

# The Burlington School

2019-2020 Handbook

## PURPOSE AND USE OF HANDBOOK

This handbook is designed to acquaint you with The Burlington School and provide you with information about its expectations, procedures, and practices. It contains general statements of school policy and philosophy, which the School reserves the right to apply at its sole discretion based on the facts of individual situations (or in consideration of other factors it deems pertinent) and in preservation of the best interests of the School.

No handbook can anticipate every circumstance or question. The School reserves the right to revise, supplement, or rescind any statement or portion of the handbook from time to time, as it deems appropriate and at its discretion.

The Burlington School continually strives to maintain excellent communication with all students and parents/guardians. The Communications Office works hard to keep the manual up to date and to keep all families informed as changes occur from time to time during the normal course of the academic year. This edition of the handbook replaces and supersedes all prior versions. Please understand, however, that there may be times when change happens before the written document can be revised and announced and/or distributed to all families.

## Mission Statement

The Burlington School discovers in each child personal integrity, intellectual curiosity and social responsibility, builds excellence in academics, arts, and athletics, and helps each student become confident and uniquely successful in school and in life.

## Tagline

Discover. Build. Become.

## The Vision and Guiding Principles of The Burlington School

- TBS is grounded in an exceptional educational program that inspires a love of learning and a quest for knowledge. The innovative and integrated curriculum challenges children to fulfill their unique potential as students and scholars.
- TBS nurtures integrity and personal responsibility as integral dimensions of children's development, thereby preparing them to share their intellectual and creative talent for the fulfillment of their potential.
- TBS is committed to creating and sustaining a school community that mirrors the racial, religious and economic diversity of Alamance County.

## Philosophy

The Burlington School is an independent, nonsectarian, coeducational school which seeks to maintain a relaxed small school atmosphere in which each student can develop individually in an academically challenging, safe and secure learning environment. Developing habits of the heart and mind which include mutual respect, integrity and positive relationships form the cornerstone of the school's program.

Recognizing that education is a life-long process involving the total person, we believe that our duty is to help prepare each student to become an independent, creative and critical thinker by providing a variety of experiences for achieving success. To this end our students pursue opportunities in the arts, athletics, community service and leadership within a traditionally-structured academic environment. The Burlington School fosters the development of the mind, body and heart that results in life-long learners who strive to make the world a better place.

## The Burlington School Graduate:

### Discovers

- is an embodiment of TBS' values and traditions
- is willing to step up to leadership and lead through influence
- exhibits courage in advocating for justice and mercy
- sustains an empathetic and compassionate outlook for those with differences
- works effectively in a climate of ambiguity and changing priorities
- views failure as an opportunity to learn and acknowledges that innovations often involve many small successes and frequent mistakes
- understands their value and the impact they can have on the world around them

### Builds

- reads, writes, computes, speaks and critically thinks with the best of North Carolina
- is an independent learner/self-advocate who perseveres in the face of academic adversity and is willing to take intellectual risks
- is media literate, able to detect bias and distinguish between reliable and unsound information, and understands, uses and applies relevant technologies
- is an analytical and creative problem solver, able to see problems from different perspectives, imagine creative solutions/answers, and explore new roles, ideas, and strategies
- is a good communicator to a variety of audiences, listens actively, speaks effectively, facilitates discussions, forges consensus, works collaboratively and negotiates outcomes
- works well as a member of a team, enlists help, delegates responsibilities, leads appropriately, coordinates tasks, and shares the credit
- appreciates and pursues the aesthetic and the healthy in life
- makes reasoned and ethical decisions in response to complex problems, acting responsibly, with the interests and well-being of the larger community in mind

### Becomes

- is willing to sacrifice for the common good
- demonstrates an eagerness to serve and an attitude of gratitude, humility, and generosity
- lives life with a philosophy/theology of abundance rather than scarcity
- is a caretaker of the environment
- demonstrates a healthy understanding of self and a sense of place/part in society
- demonstrates multi-cultural fluency and open-mindedness, particularly regarding the values and traditions of others
- comprehends and can converse about global issues

## Non-Discrimination Policy

The Burlington School admits students of any race, color, religion, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, religion, sexual orientation, gender, national and ethnic origin in administration of its education and admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

## A Brief History of Burlington Day School (BDS)

Burlington Day School was founded in 1954 by a group of parents who were genuinely interested in educational opportunities for their children. They were seeking an environment with quality class time, teacher attention and enrichment activities

necessary for the kind of education they desired for their children. They began discussing the possibility of founding an independent school in Burlington, and an advisory board was formed to investigate the Calvert School curriculum.

In the fall of 1954, Burlington Day School began in a four-room building. The School moved to its current location in 1979, a campus of 20 acres and a facility of more than 37,600 square feet.

### **A Brief History of The Elon School (TES)**

Upon learning that the organization that founded The Elon School in 2007 would not be continuing its sponsorship after the 2011-12 school year, a group of current and past parents of the school as well as community advocates joined together to establish Friends of independent School, Inc. (FISI). Still committed to the idea that the community needed an independent college-preparatory high school, this group wanted to continue the momentum of The Elon School's early accomplishments. Like the parents who boldly formed BDS years ago, the parents and friends who formed FISI believed in their vision of providing a better education for their children.

FISI identified the former Blessed Sacrament Church campus in downtown Burlington as the new location for its school and began moving forward to recruit students and faculty. Renovations and updates were made, and the school established by FISI continued The Elon School name and opened its doors at the new campus in August 2012.

### **A Brief History of the Merger to Create The Burlington School (TBS)**

The founders of Burlington Day School and The Elon School shared a similar vision. Though they were at different stages in their journeys, both were determined to provide an independent education option for our community and were committed to similar core values in which students are challenged yet supported.

In a move to streamline and strengthen that vision, the Board members, parents, alumni, faculty, staff and friends of both schools have come together to form one school. In July 2013, BDS and TES merged to form an independent pre-kindergarten to 12<sup>th</sup> grade college preparatory school. We operated the merged school on the two campuses used by BDS and TES until June 2018, when a new Upper School building was completed on Greenwood Terrace.

Rooted in core learning, character and community, our curriculum is focused on the creative and critical thinking skills needed in the 21<sup>st</sup> century. We intend to develop our students' intellectual curiosity, their love of learning and their desire to make a better world. Our students deserve the finest education.

### **The Burlington School Culture**

Visitors often express a feeling they get immediately upon entering our doors. It is who and what we are and aim to be at our very core. Children and adults alike grow to understand when something reflects our school culture, and conversely, when it does not. Through the journey of creating our merged program we endeavored to put this culture into words to help others see that which we strive to embody each day.

The Staff at The Burlington School...

- places children first
- honors diversity
- lives compassionately
- values flexibility and serendipitous learning
- exhibits a generosity of spirit, sharing of gifts and talents
- creates an atmosphere of collaboration and connectedness
- generates positive energy and optimism
- demands respect for children, teachers and parents
- shares high expectations for all, children and staff alike

- believes in differentiation and intrinsic motivation
- demonstrates an attentiveness to the surroundings, always “noticing”
- commands a sense of trust and openness
- accepts responsibility for their own actions
- admits and strives to correct mistakes

We believe:

- All children are capable of learning.
- Student learning is the chief priority of the School.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Students learn in different ways and are provided with a variety of instructional approaches to support learning.
- Students can demonstrate their understanding of essential knowledge and skills and are actively involved in solving problems to become critical and independent thinkers.
- The School provides an academically challenging curriculum to encourage students to achieve scholastic excellence.
- The School provides a safe, secure, and supportive learning environment.

### **2019-2020 Board of Trustees**

Doug Adams  
 Lummy Barnes  
 Doug Hargrove  
 Matt Morrissette  
 Alan Norton  
 Ben Overby  
 Tony Holt  
 Rusty Holt  
 Elizabeth Hood  
 Keela Hyatt  
 Meredith Self  
 Logan Sharpe  
 Suzie Roberts  
 Lisa Kirkpatrick  
 Tisha Mansfield  
 Jonathan Miller  
 David Sellers  
 Anil Patel  
 Don Scott

### **School Governance**

The School is governed by an independent Board of Trustees made up of up to 25 members. The Board has four officers and a variety of committees, some of which are standing committees and some of which are formed on an ad hoc basis to meet the needs of the strategic plan. Board members serve terms of three years.

#### **The Board's Role**

The Board is charged with ensuring the long-term, mission-based, sustainable success and viability of the School. As such, it is concerned with the needs of the School over several generations; therefore, its focus is setting the strategic direction of the School. The Board does not manage the day-to-day or tactical operations of the School. The Board hires a Head of School and delegates day-to-day managerial responsibility for the entire enterprise to the Head, within the general parameters and principles that it has established. The Board meets regularly to set policy and to monitor progress of the School's strategic plan.

### Role of the School Head

The Board delegates execution of the School's mission to the Head of School. The Head of School is responsible for managing the day-to-day operations and activities of the School and supporting the strategic plan. As such, he/she oversees all other staff (teachers and administrators) and volunteers, either indirectly or directly, to achieve the Board's established ends.

### Quick Facts

Instructional Day: Begins at 8:00 for PS3 – 8<sup>th</sup> grades  
8:25 for 9<sup>th</sup> – 12<sup>th</sup> grades  
(Buildings open at 7:20 for early arrivals)

Ends at 2:45 for PS3 –K  
at 3:00 for 1<sup>st</sup> – 4<sup>th</sup> grade  
at 3:15 for 5<sup>th</sup> – 12<sup>th</sup> grade

Extended Day/Enrichment Hours: Dismissal until 6:00

Office Hours: School year ... 7:45 – 4:15pm  
Summer ... 7:45 – 4:15pm (Monday-Thursday)

Telephone numbers: LS/MS building – 336.228.0296  
US building – 336.228.0297

Mailing address: 1615 Greenwood Terrace  
Burlington, NC 27215

School Fax number: LS/MS building – 336.226.6249

Web address: [www.theburlingtonschool.org](http://www.theburlingtonschool.org)

To contact the Head of School ... [rwall@theburlingtonschool.org](mailto:rwall@theburlingtonschool.org) (Ronnie Wall)

To inquire about academics in the Upper School ... [kbarefoot@theburlingtonschool.org](mailto:kbarefoot@theburlingtonschool.org) (Killian Barefoot)

To inquire about academics in the Middle School ... [ktanner@theburlingtonschool.org](mailto:ktanner@theburlingtonschool.org) (Kristi Tanner)

To inquire about academics in the Lower and Pre-Schools ... [kkirkpatrick@theburlingtonschool.org](mailto:kkirkpatrick@theburlingtonschool.org) (Kellie Kirkpatrick)

To inquire about admissions ... [jbtanner@theburlingtonschool.org](mailto:jbtanner@theburlingtonschool.org) (J.B. Tanner)

To inquire about giving opportunities ... [mqualls@theburlingtonschool.org](mailto:mqualls@theburlingtonschool.org) (Marshall Qualls)

To inquire about communications... [crash@theburlingtonschool.org](mailto:crash@theburlingtonschool.org) (Chris Rash)

To inquire about billing or payments ... [djones@theburlingtonschool.org](mailto:djones@theburlingtonschool.org) (Donna Jones)

To inquire about athletics ... [wroberson@theburlingtonschool.org](mailto:wroberson@theburlingtonschool.org) (Will Roberson)

To inquire about discipline issues ... [wroberson@theburlingtonschool.org](mailto:wroberson@theburlingtonschool.org) (Will Roberson)

To inquire about community life or student advisory ... [aspringer@theburlingtonschool.org](mailto:aspringer@theburlingtonschool.org) (Ashley Springer)

To inquire about student support ... [kkirkpatrick@theburlingtonschool.org](mailto:kkirkpatrick@theburlingtonschool.org) (Kellie Kirkpatrick)

To report a facility or security issue ... [tedwards@theburlingtonschool.org](mailto:tedwards@theburlingtonschool.org) (Tony Edwards)

**THE BURLINGTON SCHOOL**  
**2019-20 Academic Year**

2019

August 12	New Faculty In-service
August 12	Teacher Workday
August 12	New Family Orientation, 6-7 pm
August 13-16	Faculty In-service
August 15	Back to School Event, 5-7 pm
August 19	First Day of School
September 2	Labor Day, No classes
September 4	Lower School Curriculum Night, 5:30-6:30 pm
September 4	Upper School Curriculum Night, 5:30-8 pm
September 5	Middle School Curriculum Night, 5:30-8 pm
September 23-26	Class Trips Week (5 <sup>th</sup> - 12 <sup>th</sup> grade)
September 27	Teacher Workday, No classes
October 4	Mid Trimester, Progress Reports Issued
October 18	No School, Professional Development
November 11	Veterans' Day, No Classes
November 22	First Trimester Ends, Report Cards Issued
November 25	Half Day of School, PM Student-led Conferences, 12:30-7 pm
November 26-29	Thanksgiving Holiday, No Classes
December 2	Resume Classes
December 20	Half Day, AM Classes
December 23-January 3	Holiday Break, No Classes

2020

January 6	Classes Resume
January 17	Teacher Workday, No Classes
January 20	Martin Luther King Day, No Classes
January 23	State of the School Address, 6:30 pm
January 24	Mid Trimester, Progress Reports Issued
February 17	Presidents' Day, No Classes
March 4	Second Trimester Ends, Report Cards Issued
March 5	Half Day of School, PM Student-led Conferences, 12:30-7 pm
March 6	No School, Professional Development
April 10	Mid Trimester, Progress Reports Issued
April 13-17	Spring Break, No Classes
April 20	Classes Resume
May 1	May Day/Grandfriends Day; Half Day AM Classes
May 15	Field Day, Half Day
May 18-21	E-mersion Term/WOW Week
May 22	Last Day of School, End of Year Awards Ceremony, Half Day AM Classes
May 25	Memorial Day, No Classes
May 26-27	Teacher Workdays, No Classes
May 28	Graduation (Tentatively)

Note: Check the website calendar often during the school year—the information on the online calendar supersedes information on any printed calendar. If instructional days are missed due to inclement weather, we may make them up by attending school on any or all of these dates: September 27, October 18, January 17, February 17 and March 6. Please plan accordingly.

