most up to date list of events that includes program details and registration links.

Clubs and Hangouts

Our online clubs and hangouts are available for all full-time students in grades K-12. They are a key part of our virtual school community, deepening relationships and providing students with the opportunity to work collaboratively. Through our virtual clubs and hangouts, students can socialize with other students who share the same interests, talents, and goals. Students gather in a stimulating, inviting and secure online environment, where they talk in real time and dive more deeply into subjects that interest them. Under the guidance of experienced club advisers, students work together on club projects, activities, and when applicable, engage in real world experiences.

Virtual Events

In addition to regularly scheduled weekly and monthly clubs, hangouts, and Virtual Field Trips, LSS hosts a variety of annual virtual events to create a sense of belonging while uplifting the varying interests, talents, and passions of our community. Connection and engagement are key when hosting virtual student performances, a film festival, art shows, coding events, a Maker Faire, Earth Day celebration, an Election Convention, Spirit Weeks, Make A Difference Mondays, class assemblies, reading around the world, a career showcase, Social Community Fairs, and more.

In-Person Field Trips

By providing face-to-face opportunities across the United States, students in grades K-12 and their families are encouraged to actively engage with each other and experts through specially designed activities. In recent years, students, families, faculty, and staff have gathered in historic Philadelphia, Los Angeles, Orlando, and Washington D.C. Families are also encouraged to host events regionally in an effort to connect with each other in person and strengthen the relationships they have built virtually throughout the school year.

Service & Travel Learning

Each year, our school will offer a variety of service and travel learning opportunities for students at various age levels. These extended-stay trips serve as rites of passage, as students engage in service to community, service to the environment, service to history and civics, and service to self-actualization. In the process, they form deep and lasting relationships with their peers, gain new perspectives, and discover potential life paths. Travel opportunities begin as early as 4th grade with an outdoor and STEM education experience for students in the final years of their lower school lives. Middle school students also enjoy outdoor education and explore the history and heritage of the United States. By the time they reach upper school, students are ready for international travel that is truly transformative. Former trips include the study of the US government in Washington D.C. and exploration of the U.N.'s Sustainable Development Goals in Geneva, Amsterdam and the Hague. Multiple travel opportunities with varying goals will be available to upper school students each year.

LSS Connect Terms of Use

LSS Connect is a private online community exclusive to Laurel Springs School full-time students and parents. The LSS Connect Terms of Use form must be signed and received before student or parent access is granted.

Honor Society Induction Ceremonies

Each year, Laurel Springs School invites our National Honor Society and National Junior Honor Society members to participate in a virtual induction ceremony that recognizes newly accepted members and honors current members' service and leadership within their communities. This is a special time for new and current members to gather virtually with faculty, staff, and families in celebration of their character, scholarship, leadership, service, and citizenship.

Year-End Celebrations

At the end of each traditional academic school year, our school hosts a formal graduation ceremony, an 8th grade promotion, an alumni event, and a prom (for students in grades 8-12). These events are known as our Year-End Celebrations, which may include events such as Upper School Graduation, 8th Grade Promotion, Prom, Alumni events, and other social opportunities for both students and families who attend. For more information about this year's Year End Celebration, see the School website and other resources shared with families each year.

Expectations for Student Conduct

Laurel Springs School expects students to conduct themselves appropriately at all times, both online and in person, in compliance with the School's expectations of behavior, and treat others (fellow students, teachers, LSS staff, and community members) at all times with respect, courtesy, and empathy. Failure to do so, or other violation of any of the policies in this handbook, may result in the School taking disciplinary action up to and including removal from an online or in-person activity at the family's expense and/or administrative withdrawal from Laurel Springs School. Any disciplinary decisions are solely at the discretion of the School.

Online Safety

The safety and security of our students is our top priority. Laurel Springs School has taken steps to protect them when learning through technology, and we monitor and respond to any additional risks that emerge. However, no technology is without risk in today's digital environment, and parents are expected to reasonably monitor their child's use of technology for school learning.

