

July 2023

Dear Families,

This family handbook is our attempt to put many of Burroughs' policies and procedures together for you to get to know the school and as an ongoing reference.

Much of what is contained in these pages deals with routine matters, which help support our mission to provide the highest quality academic education in an environment of warmth, trust, and respect for others.

The Handbook is meant to be a guide and not a contract. At times we may determine that a particular policy or procedure needs to be updated or adjusted. In order to maintain the most beneficial learning environment for our community, policies and procedures are subject to change even after publication of the handbook. This handbook is reviewed and revised regularly to reflect changes that necessarily occur in a dynamic setting.

If you have any questions, please do not hesitate to contact me, the assistant heads of school, or your grade-level principal.

Andy Abbott  
Head of School



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## **MAJOR SCHOOL POLICIES**

### **Statement of Philosophy**

John Burroughs School seeks to instill the joy of living through active learning, integrity, and service to others. Our mission is to foster academic, physical, and creative fulfillment, together with strength of character in all students, while helping them become productive members of our school community.

John Burroughs promotes an atmosphere of understanding, trust, respect, and accomplishment among our faculty, staff, students, parents, and guardians. We embrace democratic ideals, the liberal arts, and concern for the environment. We believe that excellence in education goes hand in hand with diversity, which we value and celebrate.

John Burroughs encourages students to communicate, to be open to others, and to embrace meaningful challenges. Through a personal, active approach to learning, students pursue their potential in all school endeavors—academics, the arts, athletics, and activities.

We teach our students to question, to think for themselves, to imagine, to see, to solve problems, to understand subtleties, and to appreciate ambiguity. We discourage the use of rewards, such as prizes and honor rolls, to motivate students; rather, we foster love of learning as an end in itself.

We teach our students the value of service to others, which requires knowledge as well as a deepened sensitivity to the world around them. Our purpose is to enable students to act in effective and positive ways for the good of all.

The pursuit of excellence at Burroughs takes place within the context of the informal atmosphere of our school. We strive for balance in our students' pursuits—in the various ways they study, play, create, and show concern for the world and others. We prepare our students for a lifetime of learning. Our approach to education, reinforced by the ethical and interpersonal ideals we foster, enables our graduates to discover lifetime fulfillment in meaningful work and commitment.

### **Honor Statement**

Ethics means something at Burroughs. We are not the only source of ethical training for children; this must start at home, and should be actively promoted in the home, from an early age. But a school should play a supplementary and nurturing role in helping children form a personal code of ethics. It does not do so by acting as a vast, personal laboratory in which anything goes, and in which children learn empirically what works and what does not, what they can get away with,

and what lands them in trouble. Instead, we believe that this training is an active cultivation of ethical behavior, in which we are partners with parents and guardians. It consists in holding up for students' exemplars of right behavior; in other words, we believe in certain values that are worthy of emulation for anyone who wishes to become not only educated but also cosmopolitan—in that word's original sense, a citizen of the world. Such values must be modeled and upheld by all in a trusting and trustworthy community—teacher, administration, parents, guardians—if we expect students to learn from us ethically as well as intellectually. We at Burroughs hope that such values include but are not necessarily limited to the following:

Honesty—a commitment to the truth in one's own quest for knowledge, but also in one's dealing with others;

Respect for authority—an agreement to abide by rules that are reasonable and necessary to the community;

Respect for others—a recognition that life involves much more than self-realization.

In short, a community is, by definition, a group of people who share something; and at Burroughs we believe resolutely that we share not only material things—buildings, desks, lockers—but also the finer, abstract things—non-negotiable convictions about right and wrong behavior amongst and toward one another. Students and faculty and parents and guardians who wish to be a part of, and remain in, this community, must embrace and abide by these convictions. Honor is thus not only a quality but a responsibility in our community.

Individuals construct their own integrity through the choices they make and being honorable is a choice. Being honorable means maintaining consistency between one's actions and one's ethical principles; being honorable within a group means acting in accordance with shared ethical principles. All members of the Burroughs community are expected to uphold this basic ethical principle; honesty is vital to our community; through honest dealings with one another, we maintain and enrich the atmosphere of trust and earnest endeavor that we value here.

### **Academic Integrity**

Students, faculty members, parents, and guardians should model and facilitate honorable behavior for each other and strive to uphold our school standards of academic integrity.

### **Student Responsibilities**

Students are expected to

1. Turn in work that is their own and reflects their own fairly acquired knowledge.

2. Deal truthfully with all members of the John Burroughs community.

In addition, when students become aware that cheating is taking place, they are encouraged to deal conscientiously with that cheating in some way, for example, by talking with the student who is cheating.

The following list includes some, but not all, of the sorts of choices that would violate our shared standard of academic integrity: plagiarizing passages or ideas in a written assignment; sharing information between classes about what is on a test or a quiz; misrepresenting one's achievements; copying homework; using crib sheets or other unfair aids during a quiz or test; using a calculator in a manner other than one prescribed by the teacher; feigning illness in order to miss a class; lying about absence from school or from class; taking anything belonging to another person without that person's stated permission; using electronic or online resources (including AI software) beyond that approved by the department and the teacher.

#### Faculty Responsibilities

Faculty are expected to

1. Make clear the standards for academic integrity in their discipline and enforce those standards consistently.
2. Monitor testing situations closely to provide students with an environment conducive to honorable behavior.
3. Communicate clear boundaries between collaborative and individual work.
4. Communicate with students about what constitutes appropriate and acceptable use of AI.

In addition, teachers are encouraged to go beyond simply sharing their department's policies on cheating to explain why cheating is detrimental both to individuals and to our community at large.

#### Parent/Guardian Responsibilities

To meet their responsibilities, all parents and guardians should support the school's mission of inculcating honorable values and behavior in their children.

Every year, students at John Burroughs School must sign that they have read and understand their statement of responsibility for honor and academic integrity and that they will uphold their responsibilities as listed above.



*NOTE:* Academic integrity violations are considered violations of Major School Rules (pp. 40-41).

**Homework Guidelines**

While recognizing that students work at different paces, below is a chart with the approximate amount of time that a *typical* student should expect to spend on focused work outside of class for each full-credit course. If a student is routinely far out of line with these expectations, they should have a conversation with their teacher and then, if needed, their advisor and/or grade-level principal.

	<u>Minutes per week per course outside of class</u>
Courses in Grades 7 & 8	100
Upper School Full-Credit Courses	150
AP or Honors Full-Credit Courses	200

At Burroughs, we consider honesty to be of the utmost importance. A student's integrity begins with daily assignments. Homework assignments and compositions which are done outside of class are among the most important means a teacher has in judging a student's understanding of the course content and in adjusting lesson plans to move toward course objectives. Therefore, it is essential that homework assignments turned in by students be their own work.

Parental pressure and assistance can contribute to academic transgressions. An unfair advantage may occur when a student has received assistance on an assignment. Not only is this unfair to other members of a class who have worked independently, but it is also unfair to the student who, as a result of the assistance, may not fully understand the material.

Examples of homework assistance from any source (parents, guardians, siblings, friends, tutors, and the unapproved use of AI) that is detrimental and is in violation of our academic integrity policy include the following:

1. Proofreading which becomes actual rewriting.
2. Typing a paper from a rough draft, correcting grammatical errors or structural organization.
3. Writing most of a paper or assignment when the intent was only to help the student “get started.” This most commonly occurs when a student has procrastinated until the last

minute and the parent/guardian has visions of the child staying up all night to complete a project or paper.

4. Working mathematics problems “with” the student when, in fact, the student merely records the answer.
5. Reading and taking notes from resource materials for a term paper.
6. Entering an assignment prompt to AI software and presenting the response as your own; using AI to refine your work; using AI for ideas or themes without acknowledging/crediting this use.

What can a family do? Parents and guardians should be interested or involved in their child's education. Parents and guardians can be powerful teachers, and many have already developed the skills of a good teacher: patience, sensibility, an open mind, and a willingness to let children take risks and to succeed—or stumble—on their own. Parents and guardians can be of great assistance in helping their children develop strong time management skills.

Family members should not tell their child what to write, what to think, how to punctuate; rather, their role may be to explain, discuss, guide or, better yet, ask questions which will help their children discover answers for themselves.

### **Technology and Social Media Acceptable Use Policy**

Technology will continue to be an important aspect of the learning process at John Burroughs School. Therefore, if you do not have access to the required technology, please let your teacher(s), advisor, principal, or the director of student engagement know right away.

Each student has a Google Workspace for Education account through JBS and there are several useful 3rd-party applications that we use in our classrooms that allow students to “Sign in with Google” to gain access. A number of these applications require parental permission for students who are under the age of 18. We only allow access to applications that are used for educational purposes. By default, we assume that parents/guardians agree to their students' use of these applications. If you do not wish for your student(s) to have access, or if you have questions about specific applications, feel free to reach out to Martha McMahon, Director of Technology.

Our Technology and Social Media Acceptable Use Policy applies to all technology resources used by our students. It applies but is not limited to computers, iPads, phones, smart watches, video equipment, copy machines, information storage devices, email addresses, social media, AI software, and personal devices.

Burroughs provides students with access to its technology resources for academic purposes only. As such, the school reserves the right to access and monitor all aspects of its technology systems and devices, and students should not expect any information stored on school equipment or systems to be private. Students may, of course, use personal devices for non-school-related reasons but only during non-school hours. Students may face disciplinary action for unauthorized use of a personal device during school hours, and/or for creating or promoting content that is in violation of this policy.

Any failure to follow the rules listed below is considered a violation of the school's Technology and Social Media Acceptable Use Policy:

1. Students are to use on-campus internet access for strictly academic purposes. Examples of internet sites that may not be visited outside of academic use at JBS include but are not limited to the following:
  - a. non-academic or personal use of social media sites, apps and streaming platforms
  - b. gaming or gambling sites
  - c. pornographic or otherwise sexually explicit sites
  - d. sites promoting "how-to" documents encouraging violence or illegal acts
  - e. sites that promote racism or hate speech or other hateful behavior
2. Students may not use cell phones during the school day unless they are being used for an academic purpose with the express permission of a faculty member in a designated area.
3. Students may not use AirPods/earbuds during the school day unless they are being used with the express permission of a faculty member in a designated area. Earbud use is never allowed in transitional or pedestrian spaces, the Commons, and the dining room. Students in grades 9 through 12 are allowed these devices after the end of 8th period, but they must refrain from their use in academic areas.
4. The use of laptops/tablets/iPads is allowed in common spaces during the school day, when used for academic purposes. Their use is not allowed in classrooms without the teacher's express permission.
5. Students should remove smart watches while testing. At any other time, teachers may request that students remove smart watches if their use is distracting the student or others.
6. Students are expected to review their JBS email daily. Faculty and administrators use email to communicate with students and for official notices.
7. Students may not use technology to bully or harass others.

