

Upper School Student and Parent Handbook

In addition to the following Upper School information, please refer to the [All-School Student and Parent Handbook](#) found on the BB&N website.

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MISSION

BB&N's mission is to promote scholarship, integrity, and kindness in diverse, curious, and motivated students. The School prepares students for lives of principled engagement in their communities and the world.

VALUES

- We value a learning environment distinguished by a broad, deep, and challenging program of study that inspires thorough, sustained engagement among our students.
- We value a diverse and inclusive community that fosters respect for the identities and perspectives of all.
- We value balancing a culture of high expectations with a strong commitment to support intellectual, social, emotional, and physical well-being.
- We value kindness and compassion among all members of our community.
- We value the widespread, authentic connection with students that our teachers, coaches, and mentors seek to cultivate.
- We value a program that reinforces key characteristics for 21st-century success—especially creativity, curiosity, resilience, and teamwork.
- We value the importance of helping students develop keen ethical standards in their behavior, habits of thought, and decision-making.
- We value a vibrant, healthy, and safe community where engagement and risk-taking promote lifelong learning.
- We value encouraging our students to learn and serve in their local, regional, and global communities.
- We value a well-rounded education that offers our students ample opportunity to explore, evolve, and excel in academics, arts, athletics, and all phases of school life.

N.B. The *Upper School Student and Parent Handbook* is designed to provide general guidance for families and students about current BB&N student policies, programs, and other information about the School. BB&N reserves the right, in its sole discretion, to amend, delete, or alter any of the contents of this handbook as necessary. BB&N families must understand that the statements contained in this handbook do not constitute a contractual undertaking on behalf of BB&N.

FREQUENTLY CALLED PHONE NUMBERS

BB&N Main Number	617-547-6100
Upper School Fax	617-800-2112
Upper School Attendance Line	617-800-2206

Geoffrey Theobald, Upper School Director	617-800-2130
Katrina Fuller, Upper School Assistant Director	617-800-2138
Linda Curran, Assistant to the Upper School Director	617-800-2131
Rory Morton, Dean of Students	617-800-2165
Kerri Anne Shea, Assistant to the Dean of Students	617-800-2132
Kim Gold, Director of Student Support Services	617-800-2227
Angela Tabb, Learning Specialist	617-800-2169
Douglas Neuman, Upper School Counselor	617-800-2187
Sarah Vollman, Upper School Counselor	617-800-2186
Kelly Wulff, Upper School Nurse	617-800-2295
Amy Selinger, Director of College Counseling	617-800-2106
Fred Coyne, Associate Director of College Counseling	617-800-2106
Katie Gayman, Associate Director of College Counseling	617-800-2106
Lauren Watson, Associate Director of College Counseling	617-800-2106
Christina Myers, College Office Manager	617-800-2106
Geordie Mitchell, Director of Enrollment Management	617-800-2135
Sanchali Biswas, Associate Director of Upper School Admission	617-800-2148
Lewis Bryant, Director of Multicultural Services	617-800-2168
Chuck Richard, Director of Athletics	617-800-2145
Kindyll Dorsey, Associate Director of Athletics (Upper School)	617-800-2149
Henri Andre, Director of Health and Physical Education (B – 12)	617-800-2143
Kathy Gruning, Head Athletic Trainer	617-800-2239
Louise Makrauer, Semester-Away Program Coordinator	617-800-2160
Meena Kaur, Community Service Co-Coordinator	617-800-2278
Candie Sanderson, Community Service Co-Coordinator	617-800-2162

Department Heads

Arts: Laura Tanguoso	617-800-2286
Athletics: Chuck Richard	617-800-2145
English: Sharon Krauss	617-800-2198
History and Social Sciences: Susan Glazer	617-800-2163
Mathematics and Computer Science: Chip Rollinson	617-800-2161
Science: Rachel Riemer	617-800-2185
World Languages: Cécile Roucher-Greenberg	617-800-2172

Grade Level Deans

Grade 9 Dean: David Strodel	617-800-2194
Grade 10 Dean: Fred Coyne	617-800-2180
Grade 11 Dean: Beth McNamara	617-800-2222
Grade 12 Dean: Katie Gayman	617-800-2299

The email addresses of BB&N faculty, staff, and administration generally adhere to the following pattern:
firstinitiallastname@bbns.org.

BB&N'S MOTTO: UPPER SCHOOL EXPECTATIONS

The School's Motto is: *Honestas Litterae Comitas*

I. Honestas—Honor

Honor is honesty, personal courage, and a commitment to the well-being of the community. Honor is being truthful to yourself and to others. It applies to what you say and what you do. Being honest with yourself and with other people helps you be the best person you can be. Honesty pertains to both your academic achievement and your personal behavior. Although academic achievement should be every student's goal, it should never be won dishonestly. Honesty in academic work makes the work produced much more valuable. Being honest means that you:

- Tell the truth;
- Do your own work;
- Do not make excuses for incomplete work.

II. Litterae—Scholarship

Scholarship is knowledge gained through study. It requires putting time and effort into learning new skills and ideas. You will find that this is not always easy, so be patient. Being a scholar means acquiring the skills to explore anything about which you are curious. Therefore, it is important to:

- Master the skills and content of each subject;
- Think about new ideas and look at old ideas in new ways;
- Learn about yourself: your beliefs and interests;
- Learn about how to learn.

In order for you to do your work well, we must have a good working atmosphere in the School. Therefore, it is important to:

- Listen to and respect other people's opinions;
- Give positive support to all the other members of your class.

III. Comitas—Kindness

Kindness is consideration and respect. It means that you are polite to other people. It means that you think about people's feelings and that you treat others the way you would like to be treated. To be kind and considerate means that you:

- Do what you are asked to do in a pleasant manner;
- Use appropriate language;
- Behave properly during assemblies, plays, and concerts;
- Hold doors open for visitors, teachers, and people who need assistance.

Consideration involves caring about your school. It means that you want to be here, and that you act in ways that make us proud to have you as one of our students. Consideration means that you accept our expectations of you and accept the personal responsibility of meeting those expectations. Caring about your school means that you:

- Take care of your own and other people's belongings;
- Help to keep the classrooms, buildings, and grounds clean and neat;
- Participate harmoniously in the School's activities and traditions.

Specifically, we look for opportunities to:

- Support, rather than criticize, one another;
- Offer the positive comment, rather than the angry word;
- Understand and appreciate diversity of racial, ethnic, and religious backgrounds;
- Be accepting of differences of gender and sexual orientation;
- Respect each other's feelings, opinions, and belongings;
- Represent the School both at home and away so as to reflect credit upon it.

Every student is responsible for knowledge of the School's rules and regulations.

Respect for the Individual

There is no place in the BB&N community for intolerance with respect to race, gender, ethnicity, religious background, or sexual orientation. A student using spoken or written words or symbols of any kind to denigrate the race, gender, gender identity, ethnicity, religious background, or sexual orientation of another individual or group can expect to meet with strong and swift disciplinary response.

GRADUATION REQUIREMENTS

Students in Grade 9 take five academic courses plus a sixth course in art. Students in Grades 10 – 12 take five academic courses and may take an arts course as a sixth course. Students may take an arts course as a sixth course without special permission. The Upper School Director, based on recommendations from the Educational Policy Committee, must approve any variations to the standard program.

Department	Graduation Requirement
Arts	1 unit in Grade 9; 1 unit in Grades 10 – 12
Athletics	Grades 9 – 11: 3 seasons each year Grade 12: 2 seasons Grades 10 – 11 students who participate in 2 interscholastic sports: 2 seasons
English	4 units 2 units, including a U.S. History course in Grade 11 At least one course with a global emphasis is encouraged
History and Social Sciences	Starting with the Class of 2021: 2 units, including a U.S. History course in Grade 11 and a Modern Global History course *
Mathematics and Computer Science	3 units, including 1 unit of Algebra 2 and 1 unit of Geometry * *
Science	2 units, including 1 unit of Biology and 1 unit of a physical science ^
World Languages	3 full, consecutive units of the same language ^^
Bivouac	Required in Grade 9 ~
Sexuality and Relationships	Required in Grade 10
Community Service	40 hours during Upper School
Senior Spring Project	Approved individual project during spring trimester of Grade 12

Notes

* Only courses designated as Modern Global History courses meet the graduation requirement.

** Students in Grade 11 must take a mathematics course unless a student has already completed Algebra 2 and Geometry and has Department Head approval to take the third unit in Grade 12.

^ Courses that meet the physical science requirement include Principles of Chemistry, Chemistry, Honors Chemistry, Physics, Honors Physics, and Advanced Placement Physics C: Mechanics.

^^ Students must take a language course through Grade 11, completing at least level three of a language. Students who previously studied a language not offered at BB&N and are new to the school in Grade 11 need to successfully complete two full years of a language at BB&N. New students repeating Grade 11 must take a language course in Grade 11 and complete at least level three of language at BB&N; alternatively, these students may take and successfully pass a new language for two years.

~ Full participation in the Bivouac experience is an integral and required part of the Grade 9 curriculum. For students entering the Upper School in Grade 9, Bivouac is a requirement for promotion to Grade 10 and for graduation.

Seniors who have not yet fulfilled the graduation requirement in a physical science course, a mathematics course, a U.S. History course, and/or a language course must take a full year of these courses (extending through Senior Spring Project).

After a student has enrolled at BB&N, all remaining graduation requirements must be fulfilled at BB&N or at a BB&N-sanctioned semester-away program. Courses taken at other institutions are not given credit toward graduation requirements without the prior approval of the appropriate Department Head.

Exceptions to the BB&N minimum graduation requirements are granted only under unusual circumstances and only upon recommendation of the Educational Policy Committee with approval by the Director of the Upper School.

GENERAL INFORMATION AND POLICIES

Communication between the School and Home

Emergency Communication: In the case of a family emergency, parents should call the Office of the Dean of Students (617-800-2132) or the Upper School Office (617-800-2131), and arrangements will be made to contact a student immediately.

Non-emergency Communication: In non-emergency situations, parents are asked to refrain from calling the School and asking for messages to be delivered as these messages can often disrupt the learning environment. Whenever possible, parents should avoid contacting a student until the school day is finished.

Student and Faculty Email: Each student is given a school email account and is expected to check this account daily. This email account should be the primary method of electronic communication between a student and a teacher or advisor. Students should refrain from using their personal email accounts when contacting BB&N faculty or staff.

During the regular workweek, parents and students can generally expect a response from a BB&N employee within one and a half days of sending an email. The response may take longer during weekends and school vacations.

Student and Faculty Mailboxes: Each student is assigned a mailbox located in the Upper School Commons where parents, students, and faculty may leave messages for students. Students are expected to check their mailbox several times each day. Students may not access another student's mailbox.

Faculty mailboxes are located in the faculty lounge on the second floor of the Main Building. Students and parents may leave messages for teachers in the faculty mailboxes but should not enter the faculty work area beyond the mailboxes.

