Honor ~ Scholarship ~ Kindness

All-School Student and Family Handbook
2026-2027

Table of Contents

Mission and Values	**3**
BB&N Community Standards	**4**
Statement of Philosophy on Diversity, Equity, Inclusion & Global Education	**4**
Policy on Religious and Cultural Observances	**5**
BB&N Student Health & Wellness Policies	**6**
Student Leave of Absence Policy	**16**
BB&N's Mandated Reporting Responsibilities	**17**
Harassment	**17**
Hazing	**17**
Anti-Bullying	**17**
Weather-Related Closing	**18**
Technology Use Policy	**18**
AI Guidance	**19**
Athletics	**22**
Enrollment and Financial Aid Program	**22**
Student Records	**23**
Arts Department Content Policy	**23**
Gifts for Teachers	**24**
Communicating Questions and Concerns	**24**
Institutional Communications	**26**
Information for Upper, Middle, and Lower Schools	**26**
Communication between School and Home	**26**
Daily Schedules	**29**
Attendance	**32**
After-School Activities	**39**
Transportation and Parking	**39**

Student Parking 43

General Policies 44

Electronic Devices and Digital Community and Culture 47

18th Birthday Policy at Upper School 50

Libraries 50

Lost and Found 51

Clubs and Extracurricular Activities 51

Student Life on Campuses 52

Academic Policies and Information 59

Academic Considerations and Policies 65

Student Support Services and Resources 67

Rules and Discipline 71

Mission and Values

BB&N is an academically excellent, diverse, and inclusive community where students develop into lifelong learners who lead with kindness, curiosity, and integrity. We prepare students to be responsible and open-minded as they engage with the world around them.

Core Values:

Inquiry

- We promote curiosity and critical thinking to inspire a lifelong love of learning.

Integrity

- We strive to be honest, conscientious, and accountable in our actions even when no one is watching.

Belonging

- We foster a culture of respect, well-being, and connection that values all individuals and empowers them to discover and be their authentic selves.

Kindness

- We strengthen our communities by recognizing our common humanity and treating ourselves and others with respect and compassion.

Motto: Honor - Scholarship - Kindness

DEIG Commitments:

- Equitable Learning: Leveraging anti-racist, anti-bias, culturally responsive pedagogy and practices that provide equitable learning opportunities for all community members.
- Meaningful Relationships: Building meaningful relationships with inquiry, intention, and compassion.
- Transparency: Acting with transparency and accountability that support lasting systemic change.
- Self Reflection: Fostering a practice of critical self-reflection that invites individual and communal examination of our position, power, and privilege.
- Engagement: Pursuing equity for all through exploring multiple perspectives, active solidarity, and community engagement.

N.B. *The BB&N Student and Family 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. *Every student and guardian is responsible for knowledge of the School's rules and regulations.*

Browne & Nichols, founded 1883 --- The Buckingham School, founded 1889 --- Schools merged, 1974

BB&N Community Standards

The BB&N motto, *"Honor, Scholarship, Kindness,"* presents the School's fundamental values and guides its mission statement. In order to maintain an environment that fosters educational excellence and personal growth, a more articulated version of the motto's implicit standards for all members of the BB&N community (students, parents, faculty, administrators, staff, and volunteers) is outlined below:

As members of the BB&N community, we affirm and will abide by the following community standards across all campuses:

- Each member of the BB&N community recognizes that honesty, with regard to both academic and nonacademic issues, is central to our mission. We will act with integrity in all our dealings with one another, being trustworthy, honest, and fair.

- Each member of the BB&N community has a right to be treated with civility and respect. We will refrain from and discourage behavior that threatens the dignity of others.

- Each member of the BB&N community has a right to expect that personal information will be handled with appropriate consideration and privacy. We will refrain from casual disclosures, which undermine the respect and dignity guaranteed to all.

- Each member of the BB&N community recognizes that diversity of perspectives and experience enriches our community and the educational process. We will act to create an environment where diversity is welcomed and nurtured.

- Each member of the BB&N community has a responsibility to preserve the safety of its members, both on school grounds and off. We will refrain from unsafe behaviors, which threaten not only individual well-being, but also the health of the community.

- The school's goal is to welcome and attempt to accommodate the needs of a community member or visitor with varying abilities.

- Each member of the BB&N community has a responsibility to protect personal, school, and neighborhood property. We will exercise proper care and regard for personal property and the property of others.

Statement of Philosophy on Diversity, Equity, Inclusion & Global Education

BB&N is committed to ensuring that the student body, faculty, and staff accurately reflect our diverse communities and to creating a just community of belonging where all members feel safe and supported to bring their authentic selves to school each and every day. We believe in the pursuit of justice through education, solidarity, civic engagement, community and beyond. We provide the learning opportunities and tools to foster globally competent

citizens who have in-depth knowledge of the world, its people, its wonders, and its challenges, and are empowered to make a positive impact in our community and beyond.

The school is dedicated to excellence in its educational programs and in personal character development. Fundamental to such excellence is an inclusive curriculum and a diverse community where members learn to live within, to appreciate, and to celebrate a rich variety of cultures. In addition, the school continually hosts opportunities for students, faculty, and staff to recognize and address overt and subtle racism, as well as other inequities, historical oppression, and discriminatory behaviors towards others, based on class, gender identity, sexual orientation, religion, national and ethnic origin, and other aspects of identity.

The school commits itself to deepen learning as it relates to DEIG and to proactively work towards becoming an anti-racist institution. To that end, the school expects its members to treat each other with dignity, respect, kindness, and equity, so that all who attend our school will develop both a positive self-identity with enhanced awareness of their own culture and a respect for the identities and culture of others. In addition, we expect members of the community to engage appropriately with the DEIG programs and opportunities in support of the school realizing its mission.

Policy on Religious and Cultural Observances

As an institution, BB&N recognizes that part of what allows community members to be their whole selves at school is acknowledging and respecting the diverse religious and cultural practices observed by members of our community. BB&N is aware that for some, religious and cultural observances are a central aspect of their identity, while for others, these practices are not. As an educational institution, BB&N believes that there is much to learn about the world and its people from sharing individual traditions and cultures—and much to lose from inhibiting this sharing process. BB&N strives to learn and to educate our community about people and the world, including their religious and cultural traditions, as part of our educational experience.

BB&N's educational approach to religious and cultural observances will be inclusive and developmentally appropriate. This approach will enrich the life of each person within the community, creating an atmosphere in which each person can appreciate and learn from other traditions and experiences. At all times, the manner in which religious and cultural traditions are recognized by the BB&N community shall be considerate of those who observe as well as those who don't. It is the goal of BB&N to be inclusive and respectful of all while we educate ourselves about the observances and celebrations of a wide range of religious and cultural traditions. In selecting material for displays, concerts, performances, assemblies, or other major events, school personnel endeavor to provide a balanced set of material that recognizes many different cultural and religious traditions, emphasizing the educational context. This does not mean that every such event could or should attempt to include "something for everyone"; it may be appropriate for reasons of curriculum or season for some cultures and traditions to play a more prominent role in a given program than others. However, the cumulative effect of all such programs each year on each campus, and across the three campuses, should be balanced and inclusive.

A Note About Religious Holidays

All members of the BB&N community may observe religious holidays. All students and faculty are entitled to reasonably excused absences to observe religious holidays. In order to minimize the disruption to school obligations, the Campus Director and members of the faculty make appropriate arrangements for those students who must miss school because of a religious holiday.

1. No tests, papers, project due dates, lab reports, or lengthy homework assignments may be required for a religious holiday. Since students are learning to plan their work in an organized fashion, they are responsible for making up any work that may be interrupted by a religious holiday. However, students may request in advance an individual extension for homework or projects.

2. The school will make reasonable efforts to avoid scheduling games or events on religious holidays. Students always have the option of missing an event in order to observe a religious holiday.

3. If one of the Jewish High Holy Days occurs during the Grade 9 Bivouac, the school provides transportation back to Cambridge the day before the observance so the students will have adequate time to prepare, and the school will return students to Bivouac after the holiday. They also have the opportunity to attend services at a synagogue in New Hampshire and may choose to stay at Bivouac.

BB&N Student Health & Wellness Policies

The role of the BB&N school nurses is to facilitate health and wellness so each student has the opportunity for academic success. The following health policies support the educational process by enhancing the health of all children within the BB&N community while also maintaining compliance with all local, state, and federal statutes related to school health services. In order to ensure a safe environment for your child, medical information relevant to the student's health and safety is communicated to school staff on a "need-to-know" basis as determined by the school nurses.

Acute Illnesses Management

The school nurses realize that there are times when it is in the best interest of your child to keep them home from school due to illness. The school nurses must also provide a healthy environment for all students. Therefore, the goal of the sick day policy is to assist the parent/guardian with the decision of when to keep their child home from school due to an illness or infection. You will note that we do not approve absences that extend vacations and that any unexcused absence will result in penalties.

Students should not attend school if:

- The student has a fever of 100.0 degrees or more; the student may return to school after being fever-free for 24 hours.
- Antibiotics are prescribed for a contagious illness; the student may return to school after taking antibiotics for a minimum of 24 hours and having a normal temperature for 24 hours.
- The student is vomiting; the student may return to school approximately 24 hours after symptoms resolve and the student is able to tolerate a normal diet.
- The student has diarrhea of frequency and severity that interrupts and affects school performance; the student may return to school approximately 24 hours after symptoms resolve and the student is able to tolerate a normal diet.
- The student has an undiagnosed rash; the student may return to school after seeing their physician and it is deemed not communicable. Documentation from the physician is required.
- The student has severe cold symptoms.
- The student is diagnosed with a communicable disease, i.e.: pertussis, MRSA, and chicken pox. Please contact the school nurse before sending your child back to school. Documentation from the primary care

provider is required for school attendance after treatment for a communicable disease. (Please see communicable disease policy below.)

Communicable Disease Prevention & Control Policy

The health and safety of BB&N employees, students and the larger BB&N community is of the utmost importance to BB&N. The monitoring of communicable diseases is critical to this goal. In an effort to follow recommendations from Cambridge Public Health Department (CPHD), the Massachusetts Department of Public Health (MDPH) and the Center for Disease Control (CDC) regarding communicable illnesses, BB&N has adopted measures that focus on prevention, early detection and control of any communicable illness. By taking a proactive stance, we hope to limit exposure and increase protection for all members of the BB&N community.

Prevention:

The spread of communicable diseases can be controlled through good prevention and infection control practices. Hand hygiene and respiratory etiquette are standard precautions. Students should wash their hands often with soap and warm water for at least 20 seconds. Coughs and sneezes should be made into the elbow. Students who are exhibiting symptoms of illness should stay at home and remain at home until 24 hours following resolution of relevant symptoms. In addition, the school nurses ensure adherence to Massachusetts School Immunization Requirements set forth by the MDPH. This aids in early identification and treatment of any ill students. The nurses at BB&N work in close collaboration with intra-campus departments such as facilities, dining services & athletics in maintaining strict sanitation procedures that follow federal, state and local protocol and procedures. These prevention measures support the goal of maintaining a healthful environment.

Infection Control:

Any student diagnosed with a communicable disease such as COVID-19, H1N1, SARS, chicken pox, measles, tuberculosis etc. will be evaluated. BB&N health services will make a recommendation for referral to a health care provider when needed. Treatment for the disease may include sending the student home until non-communicable. Any student returning to school following a communicable disease diagnosis, will need to meet the school requirements set forth by the school, in coordination with the local Department of Public Health. Upon request, the school will require a medical clearance from the student's Health Care Provider before a student can return to full school activities, including athletics.

Surveillance:

School nurses will monitor and track student absenteeism and watch for increased absences and clusters of potential communicable illnesses. They will continue to follow guidelines and recommendations made by CPHD, MDPH and CDC. The school nurses will encourage all members of the BB&N community to contact their primary care physician for advice about getting vaccinated for seasonal influenza and Covid-19.

Immunizations:

All BB&N students are expected to adhere to the school immunization requirements established by MDPH. Please click here to download a PDF that describes immunization requirements for all students attending BB&N during the academic year. Upon recommendation by the school nurse to administration, students may be excluded from school if immunizations are not up to date or if a student has a communicable

disease. In situations when one or more cases of a vaccine-preventable or any other communicable disease are present in school, non-vaccinated individuals, **including those with medical or religious exemptions**, may be subject to health and safety requirements and restrictions.

Requests for medical or religious exemption from required school entry vaccinations must be received three weeks prior to the enrollment contract due date. Families making an exemption request will receive additional documentation to complete prior to review. BB&N's Health and Safety Team, including the Director of Student Support Services, Head of School, CFO/COO, school physician, and school attorney will review all requests and respond with a decision in writing. All exemption requests must be submitted for a decision annually.

Not all vaccine catch-up schedules will qualify a student as being up to date. The school nurse will review each of these schedules individually, and the Health and Safety Team will make the final decision on any catch-up schedules.

Monitoring:

- BB&N will continue to follow guidelines and recommendations made by CPHD and MDPH..

Public Health Reporting:

- School nurses are responsible for reporting communicable diseases to CPHD and/or MDPH. BB&N has a mechanism in place to report and review any cases/outbreaks of a communicable disease.

Communication:

- In the event of a communicable illness outbreak or possible exposure to a communicable illness, the Director of Student Support Services with assistance from the Campus nurses will collaborate with the CPHD, the BB&N school physician and the BB&N Administration to implement a communication plan that best serves the entire BB&N community. Our goal is to keep the channels of communication open and alert the community of a potential health problem and advise them what to do.

Dismissal Due to Illness or Injury

Assessment of student illness or injury occurring during school hours is a significant part of the BB&N School Health Services. Care for all students is provided in the Health Office. Parents/guardians are notified of any significant injuries or signs of illness that may require further observation, intervention, or follow-up with the student's health care provider. The school nurse or BB&N school staff will contact the parent/guardian or parent designee when dismissal is indicated. The parent/guardian or parent designee is required to make the necessary transportation arrangements in a timely manner. If the school is unable to reach a parent/guardian within 30 minutes they will call the Emergency contact numbers the school has been provided. No student will be dismissed without being assessed by the campus nurse and contact has been made with the parent/guardian or parent designee. The parent designee for a student assessed for release due to illness cannot be either a transportation service or the driver of a transportation service. All students must be signed out upon their pick-up. Parents/guardians of students who drive themselves to school may be asked to pick up their child at the discretion of the US nurse. In the event of an emergency, local EMS services may be activated.

Telemed Appointments

BB&N is unable to provide a physical space and/or adult care onsite for student telemed appointments with outside providers. No telemed appointments are allowed on any of the campuses.

Head Injury Policy

BB&N seeks to provide a safe return to activity for all students after injury, including a head injury. A head injury is a potential brain injury. Head injuries are caused by a bump, blow, or jolt to the head. They can range from mild to severe and can disrupt the way the brain normally works. Due to the potentially serious consequences of a head injury, BB&N has adopted conservative and proactive guidelines for the management of students with head injuries. These guidelines aid in ensuring that students are identified, managed and referred appropriately, receive appropriate follow-up care during the school day, including academic accommodations as indicated, and are recovered prior to returning to full activity.

- All students in grades 7-12, parent/guardian, coaches and health care providers are required to complete an online concussion education training course as required under Massachusetts General Law.
- All students at BB&N in Grades 7-12 are required to take a baseline ImPACT test. ImPACT evaluates multiple aspects of neurocognitive function, including memory, attention, brain processing speed, reaction time, and post-concussion symptoms.
- All students who receive a head injury while at school will be evaluated by the campus nurse and/or Athletic Trainer as soon as it is reported or as close to the time of injury as possible. The injury will be assessed using the consensus statement materials developed by the American Academy of Neurology (AAN) and recommendations will be made using their evidence based criteria.
- If the situation appears serious, the student is unconscious or there is suspected neck or back involvement, EMS will be called and the student will be transported to the nearest hospital.
- The Campus nurse and/or Athletic Trainer will notify parent/guardian of ALL head injuries regardless of severity and give follow-up care instructions. ALL students with symptoms of concussion will be required to have a medical evaluation in order to be cleared for return to school and activities.
- All students who have sustained a head injury will be removed from any physical activity and/or sports and are unable to return until symptom free and evaluated and cleared by the Campus nurse, Athletic Trainer, and/or their Medical Care Provider..
- The Campus nurse and/or Athletic Trainer will notify each other of the injury, prior to the next school day, in order to initiate the appropriate follow-up care immediately upon the student's return to school.
- After diagnosis of a concussion your child will meet with the school nurse.
- In the event that a student sustains a head injury during an away game, the student will be evaluated by the home team Athletic Trainer and referred for further treatment as deemed necessary. The home Athletic Trainer will notify the BB&N Athletic Trainer(s) as soon as possible, in order to initiate appropriate follow-up care.
- The Campus nurse and Athletic Trainer will continue to provide coordinated care for the duration of the injury. Any student who exhibits deterioration of neurological function and/or persistent symptoms will be encouraged to seek referral to a concussion specialist.
- The Campus nurse will monitor the student closely and work collaboratively with the student's Medical Care Provider(s) until the student returns to pre-injury neuro-cognitive and physical status. There will be ongoing communication with the student's family, advisor, and/or school counselor regarding the student's neurocognitive recovery and need(s) for academic and social-emotional support.
- Recommendations for short-term academic accommodations will be made for students with diagnosed concussions. Students requiring long-term academic accommodations must have an evaluation by a concussion specialist and receive a diagnosis consistent with the accommodations requested.
- Final clearance for return to athletic participation is determined by the Athletic Trainer when ALL of the following, criteria is met:

- The student must be symptom free at rest and during exertion.
- The student must be able to participate in a full academic day without any academic accommodations.
- The student's ImPact Test must return to baseline and be verified by the Athletic Trainer.
- The student must present a note to the Athletic Trainer and/or Campus nurse from the student's Medical Care Provider(s) clearing a return to participation.
- Medical Care Provider(s) recommendations will be taken into consideration, but as a general policy there will be 24 hours minimum between being symptom free and starting the return to athletics ramp up process.
- Students may return to competitive game participation only after completion of a graduated ramp up process of activity. A gradual step by step process to return to activity is a minimum of 5 days/steps (1 per day) with a minimum of 24 hours needed before progressing to the next stage, and includes a non-contact practice and a full contact team practice before returning to competition. The progression of each step must be supervised by the athletic training staff.
- After all head injuries, regardless of where they happened, it is expected that the student and family will communicate with the Campus nurse and/or Athletic Trainer on a regular basis, in order to provide the most effective care for the student.

HIV/AIDS and Other Debilitating Diseases Policy

The following policies and procedures are based upon knowledge about known risk factors of debilitating diseases and modes of transmission of HIV infection and reflect concern for individuals as well as groups within the school Community:

- Guidelines developed by the Centers for Disease Control and Prevention, Massachusetts Department of Public Health, and American Academy of Pediatrics will serve as a basis for discussion and decision-making pertaining to cases of HIV infection and other debilitating diseases. Each case of HIV infection and other debilitating diseases, whether involving a student, faculty member or other school worker, should be identified and decisions will be made on a case-by-case basis.
- Decisions regarding school attendance, alterations in program, and other issues will be made by a defined group which may include the student's primary care provider, the student's parents, the Head of School, the BB&N school physician, Campus nurse and the Director of Student Support Services. In each case, risks and benefits to the student and the community will be weighed.
- Only persons with an absolute need to know will have medical knowledge of a particular case. Such persons will be identified by the above group and notified by the Head of School in a manner to best preserve confidentiality. The number of personnel notified will be kept at the minimum necessary to assure proper care of the student and to detect situations where the potential for transmission might be at risk.
- Individual cases will be reviewed periodically by the Head of School, the BB&N school physician, Campus nurse, the Director of Student Support Services, and may include the student's personal physician and the student's parent/guardian. This pertains both to students attending school and to those who have been excluded and, because of change in their condition, might be permitted to return. The frequency of such reviews will be determined on an individual basis.
- These general policies will apply to faculty and other employees as well as to students.
- Age-appropriate education about HIV/AIDS, AIDS-related issues and other debilitating diseases will be incorporated into the health curriculum of the school and also be made available to faculty and other school employees.