**Admissions**

Students desiring to enroll at The Burlington School must submit an application endorsed by the parent(s) or guardian. Parents should have all pertinent scores, testing results, and transcripts sent to The Burlington School. A personal interview with a school representative, a classroom visit and a teacher recommendation are required. Applicants are also assessed depending on age and circumstances determined by the Admissions Director.

Each applicant is reviewed carefully with specific attention to the candidate's scholastic record, personality, and character. It is the policy of The Burlington School to consider each applicant on merit without regard to religion, race, gender, sexual orientation, national or ethnic background, or any other federally protected classification.

Upon acceptance, written notification is sent to the parent(s) or guardian of the applicant.

Families can apply for Indexed Tuition through our TADS program. In January, re-enrollment contracts are sent to the parents of current students. A non-refundable deposit is required for completion of re-enrollment.

After completion of the spring process, we will maintain and update a pooled waiting list. If we continue to have openings in any grade level (PS3-12), we will admit students on a rolling basis. The Burlington School does not offer a part time program - students are required to hold a full load in order to be registered as students.

### **Indexed Tuition Program**

#### **We Believe Every Student Belongs**

Want to give your child a private school education but feel you can't afford the cost? At The Burlington School, we believe that every student should have access to quality education, no matter his or her family's income or size. That's why we instituted an indexed tuition system, which uses a sliding scale to determine tuition costs for each student based on the family's financial status.

Our Board of Trustees is dedicated to making The Burlington School education experience accessible to all families. Each student receives the attention and instruction they need to excel in their studies, not only academically, but also artistically, athletically, socially, and emotionally as well.

#### **The Perfect Fit for Your Family**

We use Tuition Aid Data Services (TADS) as an objective, third-party representative to determine the right tuition amount for all of our families, regardless of the number of children applying per family. It provides us with a report that recommends how much a given family can reasonably contribute toward tuition costs. This ensures that no matter your family's circumstances, we can set up a unique tuition payment plan that works for you!

### Indexed Tuition At a Glance

The chart below helps give you an idea of what indexed tuition looks like based on your child's grade level and your family's income.

New 2019-2020 Annual Tuition Ranges		
Grade Level	Minimum	Maximum
PS3	\$5,000	\$7,950
PS4	\$5,000	\$8,950
TK	\$5,000	\$9,950
Kindergarten	\$5,100	\$10,950
1st Grade	\$5,100	\$12,500
2nd Grade	\$5,100	\$12,500
3rd Grade	\$5,100	\$12,500
4th Grade	\$5,100	\$12,500
5th Grade	\$5,200	\$13,000
6th Grade	\$5,200	\$13,000
7th Grade	\$5,200	\$13,000
8th Grade	\$5,200	\$13,000
9th Grade	\$5,500	\$13,750
10th Grade	\$5,500	\$13,750
11th Grade	\$5,500	\$13,750

12th Grade	\$5,500	-	\$13,750
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**Multiple-Child Discount**

Because private school tuition can be costly for one child, let alone multiple children in the same family, multi-child discounts are available if you qualify. Using the Tuition Aid Data Services (TADS) Process within the Indexed Tuition Program, TADS will determine if more discounts are available for multi-child families.

**The Indexed Tuition Application Process**

To determine your place on the scale, please complete the TADS Financial Aid Application form. Please note that there is a \$34 fee to complete the form.

In addition to completing the form, please also submit your most recent IRS form 1040 to TADS.com. Your information will remain confidential and will not be shared with anyone outside of the Indexed Tuition Committee.

We cannot make an indexed tuition decision until an application via TADS is complete and on file. Notification decisions will be made as TADS submits reports to the Admissions Office.

Once we have their report\*, we will issue a contract for you to sign and return with a deposit to secure your child(ren)’s seat(s).

*\* This third party resource does not decide whether tuition assistance will be given or how much to give; rather TADS provides a need-based tuition aid analysis. Inquiries concerning tuition aid should be directed to [admissions@theburlingtonschool.org](mailto:admissions@theburlingtonschool.org) or Head of School.*

**TBS Faculty & Staff Information**

<b>Name</b>	<b>Grade</b>	<b>E-mail Address</b>
Acton, Cathia	Upper School Science	<a href="mailto:cacton@theburlingtonschool.org">cacton@theburlingtonschool.org</a>
Askew, Patti	Upper School Mathematics	<a href="mailto:paskew@theburlingtonschool.org">paskew@theburlingtonschool.org</a>
Black, Kim	LS Healthful Living, PS Creative Movement, MS Dance	<a href="mailto:kblack@theburlingtonschool.org">kblack@theburlingtonschool.org</a>
Baker, Bethany	Drama	<a href="mailto:bbaker@theburlingtonschool.org">bbaker@theburlingtonschool.org</a>
Barefoot, Killian	Upper School Academic Dean, Upper School Humanities	<a href="mailto:kbarefoot@theburlingtonschool.org">kbarefoot@theburlingtonschool.org</a>
Bonessi, Doug	Upper School Science and Technology	<a href="mailto:dbonessi@theburlingtonschool.org">dbonessi@theburlingtonschool.org</a>
Bostick, Matt	Middle School Science	<a href="mailto:mbostick@theburlingtonschool.org">mbostick@theburlingtonschool.org</a>
Brooks, Sharon	Middle School Math	<a href="mailto:sbrooks@theburlingtonschool.org">sbrooks@theburlingtonschool.org</a>
Butler, Megan	Upper and Lower School Humanities	<a href="mailto:mbutler@theburlingtonschool.org">mbutler@theburlingtonschool.org</a>
Cain, Kristin	Extended Day Director and Preschool Teaching Assistant	<a href="mailto:kcain@theburlingtonschool.org">kcain@theburlingtonschool.org</a>
Danishanko, Heather	Upper School Spanish & Humanities, MS English	
Davis, Kalle	Upper School Spanish	<a href="mailto:kdavis@theburlingtonschool.org">kdavis@theburlingtonschool.org</a>
Edwards, Tony	Facilities Director	<a href="mailto:tedwards@theburlingtonschool.org">tedwards@theburlingtonschool.org</a>
Elder, Brock	Middle School History	
Falkner, Alex	2 <sup>nd</sup> Grade	
Fasan, Jacques	Upper School Humanities	<a href="mailto:jfasan@theburlingtonschool.org">jfasan@theburlingtonschool.org</a>
Fennell, Katie	Upper School Humanities	<a href="mailto:kfennell@theburlingtonschool.org">kfennell@theburlingtonschool.org</a>
Frampton, Rick	Middle School Healthful Living	<a href="mailto:rframpton@theburlingtonschool.org">rframpton@theburlingtonschool.org</a>

Furr, Jessica	1st Grade	<a href="mailto:jfurr@theburlingtonschool.org">jfurr@theburlingtonschool.org</a>
Gordon, Britt	Transitional Kindergarten	<a href="mailto:bgordon@theburlingtonschool.org">bgordon@theburlingtonschool.org</a>
Heath, Paul	Middle School English	<a href="mailto:pheath@theburlingtonschool.org">pheath@theburlingtonschool.org</a>
Holt, Sarah	Middle School Math	<a href="mailto:sholt@theburlingtonschool.org">sholt@theburlingtonschool.org</a>
Johnson, Lisa	Middle School History	<a href="mailto:ljohnson@theburlingtonschool.org">ljohnson@theburlingtonschool.org</a>
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Martin, Pete	Upper School Math	<a href="mailto:pmartin@theburlingtonschool.org">pmartin@theburlingtonschool.org</a>
Masters, Josh	Middle and Upper School Instrumental Music	<a href="mailto:jmasters@theburlingtonschool.org">jmasters@theburlingtonschool.org</a>
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McDonald, Nicole	4th Grade	<a href="mailto:nmcdonald@theburlingtonschool.org">nmcdonald@theburlingtonschool.org</a>
McGrath, Ashley	Community Life Facilitator, School Counselor	<a href="mailto:amcgrath@theburlingtonschool.org">amcgrath@theburlingtonschool.org</a>
Millen-Hemmings, Shaneika	Lower and Middle School Spanish	<a href="mailto:smillenhemmings@theburlingtonschool.org">smillenhemmings@theburlingtonschool.org</a>
Moser, Rodney	Middle and Upper School Art	<a href="mailto:rmoser@theburlingtonschool.org">rmoser@theburlingtonschool.org</a>
O'Day, Katy	Middle School Spanish	<a href="mailto:koday@theburlingtonschool.org">koday@theburlingtonschool.org</a>
Payne, Fredda	Lower School Art	<a href="mailto:fpayne@theburlingtonschool.org">fpayne@theburlingtonschool.org</a>
Pollock, John	Lower and Middle School Music	<a href="mailto:jpollock@theburlingtonschool.org">jpollock@theburlingtonschool.org</a>
Pruette, Cindy	Administrative Assistant	<a href="mailto:cpruette@theburlingtonschool.org">cpruette@theburlingtonschool.org</a>
Qualls, Marshall	Choral Director, Director of Advancement	<a href="mailto:mqualls@theburlingtonschool.org">mqualls@theburlingtonschool.org</a>
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Strickland, Debbie	Registrar, Administrative Assistant	<a href="mailto:dstrickland@theburlingtonschool.org">dstrickland@theburlingtonschool.org</a>
Tanner, Kristi	Middle School Academic Dean, Middle School Science	<a href="mailto:ktanner@theburlingtonschool.org">ktanner@theburlingtonschool.org</a>
Tanner, J.B.	Director of Admissions	<a href="mailto:jbtanner@theburlingtonschool.org">jbtanner@theburlingtonschool.org</a>
Thomas, AnnGayle	3rd Grade	<a href="mailto:athomas@theburlingtonschool.org">athomas@theburlingtonschool.org</a>
Thomas, Rebecca	Preschool 3	<a href="mailto:rthomas@theburlingtonschool.org">rthomas@theburlingtonschool.org</a>
Turner, Madison	Librarian	<a href="mailto:mturner@theburlingtonschool.org">mturner@theburlingtonschool.org</a>
Wall, Ronnie	Head of School	<a href="mailto:rwall@theburlingtonschool.org">rwall@theburlingtonschool.org</a>
Yeager, Chris	Upper School Humanities	<a href="mailto:cyeager@theburlingtonschool.org">cyeager@theburlingtonschool.org</a>

### School Hours

Classroom instruction begins promptly at 8am each morning for students in PS3 – 8<sup>th</sup> grade. Upper School students are encouraged to come for early morning tutorial at 7:45, but their first class begins at 8:25. Middle and Lower School students may enter classrooms beginning at 7:45am so students have adequate time to settle and prepare for their day. School ends on a staggered schedule to facilitate a more efficient and effective carpool. Preschool through kindergarten dismiss at 2:45pm\*, grades one through four at 3:00pm, and Middle/Upper School at 3:15pm. Any student waiting in the carpool line who has not been retrieved by 3:30pm will be cared for in the TBS Extended Day program at the drop-in fee rate.

### Morning Drop-Off

Parents may bring students to school beginning at 7:20am. There is no charge for early arrival. The program is staffed by faculty who supervise the gym. At 7:45am, students in Middle and Lower School are dismissed to their classrooms, while Upper School students can go to classrooms for tutorial. Upper School drop off will happen in the lower lot, while drop off for Middle and Lower School will remain in front of their building. All parents dropping off students should enter campus and drive along the carpool lane to the end of the sidewalk. *Everyone* is asked to pull as far forward as possible toward the end of the sidewalk to minimize the backlog of cars in the carpool lane and out onto the street. Parents wishing to park and accompany children into the building may do so (no double parking, please). We remind everyone that spaces are limited and

will be in especially high demand during morning drop-off and afternoon pick-up. **For the safety of our students, the use of cell phones while driving on school grounds is prohibited.**

### **Late-Arriving Students**

Arriving late is detrimental to your child and disruptive to the other children in the classroom. Our classes begin with important directions and lessons outlining the day; any tardy student will miss this information. **If the student arrives after the instructional day has begun, please ensure they check in at the front desk (regardless of the location of the child's classroom) and sign in.** Sign-in is only necessary if your child is tardy. Records of tardiness and absences will be kept by the Registrar and will become part of your child's permanent school record.