Daily Schedule

Students are expected to arrive at school by 7:55 a.m. on Monday, Tuesday, Wednesday, and Friday and by 8:15 a.m. on Thursday. The academic school day ends at 3:10 p.m. on Monday and Friday, at 3:25 p.m. on Tuesday and Thursday, and at 1:25 p.m. on Wednesday. Students participating in an athletics team or an after-school art class usually conclude practices, rehearsals, or games by 5:30 p.m., though a late practice, game, or rehearsal may be required.

The Upper School daily schedule allows for seven course blocks (Blocks A through G). Each course block meets four of the five days of the week for a total of 190 minutes of instructional time per week. In addition, each course block has an attached Lab/Conference Block on one day of the week. These 20-minute Lab/Conference Blocks can be used for further instructional purposes solely at the discretion of the teacher.

On Monday, Tuesday, Thursday, and Friday there is a 40- or 45-minute "X Block." These X Blocks are times when no classes are scheduled. X Blocks are available to allow time for assemblies, class meetings, or other mandatory student events. When not utilized in this manner, X Blocks provide an opportunity for students and teachers to meet. Lastly, if there are no scheduled assemblies or teacher meetings, students are able to utilize X Block at their discretion (*e.g.*, complete homework, work with a peer, take a break).

The academic school day ends on Wednesday with an "Activities Block" scheduled from 12:40 – 1:25 p.m. The Activities Block is an important time for club and extracurricular meetings.

Please see Appendix B at the back of this handbook for the Upper School Daily Schedule.

Food

A varied lunch menu is served in the Upper School Commons from 11:00 a.m. – 1:00 p.m. each day. In addition, fruit and hot beverages are available each morning and snacks are available for purchase from vending machines on campus.

Food and drinks may only be consumed in the Upper School Commons.

Guests to the BB&N Campus

BB&N students have an unusually full school day. Guests of BB&N students are welcomed according to the following guidelines:

Alumni/ae: Alumni/ae are welcome at any time but are asked to be sensitive to the schedules of faculty and students they wish to visit. All alumni/ae should check in with the receptionist.

Siblings/Friends of the Family: Normally, the faculty and staff have commitments that make it difficult to extend hospitality to siblings and friends of the family. The family should request permission for one-day visiting privileges by calling the Office of the Dean of Students in advance. The hosting student is responsible for alerting his or her teachers before the day of the visit and for receiving permission before having the visitor attend class. The visitor should register with the Office of the Dean of Students upon arrival and departure. The host must accompany the guest at all times.

Former Students: Students who withdraw from BB&N for various reasons are welcomed to attend BB&N sporting events and extracurricular programs that occur outside the normal school day. To visit during class hours, former students need an appointment with a faculty member.

Visiting privileges may be suspended for any person at any time by the Dean of Students and/or the Director of the Upper School.

Health and Wellness Policies

Please refer to the BB&N Student Health and Wellness Policies section of the [*All-School Student and Parent Handbook*](#) available on the BB&N website.

Incidental Expenses

Occasionally students have the opportunity to purchase incidental items while they are at school (e.g., fundraiser items sold by various student organizations, supplies for class, tickets to dances, and yearbooks). These purchases (excluding food items) can be charged to the student's account for which the family is billed monthly. Parents should talk to their children about expectations in regards to the purchasing of these incidental expenses.

Library

The Charles and Elizabeth Almy Library at the Upper School is an open, attractive space with large windows and varied areas for studying. The School maintains a collection of print and online resources chosen to support the curriculum, promote research, and encourage a love of reading and literature. With the growing collection of technological and traditional resources, the School seeks to strengthen students' skills to thoughtfully access, evaluate, and use information in the increasingly digital world.

The Main Library, open from 8:00 a.m. to 5:00 p.m. (Monday through Friday) and always staffed by at least one reference librarian, includes glass-enclosed study rooms and other spaces for quiet collaboration as well as individual study. The Quiet Room, adjacent to the Main Library and open from 7:00 a.m. to 7:00 p.m. every weekday, houses a portion of the hard-copy collection and several desktop computers. The Quiet Room is a place for silent study where no talking is permitted.

All Grade 9 students participate in workshops to introduce them to Library resources, both online and in print. Students in history and English classes devote time to learning more specific research skills at the beginning of each major research assignment. Individual instruction is always available, both casually and by appointment, for more in-depth instruction on how to thoughtfully access and assess resources.

Lockers

Students are assigned a locker in the academic building each year. During the school day, valuable items should not be left unattended and should be locked within a locker; the School is not responsible for any lost or stolen property.

Lockers are the property of the School and students should not have an expectation of privacy in regards to the locker. Questions about locker assignments can be directed to the Office of the Dean of Students.

All athletics equipment should be kept in the Nicholas Athletic Center during the school day.

Lost and Found

Items left unattended will be held in the Lost and Found area located near the Office of the Dean of Students. Any unclaimed items will be donated at the end of each trimester.

Medical Leave/Special Considerations for Re-Entry from Medical Leave

Please refer to the Medical Leave/Special Considerations for Re-Entry from Medical Leave section of the [*All-School Student and Parent Handbook*](#) available on the BB&N website.

Medication and Medication Distribution Policies

Please refer to the Medication and Medication Distribution Policies section of the [*All-School Student and Parent Handbook*](#) available on the BB&N website.

Party Guidelines

BB&N students' attendance at private parties is a matter of concern for the Parents' Association.

In Massachusetts, anyone who provides alcoholic beverages for a minor can be charged with contributing to the delinquency of a minor, and may also be held liable for injuries suffered by a minor who is a guest.

The Parents' Association agrees with BB&N that liquor and drugs have no place at private parties. Of course, BB&N does not and cannot take responsibility for activities that take place off school grounds that are not School-related. Parents must assume full responsibility, a position the Parents' Association strongly endorses.

We therefore recommend these guidelines to Upper School parents:

- Be at home to supervise any child's party in your house.
- Limit the number of guests; "open" parties can quickly get out of control.
- Do not allow alcohol or drugs to be brought into your home.
- The Parents' Association recommends that you call the house where the party is being held to be reassured that parents will be present.
- Impress upon your child the importance of refusing to ride in a car with a driver who has been drinking or using drugs.
- Remind your child that friendship includes dissuading a friend from using alcohol or drugs, and from driving under the influence. Taking a friend's car keys can save lives.

Both the Parents' Association and BB&N continually look for ways to enrich the social lives of students and encourage as much social interaction as possible. As responsible adults, however, we all must work together to provide appropriate, supervised, and safe venues for such activities.

Photocopying

Students may use the color photocopier located in the Charles and Elizabeth Almy Library at the Upper School.

Property Damage

School and private property are to be treated with care and respect. Any damage done to School property or to property of others must be reported immediately. Students may be expected to pay for damages incurred. A failure to report damage done is considered a serious lapse of responsibility.

Religious and Cultural Observances Policy

Please refer to the Religious and Cultural Observances Policy section of the *All-School Student and Parent Handbook* available on the BB&N website.

Tobacco

The use or possession of tobacco or tobacco products including smokeless tobacco and electronic cigarettes is prohibited on campus or at school events. The BB&N campuses are smoke-free environments.

Technology

Students use computers on a daily basis for writing, research, communication, collaboration, analysis, presentation, and content creation. All Upper School students are expected to own a laptop capable of running Google Apps and Microsoft Office applications. Any model or platform of a laptop, which can meet these expectations, is acceptable.

Students are expected to bring their laptops to school, fully charged and with a power cord, each day. If a student's laptop is broken, it is the family's responsibility to send that laptop out for repairs to a repair shop selected by the family. The student may borrow a laptop from the School for the duration of that repair (up to three weeks.) Loaner laptops are available from the technology office in the library only when a student's laptop is under repair. Students are responsible for any borrowed laptops, and damage or loss of borrowed laptops will be billed to the family's account.

Computers and other valuable electronic items should be stored in locked lockers when not in use. The School is not responsible for lost, stolen, or damaged personal items.

All students are expected to read, understand, and follow the school's Technology Use Policy in the *All-School Student and Parent Handbook* available on the BB&N website.

Textbooks

Textbooks are available for purchase through Follett Virtual Campus (the School does not operate a textbook store on campus). Each family is sent a detailed course listing and instructions for using this resource during the summer, though families may purchase textbooks from any vendor. It is the student's responsibility to have textbooks available at the start of the school year.

Voter Registration

The School can register voters who will be 18 years or older at the time of an election. Students are notified during class meetings about the process for registering to vote.

ACADEMIC AND CURRICULAR POLICIES

For more information about academic policies and for a full description of courses and athletics offered in the Upper School, please refer to the [Upper School Program Planning Guide](#) on the Upper School page of the BB&N website.

Academic Concerns and Academic Status

The School aims to identify and support students who are struggling academically. As such, the system of Academic Watch, Academic Warning, and Academic Probation exists to ensure that these students receive appropriate support from both the School and home. Follow-up plans for students on Academic Watch, Academic Warning, or Academic Probation may include, but are not limited to, weekly progress meetings, work with the Learning Specialist, supervised study halls, limited participation in extracurricular or off-campus activities, and additional work with teachers. As the student works to improve and find greater success, the School closely monitors his or her program.

The Academic Review Committee (ARC) meets at the end of each trimester to review students who did not achieve a satisfactory academic record. The Committee makes recommendations regarding academic status to the Upper School Director. The Head of School has ultimate authority to review and amend the recommendations of the ARC and the Director.

Academic Watch: Any student who receives three or more grades in the C range or one C- at the middle of a trimester will be placed on Academic Watch for the remainder of the trimester. At the end of a trimester, any student who receives trimester grades or year-to-date grades in the C range for three or more courses or one C- trimester grade or year-to-date grade will be placed on Academic Watch for the subsequent trimester. In addition, the Director of the Upper School may place a student on Academic Watch at any point during the school year when there are significant concerns about performance, attendance, attitude, or other factors affecting academic achievement. When a student is placed on Academic Watch, his or her advisor notifies the student and the parent. At the end of the trimester, the ARC may review any student on Academic Watch.

Academic Warning: The first time a student receives one trimester grade or year-to-date grade below C- at the end of a trimester, the student will be placed on Academic Warning for the subsequent trimester. When a student is placed on Academic Warning, the student, parent, advisor, and teachers receive written notification. A student on Academic Warning is not considered to be a student in good academic standing. A student on Academic Warning should not expect to participate in certain extra programs but may apply to do so. At the end of the trimester, the ARC will review any student on Academic Warning.

Academic Probation: Any student who has previously been on Academic Warning and receives one trimester grade or year-to-date grade below C- at the end of any following trimester will be placed on Academic Probation for the subsequent trimester. When a student is placed on Academic Probation, the student, parent, advisor, and teachers receive written notification. A student on Academic Probation is not considered to be a student in good academic standing. A student on Academic Probation should not expect to participate in certain extra programs but may apply to do so. At the end of the trimester, the ARC will review any student on Academic Probation.