Life Threatening Allergies Policy

These guidelines are designed to ensure that the environment of the BB&N school is as safe as reasonably possible for students who experience life-threatening allergies. The guidelines are designed to manage life-threatening allergies to most common foods, latex products, and insect bites. It is anticipated that as a student moves from the necessarily more restrictive environment of the primary levels to the greater independence of the secondary levels, the student's needs will change, as will any plan of care. This process will be ongoing and assessed by all involved persons on a regular basis. The guidelines describe measures to promote a safe environment for all students by educating all members of the BB&N school community about life-threatening allergies. These guidelines may be modified to accommodate the individual student's Emergency Action Plan and the specific BB&N campus.

Parent/Guardian's Responsibility:

- Notify the school of their child's life-threatening allergies.
- Work with the school team regarding an Emergency Action Plan that accommodates their child's needs throughout the school including in the classroom, in the cafeteria, in after-school programs, and during school-sponsored activities.
- Provide the required BB&N written medical documentation, instructions, and medications as directed by the student's licensed prescriber following the BB&N medication policy well in advance of the student participating in the program (by the assigned deadline dates provided to families through the school portal).
- Educate the child in the self-management of any and all allergies including:
    - Strategies for avoiding exposure to allergens such as unsafe foods and insects;
    - Symptoms of allergic reactions;
    - How and when to tell an adult about an allergy-related problem; and
    - How to read food labels (age appropriate).
- Review policies/procedures with the school staff, and the child (if age-appropriate) after a reaction has occurred.
- For B-8th grade students participating in the school's lunch program, parents/caregivers are responsible for reviewing the list of ingredients for foods selected for their student to ensure that the lunch selected meets any allergy or restriction.
- For 9-12th grade students participating in the school's lunch program are responsible for reviewing the list of ingredients for foods selected. Students may ask any allergy related questions of the school nurse and Dining Service Director.

School's Responsibility:

- Include students with allergies in all school activities. Students may not be excluded from school activities solely based on a life-threatening allergy.
- For B-8th-grade students participating in the lunch program, will be an Allergy Friendly option (C) and Sunbutter and jelly option every day. Accommodations can be made for those with known allergies and expressed to the dining team.
- Identify a core team including the Campus Director, Campus nurse, Faculty/Staff, Dining Services Director, to work with families and the student (age appropriate) and establish a prevention plan. Changes to the prevention plan to promote life-threatening allergy management should be made with core team participation.

- Because of the high risk of cross-contamination inherent with peanut and nut products, BB&N does not serve any nuts/nut products on any campus. Lower School parents may not send lunches or snacks that include peanut and nut products to school with their children.
- As a school community, BB&N is "nut aware." As needed we can provide "nut free zones" by written request of the parent/guardian and prescribing physician. The request needs to be reviewed with the school nurse.
- Assure that all staff who interact with the student on a regular basis understand a life-threatening allergy, can recognize symptoms, know what to do in an emergency, and work with others to eliminate the use of allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- Coordinate with the school nurse to be sure medications are appropriately stored, and be sure that the nurse's office emergency kit contains a licensed prescriber's standing order for epinephrine. Students should be allowed to carry their own epinephrine, if age-appropriate after approval from the student's physician, parent, and school nurse.
- Designate school personnel to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications in accordance with the State Nursing and Good Samaritan Laws governing the administration of emergency medications.
- Review policies/prevention plan with the core team members, parents/guardians, student (age-appropriate), and physician after a reaction has occurred.
- Discuss field trips with the family of the allergic child to decide appropriate strategies for managing the allergy while on a field trip.
- Follow federal/state laws and regulations regarding the sharing of medical information on a need-to-know basis.
- In almost all cases, B-8th grade students participating in the school's lunch program will have the ability to select from at least two options that meet their allergy or food restriction needs each day.

Student's Responsibility:

- Notify an adult immediately if they eat something they believe may contain the food to which they are allergic.
- Not trade food with others.
- Not eat anything with unknown ingredients or known to contain any allergen.
- Be proactive in the care and management of their allergies and reactions based on their developmental level.

Medication Policy

Introduction

The school nurses recognize that many children are able to attend school because of the effective use of medication in the treatment of illnesses and medical disabilities. They believe that it is more desirable for medication to be administered at home; however, any student who is required to take medication (prescription and non-prescription) during the school day must comply with school regulations. These regulations are based on M.G.L. Chapter 94C, the Controlled Substance Act.

Policy Statement

It is the policy of BB&N that school nurses will administer all medication, be responsible for all medication in the schools, and maintain accurate medication records. No other individuals, except where stated, will be allowed to administer medications.

Exceptions to the Policy

Life-threatening allergic reactions

- When the school nurse is not immediately available, and the child has an order from a licensed provider for the administration of emergency epinephrine by auto injector, school personnel trained by the school nurse are authorized to administer epinephrine by an auto-injector. The school personnel must also be tested for competency in compliance with the statute.
- In the event of a life-threatening allergic reaction, for students who do not have such an order, the school nurse will follow protocols written by the BB&N school physician.

Field Trips

- Students who have an order for emergency epinephrine must be accompanied on field trips by an individual who has been trained in its administration and has passed a competency test.
- Students who may need other injectable medication, i.e. insulin, must be accompanied on field trips by a parent/guardian unless it is deemed appropriate by the student's Licensed Care Provider, the school nurse and parent/guardian in writing that a student can self-administer.

Guidelines for Prescription and Non-Prescription Medications

Written Orders from a Licensed Health Care Provider:

- Child's name;
- Diagnosis;
- Name of drug, dosage, frequency, time, route of administration, specific instructions;
- Date of order and discontinue date (must be renewed at the beginning of each academic year);
- For short-term prescriptions (10 days or less), a pharmacy-labeled container may be used in lieu of a written order;
- Plan for monitoring effects, positive/negative, of medication.

Written Authorization from Parent/Guardian:

- Emergency telephone numbers;
- Emergency contact person;
- Lists of all medications student is currently receiving;
- Known allergies to food or medication;
- Plans, if any, for self-administration.

School nurse Safeguards:

- Procedure to ensure the positive identification of the student who will receive medication, i.e. photographs or teacher assistance;
- System for documenting and record-keeping;
- Procedure for responding to medical emergencies;
- Procedure for communicating significant observations relating to the medication's effectiveness, adverse reactions to the parent/guardian and licensed prescriber;
- Procedure for documenting and reporting medication errors.

Medication Handling:

- Must be delivered to the school nurse by a parent/guardian, or other responsible adult;
- Must be in container properly labeled by the pharmacy or manufacturer and in such manner as to render it safe and effective;
- Will be stored in the health office in a locked cabinet or refrigerator with the exception to emergency medications i.e. emergency epinephrine auto-injector, inhalers;
- Will be administered in the Health Office, unless otherwise noted;
- May not be carried on a student's person with the exception of emergency epinephrine auto-injector, inhalers, or insulin pumps;
- No more than a 30-school-day supply of prescription medication shall be stored in the Health Office;
- May be retrieved from the school by a parent/guardian at any time;
- Suspected tampering of drugs shall be reported to the Department of Public Health, Division of Food and Drugs.

Investigational Medications

- Investigational medications (medications still in clinical trials and/or under review) may be administered at school as long as all other conditions have been met.

Potentially Harmful Administration

- In accordance with standard nursing practice, the school nurse may refuse to administer any medication which based on her assessment and professional judgment, has the potential to be harmful, dangerous, or inappropriate;
- In these cases, the parent/guardian and licensed prescriber shall be notified immediately by the school nurse;
- The school nurse can request that the BB&N school physician confer with the licensed prescriber as a stipulation of continuing a medication or procedure in question.

Non-Prescription Medications:

- Based on the Massachusetts Board of Registration in Nursing's policy governing the administration of over-the-counter medications and protocols developed by the BB&N school nurses, with approval of the school physician, specific over-the-counter medications may be administered with signed parental permission;
- The following is a list of over-the-counter medications that the school nurse may administer/utilize for students: acetaminophen (Tylenol), ibuprofen (Advil), Tums, bacitracin ointment, diphenhydramine (Benadryl), hydrocortisone cream .5%.

Medical Leave and Re-entry Considerations

Safeguarding our students' well-being, health, and safety is the most important underlying goal of any policy or expectations from BB&N. There are occasions when BB&N must respond to a health-threatening condition or life-threatening behavior on the part of a student. This may include but is not limited to: acute or chronic illness—physical or psychological, suicidality and suicidal ideation, self-injury, substance overuse/abuse, eating disorders, incidents of violence, threats of violence, and possession of weapons. Events such as these may require an immediate assessment by an outside medical or mental health provider to determine if the student is safe to return to school. In certain situations, a student may need to go on an external medical leave to receive a higher level of care and/or participate in an appropriate treatment program. Before a student can return to school, the counselor and/or nurse must receive documentation from the student's health care provider(s). Such documentation from the provider(s) must address the following:

- The student is deemed to be physically and emotionally well enough to return to school.
- The risk of the student's relapse or repeating the harmful behavior is determined to be substantially reduced.
- The student is deemed able to attend/engage in a full-time schedule safely and productively by a BB&N team.
- The Health Care Provider(s) must outline any specific recommendations and/or limitations in the student's school program.

Additionally, the school requires the following:

- A signed Release of Information Form that allows for communication between the nurse/counselor and the Health Care Provider(s) regarding the student's transition to school and ongoing progress.
- Confirmation that the student is receiving ongoing support as deemed appropriate.

Upon receipt of all documentation, the school will evaluate the recommendations of the outside provider(s), communicate with the family, and review the student's current academic, behavioral and physical/emotional health to determine if re-entry is possible at this time. A student must be able to complete the necessary components of the core curriculum, as determined by the school, to be considered for reentry. When the school determines the student is deemed ready to re-enter, a re-entry meeting will be scheduled to review the support plan and any necessary accommodations . Attendance at the re-entry meeting may include the Campus Director, counselor, nurse, advisor or dean, student, parent/guardian and any outside support as appropriate.

Continued Enrollment in Special Circumstances

In some circumstances, a student may need temporary accommodations due to their physical or mental health without requiring a medical leave and separation from school. In coordination with family and outside provider(s), the school will provide reasonable accommodation, absent any undue hardship to the school or where a necessary modification would fundamentally alter the nature of the school's academic program.

When there is cause for concern over a student's physical or emotional health, even if there will be no interruption in the student attending classes, the school may, at its discretion, require documentation of an evaluation from an outside clinician. This assessment of the student's present circumstances, and plans for ongoing health services, along with permission for the outside professional to be in communication with the school, are necessary for the student's continued enrollment at BB&N. A student must be able to complete the necessary components of the core curriculum, as determined by the school, to be considered for continued enrollment.

Student Health Records

An individual health record is maintained for each student throughout their school career. The student health record is considered confidential and access is restricted by the school nurse and information is shared with other school employees only on a need to know basis. Parents/guardians may also have access to this record upon request. The Massachusetts Department of Public Health (MDPH) mandates that all student health records must include verification of a physical exam and an up-to-date immunization record unless the student meets the requirement of a medical or religious exemption as defined by Massachusetts Law 105 CMR 220.000 and M.G.L.c.76,ss.15, 15C and 15D, and BB&N's approval process and policy. This applies to all BB&N students as well as any visiting student including international students, regardless of the length of their visit. BB&N may require additional vaccinations for both school and travel programs. Parents/guardians must submit exemption requests subject for review by the

deadline set by the school. Physical exams are valid for one year from the date of the previous exam. BB&N does not conduct these physical exams. The school recommends that parents consult with their child's primary care provider to ensure that these exams are scheduled and performed in a timely manner. Due to insurance restrictions, all students will be granted a one month grace period. If any annual physical flags a risk factor (ie: TB), the school nurse will follow up directly with the provider's office to see if any action steps are required for school clearance.

In addition, parents/guardians must complete all requirements in their student's Magnus Health by their listed next action date. Magnus Health is accessed via your Veracross Parent Portal. Renewal of your students Magnus Health is required annually. Maintaining an accurate and up-to-date Magnus Health is a crucial responsibility of the parent/guardian throughout the school year. Timely updates ensure the school is able to effectively support the health, safety, and well-being of each student by having access to essential medical details, emergency contacts, and any necessary accommodations. BB&N students including all visiting students with incomplete health records will not be allowed to participate in any BB&N activity including: orientation activities, academic classes, extracurricular activities and sports.

Health Communication

Health forms contain important information that the school needs in order to ensure a safe environment for your child. In the event of a medical emergency, school personnel will call 911. The school will then try to contact the parents as listed on the health information form, next the person designated as emergency back-up and next the student's doctor as listed on the health information form. Please update this information whenever it changes by calling the Registrar (617-800-2716).

Parents/guardians are required to communicate all student health concerns, medical reports, and issues on the electronic health history form. It is essential that parents/guardians report to the school nurse any acute episodic illness and/or injury that may affect the educational process during the school year. This may include interventions such as hospitalizations, surgeries, medical procedures, and/or testing. Ongoing communication between the school nurse and parents enables the school to make reasonable accommodations in a timely manner. Medical information relevant to the student's health and safety is communicated to school staff on a "need-to-know" basis as determined by the school nurse.

Student Leave of Absence Policy

Parents who desire a leave of absence for their child should begin the process by discussing the feasibility with the appropriate Campus Director (CD) and the Director of Enrollment Management (DEM). If the Campus Director deems the request reasonable, the family will submit in writing to the appropriate CD and DEM an official request for leave including an educational plan for the year away before the re-enrollment contract due date. After consultation with the Campus Directors' group, the DEM will send the family a decision within two weeks of receipt of the request.

In order to secure a place for the year of re-enrollment, parents must submit a **non-refundable** deposit of $2,500 within two weeks of notification that a leave has been granted. The conditions governing an absence are as follows:

- If the approved absence is for one academic year and involves a move out of the area, the school will hold a place for the student, provided that the student is leaving in satisfactory academic and social standing. The school expects that during a year's absence, the family will be living away from the Greater Boston area.

- During a yearlong absence, the parents should inform the DEM of their child's intention to return to BB&N by February 1 of the school year that the student is absent.
- Re-enrollment is based on the condition that, while away, the student has satisfactorily completed all the necessary academic requirements for promotion to the next grade level, and has maintained a record of good citizenship. By June 15, there will be a review of the child's academic status, and the final decision regarding re-entry will rest with the school. On return from a leave of absence, the student may be required to take one or more tests to determine proper placement in courses.
- Families considering missing any part of a school year for a semester-away study program or any other reason, must notify the Director of Enrollment Management in writing during the preceding school year. The Upper School generally assists students who choose to apply to traditional semester-away study programs. For other, nonstandard programs, families must apply to the Educational Policy Committee for an "exceptional program" waiver. Contact the Upper School Director with questions. Unless a student is enrolled in an approved semester-away program, the school will charge a full year's tuition for any partial leave. This policy is due to the fact that it is not feasible to fill a student's space for only part of the year.
- If the absence is for more than one academic year, the student will relinquish their place at the school, and will need to reapply for admission to the school in accordance with the standard admissions timetable and procedures. In evaluating the application, the Admissions Office will give consideration to the fact that the student previously attended BB&N; however, the school cannot guarantee re-entry.

BB&N's Mandated Reporting Responsibilities

Child abuse refers to any incident whereby an individual engages in conduct or neglect that is potentially harmful to the physical, sexual, or psychological well-being of a child under the age of 18. There are four kinds of child abuse: 1) physical abuse (non-accidental physical injury); 2) physical neglect (failure on the part of a caretaker to meet a child's basic physical needs); 3) sexual abuse (sexual involvement between a child and an individual who has greater knowledge, power, or resources); and 4) psychological abuse (extreme and/or repetitive conduct which is frightening or intimidating).

Teachers in Massachusetts are mandated reporters. Any BB&N employee who believes that a BB&N student is suffering child abuse *must* contact the appropriate Campus Counselor, and/or Campus Director who will in turn notify the Director of Student Support Services, the Head of School and the Commonwealth of Massachusetts, as the state mandates. For guidance in interpreting potentially abusive behavior, students and faculty may turn to the school counselor, Director, or Director of Student Support Services. While not mandated reporters by MA law, BB&N expects all volunteers to report any suspected abuse to the coordinator/director of the program.

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 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 you believe you have been subjected to harassment, you must report your concerns to a designated faculty member, teacher, or any administrator. There are designated adults on each campus that are trained to respond to

these situations. 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 Violation" (as defined on page 64) and treated accordingly.

Hazing

Hazing refers to any conduct or method of initiation into any student organization, which 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 Upper School students. (*Click Here to download a PDF of the Anti-Hazing Law.*) Incidents of hazing must be reported to law enforcement officials.

Anti-Bullying

Click here to download BB&N's Bullying Intervention and Prevention Plan.

Weather-Related Closing

From time to time, school will be canceled or opening will be delayed when weather conditions make travel unsafe. BB&N endeavors to provide notice of this as early as possible, typically no later than 5:30 am. Parents will receive an automated text message and phone call notification at the Home Phone/Mobile Phone number(s) they have designated in their Veracross Parent Portal record. Text notifications will also be sent to students in grades 7-12 who have a mobile phone number noted in their record; if a parent does not want their child to receive these notifications, they need to email communications@bbns.org to opt them out. Additionally, the school website (www.bbns.org), and local TV and radio stations are all sources of closing/delay information. All "emergency" contact numbers will be called via the automated system in the event of an unplanned early dismissal.

Conditions in the Boston area can be highly variable. We encourage parents to exercise discretion in making decisions about transporting their children to school. BB&N understands and is supportive of the fact that individual families may need or want to keep their children at home for weather-related reasons.

Technology Use Policy

BB&N expects students to be **honorable**, **scholarly**, and **kind** in their use of digital tools and communications. Standards and expectations for behavior are governed by school policies including Community Standards, Academic Honesty Policy, Anti-Harassment and Anti-Bullying policy. The use of school technology resources is encouraged for intellectual growth. BB&N expects everyone to avoid any technology activities that interfere with their own or anyone else's learning process.

The following guidelines are intended to clarify expectations for conduct but are not all-inclusive. BB&N reserves the right to adjust these rules and guidelines as necessary. Violating any portion of this policy may result in disciplinary review, including possible suspension or expulsion, and/or legal action. The school also reserves the right to apply disciplinary consequences for computer-related activities conducted off-campus if such activity adversely affects the safety or wellness of any member of our community, or if it violates expectations for behavior. Any use of websites, messaging, cameras, blogs, or other communication tools to misrepresent oneself, to recklessly or knowingly spread false information about the school or any person, or to depict or advocate illegal or inappropriate behavior is a violation of BB&N's expectations for conduct. BB&N students should understand and honor the following standards of behavior:

1. I will be respectful in all of my online communication. I understand that I represent both myself and BB&N whenever and wherever I use online communications, both at school and off-campus. This includes, but is not limited to: email, chat, instant-messaging, texting, gaming, photography, and social networking sites.
2. I will respect the privacy and digital footprints of all members of the BB&N community (students, teachers, parents, and members of the public) by not posting online any information about them without their permission, including photos, videos, names, email addresses, phone numbers, addresses, etc.
3. I will be ethical in my use of the BB&N network, computers, and internet, and I will not share or access others' folders, files, or data without authorization.
4. I will not share my BB&N passwords with anyone, or use anyone else's passwords. If I become aware of another individual's password, I will inform that person or a member of the technology staff.
5. I understand that the school network and computers include filters and security to ensure safe and efficient access, and I will not attempt to circumvent or disable them.
6. I understand that it is my responsibility to back up my school computer files, keep my school accounts secure, and seek help on this if needed.
7. I will properly cite any intellectual property resources that I use in assignments, projects, and papers, and I will not plagiarize from any sources. (Plagiarism is taking someone else's text, image, or idea and presenting it as your own either intentionally or accidentally.)
8. I understand that BB&N has the right to review any data, email, documents, logs, or files stored or transmitted on the school's network (including internet services) without my prior consent, and any items deemed to be in violation of school policies may be copied or removed without prior consent. I understand that there may be automated or manual checks of my data to ensure compliance with school policies.
9. If I am uncertain whether a specific technology activity is permitted or appropriate for BB&N, I will ask a teacher before engaging in that activity.
10. I understand that information which I post on private websites and via applications is not always private. I understand that anything I post online should be considered permanent and can easily be found by others, even by those I do not intend to have access, and might be reposted elsewhere without my knowledge. I understand that information posted to one site can be automatically stored or copied by other sites, and cannot be removed from the internet.
11. I will not impersonate BB&N online in any way through email, social media accounts, or websites. I understand that any such activity that implies or states a personal account is associated with the school as an official BB&N account may result in disciplinary actions, and that that account will need to be removed.