8. Students may not use AI technology beyond the scope of what their teacher has specifically permitted and should acknowledge when they use AI as a resource.
9. All students must respect the privacy of others. Any attempt to access private files, phones, or email messages is considered theft. Impersonation of Burroughs, another student, or a Burroughs employee online is illegal and falls under the 1998 US Identity Theft and Assumption Deterrence Act.
10. Students may not in any way vandalize equipment or software that belongs to Burroughs or any other organization to which JBS has access. Examples of unacceptable behavior include but are not limited to the following:
  - a. damaging, hacking, or destroying networks, computer hardware or software
  - b. physical abuse to equipment
  - c. the creation or intentional use of malicious programs
11. Students may never share their Burroughs email password with anyone else. Stolen or lost passwords can create significant problems for the student and for the school.
12. Students may not transmit, retrieve, or store communications of an obscene, discriminatory, offensive or harassing nature or containing derogatory, disrespectful or inflammatory language. If students encounter such communications, they should immediately report it to their principal.
13. Students may not use JBS technological systems for any purpose that is illegal and/or violates school rules and must respect copyright and fair use guidelines.
14. Students may not misuse JBS or personal distribution lists or discussion groups for sending irrelevant messages.
15. Students may not use JBS technological systems or devices for private gain or any commercial purpose.
16. Students must always adhere to the license agreements for installing/copying software that is purchased by the school.
17. Students are not allowed to create personal social media accounts that suggest they are official Burroughs-sanctioned accounts. Students who wish to create social media accounts for clubs or other organizations must work with their club sponsor to apply through Congress. When participating in approved school-based social media for clubs or

other organizations, students are expected to create and promote an atmosphere of honesty, respect, and consideration. Students are personally responsible for the content they publish online and must keep in mind that posts created and/or promoted by Burroughs staff and students reflect upon the entire school community.

18. When participating in personal social media, students must comply with the School's non-discrimination and harassment policies as detailed within "Major School Rules" in the *JBS Family Handbook* (pp. 40-41). The misuse of personal social media, depending on its potential effect on the health, safety and welfare of students/others and the sanctity of the educational setting on campus, may result in referral to the principal, head of school, Student Court, and/or law enforcement.

The consequences of violating any of these policies will result in referral to the school's disciplinary system. For violations, access to technology may be revoked for a period of time in addition to disciplinary warnings, probation, suspension, expulsion from school, or a referral to law enforcement depending on the gravity of the action and the resulting consequences.

*Note:* Students review and sign this policy early in the school year during advisory.

## COMMUNICATION

Communication within the school and between the school and home is essential in the education of our students. The three primary channels of communication are between school and student, between school and parent/guardian, and between student and parent/guardian.

### **School → Student**

Teachers: The most basic communication link in any school is between the teacher and the student. At Burroughs, this communication takes the form of classroom discussion, extra help sessions, evaluation, and informal contacts in the hallways, dining room, playing fields, etc. Teachers at Burroughs are generous with their time, and they respect students who not only realize when they need to talk about their work but also initiate this contact.

Advisors: Every student at Burroughs has a faculty advisor. The primary responsibility of the advisor is to be a resource for the student—a person who can offer information, guidance, and encouragement. Advisors keep an eye on students' progress and, when concerns arise, discuss these with students and, when appropriate, with parents/guardians. Although each advisor-advisee relationship will be different, our aim is for the relationship to be marked by helpful, constructive communication.

Administration: Other persons involved in school-student communication are the principals, the assistant head of school for academic affairs, and the head of school, all of whom have open-door policies. They welcome visits from students about school procedures, class business, or individual matters.

Personal Counselors: Burroughs has three counselors who support students with social/emotional and mental health concerns, provide parent education, and develop and deliver (along with a health educator) our health and wellness curriculum.

### **School → Parent/Guardian**

The second communication link is between the school and the parent/guardian. There are several formal ways this happens at Burroughs.

There are two official contacts advisors make with the home in grades 9 through 12: an in-person conference in the fall and a telephone call (or Zoom conference at the parent/guardian's request) in the spring. In grades 7-8, there is an additional phone contact (or Zoom conference at the parent/guardian's request) at the end of the first semester. Families are welcome to contact their child's advisor or teachers at any time during the year to ask questions or request a special conference. (See the next section, Means of Communication, for further details.)

In addition to these contacts, the administration and faculty offer several opportunities for families to learn more about the school by way of parent/guardian meetings, school publications, and email. (See the next section, Means of Communication, for further details.)

### **Student → Parent/Guardian**

Volumes have been written on the topic of parent-child communication. It is not within the scope of this handbook to outline principles of family communication, nor is it within the authority of the school to prescribe parenting techniques. However, the importance of the relationship, including effective communication, cannot be overstated. The school distributes numerous publications to facilitate discussion/communication. In addition, our personal counseling office works with the Family Network, an arm of the Parents Council, to provide ongoing programming for parents and guardians.

The official means by which families get information about their child (advisor conference, report card, etc.) are described below. On a day-to-day basis, parents and guardians must rely on comments from their child. It would be good if students kept their parents/guardians up to date about general school performance (and not just the good news), but we know that this may not happen consistently. Indeed, parents and guardians of adolescents frequently feel in the dark about their child's progress in school. Children are more likely to speak fully with their families about school matters if they feel their families will listen, not overreact, and offer trust and support. But again, parents and guardians are encouraged to call the school if they feel they need more information about any aspect of their child's school life. (See Appendix A: Key Contacts)

### **Means of Communication**

#### *Student-Specific Communication*

#### **Advising & College Counseling**

Each student at Burroughs has a faculty advisor who acts as a special resource with whom the student can discuss whatever academic or personal concerns may arise. The advisor is the primary communication link between the school and parents/guardians—a person to whom both student and parents/guardians can take questions and problems and from whom they can expect assistance.

Students in grades 7 and 8 are assigned advisors, while those in grade 10 indicate an advisor preference. In grade 9, students retain the advisor they had in grade 8; in grade 11, students retain the advisor they had in grade 10. In November, each junior is assigned a college counselor to guide them and their family through the college process. The College Counseling department informs families about colleges, the factors to be considered in college choice, tests to be taken, and

resources available. In grade 12, the college counselor serves as the student's advisor. (More information can be found through the College Counseling Office and website.)

Group advisory meetings are scheduled almost every Wednesday during the school year on Common Day schedules. In these meetings, advisors meet with their advisees to check in on how their advisees are doing; discuss general school topics; share information; and schedule individual meetings.

Advisors have many individual contacts with advisees throughout the year. The number of individual meetings with advisors varies according to the student's needs. Some of the points covered in these conferences include expectations for the year, problems and/or progress in specific courses, steps for improvement, mid-term progress reports, report cards, course registration, extracurricular interests, navigating peer relationships, and life in general.

While many matters discussed between a student and an advisor are routine, other matters will be personal in nature. Students and parents/guardians may assume that such matters will be treated with discretion. In any case involving potential harm to a student, advisors will contact parents/guardians and the Counseling & Wellness Department.

### **Written Reports**

A report card is emailed to parents/guardians at the end of each marking period. For students in grades 7 and 8, parents/guardians are informed of the progress of their children in each course by means of a checklist and specific comments shared at the end of each semester (January & June). In addition, a Preliminary Report is emailed to parents/guardians in October (before fall conferences) and a Spring Update is emailed home in March.

For students in grades 9 through 12, a Preliminary Report is emailed to parents/guardians in October and a Spring Update is emailed in March. The first semester ends on the last day of school before winter vacation (grades 9-12); the second semester ends on the last day of school. Semester reports (letter grades and comments) are emailed to parents and guardians in December and June. In credit courses, students may earn letter grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, or I (Incomplete) or may be assigned marks of E (Excellent), S (Satisfactory), or U (Unsatisfactory).

### **Electronic Slips (E-slips)**

E-slips are written by teachers to communicate information between the school and home about a student's progress (e.g., to provide an update; to comment on a change in performance; to inform about incomplete or late papers, tests, projects, etc.); and to encourage and recognize students.

Teachers share the e-slips they've written with the grade-level principal who reviews them before emailing them on to the student, the student's advisor, and the student's parents/guardians.



## **Counseling**

Three school counselors are available to students and their families for help with individual concerns. Both students and parents/guardians have a legal right to a confidential relationship with a counselor. The counseling team often attempts to involve families when students agree, and always in cases involving issues of health and safety. Referrals to community resources will be made for students who need long-term counseling and/or a medical evaluation. Parents and guardians seeking outside resources are encouraged to call at any time for assistance. The Counseling & Wellness Department keeps an up-to-date list of mental health professionals and agencies with specialties in all areas pertaining to teens and families.

## **Calls and Visits**

We urge parents and guardians to complete the school-family link by contacting us whenever they need information or have concerns.

***Whom should you call?*** Teachers, advisors, counselors, grade-level principals, the assistant head of school for academic affairs, and the head of school are all willing to help. It depends on the nature and the seriousness of the problem but, when in doubt, begin with the child's advisor. (See Appendix A: Key Contacts.)

## **General School Information**

### **Meetings**

**Mini School:** All parents and guardians are invited to follow an abbreviated schedule of their children's classes on designated evenings in early fall. The purpose of the evening is to meet their children's teachers, who will explain course objectives, grading systems, homework, etc.

**Visiting Day:** One day is scheduled in the fall for parents and guardians to visit classes, but parents and guardians may visit any time during the school year. Call the grade-level principal to make an appointment.

**Grade-Level Meetings:** Specific meetings are scheduled throughout the school year to keep families current about what is going on at their student's grade level.

**Family Network Programs:** Meetings with guest speakers on topics relating to adolescence and parenting are arranged for Burroughs families by the Family Network in conjunction with the Counseling & Wellness Department.

## **Publications/Mailings/Website**

Summer Mailings: Summer mailings include both electronic bulletins and mail via USPS. Prior to the opening of school, each family receives a mailing containing the important dates, the *JBS Family Handbook*, and information about technology. In this packet, families will also receive an invitation to share more about their child's identity. For ease of reference, this material is also posted on the principal page for each grade level.

School Directory: The buzz book is distributed in the fall and is available in the bookstore. It contains a telephone listing of students (organized by grade), a telephone/address/email listing of parents/guardians and an address/email listing of faculty. It also lists the members of the Board of Trustees, the Parents Council, and the Family Network. The JBS Parents app offers a parent/guardian directory and ready access to community calendars and sports schedules.

Viewbook & Prospectus: Distributed to prospective students and families, the viewbook outlines the school's philosophy and general program. It is complemented by a prospectus which provides a detailed summary account of school life and values, curriculum and activities, student support and resources, and the admission process. Both are available from the Admission Office.