### **Lower School Tardiness**

Students in lower school need to attend school on time each morning in order to create routines and help students consistently adjust to school expectations. Although students at this level are not held accountable for the number of tardies, after 10 tardies parents will be required to hold a meeting with the Dean of Students. During the academic year, a family runs the risk that with a significant number of tardies, TBS may not ask them to return the following year.

### **Upper and Middle School Tardiness**

Punctuality is one of the standards we uphold at The Burlington School. The school requires that students are on time at the beginning of the day and to each class period. Upper and Middle school students need to be conscientious and independent about time and their schedules.

When students are tardy to class, it is highly disruptive to our learning environment. When students start class a few steps behind their peers, it becomes difficult for them to get back on track for the remainder of the class. To counteract this problem, the administration will work with teachers to hold accountable those students with a pattern for tardiness.

Teachers take class attendance at the beginning of every class period; advisors do so during all-school meetings and class advisors do so during class meetings.

**Please note the following Middle School/Upper School Tardy-To-School Policy:**

- 4 total tardies **for the trimester** = After school detention (3:25pm-4:05)
- 8 total tardies **for the trimester** = Saturday detention (8:00am-10:30)
- 12 total tardies **for the trimester** = Out of School Suspension (appears with transcripts that go to colleges as part of a student's college application).....A parent meeting with the Dean of Students must take place before the student is allowed to attend classes.

After 4 tardies, a student will then continue to serve an after school detention for each tardy going forward. Any tardies beyond 12 tardies for the total of the year may be grounds for a student contract to be revoked.

**\*Please note that this is regardless of excused or unexcused tardies.**

### **Coming and Going During School Hours**

If a student arrives late or departs early for any reason they must sign out in the front office with the administrative assistant.

### **Excused and Unexcused Absences**

**Lower School:** If a student is ill and will be absent or late, a parent or guardian must contact the classroom teacher or front office before 8:30 a.m. to indicate the absence/tardiness. If a student needs to attend an outside appointment (doctor, dentist, or professional appointment) during school hours, parents should notify the classroom teacher in advance. Parents should plan to come to the front desk and sign out the child. A note from the doctor is required the day of or the day following the

appointment. If the school does not receive a note, the absence automatically becomes an Unexcused Absence. For missed work while students are absent, students will have five school days to get the work turned into the teacher.

**Middle School:** If students need to attend an outside appointment during school hours, parents should send a note from home or email this information **in advance to their advisor and front office staff**. Parents should plan to come to the front desk and sign out the child. If a student misses class for a doctor, dentist or professional appointment, a note from the parents or doctor is required on the day of or the following day of the appointment. If the school does not receive a note, the absence automatically becomes an Unexcused Absence. The Office Manager communicates directly with the advisor, Athletic Director (if the student is an athlete) and Dean of Students when the student is late or unexcused.

**Upper School:** If students need to attend an outside appointment during school hours, parents should send a note from home or email this information **in advance to the front office staff**. If a student is being picked up by a parent, the parent should plan to come to the front desk and sign out the child. If a student misses class for a doctor, dentist or professional appointment, a note from the parents or doctor is required on the day of or the following day of the appointment. If the school does not receive a note, the absence automatically becomes an Unexcused Absence. The Office Manager communicates directly with the advisor, Athletic Director (if the student is an athlete) and Dean of Students when the student is late or unexcused.

### **Make-up Work for Middle and Upper School**

Students are expected to attend all classes each day. The benefit of the education at The Burlington School will not be maximized if students miss too many classes. As a courtesy, if a student is ill and will be absent or late, a parent or guardian needs to call the School before 8:30 am to indicate the absence/tardiness. In order to play/perform/practice, students must be in school no later than 11:00am (unless there is a note from the physician). Extenuating circumstances during the week before a game/match, play or performance can be considered on a case-by-case basis in conversation with a student's advisor, parents, program director or coach, and the Head of School. For missed work while students are absent, students will have **three** school days to get the work turned into the teacher **(unless there are extenuating circumstances)**. **Class work or assessments missed during an unexcused absence will have a 20-point penalty. If an assignment is due on the day a student was absent, the assignment is due upon return.**

**Students missing class for an Elon University class or a TBS athletic or arts event are required to meet with the appropriate teachers ahead of time, and must turn in all work on the regular assigned due date unless otherwise agreed upon by the teacher.**

**Excused Absences include: participation in a school-sponsored activity (athletic or arts participation, field trip for another class), college visits (with a note from the college admissions office), and absences with a doctor's note, family emergency, illness and injury with parent notification, a limited number of club sporting events. Please be sure to contact the front desk if you student is going to be absent for any reason.**

**Please note that all absences are considered unexcused unless determined otherwise by the Dean of Students. Students in grades 9-12 who miss more than five (5) class periods in a single class during a trimester will not receive credit for the course for that trimester. Please note that this is regardless of excused or unexcused -- with the exception of TBS events and Elon University classes. An appeal to this can be made to the Head of School if there are extenuating circumstances.**

Juniors are allowed 3 excused absences per year for college admissions visits. Seniors are allowed 4 excused absences per year for college admissions visits, but all college visits must be completed by May 1st. College visits will not be allowed during E-mersion Term or Class Trips. Any college visits taken during these periods will be considered unexcused. In order to excuse the absences, students are required to bring back documentation from the college's admissions office.

### Extended Absences

If your child has an illness that restricts him/her from attending school for several days, the faculty will be standing by to assist with “catching up” on assignments and skills introduced. If your child is well enough to complete some work from the sick bed, homework can be sent home through a sibling or friend or made available at the front desk. A bit of advanced communication is key!

On occasion, students miss school for reasons other than illness or immediate family emergency. In thinking about and exploring a “policy” for this issue, the faculty and administration want to balance our enthusiastic support of learning experiences in the field with family with the absolute importance of being present each day at school. If your child will miss several days of school due to a family trip you will need to communicate with the Dean of Students to establish its educational value. After approval from the Dean of Student, please communicate this, **in writing**, to your child’s teacher(s) or, in the case of Middle/Upper School, his or her advisor, and the Administrative Office personnel at the front desk. While we will make an effort to provide some sampling of assignments that will be missed, it is not the expectation of the School administration that teachers must provide, in advance, copies of all work that will be missed. A reasonable plan for making up missed assignments (as appropriate) will be made upon the child’s return to school.

### Dismissal

Our dismissal times are:

Preschool - Kindergarten 2:45pm

Grades 1-4 3:00pm

Grades 5-12 3:15pm

On half-days, dismissal times are:

Lower School (PS3-4th) 11:30am

Middle School and Upper School – 11:55am

Lunch is not served on half-days. TBS’ Extended Day is open to all registered students from dismissal until 6pm on half-days.

Younger students who have older siblings or “carpool buddies” with a later dismissal time remain in the care of TBS faculty and staff until the older child’s dismissal. Please do not get in line for your scheduled dismissal time more than five minutes early. Extended Day is open to Lower School and Middle School students from 2:45-6pm daily. After 3:30pm all Lower and Middle School carpool students will be sent to Extended Day and you will be charged the drop-in fee. The Upper School building closes to students at 4:15.

### Afternoon Pick-Up

Teachers and students will gather under the canopy at their appointed dismissal times. **Drivers are asked to pull all the way along the sidewalk (to its end) so that we can efficiently load as many cars at one time as possible.** The rule to remember is that students should always load into cars from the carpool sidewalk. Please do not get in line for your scheduled dismissal time more than five minutes early, as we have very limited sidewalk space from which to line cars safely. Dismissal time is not the time for conversation as it delays everyone in line. The carpool line is also not the place to park while you run into the building.

### Cell Phones, iPod/MP3 Players, Electronic Games, Smart Watches

iPods/MP3 Players and/or electronic games are NOT to be in the possession of Preschool to 8th grade students on campus OR while attending Preschool to 8<sup>th</sup> grade functions off campus. Exceptions will be made only with explicit permission from a member of the faculty or Head of School. These items become a distraction and contribute little or nothing to our learning environment or community. Phones in classrooms are available to our students for necessary communication and may be used only with adult permission. Unless a teacher uses them for instruction, cell phones are not needed for Middle School and younger students. Group access to music is provided by other means. Any cell phones that are heard or seen in the Middle and Lower School will be confiscated for the day and a parent will need to retrieve the item. The consequence is that the student cannot bring their cell phone on campus for the remainder of the year.

Cell phones in the Upper School are permitted but should not be out during instruction/meetings – rather phones should be placed in the teacher’s basket or put away in a locker. When in the Lower and Middle School building during the instructional day, Upper School students are not permitted to have their phones. Headphones and earbuds are not permitted during community events or in academic settings (i.e. during classroom instruction). Unless a teacher uses cell phones for instruction, any phones that are visible during instruction will be confiscated for the day. Please know that Smart Watches are treated as cell phones. On a second offense, the student will serve detention and a parent will need to retrieve the item from the Dean of Students. Third offense, the student will serve Saturday detention and forfeit all cell phone privileges on campus. With a fourth offense, the student will face Out of School Suspension.

### **Extended Classroom**

For younger and older students alike, being outdoors is a prized activity. Students from all grade levels might go on walks, participate in special events or enjoy an occasional class activity outside. We go even when it is raining or cold! Please make sure that your children are dressed appropriately for walking around outside every day of the school year - not only when you know of field trips. This means proper footwear, socks, jackets or sweaters and rain gear. With all articles of clothing, please remember to adhere to TBS’ dress code standards (Student Life section) and label each article of clothing and all of the gear brought to school with his/her name in a prominent place.

### **Visitor Policy**

The Burlington School encourages visits and believes that there are many potential benefits that can result from increased interaction with alumni. At the same time, TBS has a keen interest in avoiding disruption to the educational process for current students, protecting the safety and welfare of our alumni, students and staff and protecting the School’s facilities and equipment from misuse or vandalism. A balance must be achieved between the potential benefits and risks associated with the presence of visitors in our school buildings, especially in light of the litigious nature of our society. Students from other schools are encouraged to visit our school on a previously arranged date, organized with the Director of Admissions.

All visitors, including families, are required to check in at our front office before proceeding to their destination.

### **Lost and Found**

If an item is lost, students are encouraged to check the Lost and Found. Valuable items such as glasses, wallets, calculators, jewelry, cameras, etc., may be claimed at the front desk. Items labeled with a student’s name can be returned to that student more easily, so please be sure to LABEL all clothing, supplies, etc.

At the end of each month, we donate long-lost items to charitable organizations, so be sure to check often for things missing. Lost and Found is located outside of the gym locker rooms and in the Upper School gathering space.

### **Alcohol-, Smoke- and Drug-Free Environment**

The Burlington School maintains an alcohol, smoke and drug-free environment (interior as well as school grounds) during all student activities on and off campus. E-cigarettes and vaping are also prohibited.

### **Health Requirements and Information**

The parent/guardian of each new TBS student must provide the following health records before the start of school and should be provided directly to your child’s classroom teacher or advisor:

- For all new students, a copy of a current record of immunization showing that N.C. State requirements have been met must be submitted within the first two weeks of school. Other returning students do not need to provide this documentation annually unless changes or updates have been made (immunizations, recent physical, etc.)
  - TBS will accept appropriate documentation for medical and religious exemptions

- All Kindergarten and Sixth grade students must submit updated immunization documentation within the first two weeks of school
- A copy of the birth certificate and any other legal documentation that establishes parentage and/or guardianship (adoption, custody, etc.)
- Medication (OTC and Rx) authorization forms, signed by both the physician and parent
- Current treatment plans for ongoing care, signed by the physician
- All students participating in school sponsored sports are required to have a physical examination current within one year to participate
- If applicable, the following forms are also needed:
  - A medication authorization form, signed by both the physician and parent
  - An asthma treatment authorization form, signed by physician and parent

### **Illness or Injury**

We ask parents to use sensible judgment when it comes to deciding whether an injured or sick child should attend school. For the health of others in the school community, any child with a fever or who is in the germ-spreading stages of colds, coughs and flu is asked to remain at home until free of **fever (with no fever suppressant medications) and symptoms for 24 hours**. There are a few contagious conditions (strep throat, conjunctivitis, ringworm, lice, etc.) that require treatment prior to returning to school. Please inquire from the school and/or your child's physician in the event of one of these illnesses. The TBS staff is trained in precautionary practices related to safety issues.

### **Head Lice**

Where two or more children are gathered, we are likely to see an occasional case of head lice. While there is no real health risk to our children, this parasite can be annoying. If lice are detected through a screening, the child will be sent home to undergo the prescribed treatment as laid out by your healthcare provider. The child may return to school as soon as no nits are left in the hair. Parents will be notified that a case was found, and they will be encouraged to inspect their own children. We ask that parents report cases to the teacher or advisor so that we can work together to eliminate spreading.

### **Medication Disbursement**

If your child needs to receive prescribed or non-prescribed (over-the-counter) medication during school hours, you may administer the medication yourself or request that a TBS staff member administer the medication *in loco parentis*. For the safety of your child and the consistency of administration, front office staff will be the appointed provider and will maintain a log of medicine use. All medication must be provided in its original labeled container (your doctor or pharmacy will provide a second bottle for school if requested). A Medication Administration Authorization Form, signed by a parent or guardian, must be on file with the School. If any changes in medication, dosage or administration occur, a new form must be received. Forms are available from the TBS front offices.