Student privacy is respected, but the school reserves the right to access school computers and student computers, phones, browsing history, and any files, as it deems necessary with or without notice, to ensure that these items are being used in accordance with school policies. All BB&N user accounts (including email) are accessible to BB&N technology system administrators, and, when deemed necessary, will be reviewed by technology staff or school administrators. BB&N reserves the right to read, monitor, block, and/or delete any and all electronic files and data which are stored on, or pass across, our network. BB&N cannot guarantee that network services will be without error. BB&N takes precautions to restrict access to objectionable material online, but it is not possible to have full control over access to resources and materials on the internet. The school will not be responsible for any lost data or interrupted service caused by malfunction, negligence, or omission. BB&N is not responsible for the accuracy or quality of information obtained through the network, nor will the school be responsible for financial obligations

arising from unauthorized use of the network. BB&N will cooperate fully with law enforcement officials in any investigation related to any potentially illegal activities conducted through our network.

For more information about BB&N's guiding principles for technology, please refer to this link.
For a Lower School version of the Technology Use Policy, please refer to this link.
For detailed information and policies pertaining to the Middle School campus, please refer to this link.

AI Use at a Glance

BB&N expects students to adhere to the following expectations regarding the use of generative Artificial Intelligence (AI):

1. BB&N's orientation toward the use of AI is rooted in our school's mission and values.
2. Students may never use AI to generate work and submit it as their own.
3. Students may use AI as a tool (e.g. idea generation, study support) only with explicit teacher permission.
4. AI use must be disclosed and cited according to teacher guidance.
5. Violations of these expectations are subject to BB&N's academic integrity and discipline policies.

Mission and Values Alignment

BB&N is an academically excellent, diverse, and inclusive community where students develop into lifelong learners who lead with kindness, curiosity, and integrity. We prepare students to be responsible and open-minded as they engage with the world around them.

We are guided by four core values as a community:

Inquiry: We promote curiosity and critical thinking to promote a lifelong love of learning.
Integrity: We strive to be honest, conscientious, and accountable in our actions even when no one is watching.
Belonging: We foster a culture of respect, well-being, and connection that values all individuals and empowers them to discover and be their authentic selves.
Kindness: We strengthen our communities by recognizing our common humanity and treating ourselves and others with respect and compassion.

BB&N recognizes that the arrival and evolution of generative Artificial Intelligence (AI) significantly impacts how we think about teaching, learning, and schooling, and yet we remain steadfast in our commitment to our mission and values as we navigate the uncertainty, complexity, and opportunity of this new era.

More specifically, in order to prepare students for their future lives beyond BB&N:

- We believe in a human-centered approach to education. Meaningful learning happens through and as a result of human interaction.
- We believe that to learn is to think and to struggle. The brain acts like a muscle; it thrives when we challenge and stretch it.
- We believe in the value of original thought and work. Developing and refining our own voices is essential to our intellectual, moral, and social development and equips us to contribute meaningfully to civic life and the broader world
- We believe that process matters more than product. Skipping to the end without experiencing the journey deprives us of growth and leads to a false sense of accomplishment.

- We believe that AI, when approached responsibly, transparently, and in age-appropriate ways, may serve as a tool to support learning, experimentation, and equity, but never at the expense of human connection and critical thinking.

Essential Questions

As we grapple with the arrival of AI, we have more questions than answers. We also know that as our understanding of AI expands, our questions will evolve. For now, we encourage all BB&N community members to consider the following questions, designed to foster critical thinking and ethical engagement, in navigating their own use of AI:

1. How can I use AI in ways that enhance, rather than replace, my learning and personal growth?
2. How do I believe my audience would respond if informed that I used AI to generate my work/communicate with them?
3. In what ways might my use of AI amplify or reflect bias? How can I critically evaluate the information it provides?
4. How aware am I of the environmental, societal, and human impacts of AI, and how might I educate myself in these areas?
5. How does my use of AI affect the learning environment for others in my class and community?
6. How does my personal and professional orientation toward AI align with and/or differ from my views about other forms of academic assistance (tutoring, family/parental support, etc.)?

Digital Literacy and AI

During the 2026-2027 school year, we will be engaging in active, age-appropriate conversations starting in grade 2 homeroom, advisory, and class about digital literacy, including the responsible and ethical use of AI. To come to clarity as a community about the possibilities and pitfalls of these new technologies, we will explore various case studies and scenarios together. Topics may include, but are not limited to:

- Basic AI Understanding & Literacy
- Digital Footprint & Data Privacy
- Critical Thinking & Media Literacy in AI
- Ethical Use of AI
- Citizenship & Responsibility
- Parent & Community Engagement

Artificial Intelligence and Academic Integrity

BB&N aspires to be intentional and proactive in considering the relationship between AI and academic integrity. While external rules and norms around AI use are still evolving, per the guidance set forth by the International Baccalaureate's "Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework," students are advised to consider these two key principles when evaluating their use of AI:

1. Did I use AI to help me learn? If so, then it *may be* acceptable.
2. Did I use AI to pretend I did something that I did not? If so, then it is *not* acceptable.

More specifically, drawing from elements of Teach AI's "AI Guidance for Schools Toolkit," BB&N expects students to be mindful of these guidelines:

- **Assignments and Assessments**: Teachers may specify the limited use of generative AI on entire assignments or parts of assignments, and students should follow the guidelines set forth by their teachers.

With teacher approval, AI tools may be used as a tutor or studying assistant to prepare for assessments, such as exams or quizzes, but not in the context of completing exams or quizzes unless explicitly stated.

- **Citations**: In instances where the use of AI is authorized, students should adhere to the citation guidance set forth by their teacher. Any AI-generated content used in assignments must be appropriately cited, and its use must be disclosed and explained.
- **Consistency**: Teachers who administer the same major assignments or assessments should be aligned in their communication with students about the appropriate or prohibited use of AI tools.
- **Critical Thinking**: Teachers and students alike, when using AI technologies, should critically evaluate AI-generated content for potential inaccuracies and understand the limitations of AI and the importance of cross-referencing with trusted sources.
- **Plagiarism**: Using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism. Such violations will be subject to BB&N's disciplinary policy for academic dishonesty.

Evolution of Guidance

The rapid development of AI in education calls for an evolving approach to its use in schools. These guidelines are research-informed and will be revisited regularly to ensure they reflect effective practices and align with the needs and values of the BB&N community.

Athletics

All policies contained in this Handbook regarding Rules and Discipline (beginning on page 71) apply to all programs of the school including BB&N Athletics. For detailed information and policies pertaining to BB&N Athletics, please reference the Athletics Handbook.

Enrollment and Financial Aid Program

Students Living with a Parent/Guardian

All students are expected to be living with a legal guardian for the duration of their enrollment at BB&N. The legal guardian must reside in the home full time with the student while they are attending school. When family circumstances change such that the guardian is no longer living within the greater Boston area, the student may no longer attend BB&N.

Re-Enrollment

Parents are able to re-enroll their children for the following year by completing the online re-enrollment process and by paying a non-refundable enrollment deposit of $2,500, this deposit will be credited to the next year's tuition. The re-enrollment portal is made available *online* in early February and can be accessed through the parents' portal in Veracross. The financial aid grant is also contained in the re-enrollment contract; the enrollment deposit is reduced for students who receive financial aid to 10% of a family's tuition obligation (up to a maximum of $2,500).

The school may withhold re-enrollment forms for academic, behavioral, and/or financial delinquency.

Insurance

Accident and tuition refund insurance are available at the discretion and expense of the family to cover unavoidable costs due to accident or absence. For more information, please refer to your online (re)enrollment portal in Veracross where more detailed information is available.

Leave of Absence

The Director of Enrollment Management and the Campus Director of the appropriate school division should be contacted to request a Leave of Absence. Please refer to the All-School policy on page 16 of this handbook for more information.

Financial Aid Program

BB&N offers financial aid subject to a family's determined need and the availability of financial aid funds. Families are expected to apply for financial aid at the time of their admission application. BB&N uses industry standard and institutional methodologies to calculate a family's financial need as a guideline in determining financial aid. In doing so, BB&N is able to meet 100% of demonstrated financial need. All financial aid information submitted to BB&N is considered confidential and is kept in strict confidence. Because financial aid decisions are reviewed annually, families receiving aid must submit new information each year to confirm eligibility for the following academic year. For more information, please contact the Director of Financial Aid.

Financial Aid Application Process

Financial aid applications for returning families are due in January 2026. Families applying for aid should complete the online application and submit the necessary tax documentation as directed by the Director of Financial Aid. Returning families who wish to apply for aid for the *first time* should contact the Director of Financial Aid for information on eligibility and about how to apply. Currently enrolled, first-time applicants for aid must demonstrate a significant change in their financial circumstances in order to be considered for assistance.

The financial aid process represents a partnership between family and school. Given the time sensitive nature of the process and to ensure BB&N can provide award information to all families within the re-enrollment timeframe, BB&N cannot guarantee funds to re-enrolling families who have not completed the financial aid process by the enrollment contract effective date.

Student Records

Student Record files, transcripts, academic records, comments and letters of recommendation, etc., are the property of BB&N and are subject to BB&N policies and procedures for record retention. Any parent wishing to know the contents of his or her child's school file may do so by contacting the Campus Director's office. Although documents will not be released from the custody of the school, their contents can be shared with parents.

Final high school transcripts are retained permanently. All other records in a student's file are destroyed three years after graduation or enrollment withdrawal from the school.

Transcript Request

A current student who wants a copy of a transcript, grades, or comments should contact the Campus Director's office.

Former students who request copies of transcripts should contact the school registrar (617-800-2716) or email at smathieu@bbns.org. A fee will be applied to each of these requests.

Arts Department Content Policy

The Arts Department values the growth of the individual and the community through the creative exploration of ideas, topics, and language. There are times, however, when we must follow a process to determine whether the content of some student ideas or creations have a proper place in a project, gallery, or other area, as we recognize that some content is not appropriate for all ages, general spaces, or the school setting. Therefore, the Arts Department has created a process for determining whether such content is appropriate for the setting. Such content may include:

- highly sexual images
- images of self-harm
- abuse
- drug use
- gun imagery and graphic violence

The process involves Arts Department faculty and may include other BB&N faculty and administrators. The goal of this process is to protect students and to recognize the important intersection between content and setting.

Gifts for Teachers

Our strong preference is that families refrain from giving individual gifts to faculty or staff. If you do choose to give a personal gift—whether cash, event tickets, meals, or other goods—please ensure the value does not exceed $50 per year, in keeping with the Massachusetts Gift Law.

Each December, the Parents' Association organizes its only community-wide gift collection, inviting families to contribute to a Faculty and Staff Appreciation effort that benefits all BB&N employees. This initiative provides the community with an opportunity to thank the nearly 350 teachers and staff members who work regularly at BB&N and another 100 coaches and other part-time employees who work seasonally. One-hundred percent of the funds collected are distributed equitably among all permanent faculty and staff across all campuses before the end of the calendar year.

Some other ways to support faculty and staff are:

- All three campuses have numerous opportunities for faculty/staff appreciation meals. Your donations to these events are greatly appreciated by the faculty/staff.
- Encourage your kids to write/draw a note to any faculty/staff member to say thank you.
- A great way to honor a specific faculty/staff member is to make a donation to the BB&N Fund in their name. This fund is a critical way we support professional development for our faculty/staff which includes workshops, classes, and international travel experiences.

Communicating Questions and Concerns

At BB&N, we believe that both parents and teachers are important to a child's success in school. If you have a question or concern about school, please talk with your child, who can often help clarify any issues. If you need more information, or if you think your child's concern should be known at BB&N, contacting the appropriate person can keep a simple misunderstanding from developing into a problem. The following explanation of channels of communication will indicate the best route to take if you wish to pursue a question or concern:

General Curriculum
Questions about general curriculum should be addressed to the Director or Assistant Director at each campus, who will refer you to the appropriate person.

Athletics/Physical Education Program
Questions about the athletic/physical education program should be addressed to Jaye Locke, Director of Athletics (jlocke@bbns.org). For grades 6-8, please contact Jon Sokolski, Associate Director of Athletics (jsokolski@bbns.org). For detailed information around the Athletic Conflict Resolution Policy and other Athletic policies, please reference the Athletics Handbook.

Billing
Regarding any questions about your bill, please contact the Bursar, Lynda Boyages, lboyages@bbns.org at 617-800-2711.

Parent/Teacher Communication
If you would like to communicate directly with one of your child's teachers, or if you feel the need to know more about something that has occurred in class please follow the below protocol. The home and school partnership is a very important part of a child's education at BB&N. Good lines of communication help to strengthen that partnership, so we have established the following procedure for parents who have questions or concerns about their child at school.

1. Lower School parents should first talk to their child's teacher about a question or concern, and Middle and Upper School parents should first talk to their child's advisor. Parents should leave a message by voicemail or email and the teacher or advisor will respond within 48 hours. (Standard format for *all BB&N faculty and staff* email addresses is: (firstintiallastname@bbns.org, e.g. jdoe@bbns.org). Find the full faculty directory through the parent portal on Veracross, or click here to go there directly.

2. If a parent conference is needed, either the parent, teacher, or advisor may request the presence of either the Campus Director or Assistant Campus Director.

3. If, after a conversation with the teacher or advisor, parents feel the question or concern has not been fully addressed, they can contact the Campus Director or the Assistant Campus Director, by telephone or email. An appointment can also be scheduled by calling the Assistant to the Director at each campus.

Lower School: Sharon Cumberbatch in the New Wing/Brick Building at 617-800-2464; or Beth Brown in the Morse Building at 617-800-2461

Middle School: Mercedes Espina at 617-800-2331

Upper School: Rachel Efstathion 617-800-2131

This step may also include a meeting with the parents, teacher, and the Campus Directors.

4. If questions still remain, parents may contact the Head of School, Dr. Jennifer Price. An appointment can also be scheduled by calling the Assistant to the Head of School, Andrea Cadyma, at 617-800-2101. This step may also include a meeting with parents, teachers, and the Campus Directors if needed. The Head of School will review the issue(s) and decide upon a course of action.

Guidelines for Effective Parent/Teacher Communication

1. Express questions and/or concerns to the teacher/advisor as soon as possible. Do not wait until an issue becomes frustrating.
2. Call (or email) the teacher or your child's advisor to schedule an appointment to discuss concerns; avoid discussing issues at pick-up and drop-off times when the teacher or Directors are busy with other students. Response to emails and voicemails by teacher, advisor, or parent should be within 48 hours.
3. Please maintain appropriate confidentiality in all communications by refraining from having conversations, including those on cell phones, in public places such as hallways or anywhere on school grounds.
4. Avoid discussing a student in social settings, such as potluck dinners and Back-to-School Nights.
5. Communicate in a problem-solving manner; ask for clarification before making assumptions. Please show respect and grace.

Institutional Communications

The Head of School, in consultation with the Board of Trustees, may find it necessary to communicate with the BB&N community at times when heightened political, geopolitical, and/or societal issues are significantly impacting our students' well-being and sense of safety.

These types of scenarios can potentially require faculty and staff to significantly amplify the level of support they provide to students — a commitment that surpasses the normal support structures in place at our three campuses. Particularly during these "above and beyond" occasions, the Head of School and the Board will consider whether a communication to families is warranted.

If outreach to the BB&N community is deemed to be warranted, the Head of School's communication will be bounded by three purposes: expressing care and support for the community members, outlining how faculty and staff are approaching the issue with students, and sharing helpful resources with families.

If the BB&N community is directly affected by an adverse situation, the Head of School will communicate as appropriate with the community. (*Policy approved by the BB&N Board of Trustees, January 2026)*

Information for Upper, Middle, and Lower Schools

Communication between school and home

Lower School

Emergency Communication

In case of a family emergency, call Sharon Cumberbatch at 617-800-2464 or Beth Brown at 617-800-2461 and we will arrange to contact a student immediately.

When Parents Are Out of Town
Please let your child's homeroom teacher and the nurse know if you will be out of town for any length of time. It is important that the school has:

1) The name of the person caring for your child;
2) How that person can be reached during the day, in case of illness or injury.

Online Parent Portal:
Important information, including student grade reports, are made available to parents via our parent portal. You should already have received your login credentials to access the parent portal: https://portals.veracross.com/bbns.

Families' Primary Contact:
Your child's homeroom teacher is your primary contact for questions or concerns.

All-School Family Digital Weekly Newsletter: Knight News:
Knight News is a school produced weekly newsletter sent to families every Sunday. All campuses are included. Important information about upcoming school events, activities, relevant topics and PA updates are shared.

Middle School

Emergency Communication: In the case of a family emergency, parents should call the Middle School Front Office, Mercedes Espina (617-800-2331), and arrangements will be made to contact a student immediately.

Non-emergency Communication:
In non-emergency situations, parents are requested to restrict messages to important, time-sensitive matters only. If you need to convey a time-sensitive message to your child, please call the Front Office at 617-800-2331. For matters that are not time-sensitive, or that involve post-sports pick up changes, if your child has a cell phone you may text your child and they will receive the message after picking up their phone at the end of the school day.

Families' Primary MS Contact:
Your child's **advisor** is your primary contact for questions or concerns.

Advisor Check-ins/ Morning Homeroom:
At the Middle School, we begin each day in small groups with a purpose. By creating a predictable morning routine to organize the start of our days, we provide a framework for building connections. This homebase strengthens our Community and serves as a steady launch pad for the day; this is where students receive key information, share announcements and reflections each day. As our students are asked to *own* their own learning, they need to begin to take responsibility for their individual schedules, time, work and relationships. Students should arrive at school by 7:55 am in time to be already *seated* in the Homeroom by 8 am. *(On Tuesdays, Homeroom begins @8:40 am.)*

Student and Faculty Email: Each student is given a school email account and is expected to check this account daily. This email account serves as a key method of electronic communication within the Community and between a student and a teacher or advisor. Students should refrain from using their personal email accounts when contacting BB&N faculty or staff. There is also important student-to-student and student-to-teacher work and communication through Canvas, our online Learning Management System. During the regular work-week, parents and students can generally expect a response from a BB&N employee within 48 hours of sending an email.

All-School Family Digital Weekly Newsletter: Knight News:
Knight News is a school produced weekly newsletter sent to families every Sunday. All campuses are included. Important information about upcoming school events, activities, relevant topics and PA updates are shared.

Online Parent Portal:
Important information, including student grade reports, are made available to parents via our parent portal. You should already have received your login credentials to access the parent portal: https://portals.veracross.com/bbns.
Reminder: At the MS, the students meet with their Advisors to go over reports before they are posted for families.

Upper School

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. If necessary, parents are encouraged to email their child/ren at their BB&N email address with non-emergency communications. Texting students during the day is strongly discouraged. 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 work week, 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 will take longer during weekends and school vacations.

All-School Family Weekly Newsletter: Knight News:
Knight News is a school produced weekly newsletter sent to families/parents every Sunday. All campuses are included. Important information about upcoming school events, activities, relevant topics and PA updates are shared.

Online Parent/Family Portal:
Important information, including student grade reports, are made available to parents via our parent portal. You should already have received your login credentials to access the parent portal: https://portals.veracross.com/bbns.

Families' Primary Contact:
Your child's **advisor** is your primary contact for questions or concerns.

Student ID Card Access Policy (Upper School students)

BB&N provides Upper School students with identification cards (K-Cards) with keyless entry technology to enhance a safe and secure learning environment. Doors are locked during school hours and only those with an active

K-Card can gain access to doors other than the main entrances at the school. The K-Card should be carried by the student at all times and features a student photo and student ID number.

The school is currently exploring using these cards for access to photocopiers on campus, as a card for minor purchases, a library card, among other potential uses. This reinforces the importance of these cards to stay within students' custody at all times.