Friday Family Bulletin: This electronic communication, with special announcements and calendar information, is emailed to parents and guardians every Friday during the school year. Prior Family Bulletins are also available on the JBS parent app. In addition, principals routinely email grade-specific information, which they also post to their principal pages on the JBS website (<https://www.jburroughs.org/academics/principals-pages>).

The Reporter: This magazine contains general articles about the school, and it is mailed to Burroughs parents, guardians, grandparents, parents of alumni, and alumni two times a year.

Curriculum Guide: Issued each March, this guide outlines course descriptions and presents the school's curriculum for the upcoming year. It is distributed to all students and is also available online.

JBS Family Handbook: This document is distributed to each family every summer and is also available online. Addenda are distributed when changes become necessary during the school year.

The World: The student newspaper contains many student-related articles which families may find interesting.

JBS Website: Our website contains departmental pages, current news and events, Parents Council information, a faculty/staff directory, etc.

*IMPORTANT NOTE: Use of Photography*

Individual and group pictures of students are taken by school and student photographers. These pictures are used in various school brochures and publications. Photos are also used on the Burroughs website, where, in most instances, students are not identified by name. ***We only seek express permission*** for photography used in external school advertising. If you have any concerns about this policy and practice, please contact your child's principal.

# ACADEMIC POLICIES AND PROCEDURES

## Curriculum

A Curriculum Guide issued in March contains details about the courses and the grades at which they are offered. (It is also posted online.)

In grades 7 and 8, the core program is the same for all students, though individuals make selections in language and music and are placed in a mathematics course based on assessment, ability, and previous exposure. Course offerings at these levels consist of the following:

- English
- Social Studies
- Science
- Math 7 or Math 7 Accelerated (Grade 7) and Algebra or Algebra I Accelerated (Grade 8)
- Latin or Modern Language (French, Spanish, or German)
- 2D and 3D Art
- Music (Chorus, Band, or Orchestra)
- Family and Consumer Science; Industrial Technology/Engineering
- Technology Literacy (Grade 7) and Coding Essentials (Grade 8)
- Speech (Grade 7) and Debate (Grade 8); Acting (Grade 8)
- 7<sup>th</sup> Grade Seminar and 8<sup>th</sup> Grade Seminar
- Physical Education

In grades 9 through 12, students are required to take four full-credit subjects each year; however, most students take five. Students who take four full-credit courses are required to enroll in three electives each semester while those taking five full-credit courses are only required to take one elective each semester but may choose to take more. Courses in the five major disciplines (English, languages, history, math, science) are offered at each grade level. Physical education/athletics are required all four years. Descriptions of courses in the fine, performing, and practical arts, along with other activities, special programs, and specific graduation requirements, are found in the Curriculum Guide.

## Scheduling

Most procedures for scheduling are found in the Curriculum Guide. In a school the size of Burroughs, teacher assignments depend on the courses chosen in any given year, which means it's not possible for students to request specific teachers. It's also difficult to adjust course enrollments once schedules have been made. Only in the most extraordinary circumstances will schedules be modified.

## **College Courses**

College courses can only be taken if they are not available at Burroughs (e.g., differential equations). A full-credit half-year course at the college level will receive one-half credit; the grade will appear on the transcript, but the grade will not be included in the GPA.

## **Library**

The Stamper Family Library serves students, faculty, alumni, and families at Burroughs. The library makes available books, films, audiobooks, and periodicals along with an extensive collection of digital resources including databases, full-text books, and journals, and streaming media to support the academic, research, artistic, and recreational interests of this community. Digital items are accessible both on and off-campus providing 24/7 access to non-print materials. All resources can be found on the library's home page, (<http://library.jburroughs.org>). Remote access passwords for databases are available through the home page by logging into one's JBS email account.

The library supports over 90 laptops and numerous textbooks which students may borrow for use in the library during the school day. The library also maintains a circulating collection of digital cameras including still cameras, video cameras, iPod Touch devices, tripods, portable screens, and other specialized equipment. These may be checked out by students and others for class assignments and school-based activities.

Library books, audiobooks and DVDs are checked out for two weeks and overdue notices for students are sent to their Burroughs email accounts once a week. Equipment is checked out for one day. Students may renew items if there are no holds on those items. No fines are levied unless a student does not return items over a three-week cycle of overdue notices; if not returned, families will be charged for the materials along with a service fee. Refunds will be provided if items are returned before they are replaced.

The library is open during the school year from 7:45 am until 5 pm Monday through Thursday and from 7:45 am until 3:15 pm on Friday. Extended or reduced hours are posted in the library and on student bulletin boards, and announcements are made during lunch and assemblies.

Librarians help support the JBS curriculum; all students and their families should feel free to seek help from the librarians for their informational needs and interests.

## **Academic Support**

Burroughs offers students several means of obtaining assistance as they find out what does and does not work for them in their academic classes and as they prepare for college.

Most academic classes meet only four times per week, which gives faculty members opportunities to meet with students individually at the student's or teacher's initiative. Students should meet with their teachers to get one-on-one instruction regarding new concepts, writing assistance, and/or advice regarding test preparation. Students who are struggling should meet with their teachers on a regular basis. The advisory system also ensures that all students have at least two people (the advisor and grade-level principal) carefully watching their academic progress. Some departments offer drop-in services to assist students at a variety of times on different days of the week. Peer tutors are also available on a limited basis in some departments.

When the above resources are not adequate to meet the needs of a particular student, the grade-level principal might refer the student to our Academic Support Department. This referral is based on information gleaned from teachers, advisors and counselors. Academic Support staff may meet with the student and try some short-term interventions. Students generally are assigned to Academic Support for one or two periods per week. The goal of the Department is to move each student toward academic independence. Academic Support is not a resource available to students who fail to complete their work or who are not utilizing the other supports available at Burroughs.

The Academic Support Department works on a long-term basis with students who have diagnosed learning differences that may require additional support. The department helps students develop and strengthen study skills and organizational strategies, and they offer alternative test-taking methods to level the playing field, enabling students to show more accurately what they know.

Each week, the Academic Support Department Chair meets with the grade-level principals and members of the Counseling & Wellness Department to discuss current Academic Support students, as well as students of concern from the general student population who may need additional support. If a student has been using typical school interventions and is still struggling, the family may be contacted about the possibility of an educational evaluation, which is required for consideration for accommodations. Academic Support has a referral list of professionals who can provide quality evaluations. If testing is recommended, but the cost to do so is of concern, parents/guardians should speak to the grade-level principal. Educational evaluations provide important information for understanding a student's approach to learning and support that may be helpful for the student in the classroom. They include a list of possible interventions (sometimes labeled a "plan" or "recommendations") that enables Burroughs to develop a learning plan that best incorporates the suggestions as they pertain to the educational environment at Burroughs.

Because educational evaluations may not fully reflect a student's day-to-day performance at school, Burroughs uses the information from testing in combination with the student's functioning at school to develop an individualized plan to address the student's needs. Not all the

accommodations listed on the educational evaluation may be included in the learning plan; similarly, there may be accommodations added that are not listed on the evaluation.

When it is determined that a student qualifies for Academic Support accommodations, a learning profile will be written that describes the student's academic strengths and weaknesses, lists the accommodations the student will need to have a chance to learn and perform academically, and lists the actions the student should be taking independently. While all students are held to the same academic standards, take the same tests, and write the same papers, students with documented learning differences may be eligible for certain accommodations. At Burroughs, the most common accommodations include a specified amount of additional time on tests, taking tests in a separate room, use of a computer for in-class writing, and editorial assistance on written work. Students can be granted a language waiver if such a waiver is supported by their evaluation and current academic performance.

A member of the Academic Support Department will meet with the student and the student's parents/guardians to review the learning profile before it is distributed to that student's teachers, advisor, the counseling office, and the grade-level principal. All parties work together to ensure that the student learns how to self-advocate, how to schedule testing accommodations, and how to access Academic Support to improve study skills. Academic Support faculty members also support classroom teachers as they determine the ways to work most effectively with each student.

### **Two-Test Rule**

To help students effectively manage their study schedules, teachers will accommodate students who are assigned more than two tests and/or major papers due on one day. If a student is having difficulty navigating a change in date, they should speak with their advisor or grade-level principal. Advanced Placement exams, taken in junior and senior years, are the equivalent of two tests. Students with an AP exam may ask to postpone in-class tests, but may not request to move deadlines for papers.

### **Field Trips**

There are two different types of field trips: curricular and supplementary. Curricular field trips essential to a course are required of all students. Supplementary field trips that are geared toward enrichment are not required. Students who are in academic difficulty or who have had excessive absences may be excluded from supplementary field trips to attend regular classes. Teachers are asked to refrain from scheduling field trips during the last two weeks of class in each semester.

## Testing Program

During a student's six years at Burroughs, various standardized tests are administered to evaluate basic academic skills as well as to prepare for college applications:

1. 8th and 9th Grades: ERB—reading comprehension and quantitative reasoning sections of the ERB are used at Burroughs to identify group and individual patterns and trends.
2. 10th and 11th Grades: Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)—given first semester, this is a two-hour version of the College Board Scholastic Aptitude Test (SAT) measuring verbal and mathematical abilities. It is used at Burroughs for help in college advising and by the National Merit Scholarship Corporation to select seniors for National Merit Scholarship recognition.
3. 11<sup>th</sup> and 12<sup>th</sup> Grades: Advanced Placement Exams—given in May to students in AP courses; however, students in non-AP courses may also choose to take AP exams. The results of these tests are used by many colleges to give advanced placement or credit for work done in high school.

The following tests are used in college admissions. These tests are not administered by the school. However, the College Counseling department works with all students in developing a testing timeline and strategy.

11th and 12th Grades: ACT—a three-hour battery of tests in English, mathematics, science, and reading which assesses general education in these areas.

11th and 12th Grades: SAT—a three-hour test which measures reading, writing, and mathematical skills.

## Dropping and Adding Courses

1. Courses receiving credit, including independent study, may be dropped only under the following conditions:
  - a. Courses may be dropped after notification to and discussion with the advisor, subject teacher, grade-level principal, and parents/guardians. A full-year course may be dropped at any time prior to the end of the first semester, but before final exams. Grades earned during the first semester of the course will remain on the transcript. A semester course may be dropped at any point prior to the end of the semester in which it is offered.
  - b. If a senior drops a course after transcripts have been sent to colleges, Burroughs has the obligation to notify colleges of any change in schedule.