### **Emergency Procedures**

The Burlington School has developed emergency preparedness procedures that outline steps to be taken in the event that we face any kind of threat, inclement weather, or other type of emergency. Faculty, staff and students participate in periodic fire, lock-down and tornado drills in order to be prepared if such events occur. Each drill is assessed and recommendations for improvement are made and implemented.

### **Lunch and Snack**

Students will eat lunch in the classroom, gathering space, outdoors or over other non-carpeted surfaces each full day. Food and drinks (other than water in a transparent container) must be kept downstairs while at the Upper School. Exceptions can be made for supervised meetings.

Lunch takes place from 11:55-12:30 pm.

TBS students may bring their own lunch to school each day or may choose to order from the menu provided by one of the school's contracted vendors. My Hot Lunch Box is our hot lunch service provider. Please access their website to purchase.

We highly recommend students pack their own lunch and use an insulated lunch bag (with names on the outside) and a thermos for warm foods since there are limited refrigerators and microwaves available for student use. Students in Lower School are allowed 30 seconds of microwave time to warm foods. Additionally, we ask that you refrain from sending glass containers. Preschool through 8th grade students are not allowed to order lunch and have it delivered to the school. Parents are discouraged from bringing lunch to or having lunch delivered to their children on a daily basis.

As thoughtful, ambitious stewards of our bodies and our community, The Burlington School urges all families to join us in *maximizing* nutrition and *minimizing* production of paper, plastic and food **waste**. To accomplish these goals, we hope you will:

- Teach your child to ask for or pack only what (s)he will eat.
- Make sure your student(s) is eating what you are sending
- Utilize reusable plastic containers, water bottles and utensils, rather than something that students throw away daily

A daily snack time may be in your child's schedule. Those teachers who offer it will communicate how and when parents can assist with snack provisions. A healthy snack that requires no refrigeration or heating is recommended.

Please be sure to communicate any food allergies to your child's teacher or advisor.

### **Communication Between Parents and TBS Administration, Faculty, Staff and Parents' Association**

#### **Guidelines for Communication**

The Burlington School believes strongly that communication among all members of our community is critical in working toward our School's success. Through consistent and meaningful communication, an atmosphere of trust, openness, respect, honesty and understanding is created, thereby supporting the principles upon which TBS was founded.

The following are some general guidelines, which, if practiced, will support a strong and positive relationship between families and the faculty/staff of The Burlington School.

1. Familiarize yourself with the *Parents as Partners* guidelines established for effectively communicating specific issues or concerns.
2. Always speak with the person closest to the situation first. In most cases, this will be the classroom teacher/advisor or special area teacher; other "first persons" include the Academic Deans, Community Life Facilitator, and room parents.
3. Attend meetings and events. Examples include the Parents' Association meetings, State of the School Address, curriculum nights, Back-to-School Nights and education offerings.
4. Communicate specific or individual concerns. Approach interactions with teachers with a positive intent and respectful attitude. Be clear and specific in describing concerns. Be cooperative when seeking an appropriate solution or plan to address issues and to set a follow-up date if necessary.

#### **Communication Tuesdays**

In order to keep you well-informed about myriad events and happenings at TBS, we have designated Tuesday as the day on which most TBS news is sent home to parents. We have established several communication vehicles to provide consistent information to students and families. Please check your email inbox and/or your child's backpack for news.

### **TBS Publications**

*The Oracle* is a weekly e-publication from TBS that provides important information regarding calendar, curriculum, extra-curricular events, reminders, etc. Each Tuesday, typically by 2:00 pm, you will receive *The Oracle* via email. As this is the one all-encompassing vehicle for communication, we strongly encourage you to take a few moments to read or print out the newsletter. An archive of *The Oracle* is kept at the front desk and is available on our Web site for your convenience. If you are not receiving *The Oracle* each Tuesday, please contact our Communications Office for assistance – 336.228.0296.

*The Spear*, a seasonal publication produced The Burlington School's Office of Advancement, illustrates to all TBS stakeholders how the School is living out its mission. Look for this publication in your mailbox and online.

### **Various Communication Avenues**

*TBS Website and digital platforms* ([www.theburlingtonschool.org](http://www.theburlingtonschool.org)): used for marketing, student recruitment, keeping parents informed of upcoming special events and recent news, displaying photos of the daily life of the School and making available school publications electronically. There is a TBS community life section in which you will find Parents' Association information, an archive of parent education articles, handbooks and directories, faculty bios, information on volunteering, student trips, spiritwear, athletics, etc. Stories of TBS life can also be found through Twitter, Facebook, and Instagram.

*TBS Email System*: designed to support internal and external communication. All TBS faculty/staff email addresses consist, in most instances, of a first initial followed by the person's last name and "@theburlingtonschool.org" (e.g., [rwall@theburlingtonschool.org](mailto:rwall@theburlingtonschool.org)). Please visit the faculty directory of our website for specific individual addresses and direct links.

*TBS Voicemail*: enables you to leave voicemail messages for TBS staff during and after school hours 336.228.0296. It is our hope that dialing The Burlington School during school hours will always lead to a live and cheerful voice answering your call. If your call comes at a particularly busy moment, however, the recorded voicemail system may become activated. In addition, calls to classrooms will be restricted in order to honor instructional time. If you are calling with a time-sensitive or critical message involving your child, we ask that you not leave this communication on voicemail. Please call back so that a TBS staff member may manually record your message and ensure its timely delivery.

### **Classroom Communication**

In addition to the general information provided to you about The Burlington School, teachers have established communication expectations for their classrooms and advisors have established them for their groups. At the outset of the school year, teachers and advisors will convey specifically what, how and when they will be communicating so that parents know what to expect in terms of regular and meaningful communication throughout the school year.

### **Inclement Weather Policy & Communications**

In the event of inclement weather, The Burlington School will determine the need for the School's closing and/or delayed opening. The School does not follow ABSS' schedule for cancellations. The School asks that each parent, based on his/her comfort level, location, etc., use his/her own judgment regarding safe travel to School.

In addition, you can watch for announcements on a local news station (WFMY-TV2), or their website or look for the alert posted on the School's website. When school is canceled for inclement weather, all school events including Extended Day and athletics will be canceled as well.

Please help us reach you by keeping us informed of any changes to your contact information. Send changes and updates to our Registrar.

## Parents as Partners

We are a community of learners, intentionally interdependent in our roles and intertwined in our lives. As full members of our community, your role as a responsible and contributing parent-partner is critical. Your privileges include automatic membership in the Parents' Association (PA). Please refer to the Parents' Association Section for detailed information about opportunities for involvement in the PA.

### **As a partner with your classroom teacher, we hope that you will:**

- Communicate frequently with your child's teacher, as well as with other adults within the School who regularly interact with your child. Each teacher has established a system for two-way communication. We encourage you to use this – early and often – for any questions or information we need to know. Look for *The Oracle* from The Burlington School, a school-wide newsletter, each Tuesday in your email inbox, or visit our website for the latest issue.
- Attend scheduled student-led conferences in November and March and initiate additional conversations, as needed.
- Call ahead to schedule a time for conversations with your child's teacher so that (s)he can offer – and you receive – the kind of undivided attention deserved.
- Treat faculty, staff and fellow parents with courtesy and respect and assume positive intent.
- When questions or concerns arise, do not wait to seek clarification; we welcome you and your input. Use the various channels available to you. First, talk with your child's teacher or advisor. If the matter is not completely resolved, please contact the Academic Dean for the appropriate division. If further conversation will be helpful, our Head of School is always ready to hear from you.
- Allow your child to walk into school unaided, providing them the confidence that they can do it on their own.
- Ensure that your children arrive in their classrooms on time and are properly dressed in clothes that meet the dress code.
- Join your child for school activities such as our All Campus/Community Events, Service Learning partnership adventures. Drivers and chaperones may be needed for many of our adventures beyond campus, as well as for Middle and Upper School sports. If you are driving students, we will also ask for your insurance policy number. When you join us for field trips or are assisting with special activities in the classroom, we ask that non-school age siblings **NOT** come along. We need your eyes on our children at hand!
- We welcome Lower School parents to our classrooms during special activities. There are many volunteer opportunities throughout both campuses. Extended, un-programmed time in your child's classroom is not recommended. While we love to see parents on campus volunteering for special events or with areas noted in the Parents' Association communications, we do respectfully request that you avoid unannounced or prolonged classroom visits so as not to interrupt the important teaching and learning that happens in those days. If you need to speak to a teacher we recommend either sending an email or leaving a voicemail message, or setting up an agreed upon time via those same communication channels.

### **As a member of the Parents' Association, we hope that you will:**

- Visit our website and read *The Oracle* each week to be informed of events and important announcements. Also, read *The Oracle* to learn more about TBS and how the School is impacting students and the community.
- Get to know your Room Parents (Lower School) and Grade Representatives (Middle School); they are great resources for information about volunteer activities and/or special events, both within the classroom and our community.
- Volunteer to take on a project or serve on a committee such as Office Support or Book Fair to help a new family learn the ropes; Say, "YES!" when you are asked to help.
- Participate in the Annual Fund and other giving opportunities.
- Participate in the School's various earnings programs.

## **Celebrations**

The Burlington School recognizes that rituals and celebrations contribute to the health of a community. The most meaningful celebrations in our year aren't always attached to the more traditional party days (e.g., Halloween and Valentine's Day). While we may mark such days in a small way, we choose to protect and value our instructional time with your children. Our goal in all of our celebrations – classroom and school-wide – is to promote connection, teach responsible stewardship and communicate joy!

If planning a birthday celebration outside of school, we ask that invitations, conversations, and transportation related to those plans remain outside unless the whole class is invited. Thank you for helping us teach the subtle arts of tact and consideration for others. In all we do, TBS aims to sustain a school environment that is inviting and inclusive. We ask that you join us in honoring that commitment.

## **Giving (Philanthropy) at The Burlington School**

The Burlington School is a not-for-profit entity that relies on philanthropic support from parents, grandparents, trustees, staff/faculty and friends. The School does not receive financial support from the local, state or federal government. The Advancement Office aims to create a culture of philanthropy at TBS by forging long-term relationships and employing a donor-focused philosophy in accordance with the School's mission, vision and values.

The following describes, in a broad fashion, the various opportunities for giving. Any and all fundraising activities must be approved by the Head of School and coordinated with the Advancement Office. All donations are tax deductible as allowed by law.

### **I. Annual Fund**

The Annual Fund helps bridge the gap between tuition and actual education costs. The Annual Fund is not an emergency fund nor is it for bricks and mortar. Gifts to the Annual Fund support important aspects of the School's mission – accessibility and professional development. Parents, grandparents, trustees, faculty, staff and friends of The Burlington School are asked to participate in the Annual Fund each year. Participation is a chief goal, so while we hope you will be generous in your giving, we hope to count you among those who give every year. 100% of faculty and staff and trustees support the Annual Fund each year, and we continue to aim for 100% from our current families.

TBS' Annual Fund kicks off immediately after Labor Day. Our goal is to secure pledges by December 31, so we can spend as much time thanking our donors as we do asking them to give. Because Annual Fund dollars are used for current school year expenses, we ask that all pledges be paid in full by June 1. Donation forms can be obtained online under "Support TBS" from the Advancement Office and the front desk. Gifts may also be may online at [www.theburlingtonschool.org/givenow](http://www.theburlingtonschool.org/givenow) .

Many corporate matching gift programs will match your contributions to the Annual Fund, so please check with your employer's Human Resource office for more details.

### **II. Capital Gifts**

Capital gifts support building construction and endowment to achieve long-term goals such as expanding financial assistance, professional development for faculty/staff, facilities maintenance, and land acquisition.

Early Burlington parents and extended family provided the funds to purchase the property and construct our existing building. Current and future students of The Burlington School will benefit from established endowments and continued expansion of the physical facilities which enhance the quality of education at our School.

### III. **Leadership Gifts**

Leadership or major gifts are philanthropically-inspired gifts that match your interests with the needs of TBS. They are the gifts that generally lead a capital campaign, but they can be made annually or not tied to a campaign at all. Whether an once-in-a-lifetime gift of a significant sum or a gift paid over time, leadership gifts have a huge impact on our mission.

### IV. **Planned Gifts**

A planned gift is any charitable gift, usually deferred, that is planned, often with professional advice, to optimize your financial, tax and estate plans while helping to secure the long-term financial strength of The Burlington School. Making a planned gift is a special way to support TBS because it allows you to donate assets and decide when the School will receive them. Planned gifts can help you save taxes, increase income, bequeath more to heirs and benefit The Burlington School at the same time. Bequests, gifts of real estate or life insurance and life income gifts (charitable remainder or lead trusts, gift annuities, etc.) are examples of planned gifts.

### V. **Endowment Fund**

Endowed funds are funds given to invest in the future of The Burlington School. Endowment fund principal is invested and the interest generated is then used to provide support for TBS as needed, to increase financial assistance, to enhance professional development for faculty/staff and to build the facility maintenance pool. If you would like to talk about establishing a fund, please contact the Advancement Office.