Students may not allow other students or other individuals to use their K-Card card. Failure to adhere to this policy places our community at risk and could result in disciplinary action.

In order to ensure the safety of all members of the BB&N community, students should use their own K-Card to enter school buildings and should not allow other students to follow or "piggyback" when entering the School's facilities. If a student observes **anyone** attempting to enter without card access, the student should ask the individual to enter through a main entrance. If this student is not comfortable approaching the person entering the building, the student should notify a teacher or administrator on campus.

All visitors must report to the front desk to sign in and obtain a Visitors Badge.

In The Event of a Lost K-Card
Students should report any lost or stolen K-Cards immediately. The lost K-Card will be disabled and a new card will be issued. Fees for replacement cards are $25 per instance.
Students should report lost K-Cards to Kerri Anne Shea at kshea@bbns.org

Upper School Buildings Accessible With Student K-Card:
*times subject to change for security reasons. Students will be informed if this happens.

Upper School doors (with the exception of science alley door)		6:30 AM-5:00 PM
Nicholas Athletic Center lower doors		6:15 AM-6:30 PM
Nicholas Athletic Center upper doors		No Student Access
Nicholas Athletic Center locker rooms		6:15 AM - 8:15 AM
		2:15 PM - 6:30 PM
	Wednesdays only	12:30 PM - 6:30 PM

Daily Schedules

Lower School

Before School Care, Morse Building (Grades B-1):
The Morse Building door is unlocked at **7:45 a.m**. At that time, supervised Before School Care begins on the blacktop area and field. All Morse children who are dropped off between 7:45 and 8:00 a.m. must go to Before School Care.

Families arriving before 7:45 a.m. and who are waiting with their children for school to start, must wait outside until the door is unlocked. Please do not send children or accompany children to their cubbies or homerooms on the second floor during that time because homeroom teachers are busy preparing for the day. **At 8:00 a.m., children in Kindergarten and First Grade should go to their homerooms**; children in the Beginner classes should sign in with their homeroom teachers before going to the playgrounds for supervised play.

To minimize confusion and congestion in the Morse Building lobby, we encourage all families to use the live drop off each morning. Live drop off in the driveway in front of 15 Craigie Street (Head's residence) is supervised from 7:45-8:00 A.M. every morning.

Before School Care, Brick Building/New Wing (Grades 2-6):
The Brick Building door and gate are unlocked at **7:45 a.m**. Families arriving before 7:45 a.m. must wait outside until the gate is unlocked. There is no teacher supervision prior to that time.

School begins at 8:00 a.m. Brick Building & New Wing students report to their homerooms. Students will be marked late after 8:10 a.m.

School Day:

Grades B-5	8:00 a.m. to 3:00 p.m. (M, T, Th, and F) 8:00 a.m. to 2:00 p.m. (W)
Grade 6	8:00 a.m. to 3:45 p.m. (M, T, Th)* 8:00 a.m. to 2:00 p.m. (W, F)
After School Program (B-5)	3:00 to 5:30 p.m. (M, T, Th, and F) 2:00 to 5:30 p.m. (W)

*Note: Grade 6 students participate in the 6-8/Middle School athletic program. Accordingly, students are dismissed from their Lower School academic campus schedule at 2:00 p.m. daily. On days without practices or games, students are dismissed from campus at 2 p.m. More information about their athletic schedule can be found in the Athletic Handbook.

Dismissal Times and Locations vary:
The Middle School athletic program takes place at the end of the day. Accordingly, students are dismissed from the NAC after athletics at 3:45pm on M, Tu, Th and from the MS campus at 2:00 pm on Wednesdays and Fridays unless their athletic team has a game. (Occasionally, there are Tuesday games.) Families should check the Athletics website regularly for updated athletic game schedules and times.

Middle School

Morning Arrival:
The Middle School program begins earlier than the other campuses with a prompt 8:00 a.m. class start.
MS Students **need to be in the building by 7:55 a.m**. Prior to class, phones need to be dropped off in the Front Lobby; students must be ***seated*** in their first class by 8:00 a.m.
The building opens at 7:30 a.m. for students. There is no formal supervision and students need to remain in the first floor foyer. Please note: once students arrive on to the MS campus, they must remain on campus and go directly into the building. (E.g. No trips to local establishment's, etc.)

Tuesday's morning start time is an exception. *Both US and MS campuses have morning faculty meetings on Tuesday mornings and classes have a delayed start for students* . **On Tuesdays,** students need to be in Homerooms *promptly* by **8:40 a.m.**

The *8th Grade Health & Wellness program* will take place on Tuesday mornings from 8:00 am to 8:45 am. There are three sessions over the year and students are assigned in September. It is important that students during their assigned section arrive promptly for the start of their homeroom health class; please note that attendance is mandatory.

Middle School Schedule:

Click here to view a pdf of the Middle School daily schedule. Our MS schedule follows a rotating block schedule. Each student will have a unique personal schedule; each course meets four of the five days of the week.

E Block meets every day.

Eating/Extra help/ Extra-curricular activities. In-school work time/Access to teachers. Students will be introduced to choice, and with some guidance and accountability over time, they will learn to manage their own E Block time.

CAB = *MS Community Activity Block* meets on Wednesday afternoons.

S Block = Sports. A*thletic practices/games are an integrated and required part of our MS Program.*

Dismissal Times and Locations vary:

Our required Middle School athletic program takes place at the end of the day. Accordingly, students are dismissed from the NAC after athletics at 3:45pm on M, Tu, Th and from the MS campus at 2:15pm on Wednesdays and Fridays unless their athletic team has a game. (Occasionally, there are Tuesday games.) Families should check the Athletics website regularly for updated athletic game schedules and times.

Upper School

Students are expected to arrive at school by 8:10 a.m. on Mondays, Wednesdays, Thursdays, and Fridays and by 8:45 a.m. on Tuesdays. The academic school day ends at 3:25 p.m. on Mondays, Tuesdays, Thursdays, and Fridays, and at 1:30 p.m. on Wednesdays. Students participating in an athletics team or an after-school art class usually conclude practices, rehearsals, or games by 6:00 p.m., though a late practice, game, or rehearsal may be required.

The Upper School Main Building is open to students from 6:45 a.m. to 6:00 p.m. Nicholas Athletic Center (NAC) also opens at 6:15 a.m. and closes at 6:30 p.m. or 30 minutes after the last home game on campus ends. The NAC will close at 5:00 p.m. during Mud weeks, unless students are participating in post-season play.

Between the end of the school day and 5:00 p.m., Upper School students can study in the Commons or the Almy Library/Quiet Room. Once the Library closes at 5:00 p.m., students may study in the Commons. After 6:00 p.m., the Upper School Main Building is closed to students. Students remaining on campus can study independently at the NAC until that facility closes.

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 200 minutes of instructional time per week.

Click here to view a pdf of the US daily schedule.

Attendance

Lower School

If a child will be absent for a day or will be late, parents should call before 8:00 a.m.

Attendance Line	*617-800-2406*
Morse Building — Beth. Brown	617-800-2461
Brick Building/New Wing — Sharon Cumberbatch	617-800-2464

Tardiness

Students are expected to be with their class or in their homerooms at 8:10 a.m. If a student arrives late, checking in at the Morse Building Office or Brick Building Office is required. Regular attendance, including being on time, is an important part of your child's educational experience. To benefit from academic and social-emotional learning at the Lower School, student's full participation is vital. At ten (10) absences, you will receive a letter. At twenty (20) absences, the school will schedule a conference for discussion with school directors. Please be advised that absences in excess of 30 (or 20% of the school year) will result in committee review for promotability.
If an absence is health related and more than a one-day absence, parents should call Judith Koeckhoven, our school nurse, at 617-800-2488.

In the case of an extended illness, please speak with your child's teacher in order to receive assignments if appropriate. If a child will miss school for more than one week for any reason other than illness, **parents should notify the school in writing prior to the planned absence.** Teachers are not required to provide schoolwork for these absences. We strongly discourage these absences and request that all families plan vacation during scheduled school breaks.

Parents should make every attempt to schedule doctor, dentist, and other appointments outside of school hours. When circumstances require absence from school for any reason, a written note or email should be sent to your child's homeroom teacher. Students are expected to check in and out with Sharon Cumberbatch or Beth Brown.

Middle School

Daily Attendance/ Late Arrival

If a child will be absent for a day or will be late, parents/guardians should call before 8:00 a.m.- even if you have notified your child's advisor or teachers. ***MS Attendance Line* : *617-800-2306***

If your child will arrive late due to an appointment, please contact the MS Front Office noting the time of arrival. You may contact Mercedes Espina (mespina@bbns.org) or call the MS attendance line.

Tardiness

Students should plan to arrive **at the latest 7:55 a.m**. We work hard with students to establish good habits, time management and community respect. Late arrival is a disruption of the school program. Our Program begins promptly at 8:00 a.m.; key information for the day and MS announcements are shared and attendance is taken. If students are not in Homeroom by 8:00 a.m, they are considered late and must first sign in at the Front Office to receive a tardy slip to present to the advisor/teacher of the class which they are joining.

A clear pattern of tardies will result in follow up and the school will contact families. We may suggest that you review your morning routine and schedule, as a family, to find the root of the issue. If your child struggles to get up or be ready on time to leave, the alarm should be set earlier. If you drive your child to school and traffic is an issue, you may need to leave home earlier.

Thank you in advance for supporting us in clarity of expectations, accountability and setting our students up for success with a positive and calm start to their day. Frequent late arrivals place unnecessary stress on a student and also proves disruptive to classmates and teachers.

Attendance Requirements: Absences due to Illness/Other

All students are required to attend all classes (including the full Health Education course), homeroom meetings, Community Days, CAB/Community Activity Block and other scheduled commitments, including athletics/sports and rehearsals.
Please note: Ten absences total from Program throughout the year is cause for concern.
Families may be required to attend a meeting with administration at any point after six absences. ***Any student who is absent from 20% of their classes during any semester will be reviewed at Committee level for promotability.***

Absences due to school-related programs, field trips, and religious observances do not apply. This policy does apply to all other absences, including planned and unplanned absences. Families with commitments beyond the school that may require extended absences are asked to connect with the school in the fall; the entirety of the year will be considered. See below for the process.

Extended/Planned Absences:

The school strongly discourages extended, planned absences. Most specifically, families are discouraged from extending designated vacation periods. If a family anticipates an upcoming absence for three days or more for an important family/team event, we have created a system for requests/approvals and to support student ownership of their learning. Advanced planning is required (minimum of three weeks). Families should request a *Planned Absence Form* from the MS Dean of Students or the Front Office. The completed form should be submitted to the MS Dean of Students at least three weeks in advance; not all requests are granted. Responses to the requests come through the MS Dean of Students. If approved, the student must take initiative and meet with their advisor to discuss a plan for missed classes and work; please be aware that not all class work can be replicated outside of class time. There are clear expectations on students in advance, during, and after the absence; teachers are limited in their ability to support students from afar and assessments may be impacted. Students are also required to check in with their advisor before and after the extended absence. ***Unexcused absences*** occur when families choose to miss school when they have not followed the procedure above. See above for attendance requirements.

Athletic Attendance and Sports Excuses:

Athletics is an important and integrated part of our BB&N learning experience and Program; participation in our athletic program is required; attendance is part of our Program. ***Students are allowed sports excuses only for documented illnesses.*** If a student is unable to participate in sports activity on a particular day, parents should send a note and students must submit the note to the Front Office first thing in the morning. *Our Middle School nurse communicates directly with the Athletic Trainer and MS Associate Director of Athletics and students will be expected to accompany the team but will be excused from activity.* For injuries, please contact our Middle School

nurse to make a plan and accommodations. In the rare case of a legitimate conflict with a game, families must communicate directly with the team coach and the Grade 6-8 Associate Director of Athletics *at least a week* in advance.

Participation in School Activities/Performances/Games:

We expect students who are unwell to stay home and recover properly, and not to return for a game, performance or special event. At the latest, a student should be in school by mid-morning in order to participate in school games, performances, or special events. Any special circumstances, events, or appointments should be approved by the MS Dean of Students.

Homework for Absent Students due to Illness:

It is not expected that a student will return to class with all missed work completed; the number one priority for a sick student is to rest and get better. Most assignments/syllabi are available online through class Canvas sites and on some occasions, students may email teachers directly. Teachers are prepared to support students and students should plan to seek out their teachers during E Block. In cases of short-term illnesses, students should consult Canvas, email or call a classmate for missed assignments or refer to their class syllabus.

Leaving Campus/Early Dismissals:

For early dismissals, please either call the Attendance Line at 617-800-2306 or email the Front Office (mespina@bbns.org) if your child will be leaving early (missing academics and/or sports). Any student leaving early must sign out on the clipboard in the Front Office prior to leaving campus and sign back in if they return during the academic day. On these occasions students must be accompanied by a designated adult. If they are being released due to illness, our health policies above read "The parent designee for a student assessed for release due to illness cannot be either a transportation service or the driver of a transportation service." Your support will be greatly appreciated in helping to avoid any confusion regarding a child's whereabouts.

Please note: If your child feels unwell during the school day, they should go to the campus nurse, who will assess their condition. **Any early dismissal due to illness MUST go through the nurse's office.**

Medical Appointments:

Whenever possible, we strongly discourage the scheduling of medical and other appointments during the school day. The earlier dismissal days during *MUD Weeks* are often good times to schedule appointments. Any questions/conflicts should be directed to the student's advisor.

Notes on Dismissal, After-school Transitions: BB&N is in an Urban Location.

Now that your child is in Middle School and experiencing more independence and freedom, it is critical that you as a family carefully discuss the details of their daily routine, especially the bookends of their day: morning and end-of-day routine. In addition to the school's rules, as a family, you should establish your own guidelines and expectations for navigating this urban environment (some choices historically have included going to a friend's house nearby, walking to Harvard Square, getting food at local eateries). At a multi-campus urban school, there are transitions (including inter-campus) for your child and activity options (BB&N sponsored and otherwise including local stores/restaurants,etc.). Logistics and details matter and students need to be aware of our Community rules and expectations - as well as yours as a family (for example a requirement that your child texts you where they are going). We cover our details and routine with all students during Orientation. As a family, you should do the same.

At the end of day, MS students are self-dismissed from the MS campus as well as from the NAC.
After the academic day, there is limited adult presence and supervision on the Middle School campus.
After dismissal, students may not be wandering the buildings or lingering on campus unless they are currently enrolled in Club or BB&N transportation. Students not using BB&N suburban transportation may not return to the Middle School building/green/terrace once they have left the campus.

BB&N Transportation Afternoon Logistics:

For our students who do take BB&N transportation, they may leave the middle school campus while waiting and return to board their bus or shuttle at the appropriate time. The shuttle departure schedule is 3:15 pm on Wednesdays and Fridays to connect with the suburban buses at the US campus. Students are responsible for being aware of schedules (including MudWeeks) and departure locations; parents/guardians will need to arrange alternative transportation for any students who miss their shuttle and/or suburban bus.

MS After-school Study Hall on Wednesdays and Fridays:

For students who do not have a game on Wednesdays and/or Fridays, we offer a MS Study Hall in the Big Room from 2:15 - 3:15pm. Please note: Students who are *not enrolled i*n the BB&N transportation program are not permitted to leave campus and then return to Study Hall.

Middle School Mud Weeks & Mud Week After-School Study Halls:

MS Mud Weeks are weeks *in between* sports seasons with no after-school sports. We do offer a study hall option until regular dismissal time from sports on these days:. Monday, Tuesday, Thursday 2:15-3:45 and Wednesday and Friday 2:15-3:15pm. *During the Middle School MUD Weeks, students are* ***not*** *allowed to go to the Lower School campus because LS classes are still in session and the presence of MS students there is disruptive to the LS program.*

Student safety is a priority and consequences will be issued if students are not following these guidelines. Consequences will also be issued if a student misrepresents any information about their whereabouts or end of day process.

MS Extended Care program:

Middle School MSX, is located at our Lower School campus. Please consult the website for details.

Upper School

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. Parents can also email Kerri Anne Shea: kshea@bbns.org to notify the school.

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 their 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.

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 on non-BB&N teams.

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.

Arrival to School in the Morning

All students are expected to arrive at school by 8:10 a.m. on Monday, Wednesday, Thursday, and Friday and by 8:45 a.m. on Tuesday. Students who have the first block free on Monday, Wednesday, Thursday, or Friday need to arrive at school by 9:00 a.m. and need to check in at the Office of the Dean of Students upon arrival. Students who have the first block free on Tuesday need to arrive by 9:30 a.m. and need to check in at the Office of the Dean of Students upon arrival.

Tardiness

Students arriving late to school must check in at the Office of the Dean of Students immediately upon their arrival to campus and before going to class. 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.

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 have permission and sign out at 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 required commitments, including athletics practices, games, and rehearsals are completed for the day.
- Students in Grade 10 may leave campus between the end of the academic day and their required after-school commitments, including athletics practices, games, rehearsals, and/or performances, 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.

After-School Activities at the Lower School

After-School Programs

After-School at BB&N offers students in grades B-6 an enriching and fun environment that students can enjoy, and a stress-free, high-quality program upon which parents can rely. Parents can choose from fee-based options that range from the less structured pace of After School Care to the more structured opportunities available in the After School Activities Program (ASAP). For more information about After-School Programs, visit the website.

Use of Lower School Grounds After Dismissal

If a family stays after school to play, it is critical that the parents or caregivers **closely** supervise all children during this time. BB&N accepts no responsibility for supervision of children not enrolled in the After-School Program. Parents and other caregivers are expected to comply with our Community Expectations when supervising children after dismissal. They should play in outdoor areas that do not impact other After School activities. It is vital that children, parents and caregivers clean up after themselves. Children should not come inside during this time as faculty are working in their rooms and need time and space to prepare for the next day.

The following areas are available to families after school until 4:30 PM:

- The four-square court (located right inside the Buckingham Street gate)
- The woodchip area that is adjacent to the Brick Building
- The Beginners front playground.

Transportation and Parking

Campuses will reach out to families directly if any of this information changes during the course of the school year.

General

For General Transportation Guidelines and Information, please log into your Veracross parent portal, scroll down to "School Day Operations" on the main page and see the button titled **Transportation** (also linked here).

Information on BB&N daily bus transportation system, daily bus passes and shuttles that serve student parking, Harvard Square and South Station can be found on the Veracross Transportation page.

Carpools

Traffic congestion in the LS neighborhood is a serious concern. BB&N strongly encourages parents to carpool to and from school whenever possible. Families can easily find other families who live nearby by logging into Veracross, clicking on 'directories' and 'households' and 'nearby student households.'

Transportation Day Passes:
Families may purchase bus transportation day passes for occasional transportation when there is availability for convenience or if a student is riding home with a friend. This service must be reserved 48 hours in advance to ensure proper permissions are in place. Daily Bus Passes will be requested and paid for through Camp Brain. These passes will become available the week of September 21st. Please see the transportation section of your Veracross portal for more information and click on the Daily Bus Pass link.

Public Transportation:
If you choose to give your child permission to take the T, discounted student T passes for all students and free T Passes for Boston residents are available in the Office of the Dean through Kerri Anne Shea in the Upper School and in the Middle School main office from Mercedes Espina. More information on these programs will be available in late-August. Shuttle service is provided to and from Harvard Square on a regular basis. Detailed information regarding public transportation is available on the Veracross Transportation page.

Lower School

Parking
Since the school is located in a "Permit Parking Only" area, everyone is subject to the City of Cambridge ticketing policies. BB&N is granted special parking consideration from these policies on Craigie, Buckingham, Healey, and Parker streets during drop-off and pick-up but only in otherwise legal spaces. Parents and caregivers may park in resident parking areas from 7:45 – 8:30 a.m. and 2:45 – 3:30 p.m., and from 1:45 – 2:30 pm for early dismissal on Wednesday typically without being ticketed. You must park where there is a sign that says "Permit Parking Only".