- c. If a student moves from an honors-level or accelerated-level course into a regular-level course in the middle of the semester, the honors/accelerated-level teacher will calculate an average, then add 1/3 of a letter grade to that average (i. e. , C+ to B-), and that will serve as the student's average upon entering the regular-level course. Students may drop to a *lower level* of a course no later than November 15. If November 15 falls on a weekend, the student may drop no later than the first Monday following.
2. Because course content is often cumulative, courses may be added only rarely and only under the following conditions:
    - a. If class size limitations are not exceeded.
    - b. After careful consideration and approval of the advisor, the subject teacher, the grade-level principal, and the parents or guardians.
    - c. After the first week in each sport season, a change in the student's choice of sports may be made only with the approval of the coaches involved and the athletic director.

## Grade Point Average

Grade point average is computed—for college application purposes—by adding quality points (or "grade points") in grades 9 through 12 and dividing by the units of credit.

Because grade point average is one consideration in college choice and admission, it is necessary that students understand the grade point average as they put together a high school program. Please note: colleges also consider the rigor of a student's program, e.g., a lower grade point average for a student carrying five courses each year will likely have more weight in a selective college admission office than a higher grade point average for a student who carries four courses.

Quality points are determined as follows:

Credit courses:

A = 4.33	B- = 3.0	D+ = 1.67
A- = 4.0	C+ = 2.67	D = 1.33
B+ = 3.67	C = 2.33	D- = 1.0
B = 3.33	C- = 2.0	F = 0

For Honors and AP courses 2/3 of a point is added. For example, a student earning three *As* and two *B+s* in a semester would have a grade point average of 4.07 for that semester's work.

Class rank is not calculated at Burroughs where we try to de-emphasize comparison. We believe that grades, the grade point average, and the quality of the program a student undertakes present a clear picture of each student's performance.

The grade point average is listed on the student's high school transcript. A final transcript and grade point average – including both semesters of grade 12 – for each student is sent to the college to which the student will matriculate.

For clarification in computation of grade point average and transcript recognition:

1. Grade point average will be computed only for credit courses taken at Burroughs.
2. Independent Study, which has the approval of the teacher, department head, and principal will be included in grade point average and placed on transcripts.
3. Summer school courses will not be included in grade point averages or placed on transcripts.
4. No quality points or credit are awarded if the course is not completed.

### **Academic Probation**

Preliminary reports (both fall prelims and spring updates) as well as the e-slip system help parents/guardians track their student's progress and development over the course of the year. If at any point during the school year a student is having academic difficulty, conferences between the student, teacher, advisor, and/or principal are held to develop an action plan. If a student's progress reports indicate that they're at risk academically, the principal will communicate with the student's parents/guardians and, if the student is in grades 9-12, place them in academic study halls during some or all their free periods.

If a student earns a D+ or lower in a class during the fall semester of a school year, the student is placed on academic probation for the spring term. If that student earns another grade in the D range or lower during the spring of that same year, the principal will have a conference with the parents or guardians early in the summer. The student will remain on academic probation for the following fall semester and the student's place at the school will be reviewed by the principal and the head of school. Students who do not make a substantial improvement at such time may not be offered a contract for the following school year.

If a student earns a D+ or lower in a class during the spring semester, the principal will hold a conference with the student's parents or guardians that summer and the student will be placed on academic probation for the fall semester. If the student earns another grade in the D range or

lower during the fall semester, the school will withhold the student's contract. If the student's grades improve substantially by the time spring updates are distributed, the school may offer the contract at that time. If the grades do not improve substantially, the contract will continue to be withheld until the end of the year, at which time the principal and the head of school will review the student's performance and decide whether the student may return for the following year.

In all cases, the student's principal, advisor, teachers, and members of Academic Support (as appropriate) will work with the student and communicate with the parents/guardians to help the student address the barriers getting in the way of their progress.

#### Grades Seven and Eight:

Burroughs is the appropriate school for many, but not for all, and keeping a child here who is not thriving may be doing the student an injustice. Each semester, teachers, advisors, and administrators review the record of each child, focusing on the student's progress and any significant challenges. Any concerns about a student will promptly be shared with parents or guardians. A student may begin 8<sup>th</sup> or 9<sup>th</sup> grade on academic probation.

#### **Promotion Requirements**

For students in grades 9 through 11, the following requirements must be met for promotion to the next grade level:

1. A student must take a minimum of four full-credit (year-long) courses in the five academic disciplines and one elective course each semester.
2. A student must receive a sum total of at least 16 quality points in full-credit courses over the span of the school year.
3. A student must receive a sum total of at least 8 quality points in four full-credit courses during the second semester.

(When calculating quality points for promotion, an additional 2/3 of a point is NOT added for grades in honors or AP courses.)

#### Passing a course

To pass a year-long course, a student must receive a sum total of at least 3.67 quality points for that course over the span of the school year.

If the grades in a course result in fewer than 3.67 quality points for the year or if the overall record in second semester results in fewer than 8 quality points, the principal, advisor, and head of school

will review the case. Throughout the year, the principal will communicate with parents and guardians any concerns about the appropriateness of Burroughs for the child.

### Grade Twelve

For graduation, the following requirements must be met during the senior year:

1. A student must take a minimum of four full-credit academic courses plus one elective each semester.
2. A student must receive a sum total of at least 3.67 quality points for each of four full-credit courses. All course work in the second semester must be completed by the last class meeting or examination (whichever comes last) unless special permission is granted by the principal.
3. A student must successfully complete a May Project which includes the May Project journal.

For seniors, a review will be made at the end of the first semester, at which time a letter will be sent to any student whose graduation is in jeopardy. Should a senior not achieve 3.67 quality points in each of four courses or not achieve a sum of 8 quality points for each of the two semesters, the student's case shall be reviewed by the principal and head of school. The student will not graduate unless, after careful consideration, there are shown to be extenuating circumstances.

Parents/guardians and students will be notified of the decision.

### **Failure to meet promotion requirements**

A student in grades 9, 10, or 11 who does not meet promotion requirements at the end of the year will not be invited back. It is possible, however, in an unusual case, for a student to be given permission to return if certain conditions are met.

If permission to return is given, a letter outlining the conditions under which a student may return will be sent to parents or guardians by the head of school or principal.

## **PHYSICAL EDUCATION/ATHLETICS**

Required of all students each year, the Physical Education/Athletics program is based on the premise that participation in some form of physical activity is vital to every person's well-being. Strong inter-scholastic programs in a variety of sports and programs in physical training are offered as an integral component of the Burroughs educational experience. Values most important to our program are teamwork, cooperation, a sense of fair play, love of physical activity, and fitness. In line with the school's statement of philosophy, the Physical Education/Athletics department urges students/athletes to pursue their potential and to act for the good of all through physical activity and interscholastic competition with the realization that such activity is more important to the student/athlete's development than is the result of the contest.

### **Physical Education**

Physical activity and athletics are required for every student. In seventh and eighth grade, an 80-minute physical education period, four days a week, is part of the regular school day. Seventh graders are introduced to all the sports offered in the upper school. Eighth graders have some sport choices in physical education classes. Many of our seventh and eighth grade sports also offer the opportunity for inter-school competition. At each successive level, the selection of sports becomes more specialized and increasingly competitive with other schools or clubs.

By grades 9 and 10, students compete in at least two seasons of after-school sports. And in grades 11 and 12, students participate in at least one sport per school year. When a sport selection is not made, a physical fitness program tailored to the individual student is a required alternative.

### **Interscholastic Competition Participation Philosophy**

One of the important goals of any athletic contest is to strive to win. At times this goal comes into conflict with another important goal—participation by every member of the squad. The Burroughs Physical Education/Athletics department believes that there must be a proper balance between each of these goals and that this balance is dependent upon the level of competition.

At levels of competition where the participants are first gaining experience, it is important that the desire to win be subordinate to participation to allow for individual skill development to the fullest extent possible. At levels of competition in which the participants are more mature, it is equally important that the individual's desire to play be subordinate to a group's goal to win. While striving for the proper balance between maximum participation and a team's desire to succeed at each level, it is imperative that every participant earn the right to play by displaying the attitudinal characteristics of hard work, cooperation, determination, and a sense of fair play.

Burroughs believes that any student who is a member of a team has an obligation to the other players, the coaches, and the school not only to maintain proper physical conditioning but to meet training guidelines as outlined by the department. Most players have high standards and do not need a specific reminder about proper training and conditioning; but to prevent misunderstanding and to help those who are in doubt, the coaching staff has formulated a training code regulated by a training system.

To be a member in good standing of any team which represents Burroughs in interscholastic competition, players must abide by all school rules regarding drugs, alcohol, tobacco, and marijuana use (see Major School Rules, pp. 40-41). They must also adhere to the specific training rules set by the coach.

Violation(s) of the training rules will be handled in the following manner. Any reported violation will be investigated by the coach. If the coach thinks that there has been a violation, the coach will report the incident to the athletic director. After meeting with the player(s) involved, a final decision will be made by the coach, athletic director, and head of school.

### **Physical Examinations**

Burroughs requires each student to have an annual physical examination by a doctor. The form must be returned prior to the schedule pick-up day in August, or for those participating in fall sports, before the beginning of fall practice.

Students without completed medical forms cannot get their schedules on schedule pick-up day or participate in sports practices.

### **Participation in Extracurricular Activities**

Students may not participate in after-school activities, including athletic practices and competition, unless they attend school for at least five periods the day of the scheduled activity.

## **SCHOOL AND CLASS ACTIVITIES**

The most successful JBS students are those who engage fully in the life of the school, pursuing their interests and aptitudes and learning about themselves as they explore the wide range of offerings in athletics, arts, and activities. As students map out their co-curricular involvement, it's critical that they and their parents/guardians carefully consider the cumulative impact of all of their obligations, both inside and outside of school. Students can expect that coaches, directors, and club leaders will clearly communicate their expectations about what it means to participate fully as a member of the group. For their part, students should recognize the responsibility they have to see their commitments through, especially when they're working as part of a larger whole. When one is a member of a formal group pursuit (i.e., a team, an ensemble, a publication), individual choices inevitably impact others in the group.

### **Student Court**

Students who commit certain violations, such as skipping class, may be sent to Student Court where they will have an opportunity to explain their situation to an elected committee of their peers. The Court will hear the case and decide on a ruling. (Student Court does not rule in cases where a student has violated a major school rule.)

### **Student Congress**

Student Congress, an elected group of grade-level representatives, plans and implements student activities and is the primary vehicle for students to initiate change within the school community.

### **Community Engagement**

#### Summer Days

The Summer Days program was initiated by students of Burroughs to bring a group of underserved children to the school campus for a two-week recreational enrichment program during the summer. This day camp is run by Burroughs students.

#### Seventh-Grade Community Engagement Program

All 7<sup>th</sup> graders participate in a day-long service-learning opportunity in December, which includes on- and off-campus engagement.