### **Ways to Give**

- A. Cash, check or Online
- B. Appreciated Securities
- C. Matching Gifts
- D. Real Estate
- E. Trust and Other Giving Vehicles

### **Business Office**

The Business Office handles all cash receipts (cash, check, **online payments** and money orders accepted), cash disbursements and billings. Billing statements are sent out the first week of the month and will reflect any balance carried forward, along with charges incurred for the previous month. Payment is due upon receipt of your statement. If a balance is carried forward, there **may** be a **1.5% per month late fee added**. Checks should be made out to “The Burlington School,” with a note on the memo line that indicates what the check is for (e.g., tuition, donation to annual fund, capital pledge payment, enrichment, etc.). Tuition may also be paid online at [www.theburlingtonschool.org/paytuition](http://www.theburlingtonschool.org/paytuition) .

The following is an explanation of the charges you may see on your statement:

- Tuition: Three payment plans are available: one payment due July 1; two payments with approximately 1/2 due July 1 and 1/2 due January 1; and monthly payments over a 12-month period **due July through June**. Families selecting the monthly payment option are required to pay via Bank Draft.
- Tuition Insurance: Tuition Insurance protects both the parents and the School if a student must leave school prior to the end of the academic year. This insurance is provided by A.W.G. Dewar, Inc. at a rate of 1.8 percent of total tuition. It is required on all tuition payment plans except the One Payment Plan. For additional information, please contact the Business Office.
- Extended Day Fee: TBS offers a quality after-school program. Please refer to the Extended Day section (pg. 51) of this Handbook for offerings and prices.
- Returned Check Fee: If we receive a returned check or ACH Draft, a fee of \$50 will be charged. It is the policy of the School to require cash-only payments if we receive more than two returned checks.
- Charges for damaged textbooks and lost library books

Charges that you will not see on your statement include:

- Middle and Upper School books and Fall Class Trips
- Middle and Upper School supplies: During the summer, a list will be emailed to you and posted on our website for school supplies (i.e., pens, pencils, calculators, computers, binders, etc.) for middle and high school students. In addition, individual course instructors will provide a list of needed supplies during the first week of school.
- Capital Fund, Annual Fund and Miscellaneous Donations: The Advancement Office handles all reminders for these pledges. Cash, check, online gifts, money orders, stock and gifts-in-kind are accepted for donations

### **The Burlington School** **Tuition and Fees Payment Policy**

- **Application Fees:** Application fees are due at the time of application and are non-refundable.
- **Tuition Deposits:** Deposits are due with enrollment or re-enrollment contracts to secure the student's seat. Deposits are non-refundable.
- **Tuition:** The enrollment or re-enrollment contract cannot be cancelled after July 1. The total tuition will be billed whether the student attends classes or not.
- **Past-Due Tuition and Fees:** It is the policy of The Burlington School not to release any records, report cards, recommendations, transcripts or re-enrollment contracts if tuition and fees are past due. Re-enrollment contracts will not be accepted for the next year until all debts are cleared from the current year. If tuition becomes delinquent after re-enrollment, the student will be considered conditional until all debts are cleared from the previous year. The student's seat may be in jeopardy and filled by a student from the waiting list if the account remains delinquent after **June 30**.
- **Due Date:** Tuition payment options with due dates are indicated on the Enrollment Contract and tuition is due as of the stated date. As a courtesy, monthly statements will be sent the first week of the month. Tuition payments are expected whether you receive a statement or not. Other fees such as Extended Day, enrichment, etc. are due upon receipt of the invoice.
- **Delinquent accounts:** It is your responsibility to contact the Business Office as soon as possible if you will be unable to make your payments as of the due date. We will make every effort to work out a mutually-agreeable resolution. A student's account must be paid in full by the end of the school year.

**If you are past due** and there is not a resolution to the problem, the School has the right to **dismiss** your child(ren) from the School.

If no payment is made, the School has the option of turning the account over to a collection agency or attorney, and you will be responsible for all costs of collection.

If a student's account is delinquent, that child will not be allowed to participate in an overnight field trip, which includes E-mersion Term.

In individual cases, this policy may be amended at the discretion of the Head of School.

The Business Manager will report monthly to the Head of School and the Finance Committee of the Board of Trustees any and all delinquent accounts.

### **Facility Utilization Policy**

#### Use of the Facility

- a. All use is subject to availability. School functions will be given priority.
- b. While every effort will be made to avoid any scheduling conflict, the School has the right to postpone or cancel any scheduled use of the facility.
- c. The use of the facilities by non-School groups shall not conflict with any schedule of the School, its faculty, the staff or its students.
- d. **All facilities must be left clean and in good order at the close of the contract period.**
- e. The School requires all those non-school entities using the facilities to provide the School with a certificate of Public Liability Insurance of not less than one million dollars (\$1,000,000) per occurrence for bodily injury and property damage in the name of the applicant and naming the School as an additional insured.
- f. The School shall not be held responsible for any loss or damage to personal property or a person occurring while the sponsoring group is using the facilities or with respect to any personal property left on the premises after the usage period.
- g. The School is a Alcohol-, Smoke- and Drug-Free campus. Illegal substances, alcoholic beverages, and weapons are not permitted on the School property.
- h. All fees are due in advance of use of the facilities.
- i. Usage rates may be adjusted to reflect changes in utilities, maintenance and personnel costs.
- j. The sponsoring group shall assume financial responsibility for any damage incurred to the campus, the building, furnishings or equipment during use.
- k. Use of athletic facilities (including fields, gyms, and other spaces) must be approved by the Athletic Director.

A “Permit for Facilities/Grounds Use” form is located in the Appendix.

### **Philosophy of Education**

The Burlington School’s philosophy of education calls for the essentials of a strong academic program: clear learning outcomes, variable methods of instruction and emphasis on learners who make connections across subject areas. To this is added a powerful mission to develop a community of learners, one that is characterized by friendship, leadership, empathy, citizenship, integrity, perseverance, passion, and academic excellence – that embraces academics, athletics and the arts, but also includes moral development, respect for diversity, citizenship, and service to others. We are continuing to craft an instructional program that fosters the development of fundamental and essential academic, artistic, and athletic skills, and does so in ways which inspire passion and keen attention to the world in which we live.

### **Curriculum**

Our curriculum follows the expanding developmental path of children. Our students work toward rigorous national, best-in-class standards and yet, in our small school environment, we have the opportunity to embrace each child’s talents, aspirations and needs. We believe we are rightly serving our students as learners and leaders when we offer them a dynamic curriculum that uses not “coverage” as its measuring stick but rather “un-coverage.” In general we follow a constructivist approach to teaching and learning, crafting an environment where children can “construct” their own knowledge and understanding about a particular concept or skill. Developing a strong foundation of core skills is critical to us as a means to equip our students with the tools needed for serious investigation and reflection. Enabling students to take ownership of their learning is an ambitious and important goal.

We value being a Preschool-12 school community and intentionally seek to offer this wonderful range of students a continuum of instruction that is authentic, connected and sustaining. We additionally recognize the different needs of our Pre, Lower, Middle, and Upper School students and vary program and structure accordingly. Preschool through fourth grade students are primarily taught within a self-contained classroom setting. The Middle School offers a discipline-based team approach, and integration of subjects and lessons is a natural goal for all classrooms K-8. The Upper School, while not forgetting to honor and cultivate the socio-emotional aspects of our students, is decidedly college preparatory, more content focused than Lower or Middle School, and appropriately challenging for the individual.

**Preschool** experience includes:

- Social-emotional development: sharing and learning to work together, learning through games and active play
- Core content: reading readiness, math readiness, social studies, hands-on science
- Music, dramatic play
- Spanish
- Technology and digital citizenship, media literacy
- Creative Movement (Fitness and Wellness)

**Lower School** instructional experiences include:

- Core content: reading, writing, math, science, social studies
- Service Learning
- Spanish
- Art, music, drama
- Healthful Living (Fitness and Wellness)
- Technology and digital citizenship, media literacy

**Middle School** students participate in:

- Language Arts (reading, writing, grammar, spelling)
- Mathematics
- Social Studies
- Science
- Spanish
- Community Service/Service Learning
- Technology/Media literacy: Computer Skills, Coding, 3D Printing, Robotics
- Healthful Living (Physical, Mental, and Emotional wellbeing)
- Visual Arts: Visual Art, Yearbook, Newspaper
- Performing Arts: Drama, Music, Dance, Chorus
- Study Skills and Test Taking Preparation
- Advisory

**Upper School**

The academic program at The Burlington School is college preparatory. Our minimum requirements for graduation are similar to the basic entrance requirements at competitive colleges and universities. At TBS we aspire to challenge each student to gain depth and breadth in all of our course offerings. Each student will consult with his or her advisor to design a curriculum that is appropriately challenging for the individual. One significant difference in our requirements for graduation from university life is minimum attendance. Students who miss more than 5 or more class sessions in a trimester will not earn credit for the course, unless an appeal is accepted by the Head of School.

To make a fast start and support our learning goals, for the first 6 weeks of school mandatory study halls are required for all students who do not earn Honor Roll designation at the end of the spring trimester of the previous year. Those achieving Honors are exempt.

### **Exchange Students**

TBS expects our foreign exchange students to fill their course load with core academic classes. No World Language is required for our foreign exchange students who are fluent in at least one language other than English.

### **Graduation Requirements:**

English	4 years
Mathematics	4 years (including Algebra 1 & 2, Geometry, and one year beyond Algebra 2)
Social Science	4 years (including US History)
Science	3 years (including Biology and one physical science)
World Language	3 years (of one language)
Electives	3 years (minimum 2 must be arts)
Athletics	1 sport per year (Varsity or Junior Varsity)
Community service	20 hours with a non-profit organization per year

In general, each course counts for three credits per year. Students must earn a minimum of 63 credits in order to graduate.

### **Course Load requirements:**

9th grade: 6-7 classes

10th grade: 6-7 classes

11th grade: 6-7 classes

12th grade: a minimum of 5 classes, only 1 of which may be an arts course

### **Homework**

Our classrooms are busy places that resonate with a productive hum of activity at just about every moment of the day. We fully expect your children to come home to you both exhausted and exhilarated. The TBS faculty values extending learning into the home for the purposes of reinforcement, improvement, connection and personal responsibility. Studies reveal that independent reading is the top predictor of high performance on tests like the SAT. We also firmly believe that children need time for unstructured and structured play! Based on these beliefs, parents and students can expect the following:

#### **Kindergarten through Second Grade**

- Students are expected to read *daily* (weekends included) for 15-20 minutes (15 for most kindergartners). This reading is primarily done by reading with an adult.
- In addition to the expected daily reading, students will occasionally have a task to accompany their reading and may be asked to complete a review or extension activity related to mathematics instruction.

#### **Third and Fourth Grades**

- Students are expected to read *daily* (including weekends) for 20-30 minutes (20 minutes for most third-graders). This reading is done independently and in a sustained and concentrated manner.
- Students are expected to spend between 15 and 20 minutes (15 for most third-graders) on independent work. This work may relate to their individual reading, math concepts and skills introduced in the classroom, or a cumulative project.
- Students and parents can expect that teachers will hold students accountable to a regular pattern of homework completion. While we all accept the occasional missed assignment or mislaid paper, establishing positive practices for homework is essential during these intermediate grade years. When completing assignments at home, we urge students (and parents) to use common sense. If an assignment is taking an unreasonable amount of time or effort, we would

not urge a student to persist in burning the “midnight oil.” Encourage your child to let his/her teacher know when a problem arises.

### **Fifth through Eighth Grade**

- Middle School students have the potential for six or more homework sources, requiring a well-coordinated effort on everyone’s part! To assist with this endeavor, each middle-schooler works from a planner, which will serve as a primary means of communication between home and school. In addition to containing a by-the-week homework calendar, it contains a monthly organizer for posting all tests, quizzes and project due dates. The question to ask when your middle school learner says, “I don’t have any homework,” is, “Let’s take a look at your planner to make sure.”
- Middle School students (and their parents) can expect an increase in the *amount of* and *requirements for* homework. Timely and thorough preparation of assignments is important for many reasons, including staying current, demonstrating a keen level of understanding and strengthening task endurance. So too, we feel, is enabling time for pursuits outside of school and academic arenas. The challenge is striking the right balance for each student. We urge parents and students to take stock of how and where time is spent outside of school, together considering your learner’s schedule and priorities. Even middle-schoolers need time for unstructured play! We welcome parent and student feedback about the workload and its impact on life at home.
- Students are expected to read daily (between 30-40 minutes) in assigned or unassigned, independent works. Students should be prepared to offer response and reflection through a variety of modes (journal, discussion, essay, etc.).
- Students and parents can expect that daily homework time will average (depending on the student, daily schedule and time within the semester) between 60-90 minutes.