Nearby legal parking is available on Brattle Street (near the intersection of Craigie and Sparks Streets) in front of the Armenian Church. **Please note that Brattle Street is not one of the streets for parking consideration and that parking regulations change from time to time and so please pay attention to the parking signage.** No parking is allowed in the driveway at 15 Craigie Street (the Head of School's driveway) or on Buckingham Place which is a private residential street. The Cambridge Street Cleaning Program runs from April thru December. Ticketing starts at 8:00am and fines are substantial. The schedule is well marked with signage throughout the neighborhood.

Bicycles
A bicycle rack is available for students and is located beside the four square court at the Buckingham Street gate. All bicycles should be locked and BB&N takes no responsibility for equipment left on the bicycle rack.

Walking to School/Walking Home
Students in grades 4 - 6 may walk to and from school, without a parent/guardian or caretaker, if written permission is on file with Sharon Cumberbatch in the Brick Building office and they live a reasonable distance from the LS campus.

Drop-off Policy
Morse Building Live Drop-off — The U-shaped driveway in front of the Head's residence at 15 Craigie Street has been designated as a live drop-off site for parents who do not wish to park and walk their children into school. A staff member will be at the Morse Building gate to help children exit from vehicles and enter the play area in front of the Morse Building during morning drop-off from 7:45-8:00 a.m. **Parents should stay in their cars while in the live drop-off lane. Please do not park in the U-shaped driveway as it blocks the flow of arrival and departure.**

Brick Building and New Wing Live Drop-off — A "live" drop-off lane is available for parents/caregivers who wish to meet children without parking. The line begins by entering Buckingham Street from Concord Avenue. Please come from the direction of Concord Avenue. This lane is in continual motion; drivers must not leave the vehicle.If you are unable to enter the lane without blocking traffic, drive around the block and try again, or park and walk.

Please do not turn in our neighbor's driveways. Courtesy is the key to smooth drop-off times! There is no parking or dropping off on Buckingham Place. This is a private, residential street that should not be used by parents.

Pick-up Policy

Parents must inform the school in writing who will pick up their child; any changes (for play dates or a new carpool) must be communicated in writing so there is no confusion. If students are not picked up before 3:30 p.m. (2:30 p.m. on Wednesdays) families will be charged a daily fee for the After-School program.

Morse Building — Morse Building students who have siblings in grades 2-6 may be dismissed from the Brick Building and New Wing live pick up line. This will eliminate the need for a caregiver from having to go to two locations for pick up. Please notify your child's teacher if you would like to choose this option.

Brick Building and New Wing — A "live" pickup lane is available for parents and caregivers who wish to meet children without parking. The line begins by entering Buckingham Street from Concord Avenue. Please come from the direction of Concord Avenue. This lane is in continual motion; drivers must not leave the vehicle. Before entering the live pick-up lane, please write the names and homerooms of all the children you are picking up on a card and place it on the windshield of your car. If you are unable to enter the lane without blocking traffic, drive around the block and try again, or park and walk. Alternatively, at dismissal time, you may park and walk into the gym to pick up your child/ren. Please refrain from bringing dogs onto the campus at pick-up time. Under no circumstances should vehicles enter or exit from Buckingham Place during pick-up times.

PLEASE NOTE: Due to the long line for pick up in the afternoon, you cannot take a left turn from Craigie Street onto Buckingham Street.

Middle School

MS Pick-up and Drop-off Guidelines:

The purpose of our traffic and parking guidelines is to ensure student safety and to minimize congestion and confusion. While student safety is our top priority, being considerate to our neighbors in the quiet neighborhood around Sparks Street is also top of mind when setting our traffic and parking guidelines. Thank you for following these guidelines to follow the directions of BB&N faculty and staff on duty during pick-up/drop-off. It is important that cars do not block key points or the flow of traffic will come to a stop. Cambridge Police and our neighbors monitor the area.

In order to help us manage this plan, we ask the following:

- All drivers must adhere to our Community Standards and respect everyone on duty.
- The driveway is *one way*. Vehicles should enter by the second entrance to enter.

- While you are in the line, do not block BB&N's driveway, Clement Circle or any of our neighbors' driveways as you wait. There is only room for the live queue line on the left-side of Sparks Street. **A line of cars on Huron Avenue or on the right-side of Sparks Street is not allowed by the City of Cambridge**. **If the live queue line is full, cars must go around the block.** Please pull up all the way to the front to keep the flow moving.
- Upon arrival in the school parking lot, pull up inside the yellow queuing line in front of the main building along the inside (as close as possible) of the yellow line. Move cars forward when a space appears.
- To ensure safety, students must enter/exit cars only when the cars are waiting in the queue line in front of the main building. We cannot have students walking in between cars within the parking lot or on Sparks Street. At pick-up, once you have your passengers in your car, you may pull out of the queue line and exit the lot.
- You may not leave your car unattended. The queue line is live at all times to keep the flow moving.
- Do not block the bike lanes on Sparks Street or Huron Avenue at any time. Families have received tickets from Cambridge Police for blocking bike lanes.
- Do not drop off or pick up on Huron Avenue. As an alternative you may utilize other less congested side streets as a drop-off or pick-up point.
- You may avoid the congestion if you wait 5-10 minutes.
- Families will receive notification from the school for violations of these important safety rules. Please be proactive and reach out to your child's advisor if you have any questions.

MS Parent Parking Guidelines:

As an urban school, our parking is limited. ***All parking in our school lot is reserved for faculty.*** **Between drop-off and pick-up times, parking is allowed in the live pick-up line in front of the building.** For Middle School parent events, such as the Back-to-School Night, Student events and Parent Coffees, we request special parking considerations from the City of Cambridge; we will inform you if an event includes parking consideration. You will receive a link to print a permit to put on your dashboard and you should not be ticketed as the City of Cambridge Parking Department has a list of these events and has kindly extended this courtesy to us.

All other visits and meetings require that you find legal street parking. Some parking is available on Brattle Street in front of Holy Trinity Church and metered spaces can be found on Huron Avenue; there are Cambridge Resident spaces further down on Sparks Street. *Please note that some of the smaller roads around us are actually private and you could be towed.* Thank you in advance for your cooperation.

Walking, Bicycling and other means of traveling to school:

Students who arrive on foot, bicycle or by other means should cross streets near the school only at a crosswalk. Shortcuts through neighbors' properties are not permitted. Bike riders must wear helmets and should enter and leave school grounds by official entrances. Students must walk bikes or other transportation modes (skateboards, scooters, etc…) once they enter the parking lot from Sparks Street. Riding skateboards, rollerblades and any similar modes of transportation are prohibited at the Middle School.

Sports Bus & Field Trip Procedures:

- Students must wait at the front walkway until a Coach/faculty member instructs them to the buses.
- Students should ride only on the bus designated by the teachers or drivers.
- Missing the bus has consequences and the student receives a notice.

En Route:

- All school rules apply.
- Noise must be kept to a minimum.
- All students must remain seated.
- No eating or drinking.

Upper School

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.

Student Driver Policies

Student parking is extremely limited at the Upper School. A limited number of parking passes are allocated annually (see below). Please note that students who do not receive a Grove Street parking permit may not drive to school or to park in the neighborhoods around the Upper School campus.

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.
- Each year, the Dean of Students Office allocates parking spots in the Grove Street parking lot for student use. Additional information about student parking can be found below.

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

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 on 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. Electric bikes, scooters and similar devices may not be stored in the school building due to the risk of fire.

Student Parking

Student Parking

Student parking is extremely limited. As a result, students are strongly encouraged to use the BB&N transportation options, public transportation, and/or carpools to get to and from school.

Approximately 70 parking spots are available at BB&N's Grove Street athletic site. Twice each year, the Dean of Students Office allocates parking spots in the Grove Street parking lot for student use. Students must apply for a parking permit during the summer, and spots are allocated by the Dean of Students prior to the start of the school year. Students may apply again in March in order to request a parking spot for the spring trimester (when seniors are off-campus for Senior Spring Projects).

Students entering grades 11 and 12 are eligible to apply for a parking permit. Only students who are licensed drivers by September are eligible to receive a parking pass for that year. Cambridge residents are not eligible for parking passes. Before receiving a parking pass, students must show a valid driver's license (not a permit) and valid car registration.

Shuttle buses provide transportation to and from school for students who park in the Grove Street lot and the regular schedule is posted near the Dean's Office and in the Athletic Center.

Please note that students who do not receive a Grove Street parking permit may not drive to school or to park in the neighborhoods around the Upper School campus. Specifically, BB&N students are prohibited from parking at:

- DCR Parking Lots 1, 2, 3, or 4 (each has a 2-3 hour time limit)
- The Upper School entry way
- The Cambridge Boat Club
- The American Legion: Marsh Post
- 197 Coolidge/Forbes buildings
- Nicholas Athletic Center
- Coolidge Hill neighborhood

Note that the prohibition of student parking in the Coolidge Hill neighborhood is due to an agreement with the school's Cambridge neighbors. This applies to all students, including those with Cambridge resident parking stickers.

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

Students with late athletic practices and other after school activities may move their car to the Upper School Faculty parking Lot after the end of the academic school day. Students are allowed to park in the Upper School Faculty parking lot and the Grove Street Athletic facility on weekends. Parking is generally unavailable for students at the Nicholas Athletic Center on weekends unless the student has written permission from the Athletic Director or one of the Associate Athletic Directors.

General Policies

Dress Code

Lower School

The intent of the dress code is for safety and to focus on academics. Students are expected to dress simply; clothing should be clean and in good condition. The school reserves the right to make decisions about the appropriateness of clothing worn to school. Students should use the following guidelines when dressing for the school day:

- The expectation is that students will not wear clothing that inappropriately exposes skin or underwear;
- No flip-flop sandals, sliders, slippers;
- No hats or bandanas worn inside buildings;
- No clothing with inappropriate words, writing, or imagery;
- No shoes with heels over two inches.

All clothing should be labeled with the child's name. Sneakers or closed toe, rubber-soled shoes with backings are recommended. Boots should be worn to school during cold, wet weather, and left in cubbies during classes. During winter months, students should dress warmly because students go out daily for recess.

Specific to Morse Building: All Morse Building students must keep a complete change of season-appropriate clothing in their cubbies for emergencies. Boots and snow pants are required whenever there is snow on the ground.

Sixth Grade Closing Ceremony Attire

We recommend a sports jacket, button up collared shirt and slacks. Alternatively, a dress (white is not required) dress shoes, flats or low heels due to the need for safety on the risers. Slacks and a blouse would be another option. Please refrain from jeans and sneakers for this occasion**.**

Class Placements

Class placements are thoughtfully made by our faculty, who consider a range of factors to create balanced, supportive, and inclusive learning environments for all students. As a result of this process, we do not accept requests for specific teachers or classmates. We understand how much families care about these decisions, and appreciate your trust in our team and our commitment to each child's growth and well-being.

Middle School

During these "Middle School Years," our students are managing many different changes and emotions. Dress and style are often complicated topics within families as well as in schools. While we are eager to focus on our academic program, we also realize that creating clarity and setting norms around this issue can be both productive and important at this age level. In attending school, students may dress differently than they dress at home or in more casual settings. This is relevant as students begin to make choices about how to present themselves in a variety of settings. At the same time, we are sensitive to our students' interest in self-expression through their clothing and recognize and support self-expression, creativity, individualism, and explorations of identity.

Our Dress Code is fairly relaxed, so we are including the following guidelines. We expect that families will read, review, and discuss these guidelines with their child/children.

The expectation is that:

- Students will wear clothing that will allow them to fully participate in all school activities.
- Students will not wear clothing that inappropriately exposes skin or undergarments.
- Clothing should not include or reference drugs, alcohol, or illegal/inappropriate activities/words.
- Closed-toe shoes must be worn on lab days in science, in certain Arts classes, and in the KnightLab.

Hats in classrooms are permitted at the teacher's discretion.

If you have a particular question, please check in with the MS Dean of Students to ensure that a particular item of clothing meets our Dress Code. In advance, thank you all for your support.

Special Attire for Student Community Events:
There are specific MS events that require more formal dress guidelines.
For example: Winterfest, **7th Grade:** "I am From" evening event, **8th Grade:** ScienceKnight and Model UN, and MS Closing Ceremony.

MS Formal Dress Attire Guidelines:
Formal dress = collared shirts, slacks, dresses/skirts. Jackets are optional. (no jeans, no athletic shoes).
It is expected that students will adhere to our Middle School Dress Code shared above.

Eighth Grade Closing Ceremony Dress Guidelines:
Our MS Closing Ceremony for 8th graders is a *celebratory* and *formal dress* event. See above for our formal dress guideline details. Closing Ceremony is not specifically a white dress event; we encourage students to make our Closing event more colorful and festive by *not* wearing white.

Upper School

The Upper School's dress guidelines are designed to respect the rights of individual students to decide how they want to express themselves, while teaching the responsibility of appropriate dress in a school community during the academic day and at school occasions. The choices of an individual should demonstrate respect for themselves, the occasion, and the community.

In that spirit, clothing should not be excessively revealing (e.g., no undergarments showing). Clothing should not include offensive references or hate speech and should not refer to drugs, alcohol, or other inappropriate or illegal activities. 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. Some occasions will require specific dress guidelines, which will be communicated in advance of the event.

Dress guidelines concerns and violations are reported to the Dean of Students and the Upper School Director.

Electronic Devices and Digital Community and Culture

Lower School

All personal, portable electronic devices such as cell phones, smart watches, gizmos, music players and tablets must be kept inside student backpacks throughout the school day. If a student is found in violation of this rule, the device will be confiscated and returned at the end of the school day. School-issued devices are the only exception to this rule.

All students are expected to read, understand, and follow the school's Technology Use Policy on page 18 of this handbook. In addition, students in Grades 5 and 6 must review, sign, and follow the Lower School Technology Use Policy.

Middle School

Digital Device Guidelines:

Communication Devices: Cell Phone/Smart Watches/etc. Policy:

Cell phones and/or communication devices as well as their accessories can be disruptive and serve as a significant distraction to the teaching/learning process. **Because of this concern, cell phones/smart watches are not allowed during the academic day at the Middle School.** All cell phones/smart watches will be collected as students arrive at school, kept in a secure location, and retrieved by students at the end of the academic day; phones must be turned off and remain in this secured location for the entirety of the academic day. While cell phones/smart watches are returned to students before heading to athletics, we expect cell phones not to be out during athletic practices and games. We expect all students to be *honorable, scholarly, and kind* in their use of all digital tools and abide by our TUP. **Any violation of this policy will result in an automatic response: morning or E Block reflection.**

Parents needing to convey important, time-sensitive messages to their child during the school day should call the Front Office at 617-800-2331. For information that is not time-sensitive, parents can text your child's cell phone and they will receive the message when devices are retrieved at the end of the academic day before sports. If a student needs to make an important phone call, they are welcome to do so on a landline phone in the Front Office. *To support our efforts to limit electronic distractions, please refrain from texting or messaging your child via their devices during the school day.*

Digital Community Culture:

Students are expected to abide by the *Middle School Digital Community Culture* outlined below. This document is rooted in the school's *Technology Use Policy (TUP)* and acknowledgment of this policy is signed by each student and family before school begins. MS Orientation will also review in detail our expectations below and all students are required to adhere to our TUP.

The TUP at the Middle School: Our Digital Community Culture

As members of online communities, we work to make choices that uphold our commitment to the *BB&N School Motto: Honor, Scholarship, Kindness*. We acknowledge that how we choose to use technology and/or show up online is an expression of who we are. Those choices represent us and can create a permanent digital footprint that may be accessed even if deleted.*

Honor:

You are responsible for your online reputation and for protecting your and others' privacy.

- *Think before you click*
- *Avoid oversharing*
- *Keep passwords and personal identifying information private (email addresses, phone numbers, mail addresses, names, photos, videos, etc.)*

Scholarship:

Avoid online activities that are off-task or a distraction.

- *Social Media **(never allowed at school)**: online games*, iMessage, online chat, scrolling*
    - **Practice, review, and repetition are central to fostering skill development and educational objectives. With that in mind, games approved and assigned by teachers for educational purposes are permitted (Gimkit, etc.) Similarly, databases offered by BB&N Libraries are permitted (NYT, etc.)*
- *Media: unassigned eBooks, videos, music, TV shows/movies/shorts, podcasts, earbuds without a teacher's permission*
- *Academic: work or preparation for a different class*

Include proper citations in your academic work when using content from sources online (or otherwise).**

Kindness:

Engage in positive behavior and interactions online.

- *Respect the viewpoints and ideas of others*
- *Disagree respectfully*
- *Do not write or forward unkind words or rumors; do not re-share negativity.*
- *Do not write to or share full class/group emails without permission*

No use of full class/group emails

Any violation of these expectations can result in an automatic reflection with potential review by MS Dean of Students and Middle School Director.

Family Expectations/Partnership regarding Technology Use:

We expect that families will take a **proactive role** in promoting a greater understanding of both the power and dangers of one's digital footprint, internet/online presence, uses of cameras, images and social media. We expect families to discuss their own expectations about technology use at home and stress the **permanent and transferable nature of material online**. It is important to monitor the use of digital devices/communications by talking with your children to establish (and continually revisit) acceptable and safe rules and guidelines for internet and social media use. The ever-evolving development, use, and speed of technology presents a *constant and ongoing* challenge as we all grapple with both the impact of technology and the reality of our students' continual exploration and creativity of its use. Experience has shown that the misuse of technology is a significant factor in many school disciplinary issues. Unfortunately, we have observed a growing trend of students not recognizing the power, scope and impact of their words and choices. These electronic communication devices/tools can easily become hurtful– whether students realize it or not. Intent vs. Impact: this is an important age to learn these lessons. We are all responsible for our words and communications and we hold our students accountable. These are important themes that require ***ongoing conversations*** within families to promote and support our approach to a safe and responsible *Positive Online Presence*.

Electronic Message Boards:
Students are expected to check the message boards during the day for important Community information and updates.

Upper School

Academic Technology

BB&N is a community of learning. We know that being fully present in the classroom fosters the best learning environment for our classmates, our teachers, and ourselves. **Therefore, the use of technology during class should be purely academic and only at the direction of the teacher.**

Students use laptop 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 on page 18 of this handbook.

Cell Phone Policy

BB&N takes its commitment to community, connection, and belonging seriously. Indeed, connections with each other are at the heart of the BB&N experience. We want all of our students to be able to fully immerse themselves in learning, building strong relationships, and engaging authentically with their teachers and classmates. Cell phones can interrupt these experiences and connections. They take us away from our presence with each other and diminish our ability to talk and exchange ideas in person.

Upper School students may not use cell phones on campus during the academic day. The Commons will be completely free of any forms of technology (laptops, tablets, phones) from 11:15 a.m. - 12:45 p.m. daily. Cell phones should be on "Do Not Disturb," silenced, and/or off and out of sight, stored in either a locker or backpack, during the school day. Exceptions will be made for school-approved medical accommodations, and teachers may use their discretion in asking students to use them for academic purposes during class.

Key Terms:

- **Academic Day**: Monday, Tuesday, Thursday, Friday: 8:15 a.m. - 3:25 p.m.; Wednesday: 8:15 a.m. - 1:30 p.m. During these hours, cell phones must be off or in "Do Not Disturb" mode and out of sight and not on the student's person (ie. in a bag, backpack, locker, etc.)
- **Campus:** Cell phone restrictions are applicable across campus, including hallways, between buildings, the courtyard, April's Garden, and the NAC.
    - Note: Cell phones may never be used in the lunch servery, restrooms, locker rooms, and while walking around hallways and/or campus during school hours.
    - Similarly, students may not walk through the halls wearing earbuds or headphones.

Upper School faculty and staff will report infractions to the Dean of Students' Office. Typically, infractions will be managed as follows:

- **First Occurrence:** Warning (The student, advisor, and Dean of Students are notified.)
- **Second Occurrence**: After-School Detention (The student, advisor, and Dean of Students are notified. The advisor notifies parents/guardians.)
- **Third Occurrence:** After-School Detention and Loss of Privileges (The student, advisor, Dean of Students, Upper School Director, and family are notified.) Loss of Privileges could include restriction of off-campus privileges, loss of participation in clubs or activities, and/or loss of student leadership positions.
- Additional occurrences will result in more significant disciplinary action, including but not limited to in-school or out-of-school suspension.