#### Eighth-Grade Community Engagement Program

For four days in October, all 8<sup>th</sup> graders participate in off-campus opportunities pursuing growth and transformation not only in their peer relationships through community involvement but also in their interest in volunteering and service. The work of this week continues in the spring during the

application of design-thinking principles, proposing solutions to address community challenges observed during the fall engagement.

#### Montgomery Plan Community Engagement Club

Montgomery Plan is a student group that promotes local community engagement opportunities for middle school and high school students. Monthly meetings usually are held on the third Thursday of the month during a Late Start morning. Meetings are a chance to hear about upcoming volunteer events, discuss and debrief recent events, and engage with outside speakers from local non-profit organizations hosted by the club. Montgomery Plan typically sponsors 2-4 events per month, including off-campus volunteer community engagement and on-campus drives and fundraisers.

Students completing work outside of Burroughs-sponsored events are encouraged to document that engagement on the Independent Service Work form and submit it to the director of community engagement.

#### **Drey Land**

The camp, provided by the late Leo Drey '34 and located south of Salem, Missouri, offers a rustic lodge, cabins, and bath house set in the forest environment along Sinking Creek in the Ozarks. Seventh graders spend three days there in the fall for an orientation program. Students new to the school in ninth grade attend an orientation program at the camp in August. Ninth-grade biology students use the area as a field laboratory, and the outdoor education program uses this facility several times each year. Seniors return to Drey Land as a group prior to the start of senior year. School groups that wish to use the camp can make inquiries and reservations with the Drey Land supervisor.

#### **Class Activities**

##### Sponsors

Each class typically has two faculty sponsors appointed by the principal or head of school. Collaborating closely with the principal and assistant principal, sponsors are responsible for working with class officers to build community at their grade level by planning grade-specific events and activities. Sponsors are also responsible for providing proper adult supervision at class parties and functions and for approving all class expenditures.

##### Class Officers

Each class elects its own officers in the spring; those officers begin their duties one week after the election. They are responsible for the social activities and community-engagement projects of the class. The officers are president, vice-president, secretary/treasurer. Seventh-grade officers are elected in November.



Class presidents represent their class in Student Congress. Vice-presidents support the work of Congress and fill in for class presidents as needed. Treasurers are responsible for monitoring class funds and handling all contact with the Business Office. Class officers and sponsors are the only persons authorized to approve class activities and fundraising events, which must then be approved by Congress. Class officers are the only persons authorized to make expenditures for class activities, which must also have prior approval of the class sponsor.

#### Parent Grade Chairs

Two or three parent/guardian couples are appointed as grade chairs by the Parents Council to help the principals, faculty sponsors, and class officers plan and execute class functions. The grade chairs also organize parent/guardian functions; funding for these events comes from parents/guardians or the Parents Council.

#### Guidelines for Fundraising

Fundraising can be an important part of the leadership and learning that class activities and projects are meant to foster. In general, fundraising is used to support individuals or groups outside the school; all fundraising efforts must be approved by Student Congress.

#### **Class Responsibilities and Privileges**

At each successive grade level, students have an expanding set of school service responsibilities and privileges. The intent is to emphasize the school's philosophy of preparing students for a life of service and to connect this philosophy with students' growing responsibility as citizens who are accountable for their own actions. All students, grades 7 through 11, take turns serving food, clearing, and preparing the lunchroom for the next lunch period.

#### Grade Seven

The seventh grade takes responsibility for raising and lowering the flags every school day. They also participate in a day-long community engagement project in December.

#### Grade Eight

Eighth graders take part in a four-day community engagement project in October. They earn free periods starting in April if they are in good academic and disciplinary standing.

#### Grade Nine

Ninth graders take turns serving as office assistants and cleaning the 9<sup>th</sup> & 10<sup>th</sup> grade commons and the lunch room. Ninth graders have greater choice in athletics, academics, and the arts. They have access to most upper school activities.

### Grade Ten

Tenth graders are responsible for schoolwide recycling and are assigned on a rotating schedule. Tenth graders have all the privileges of ninth graders and expanded opportunities in all areas. Tenth graders may list preferences for their advisor. Tenth graders are allowed to drive to school and park on campus.

### Grade Eleven

Eleventh graders begin to occupy leadership positions in all school activities and serve as role models to younger students. Academic life also tends to become more rigorous and they have added responsibility along with greater freedom. We recommend that students take no more than two days off from school to visit colleges. Juniors are also in charge of planning prom. They have all the privileges of the classes below them.

### **Senior Year**

The senior year is a special time at Burroughs. Seniors are given increased freedom and responsibility because of their age and experience in the school. Seniors devote much time and energy to the college application process, especially in the fall as they complete applications. Twelfth graders act as big siblings to the seventh graders and also serve as counselors at Seventh-Grade Drey Land in the fall and Bio Drey Land in the spring.

### Senior Responsibilities

Because of familiarity with the school, maturity, and their position as the oldest class in the school, the seniors have a responsibility which no other students have. The general atmosphere of the school and morale of the student body is largely established by the example and leadership of the senior class, both as a group and as individuals.

### Senior Privileges

Seniors have these privileges if they act as responsible members of the community.

Seniors may leave campus when they don't have any obligations, but they sign out and in. Parents and guardians of seniors should note that this privilege allows a senior to return home during the school day. Parents and guardians who don't wish their children to have this privilege may request that their children not be allowed to leave campus during the school day. Seniors who have cell phones are required to share their cell phone number so that in the unlikely event of an emergency they can be reached.

We recommend that seniors may take no more than three school days to visit colleges.

Seniors will receive a full-day holiday ("senior skip day") in April.

### Prefects

Prefect status can be conferred upon seniors who, during the 11th and 12th grades, maintain a good record of scholarship and citizenship. The system provides a learning experience in which the prefect accepts special responsibilities in the school, working with and supporting the efforts of faculty. Currently, seniors are asked to work on behalf of the school one period each week which allows them a free lunch period one designated day each week. A Prefect Review Board, elected during the junior year by a majority vote of the class, establishes the specific criteria for prefect status and oversees the fulfillment of responsibilities. Members of the Prefect Review Board must be prefects in good standing.

### May Projects

Satisfactory completion of a Senior May Project, a program begun with the Class of 1968, is a requirement for graduation. Senior projects must be approved by the May Project Review Board. Seniors should be ready to submit their final project proposals by the end of the first week in March.

The project chosen must be a learning experience. No compensation may be accepted for this project. Each senior is responsible for developing an individual program or one in conjunction with other seniors. Seniors receive a pass/fail grade for their May Projects. A passing grade is required for graduation.

Previous May Projects have included serving as teacher aides, laboratory assistants, political workers, computer programmers, and research assistants. Seniors are encouraged to design a May Project experience that enables them both to engage in meaningful service and to explore an area of sincere interest.

## **DAILY PROCEDURES**

### **Bookstore**

The bookstore, located in the Cissel Center, offers school supplies, Burroughs gear, and school mementos. It is open to students, parents, guardians, and alumni from 8 am to 3:30 pm on school days, Monday - Thursday; 8 am to 3 pm, Friday.

### **Driving Privileges**

Students in grades 10, 11, and 12 may drive to school and park in the school lots if they are licensed and observe the following regulations:

1. All cars driven to school by students must display a parking sticker issued by the front office. Failure to display a sticker may result in a fine and/or disciplinary action.
2. The parking lot is off limits to students during the school day except when officially excused.
3. A student's responsibility to enter and leave all school driveways and parking lots cautiously cannot be stressed enough. Failure to observe this regulation will result in the suspension of driving privileges.
4. Students will be subject to a fine and/or disciplinary action including suspension of parking privileges for parking in a fire lane, in marked spaces, in the Price Road Circle, in the Clayton Road Circle, or for driving recklessly on campus.
5. Carpools are encouraged; those who carpool are eligible for green stickers and priority parking.

### **Special Occasions**

Parents and guardians are asked not to send gifts or “surprises” to school on their child’s birthday or other special occasions.

### **Lost and Found**

Articles found on school property at the close of each school day will be taken to the lost and found located in the Cissel Center. Students are encouraged to check the lost and found regularly because articles are held for four weeks before being donated to the used book sale or Potpourri. Exceptions: calculators are kept in the bookstore, and jewelry, cameras, phones, and other valuable personal items are kept in the front office.

## **Lunch**

There are three lunch periods. The 7th and 8th grades eat during fourth period (which begins between 11 and 11:30 am, depending on the day's schedule); the 9th and 10th grades, during fifth period; and the 11th and 12th grades, during sixth period. (A mid-afternoon snack is provided to middle schoolers after PE). Seventh through tenth graders are assigned to specific tables monthly. Eleventh and twelfth graders sign up for a table each month unless assigned a job. A faculty member oversees each table and is helped by the student waiter, clearer, scraper, and alternate. Attendance is taken at each lunch period.

## **Medication**

The school will only administer medication to children with written permission from parents or guardians. Medication is administered from the nurse's office.

## **Personal Belongings**

Students must take responsibility for the proper care of their books, clothing, and money. All items of clothing and books should be marked with the student's name. Adequate locker space is provided for these articles. It should not be necessary for students to bring large sums of money to school. However, if there is an exception, the money should be given to the principal or to the Business Office for safekeeping.

## **Safety and Security Protocols and Policies**

The safety and well-being of our school community is of the utmost importance. We continually review and update our safety and security protocols and systems with the help of our administrative team, our campus safety committee, and our local emergency and protection agencies.

### Visitor Policy

All visitors to campus (including parents/guardians and alumni) must sign in at the Front Desk (off Price Road) or in the Arrival Court (off Clayton Road) and wear a visitor badge during their time on campus.

### Drills

The school conducts emergency preparedness drills throughout the school year to familiarize students with the proper procedures in the event of an emergency. These drills include fire, earthquake, tornado or other severe weather, and lockdown/intruder scenarios. These drills and procedures are developed and updated in cooperation with local law enforcement and emergency services agencies.

### Weather Alerts

The school abides by our local outdoor emergency siren system to alert us of severe weather and tornado warnings. We use an internal communication system to notify our campus community.

### Snow Days

Snow Schedule - For some weather conditions, it is appropriate to open school late (at 8:55 am). To accomplish this, the words "Late Day" or "Snow Schedule" are used in the phone message or radio announcement. Once we've had two snow days in an academic year, we'll shift to remote learning for any further snow days.

### Communication

When school is closed or delayed due to weather or other issues, the head of school will make a "phone blast" letting all members of the community know of the change in schedule.

Parents/guardians will also receive an email and/or text message. This information will also be posted on the school's home page.

Radio/TV - Radio station KMOX (1120) will list John Burroughs School at about 6:30 am if school is officially canceled or opening late. Also, television stations KMOV-CBS, KSDK-NBC, and KTVI-FOX will list John Burroughs School during their school closings announcements.