### **Ninth through Twelfth Grade**

- The expectation is that upper school students will have homework each day of the academic week, plus scheduled tests and other long-term projects to prepare for. Although it is difficult to generalize, most classes (A.P. courses are exceptions) will have approximately 40 minutes of homework per class period.
- Students are expected to read daily (between 30-40 minutes) in assigned or unassigned, independent works.
- Some homework will be completed at school during free periods, study halls, or during tutorial sessions.
- Students and parents are encouraged to plan ahead, for there will be moments such as middle and end of term when the workload can become overwhelming. If a student feels over-matched at any time by homework, the student should contact his or her advisor.

### **Plagiarism and Academic Integrity**

Academic integrity maintains trust between students and teachers in the classroom and requires a mutual give-and-take to make the class run smoothly. Teachers are accountable for making clear the policies and expectations for intellectual work and behavior. Students need to understand, acknowledge, and follow the guidelines. In addition, everyone should handle transgressions (minor and major) with respect.

Providing an exhaustive list of violations of academic integrity is nearly impossible. We do, however, recognize the need to supply guidance. Therefore, the following definitions should be considered as a starting point for any discussion of academic integrity.

- Cheating is any form of fraud in which a student misrepresents his/her mastery of the topic under study. Note: This description includes the one providing the answer as well as the one using others’ work.
- Plagiarism is presenting others’ ideas without adequate acknowledgement. The boundaries of plagiarism include – but are not limited to – quotes, paraphrases, recordings, images, data, choreography, and arrangements.

In each class, teachers will further guide students through the process of appropriately citing resources and determining the parameters of collaborative work. Students should use caution when approaching questions and issues not explicitly addressed in directions and should ask their teacher for assistance and clarification before committing a possible violation.

### **Handling Academic Integrity Transgressions**

By accepting membership in The Burlington School community, students are bound by the TBS Pledge to address any violations where they have first-hand knowledge. The following is a list of suggested actions. Each individual must determine the best route to take given the particular situation.

- Bring a case to the Honor Council or
- Speak to the teacher involved or
- Speak to another staff member or
- Speak to the Head of School and/or the Dean of Students
- Address the matter with the student involved [at the time or later]

In the class guidelines, each teacher will clarify the type of violations that can be handled between the student and teacher and those that must go to the Honor Council and the Dean of Students.\* In either case, the teacher will notify the advisor, Dean of Students and Head of School – each of whom may become involved if issues of patterns, legalities, or extreme circumstances apply. Once the Honor Council has a case, its members will determine the best way to bring restorative justice to the community.

\*Guidelines are specific to a particular class, teacher or coach, which means that students may have to follow different rules for each subject or co-curricular.

### **Honor Council Guidelines for Academic Integrity Transgressions at the Upper School**

- 1st Offense: Public apology and a grade of “zero” on the assignment in question. Possible suspension from extracurricular activities.
- 2nd Offense: Public apology and a grade of “zero” on the assignment in question. Possible suspension from extracurricular activities or suspension from school. Possible community service at school on a Saturday.
- 3rd Offense: Suspension from school and/or expulsion.

Public apologies must be written in advance and approved by the Dean of Students. They must contain the following:

- 1) What violation took place
- 2) Why the student committed the violation and why it’s important not to, as well as how it could have been avoided
- 3) An apology to the community for violating their trust

Honor Code offenses remain on a student’s record throughout their time in Upper School; these offenses accumulate over the four years. For example, a second transgression, even if separated by 3 years, will be considered a second offense and will follow the guidelines stated above.

### **Field Trips**

Field trips are proposed and planned by teachers. Following approval by the Head of School, details concerning the trip will be communicated to parents and/or guardians. Parents must indicate their approval for their child to participate in the activity by printing, signing and returning the permission form to the teacher. *Students for whom no signed permission is received or whose financial account is in arrears may not participate in the field trip activity. In addition, as a disciplinary consequence, a student may lose the privilege to participate in a field trip (without refund).*

Older students will have the opportunity to experience out-of-town overnight trips which may include places such as the Outer Banks, New Orleans, Philadelphia, and Washington, D.C. Students will be transported either in private automobiles, on chartered buses, or by plane for further distances. Middle School and Upper School class trips, occurring in the fall, are included in tuition and are required. Students unable to attend need to appeal to their Academic Dean for an alternative placement or assignment.

### Reporting and Assessment

The Burlington School has adopted a **trimester** grading period, with formal summative reports issued at the end of each 12-week grading period and mid-trimester progress reports issued around the six-week mark. In the fall and spring, student-led conferences are expected. Additional time may be arranged to meet separately with a teacher during conference days or any time throughout the year, when necessary or desired. Assessment is a daily, ongoing practice in classrooms that involves student as well as teacher input and reflection.

Our conversations about quality work will be frequent and specific. Students and teachers will regularly develop and use rubrics that clearly define the goals of a learning project, as well as the criteria that need to be met for its success (i.e., demonstration as quality work). We utilize established benchmarks and standards to measure progress in reading and math specifically and share this information at regular intervals throughout the year.

In our Lower School classrooms, our teachers write a narrative letter about each student's progress at each mid-trimester progress report. Many hours are spent by teachers choosing the right words to describe each child as a learner at TBS along with expectations and goals toward continued growth. At the end of each trimester student progress toward academic standards are reported on report cards using the following scale:

- 3 – Exceeds Developmental Expectations
- 2 – Meets Developmental Expectations
- 1 – Not Yet Meeting Developmental Expectations

In Middle and Upper School classes, the trimester progress reports include letter and numerical delineation, using the following scale:

A+	99-100
A	95-98
A-	93-94
B+	90-92
B	86-89
B-	84-85
C+	82-83
C	77-81
C-	75-76
D+	73-74
D	69-72
D-	67-68
F	66 and below

We recognize academic excellence in the Middle and Upper School by awarding Honors and High Honors at the close of each trimester. In order to qualify for the Honor Roll a student needs an average of 93 percent or above in the five core classes (math, science, language arts, social studies, world language) plus no non-core grade below 90 for any graded elective. For High Honors the core class average needs to be 96 percent or higher plus no non-core grade below 93 for any graded elective.

For students who take an Elon University course through Collegiate Start in replacement of a required core course (graduation or load requirement), these grades will be included as part of calculations for honors and high honors. First semester grades

from Elon University will be included in second trimester honors and high honors calculations. Second semester grades from Elon University will be included in third trimester honors and high honors calculations. An Elon University letter grade will be recalculated based on our grade scale, giving favor to the highest numerical grade in our range for that letter. (Ex: B+ grade at Elon would be calculated as a 92).

TBS uses the CTP-IV from Educational Records Bureau (ERB) for third- through eighth-grade students' standardized assessment. The CTP-IV is widely-used by independent schools across the nation and in our local community. For purposes of state requirements, the PSAT and the Pre-Act are given at TBS, the former for sophomores and juniors and the latter to 9th graders. The results of standardized testing will be shared with parents and students and will be viewed as one of many layers of information and evidence of student progress. At no time will results from standardized testing be used as the sole determinant for placement and/or promotion.

Independent schools are able to choose dates within the fall (August-February) or spring (February-June) testing seasons. Because of our desire to use the information diagnostically – to inform and uncover more detail about each child as a learner and about our program overall - we elect to take standardized testing early within the fall window. Information about student performance will be handed out prior to spring parent conferences.

### **RenWeb Online Parent Portal**

TBS students and parents have access to progress and grade reports through our online portal, RenWeb. For middle and upper school students, their course grades are kept up to date where students and parents can monitor their ongoing progress.

### **Report Cards**

Formal report cards (grades Preschool 3-12) are issued at the end of each trimester, with Student-Led Conferences following the first and second report cards. Progress reports are sent home halfway through each trimester to give the student and his/her parents an idea of the child's progress. Parents can expect comments at the midterm progress reports for each trimester and a summative comment at the end of the year report card. All progress and report cards are available digitally through RenWeb.

### **Parent Conferences and Visits**

The School encourages parents in Lower School to visit their child's class. However, all visits which are not in conjunction with a classroom party or event should be arranged in advance by calling the office.

If you need to arrange a conference, please make an appointment with the teacher. Arrival and dismissal times and "dropping in" to talk when students are in class means the teacher cannot devote his/her attention to your concerns. Interruptions by parents during the class day are also distracting to the students, so please contact the office if you need your child for any reason.

We encourage parent-teacher conferences at designated and other times when students do not command the full attention of the teacher. Conferences may be scheduled as needed.

### **Exams**

End of year exams or projects are required for all Upper School students, and students are expected to take each exam at the required time. Only those students with a serious illness (with a physician's note) or clearance from the Head of School may take an exam on an alternate day. In Advanced Placement courses it is the discretion of the teacher as to whether or not there will be a final exam or project in addition to the AP exam which is given in early to mid-May. Students taking AP courses, but not taking the AP Exam, will be required to take an alternative exam or complete a comparable project or paper.

### **Student Records and Transcripts**

Student Records and Transcripts are kept in locked files and are released to non-school personnel only with the signed authorization from a parent or guardian. Requests for Upper School transcripts and the release of official records are processed only through the Registrar. Final transcripts for transfers and colleges will not be released until all academic and financial obligations have been met.

### **Junior Marshals**

Junior marshals are an important part of the graduation ceremony. Students who accept this honor are required to attend graduation practice and the graduation ceremony. Junior marshals are determined based on the following standards:

- Any juniors who are student government officers
- Top academic students based on cumulative high school average and demonstrated leadership

### **Cords for Graduation**

Students are eligible to wear the yellow National Honor Society Cords if they are currently active members of the TBS chapter of NHS. Cords for Honors and High Honors are calculated based on junior and senior year end grades. Honors cords are red and students are eligible to wear these if they have a 93 percent average in core courses with no elective grade below a 90. High Honors cords are red, black, and white and students are eligible to wear these if they have a 96 percent average in core courses with no elective grade below a 93.

### **Attire for Graduation**

Seniors are expected to observe the following guidelines for graduation attire:

- Men should wear a black suit (coat and pants), black socks, black shoes, white button-up shirt, and TBS tie (provided by the school).
- Ladies should wear a white dress and appropriate neutral colored dress shoes.

### **Service Learning/Community Service**

Regular and meaningful service activity in our local and global community is intended to develop a lifelong habit of the heart in our students. To this end, each grade-level is frequently partnered with a community organization whose mission and services are related to curriculum goals. Our students address real community needs in ways that are connected to and informed by their classroom learning. Additionally, all 8<sup>th</sup>-12<sup>th</sup> grade students must accumulate at least 20 hours of community service credit per school year with a non-profit organization.

### **The Advisory Program**

The primary purposes of the Advisory program are to ally each student with one adult who attends to the social/emotional development of that student and to give students the opportunity to explore life in community. The advisor works closely with family and other faculty members to ensure a holistic understanding of each student. The program calls students in 5<sup>th</sup>-12<sup>th</sup> grades to be members of a safe and supportive multi-grade (5<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>) community. Through the advisory program students discover their uniqueness, offer appreciation and acceptance to others, develop positive social relationships, improve communication skills, participate in leadership opportunities and manage academic and future goals and concerns.

The “ideal graduate” of our advisory is:

- Self-aware and self-confident as a result of being well-known and cared for by his or her advisor and members
- A goal setter and a self-advocate; living into his/her full potential as a faithful scholar and community member
- An accomplished student of the TBS values with the skills to apply them to life beyond the school walls
- Compassionate and caring, looking up and out
- A group member and team player who is competent amidst diversity
- Successful in relationships with a variety of people

- A servant leader, willing to be an ambassador of the School
- Known by the advisor, such that letters of recommendation from advisors are essential for college

### **Students Requiring Additional Academic or Personal Support**

Parents or guardians who have concerns about the academic progress or performance of their child should contact the teacher/advisor, Academic Dean or the Student Success Facilitator. We will work as a team to make an appropriate support plan within the constraints of our resources.

For emotional or social concerns, parents (or students) should contact teacher/advisor or Community Life Facilitator. We will work as a team to make an appropriate support plan within the constraints of our resources.

The Burlington School, in its effort to serve a student's immediate needs, reserves the right to:

- Refer a child for services in-house and make recommendations for outside referrals
- Consult with parents, other Burlington School staff members and outside professionals
- Require that outside of school services be fulfilled prior to returning to campus or reenrollment

### **TBS Pledge**

The Burlington School believes that by having a few clearly stated guidelines, members of the school family will understand the expectations placed upon each of them. Our Pledge, developed in cooperation with students, faculty and parents, articulates the covenant of honesty, openness, accountability, responsibility and stewardship which binds all members of the TBS community. The Pledge is a window through which students see what it means to be authentically human and honorable students.

Being involved in our community is a privilege, but with privileges come responsibilities. These include:

- practicing academic, athletic, and artist integrity and **honesty**
- promoting an atmosphere of learning, **loyalty**, and personal growth for myself and others in all aspects of school life
- taking initiative and **responsibility** for both my successes and failures
- working as part of a team to improve the classroom, athletic department, arts, and our shared learning experience
- communicating effectively and so that everyone may share their thoughts and opinions freely
- being active in the School and the surrounding community
- trying to make the School better than when I arrived
- criticizing in **friendship** with constructive, respectful language with the intent to improve any given situation
- encouraging each other to strive for excellence and positive change
- accepting and supporting new members of the community
- demonstrating **courage** to act with moral conviction and resolution, doing what is right every day

### **TBS Pledge**

As a member of The Burlington School, I will:

**Exhibit Friendship** by being kind and considerate.

This means living in a state of mutual trust, acceptance, and support with others in the community.