A student may be required to withdraw from the School under any of the following conditions:

- A student who has been on Academic Probation for two consecutive trimesters receives grades that would place the student on Academic Probation for the subsequent trimester.
- A student who has been on Academic Probation for three trimesters over the course of two consecutive years receives grades that would place the student on Academic Probation for the subsequent trimester.
- A student who has been on Academic Probation for any two trimesters in Grade 10 receives grades that would place the student on Academic Probation for the subsequent trimester.

Accommodations for Students with Disabilities

Based on testing administered within three years, students with a documented disability and a recommendation for accommodation may apply to their campus specific Learning Specialist for reasonable accommodation. Accommodation requests are typically reviewed and decisions made within two to four weeks after all documentation is received by BB&N. Accommodations will not be granted if they fundamentally alter the nature of the School's academic standards, policies, or program or if they cause an undue burden to the School.

For mid-year and end-of-year exams, all documentation must be received at least two weeks in advance of the start of the exam. Upper School Applications to the College Board or ACT for accommodations are handled by BB&N's SSD Coordinator, Ms. Angela Tabb (617-800-2169).

For more information about academic support please refer to the Guiding Principles for Academic Support section of the *All-School Student and Parent Handbook* available on the BB&N website.

Athletics

For information about the Athletics Department, please refer to the [*Athletics Parent and Student Handbook*](#).

Credit from Other Schools

After a student has enrolled at BB&N, all remaining graduation requirements must be fulfilled at BB&N or at a BB&N-sanctioned semester-away program. Courses taken at other institutions will not be given credit towards graduation requirements without the approval of the appropriate Department Head.

Prior permission from the Department Head is necessary for a student to take a summer course outside of BB&N that will allow for advancement within the curriculum at BB&N. Following summer coursework, a student may be required to take a placement test in order to advance. Non-BB&N summer courses taken for advancement will be noted without a grade on a student's transcript. A student cannot complete graduation requirements through summer coursework.

It is the responsibility of the student to provide the transcript from other institutions to colleges during the college application process.

Courses offered by BB&N and taken during the summer months will appear on the BB&N transcript if the student completes the course with a grade of C- or higher.

Exams

Exams are given in December (at the end of Trimester 1) and in May (at the end of Trimester 3). Exams are weighted such that together they count for 15 – 20 percent of the final grade. No single exam should count more than 15% of the final, course-end grade. At least the last two class periods and corresponding homework assignments preceding exams are devoted to review.

Grade Definitions

Upper School teachers grade according to the following definitions:

- A:** Outstanding performance
- B:** Distinguished performance
- C:** Satisfactory completion
- D:** Minimal completion
- F:** Unacceptable performance
- I:** Incomplete (due to work that is legitimately late)

Students have two weeks to complete the work required to convert a grade of an Incomplete into a letter grade. The Upper School Assistant Director or Upper School Director may grant exceptions to this deadline.

Letter Grade	Numerical Equivalent
A+	97 - 100
A	93 - 96
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	59 and below

Prior to advancing to the next level of a particular subject, students with a year grade of a D+ or below will likely be expected to complete extra work in that course during the summer.

Grade Reports

Grade Reports are sent to families in the middle of the first trimester and at the end of all three trimesters.

Grade Reports include a trimester grade (an average of all of the work completed during the trimester, not including any exam grades), an exam grade (when given), and a year-to-date or final grade. The year-to-date or final grade is an average of all work from the start of the school year, including exam grades.

Students participating in semester-away programs receive grade reports directly from those institutions.

Homework

Students in Grades 9 and 10 can expect to spend an average of three hours of homework for each day of classes, including work on long-term projects. Students in Grades 11 and 12 can expect an average of four hours of homework for each day of classes, including work on long-term projects.

There will be no homework assigned during Thanksgiving Break, Winter Break, and Spring Break. When appropriate, “No Homework” nights are scheduled due to required school events and certain holidays.

In an effort to help students maintain an appropriately balanced workload, a schedule provides guidelines to teachers in regards to planning major assessments (including tests, projects, and papers). A student should have no more than two major assessments per day and no more than four major assessments per week. If a student has assessments beyond these guidelines, the student should notify his or her teachers so that the teachers can reschedule the assessment(s).

In addition, during periods when there is usually a heavy emphasis on assessments (i.e., the end of a marking period), the School provides additional scheduling support in order to help avoid over-scheduling a student. During these periods, a student may have more than four major assessments per week, but should expect to have no more than two major assessments on any day.

Homework: Parental Support and Help with the Preparation of Assignments

The following statement about at-home, parental assistance with school assignments provides appropriate, general guidelines for parents:

Naturally, parents want their children to succeed and are eager to aid in that effort. Some children may simply need to be provided with a quiet place to study and left alone. If a child asks for help, however, or the teacher suggests that the child may benefit from some parental guidance, what sort of help should parents offer? In the prewriting stage, parents can act as sounding boards, listening to the child's ideas about a reading or topic, asking questions and drawing out further examples, but deferring to the students' responses. Criticism or mockery can crush both creativity and self-confidence. Parents can read a draft for clarity and organization, asking questions without offering solutions. They can listen to a draft read aloud, reacting at points where the word choice or sentence structure is doubtful, but again without suggesting an alternative.

A helpful analogy may be for the parent to think of him or herself as the student's coach or director, but never the pinch hitter or the stand-in. In other words, all the thinking and all the wording on a paper or other problem set should remain the student's own. It is, after all, the child's skills, values, and self-concept that are being formed, a process in which it is vital for the School and home to join hands.

What are the signs that inappropriate help has been given? Typically, a paper, lab report, problem set, or project seems suspiciously unlike the student's usual style or approach. The wording and syntax may be unlike previous work by that writer, and may contrast sharply with the student's writing on in-class assignments. It takes not only sound judgment but also courage for a teacher to address this painful issue. Consultation with the student often elicits that a parent or tutor "helped" with the assignment.

What is wrong with this kind of help? It may achieve a short-term goal: earning a better grade on a particular assignment. But, whether or not the inappropriate help is discovered, it has several negative long-term effects both educational and moral. It undermines a student's confidence by conveying the covert message that the student cannot be trusted to succeed on his or her own merits. It disrupts the process whereby one learns about strengths and weaknesses through honest feedback. It interferes with a major goal of any assignment: to allow a teacher to assess and guide the student's understanding and competence. It deprives the student of the crucial experience of reviewing and editing one's own work. It breaks the bond of trust between teacher and student—the fundamental understanding that any work submitted is the student's own. It makes parents or other adults, who should be the teacher's allies in the intellectual and moral education of a child, into adversaries. Parents should, naturally, feel free to discuss particular issues with a child's teacher or the Department Head, as should any outside tutor. Families' support of these principles is crucial to maintaining BB&N's expectations and educational philosophy.

Honors

A graduating senior who completes a full academic program is eligible for a Diploma with Honor if the student earned a cumulative 3.33 average during the last six trimesters (i.e., the junior and senior years). A student found to have committed an act of academic dishonesty (e.g., cheating or plagiarism) is ineligible for a Diploma with Honor if the act occurred in the junior or senior year.

Independent Study Program

The Independent Study Program is intended for students who have the capacity to work independently and have a strong interest in an academic area not included in the School's curriculum. Students participating in the Independent Study Program receive academic credit and a letter grade for their work. A significant amount of work is required and each project culminates in a major paper, project, or exam.

For a full-credit course, students are required to meet with the supervising teacher for two periods and to complete six hours of independent study each week. For a half-credit course, students are required to meet with the supervising teacher for one to two periods and to complete two to three hours of independent study each week.

Applications for the Independent Study Program are available in the Upper School Office. Applications and the student's proposal should be submitted to the Upper School Director at least three weeks before the end of the trimester preceding the project.

Leave of Absence Policy

Please refer to the Leave of Absence Policy section of the [All-School Student and Parent Handbook](#) available on the BB&N website.

Pass-Fail Courses

Taking a course on a pass-fail basis is an option for students who have a demanding course load yet wish to further their study in an area of interest.

Students in Grades 11 and 12 may take one elective course on a pass-fail basis, subject to the final approval of the Upper School Director. Elective courses are those courses that are not required for graduation credit.

When possible, the pass-fail option should be selected in the spring of the previous year, though students will be allowed to change to or from a pass-fail grade until two weeks after the close of the first midterm.

Program Changes: Adding or Dropping a Course

Adding a Course

Students may add a new course (not the same as changing course levels) during the first three weeks of the course.

Changing Course Levels (Grade 9 Students and New Students in Grades 10 – 12)

Grade 9 students and new students in Grades 10 – 12 may move between levels of a course, change between sequential courses (e.g., language courses, Algebra 1 and 2), or drop a course without a notation on the transcript until one week after the first midterm (or until six weeks after the start of a course that begins during the second trimester or second semester).

Grade 9 students and new students in Grades 10 – 12 may switch from one level I language into another level I language, if space is available, until one week after the first midterm.

Changing Course Levels (Returning Students in Grades 10 – 12)

Returning students in Grades 10 – 12 may either drop a course or change levels of a course without a notation on the transcript during the first six weeks of the course.

Policies Regarding Course Changes

In order to initiate a course change, a student must submit a completed Course Change (Add/Drop) Form (available in the Upper School Office). A student is not formally enrolled in a new course until the student has completed and submitted the Course Change (Add/Drop) Form. A teacher will not admit a student to a new course (nor will course credit be given) without official notice that the form has been received and the student's schedule has been changed.

When a student changes course levels, the grades earned in the original level carry over to the new level. In addition, the teachers, in consultation with the Department Head, determine the value of the work already completed and whether any additional or alternative assessments need to be given to account for differences between course levels. If the course change is made after the deadlines stated above, the transcript shows the most recent grade of record for the dropped course ("grade of record" is the grade recorded at the end of any normal marking period, e.g., first midterm).

On rare occasions, a student may request to either change course levels or drop a course without a replacement course after the deadlines stated above. In these cases the transcript shows the most recent grade of record and the partial credit received for the dropped course. Even in these rare instances, the final determination of course placement must be made no later than the week prior to first trimester

exams. In these cases, the Upper School Director makes the final decision regarding whether or not a grade of record from the original course appears on the transcript.

On rare occasions, a Department Head may request to extend the deadline for switching levels of a course without a notation on the transcript if the department needs more time to assess for correct placement. Even in these rare instances, the final determination of course placement must be made no later than the week prior to first trimester exams. In these cases, the Upper School Director makes the final decision regarding whether or not a grade of record from the original course appears on the transcript.

It is the School's policy that course changes are not made to accommodate requests for a change in teacher. Students cannot choose teachers, nor do they change courses or sections based on teacher preference.

Promotion and Satisfactory Academic Standing

To be promoted to Grades 10, 11, and 12 or to graduate, a student must pass all courses that must be taken in a particular grade and that are a part of the minimum requirements for graduation. In addition, the student must have a Satisfactory Academic Record for the current year.

A student has a Satisfactory Academic Record if the student's year-end grades include no more than one grade in the D range and no F's. Students taking only four full academic courses may not have any grades below C-. For these purposes, a grade of "Pass" in a course taken on a Pass/Fail basis will not be considered the equivalent of C- or higher unless the student has, in fact, an average of C- or higher in the course.