Bullying, Harassment (Including Sexual Harassment), Sexting, and Hazing

Laurel Springs School does not tolerate bullying in any form, including cyberbullying. We are committed to providing students with a safe and secure learning environment free of unwanted emotional or psychological abuse, intimidation, insult, threat, or otherwise dehumanizing gestures made by a peer or adult through school-sanctioned technologies (e.g. the Learning Management System or LSS Connect), or at in-person, school-sponsored events.

It is important for students and parents to identify and maintain an awareness of the various digital outlets where cyberbullying can occur, which includes and is not limited to email, cell phones, text messages, instant messages, social media posts, chat rooms, and blogs. Parents should encourage open communication with their children, while setting clear rules and expectations concerning ethical online behavior. Parents should also remain attentive and look for any signs of secrecy when it comes to a child's technological habits (e.g. hiding phones, closing a laptop when a parent enters the room, etc.)

Bullying

"Bullying" means any written, verbal, graphic, or physical act that a student or group of students exhibits toward other particular student(s) and the behavior causes mental or physical harm to the other student(s); and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. Bullying can continue over time, is often hidden from adults, and usually continues if no action is taken. Bullying has far-reaching effects that may affect the victim, as well as the perpetrator, long after leaving the school.

Laurel Springs School promotes an inclusive, positive, and caring environment for its students. Conduct or behavior that constitutes bullying, either online or during in-person events, is not tolerated.

Examples of bullying behavior include:

- Assaulting or causing any bodily harm or offensive unwanted touching
- Threatening to cause bodily harm or eliciting fear, significant emotional distress, discomfort, or embarrassment
- Making fun of or teasing with the intent to evoke contempt toward another individual
- Any action that significantly damages another's reputation
- Carrying weapons during in-person events
- Participating in fights and hazing

Cyberbullying

“Cyberbullying” means electronically transmitted acts (e.g., internet, cell phone, other electronic device) that a student has exhibited toward another student which causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment. Unlike face-to-face bullying, cyberbullying can be conducted 24/7, at school or at home, making it difficult for victims to find relief.

Cyberbullying has far-reaching effects that may affect the victim as well as the perpetrator long after leaving the school. We strongly urge all members of Laurel Springs School's community to act with respect and good judgment in all their online activities.

Examples of cyberbullying include a pattern of:

- Posting comments or rumors about someone online that are mean, hurtful, or embarrassing
- Sharing a mean or hurtful picture or video online or by text
- Pretending to be someone else online in order to solicit or post personal or false information about someone else
- Creating a mean or hurtful webpage or social media profile about someone
- Doxxing, a form of online harassment used to exact revenge and to threaten and destroy the privacy of individuals by making their personal information public, including addresses, social security, credit card and phone numbers, links to social media accounts, and other private data

Hate Speech

“Hate speech” is communication meant to demean, insult, or intimidate a person or group of persons on the basis of race, ethnicity, gender, sexual orientation, religion, age, disability or any other similar ground. Laurel Springs School values every member of our school community and does not tolerate hate speech. Language, actions, behaviors, and symbols meant to incite violence, attack, or demean protected groups are strictly prohibited.

Harassment

“Harassment” is behavior that creates an aggressive and intense environment of pressure and intimidation between individuals. Much like bullying, harassment derives from a display of power between individuals or groups. Harassment, however, goes further than bullying and is assigned to a specific category, including but not limited to age, race, disability, gender, sexual orientation, etc.