**Demonstrate Leadership** by always doing my best as an individual and as a part of a team. This involves taking responsibility for myself and the success or failure of my group, and constantly making myself and my group accountable for improving the community.

**Embrace Citizenship** by being responsible for my actions.

This includes fulfilling my obligations as part of a local, national, and global community, such as volunteering my ideas and time, giving more than I take, and sacrificing for the common good.

**Show Empathy** by humbly respecting the uniqueness and gifts of others.

This includes demonstrating the ability to understand others who are different from myself and to see situations from different perspectives.

**Live with Integrity** by being honest and truthful.

This includes not lying, cheating, or stealing, but rather being upright and moral in my decision-making because it's the right thing to do, not because of a fear of judgment.

**Honor Perseverance** by recognizing that great effort is necessary in any worthy task.

This includes displaying confidence in my ideas, following through on my commitments, standing up for what I believe in, and viewing failure as a chance to learn.

**Be Passionate** by celebrating the joyful, beautiful and enduring.

This includes experimenting with many pursuits to find my passion(s), engaging in it until I am the best I can be, and striving to reach my full potential.

**Pursue Academic Excellence** by fulfilling the expectations of my teachers, being open-minded and curious, willing to embrace my strengths and weaknesses as a student, and striving to improve over time.

### **Behavior Guidelines/Consequences**

At The Burlington School, we mean to be a place where intellectual and artistic risks can be taken and questions asked without fear of ridicule. We mean to be a place where honor, integrity, truthfulness, compassion and accountability are valued. We mean to be a place where hospitality is practiced and where everyone enjoys a sense of belonging. We mean to be a place where personal responsibility drives our decisions.

The TBS Pledge provides guidelines that help students achieve their goals and to live successfully in community. When appropriate, each classroom develops supplemental rules to guide interaction among its members.

We are committed to a discipline program that emphasizes prevention of misbehavior through positive reinforcement of appropriate behavior, positive activities that foster student success and create relationships of trust and cooperation among community members, attentive supervision and clear communication of expectations. Families are urged to share information about student physical and emotional health that is pertinent to our understanding of the student's behavior so that we can work together to develop appropriate responses to student needs.

When behavior guidelines are not followed, students need to experience consequences that provoke learning and internal change. Therefore, consequences will be immediate, restorative, individualized and rehabilitative. Examples of such consequences include: time-out from class, community service to make reparations, revocation of privileges such as field trips or driving privileges, written apology letters, extra work cleaning up the library or other common areas, behavior contracts, detention and administratively-driven suspensions from school life.

Sometimes an appropriate consequence is a referral to the Honor Council, which is responsible for holding community members accountable to one another to live our TBS Pledge. The Council convenes to hear from parties involved in violations and then make recommendations to the Dean of Students and Head of School as to an appropriate plan of discipline. The Council consists of a total of five juniors and seniors (plus one alternate), nominated by the faculty and voted on by the Upper School students. The Honor Council is facilitated by a faculty member, who oversees referrals and proceedings and reports to the Dean of Students.

In keeping with the philosophy of The Burlington School, each student is responsible to conduct him/herself in such a way as to express his/her dignity as a person of moral integrity, to respect the rights and needs of others as well as his/her own and to uphold the values with which (s)he has been entrusted as a full member of the school community. This applies to all

students enrolled at The Burlington School, both during the school year and during vacations, from the time (s)he enrolls until the time (s)he graduates or leaves the School. This also applies to all TBS-sponsored activities, including field trips, athletics and club events on and off campus. Failure to meet this responsibility, including conduct unrelated to the School or TBS activities or persons, or to comply with the regulations set forth in this Handbook, may result in disciplinary procedures, including dismissal. Repeated disciplinary infractions may result in expulsion or a request for withdrawal.

The School will exercise its obligation to require the withdrawal of a student any time it becomes evident that the school program is clearly unsuited to her/his needs, that progress is unsatisfactory, that the student's influence does not serve the best interests of the School or that the attitude of the student or of his/her parents is uncooperative and contrary to the values inherent in the goals and program of The Burlington School. The School believes that a positive and constructive working relationship between the School and student's parent(s) or guardian(s) is essential to the fulfillment of the School's mission. Therefore, the School reserves the right not to continue enrollment or not to re-enroll the student if the School concludes that the actions of a parent(or guardian) make such a positive and constructive relationship impossible or seriously interfere with the School's accomplishment of its educational purposes. The decision of The Burlington School in these regards shall be final. The Administration may inform the TBS community when a student leaves the School and his/her reasons for leaving.

In the case where the School decides that it may be advisable to require the withdrawal of a student pursuant to any provision in this Handbook, the School shall so notify the student and the parent(s) (or guardian) of its reasons for considering the action and provide a reasonable time for the student or parent(s) to respond to the Head of School in writing.

It is the School's policy to report documented disciplinary infractions to colleges, universities, other educational institutions or programs when formally asked by that institution or when in the judgment of the School; it would be irresponsible of TBS not to inform these parties.

### **Bullying**

The Burlington School is committed to protecting its students from acts of bullying. Students are to refrain from conduct that may humiliate, ridicule, defame, demean, or intimidate other students, or place them in fear of being subjected to violence, injury, personal harm, or damage to his or her property. No student shall be subjected to bullying, either on or off school property, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of a school or a school-sponsored activity or event. Bullying may involve, but is not limited to, unwanted teasing, threats, intimidation, stalking, cyberbullying, harassment, violence, threats of violence, humiliation, destruction of personal property, social exclusion, spreading of rumors or falsehoods, or inciting and/or coercing others to commit any of these acts. Individuals who believe they are being bullied, or have knowledge of a student being bullied, are encouraged to report the problem, verbally or in writing, to the Head of School, Dean of Students, Academic Dean, Guidance Counselor, or other faculty member immediately. Bullying behavior may result in suspension or expulsion.

### **Public Displays of Affection**

Students are asked to conduct themselves by following aspects of the TBS pledge. Physical displays of affection are not appropriate as a part of school conduct.

### **Disrespect and Harassment**

All students should feel safe and comfortable on our campus. Therefore, harassment—in any form—and the use of physical contact in anger, as a means of settling disagreements or as a form of harassment, are not acceptable. A first offense may result in a period of suspension; a second offense will be considered as grounds for dismissal.

## **Harassment Policy**

### **Statement on Harassment**

The Burlington School seeks diversity in all areas of the school and this diversity enriches our lives in many ways. Each member of the community has the right to participate fully in all aspects of community life without harassment. Harassment on the basis of race, color, religion, national origin, gender, age, disability or any other category protected by law will not be tolerated and is strictly prohibited. Demeaning statements, materials, written words, uninvited physical advances, threats, and hazing all undermine the notion of community which we aspire to maintain. The Burlington School will not tolerate behavior that is disrespectful or that unreasonably interferes with the education of any student. Harassment for any reason is unacceptable and this policy applies to students, parents, faculty, staff, and administrators.

### **Reporting Harassment**

Any person who feels that he or she has been harassed while on the grounds of The Burlington School or while conducting the School's business should immediately report the matter to a faculty member, staff member, administrator or the Head of School. It is recommended that you speak with someone with whom you feel comfortable openly discussing the matter.

Any allegation of harassment will be investigated promptly in a confidential manner to protect the privacy of the individuals involved. Please note that this can be challenging in a small school. To the extent practical and appropriate, information will only be shared with those persons who have a legitimate "need to know." If harassing behavior is found, prompt, remedial action will be taken to stop the behavior and perhaps punish the harasser, up to and including dismissal from school, discharge from employment, or being prohibited from entering school grounds.

The School will not tolerate and strictly prohibits retaliation against any individual who reports harassment or participates in a harassment investigation.

### **Fraternization Policy**

The purpose of this policy is to give guidance to all faculty, staff, students and prospective students as to what constitutes permitted relations and non-permitted fraternization between faculty/staff and students/prospective students of the School.

*Fraternization* is defined as conducting social relations with people who are actually unrelated and/or of a different class (e.g. faculty member to student) as though they were siblings, family members, personal friends or lovers. In many institutional contexts (such as schools and sports teams) this kind of relation may transgress legal, moral or professional norms forbidding certain categories of social contact across socially defined classes. The term often therefore tends to connote impropriety, unprofessionalism or unethical behavior. For example, fraternization of faculty/staff with students/prospective students describes associations which are implied to be irregular, unprofessional, improper or imprudent in ways that negatively affect both the members and the goals of the organization.

This policy is intended to prohibit forms of fraternization in order to protect all members of the organization, to ensure fair and uniform treatment of all individuals within the organization and to maintain organizational integrity and the ability to achieve organizational goals. Relations and activities forbidden under this anti-fraternization policy include but are not limited to (1) romantic and sexual liaisons, (2) pre-arranged or pre-meditated one-on-one and interpersonal contact outside of the school setting and (3) excessive familiarity and disrespect of relative position. The school prohibits certain relationships and contact between faculty/staff and students/prospective students to avoid favoritism, coercion, sexual harassment and/or sex crimes which could be enabled by a faculty/staff member's position relative to a student/prospective student.

As to permitted relations, one-on-one and interpersonal contact within the school setting should be limited to what constitutes normal faculty/student interaction by a reasonable person's standard. The term "school setting" includes use of electronic media and both on-campus and off-campus locations where school-related functions may be conducted to include but not be limited to: field trips, national/international travels, community service activities, advisory meetings and outings, mealtime events, drama/choral/music ensemble events, sports events and school sponsored travel to and from such events/activities.

### **Student Leave Policy**

The Burlington School Student Leave Policy is meant to foster student independence and personal responsibility. To foster a sense of community, no student is allowed to leave campus during the first six weeks of school. To get us off to a fast start, those students not earning Honors or High Honors the previous trimester (or semester for new students) must attend a study hall during the first six (6) weeks of school. Thereafter, students are encouraged to use their free periods for study hall or tutorial but are not required to report to an assigned classroom, unless directed by his/her advisor or the Academic Dean.

**Seniors may leave campus for lunch with parental permission. Seniors may also leave during a free period that is immediately before or after lunch. Seniors are required to arrive back on campus after lunch, in time for their next class or club period whichever comes first. Seniors may earn the privilege of coming in late or leaving early, as a group, at the discretion of the Head of School.**

**All students are required to be at school by 8:25 am, regardless of class schedule. Exceptions could be made for the senior class after the first six weeks of school.**

Before any student may leave for the first time they must have on file with the Dean of Students a completed Student Leave Application (hence referred to as SLA). The Dean of Students is ultimately responsible for ensuring the adherence to this policy.

The Student Leave Application (SLA):

The SLA must be signed by the Advisor, the Dean of Students, the student and parent or legal guardian. An SLA form without a parent signature will prohibit a student from being able to exercise his/her privileges.

Upperclassmen must list on their SLA the names of students with whom they are allowed to ride. Space is provided on the form.

All students leaving campus must have a completed SLA on file before privileges take effect.

All students must complete a new SLA each academic year.

Whenever any student is leaving campus for any reason, they must sign out at the front desk at the main entrance to the School. Upon return, the student must sign back in. **There is no exception to signing in or out.** If students leave without signing out, they will be subject to disciplinary actions by the Dean of Students. The act of signing out of school relinquishes TBS of any liability for actions that take place off school grounds but during the academic school day. However, students are regularly reminded that their behavior off campus is a reflection of our school and thus they are to act as a representative of the School.

Any Upper School student may leave campus with an advisor or faculty member so long as there is a SLA (Student Leave Application) on file with the student's advisor. No faculty member may give a student permission to leave unless the student has a completed SLA form on file with his/her advisor.

If a student is late for class, the faculty responsible for that class must contact the Dean of Students. If the student is found to be in violation of the Leave Policy, this may result in the loss of leave privileges, potentially for the remainder of the year. Students are expected to return to school in time to make it to all their classes. Chronic tardiness will be grounds for revoking leaving privileges for the duration of the current and subsequent school years.

### **Student Parking**

Students in Upper School who have their driver's license and will be driving to school will need to complete a Student Parking Form (from our Dean of Students). This should be done at the start of each year, or as students get the ability to drive. All cars that are parked in the student parking lot need to be identified with a TBS magnet clearly visible. During the academic day, 8:25 – 3:15, students are not permitted to go to their car without the prior permission of teaching faculty or administration (Dean of Students, Upper School Academic Dean, or Head of School).

## **Classroom Libraries and Materials Selection Policy**

The purpose of each classroom library is to assist students in becoming independent, lifelong learners. The materials selected for the library, as well as read-aloud books and reading lists, are intended to support, complement and enhance the educational program of the School. The guidelines outlined in this policy have been created with The Burlington School's mission statement and TBS Pledge in mind. Consideration has also been given to the standards set forth by the American Library Association and the American Association of School Librarians. The ALA Library Bill of Rights is included in this section.