Even in cases where a student has a Satisfactory Academic Record, the Academic Review Committee or individual departments may require that a student complete summer work if the student receives a final grade below C- in any course. Returning to school in the fall will only then be possible upon satisfactory completion of such work.

In situations in which a student does not meet the minimum requirements for promotion, the Academic Review Committee may require that the student make up one or more academic deficiencies through an approved summer program or summer work on such conditions that the committee determines. The School reserves the right to determine if the work completed over the summer will allow for the student to be promoted.

Requests for Grade Changes

Students have three weeks from the date grade reports are posted to request that a grade be reviewed. The request is made by contacting the teacher of the course. No requests for grade changes will be accepted after the deadline has passed.

Senior Requirements

The courses, programs, and experiences of the senior year are both socially and academically essential. Therefore, all seniors must fulfill their diploma requirements at BB&N rather than at another institution.

Graduation is contingent upon satisfactory completion of an approved Senior Spring Project. Most students in Grade 12 complete their senior year courses by having a passing record at the end of the second trimester and continuing on to an approved Senior Spring Project.

A senior who does not meet the requirements for graduating with his or her class may, at the discretion of the Upper School Director, be permitted to complete the requirements. Such a student must meet any requirements within one calendar year of the original graduation date to be eligible to receive a BB&N diploma.

Senior Spring Project

All seniors are required to complete an individually planned project during the spring trimester of senior year. The Senior Spring Project is an opportunity for seniors to reflect upon one or more of the core values of BB&N: Honor, Scholarship, and Kindness.

To be promoted to Senior Spring Project, seniors must have a satisfactory academic record for the first trimester of senior year. In addition, second trimester grades must meet the following criteria:

- If the first trimester year-to-date grade was a B- or better, the second trimester grade must not be below a C.
- If the first trimester year-to-date grade was in the C range, the second trimester grade must not fall a full letter grade.
- If the first trimester year-to-date grade was in the D range, the second trimester grade must be a passing grade.

Seniors who have not yet fulfilled the graduation requirement in a physical science course, a mathematics course, a U.S. History course, and/or a language course must take a full year of these courses (extending through Senior Spring Project). These graduation requirements must be met by maintaining a passing record through the end of the school year. If the athletics requirement has not been completed by the end of the second trimester, the remaining portion of the athletics requirement must also be included in the student's Senior Spring Project. If a student has not documented his or her hours of community service by the date on which Senior Spring Project proposals are due, the remaining required service hours must also be a formal component of the Senior Spring Project. Any exceptions must be approved by the Community Service Co-Coordinator and the Senior Spring Project Coordinator prior to the submission of the Senior Spring Project proposal.

Seniors taking an Advanced Placement (AP) course are expected to continue with the AP course until the course is completed. In some courses, the AP curriculum is completed by the end of the second trimester and the course does not continue throughout Senior Spring Project; in these cases, the student's transcript shows that credit was earned for completion of the AP course during senior year. However, in cases when an AP course continues during Senior Spring Project and a senior elects to withdraw from the AP course prior to the completion of the AP curriculum, the student's transcript shows that credit was earned for completion of a non-Advanced Placement course during senior year (e.g., Advanced Physics in lieu of Advanced Placement Physics). Any senior who does not continue in an AP course until the course is completed must request this on the Senior Spring Project Proposal, which is reviewed and approved by the Senior Spring Project Committee.

Standardized Testing

Standardized tests such as the SAT, SAT Subject Tests, and the ACT may be required as part of the college admission process. The College Counseling Office helps each student devise an appropriate, individualized plan for standardized testing. Detailed information about standardized tests and individualized testing plans will be outlined at College Counseling presentations and are explained in [College Counseling section](#) of the School website. For information about the administration of standardized tests, please contact the appropriate Testing Coordinator:

SAT/ PSAT Coordinator: Mike Derrenberger (mderrenberger@bbns.org)

SSD Coordinator: Angela Tabb (atabb@bbns.org)

STUDENT RESOURCES

Academic Support

The Learning Specialist consults with and supports the Upper School faculty, Grade Deans, and Counselors regarding concerns about students experiencing difficulty with the Upper School curriculum. Families are referred to the Learning Specialist by an advisor, teacher, or Director in order to determine if the Learning Specialist is the right match for the individual student's needs.

The Learning Specialist provides academic skill support to those students who have difficulty accessing the Upper School curriculum; this work may include instruction around foundational academic skills, such as time management, note taking, and study skills. Skill based academic support is short-term and takes place during study hall blocks or free blocks. The Learning Specialist can also assist families in coordinating additional outside support if necessary.

For more information please refer to the Guiding Principles for Academic Support section of the [All-Schools Student and Parent Handbook](#) available on the BB&N website.

Referrals for Evaluations

In most cases, concerns are raised by teachers or advisors when a student is struggling academically or is presenting social/emotional behavior that warrants monitoring. Students identified for evaluations are usually discussed further by the Student Support Team prior to recommending testing to the parents. If the team determines testing is appropriate, the Learning Specialist will reach out to the family to explore the idea of pursuing an educational evaluation and will assist parents in identifying the next steps in evaluation, either through the public school system or through a private evaluator.

Parents may pursue testing based on the School's recommendations or through their own independent concerns for the student's academic progress; we encourage parents to share these reports with the Learning Specialist.

Sharing of Testing Information

The procedure for receiving and housing testing is as follows:

1. The Learning Specialist houses all testing on a student separate from the student's permanent academic files. Parents are made aware of this procedure during initial discussions with the School about pursuing testing.
2. Parents are encouraged to review the testing results with the Learning Specialist and/or Counselor and are informed how testing results will be shared with teachers.
3. In some cases, a summary of the testing results and instructional recommendations for teachers is drafted, shared, and discussed with the individual student's teachers.

Advisor

Each student is assigned a faculty advisor. The advisor gets to know the advisee well, meets regularly with the advisory group, and is in touch with parents throughout the year. In addition, the advisor meets with the advisee during each grade report cycle to formally review academic progress and social-emotional growth. The advisor should be the first point of contact for most parent concerns or questions, especially those related to a student's overall well-being, academic achievement, course schedule, or the course request process.

For matters of a more serious nature, parents can contact the Dean of Students with questions about personal and social development. Concerns of a significant academic nature can be directed to the Assistant Director of the Upper School or the Director of the Upper School.

College Counseling Office

Students are assigned a college counselor during the winter of the junior year. The college counselors work individually with each student to develop a standardized testing plan, create a list of colleges to research, review applications and essays, and help with every aspect of developing post-BB&N options. In addition to counseling individual students, the college counseling team will connect with the freshmen and sophomores through class meetings and through programming designed to help students focus on the high school experience while taking the necessary steps to prepare for college. The College Counseling Office also hosts numerous workshops, evening presentations, and coffees designed to provide parents with the information needed to help their student navigate high school, the application process, and beyond. The [College Counseling page](#) on the BB&N website has a wealth of information, including calendars, past presentations, and a copy of the College Counseling Workbook distributed to each student in Grade 11.

Nurse's Office

The Upper School Nurse's Office is located in Room 175 on the ground floor of the Main Building. Students are welcome to drop-in or schedule an appointment to speak with the nurse. The goal of the nursing program is to facilitate healthy lifestyles so that each student has the opportunity for success. This is accomplished by providing: episodic care of acute illness and injury; safe administration of prescription and over-the-counter medications; collaboration with parents and health care providers to assist in the management of chronic or long-term health conditions; ensuring all students are in compliance with state mandated school health regulations; providing referrals to internal and external health resources; and by offering health education opportunities.

School Counselors

The Counseling Offices are located on the ground floor of the Main Building in Room 174 and Room 179. The Upper School Counselors welcome visits and are available to speak with students about personal, family, social, or school concerns. Students may drop in or schedule an appointment with either counselor. While conversations are kept confidential, disclosures may be warranted if the health or well-being of a student is in question. The counselors consult with administrators, teachers, advisors, and parents around individual student concerns and general adolescent topics.

Peer Counselors

Peer Counselors are students in Grades 11 and 12 who have been selected to offer support, advice, or information for their peers. The Peer Counselors meet twice weekly for planning and training, disseminate information on a range of adolescent topics, and offer workshops to Lower School and Middle School students. While most of the individual support offered by Peer Counselors happens informally, appointments can be scheduled by contacting a Peer Counselor directly or by notifying one of the Upper School Counselors.

Tutoring Procedures and Guidelines

Please refer to the Tutoring Procedures and Guidelines section of the [All-School Student and Parent Handbook](#) available on the BB&N website.

STUDENT LIFE AND SPECIAL PROGRAMS

Community Service

The mission of the Community Service Program at BB&N is to inspire student commitment to meaningful service and to foster and promote a School-wide culture of service. BB&N believes that working directly with people in need is the most enriching type of service. Therefore, community service at BB&N is defined as an act of providing aid to others in need. In addition, through the Community Service Program, students build connections within our community, broaden their perspectives, gain experience about an organization that supports or uplifts a community, and develop leadership and teamwork skills. BB&N hopes that by the time students graduate, they will have developed a life-long interest in service to others.

For detailed information about the Upper School Community Service Program, including requirements and types of service allowed, please see Appendix A at the back of this handbook or refer to the [Community Service page](#) of the School website.

Extracurricular Activities

The Upper School offers a wide variety of extracurricular activities in which students can choose to participate. Some activities demand a substantial commitment of time and some are single events. All activities give students the opportunity to learn new skills, follow special interests, and meet students from other grades. These activities also give students and faculty the chance to cooperate on a unique basis.

All students are invited to attend the Activities Fair at the start of the school year to learn more about the activities and clubs offered. Extracurricular activities are not required, but all students are encouraged to participate.

The following are some extracurricular activities that have been offered in recent years: Asian Cultural Society; Community Service Club; Gay/Straight Alliance; Investment Club; Multicultural Students' Alliance; Student Admissions Board; Women's Issues Group; French Club; Latin Club; Russian Club; Spanish Club; Arabic Club; *The Perspective* (yearbook); *The Spectator* (a student-run art and literary magazine); *The Vanguard* (student newspaper); *Point of View* (student political magazine); Model United Nations; and Speech and Debate Team.

Leaders of student organizations are usually elected to their offices in the spring prior to the year of service. In an effort to help students balance their commitments and responsibilities, students who are Student Council Co-President, Senior Class President, or *Vanguard* Editor-in-Chief or Senior Editor cannot hold any other major leadership positions (though they may participate in other organizations). In addition, students may not simultaneously hold more than three of the following positions: Grade Council Member, Yearbook Editor, *Spectator* Editor, *Point of View* Editor, Club President, or an appointed position (such as Discipline Committee, Peer Counselor, and Senior Prefect). Serving as a Team Captain for an athletics team is also a major commitment, and students are encouraged to carefully consider all of their responsibilities before committing to new leadership positions.

Questions about extracurricular offerings or club activities should be directed to the Upper School Dean of Students.