Harassment also includes sexual harassment. Examples of student sexual harassment include:

- Unwelcome sexual contact, conduct, advances, or requests for sexual favors
- Unwelcome verbal comments of a sexual nature, sexual jokes, or innuendos, demeaning labels based on gender or sexual orientation, verbal abuse, and sexually-oriented banter

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- Unwelcome contact or communications, including phone calls, recorded messages, emails, text messages, instant messages, social media messaging, or postings and communications through third parties
 - Sexual blackmail or the explicit or implicit submission to sexual conduct as a term or condition of anything impacting a victim's learning environment

Laurel Springs School does not tolerate or condone harassment in any form. The act of harassment against any individual or group of individuals, whether directly or indirectly, is strictly prohibited and subject to disciplinary action up to and including administrative withdrawal from the School. Furthermore, all members of our school community are expected to report acts of harassment to the School for further action.

Sexting

"Sexting" is the sending or receiving of sexual words, pictures, or videos via technology, typically a cell phone.

Students should be aware that sending, sharing, viewing, or merely possessing sexually explicit photos, images, and messages, text messages, emails, or other sexually explicit or suggestive materials via a computer, digital device, or cell phone (commonly known as "sexting") may constitute a violation of criminal or civil laws.

Laurel Springs School does not tolerate sexting. If sexting is suspected, the School may report its suspicions to law enforcement authorities. Any student, faculty, staff member, or parent with questions or concerns about sexting, including being the unwilling recipient of a sexual image, should speak with a School administrator.

Hazing

"Hazing" refers to any activity expected of an individual joining a group (or to maintain full status in a group) that humiliates, degrades, or risks emotional and/or physical harm to that person, regardless of the individual's willingness to participate.

Laurel Springs School does not tolerate any form of hazing in our community. Hazing activities are generally considered to be physically, psychologically, or emotionally abusive, hazardous, and/or sexually violating, but they can take other forms as well. Whenever anyone in the School community is intentionally made to feel ostracized or "lower" than their peers, this could be considered hazing.

Some examples include, but are not limited to:

- Deprivation of privileges granted to other members
- Socially isolating new members
- Name-calling, assigning status and titles, or forced servitude
- Physical abuse or endangerment
- Verbal abuse, threats, or implied threats
- Asking new members to wear embarrassing or humiliating attire
- Forced or coerced consumption of alcohol, drugs, or vile substances
- Beating, paddling, branding, burning, or other forms of assault
- Public nudity or sexual simulations
- Forcing members to engage in illegal activity
- Bondage/abductions/kidnapping

If a Laurel Springs School student becomes aware of any form of hazing involving anyone in the school community, they must take immediate and proactive action to stop it and use the reporting procedures described below.

How to Report Bullying, Harassment, Sexting, and Hazing

Any member of the Laurel Springs community who witnesses, is subjected to, or otherwise has knowledge of any instances of bullying, cyberbullying, or unlawful activities within the Laurel Springs' learning environments should report incidents to a parent, teacher, counselor, and/or staff and school administrators. All reports of bullying and cyberbullying will be thoroughly investigated by school officials. Any report found to be credible may result in disciplinary measures, including administrative withdrawal from Laurel Springs School.

The School prohibits retaliation against students who report concerns. Students should report retaliation in the same manner as above, and the School will investigate and take appropriate disciplinary action.

Mandated Reporting

As professionals in the education field, Laurel Springs School faculty and staff are mandated by law to report suspected child abuse and child safety concerns to the proper authorities.

Reporting Major Disciplinary Infractions to Colleges

When appropriate, Laurel Springs will divulge information concerning serious disciplinary issues that occurred during grades 9-12. When asked, the School will provide reports on disciplinary violations which have resulted in administrative withdrawal. The school does not report on disciplinary violations that occurred at previous schools attended.

If a student's disciplinary status changes after the filing of college applications, the student has the obligation to inform all colleges to which an application has previously been submitted or the college at which the student has submitted an enrollment deposit within two weeks from the date of the change in status.