18th Birthday Policy at the Upper School

BB&N requires all students who reach an age of 18 years old before graduation to sign a release allowing the school to treat these students as if they are minors with respect to their enrollment at the school. This will ensure that the school can continue to provide the education, program, and support to these students and their families as outlined in this Student Handbook.

Libraries

Lower School

Both Lower School libraries have web pages. The web address for the Morse Building Library is https://sites.google.com/a/bbns.org/morselibrary/. The web address for the Brick Building Library is https://bbns.follettdestiny.com/common/welcome.jsp?context=saas111_2019020.

Middle School

Click here for information about the LLC: Library Website

Upper School

Click here for information about the Upper School Almy Library: https://almylibrary.wixsite.com/home

Lost and Found

Lower School

There are Lost and Found boxes in the Morse Building, New Wing, and the Brick Building. All unclaimed items are displayed before the winter and spring breaks as well as the last week of school in June; unclaimed items are donated to charity.

Middle School

A *Lost and Found* for books and articles of clothing is maintained at the school. All unclaimed items are displayed before the winter and spring breaks as well as the last week of school in June; unclaimed items are discarded or donated to charity.

Upper School

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.

Clubs and Extracurricular Activities

Lower School

For information about extracurricular activities at the Lower School, please visit the Special Programs and Clubs pages on our website.

Middle School

Clubs, Activities/Organizations:

Sign ups for clubs take place during the opening weeks of school. See this flyer for all offerings.

Club Logistics

After sports, students will take the shuttle from the Nicholas Athletics Center (NAC) to the Middle School. The shuttle leaves around 3:50. *If students miss the shuttle, they must wait at the NAC for your ride home. Students are not permitted to walk to the Middle School from the NAC.* **Families must pick up their student at the middle school at 5:00 pm.** Please note that the Middle School Policy states that if a student is picked up after 5:15 more than two times, that student is no longer able to participate in the club.

Lastly, clubs are artistic and academic programs requiring consistent engagement and attendance. Should you require a more unstructured approach to after-school, MSX will be the option for you.

Service Learning/Fundraising:

"The mission of the Service Learning Program at BB&N is to foster a school-wide culture of meaningful civic engagement and social action. Through the Service Learning Program, students partner with their local and global communities in order to not only impact change but also to understand the root causes of critical social issues, as well as their role within systems beyond their school and home communities." The goals for Service Learning at the

Middle School include getting exposure to local service initiatives, beginning to develop connections with Middle School service partners, and beginning to develop student agency regarding social justice issues.

While Middle School students and families may be invited to contribute to drives or fundraisers to support our service programs and service partners, we are not in the position to allow individual student fundraising activities at school. If a student is involved with an organization outside of school, we encourage that student to share information and reflections with their peers through the Community Service Club as well as during assemblies and class meetings.

Upper School

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.

For information about extracurricular activities and clubs at the Upper School, please visit the Clubs and Organizations page on our website.

For information about special programs at the Upper School, please visit the Special Programs page on our website.

Service Learning

Service learning is intrinsically woven into BB&N's identity as a B-12 institution. It offers a tangible, experiential pathway for students and faculty to center their endeavors around the school's foundational core values, thereby fostering continuity and a shared sense of purpose. BB&N's overarching mission to cultivate "lifelong learners who lead with kindness, curiosity, and integrity" and to prepare students to be "responsible and open-minded as they engage with the world around them" is directly operationalized through dedicated service learning initiatives and curriculum. By engaging with real-world challenges and complexities, students are compelled to exercise empathy, make ethically informed decisions, and proactively act with a profound sense of social responsibility and interconnectedness.

Student Life on Campuses

Lower School

Outdoor Recess

The faculty at BB&N believe that outdoor play is an integral part of the school day, therefore our students at all grade levels have regular recess breaks. We go outside in all kinds of weather, unless it is raining or the temperature is dangerously cold. Please be sure that your child has appropriate clothing each day for outside play. If your child is not dressed appropriately for the weather, they will remain indoors.

Birthday Celebrations

Parents and children are asked to use discretion and sensitivity when planning birthday celebrations outside of school to prevent feelings of exclusion. Invitations to personal birthday parties, and gifts for personal birthday parties should be handled outside of school. **Please do not pass out invitations at school.** With our dedication to maintaining a safe campus for our students in regard to food allergies, we kindly ask that any parents who send in birthday treats please provide only popsicles or Italian ice. Check with your child's teacher to find a date that works and to find out if parents attend the celebration. Please bring enough for the entire class and several teachers. **Also, please remember that the Lower School campus is nut-free; check with your child's teacher and nurse Koeckhoven about food allergies in the class.**

Other Celebrations

Throughout the year, we encourage families to share celebrations and traditions with their child's class at school. Since we don't have extensive cooking facilities on campus, we ask that you bring food for celebrations already prepared from home**. Also, please remember that the Lower School campus is nut-free; check with your child's teacher and Nurse Koeckhoven about food allergies in the class.**

Special Events

Click here for a list of special events throughout the year at the Lower School.

Middle School

Advisory Program:

Our MS Advisory has a two-year character development program grounded in our school's values and motto. The Advisory Program has two parts: the advisor-advisee relationship and the advisory co-curriculum. Programming is led weekly by Advisors through Homerooms and also by grade and school-wide activities/Community Days. This structure includes social emotional learning and provides support and activities to build community and foster a sense of belonging and connection. Content addresses topics such as respect and responsibility, identity, voice, self expression, cultural differences, group dynamics, and social justice.

Advisory is the foundation of the Middle School student experience. Through weekly advisory meetings, Homeroom, Community Days, and grade-level programming, students develop meaningful relationships, strengthen character, practice leadership, build social-emotional skills, and learn what it means to live our motto of Honor, Scholarship, and Kindness every day.

Program Goals

- Provide a homebase for students to nurture community and build connections.
- Create opportunities for each student to develop a consistent sense of belonging and find a trusted adult.
- Establish the Advisor as the key contact and primary partnership between school and home.
- Foster character, social-emotional growth, and healthy relationships.
- Support academic engagement, executive functioning, and a growth mindset.
- Develop communication, collaboration, and leadership skills.
- Strengthen students' sense of self and role and responsibility within a group to understand potential contributions and impact.
- Help students understand how their actions contribute to a healthy and inclusive community.

The Advisory Program is overseen by the MS Dean of Students with our Student Life and Community Culture team.

Advisor-Advisee Relationship:
Every student is matched with an Advisor who is also a Middle School community member. Students have a different advisor each year. The Advisor serves as the key point person for the student and their family for any issues related to their experience at the Middle School. We use a team approach and a student's advisor is usually at the center, coordinates communication and serves as the primary contact both within the school and home. We work to assist students through their academic, social/emotional, and physical growth. Supporting students is a Team effort and students and Advisors alike are supported by our Middle School Dean of Students, Counselor, DEIG Campus Practitioner, Learning Support Specialist, Assistant Director, Director and our nurse. Advisors partner with students to celebrate successes, navigate challenges, reflect on growth, and connect daily experiences back to the school's values and Community Standards.

DEIG: Diversity, Equity, Inclusion, and Global/ Student Groups:
The Middle School offers various DEIG student groups that are divided into three categories: affinity spaces, alliance spaces, and committees/clubs. Affinity spaces are for students who share the identity of that particular group and can speak from the "I" perspective. Alliance spaces are for students who share the identity of a particular group and can speak from the "I" perspective and those who are allies and stand in solidarity with members of that identity. Committees and clubs are open to all students interested in participating. These DEIG student groups meet approximately every other week during lunch and part of E block. The MS SDSC (Student DEIG Steering Committee) requires a yearlong commitment from students. Below are examples of some of the Middle School DEIG lunch groups that 7th and 8th grade students can join (please note that student groups are subject to change from year to year).

The celebration of cultural and identity-based heritage months is one way in which the Middle School fosters belonging in our community. These celebrations are student-generated and occur during CAB (Community Activity Block). Students who share the culture/identity being celebrated for a particular month are invited to join the CAB planning committee to create the content and plan for that specific CAB program. Students will learn about these opportunities to participate through email and the morning announcements. Please contact Tiffany Rice, Middle School DEIG Practitioner, (trice@bbns.org) if you have questions or would like more information.

Communal Space Expectations:
In the Middle School community, we share a small space, and together we care for our campus. Every member of our community is responsible for helping create an environment that is safe, welcoming, and respectful for everyone. Students are expected to take responsibility for their belongings and store them in their assigned spaces. We encourage Cubby Pride, keeping cubbies organized, belongings neatly stored, and hallways and foyers clear so our shared spaces remain clean, safe, and accessible for all. No items may be left on the floor or in the foyers. Loose bags or backpacks will be moved to the Front Office. If a pattern of unattended belongings develops, school staff will work with the student to reinforce these expectations and determine appropriate next steps.

Personal Belongings:
Students are responsible for their own belongings. **It is imperative that all clothing, calculators, laptops, books, and athletic equipment – all student belongings - be clearly marked with the student's name.** The Front Office

provides personalized labels. The school cannot take responsibility for lost or stolen items.Organization is an important life skill. Students are encouraged to develop habits of responsibility by labeling, storing, and regularly checking their belongings throughout the day.

Storage Spaces:

The Advisor assigns storage/cubbie areas at the beginning of the year. Backpacks/bags and lunches must be stored there during the day. Students are responsible for the care of their personal items. All athletic gear/sports bags should be stored in the campus Storage Shed upon drop-off. All storage areas, both at Sparks Street and in the Nicholas Athletic Center, are the property of the school. The school reserves the right to search student storage areas/bags and students should have no expectation of privacy in these areas. Proper use of storage spaces helps keep our campus safe, organized, and welcoming for everyone.

Water/Snacks:

Please be sure your child brings a refillable water bottle to school every day. Water fountains are available throughout the school for students to drink from and refill reusable water bottles. Bottled water is not provided at school except in the nurse's Office for students who are unwell. Snacks are provided each day.

Coffee/Food from Outside/Takeout:

Outside food deliveries are not permitted. It is our expectation that students have eaten breakfast before arriving at school. Please refrain from bringing any coffee/food takeout.

Valuables and Money:

Given our open storage areas, students are strongly discouraged from bringing valuable items and/or money to school and must assume responsibility for protecting their own property. In the rare event that students need to have something of value with them, they may go to the Front Office to have something stored for the day.

Student Use of Copiers:

Students may not use the school copiers without supervision. Faculty should refrain from sending students to make copies.

Dance/Mix:

BB&N Middle School sponsors a Fall Mix each year. We encourage all students to attend this fun, casual, community-building event. We usually have a range of activities, video and/or games, as well as a hired DJ. This event is chaperoned by faculty. The Dance/Mix is from 7 to 9:00 p.m. with doors open from 7 to 7:30 p.m. Any late arrivals need to be pre-approved by the MS Dean of Students and all students must stay until the end. All students must be picked up by a parent/guardian. Any student walking home must have advance approval. Students may invite up to two guests if they register them in advance by signing up in the Front Office by Friday at dismissal. (All BB&N students are responsible for their guests. Please be sure that your guests are familiar with our rules and expectations as soon as you invite them — including the proper BB&N address as well as the arrival deadline!)

Events at Other Schools:

From time to time, our students receive invitations to dances/events at other area schools. We do not send BB&N chaperones to dances/events at other schools and events and dances at other schools are not sanctioned by BB&N.

We encourage parents to contact the host school for details so they can make an informed family decision about allowing their child to attend events at other schools.

Visitors to the BB&N Campus

BB&N students have an unusually full school day. In addition to visitors to Admissions, other visitors to campus are welcomed according to the following guidelines:

Alumni: Alumni are welcome at any time but are asked to be sensitive to the schedules of faculty and students they wish to visit during the academic day. All alumni should check in with the Front Office and should be accompanied by a BB&N faculty and staff member while on campus

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 student/family should request permission for one-day visiting privileges by connecting with the MS Dean of Students in advance. The hosting student is responsible for alerting their teachers before the day of the visit and for receiving permission before having the visitor attend class. The visitor should register at the Front Office upon arrival and departure. The host must accompany the guest at all times.

Former Students and Current BB&N 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 and current BB&N students need an appointment with a faculty member.

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

School Safety Rules:

In front of the building:

- Be careful as you approach and leave school. Sparks Street is a dangerous street. Students should not get out of the car on Sparks Street; wait until the car enters the school grounds.
- If you ride a bike to school, you must wear a helmet. Always walk your bike in the parking lot.
- No throwing, running, or playing in the parking lot.

In the back/Terrace/ side yard:

- During break and lunch, students may play *safely* in the designated areas.
- No sitting or walking on the brick wall by the turf.
- Students should consider the sports-shed the boundary line and should not go beyond that point.
- No hardballs allowed in the side yard.

Anywhere on campus:

- No use of skateboards or rollerblades;
- No snowballs;
- No laser pens.

Restricted Areas:

RED *- Students are never allowed in the following:*

- Faculty Room, Science Prep Room, Carriage House Conference Room, Faculty Offices/desk areas, behind desks in the Front Office, Adult bathrooms, Fire Escape beside the Carriage House

YELLOW *- Students are allowed in the following areas only with teacher supervision:*

- Library Learning Commons, Drama Office, Science Labs, Art Rooms, All Classrooms (including the Big Room), Kitchen, nurse's Office, DEIG Office, Counselor's Office, Learning Specialist's Office, Kiln Room, KnightLab, Outside play spaces

GREEN *- Students may be in the following areas even when the areas in question are not being supervised:*

- Foyers~ on all three levels, student bathrooms

Break: We have a mid-morning break each day. Students pick up a snack in the morning and are responsible for cleaning up after themselves in and out of the school building, especially the foyers areas/Big Room and outside. Break provides students an opportunity to recharge, connect with classmates, and prepare for learning.
Snack privileges may be taken away if and when issues persist.

Lunch: Lunch is an important part of our community life. It is a time to connect with classmates and faculty while demonstrating responsibility for ourselves, others, and our shared spaces. We eat lunch together as a school outside, or in the Big Room/ upper Foyer in inclement/cold weather. Sometimes homeroom groups eat lunch together.

Students are expected to:
- Help keep lunch areas clean.
- Follow faculty directions.
- Recycle and compost appropriately.
- Clean their eating area before leaving.
- Respect indoor and outdoor dining spaces.
- Refrain from eating food on the turf in the side yard.

All students are responsible for cleaning up after themselves; we are organized according to homeroom and advisory groups to form *"Lunch Crews."* These students are responsible for helping with any set-up or final clean-up. They should report to the teachers in charge of lunch at the beginning of each lunch period. Failure to report for Lunch Duty will have consequences.

Gum: Chewing gum is not permitted at school.

Upper School

Visitors to the BB&N Campus

BB&N students have an unusually full school day. In addition to visitors to Admissions, other visitors to campus are welcomed according to the following guidelines:

Alumni: Alumni are welcome at any time but are asked to be sensitive to the schedules of faculty and students they wish to visit during the academic day. All alumni should check in with the receptionist and should be accompanied by a BB&N faculty and staff member while on campus

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 their 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 Campus Director.

Lockers

Every student is 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.

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 and BB&N are aligned on the stance that alcohol and drugs have no place at private parties, and that parents, not the school, are responsible for parties/gatherings that take place off school grounds and are not school related.

The Parents' Association recommends these guidelines to Upper School parents:

- Be at home to supervise any 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.
- 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.

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.

Academic Policies and Information

Lower School

For detailed information about academic policies at the Lower School, please click here.

Student Review Committee
BB&N works in teams with each family to provide appropriate accommodations and support for their child. The Student Review Committees (SRC for grades B-6) will discuss a student who may be struggling to thrive academically and/or socially and emotionally at BB&N even with support. The SRC meets twice a year, as needed (in the late Fall and early Spring.) The SRC is composed of the Lower School Director, Assistant Director, Head of School, Counselor, Director of Student Support Services, and any specific teachers and /or specialists as invited by the Directors. A student's homeroom teacher is responsible for presenting a student to the SRC. Recommendations from the SRC are communicated to a family by the Lower School Directors in collaboration with the student support team. In some cases where there is concern about the holistic needs of the student and the support available to them, the school may recommend that a family begin to look for another school setting which is a better fit for the child's academic, social, and/or emotional needs.

Middle School

Organization, Study Skills, and Self Advocacy: Middle School is an important time for students to learn how they learn best and begin to take greater ownership of their learning. Because every student brings different strengths and areas for growth, teachers and advisors intentionally help students develop effective approaches to organization, planning, note-taking, reading, studying, and managing assignments. Canvas course pages and the provided Middle School academic planner provide additional tools to support this work. Students are also encouraged to become increasingly comfortable asking questions, communicating with teachers, and seeking support when needed. Developing these habits takes time and practice. Students will not always make the best choice, but reflecting on those experiences is an important part of becoming a more independent and self-aware learner.

E Block: Extra Help and In-School Work Time:
E block is a daily period designed to help students develop responsibility, independence, and time-management skills. Students may use this time to meet with teachers for extra help, make up works, complete homework, visit the Library Learning Commons (LLC), or participate in designated extracurricular activities. Each department posts its teachers' E Block availability and locations. Students who are unsure when or how to meet with a teacher should ask their advisor or their teacher directly.

E Block can also provide a break in the rhythm of the academic day and an opportunity to connect with peers. Over time, our goal is for students to learn how to balance their responsibilities, use their time well, and independently seek support when needed.

For the first five minutes of each E block, students are expected to be in their homeroom. During this time, students will check in with their advisor about their plans for how to best use their E Block. This structure helps students learn to make thoughtful and productive choices.

Homework/Time Management:
Homework is an important component of academic life at the Middle School. Work outside of the classroom helps students to expand the knowledge and the skill that they have gained during class time. Homework enables students to develop a greater facility in following directions, managing time effectively, and developing independent study skills.

Students usually have homework for each class and can expect to spend an average of two hours each day on homework. However, students work at varying speeds and individual students will take a shorter or longer time to do the required work well. Some students learn to use their time during E block more efficiently than others. Some nights are heavier than others due to projects and/or bigger assignments and test preparation or procrastination. We strive to teach organization through advanced planning and time management. If you think that your child's homework pattern is cause for concern, whether your child is spending too little, or too much time, on work at home, please reach out to your child's Advisor.

Please note: *Student perfectionism and minimalism each present their own challenges.* While some students may spend too little time on assignments, others drive themselves to be perfect or do *more* than the assigned work, resulting in stress and too little time for sleep or other activities. It is important to encourage students to read assignments carefully, consult with a teacher if there are questions, and neither do homework carelessly, nor do significantly more work than the assignment calls for. Many students need help in organizing their time and home study space; parents can help here as well by setting a time during which homework is to be done and monitoring interruptions and access to technology.

Additionally, an overview of the MS program is provided in the *MS Program Guide*, which is posted to the Middle School Parent Portal in the fall.

Teacher Conferences:
At the Middle School, we have designated ***Teacher Conference days*** in November after the first set of mid-semester reports. No classes are held so that teachers can meet remotely through videochat with parents/guardians and more details about online registration will be sent in the fall. *Please note: faculty can only facilitate one teacher conference per family in order to consistently communicate information to both parents about a student. In cases of separate households, parents must coordinate in advance to schedule one conference.*

Advisor Calls:
We have found that at this age level, given the individual needs around the student's growth and transitions, the timing for optimal conversation and/or intervention can vary a great deal with each child. Advisors will check in with families at report time. We also strongly encourage communication between family, advisors and students when

there are concerns or questions. In advance of the meeting, the advisor can gather information from teachers to identify any relevant issues/themes. **Please feel free to contact your child's advisor directly with any concerns or questions.**

Middle School Academic Honesty Policy

Academic dishonesty occurs when submitted work is not authored by the student or is heavily influenced by other works including people, artificial intelligence (AI), and generative technology, without proper citation and/or acknowledgment. A student does their own work unless collaboration is specifically directed by the teacher. Collaboration, when allowed, means equal participation in the process by two or more people. Peer editing is a good example.