Peer Counselors

Peer Counselors are students in Grades 11 and 12 who have been selected to offer support, advice, or information for their peers. The Peer Counselors meet twice weekly for planning and training, disseminate information on a range of adolescent topics, and offer workshops to Lower School and Middle School students.

Senior Prefects

Senior Prefects support the School and the Student Council in encouraging a high moral tone and in fostering school spirit. Selection to be a Senior Prefect is an honor made on the promise or proof of leadership. Senior Prefects help lead Upper School assemblies and meet regularly with the Dean of Students.

Special Programs

A number of special programs at BB&N help prepare students for lives of principled engagement in their communities and the broader world. Some programs, such as Senior Spring Project, Bivouac, and the Community Service Program are required components of the curriculum. Other programs, such as the Semester-Away Program, the Global Online Academy, and other travel opportunities are optional but highly recommended.

Bivouac

The Bivouac program is an integral and required part of the Ninth-Grade curriculum and has two primary goals: one is to help students develop a sense of confidence in their own ability to cope with unexpected and challenging situations; the other is to cultivate in students an awareness of the interdependence of all members of a community. In addition, the program is designed to utilize the physical resources of the Bivouac site to help students become more familiar with the natural environment and their effect on it.

During this eleven-day stay in the woods of southern New Hampshire, students are divided into small squads. They do all their own work, including building and maintaining their squad area, gathering and chopping wood, and cooking their meals over open fires. Students take courses in basic and low-impact camping, orienteering, and group dynamics. They also participate in a daylong hiking trip, visits to local sheep and agricultural farms, ropes course activities, and an orientation to the Upper School. An optional solo program is offered.

Global Online Academy

BB&N partners with Global Online Academy (GOA), a consortium of independent schools worldwide, to provide students in Grades 11 and 12 with the opportunity to enroll in online elective courses and earn credit. Global Online Academy courses are interactive, instructional, and experiential, with semester-long options in a wide variety of subjects, ranging from graphic design to global health. All GOA courses have synchronous components (when students collaborate or work with their teacher at a set time, generally using video conferencing software) and asynchronous components (when students choose at which time to participate).

Semester-Away Program

BB&N is proud to offer a robust Semester-Away Program for students in Grades 10 and 11. This program offers a unique opportunity for independent and adventurous students to live and study away from home while exploring topics in which they are interested. Rigorous academics coupled with experiential learning opportunities are hallmarks of the various programs. Past students have attended Alzar School, CityTerm, High Mountain Institute, Maine Coast Semester at Chewonki, Mountain School, School for Ethics and Global Leadership, St. Stephen's School in Rome, and Swiss Semester.

Language Exchange Programs and other Travel

Each year, the Upper School sponsors international travel opportunities as a way for students to gain an appreciation for other cultures, practice foreign languages, expand their knowledge of world history, absorb local customs and concepts, challenge comfort zones, and embrace a greater sense of global awareness. These faculty-led trips vary in length and kind. Some include home stays with families, others emphasize touring and hotel stays, while the Chinese, French, Spanish, and Russian trips are part of established school exchange programs. Trips take place during Spring Break and in June.

In general, the World Languages Department offers a Chinese, French, Spanish, and Russian school exchange trip, including a homestay, every other year. In addition, a Latin trip and an Arabic trip are offered every other year.

The Upper School also frequently offers science trips, community service trips, and trips in conjunction with certain classes or programs (such as the Upper School Chorale or Art History course). Past destinations include Iceland, Swaziland and South Africa, Cuba, Ecuador, Costa Rica, Italy, France, Jordan, Greece, and Panama.

Senior Spring Project

All students are required to complete an individually planned project during the spring trimester of senior year. Senior Spring Project is an opportunity for seniors to reflect upon one or more of the core values of BB&N: Honor, Scholarship, and Kindness. Senior Spring Project also provides seniors with the ability to further explore a field of study or topic in which they are interested. Throughout the course of the senior year, students work with the Senior Spring Project Committee and a faculty mentor to plan for 40 hours per week of supervised and approved activities.

Student Government

In the regular operations of student government, students meet in Grade Councils to oversee each class. Representatives from all classes meet weekly in the Student Council. With the Student Council Advisor, Student Council discusses issues of concern to the Upper School.

Student Council does not determine School policy, but Student Council's opinions and proposals on student life are taken seriously. The suggestions from Student Council are discussed during regularly-scheduled student summits in which student leaders review their proposals with school administrators.

Student Publications

Perspective

BB&N's yearbook, *Perspective* captures and commemorates each school year. Editors and staff photographers work throughout the year with the faculty advisor and publish the yearbook each May for distribution to seniors.

The Spectator

BB&N's literary and arts magazine, *The Spectator* is published twice per year and highlights the variety of artistic and creative talent within the BB&N community. Prose, poetry, plays, drawings, paintings, mixed-media, photography, ceramics, woodworking, composition, and performance pieces are highlighted in this print and online publication. Leadership positions include editor-in-chief, literary editor, production and design editor, art editor, publicity editor, and staff editor.

Point of View

Founded in 2007, BB&N's political opinion magazine, *Point of View* is a venue for the discussion of current headlines in our country and across the world. The magazine is printed three times per year and regularly updated online. Leadership positions include editor-in-chief, assistant editor-in-chief, chief of design, staff editor, and cover artist.

The Vanguard

Found in 1973, BB&N's official student newspaper, *The Vanguard* examines and engages the School community by providing news and information about events affecting it and by featuring the diverse range of people and perspectives that comprise it. *The Vanguard* publishes eight issues per year with content determined by the six seniors and five juniors on the editorial board. Senior leadership positions include the editor-in-chief, managing editor, projects editor, editorials editor, opinions editor, media editor, photo editor, and production manager; junior leadership positions include the on-campus editor, off-campus editor, sports editor, arts editor, features editor, assistant photo editor, and assistant production manager. Students also can participate as business manager and web manager.

TRANSPORTATION AND PARKING

BB&N Buses and Shuttles

BB&N provides transportation on routes that cover the northern and western suburbs: Beacon Hill; Belmont; Concord; Lexington; and the South Shore. Bus routes leave from: Beacon Hill; Concord; Forest Hills; Needham; Swampscott; Wakefield; Wellesley; and Weymouth. Students may register for one-way or round-trip service for the year. For information about bus transportation to and from school, please check the School's website.

Additionally, BB&N provides shuttle services to the Department of Conservation and Recreation (DCR) Parking Lot 4 located on Soldiers Field Road on a regular basis throughout the day (6:30 a.m. – 7:00 p.m.).

Regular shuttle service is also provided to and from Harvard Square approximately every 15 minutes during the morning and hourly during the afternoon. The Harvard Square shuttle picks up students in front of the International House of Pancakes located at 16 Eliot St.

Carpools

Since student parking is limited and traffic in the Cambridge area is often congested, carpooling to and from school is strongly encouraged. The Parents' Association can be a helpful resource when trying to identify other families who live in the area.

Crossing Neighborhood Streets

The intersection in front of the Upper School and the Nicholas Athletic Center is a heavily traveled and busy roadway. The safety of our students is the top priority. Therefore, students may cross streets only within designated crosswalks and must obey traffic laws while crossing. Students failing to use crosswalks may face disciplinary action.

Public Transportation

Bus 71 (Watertown Square) and Bus 73 (Waverley) provide service to and from Harvard Square every six minutes. The closest bus stop is located at Mt. Auburn Street and Coolidge Avenue.

Student Driver Policies

Student drivers must adhere to the driving policies below. Failure to do so will result in disciplinary action.

- Drivers must observe the 5-mph speed limit in all parking lots and must respect all stop signs.
- There is no parking allowed in the traffic circle in front of the Upper School, in "No Parking" areas, or in spaces reserved for cars with a handicap placard. Any improperly parked cars may be towed entirely at the driver's expense.
- Students with off-campus privileges who drive their car off-campus during the school day may not transport more passengers than their car is designed to hold nor transport any students who do not have off-campus privileges.
- During the school day, students are not allowed to congregate in their vehicles or in parking lots. Vehicles are only to be used for transportation purposes.
- All students who drive to school (parking either on- or off-campus) must register their car with BB&N and must obey all parking rules. Car Registration Forms can be obtained from the receptionist at the front desk.

The School assumes no responsibility or liability for the acts or omissions of students while driving or riding in automobiles to or from school, or for any accidents, personal injuries, or property damage arising from students' use of automobiles. The School does not provide towing or roadside repair service.

Student Pick-Up and Drop-Off

The Upper School campus is located on a heavily traveled complex of streets. Students should be dropped off in the traffic circle in front of the Upper School or in the Upper School Parking Lot only. Students must not be dropped off in the main road in front of the School.

Walking and Bicycling

Students who arrive on foot or bicycle should cross streets only at marked crosswalks. Shortcuts through neighbors' properties are not permitted. Bicycles should be locked during the school day. BB&N is not responsible for lost, damaged, or stolen bicycles.

Student Parking

Parking Decals

All students who drive to school must register their car with BB&N and must display a parking decal in the rear, left window of the car. Car Registration Forms can be obtained from the receptionist at the front desk.

Student Parking

Students must park off-campus in the Department of Conservation and Recreation (DCR) Parking Lot 4 located on Soldiers Field Road. Students need to register their car with BB&N prior to utilizing Lot 4 and must display a parking decal in the rear, left window of the car. Shuttle buses provide transportation to and from school for students who park in Lot 4 only. Students are not allowed to park in DCR Parking Lots 1, 2, or 3 as this would violate BB&N's agreement with DCR and jeopardize the School's ability to use Parking Lot 4. The School provides shuttle services to DCR Parking Lot 4 on a regular basis throughout the day (6:30 a.m. – 7:00 p.m.).

In an effort to maintain good relationships with the neighborhood and to avoid traffic congestion, BB&N prohibits student parking on Coolidge Hill Road and the neighborhood surrounding Shady Hill School, even in cases where a student possesses a Cambridge Parking Permit. In addition, BB&N students are prohibited from parking at the Cambridge Boat Club, the American Legion: Marsh Post, and the Nicholas Athletic Center.

Any cars improperly parked on neighborhood streets or in the surrounding area may be towed at the driver's expense. In addition, students who violate the parking rules may be subject to disciplinary action.

On-Campus Student Parking

Due to limited on-campus parking, only students in Grade 12 are eligible for on-campus parking in the Upper School Parking Lot. Grade 12 students will be notified of the availability of the application form a few weeks before the start of school. Students who receive a parking spot will be notified within the first week of school and will receive a special decal to be placed on the car. Until then, all students must park in the Department of Conservation and Recreation (DCR) Parking Lot. Applications for on-campus parking decals are obtained from the Office of the Dean of Students. On-campus parking decals are assigned based on commuting distance.

There is no student parking allowed at the Nicholas Athletic Center.

Should an evening School-sponsored activity (such as a late practice, game, or rehearsal) require a student to move his/her car from DCR Parking Lot 4, the student is allowed to park in the Upper School Parking Lot. In this situation, a student is only allowed to move his/her car to the Upper School Parking Lot after the start of the last class block of the day.