### Reporting

We consider campus safety and security the responsibility of our entire community. If you see anything suspicious or have concerns about a safety or security issue, please contact a faculty/staff member or your grade-level principal.

### **Student Guests**

Students wishing to have a visitor for a day must secure permission from the appropriate principal prior to the day of the visit.

### **Study Halls**

Students in grades 7 and 8 are assigned to faculty-supervised study halls. They may be excused from study hall to meet with one of their teachers or to do specific research in the library for a course if they present a green slip obtained from the relevant course teacher before the period begins. A student may not obtain a green slip from the study hall teacher.

Students in grade 9 through 12 are usually not assigned to study halls in hopes that they are learning to structure their study time. High school students may choose to attend an academic study hall during any free period if they are looking for a quiet space to work. Locations for academic study halls (available periods 2-8) are posted around campus. However, for academic

or disciplinary reasons, students may be placed in study halls at the discretion of the grade-level principal.

**Telephone**

There is a telephone in the bookstore for student use (when the bookstore is open) and in the front office. Only school business is to be transacted on school phones.

## ABSENCE AND TARDINESS

When a student will be absent from school for an unexpected reason (e.g., sickness) or will be absent for part of the school day (e.g., for a doctor's appointment), parents or guardians should email the receptionist at [attendance@jburroughs.org](mailto:attendance@jburroughs.org) or call the receptionist before the start of the school day, if possible.

If students are aware of a planned absence from school for a full day, they should notify their principal and obtain an excused absence slip (salmon slip) to be signed by the teachers of all affected classes and by parents/guardians. This slip should be requested as early as possible but no later than three days before the absence.

### **Types of Absences**

#### Excused Absence

1. Illness
2. Major family obligations
3. Observance of religious holidays
4. College visiting – seniors (recommended 3 days/year max); juniors (recommended 2 days/year max)
5. Athletic competitions—If a student has been chosen by an accredited organization for national recognition or has qualified for national or regional competition, the principal may excuse the student upon request by parents/guardians. Requests must be received at least one week prior to the event.

Families should be aware that students who miss more than two days of school typically have difficulty keeping up with their academic work. Students are responsible for required class assignments and should arrange with teachers, well in advance, for any missed quizzes, exams or papers given during the absence.

Teachers are not responsible for reteaching class material that was missed during the absence. Students and their families should carefully consider reducing the rigor of their academic schedules if repeated absences are anticipated.



### Unexcused Absence

Barring extenuating circumstances, absence from a class or other scheduled obligation without permission is unexcused. Because of the pace at which our classes move and the depth/breadth of material covered, attendance is vital. Each student's presence is important to the success of every class session. Therefore, absences not covered by the above reasons are unexcused. Examples include absence due to family convenience or extension of vacations. In particular, families should note that final exams cannot be rescheduled for family convenience.

The penalty is assessed by the principal or Student Court, and repeated offenses can result in detention and/or study halls. Factors affecting the penalty include the number of classes or school days missed and whether sufficient advance notice had been given to the principal and teachers involved.

### Excessive Absence

Excessive absence for any reason will result in a conference with parents or guardians and the student to determine the student's future at the school.

### **Tardiness Procedure**

Parents/guardians should call the front office if a student will be late to school. Students are considered tardy to school if they are not in their assembly seats at 8:30 am (8:55 am on late start days) and are considered absent from assembly if they arrive after assembly has ended. A student who arrives during assembly must report to the faculty member in the balcony and will receive two restrictions for tardiness. If the student does not check in with the faculty member in the balcony but signs in at the front office, the student will receive three restrictions. If the student does neither and proceeds straight to class, a court case will be issued (see pp. 47-48). A student who arrives after assembly is dismissed must sign in with a receptionist before going to class.

Parents/guardians should call or email the receptionist or send a note with the child when a tardy is unavoidable. Absence from assembly is treated the same as absence from a class.

A student arriving later in the day must sign in with a receptionist immediately upon arrival. Parents/guardians must call, email, or send a note to the receptionist explaining the reason for the child's tardiness.

A student arriving late to class (after the bell signaling the beginning of the period) must explain the reason for being tardy to the teacher or present a note from another member of the faculty. The teacher may give two restrictions to a student who is late without sufficient reason.

## **Leaving School Grounds**

A student wishing to leave the school grounds during the school day must obtain permission from one of the principals and must sign out properly at the reception area. Parents/guardians must call, email, or send a note to the receptionist explaining the reason for the child's early release. (Seniors may leave school grounds after signing out without obtaining permission if they have no obligations at school.)

Students are not permitted to return home for forgotten books, papers, gym clothes, etc. Driving lessons, inoculations, etc. , should be arranged on non-school days or after school hours whenever possible. Students may not miss classes to take their driving test. Parents and guardians are asked to make doctor and dentist appointments during vacations or after school hours whenever possible.

## **Illness During the School Day**

If a student becomes too ill to attend a class, a faculty member may send the student to the school nurse for a decision about whether to send the student home. Parents/guardians will be notified before any student may go home. If parents/guardians cannot be reached, the student will be permitted to stay under the nurse's supervision until the family can be notified. Students who leave school for illness will not be allowed to return for academic obligations, sports, or performances.

## **Medical Leave Policy (Pass-Drop-Fail)**

When due to illness, a student is required to take an extended leave from school, the school may advise, or in certain cases require, the student to complete one or more courses on a pass-drop-fail basis when the illness prevents the student from keeping up with course work during the absence. The grade-level principal will put this plan in place after consulting with the student's advisor, teacher(s), parent(s)/guardian(s), and, when appropriate, the grade-level counselor. Passing grades will appear on the student's transcript but will not be included in the student's GPA. A "pass" in a required course will fulfill applicable graduation requirements.

## **Absence from Major Tests or Assignments**

When a student has an excused absence on the day when a test is given and a makeup test is administered, it may be in a different form from that given to the class. Students who have an excused absence should receive test or assignment extensions equivalent to the number of days missed.

## **Participation in Extracurricular Activities**

A student may not participate in after-school activities unless they attend school for at least five periods on the day of the scheduled activity.

**Residency Requirement**

In order to stay in school, students must be living with their parents or guardians, or some other adult mutually agreed to by the school and the parent or guardian.

# **DISCIPLINARY SYSTEM AND PROCEDURES**

## **Basic School Expectations**

A basic assumption at Burroughs is that our students will act responsibly and in a manner that is conducive to building a healthy, trusting community. We assume that students at Burroughs understand responsible behavior and recognize that trust is of key importance in maintaining our community. It is also assumed that wherever Burroughs students go they will act as good citizens. Treating others with respect and courtesy at all times is expected. Sometimes, a student may step out of line either by mistake or on purpose. It is hoped that when such an incident occurs, another student will try to help by taking the initiative to stop or correct inappropriate actions. We also recognize that with freedom comes the possibility of making errors in judgment; therefore, the following guidelines and procedures are given to provide some direction:

1. A student is required to be at school by 8:30 am (8:55 am on late start days) and to remain on the school grounds from time of arrival until time of dismissal unless properly excused.
2. Students must attend all school obligations (class, lunch, assembly, class meetings, advisory, and any other scheduled activity) and be on time.
3. Students are expected to dress appropriately. Because we want to maintain an informal atmosphere at Burroughs, there is no prescribed school uniform; however, students are expected to be clean and neat in appearance and to wear clothes that are in good repair and in good taste. Clothing may not make references to drugs, alcohol, or profane or hateful language. Shoes are required. The school name or logo may not be used on clothing or other articles without permission from the athletic director, faculty sponsor of Student Congress, principal, or head of school.
4. Students are expected to make proper use of equipment and facilities and to clean up after themselves at all times.
5. Cellular phones must be turned off and put away during the academic day (beginning with the bell for Assembly). If students need to use their phones, they should ask an adult or go to the front office. Seniors may use cell phones in both the college counseling suite and in Conference Room 1 (next to college counseling) without seeking special permission. If students have their phone out without permission, it will be taken from them and given to their grade-level principal.

6. Posters and flyers are prohibited at the school except in connection with school elections or school-sponsored clubs and activities. In these cases, posters must be approved by the Student Congress faculty sponsor or the club faculty sponsor.
7. Lockers are the property of the school. Writing on or inside the locker is prohibited.
8. Students are expected to behave appropriately as spectators or participants in public performances, assembly, games, and all school events.
9. Driving privileges are granted to sophomores, juniors, and seniors.
10. Students are expected to refrain from inappropriate language.
11. Students should not post photos or videos of others in the Burroughs community without their permission.
12. Students are not allowed to order food delivery during the school day.

### **Major School Rules**

The actions listed below are cause for serious disciplinary action because they are major violations of the trust that defines our community and can be harmful to an individual or work counter to the purposes of the school.

The following constitute violations of school rules and apply to students on school grounds or at any school-sponsored activity, including trips where local laws may differ.

1. Dishonesty in any form. (Please see the statement about academic integrity on pp. 2-4.)
2. Possession, use, or distribution of alcohol, marijuana, or controlled substances or being under the influence of alcohol or controlled substances on school grounds or at any school-sponsored activity including holidays, weekends, or summers. (Please see the statement about alcohol and controlled substances violations on pp. 42-43.)
3. Sharing of prescription medication or possession of prescription medication that is not your own.
4. Possession, use, or distribution of cigarettes, cigars, chewing tobacco, or electronic cigarettes (or similar devices) on school grounds or at any school-sponsored activity.
5. Gambling.

6. Stealing from another student, faculty member, or staff member. This includes “borrowing” school supplies from peers without asking specific permission or using others’ ideas without acknowledgement.
7. Willful disregard for the property of the school or the property of others (misuse, vandalism, etc.).
8. Possession or use of weapons. Knives of any sort are against the rules, including all types of pocket knives.
9. Verbal or physical abuse of another person; this includes fighting and using language that is degrading, threatening, hostile, intimidating, and/or offensive.
10. Sexual misconduct, which includes but is not limited to sexual assault and sexual harassment.
11. Willful disregard for the rights of others (discrimination, harassment, slander, etc.).
12. Use of technology to make public statements or distribute material that is hostile, intimidating, and/or offensive (Please see the statement about technology and social media use on pp. 5-8.)
13. Interfering with the learning of others.
14. Insubordination.
15. Behavior inside or outside of school which brings discredit upon yourself, the school, or one’s peers.
16. Trespassing on school property at any time with intention to disrupt school, to prank, or violate school property.
17. Accumulation of a number of minor rule infractions.

Students who are witnesses to or victims of violations of major school rules are asked to inform the violator or suspected violator of their disapproval of their actions, ask that it stop, and report such infractions to school authorities.