Non-Accidental Injury/Physical Neglect of a Minor

The School is required to report non-accidental injuries and suspected abuse or physical neglect of minors. The law requires personnel who suspect or observe evidence of injury, sexual molestation, death, abuse, or neglect to immediately report (or cause reports to be made) to the proper agency or agencies (please see childwelfare.gov). School personnel who fail to report such suspicions or observations may be subject to a criminal penalty depending on the jurisdiction. Reports are made confidentially to the applicable agency for follow-through pursuant to their protocol. School personnel are not permitted to disclose the nature of these reports to the parents.

Technology for Online Learning

Technology Requirements

The following represent the basic technical requirements needed to successfully complete coursework and engage with the Laurel Springs community:

- PC or Mac standard laptop or desktop using an operating system of Windows 7 or higher or Mac OS X (10.7 or higher).
 - » Please note that Chromebooks, Tablets, iPads, Smartphones (Chrome OS, iOS, Android) and other mobile devices may not be compatible with the technologies (e.g. Flash or Java) needed in some of our curriculum.

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- High-speed Internet connection (Cable, DSL). Satellite Internet service and cellular wi-fi “hotspots” may be subject to speed and reliability issues and may result in unsatisfactory performance.
 - Browsers: Up-to-date versions of Firefox (recommended), Safari, Chrome, or Edge
 - World Language courses require speakers and a microphone, or a headset with microphone
 - The latest versions of:
 - » Adobe Acrobat Reader – <https://get.adobe.com/reader/>
 - » Java – <https://java.com/en/download/>
 - Webcam or camera-enabled smartphone is recommended for the option of having a video conference with faculty or staff.

Technology Support Services

Laurel Springs School’s technical support representatives have expansive knowledge of computer technology and our Learning Management System (LMS). Our support team also has remote diagnostic tools, allowing them to “see” a student’s computer and help diagnose issues from a distance. Laurel Springs provides technical support for students and parents through our Student Services department. After hours and on weekends, families may leave a message and a technical support representative will respond the next business day. Our knowledgeable technical staff is here to assist students and families with technology-related questions and concerns as they work through their courses.

Laurel Springs School uses a variety of media to interact with and engage students and their parents. Examples include our Learning Management System, iClassrooms, teacher office hours and live support accessed through Adobe Connect, Vimeo videos, Google Docs and videos, LSS Connect, Gmail, Google Chat and Meet, phone calls, and text messages. Our content is designed to work best through unrestricted, secure access to the internet. We also utilize third-party content that is outside of our Learning Management System. We trust that our families and partners will be able to facilitate this approach locally, and in conjunction with our technology requirements outlined above, can provide students with altruistic learning conditions.

Responsible Technology Use Policy

Students and parents must agree to Laurel Springs School’s technology use policies, including the efficient, ethical, and legal utilization of the Laurel Springs School’s technology resources.

The use of any electronic communications system has risks. While the School uses all reasonable means to protect the security and confidentiality of electronic information sent and received, including the use of encryption and other industry-standard security technologies, it cannot guarantee the security and confidentiality of web-based communications, and will not be liable for inadvertent or improper disclosure of confidential information that is not caused by intentional misconduct or that is caused by failures of systems outside of the School.

Students who fail to follow the Responsible Technology Use Policy may lose their access privileges and face disciplinary action.

Responsible use

Technology should provide education, research, and resources, and promote collaboration and communication among students, faculty, and staff.

Online Etiquette

Laurel Springs School uses a variety of educational technology and media tools to interact with and engage students and their parents. Laurel Springs expects both students and parents to communicate with respect, courtesy, and appropriate etiquette at all times when interacting with each other and LSS teachers and staff – whether online or in person.

Students are expected to:

- Use non-SMS language and address faculty and staff professionally, using Dr., Mr., Mrs., Ms., and the person's last name.
- Include their first and last names in all communications or when logging into any virtual environments for school purposes. Students should not use aliases or names that do not belong to them.
- Be fully clothed when appearing in video conferencing or video recordings.
- Use appropriate background visuals (whether physical or digital) when appearing in video conferences or video recordings.
- Treat all others, including students and teachers, with respect and courtesy.
- Avoid at all times the use of inappropriate or derogatory slurs, terms, or names.