ATTENDANCE POLICIES

If a student needs to miss a school obligation due to illness or unforeseen circumstances, a parent or guardian must call the Office of the Dean of Students or provide written authorization for the absence. Parents should call the Upper School Attendance Line (617-800-2206) and leave a voicemail prior to 8:00 a.m. on the day of the absence.

Unplanned Absences

The School recognizes that there may be unavoidable, unplanned absences for illness or injury, accident, bereavement, or family emergencies. When possible, a parent or guardian should call the School before 8:00 a.m. and leave a voicemail on the attendance phone number (617-800-2206). In these cases, student absences will be considered excused absences, provided a parent or guardian has called the attendance line or provided written authorization, to the School.

In most situations where there is an unplanned absence, the absence is considered to be an “excused absence.”

If a student is ill, the student remains responsible for keeping up with assignments insofar as health permits. Students are encouraged to contact teachers by email about missed assignments and the rescheduling of tests or quizzes whenever a student misses class. For a lengthy absence, due to illness or injury, parents should contact the Upper School Nurse. For lengthy absences and when necessary, the nurse will be in contact with the student’s advisor to coordinate schoolwork to be sent home.

Please note that the School does not want students to come to school when they are ill. For the student’s own sake and for the health of the community, it is important that students stay home, rest, and recover until they are healthy.

Planned Absences

On occasion, students and families may know about an absence in advance. This occurs in situations such as college visits, unavoidable medical appointments, school-related multi-day events (e.g., student conferences), certain family obligations, and non-BB&N extracurricular or athletics obligations.

The School requires that students complete the Planned Absence Form when they know of an upcoming absence. This form provides an opportunity for the student to discuss the absence with his/her teachers and allows clear expectations about make-up work to be outlined prior to the absence. In most situations of a planned absence, it is the student’s responsibility to complete missed work and to learn material that was taught during class. All parameters of the plan for make-up work and the credit allowed will be outlined on the Planned Absence Form, which must be signed by the student, parent, and advisor prior to the absence. Depending on the nature of the absence, students may not be allowed to make up the work for full credit (see the policy about “Unexcused Absences” below). Please note: While absences due to religious observances and unavoidable medical appointments can be considered “planned absences,” students are not required to complete the Planned Absence Form for these absences. The Planned Absence Form can be picked up in the Office of Dean of Students or the main office.

Unexcused Absences

Unexcused absences occur when students (or their families) choose to miss school for personal and/or recreational reasons or fail to follow the proper guidelines for notifying the School of their plans. By way of example, the following situations would result in an “unexcused absence”:

- Extending a vacation beyond the scheduled school vacation;
- Creating a long weekend;
- Missing school for any activity related to a sport for which a student has chosen to forego playing that same sport for BB&N;
- Failure to notify the School when there is an absence;
- Failure to complete a Planned Absence Form for any planned absence;

- Any absence (class or full-day absence) for which there is not both parent and School permission;
- Skipping class (cutting), either for the full day or for individual class periods.

In situations where an absence is considered to be an “Unexcused Absence,” teachers are not expected to help the student complete missed work or to tutor the student on the material that was taught during class. In addition, any assessments or assignments that were missed during the absence must be completed by the student, though full credit may not be allowed for the work. The amount of credit allowed for the work is determined by the Upper School Director.

Students are expected to attend all of their classes during the school day. Skipping/cutting class is prohibited and is considered to be a serious lapse of responsibility. If it has been determined that a student skipped class, the student will receive a detention. A student who skips any two classes in a school year will face a restriction of privileges and be placed on Disciplinary Warning. Any additional incidents of skipping class may result in further disciplinary responses, including being brought before the Student-Faculty Discipline Committee and/or being placed on Disciplinary Probation. Students who skip school for an entire school day can expect an immediate and serious disciplinary response and should expect to be brought before the Student-Faculty Discipline Committee. In addition to the disciplinary consequences outlined above, a student who skips class faces the academic consequences for having an unexcused absence.

In response to the growing expectations and requirements some non-BB&N athletics clubs and organizations implemented, the School instituted an additional policy related to unexcused absences beginning with the 2013 – 2014 academic year. Namely, these clubs prohibited their players from participating on BB&N athletics teams so that the student was available to train year-round with the club. The School is deeply opposed to such policies, and as such, developed the following guideline in regards to unexcused absences: Any student who chooses to be a member of a non-BB&N athletics organization and does not participate in that same sport at BB&N will not be excused from any classes in order to participate in the non-BB&N team.

These policies about unexcused absences apply to all courses (including physical education courses), to mandatory athletics games and practices, and to major student obligations in the arts (such as mandatory rehearsals and performances).

Excessive Absences

BB&N believes that significant learning is best achieved when a student is an active participant of the community, engages in discussions, learns from peers, and contributes to the overall learning environment of the School. Therefore, successful completion of a BB&N education means that a student has maintained a strong record of academic achievement and attendance.

Any student who is absent from 20 percent of a class in any trimester may lose full academic credit for that class. In addition, the student may be required to withdraw from the class and may receive a “Withdrawal Attendance (WA)” notation on their transcript.

Absences due to School-related programs, field trips, religious observances, or exceptional programs do not apply. This policy applies to all other absences, including planned, unplanned, and unexcused absences.

Additional Attendance Policies

Absences Due to Advanced Placement Exams

Students taking an Advanced Placement (AP) exam are excused from all classes on the day of their exam.

Students with a morning AP exam do not have to attend athletics practices, athletics games, drama rehearsals, or other activities on the afternoon before their morning exam and they are excused from afternoon practices and activities on the day of the exam. Of course, students may voluntarily decide to participate in any of their activities or classes.

Students with an afternoon AP exam do not have to attend morning classes, athletics practices, athletics games, drama rehearsals, or other activities on the day of their exam. They are required to attend after-school commitments on the day before their afternoon exam and they are encouraged to attend games or performances following the exam.

Students missing class due to an AP exam are granted an extension on homework and are allowed to make up any missed assessments or assignments.

Absences Related to Religious Observances

Please refer to the Religious and Cultural Observances Policy section of the *All-School Student and Parent Handbook* available on the BB&N website.

Arrival to School in the Morning

All students are expected to arrive at school by 7:55 a.m. on Monday, Tuesday, Wednesday, and Friday. On Thursday, students are expected to arrive at school no later than 8:15 a.m., and sign in with the designated attendance taker. Depending on the day of the week, students must sign during their class meeting, advisory, assembly, or with the senior prefects.

Students arriving late to school must check-in in the Office of the Dean of Students immediately upon their arrival to campus.

Appointments During School Hours

Appointments are best scheduled before or after school, preferably in between the fall, winter, and spring athletics seasons. If an appointment must be scheduled during the school day, an explanatory note, or parent phone call, should be sent to the Office of the Dean of Students at least a day in advance. In addition, the student must complete the Planned Absence Form.

Attendance Requirement for Participation in After-School Activities

Students must arrive at school by 10:20 a.m. in order to participate in or attend after-school events such as athletics games, team practices, or play rehearsals. Any exceptions to this rule must be approved in advance by the Dean of Students.

Departure from Campus

If a student needs to leave campus at any point during the school day, the student must sign out in the Office of the Dean of Students prior to leaving campus.

Off-Campus Privileges

A student in good academic and disciplinary standing is allowed the off-campus privileges below:

- Students in Grade 9 may not leave campus until after all athletics practices and games are completed for the day.
- Students in Grade 10 may leave campus between the end of the academic day and their athletics practices or game, if time permits.

- Students in Grade 11 may leave campus starting at 11:15 a.m. provided that they have no school commitments at that time and that they return to campus in time for their next school obligation.
- Students in Grade 12 may leave campus any time after the morning check-in provided that they have no school commitments at that time and that they return to campus in time for each school commitment that day.

Any student leaving or returning to campus must sign out or sign in in the Office of the Dean of Students. A failure to sign out or sign in may result in the loss of the off-campus privilege and/or other disciplinary actions.

Tardiness

Students are expected to meet all obligations on-time during the school day, including assemblies, classes, study halls, and athletics. Students are held accountable for lateness to any obligations. The third time a student is late to a commitment, the student will be assigned an afternoon detention. Continued violations of this rule will lead to more serious disciplinary responses.

Weather-Related School Closing

Please refer to the Weather-Related School Closing section of the *All-School Student and Parent Handbook* available on the BB&N website.

RULES AND DISCIPLINARY PROCEDURES

School Rules

Most of the following school rules are self-evident. BB&N students understand that they are expected to be punctual, courteous, and straightforward in all their interactions with faculty and peers. The rules are grouped as Minor Offenses and Serious Offenses. It is impossible to list every behavior that is unacceptable, and so the following list is not meant to be all-inclusive.

Minor Offenses

- **Behavior in School:** Students are not allowed to run or use athletic equipment while in the hallways or indoor spaces. If either of these behaviors persists after a warning, equipment will be confiscated for the day, the Dean of Students will be notified, and students may receive a detention.
- **Bounds:** The following areas are considered out of bounds: the bird sanctuary woods across from the School by the American Legion; March Post from the Eliot Bridge upriver; the area on the campus-side of Greenough Boulevard that extends beyond the Upper School Parking Lot by the Cambridge Cemetery; the Coolidge Hill area and the Shady Hill School grounds. Students who are reported as being off-campus or out-of-bounds without permission will be assigned a detention. Repeated offenses will lead to more serious disciplinary responses.
- **Dress:** It is expected that clothing will be appropriate for the tasks at hand. Footwear must be worn at all times. Hats in classrooms are permitted at the teacher's discretion.

Students are expected to adhere to the "6Bs" regarding the School's dress code:

- **No Backs:** No open-back shirts are allowed. No skin below the shoulder blades should show.
- **No Bellies:** No midriff shirts are allowed. Shirts must cover the midsection even when sitting.
- **No Butts:** Shorts and/or skirts must provide complete coverage. Undergarments or skin should not be exposed when walking up stairs, sitting, or bending to pick up something on the floor.
- **No Bras:** Bra straps and dark bras under light shirts should not be visible.
- **No Boxers:** Pants should fit appropriately and not reveal underwear of any kind.
- **No Breasts:** Low-cut shirts are not allowed. Clothing should not reveal cleavage lines.

Dress code violations are reported to the Dean of Students.

- **Food:** No food is allowed outside of the Upper School Commons (with the only exceptions being class meetings, advisory, and class parties). Bake sale food sold in the Commons should be eaten in the Commons. Food purchased elsewhere (like pizza or subs) cannot be resold for fundraisers. Bake Sales must be approved by the Office of the Dean of Students in advance.
- **Inappropriate Language or Materials:** Inappropriate language includes vulgar, profane, or obscene terms. Students will be warned when such speech is first overheard, unless the incident is an extreme one. The possession or distribution of pornographic materials is prohibited.
- **Library Disruption:** In order to maintain an atmosphere conducive to study, loud voices and inappropriate behavior are not permitted in the library. All technological devices, including cellular phones and personal or School-owned computers, must be used solely for academic purposes. No food or beverages are allowed in the library other than water bottles.
- **Parking Violations:** Please see the Transportation and Parking Section of this Handbook for more information about the rules pertaining to student parking.
- **Portable musical devices/cellular phones:** Portable musical devices and their accessories (especially headphones) are inherently antisocial, a distraction to the teaching and learning

process, and an easy target for theft. These items should not be visible or in use during the school day other than in specific areas that the School has designated as appropriate. If a student is found in violation of this rule the device may be confiscated and brought to the Office of the Dean of Students.