## **Alcohol, Marijuana, and Controlled Substances Violations**

The primary purpose of our policy regarding alcohol, marijuana, and controlled substances is to ensure the health and safety of our students. Our policy should in no way inhibit an individual's attempt to seek personal help or help for another member of the community. Members of the school faculty, staff, and administration will respect the confidentiality of any individuals who come forward with concerns about themselves or others. Furthermore, the school will support a student during the course of an appropriate assessment and/or treatment program as long as no violations of major school rules occur during that time.

All violations of the major school rules regarding possession, use or distribution of alcohol, marijuana, or controlled substances are especially grave, and the associated disciplines should be expected to be as grave.

As with all cases concerning the violation of major school rules, the head of school has full discretion in determining the appropriate discipline in a given case based on the facts and circumstances of the specific incident, the disciplinary history of the student involved, and the integrity with which the student responds when accused.

For the sake of clarity, it is important to note that in recent history:

- all disciplinary cases involving the use of illegal drugs have resulted in expulsion, and a student who engages in the use or possession of such substances at school or at school functions should understand that expulsion will follow, even if it is the student's first major disciplinary offense.
- all disciplinary cases involving the use or possession of alcohol and marijuana have resulted—at a minimum—in suspension from school, and any student who engages in the use or possession of alcohol or marijuana at school or at school functions should understand that—at a minimum—suspension will follow. A suspension becomes part of a student's permanent record on the transcript and results in a period of disciplinary probation (see statement about suspensions on p. 48).
- When a student is disciplined, but not expelled, the school will typically require, as a condition for staying at the school, that the student undergo a professional evaluation to determine whether treatment for chemical dependency is needed. Such evaluation and/or treatment will be at the expense of the student involved.

When a student is dismissed, the student may reapply for admission in a future academic year, although there is certainly no guarantee of admission. Burroughs expects all parents and guardians to support the school's policies regarding alcohol, marijuana, and controlled substances. We remind parents and guardians who supply alcohol, marijuana, or other drugs to our students, or simply turn a blind eye to their use, that they are violating Missouri law. They

are also undermining the efforts and desires of the school and the vast majority of the parent body and—most importantly—that they are jeopardizing the health and safety of our students.

### **Nicotine and Electronic Cigarette Violations**

Violations of the major school rules regarding possession, use or distribution of cigarettes, cigars, chewing tobacco, or electronic cigarettes (or similar devices) will result, at a minimum, in disciplinary probation (see p. 47).

### **Academic Integrity Violations**

Honor and academic integrity are essential values at Burroughs. All students must sign that they have read and understand the Honor and Academic Integrity Statements each fall (see pp. 1-5).

Teachers will explain what constitutes an academic integrity violation (including the use of Artificial Intelligence tools) and decide whether an academic integrity violation has occurred. In consultation with the relevant department head and principal, teachers may impose a maximum penalty of a failing grade on the assignment in question and the lowering of the student's course grade by one-third of a letter grade at the end of term. Teachers will report all cases of honor violations to the appropriate principal who will keep a record of all such incidents. In the case of serious or repeat offenses, the head of school may convene the disciplinary committee which will then review the case and recommend an appropriate punishment.

Consequences shall include, but will not be limited to, detention, disciplinary probation, suspension, and expulsion. Any honor violations resulting in a suspension or expulsion will be designated as an academic integrity violation on the student's official transcript.

### **Sexual Misconduct Policy**

Central to our educational mission is ensuring that we offer our students a safe and supportive environment where everyone is treated with dignity and respect. All forms of sexual misconduct interfere with our mission and will not be tolerated. Sexual misconduct includes, but is not limited to, sexual harassment and sexual assault. Employees or students who violate this policy will face disciplinary action, up to and including separation from the school. Below is an overview of our school's policy and approach. Should you have questions or need more information, please feel free to contact your principal or grade-level counselor.

### **Sexual Harassment**

Sexual harassment can be defined as any act or course of conduct of a sexual nature that a reasonable person would find inappropriate and hostile, intimidating, demeaning, or offensive. This unwelcome conduct of a sexual nature creates an intimidating, hostile, or abusive



environment that is so severe, persistent, or pervasive that it prevents a student from fully participating in an educational program or activity. Sexual harassment may be written or oral, and it may occur in person or via cell phone or the Internet. There does not need to be intent to harm. Examples of sexual harassment include, but are not limited to,

- offensive, unwanted physical contact such as hugging, patting, pinching, or routinely brushing up against someone,
- demands for sexual favors in exchange for favorable treatment, whether implied or stated directly,
- obscene or suggestive sexual jokes, remarks, or insults,
- pressure for sexual activity,
- the transmission of sexually explicit photos by email or other electronic communications.

### **Sexual Assault**

Sexual assault can be defined as any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Consent is a knowing, voluntary and mutual decision among participants to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. It is important not to make assumptions about consent; indeed, a participant can withdraw consent at any time. Examples of sexual assault include, but are not limited to

- Fondling or unwanted sexual touching,
- Attempted rape,
- Forcing a victim to perform sexual acts, such as oral sex or penetrating the perpetrator's body,
- Penetration of the victim's body, also known as rape.

### **Reporting Sexual Misconduct**

Students who believe they've been victims of sexual misconduct or who have knowledge of sexual misconduct of any kind should seek help immediately from a trusted adult at school—a faculty member, advisor, counselor, principal. Even if the incident occurred long ago, students who believe they've been victims of sexual assault are advised to seek support and help.

Students may report sexual misconduct orally or in writing. When reporting an incident, it is helpful to provide as much information as possible, including the following:

1. A description of the event
2. The number of occurrences, with dates and places

3. The names of any witnesses
4. Any documents or other materials that are related to the event

### **The School's Response to Sexual Misconduct**

Any faculty member who receives a report of sexual misconduct should immediately share the information with the principal(s) of the student(s) in question. The principal will conduct a prompt and impartial investigation of all allegations, even if the aggrieved party doesn't choose to cooperate. The scope and timeline of the investigation will depend upon the specific circumstances of the report received. There also are instances in which the school might be obligated to contact appropriate authorities in keeping with our duty as mandatory reporters. During the course of the investigation, care will be taken to maintain confidentiality of all involved parties, except as may be reasonably necessary to complete a full and fair investigation and to take appropriate responsive action to remedy the situation. As a community we have a responsibility to work together to create a safe and welcoming environment; for this reason, we have the expectation that any other student, faculty, or staff who has any knowledge of any instance of sexual misconduct will cooperate with our investigation. Burroughs retains the authority to discipline inappropriate conduct even if it does not meet the legal definition of harassment or assault. The results of the investigation will be shared with the head of school and the head of the counseling department.

If you report an incident and do not receive the level of support described above, please contact your grade-level counselor, principal, or head of school.

Retaliation against any student who files a complaint in good faith or participates in an investigation will not be tolerated. However, anyone who makes a false claim will be subject to discipline. Students who believe they've been the victim of retaliation should contact their principal.

For the sake of clarity, it is important to note that students who are found to have violated our school rules regarding sexual misconduct will be subject to appropriate disciplinary action, up to and including expulsion.

### **Disciplinary Procedures for Violations of Major School Rules**

When the school believes that a student has violated a major school rule, the accused student will be sent to the grade-level principal, who will conduct an investigation of the incident. In most instances, the principal will meet with the student and then communicate with parents/guardians regarding the consequences, which may include, but will not be limited to, detention, disciplinary study halls, or disciplinary probation.

If the principal, in consultation with the head of school, believes that the offense could possibly warrant suspension or expulsion, they may make use of a disciplinary committee consisting of the advisors to the Student Court, the student's grade-level counselor, the athletic director, two members of the Faculty Executive Committee, and the student's advisor. The disciplinary committee is an advisory committee that offers counsel and recommendations to the head of school. Students and their parents or guardians will be notified that the committee is meeting and will be afforded an opportunity to provide to the principal or the head of school any additional information or context that they feel is important before the meeting takes place.

Having heard the student and parent/guardian input and input from the disciplinary committee, the head will render a decision. Consequences may include, but will not be limited to, detention, disciplinary study halls, disciplinary probation, suspension, and expulsion. Any suspension or expulsion will become part of a student's official transcript.

# CONSEQUENCES

## Restrictions

Restrictions may be given to students who have violated a school rule, are tardy to school or class, or who have conducted themselves improperly. A restriction may be given by either a faculty or staff member. Restrictions are typically used by teachers for unexcused tardiness to class.

Penalties for restrictions:

- Every 6 restrictions = 1 period of detention
- If a detention is not served in the specified time, the number of detentions will double.
- Students who are repeatedly on the restriction list are subject to special action by the Student Court or their principal.

## Detention and Disciplinary Study Halls

When school rules are violated, students in grades 9 through 12 and in the last two months of 8th grade may lose their “free periods” and be placed in study halls by the Court, faculty members, or principals. This is usually done for a specified period of time. Students may be assigned detention for violations of school rules by Student Court or their principal. Detentions are held during periods 2-8 in assigned locations. Detentions for middle school students are held during ninth and tenth period on Fridays. At detention, students may read or study; they may not bring food and may only use electronics for academic purposes. Failure to attend will result in further disciplinary action. Students who accumulate nine or more detentions in one semester are not meeting basic school expectations. A meeting with parents/guardians will be called to determine other disciplinary measures. Seniors who have outstanding detention time lose their sign-out privileges until they’ve served all the detention they owe.

## Disciplinary Probation

Probation is a status which implies a “watchful attitude” by the school. A student may be placed on probation for a definite or indefinite period of time for disciplinary reasons. During this time students may be delayed or prohibited from participating in co-curricular activities, including sports practices. Further violations of school rules can result in suspension or dismissal. **Students may not run for or hold class or school-wide office while on disciplinary or academic probation.**

**Suspension**

Suspension is the punitive loss of school privileges and citizenship for the days suspended. This includes sports, theatre productions, and musical performances. A student may be suspended from school for 1-3 days for a violation of major rules or from an accumulation of guilty court cases. Suspension automatically places a student on probation and in academic study halls. Suspension is a major disciplinary action and becomes part of a student's official transcript.

**Dismissal**

A student whose actions demonstrate that the student does not or cannot abide by the school rules and philosophy will be asked to leave the school. This may occur because of a single action or an accumulation of actions. A conference including student, parents/guardians, the head of school, principal, and advisor will be offered in any case involving dismissal for disciplinary reasons. The head of school will inform the President of the Board of Trustees in all such cases.

## APPENDIX A: KEY CONTACTS

If you have a question and are unsure about whom to call, it is often easiest to start with your child's advisor and they will direct you. However, here are contacts for frequently asked questions. The JBS Parents app (available on iOS and Android) is a great source of up-to-date information.