Students and families should never take or post images or video/audio recordings of any other LSS student, parent, or staff member without permission from that individual.

Parents/guardians and Learning Coaches are expected to:

- Ensure that students have a school-appropriate environment to work in, including appropriate background visuals, sounds, and activity.
- Enforce appropriate online etiquette and behavior at home.

Inappropriate behavior and language by either students or parents/families – either in-person or online – may result in consequences including, but not limited to, removal from an online or in-person activity at the family's expense and/or administrative withdrawal from Laurel Springs School.

Personal representation

Any electronic communication with individuals, groups, or institutions is done as an individual unless you have specific permission from an administrator to act as a representative of Laurel Springs School.

Unacceptable uses

The following actions are strictly prohibited under the Responsible Technology Use Policy:

- Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: threatening or obscene material or material protected by copyrights or trade secrets.
- Printing or downloading or other use of copyrighted materials such as music, motion pictures, magazines, newspapers, and other publications is prohibited unless authorized.
- The Laurel Springs School communication platforms may not be used to bully, threaten, or intimidate others, to misrepresent yourself or others, or to cause harm to the network or others.
- Use of the Laurel Springs School systems and network resources for commercial or business activities, other than those of Laurel Springs School Schools, is prohibited.
- Use of the network for solicitations unrelated to Laurel Springs School, product advertisements or promotions, and political lobbying or campaigns (other than for school and alumni) is prohibited.

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- Distribution or sale of any Laurel Springs School email addresses to merchandisers or other mass marketing operations that may generate unsolicited email messages (spam) is prohibited. For similar reasons, giving Laurel Springs School email addresses to retailers except in connection with Laurel Springs School business, is prohibited, unless approved by an administrator.
 - The attempt to use or alter any system or create a program to interfere with, change, or interact with programs, security settings, systems, networks, or devices that are the property of Laurel Springs School and are used for School-related purposes by students, their parents, and staff is prohibited.
 - The attempt to circumvent security settings and content filters, including but not limited to changing settings or using tools such as proxies or VPN (Virtual Private Network) clients to access websites blocked by Laurel Springs School is prohibited.

Security

Security on any Laurel Springs School account is a high priority, especially when the system involves many users. Students can help Laurel Springs School maintain the security of the system by refraining from sharing their passwords, or attempting to log into the system using another student's account.

Supervision

Laurel Springs School endeavors to provide appropriate, supervised access to its network and platforms based on the age of the student. It is clear, however, that supervision can never be complete and individual users are expected to accept responsibility for their own actions.

Student Records

Privacy Policy

Laurel Springs School respects your privacy and has established a [privacy policy](#) ("Privacy Policy") to let you know how we collect, use, manage, share, and protect information that we may gather when you visit our website, or the websites for our school management systems (collectively, the "Websites"), or communicate with us. The most current version is always available by clicking on the "Privacy Policy" link located at the bottom of the Websites' home page. Any changes to our Privacy Policy will become effective upon posting of the revised Privacy Policy. The School may provide "directory information" to the School community. The directory information includes, but is not limited to, the student's name, parents' electronic email address, grade level, participation in officially-recognized activities and sports, awards or placement in School-sponsored or School-related competitions, and cumulative and current grade average (in the case of students who qualify for academic recognition).

Parents are expected to use directory information only for school-purposes only, and not for any other purpose, such as soliciting for their business.

The School stores Protected Data on servers housed in the U.S. with several layers of protection and access to Protected Data is restricted on a need-to-know basis to School personnel and central office staff who work directly to support School personnel. Third party vendors receive only the Protected Data they need to perform their specific function and with contractual confidentiality obligations. Protected Data is de-identified to create anonymous, aggregated results prior to being shared across the School's network or with external parties, such as outside investors, testing partners, media outlets, and prospective families through the website and brochures.



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