To avoid any possible interruption to the school day or school activities, cellular phones and other communication devices may not be used during the academic day other than in specific areas that the School has designated as appropriate. If necessary, students are allowed to use the phone in the Office of the Dean of Students. Any student found in violation of this rule may have their phone confiscated and brought to the Office of the Dean of Students.

- **Public Displays of Affection:** Excessive displays of affection in public are not appropriate. For this reason, they are not permitted on school grounds even in seemingly private locations.
- **Tardiness:** Students are expected to meet all obligations on-time during the school day, including assemblies, classes, study halls, and athletics. Students are held accountable for lateness to any obligations. The third time a student is late to a commitment, the student will be assigned an afternoon detention. Continued violations of this rule will lead to more serious disciplinary responses.

Serious Offenses

These offenses threaten the well-being of the community or of individuals and are subject to disciplinary proceedings as outlined below.

- **Bullying:** Please refer to the [Anti-Bullying policy](#) available on the BB&N website.
- **Cheating:** Cheating is the willful giving or taking of information to or from another student, or communication with another student in any way during or about a test, quiz, exam, or homework assignment. This includes turning in a paper or other academic product to more than one teacher or course, without prior permission. Further, one can cheat by bringing into a testing situation notes or other information that are not meant to be used as a reference whether explicitly prohibited by the teacher or reasonably barred from use by common practice.
- **Class Cuts:** Students are expected to attend all of their classes during the school day. Skipping/cutting class is prohibited and is considered to be a serious lapse of responsibility. If it has been determined that a student skipped class, the student will receive a detention. A student who skips any two classes in a school year will face a restriction of privileges and be placed on Disciplinary Warning. Any additional incidents of skipping class may result in further disciplinary responses, including being brought before the Student-Faculty Discipline Committee and/or being placed on Disciplinary Probation. Students who skip school for an entire school day can expect an immediate and serious disciplinary response and should expect to be brought before the Student-Faculty Discipline Committee. In addition to the disciplinary consequences outlined above, a student who skips class faces the academic consequences for having an unexcused absence.
- **Fighting:** A fight is a physical conflict between two or more individuals. The School does not condone fighting in any circumstances and will investigate any incidents involving physical conflicts between students.
- **Harassment:** BB&N is committed to maintaining an atmosphere in which everyone is treated with respect and dignity, and which is free from discriminatory practices. Sexual harassment undermines these objectives, is unlawful, and will not be tolerated. The same is true with respect to harassment or discrimination on the basis of race, color, gender, religion, national origin, sexual orientation, age, and/or disability. Harassment is any form of severe, pervasive, and unwelcome behavior that is insulting or degrading and which is based on an individual's protected status.

If a student believes that harassment has occurred, the student must report the concerns to a teacher, advisor, school counselor, or administrator. The School will not tolerate any retaliation or attempt to retaliate against any person who reports alleged harassment under this policy or otherwise files a complaint of harassment. Such retaliation will be considered a “Serious Offense” and treated accordingly.

- **Hazing:** Hazing refers to any conduct or method of initiation into any student organization that willfully or recklessly endangers the physical or mental health of any student or any other person. Copies of legislation regarding hazing are distributed annually to all students. Incidents of hazing must be reported to law enforcement officials.
- **Insubordination:** Insubordination is the refusal to follow a reasonable request by any faculty member, staff member, or coach or the making of rude, profane, or obscene statements or gestures to a teacher, coach, or staff member.
- **Lying and Forgery:** Lying is any misrepresentation of the full truth, whether to a faculty member, staff member, or committee. Forgery is the signing of the name of another person for the purpose of defrauding or misleading any faculty member, staff member, or committee.
- **Plagiarism:** “Plagiarism means presenting another person’s words, organization of material, or ideas as though they were your own. The term applies whether or not the attempt to plagiarize is successful and whether it is due to intentional deceit, carelessness, or misunderstanding. It refers not only to written works but also to songs, paintings, sculptures, computer programs, websites, and films. In other words, you must give credit for any aspect of a work that you have not invented. Putting your name on a paper, a poem, a sketch, etc. is your pledge that, except where specified, it is completely your own work.” - Sharon Hamilton, *Solving More Common Writing Problems*
Each student discusses and signs this statement (or a comparable explanation of plagiarism) at the beginning of every school year. The Dean of Students keeps these signed statements on file.

- **Prohibited Substances:** The use, sale, possession, or presence under the influence of alcoholic beverages, marijuana, or any controlled substance (unless under prescription and administered according to BB&N’s policies) is forbidden. Because of the threat to physical and mental health that alcohol and drugs represent, violations involving these substances will be considered particularly grave. Students consuming alcohol or using drugs at School-sponsored events or who engage in those behaviors and then attend School-sponsored events can expect to face serious disciplinary consequences. The amount of consumption or level of usage is not a mitigating factor. Those students who are suspended from school for any drug or alcohol usage will have an automatic seven calendar day suspension from all co- and extra-curricular activities dating from the time when the suspension is approved. The Disciplinary Committee retains flexibility as to the dispersion of long-term offices held by the offender such as Club Officer, Sophomore Guide, Peer Counselor, etc., but suspension from co- and extra-curricular activities is not discretionary.

The use or possession of tobacco or tobacco products including smokeless tobacco and electronic cigarettes is prohibited on campus or at school events. The BB&N campuses are smoke-free environments.

- **Sexual Offense:** Inappropriate behavior of a sexual nature is a serious violation of BB&S’s Community Standards and is not permitted at any time. Sexually offensive conduct includes using suggestive, rude, or offensive sexual language, gestures, or actions. Any person found to be guilty of engaging in such unacceptable behavior will face serious disciplinary consequences.
- **Slurs or Graffiti Relating to Race, Color, Ethnic Group, Gender, Sexual Orientation, Religion, or Disability:** These are degrading or demeaning statements insulting to a particular

group occurring orally or in writing anywhere in the School, on school property, or during any School-sponsored activity, whether at the School or not.

- **Theft and Possession of Stolen Property:** Theft is the taking of property that does not belong to the student. Possession of stolen property is the holding without permission of property that does not belong to the student, regardless of the intent of the holder. Thieves may be referred to the Cambridge Police Department. Students can help by reporting thefts to the Dean of Students, storing possessions in private lockers, and leaving their valuables at home.
- **Vandalism:** Vandalism is the willful destruction or defacement of property.
- **Violation of Technology Acceptable Use Policy:** Violations of BB&N's Acceptable Use Policy for electronic media (found in the *All-School Student and Parent Handbook* available on the BB&N website) may result in serious disciplinary action. Any violent or dangerous behavior, or threat or advocacy of violent or dangerous behavior, or other actions that threaten individuals or the School will be considered a serious breach of school rules and treated accordingly.
- **Weapons:** The possession or use of any other weapon is prohibited on school property or during any School-sponsored activity, whether on campus or not. The use of woodcraft implements used at Bivouac is acceptable provided that students obey the Program's established guidelines. Massachusetts laws requires that school officials report to law enforcement authorities anyone who carries a firearm or any other dangerous weapon into any school building or onto school grounds.

Violation of School Rules and Disciplinary Consequences

A student who violates any of the school's rules will be subject to discipline if the offenses occur before, during, or after school; in school buildings, on school premises, or at other locations while attending School-sponsored activities; or while engaged in School-related conduct, which includes going to or from school. These rules apply without geographic limitation to conduct involving other students, property, or personnel.

Possible disciplinary responses for students who commit, attempt to commit, or aid in the commission of violating school rules include: detention; Disciplinary Warning; Disciplinary Probation; Major Disciplinary Detention; suspension; and expulsion. Students may also be suspended or expelled for any other misconduct which, in the opinion of the Director or the Dean of Students, renders the student's continued presence in the School disruptive to the educational process or threatens the welfare of the School community. Further, suspension or expulsion may result from misconduct away from the School or outside school hours which involves criminal behavior or is of such a nature that the student's continued enrollment would be detrimental to the School's overall objectives or good name.

Detention: One consequence for a violation of a school rule is a one-hour, after-school detention. This is typically assigned for tardiness and/or other minor infractions.

Disciplinary Warning: When a student is placed on Disciplinary Warning, a restriction of privileges and/or participation in School activities may be defined. If there is no improvement in attitude or behavior, or if other violations of school rules occur during the warning period, a student may be placed on Disciplinary Probation.

Disciplinary Probation: This status may have attendant sanctions, including, but not limited to, restriction of privileges and/or limitation of participation in school activities. A student on Disciplinary Probation is not considered a student in good disciplinary standing.

Students who commit a serious offense while on Disciplinary Warning or Disciplinary Probation should expect more serious consequences including the possibility of expulsion. If there is no significant improvement in attitude and behavior or if other violations of School rules occur during the

probationary period, a student may be expelled from the school. Students on Disciplinary Probation may be asked to report to a supervising teacher or administrator concerning the progress they have made in regards to citizenship and the student's understanding of his or her responsibilities to the School community.

Major Disciplinary Detention: A student who receives a Major Disciplinary Detention will be present in school but will not be allowed to attend classes or other activities until the detention has been served. The student is expected to make up all work that was missed in class.

Suspension: A student who receives a suspension will serve that time outside of school. The student is expected to make up all work that was missed in class. A suspension from school normally begins the day after the disciplinary recommendation is determined.

Other Responses: The School may, in the course of addressing a drug or alcohol problem, require that a substance abuse counselor assess a student and that the results be shared with the School. Such results may be the basis for the School to make treatment or other conditions a part of a student's continued enrollment in the School.

Students who were required to withdraw from BB&N for disciplinary or academic reasons may sometimes have restricted visiting privileges when it is considered to be in the best interest of current students or of the former student. In these instances, students are usually informed of any restrictions at the time of withdrawal. The Upper School Director or Dean of Students may rescind or alter visiting privileges at any time.

Student/Faculty Discipline Committee

The Student/Faculty Discipline Committee exists to handle cases referred to it by the Dean of Students. The committee is convened when there has been a known violation of the School's major values or when a serious offense has been committed. The Student/Faculty Discipline Committee consists of students, faculty members, and the faculty Chair of the Committee. The Director of the Upper School appoints the faculty members and the Chair of the Committee. Student members are appointed by the Director of the Upper School and the Head of School from nominees proposed by the Student Council. Three students and three faculty members, drawn from the larger group of committee members, plus the Chair of the Committee attend each Student/Faculty Discipline Committee hearing.