### Daily procedures & primary contacts

**Excused absences (e.g., doctor's appointment) or to report your child absent or late** Email: [attendance@jburroughs.org](mailto:attendance@jburroughs.org) to communicate your child's absence

Phone: Before 7:45 am, 314/993-4040, press 0 and leave a message

After 7:45 am, 314/993-4040, and speak with the receptionist

**Homework information if your child is ill**

Your child should use the resources on Canvas

**To get a message to your child during the school day**

The receptionist, at 314/993-4040

**Primary contact for questions concerning your child, including specific questions about a particular class or athletic team**

Your child's advisor (school phone numbers/emails listed online; emails are also listed in the back of the buzz book)

**General questions about your child or their schedule, or for unexcused absences (e.g., travel during undesignated breaks)**

Linda Churchwell-Varga, principal for grades 7 and 8, at 314/993-4045, ext. 345, or [lchurchwellvarga@jburroughs.org](mailto:lchurchwellvarga@jburroughs.org)

Julie Shimabukuro, principal for grades 9 and 10, at 314/993-4045, ext. 340, or [jshimabukuro@jburroughs.org](mailto:jshimabukuro@jburroughs.org)

Jessica Wasilewski, principal for grades 11 and 12, at 314/993-4045, ext. 322, or [jwasilewski@jburroughs.org](mailto:jwasilewski@jburroughs.org)

### Programs & departments

**Academic program**

Jennifer Salrin, assistant head of school for academic affairs, at 314/993-4045, ext. 325, or [jsalrin@jburroughs.org](mailto:jsalrin@jburroughs.org). You can also find information in [our curriculum guide](#).

**Academic support/special learning needs**

Paul Knight, chair of the academic support department, at 314/993-4045, ext. 336, or [pknight@jburroughs.org](mailto:pknight@jburroughs.org)

**Admission & tuition aid**

Meridith Thorpe, director of admission and tuition aid, at 314/993-4045, ext. 270, [mthorpe@jburroughs.org](mailto:mthorpe@jburroughs.org)

**Athletic program**

Peter Tasker, athletic director, at [314/993-4045](tel:3149934045), ext. 217, or [ptasker@jburroughs.org](mailto:ptasker@jburroughs.org), or Hollie Cosentino, assistant director of athletics, at [314/993-4045](tel:3149934045), ext. 382, or [hcosentino@jburroughs.org](mailto:hcosentino@jburroughs.org)

**Athletic schedules**

Visit [www.jburroughs.org/athletics/athletics-calendar](http://www.jburroughs.org/athletics/athletics-calendar) or check the JBS Parents app

**Bills, payments, or re-enrollment**

Katie Katashuk, accounting manager, at [314/993-4045](tel:3149934045), ext. 247, or [kkatashuk@jburroughs.org](mailto:kkatashuk@jburroughs.org)

**Centennial events**

Ellen Bremner, director of special projects, at [314/993-4045](tel:3149934045), ext. 355, or [ebremner@jburroughs.org](mailto:ebremner@jburroughs.org)

**Centennial campaign**

Ginger Imster, assistant head of school for external affairs, at [314/993-4045](tel:3149934045), ext. 256, or [gimster@jburroughs.org](mailto:gimster@jburroughs.org)

Amy Dunaway, director of development, at [314/993-4045](tel:3149934045), ext. 315, or [adunaway@jburroughs.org](mailto:adunaway@jburroughs.org)

**Communications & alumni relations/career connections**

Emma Birge-Osborne, social media, at [314/993-4045](tel:3149934045), ext. 255, or [ebirgeosborne@jburroughs.org](mailto:ebirgeosborne@jburroughs.org)

Elisa Essner, communications, at [314/993-4045](tel:3149934045), ext. 262, or [eessner@jburroughs.org](mailto:eessner@jburroughs.org)

Corey Reuwee, alumni relations and engagement, at [314/993-4045](tel:3149934045), ext. 283, or [creuwee@jburroughs.org](mailto:creuwee@jburroughs.org)

**Community engagement (community service)**

Meghan Rathert, director of community engagement at [314/993-4045](tel:3149934045), ext. 318, or [mrathert@jburroughs.org](mailto:mrathert@jburroughs.org)

**College counseling**

Darryl Calkins, director of college counseling, at [314/993-4045](tel:3149934045), ext. 281, or [dcalkins@jburroughs.org](mailto:dcalkins@jburroughs.org)

**Counseling & wellness**

For questions about parenting or personal counseling for your child

Jennifer Jones, director of wellness & counseling and counselor for grades 7 & 11, at [314/993-4045](tel:3149934045), ext. 323, or [jjones@jburroughs.org](mailto:jjones@jburroughs.org)

Sally Kilbride, counselor for grades 9 & 12, at [314/993-4045](tel:3149934045), ext. 317, or [skilbride@jburroughs.org](mailto:skilbride@jburroughs.org)

Alex Goodman, counselor for grades 8 & 10, at [314/993-4045](tel:3149934045), ext. 352, or [agoodman@jburroughs.org](mailto:agoodman@jburroughs.org)

**Diversity initiatives, policies, or programs**

Andy Chen, interim director of diversity, equity, inclusivity, and engagement, at [314/993-4045](tel:3149934045), ext. 319, or [achen@jburroughs.org](mailto:achen@jburroughs.org)

**Financial support not covered by tuition aid, including technology needs, athletic equipment, etc.**

Keith Vassall, director of student engagement, at 314/993-4045, ext. 268,  
or [kvassall@jburroughs.org](mailto:kvassall@jburroughs.org)

**Health concerns**

Casie Tomlinson, school nurse, at 314/993-4045, ext. 209, or [ctomlin@jburroughs.org](mailto:ctomlin@jburroughs.org)

**Library resources** (available to students and parents/guardians)

Kate Grantham, library chair, at 314/993-4045, ext. 398, or [kgrantham@jburroughs.org](mailto:kgrantham@jburroughs.org)

**Parent annual fund/other giving**

Lauren Stuart, director of the Annual Fund, at 314/993-4045, ext. 278,  
or [lstuart@jburroughs.org](mailto:lstuart@jburroughs.org)

Amy Dunaway, director of development, at 314/993-4045, ext. 315,  
or [adunaway@jburroughs.org](mailto:adunaway@jburroughs.org)

**Parent/guardian involvement/volunteering at the school**

Jessica del Pilar, president of the Parents Council, at [pcpresident@jburroughs.org](mailto:pcpresident@jburroughs.org)

**School lunches and food services for a meeting or special event**

Erik Wright, SAGE Dining Services, at 314/993-4045, ext. 243, or [sage@jburroughs.org](mailto:sage@jburroughs.org)

**Questions about the physical campus**

Bob Jett, director of plant operations, at 314/993-4045, ext. 244, or [bjett@jburroughs.org](mailto:bjett@jburroughs.org)

**Questions that do not fit into any of these categories**

[jbassist@jburroughs.org](mailto:jbassist@jburroughs.org)



## APPENDIX B: BUILDING HOURS

### SCHOOL DAYS MONDAY - FRIDAY

Brauer Building & Schnuck Wing*	7 am to 6:30 pm
STAR Building	7 am to 5:30 pm
Stamper Family Library (STAR Building)	7:45 am to 5 pm (3:15 pm on Fridays)
Haertter Performing Arts Center	7 am to 9 pm
Commons & Taylor Family Athletic Center	6:30 am to 9 pm (except when there is an athletic event)
Kuehner Fine Arts Building	7 am to 5 pm

\*Administrative Offices, Classrooms, and Labs close at  
4:30 pm (Monday – Thursday) and 4 pm (Friday)

### SATURDAYS AND SUNDAYS:

Buildings closed all day except the Commons & Taylor Family Athletic Center which is open during Health Club hours

### HEALTH CLUB:

Pool, Field House (Subject to closing for school events)

Weekdays: 6 am to 11 am

Saturday: Please check the JBS website or call the Athletic Office for hours

Sunday: Please check the JBS website or call the Athletic Office for hours

School Holidays: Special hours for school holidays will be posted.

The Health Club is open from Labor Day to Memorial Day.

## APPENDIX C: BELL SCHEDULES

### Regular

Assembly 8:30 AM - 8:45 AM (15 minutes)  
 Period 1 8:49 AM - 9:31 AM  
 Period 2 9:35 AM - 10:17 AM  
 Period 3 10:21 AM - 11:03 AM  
 Period 4 11:07 AM - 11:49 AM *lunch 7&8*  
 Period 5 11:53 AM - 12:35 PM *lunch 9&10*  
 Period 6 12:39 PM - 1:21 PM *lunch 11&12*  
 Period 7 1:25 PM - 2:07 PM  
 Period 8 2:11 PM - 2:53 PM  
 Period 9 2:57 PM - 3:39 PM  
 Period 10 3:43 PM - 4:25 PM

### Late Start

Assembly 8:55 AM - 9:05 AM (10 minutes)  
 Period 1 9:09 AM - 9:49 AM  
 Period 2 9:53 AM - 10:33 AM  
 Period 3 10:37 AM - 11:17 AM  
 Period 4 11:21 AM - 12:01 PM *lunch 7&8*  
 Period 5 12:05 PM - 12:45 PM *lunch 9&10*  
 Period 6 12:49 PM - 1:29 PM *lunch 11&12*  
 Period 7 1:33 PM - 2:13 PM  
 Period 8 2:17 PM - 2:57 PM  
 Period 9 3:01 PM - 3:41 PM  
 Period 10 3:45 PM - 4:25 PM

### Common Day

Assembly 8:30 AM - 8:37 AM (7 minutes)  
 Period 1 8:41 AM - 9:20 AM  
 Period 2 9:24 AM - 10:03 AM  
 Period 3 10:07 AM - 10:46 AM  
 Common 10:50 AM - 11:17 AM  
 Period 4 11:21 AM - 12:01 PM *lunch 7&8*  
 Period 5 12:05 PM - 12:45 PM *lunch 9&10*  
 Period 6 12:49 PM - 1:29 PM *lunch 11&12*  
 Period 7 1:33 PM - 2:13 PM  
 Period 8 2:17 PM - 2:57 PM  
 Period 9 3:01 PM - 3:41 PM  
 Period 10 3:45 PM - 4:25 PM

### Special Assembly

Assembly 8:30 AM - 9:05 AM (35 minutes)  
 Period 1 9:09 AM - 9:49 AM  
 Period 2 9:53 AM - 10:33 AM  
 Period 3 10:37 AM - 1:17 AM  
 Period 4 11:21 AM - 12:01 PM *lunch 7&8*  
 Period 5 12:05 PM - 12:45 PM *lunch 9&10*  
 Period 6 12:49 PM - 1:29 PM *lunch 11&12*  
 Period 7 1:33 PM - 2:13 PM  
 Period 8 2:17 PM - 2:57 PM  
 Period 9 3:01 PM - 3:41 PM  
 Period 10 3:45 PM - 4:25 PM