Academic dishonesty includes, but is not exclusive to:

- looking at another student's test or quiz while taking an assessment
- having another person (parent, tutor, peer, etc.) write or contribute to answers without the teacher's permission
- using another's work without attributing/citing the source (below) – especially copying and pasting from the internet and/or another student's paper, test, or quiz
- copying another's work, including homework, papers, tests, or quizzes
- copying, duplicating, and repurposing work regardless of how it happened
- assisting others with any of the above and beyond.
- using Generative Artificial Intelligence (AI) technology and content to outline, write, create, edit, or use as your own work, including but not limited to essays, assignments, and exams without permission from the teacher assigning the work and/or outside of the guidelines outlined in the All-School AI Policy found in the BB&N Student-Parent Handbook.

With the significant increase in the popularity and availability of generative artificial intelligence (AI) technology, including ChatGPT, Grammarly Premium, Sudowrite, and others, clarity is needed to help guide student use and expectations. To maintain a culture of integrity and respect, generative AI technology is not allowed to be used in the assistance, process, and completion of work, including but not limited to essays, assignments, and exams without permission from the teacher assigning the work and/or outside of the guidelines outlined in the "AI Use At A Glance" section on page 19 of this handbook..

To avoid plagiarism, the following must be attributed/cited in text note immediately after the passage (see examples below) AND in work cited/bibliography:

- all paraphrasing of a paragraph or idea must be attributed
- copying 4 or more words must be attributed
- all quotations "must be attributed"
- images must be attributed
- video or audio clips must be attributed
- interviews must be attributed

Protocol for Review:

1. The teacher will discuss the infraction in question with the department head or another department member if the teacher is the department head.
2. If they both feel that a violation of the Academic Honesty Policy has occurred, they will discuss it with the MS Dean of Student and the advisor.

3. The student will meet with their teacher, the advisor, and the MS Dean of Students, unless the advisor is the teacher, in which case the student will meet with their teacher and the MS Dean of Students. The department head should always be in the loop. It is essential for students to represent themselves honestly. The student's response and reflection are at the center of and the most relevant in our assessment of the situation.
4. If that meeting concludes that the Academic Honesty Policy has been violated, there will be a reflection component and a session to review the situation and ways to avoid academic dishonesty in the future.
5. The advisor will inform the student's parents.
6. MS Dean of Students will document the incident.

Penalties/Actions for academic dishonesty will include:

- grade reduction, with the possibility of no credit for plagiarized work
- notification of the MS Dean of Students, department head, advisor, and parents (as noted above)

Additional consequences may include:

- additional work/work revision – but for reduced credit
- potential further disciplinary action
- a written reflection by the student on the incident
- session with the librarian reviewing how to prevent plagiarism

Repeat offenses will have more severe consequences to be discussed and determined by the advisor, teacher, department head, librarian, MS Dean of Students, and MS Director

***In the opening weeks of school, the Middle School Library Director will revisit the AHP (Academic Honesty Policy) with students, including modules for clarity and further understanding. Students and families sign acknowledgement of this document before school begins. Link to the LLC Website/AHP webpage link.*

Test/Project Policy:
Major test/project due dates are coordinated within the faculty. Students should have no more than two on one day. If there are any conflicts, students should check in with their teachers and/or advisor in advance.

Cumulative Assessments/Projects/Exams:
Students have a range of assessments/projects in different subjects between March and the end of the year. These cumulative assessments are designed as a learning and culminating experience and to prepare students for timed tests/projects that they will experience at the Upper School and beyond. Eighth Graders will have a range of cumulative assessments/projects/exams in math, language, and science. Students are shown how to prepare by their teachers and guidelines are distributed to students in advance.

Assessment/Grading Guidelines:
Our Program is designed to support growth. Each department has established grading guidelines. Although the various departments may stress somewhat different objectives and skills, all grades reflect the following: growth, quality of performance in both class and homework; competence in skills appropriate to the subject (i.e. writing, computation, collaboration etc.); grades on quizzes, projects, rubrics, tests and assessments; quality and level of effort and degree of responsibility shown by students; participation in class. Students will receive a letter grade reflecting their work and demonstrated learning during that grading period.

The Middle School uses the following letter grades and numerical scales: **A+** (100-97), **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).

MS Arts Department/Special Courses Grades:

- **Exceptional** - Outstanding results and performance in all aspects of the course.
- **High Pass** - Distinguished results and performance in most aspects of the course.
- **Pass** - Satisfactory results and performance in aspects of the course.
- **Low Pass** - Inadequate performance and minimal completion of course content.
- **Fail** - Unacceptable results and performance in most aspects of the course.

Reports: Grades, Checkboxes, Teacher Comments /Advisor Comment:

Our academic year is divided into two semesters and reports are posted online four times a year.

- ***Mid-semester Progress Reports*** are available in November (with follow-up teacher conferences) and in April. These *Progress Reports* (Fall or Spring) are *interim* reports and are meant to give a "snapshot" of progress midway through the semester. These reports include an evaluation on our **characteristics of a learner**, which includes contributing to a positive and productive learning environment, self advocacy, collaboration, and perseverance, among others. Our *characteristics of a learner* are common across courses, though department-specific categories vary. Most of these criteria will be evaluated as *not yet evident, developing, proficient,* or *exemplary.*
- ***Semester Reports*** include teacher comments and are posted in January and June. While there is a range of communication from Advisors, a brief written Advisor comment will accompany the Semester Report in January.

*** Please note: In most cases, students will meet with Advisors to go over the reports before they are posted online for parents. Students formally discuss their reports and goals with their advisors three times a year, but informal discussions of progress may happen at any time.*

Although the school's guidelines provide one measure of a student's competence, students and parents should read the faculty assessment comments carefully to ascertain whether a student is working at a level commensurate with their ability. Reports are to be read by parents and students. Teachers try to be very supportive of student efforts while, at the same time, being honest about a student's progress. The balance can sometimes be hard to find; we want parents to know what is happening in school without discouraging a student who is trying. Parents should read reports carefully, noting what their child is doing well and what is causing difficulty so that a real understanding about progress and challenges can be gained. Parents are encouraged to call advisors or teachers with any questions and/or concerns.

Process for Academic Review/Concerns:

We work in teams towards the goal of student responsibility, independence and self advocacy to "own their own learning." BB&N recognizes that many students entering the Middle School may be receiving cumulative grades in multiple subjects for the first time. The assessment focus is on growth and we provide a range of scaffolding. Over the two years, our program asks students to manage greater volume, depth, responsibility and pace all at the same

time. When a student struggles, the school aims to engage in a multi-layered process to support students; we work together to identify patterns and strategies to support a path to improvement, strengthening skills and approach.

MS Promotion Requirements:
At this level, in determining **promotability** to the next grade, BB&N MS looks for evidence of the following criteria:

- A satisfactory academic record (see below);
- Individual growth and independence with the necessary skills and work habits for work at the next level

1. The first criteria are measured by the year-end report grades earned by a student.

A satisfactory record for promotion from 7th to 8th grade consists of:

- No Failures;
- No more than two year-end grades in the D range.

A satisfactory record for promotion from 8th to 9th grade consists of:

- No Failures;
- No more than one year-end grade in the D range.

2. The second criteria are measured by feedback and observations from teachers, Advisor, and/or MS Dean of Students.

If the criteria for #1 or #2 is not met, then a student will be referred to the ***MS Academic Review Committee*** (ARC). All enrolled students are expected to maintain a full course load of six academic courses and athletic requirements.

MS Academic Review Committee/MS ARC:
The *Academic Review Committee* (ARC) meets officially twice a year to review students of concern, assess progress and recommend a course of action to the Middle School Director. This group is a combination of our MS Team, Director of Student Support Services and Head of School.

With our promotion requirement criteria in mind, the following guidelines are used for student referrals to our MS ARC Committee:

- Any student with two or more grades of C- or below, one D, or an F at the semester end will be presented to ARC.
- A teacher, MS Dean of Students, and/or Advisor will also report to ARC any student about whom they have concerns regarding the second promotion requirement criteria regardless of whether or not the academic record is satisfactory. (*Teachers, the MS Dean of Students, and the Advisor work together to share their assessment of the student's ability to successfully handle the complexity, depth, and increased demand of the next level. As examples, they consider a student's self motivation, class preparation and participation, and the ability of the student to be an independent learner, achieving success without excessive support structures.)*

ARC Decisions/Academic Status:
After the Committee's review, ARC makes a formal recommendation to the MS Director regarding academic status or promotability. In general, at ARC, a student who is deemed to be in academic difficulty will be placed on an academic status by letter, as appropriate: *Academic Watch / Academic Warning/ Academic Probation* and the length of time will also be determined. For students who are not promotable at ARC, a decision could also include the possibility of *withholding* a contract for the upcoming year or withdrawal.

After the ARC decision is made, as appropriate, the families, Advisor, MS Dean of Students, and/or Director will meet and work together to create a plan for next steps, including any potential interventions, as well as a timeframe for progress. Any student on a status will then be reviewed again by ARC at the next meeting or upon completion of the timeline, and the Committee will look for and consider signs of consistent improvement during the status period and meeting promotability requirements. At that ARC review time, the student is either removed from status or continued. Outcomes of these meetings are documented and shared on an as-needed basis.

The Director accepts or amends the ARC recommendations as they deem appropriate. The Head of School has ultimate authority to review and amend the recommendations of ARC and the Campus Director. The School reserves the right to require withdrawal of any student whose achievement or behavior is determined to be unacceptable. The decision of the School in this regard is final.

Upper School
Upper School academic information and policies are contained in the Upper School Program Planning Guide.

Academic Considerations and Policies

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 the student's 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 grades in the C range for three or more courses or one C- 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, the student's 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 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 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.

Note: At the end of a trimester in which an exam is administered, only year-to-date grades are used to determine academic status. At the end of a trimester without an exam, the trimester grade is used to determine academic status.

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.

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/guardians 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 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 handbook distributed to each student in Grade 11.

Student Support Services and Resources

School Counselors

There are Counseling Offices located on each of the three campuses. The 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 a counselor. While conversations are kept confidential, disclosures may be warranted if the safety or well-being of a student is in question. The counselors consult with administrators, teachers, advisors, and parent/guardian around individual student concerns and general adolescent topics. School counselors may also make referrals to parent/guardian for outside support and/or evaluations. The Counselors are available, with parent/guardian consent, to collaborate with outside resources for 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. While most of the individual support offered by Peer Counselors happens informally, Upper School students can schedule an appointment by contacting a Peer Counselor directly or by notifying one of the Upper School Counselors.

Nurse's Office

There are school nurse offices located on each of the three campuses. 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 parent/guardians 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.

Academic Support at BB&N

At times, students may require academic support in addition to that provided in the classroom from teachers. Therefore, various academic support services are provided on each campus. The available services are determined based on what the school deems to be most beneficial and appropriate at each developmental level. The ultimate goal of academic support services is to help students develop the academic and personal strategies that will allow them to become independent learners. The objective is to foster skill development and strategic learning, rather than to provide homework help. When students understand their own learning style, they can learn how to implement strategies in their course work and develop the self-advocacy skills necessary to become independent learners. In addition, we strive as a learning community to de-stigmatize and demystify our collective understanding of learning

differences and/or neurodiversity. Ongoing communication and collaboration between teachers and families are necessary for effective implementation of support services and student progress.

Lower School:
The process which the Lower School at BB&N uses to help respond to the needs of the student begins with the child's homeroom teacher. Homeroom teachers meet with the reading, math, and learning specialists as well as the school counselor on a regular basis. At that time, student concerns are addressed and members of the team will meet separately with the parent/guardian to discuss concerns and plan possible interventions together. The Specialists in collaboration with the school nurse and school counselor also lead a weekly Student Support Team including collaboration with the Lower School Director, Assistant Director, Director of Student Support Services, and the Campus DEIG Practitioner.

BB&N engages with outside agencies for general Occupational Therapy and Speech/Language Therapy consultations. These consultations include classroom observations and recommendations based on general classroom environment support. They do not include individualized student assessment or support. Should a consultant make an observation of a student that would lead a specialist to make a referral for an outside evaluation or support, the Learning Specialist, in collaboration with the teacher, will notify the parent/guardian.

Middle School:
The Middle School Learning Specialist and Academic Specialist, after referral from advisor and/or Dean and/or Student Support Team, are available during E blocks to provide supplementary academic support across a range of academic areas for students. Both work closely with MS Dean of Students, Advisors, and MS Faculty to support students as they transition to the Middle School and navigate the curriculum. The Learning Specialist also consults the parent/guardian regarding students' academic experience and progress, developmental issues, and referrals to outside support.

The Middle School Learning Specialist in collaboration with the school counselor and school nurse lead a weekly *Student Support Team* meeting including consultation with the Director, Assistant Director, Director of Student Support Services, Campus DEIG Practitioner, and MS Dean of Students.

Upper School:
The Upper School Learning Specialist and Academic Specialist consult with and support the Upper School faculty, Advisors, 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 or teacher after this consultation has occurred and in-class interventions have been implemented. 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.

The Upper School Counselors, Learning Specialist, and school nurse lead a weekly *Student Support Team* meeting including consultation with the Director, Assistant Director, Dean of Students, Director of Student Support Services, Dean of Teaching and Learning, Campus DEIG Practitioner, and the Co-Directors of College Counseling.

Procedures for Educational Evaluation Referrals:
In most cases, concerns are raised by teachers or advisors and brought to the Learning Specialist or Counselor when a student is struggling academically or is presenting social/emotional concerns. Students identified for an evaluation referral are usually discussed further by the Student Support Team prior to recommending testing to the parent/guardian. If the team determines a referral 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/guardians may pursue testing based on the school's recommendations or through their own independent concerns for the student's academic progress; we encourage parent/guardians to share these reports with the Learning Specialist.

Sharing of Testing Information:
The procedure for receiving and housing evaluations is as follows:

1. The Learning Specialist houses all evaluation reports on students separate from the students' permanent academic files. Parents/guardians are made aware of this procedure during initial discussions with the school about pursuing testing.
2. Parents/guardians are encouraged to meet the Learning Specialist and/or Counselor to discuss testing results, and are informed how testing results will be shared with teachers.
3. In those cases where a student meets the criteria for accommodations a summary of the testing results, instructional recommendations, and accommodations is drafted by the Learning Specialist and shared with parent/guardian. This document is called a Learning Profile. Once the parent/guardian has approved the Learning Profile, the Learning Specialist will discuss results and appropriate information, including the Learning Profile, with the individual student's teachers and advisor.
4. In those cases when a student does not qualify for accommodations, the Learning Specialist will work with the parent/guardian to determine which parts of the evaluation results and summary will be shared with teachers to better understand the student's learning style.

All evaluation reports and Learning Profiles are transitioned from campus to campus (6th to 7th, 8th to 9th) in the Spring leading up to the student's transition through the Learning Specialist.

Reasonable Accommodations for Students with Disabilities
Based on testing administered within three years, students with both a documented qualifying diagnosis and a recommendation for accommodation must apply to their campus specific Learning Specialist (and/or School Counselor) for consideration for reasonable accommodations. In addition to the qualifying diagnosis and recommended accommodations, the testing must also include the assessments used to determine the need for accommodation, a description of the test results and limitations supporting the request, and include the evaluator's signature and credentials including licensure or certification. Redacted evaluations and/or letters without assessments included will not be considered for accommodations. Reasonable accommodations will not be granted if they fundamentally alter or modify the nature of the school's academic standards, policies, or program or if they cause an undue burden to the school. Accommodation requests are typically reviewed and decisions made within two to four weeks after all documentation is received by BB&N.

For BB&N exams, all documentation must be received for consideration by the Learning Specialist at least ten school days in advance of the start of exam week.

Accommodations on Outside Organization Exams and/or Programs:
Every organization outside of BB&N has its own processes, policies, and procedures for accommodations on their exams and/or programs. Please note that while BB&N supports families through the application and/or appeal process to the extent these organizations allow, the school is not involved in or responsible for these organization decisions. BB&N is also unable to support requests for materials, documentation, or testing during school holidays and vacations (including after graduation in June and the months of July and August.)

For any questions regarding the application process for accommodations on College Board/AP or ACT exams please contact the SSD coordinator, Mary Agostinelli at magostinelli@bbns.org

Tutoring Procedures and Guidelines
Our goal at BB&N is to work with students to empower them to be independent learners, and yet, there may be a time during a student's educational development when additional outside support is warranted. Typically, the extra support will focus on specific skill acquisition or knowledge in a content area. This extra support is designed to be short-term in nature and reviewed by the school at the end of each marking period.

BB&N is unable to accommodate requests for outside tutors on the Middle School campus during or after school. Upper School students may receive tutoring on campus in the US Library only between the hours of 3:30 and 5:00 p.m. In some circumstances, a student might be able to work with an outside tutor on the Lower School campus if they are enrolled in the After School Program. Any outside tutor working with a student on-site must fill out an information package including, but not limited to, a clearance with a CORI check and state regulated fingerprinting before beginning tutoring on-site. Therefore, the school must have a minimum of two-week notice before an outside tutor can begin working with a student on campus. Please direct any general clearance questions about accessing BB&N facilities for tutoring on the Upper School campus to Andre Jones at ajones@bbns.org or for the Lower School campus to Janine Cozier, Director of After School, at jcozier@bbns.org

Once a tutor is cleared to work with a student on campus they must reserve space in advance; space for tutoring is limited and cannot be guaranteed.

Process for Tutoring Referrals:
1) A teacher determines a student may require additional support outside the classroom. This may be based on test results and/or classroom observations.
2) The teacher, advisor/homeroom teacher, members of the support team who are already involved, and/or Learning Specialist confer and recommend a support plan.
3) If outside tutoring is recommended, the school will contact the child's parent/guardian and work with the family to identify a tutor. We request that the tutor communicate with the child's teacher and learning support team, so that there is a partnership of support between the tutor and the school..
4) Tutoring during the summer months will be recommended only if there is concern for regression of skill.

5) Students receiving financial aid are eligible for financial assistance for tutoring if the school recommends tutoring for a student. The following guidelines will be followed:

a) The school will subsidize approved tutors based on the percentage tuition grant of financial aid being awarded to the student.

b) Because tutoring is intended to be used as short-term support, each child's situation will be reviewed at the end of each marking period.

Rules and Discipline

Lower School

The Lower School strives to create a warm, safe, and welcoming environment that encourages the growth and development of the whole child. We understand and firmly believe that:

- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content of the curriculum that we teach.
- We understand that research has shown that the greatest cognitive growth occurs through social interaction.
- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn; process and content go hand in hand.
- Knowing the families of the children we teach and working with them as partners is essential to the children's education.
- To be successful socially and academically, children need to develop a set of social skills that includes five particularly important skills. These skills are cooperation, assertion, responsibility, empathy, and self-control (often referred to as the acronym CARES in the Responsive Classroom approach).
- We value our collaborative work as a professional learning community.

Setting Classroom Agreements and Expectations

Classroom communities focus on the LS community motto of *Respect for Self, Respect for Others, Respect for Environment*. It is a clear way in which we expect our student and adult community to navigate life on the LS campus. The motto is directly linked to the school mission of Honor, Scholarship, Kindness. Classroom communities spend the first weeks of school establishing norms in the classroom that will help support a positive classroom climate.

Keeping in mind the Lower school motto, homerooms create a classroom "Community Agreement" designed by all the constituents. This document is displayed in the classroom throughout the year to refer back to. These "Agreements" are not a list of dos and don'ts. Instead, they are general rules to live by that use positive language (i.e. "We will control our bodies and respect personal space," rather than "Don't hit."). Once these agreements are formed, they will be shared with specialists and the parent community to better support the students.

As a member of the BB&N community our expectation is that students, and all community members will strive to live up to our LS community expectations in school, on teams, in after school programs, and during school events. Some examples of these expectations may include, but are not limited to:

- Treat others with kindness
- Tell the truth knowing there will be times when it will be difficult
- Strive to take responsibility for one's own actions
- Acknowledge and respect individual differences

- Respect others through language and action
- Try to be aware of other people's feelings
- Respect classroom agreements and those of the school so that we may all learn and live in an atmosphere of safety and active kindness
- Respect the personal space of others
- Listen when someone is speaking and wait to express one's opinion
- Become an active listener and strive to understand the opinion of others
- Cooperate with others and do one's own share of work to be completed
- Cooperate even if one's own idea is not chosen
- Follow the guidelines stated in the BB&N Technology Use Policy
- Care for school property and common spaces
- Strive to make a positive contribution to community

Discipline and Action Steps

Discipline is a part of life and the foundation for a caring, supportive community. As stated by Responsive Classroom, discipline:

- Contributes to a predictable and safe environment
- Teaches children to value and care for themselves and others
- Helps children develop skills of ethical and effective problem-solving
- Guides children in the development of self-discipline, which is essential to their success in school and life.