There are rare situations in which a violation of the School's major values or a serious offense has been committed yet the disciplinary matter is handled administratively rather than referred to the Student/Faculty Discipline Committee. These circumstances might include situations in which the violation is so significant that withdrawal from the School is a predetermined consequence, situations in which the mental or physical health of the student would be compromised by meeting with the Student/Faculty Discipline Committee, or situations in which the disciplinary matter needs to be handled in an expedited timeframe.

Disciplinary Procedure for Serious Offenses

Procedures are intended to be general guidelines only and BB&N reserves the right to apply them at its discretion. The most significant factor in changing and improving student behavior is the cooperation between the School and parents who can help by holding students to BB&N rules and supporting the School's response when these rules have been broken. When a serious offense has occurred and Disciplinary Probation, suspension, or expulsion may result, the process below is followed:

Students are informed of the violations at issue and of the evidence supporting those charges. The Dean of Students has the discretion to handle a case administratively or to refer it to the Student/Faculty Discipline Committee. The Dean of Students makes this decision in consultation with the Upper School Director, referring to precedents and individual circumstances. Regardless of whether the matter is handled by the Student/Faculty Discipline Committee or administratively, students have an opportunity for discussion. Parents (or attorneys and other outside parties) are not permitted to participate in disciplinary proceedings, but parents may call the Dean of Students for more information about the

offense and the process. If a student refuses to communicate with the Dean of Students or the Student/Faculty Discipline Committee, the process will proceed without them. Likewise, if a student withdraws from the School before a final disciplinary response has been determined, the School will proceed with the disciplinary procedure.

When the Student/Faculty Discipline Committee is convened, the committee meets with the Dean of Students, the student(s) charged with the disciplinary violation, and the advisor of the student(s). When a student appears before the Disciplinary Committee, the Dean of Students furnishes a written statement of the charges, events, and other pertinent information to the committee. The goal of the committee is to recommend fair, consistent, and appropriate consequences that balance the educational needs of the individual student with the needs of the entire community. The committee will generally limit its discussion to the violation at hand but in making its recommendation will consider precedence as well as the student's past record in the School.

When a disciplinary recommendation has been made, either by the Dean of Students or the Student/Faculty Discipline Committee, it will be reviewed and approved, adjusted, or rejected by the Head of School (or, in his or her absence, a designated administrator). Parents will then receive telephone notification of the response, followed by a letter documenting the situation.

The Head of School may, upon a recommendation from the Dean of Students or the Student/Faculty Discipline Committee, require a student in an elected or appointed office to remove him/herself from that office. Students on Disciplinary Warning or Disciplinary Probation may also be declared ineligible for appointed or elected offices for a period of one year from the date of the offense. The School reserves the right to require the withdrawal of any student whose achievement or behavior is determined to be unacceptable. The decision of the School in this regard is final.

Reporting of Disciplinary Actions at School

While the School will preserve the privacy of Student-Faculty Discipline Committee proceedings, the results of such proceedings are valuable information for the entire community. After each Committee meeting, or at such intervals as seem appropriate, the Upper School Director or the Dean of Students will report to the Upper School community a summary of the nature of the offense, the recommended punishment, and the administration's final action.

The purposes of this public report are to dispel exaggerated rumors, to promote awareness of the School's important rules, to provide an additional deterrence to misbehavior, and to stimulate productive dialogue about the School's values.

Reporting of Disciplinary Actions to Colleges

If a student is asked on college applications whether or not the student has been involved in a disciplinary procedure that resulted in probation, suspension, or dismissal, that student must respond to the question honestly and accurately with a brief, written explanation. Such an explanation must be approved by his/her college counselor. If BB&N discovers that the student has not contacted the college, or has not answered the question honestly and in a forthright manner, BB&N will immediately contact the colleges directly. Otherwise, it is the policy of BB&N not to respond to the question unless, once applications have been submitted, there is a disciplinary procedure that results in a change of status for the student. In that case, BB&N will contact those colleges directly to which the student has applied, after a period of ten days, thus allowing for the student to make the initial contact.

Appendix A: Upper School Community Service Program

PHILOSOPHY

The mission of the Community Service Program at BB&N is to inspire student commitment to meaningful service and to foster and promote a School-wide culture of service. BB&N believes that working directly with people in need is the most enriching type of service. Therefore, community service at BB&N is defined as an act of providing aid to others in need. In addition, through the Community Service Program, students build connections within our community, broaden their perspectives, gain experience about an organization that supports or uplifts a community, and develop leadership and teamwork skills. BB&N hopes that by the time students graduate, they will have developed a life-long interest in service to others.

GRADUATION REQUIREMENTS

A 500-word reflective essay: Upon completion of service, students must submit a written reflection on their service. Students are allowed to write about any aspect of their service. The reflection should include a brief summary of their service, a moment memorable to them, and some concluding commentary on how the service impacted their growth and learning. Students may also comment on whether they would recommend this service to others and whether they plan to continue to participate in this service in the future.

A minimum of 40 hours of community service work

- Students begin accruing hours in September of their first year in the Upper School. Hours can be earned during summers and vacations. Requirements are prorated at 10 hours per year for students admitted to BB&N in Grades 10 – 12; these hours must be completed while enrolled at BB&N.
- At least twenty hours of service must be completed within a 50-mile radius of the School, including Cape Cod. International service is acceptable, but every effort to work in the students' local community should be made.
- A student must work for a minimum of ten hours of service in at least one site before it will be documented, although after ten hours, additional service may be completed at multiple sites.
- Additional hours may be documented with no upper limit of service hours.
- Service must be unpaid work that gives no academic or professional credit.
- Every attempt at participating in sustainable or long-term programs should be made; monetary donations cannot be a substitute for service.
- If a senior has not documented his or her hours of service by the date on which Senior Spring Project (SSP) proposals are due, the remaining required service hours must be a formal component of the SSP. Any exceptions must be approved by the Community Service Co-Coordinators and the Senior Spring Project Coordinator prior to the submission of the SSP proposal.

EXAMPLES OF ELIGIBLE SERVICE

- Working directly with people in need; examples: interacting with patients at a hospital; work at a homeless shelter, nursing home, public school, or soup kitchen; work with disabled people
- Performing administrative duties for a non-profit and non-tuition or fee-based organizations; examples: public library, public schools, hospitals, federal, state or municipal offices (in a non-political role)
- Working with animals and the environment under the umbrella of a non-profit organization
- Some examples of BB&N-based activities include the following: BB&N Circus, Peer Tutoring Program (maximum 10 hours), Books, Basketball, and Neighbors, Best Buddies, Science Saturdays, and Afternoons of Service
- Community outreach, education, or support in another country with significant economic, agricultural, or environmental needs (international service requires approval from the Community Service Co-Coordinator)
- Participating in organized community service programs; examples: summer camps that specialize in service, School-sponsored community service trips
- Coaching or refereeing youth teams for town athletics (programs must be non-profit and open to the public)
- Technology support for nonprofit, non-fee-based organizations

- Conservation or preservation work at historical societies or public museums
- Camp counselor at any program designed to meet the needs of at-risk students or students with disabilities
- Community farming at nonprofit farms
- Musical performances at an elderly home
- Work under the umbrella of a for-profit organization performing community outreach or support programming (prior approval is needed)

EXAMPLES OF NON-ELIGIBLE SERVICE

Though each is a valuable learning experience, the following do not meet BB&N's stated philosophy for the Community Service Program and thus these do not fulfill the graduation requirement:

- Advocacy work, such as spreading the message of a specific organization or person (political, religious, or environmental)
- Volunteering with political campaigns
- Laboratory or clinical research
- Work at for-profit summer camps (sports camps, wilderness camps, religious camps, etc.)
- Work or volunteer at a private school or day care, or any tuition-based program
- Fundraising (including walk-a-thons and bake sales)
- Babysitting
- Performing religious duties (including teaching Sunday school or any services that are part of religious ceremonies)
- Working in a store or gift shop
- Landscaping work, unless for public areas

DOCUMENTATION OF SERVICE

Students need to record hours and the reflective essay using the online tracking system (x2VOL).

SEASON OF COMMUNITY SERVICE

Upper School students in Grades 10 – 12 with a significant interest in pursuing a specific commitment to Community Service may apply for a Season of Community Service in lieu of one athletics season per academic year. Students must demonstrate significant dedication to their area of interest through a documented commitment of 40 hours during the season. At the end of the service, students will be required to write a 500-word reflective essay.

Season of Community Service Proposal Forms must be submitted to a Community Service Co-Coordinator during the first week of seasonal tryouts. The proposals are reviewed individually and approved by the Community Service Co-Coordinators. Season of Community Service Proposal Forms are available on the BB&N Community Service website as well as in the Community Service Co-Coordinators' offices.

RECOGNITION OF SERVICE

Honors and recognition are given annually to those with exemplary levels of Community Service. There are three levels of recognition:

- Bronze: A student has documented greater than 80 hours of service
- Silver: A student has documented greater than 120 hours of service
- Gold: A student has documented greater than 200 hours of service

Questions relating to the Community Service Program or opportunities for service may be addressed to the Community Service Co-Coordinators, Meena Kaur (617-800-2278, mkaur@bbns.org) and Candie Sanderson (617-800-2162, csanderson@bbns.org). Additional information is also available on the School's website.

Appendix B: Upper School Daily Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Assembly 8:00 - 8:15	Advisory 8:00 - 8:15	Class Meeting 8:00 - 8:15	Faculty Meeting 8:00 - 8:15	Advisory 8:00 - 8:15
D 8:20 - 9:05	E 8:20 - 9:05	G 8:20 - 9:05	F 8:20 - 9:05	C 8:20 - 9:05
B 9:10 - 10:00 Lab/Conference 10:00 - 10:20	C 9:10 - 10:00 Lab/Conference 10:00 - 10:20	E 9:10 - 10:00 Lab/Conference 10:00 - 10:20	A 9:10 - 10:00 Lab/Conference 10:00 - 10:20	G 9:10 - 10:00 Lab/Conference 10:00 - 10:20
F 10:25 - 11:10	D 10:25 - 11:10	C 10:25 - 11:10	X 10:25 - 11:05	B 10:25 - 11:10
A1 Lunch 11:15 - 12:05	B1 Lunch 11:15 - 12:05	F1 Lunch 11:15 - 12:05	G1 Lunch 11:10 - 12:00	D1 Lunch 11:15 - 12:05
Lunch A2 11:45 - 12:35	Lunch B2 11:45 - 12:35	Lunch F2 11:45 - 12:35	Lunch G2 11:40 - 12:30	Lunch D2 11:45 - 12:35
X 12:40 - 1:25	X 12:40 - 1:20	Activities 12:40 - 1:25	E 12:35 - 1:20	A 12:40 - 1:25
C 1:30 - 2:20	F 1:25 - 2:15 Lab/Conference 2:15 - 2:35		D 1:25 - 2:15 Lab/Conference 2:15 - 2:35	E 1:30 - 2:20
G 2:25 - 3:10	A 2:40 - 3:25		B 2:40 - 3:25	X 2:25 - 3:10