Here are some general steps taken when a student is not meeting community expectations around social/emotional growth. It is important to note that these steps are a guideline and depending on the context, some steps may or may not be necessary.

- Observed Behavior: Verbal redirection
- Repeat of Observed Behavior: Second redirection (Verbal redirection with detailed teacher discussion)
- Repeat of Observed Behavior Follows Intervention: Families will receive communication from the teacher
- If a child continues to act inappropriately, it is possible that a behavior plan will be put in place by a team consisting of the LS Directors, the classroom teacher, counselor, and possibly the Head of School, other teachers, or additional members of the Student Support Team.

Please note that as a part of a social community, early childhood and elementary aged children demonstrate variability in their rates of growth and development along a continuum of social norms. It is normal for a child to exhibit challenges and behavioral adjustments as they navigate ever-changing social dynamics that are a part of a school setting. Our expectation is that students will learn and grow from their mistakes with the help and support of all of the adults in our community.

<u>Logical Consequences</u>

With each offense a logical consequence may be necessary. Community members work to ensure that consequences for our actions are clear and logical. These consequences should also be respectful, relevant, and realistic.

The Goals of Logical Consequences

- To give children the chance to regain self control (i.e. take a break)
- To help children:
    - Recognize the connection between their actions and the outcome of their actions
    - Fix problems caused by their mistake or misbehavior
    - Make amends and preserve their relationships
    - Avoid similar problems in the future
- To preserve the dignity of the child and the integrity of the group
- To keep children safe

The Three Kinds of Logical Consequences

- Apology of action
- You break it, you fix it: this gives the student a chance to take responsibility for their actions and make amends;
- Loss of privilege

Consequences for more serious violations

The following violations, handled by the Lower School Director and the Head of School, will result in the teacher or director notifying parents. The school reserves the right to require the withdrawal of any student whose behavior is determined to be unacceptable. The decision of the school in this regard is final.

- Physical Abuse
- Verbal Abuse
- Violence
- Discrimination/Hate Speech
- Theft
- Defacing school Property
- Repeated Violations of Academic Dishonesty
- Possession of a Weapon
- Drugs or Alcohol
- Harassment
- Bullying (repeated, documented acts). For more information please read BB&N's Bullying Intervention and Prevention Plan.

At the discretion of the Administrative team, any of the following consequences may be initiated for serious violations:

- In-house suspension
- Out of school suspension
- Meeting with parents, faculty, and administration to determine continued enrollment at BB&N's Lower School
- Expulsion from BB&N

Other Considerations

A safe learning environment requires that the following items are not permitted in school. Parents are asked to ensure that the following items stay at home:

- Laser pens, toy or real weapons, matches, lighters, ropes, martial arts items, fireworks
- Roller blades, Heelys, roller skates, skateboards
- Gum, candy
- Soda, coffee or energy drinks. Recommended drinks: water, juices or teas

Middle School

BB&N's Motto: Middle School Community Expectations

As members of the MS Community, we affirm and abide by the *BB&N Community Standards* and the values through our Motto**: *Honor, Scholarship & Kindness***. We take pride in our Community and in being a **BB&N Knight**.

How can we think beyond ourselves?

- How do our words, choices, and actions impact ourselves and others?
- What's the right thing to do - *even when no one is watching?*

At the Middle School, we use these categories to center our core principles and values each day.

 **HONOR:**

As a BB&N Middle School Knight, I will…

- **Tell** the truth
- **Do** the right thing, even when no one is watching
- **Consider** intent vs. impact
- **Respect** our teachers, staff, fellow students, and classmates as well as the school spaces and rules
- **Take** responsibility for my words and actions, be an upstander, and use one of the 5Ds to support an inclusive and kind community

 **SCHOLARSHIP:**

As a BB&N Middle School Knight, I will…

- **Take** an active role in my own learning; practice self-advocacy
- **Develop** curiosity and inquiry
- **Consider** intent vs. impact.
- **Arrive** prepared for class, on time with a positive growth mindset, homework, materials, and a charged laptop
- **Do** my own work with pride and do not submit work that is not my own; abide by the AHP and TUP

 **KINDNESS:**

As a BB&N Middle School Knight, I will…

- **Respect** and support our community members to be their authentic selves
- **Be** kind and inclusive

- **Consider** intent vs. impact.
- **Treat** others the way they would like to be treated

In the beginning of the year, our ***MS Community Expectations*** shown above are shared in context and reviewed as our ***MS Community Expectations Doc*** *(CED)*. This document is also signed by both students and parents/guardians.

Safe Place for Mistakes & Feedback: This is how we learn.

As a learning Community, we work hard to create a safe place for mistakes. Classroom communities spend the first weeks of school establishing norms in the classroom that will help support a positive classroom climate. Together, we strive to build a respectful, kind and nurturing community with opportunities for everyone to feel a sense of belonging and connection. This is ongoing work and individually, we all have a responsibility.

How do our words, choices and actions either contribute or take away from the Community?

We challenge students to think beyond themselves and reflect on their roles as individuals as well as Community members. Parallel messaging and support from home is important in this work. Our students often put pressure on themselves and never want to disappoint, so at times, they might need to be reminded of the value of experiences and the value of missteps. We all have an opportunity to grow, and in many cases, it is through mistakes and/or pause and reflection that we learn best. It can be important for our students to *experience* mistakes, and sometimes, even *failure*, so they can *"experience it"* and realize that they are still okay. We are committed to growth through *repair* and *reflection*. When there are mistakes, we hold ourselves accountable through conversation and feedback. We talk about intent vs. impact; shame is never part of our approach. It is essential that students come to understand, accept and appreciate their role and responsibility within the Community and the world beyond.

Upstander Intervention/5 Ds:

Each year, our 7th and 8th grade students engage in Upstander Intervention options through the 5 Ds. As we work with our students to reflect on being a responsible community member, we talk about ways we can stand up and intervene to help a situation or peer. We know that unkind words and actions can and do occur during our time together at school, often in unstructured spaces. Students need the skills to speak up. Often, the role of humor and "jokes" is very confusing to students, and yet, we are always responsible for our words. For example, *"But we're friends, and we always joke like this,"* or *"It's not a big deal, they laughed too,"* does not mean the person or the community is okay with the comment, gesture, image, etc. Our choices and actions impact ourselves and others; developmentally, students at this age level are often just beginning to learn this concept. It is important that students begin to learn the skills needed to intervene when these situations arise so they are more equipped to manage them in a positive and productive way.

Our *Upstander Intervention* work introduces concrete steps, known as the **5 D's**, to disrupt and intervene positively on someone else's behalf. The 5 D's stand for the following steps:

- **Direct**: step in to stop someone from directly being hurt
- **Distract**: use distractions to help safely move perpetrators away from potential victims
- **Delegate**: ask a friend or an adult to do specific, helpful things to support the victim
- **Document**: report evidence of a specific incident to make sure that perpetrators receive consequences for their actions. *Please note: Methods of documentation must also adhere to BB&N's TUP.*
- **Delayed**: do something to help even after the incident is over by telling a trusted adult

These 5 Ds skills empower students to advocate for themselves and others; we believe that this experience is essential to maintaining an inclusive and kind community and in helping students navigate sometimes challenging social dynamics/interactions.

Discipline/Student Behavior Feedback

The purpose of our Student Behavior Feedback system is multifold:

- Frame conversations with our ***Motto, Community Expectations and Standards*** in mind
- Engage students in conversation about their choices
- Recognize positive choices, good behavior and positive contributions to the Community
- Provide direct feedback on concerning behaviors to support growth
- Identify and address any concerning patterns/choices

Student Behavior Feedback is a tool that adults can use both to recognize a student's positive choice/behavior as well as to hold students accountable for any poor choices/missteps.

- **Positive Feedback** is a way for an adult in the community to highlight a student achievement, positive contribution/service to the community, or choice to be an upstander/ intervene to uphold our Community expectations.
- A **Notice of Concerning Behavior** is a way for an adult to highlight a student's concerning choice/behavior and/or spark intervention by the MS Dean of Students, advisor or Director.

It is impossible to list every behavior/scenario, and so the following are not all-inclusive.

Sample Positive Feedback behaviors include:

- Upholding our motto
- Being an Upstander
- Noticing a need and proactively stepping in to help out
- Demonstration of kindness
- Contributing to the Community
- Demonstrating positive leadership

Sample Concerning Behaviors include: (There are **three Tiers.**)

Tier One: Minor Incident:

- Inappropriate Language
- Failure to Clean Up
- Misuse of E Block
- Missing Class Materials
- Failure to Sign Out in the Front Office
- Missed Bus/Shuttle
- Consuming Food/Drink (other than water) in classrooms
- Pattern of uncharged laptop
- Leaving backpack in high traffic walkway

- Earbud use without Faculty permission
- Gum Chewing

Tier Two: More Serious Incident:

- Cell Phone/Smart Watch Use/Violation
- Minor but persistent class disruption
- Disrespect towards others
- Excessive tardiness
- Technology Use Policy (TUP) Violation, Gaming/Streaming, etc.
- Academic Honesty Policy (AHP) Violation, first time
- Dishonest or Unsafe Behavior
- Repeated Disrespectful behavior
- Roughhousing
- Disrespect of school Property
- Misrepresentation or lying

Tier Three: Most Serious Incident/Major Violation: Immediate Director Notification

- Significant pattern of Tier Two violations
- Major Violation of the School's Community Standards/Values
- Threats to Community safety
- Discrimination/Hate Speech
- AHP/TUP/CED: *significant or pattern of violations*
- Being off campus w/o permission
- Fighting/Physical Confrontation
- Bullying/Cyberbullying
- Harassment
- Vandalism/Theft
- Possession/Use of Prohibited substances/items**

***The use, sale, possession, or presence under the influence of alcoholic beverages, marijuana, drugs, or any controlled substance (unless under prescription and administered according to BB&N's policies) is forbidden. This includes tobacco/smoking/vaping products and devices.*

Most students learn and change behavior within this Notice system through experience. Students who consistently have difficulty living within these guidelines undermine our Community values and will receive the appropriate, more severe, consequences through our discipline system. We are particularly concerned when a pattern of negative behavior or choices develops. There are also times when one act or choice is significant enough alone to warrant a very serious and strong response, including a family meeting with the Head of School.

The Process:

Communication and feedback notices are important within the growth process and we recognize that students make mistakes. These missteps are opportunities for student growth; no one is perfect and we strive to model that these moments do not define us. And, we can hold students accountable to those around them. The muscle of resilience is

important. Our hope is that through our process students take time to pause, reflect and ultimately, learn from mistakes.

The most significant factor in changing and improving student behavior is the cooperation between the school and families, who can help by holding students to school principles and expectations and the subsequent consequences when these principles have been broken. Parents should feel free to contact the MS Dean of Students with any questions.

Tier Consequences/Follow Up: *Communication and Conversations*
Learning opportunities with this age group come from conversations (and follow up conversations) in smaller settings with student(s) and Advisor/MS Dean of Students/Director. With every violation of school rules, our goal is to understand what happened. While we cannot monitor all interactions, we work with all students to create a climate of safety, accountability and resilience.

Positive Notices
Students receive a notice via email for *Positive Feedback* or *Notice of Concerning Behavior*. The Advisor should follow up in both instances with a conversation with their advisee.

Notices of Concerning Behavior
Tier 1 Notice:
Parents may not always be notified of Tier 1 *Notices of Concerning Behavior* unless the Advisor or MS Dean of Students feel parent involvement is warranted; parents are encouraged to talk directly with their child with any questions. Any additional questions, please consult the advisor.

Tier 2 Notice:
The MS Dean of Students will speak with student and Advisor for a Tier 2 notice, and as needed, may speak with any relevant/connected students/teacher/coach. The MS Dean of Students then coordinates with Advisor re: communication to family. If conversations need to proceed, and it is deemed necessary, the MS Dean of Students, and/or Advisor will reach out again to the family with an update and any significant conversations/ consequences for their child.

The most significant factor in changing and improving student behavior is the cooperation between the school and families, who can help by holding students to school principles and expectations and the subsequent consequences when these principles have been broken. Parents should feel free to contact the MS Dean of Students or Advisor with any questions.

Tier 3/ Director's Notification:
A Tier 3/Director Notification requires an immediate meeting with the Director. There is often an immediate call home/family meeting; the student may be sent home. More details below.

Consequences
In this work, our goal is student growth and change in negative choices/behavior. The consequences for a notice are considered in context with a student's journey and growth, and with a goal toward equity. A range of consequences may be applied in any order as determined by the MS Dean of Students, advisor, SST members and/or Director. The range of consequences can include, but are not limited to: meetings (student, Advisor, MS Dean, parent/guardian, Director); student follow ups with Counselor or DEIG Practitioner; student reflections; written apologies; parent meeting and/or communication; student education; Community repair; at home reflection signed by parent/guardian; loss of privileges; suspension; other as determined by the situation. See below for more information.

Morning Reflection for Students
Morning Reflection is from 7:15 to 7:55 a.m. at school. Family notification of an upcoming reflection will be given via the family email address in Veracross. While we recognize the burden of morning reflection might put on families, we need family support to follow through on the consequences. Under extreme circumstances, if family logistics prevent the student from attending the specified reflection day, the **reflection** will then be served the following school day.

E Block Reflection for Students
E Block Reflections take place during the school day and are proctored by the MS Dean of Students. The Reflection is served during the E block period, Monday, Tuesday, Thursday or Friday. Part of the rationale for an E Block Reflection is student separation from peers for reflection on their behavior.

At Home Reflection for Students, signed by parent/guardian
*At Home Reflection*s are more in depth and obviously take place at home and need to be signed by parent/guardian. A reminder that the School/family partnership is part of our process and is essential in our approach for effective developmental growth. Some choices/topics/learning require additional and collaborative family follow up with support and accountability from home.

> ***Morning, E Block, At Home Reflections can also accumulate and alternative consequences will be assessed for repeat offenses/patterns. Patterns are always concerning.*** *A family meeting could be called to address the concerns and additional consequences/discipline status could be determined by the Dean of Students. Also see below for details on suspension and Disciplinary Warning or Probation.*

Disciplinary Procedures/Consequences for Tier 3/Director Notification:
A Tier 3/Director Notification requires an immediate meeting with the Director. The Director will usually meet with the student's Advisor and MS Dean of Students to discuss the situation and a family meeting may be held immediately; the student may then also be sent home. Consequences are at the discretion of the Director/MS Dean of Students. One of these violations on its own or continual disregard of school rules may result in discipline including but not limited to: loss of privileges, suspension, placement on Disciplinary Warning or Probation, or expulsion.

Suspension:
There are both privileges and responsibilities associated with being a member of this Community. When a student's negative behavior, choices or pattern of behavior is of significant enough concern, the school may decide that the student needs to be separated from the community for some reflection time. *Out-of-school suspension* should take

place at home in a quiet area away from their peers and Community and students do not attend classes. In general, students work on an assigned reflection homework to be submitted before returning to school, as well as complete their class work. We ask that families partner with us to create an atmosphere of seriousness at home during this time.

Discipline Committee:
Serious disciplinary issues are rare. The role of the Discipline Committee is to provide the Director with input concerning the disciplinary consequences for the student as a result of a finding of a serious violation (e.g. Tier III) of the handbook. The Director at her discretion will refer such cases for consideration concerning the consequence. There are some situations in which a serious violation is handled by the Director in consultation directly with the Head of School instead of referring it to the Discipline Committee. These circumstances could include situations in which the violation/pattern is so significant that withdrawal from the school is being considered, situations in which the mental or physical health of the student is a significant factor or situations in which the disciplinary matter needs to be handled in an expedited time frame. When a handbook violation is referred to the Discipline Committee for a recommendation as to the consequence, the Discipline Committee works together to create an appropriate, consistent and equitable response by reviewing the incident and recommending consequences. The Director will then take the recommendation under advisement. The school applies its disciplinary measures at its discretion and has the final decision in all disciplinary matters.

Disciplinary Status:
Discipline status is used for more serious patterns of behavior and/or Director's Notifications(Tier III). A student who exhibits concerning behavior requiring a Director Notification and/or develops an ongoing pattern of negative behavior may be placed on a discipline status: *Disciplinary Warning* or *Disciplinary Probation* for a specified amount of time, usually by semester. Other restrictions of privileges and/or participation in school activities may also be defined.

Any student with a discipline status will be reviewed by a Committee (including MS Dean of Students, Director, Head of School, and others as determined by the Director) at a designated time and/or at semester/year end. The Committee considers evidence of improvement and any additional violations of school rules during the warning/probationary status period. At that time, students are either removed from status or if there is insufficient/no improvement in attitude and/or behavior during the stated period of time, student status is either continued or further action may be taken, up to and including, decision about membership in the Community.

Cases at this level are documented and documentation is placed in the student's file.

Violence and/or Threats of Violence:
Any student behavior which fundamentally goes against the community standards and values expressed in our school motto: *Honor, Kindness, Scholarship*, will be investigated thoroughly. A serious breach in this code of behavior will result in a severe disciplinary response up to and including expulsion.

Bullying:
Please refer to the BB&N Bullying Intervention and Prevention Plan.

Upper School

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 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: Marsh 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.

- **Cell Phones:** Please see pages 49 & 50 for the Upper School cell phone policy.

- **Dress:** The Upper School's dress guidelines are designed to respect the rights of individual students to decide how they want to express themselves, while teaching the responsibility of appropriate dress in a school community during the academic day and at school occasions. The choices of an individual should demonstrate respect for themselves, the occasion, and the community.

  In that spirit, clothing should not be excessively revealing (e.g., no undergarments showing). Clothing should not include offensive references or hate speech and should not refer to drugs, alcohol, or other inappropriate or illegal activities. 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. Some occasions will require specific dress guidelines, which will be communicated in advance of the event.

  Dress guidelines concerns and violations are reported to the Dean of Students and the Upper School Director.

- **Food:** No food is allowed outside of the Upper School Commons, unless students are invited to eat with a faculty/staff member in another location. Food is allowed in class meetings, advisory, and for 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. Food may not be delivered to campus, including the NAC, during the academic day (this includes UberEats, DoorDash, and similar vendors).

- **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. Water bottles with lids/tops are permitted in the library. Students may not eat food in the library. Students are expected to clean up after themselves.

- **Parking Violations:** Parking violations will result in disciplinary consequences including detention. Inappropriately parked vehicles are subject to towing at the owner's expense, without notice..

- **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 BB&N Bullying Intervention and Prevention Plan.

- **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. (*Click here to access a PDF of the Anti-Hazing Law.*)

- **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, BB&N Faculty Emerita, *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 extracurricular activities dating from the time when the suspension is approved. The Disciplinary Committee retains flexibility as to the removal from long-term offices held by the offender such as Club Officer, Sophomore Guide, Peer Counselor, etc., but suspension from co- and extracurricular activities is not discretionary.

The use or possession of tobacco or tobacco products including smokeless tobacco, electronic cigarettes, and vape pens is prohibited on campus or at school events. The BB&N campuses are smoke-free environments. Click here for the school's tobacco/smoking/vaping policy.

- **Sexual Offense:** Inappropriate behavior of a sexual nature is a serious violation of BB&N'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 have engaged 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. Thefts 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 Use Policy:** Violations of BB&N's Technology Use Policy for electronic media (found on page 18 of this handbook) 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 weapon is prohibited on school property or during any school-sponsored activity, whether on campus or not. The use of woodcraft implements at Bivouac is acceptable provided that students obey the Program's established guidelines. Massachusetts laws require 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. Please click here for BB&N's Weapons Policy.

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 to off-campus 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.

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 their 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 the 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 the 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 core values and major rules 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 situations in which a violation of the school's core 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 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 time frame.

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.

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 themself 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 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 faculty 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 faculty a summary of the nature of the offense, the recommended punishment, and the administration's final action.

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 their 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.