### **Selection of Materials**

Materials are selected to enhance, enrich and support the curriculum and educational program of the School. Teachers make every effort to select materials carefully, to place materials in age-appropriate collections and to recommend suitable material to individual students. Parents are always encouraged to take an active role in communicating with their children about reading choices and habits.

### **Responsibility for Selection**

Teachers are responsible for selecting new materials and periodically weeding through the existing collection of classroom library materials. Suggestions for purchase from students, parents, other teachers and literary journals are welcomed. Also, donations and gifts are welcomed to the collection. However, each teacher will accept and include new or donated materials based on the criteria outlined in this policy.

### **Selection Criteria**

Materials are selected based on one or more of the following criteria:

- a clear connection to the educational objectives of the teacher
- addresses the needs of the students for whom they are intended
- artistic merit and literary value
- authentic reflection of the human experience
- effective characterization
- representation of a significant trend, genre or culture

Literary review of children's books is encouraged as a tool to gauge a material's merit in line with these criteria. Useful reviews include *Booklist*, (a publication of ALA), *School Library Journal* and *The Horn Book Guide*.

### **Requests for Reconsideration**

Realizing that the purpose of classroom and school libraries is to enrich and support the curriculum, to provide pleasurable reading material for students and to encourage lifelong learners, we seek to provide materials from various backgrounds and viewpoints so that students may become critical thinkers.

The School recognizes the rights of individuals to challenge material included in the library collection. In the interest of handling all complaints fairly, the following procedures will be followed.

Should a member of the community question a material in the collection, they should first approach the presiding teacher. The issue may be resolved informally by the presiding teacher through a re-examination of the material in compliance with the Materials Selection Policy. The presiding teacher will provide explanation to the complainant for the retaining, or on exception, the removal of said material from the collection.

Should the presiding teacher deem the necessity, s/he may choose to consult with peer teachers and an administrator. Compliance with the Materials Selection Criteria will be assessed. On exception, the teacher may remove an item from the collection if its contents are determined to be contrary to the selection criteria. Once again the complainant will be informed of the action taken with the reviewed material.

If a question or concern remains, the complainant may submit a **Request for Reconsideration** (Appendix) form to the presiding teacher as well as the Head of School (see below). The following procedures will be followed:

- Access to the challenged material will not be restricted during the process of reconsideration unless deemed necessary by the teacher and/or Head of School.
- The material in question will be reevaluated by a Materials Review Committee that should include the Head of School, the Facilitator of Community Life, the Academic Dean, two teachers, and one parent chosen by the Head of School.
- The Materials Review Committee will resolve to one of the following actions:
  - The material is compatible with the philosophy and criteria of this policy and will not be restricted or removed.
  - The material is not compatible with the criteria of this policy and should be restricted or relocated.
- The complainant will be notified in writing of the committee's decision.

### **Library Bill of Rights**

The American Library Association affirms that all libraries are forums for information and ideas and that the following basic policies should guide their services:

- I. Books and other library resources should be provided for the interest, information and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

*Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.*

### **Computer Network and Internet Use Policy**

The Burlington School is pleased to offer students access to our computer network for academic purposes. We expect students to make responsible use of this service in compliance with our TBS Pledge. To gain access to network applications and the Internet, all students must obtain parental permission as verified by the signatures on the Acceptable Use Policy form (see the appendix).

#### **I. Purpose**

Access to the Internet will enable students to explore thousands of libraries, databases, museums and other repositories of information. Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive. While the purpose of the School is to use Internet resources for constructive educational goals, students may find ways to access other materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. However, TBS does not agree to enforce parental restrictions that go beyond those imposed by the School's Administration.

#### **II. Expectations**

Students are responsible for appropriate behavior on the School's computer network just as they are in a classroom or on a

school playground or field of play. Communications on the network are often accessible by all at TBS. General school rules for behavior and communications apply. It is expected that users will comply with the School's TBS Pledge and the specific rules set forth. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the School's computer resources. The students are advised never to access, keep or send anything that they would not want their peers, parents or teachers to see.

The School reserves the right to investigate and enact appropriate disciplinary action or seek available legal remedies (including but not limited to suspension or dismissal from the School, in the case of students; or termination of employment for faculty or staff) regarding those (students, faculty, coaches, or administrators) who use social media platforms to post libelous, defamatory, disrespectful, inappropriate or harmful photos and/or commentary in reference to the School or members of our school community. The School also reserves the right to terminate a family's enrollment contract or seek available legal remedies in the event of such behavior by parents/guardians of students at the School. All social media outlets are included in this. Some are, but are not limited to, Facebook, Twitter, Instagram, YouTube, LinkedIn, SnapChat, texting, and emailing. The Burlington School continues to extend an invitation to our families to engage in dialogue with faculty or administrators about any questions, comments or issues of concern. We prefer intentional and personal dialogue in lieu of public comments or social media postings. Our entire community (students, parents, faculty, coaches, administrators) is asked and expected to honor this preference.

### **III. Rules**

Appropriate Uses — Use of The Burlington School computer network and electronic devices must have an educational purpose.

Privacy — Internet activities, including email, are not guaranteed to be private. In any electronic communications, students must not reveal personal information about themselves or others, such as full name, personal address or phone numbers. Whenever such information is requested, students should inform a teacher, parent or supervising adult. **TBS** is not responsible for any damages or injuries suffered as the result of a student releasing personal identification information.

Network Security — Security on the School's computer system is a high priority. Students shall not take any actions that may disrupt the School's network. Attempts to tamper with the program, individual accounts, software or networking facilities, to access the system in the name of another user or to share a password will result in cancellation of user privileges. Students should **NEVER** download or install any software, shareware or freeware onto network drives or disks, unless they have written permission from the Technology Coordinator.

Network Storage/Google Drive — Network storage areas (Google Drive) may be treated like shared school property. Network administrators will periodically review these areas and the files in them to maintain system integrity and to ensure that students are using the system responsibly. Students are not to alter, move or delete files of other students or teachers. Activities relating to or in support of illegal or unlawful acts will be reported to the authorities, and disciplinary action will follow.

Lower School Students — Lower School students are required to store their files on a portable flash or jump drive as storage, allowing each student to easily work on files both at home and at school.

Illegal Copying and Copyright Violations — Opening, accessing or copying files of other students or faculty may be done only with express permission. All policies related to plagiarism and copyright violations apply to computer files as well as other forms of information.

Inappropriate Materials or Language — Profane, abusive or impolite language will not be used to communicate, nor will materials be accessed which are not in line with the rules of the School's overall mission. A good rule to follow is never view, send or access materials that you would not want your teachers and parents to see. These rules and standards apply to personal computer use should the inappropriate behavior spill into school life, interfering with learning and technology. *Should students encounter such material by accident, they should report it their teacher immediately.* Students in the Upper School should be limiting their use of text or video-based chat services or programs while at school, and no students below the 9th grade should use them during the school day.

Middle and Upper School Students

#### **General guidelines:**

- All MS and US students **MUST** have a computer and charger that travels with them through each day. The unit must be clearly marked with the student's name.

- When working at School on an assignment, research paper or project, each 5th through 12th grade student must store his/her work-in-progress on the Google Drive. This ensures student work is always available to every student.
- Opening, accessing, or copying files of other students or faculty/staff may be done only with express permission. All policies related to plagiarism and copyright violations apply to computer files as well as other forms of information.
- When using computers in class, each student must log off his/her computer in the proper manner at the end of all sessions.
- Students below 9th grade may NOT use Instant Messaging (IM) or Video Chat while at school. Parents and students should discuss expectations for home usage standards that reflect these guidelines.
- Profane, abusive or impolite language will not be used to communicate, nor will materials be accessed that are not in line with the rules of the School's overall mission. A good rule to follow is never view, send or access materials that you would not want your teachers and parents to see.
- These guidelines and standards apply to personal or school computer use should the inappropriate behavior spill into school life, interfering with learning and technology.
- Classroom teachers will supply the information and requirements for technology usage in individual classrooms.

#### **Printing guidelines:**

- When homework is done electronically and a hard copy is required by the teacher, student work must be printed AT HOME.
- Should students encounter a problem with the printing process at home, they must be proactive and email the teacher concerned to reach an agreement on resolving the problem. Teachers will use discretion if a student has been proactive in contacting them in order to find a solution to a printing problem. Students may not print in the office.

#### **IV. Unacceptable Uses**

Transmission of material in violation of any federal or state law or regulation or TBS policy or regulation is prohibited.

#### **V. Monitoring and Filtering**

The Burlington School will regularly monitor the online activities of students and will maintain centralized software in order to provide Internet control and filtering. The Internet technology protection package is intended to allow valuable online Internet access while, to the extent possible, inhibiting access to lewd, inappropriate and unlawful sites.

#### **VI. Privileges**

As stated above, the use of the TBS network is a privilege, not a right. Inappropriate use or other violation of the provisions of this regulation will result in limitation or cancellation of user privileges and possible disciplinary actions. Activity by users is not confidential or private. While it is our goal to protect students from inappropriate content, there is always the chance that inappropriate materials can be viewed – because there is constantly new content on the Internet and our filters are working to adapt to the changing landscape.

#### **VII. Disclaimer**

The Burlington School's Board of Trustees, faculty and staff will not be responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, service interruptions, students' mistakes or negligence, costs incurred by students or students' parents or the accuracy or quality of information received from the Internet.

#### **VIII. Agreement**

All students and their parents must sign the TBS Technology Acceptable Use Agreement form [see the Appendix] prior to accessing the School's network. This form must be reviewed and signed annually.

## Dress Code

The Dress Code is designed to allow TBS students to present themselves in a professional business manner while still allowing for individual expression. Under no circumstances should wardrobe or attire be a distraction to the learning environment, as determined by the faculty and administration.

### Lower School Dress Code

#### **Preferred**

- Pants appropriate to the weather
- Leggings worn with shirts that cover the hip area
- Shirts appropriate to the weather
  - Shirts covering waistline and back
  - Width of the sleeve at its narrowest part is three (3) fingers wide (based on the width of the individual's fingers)
- Shorts and skirts worn at an appropriate length (fingertip length with respect to the student's hand hanging down by his/her side)
- Closed toe shoes, appropriate for active learning

#### **Never appropriate**

- Pants, skirts, shorts with holes or frayed edges
- Shorts, skirts, and dress lengths that are shorter than the reach of the fingertips with respect to student's hand hanging down by his/her side
- Shirts with spaghetti straps
- Hats, caps, hoods inside the building
- Headbands with attached decorations (such as a unicorn horn, feathers, animal ears)
- Flip flops
- Shirts containing any offensive writing or messages

### Middle and Upper School Dress Code

#### **Preferred (Green):**

- Pants and shirts neat and appropriate to the weather.
- Khakis, corduroy, or denim.
- Collared shirts for males in grades 5-12 (except Fridays).
- Shirts worn by females are neat, appropriate for business attire *and have no writing on them.*
- Shoes must be appropriate for active learning. Lower School students should wear closed-toed shoes.
- Sleeveless tops and dresses that are professional in appearance, as long as the width of the sleeve at its narrowest part is three (3) fingers wide (based on the width of the individual's fingers).

#### **Discouraged (Yellow):**

- Tights, leggings, and yoga style pants (if worn, **must** be covered by clothing that meets the dress code).

#### **Never Appropriate for School (Red):**

- Sweatpants, athletic shorts (except Lower School), spaghetti straps, and tank tops
- Athletic, sports t-shirts for males and females (except on Fridays).
- Hats, caps and hoods inside a building.
- Headbands with attached decorations (such as a unicorn horn, feathers, animal ears)
- Shoes designed for shower use
- Clothing that reveals one's waistline, back, cleavage or undergarments or with any frayed seams/hems, holes, or rips.

- Short, skirt, and dress lengths that are shorter than the reach of the fingertips with respect to one’s hand hanging down by one’s side.
- Shirts containing any offensive writing or messages.

When “formal dress” or “game-day dress” is called for, males should wear a collared shirt and tie, khaki style or corduroy pants and non-athletic footwear. Females should wear a dress, skirt or dress slacks with a dressy blouse. Denim and athletic footwear is not permitted on Formal Dress occasions.

Students are expected to wear clothing that complies with the dress code. All students, teachers and administrators will require students to comply with reminders and consequences that develop good habits of self-discipline, respect for school norms and respect for self. Students who come to school wearing inappropriate clothing will be given the option to change into alternative, more appropriate clothing. If dress code appropriate clothing is not available, then students will be expected to call a parent for appropriate clothing to be brought to them. Students will not be allowed to go home to change. Until a student’s clothing meets dress code, they may not return to class, but will still be expected to complete all academic assessments/assignments on time. Recurring issues with dress code will result in consequences to be determined by the Dean of Students/Head of School, including but not limited to lunch, detention, after school detention, etc.

### Lockers

Middle and Upper School students will be assigned a locker for the purpose of storing personal belongings needed for the school day. Because of the high level of trust that exists among our school community members, locks will not be necessary on lockers. Lockers are shared school property so they must be kept in good condition. Students may create displays in their lockers so long as they create no permanent changes to the locker and they uphold the values of our community. Hooks in the hallways are provided for daily, but not overnight storage in the Middle School. Items left outside of lockers, on hooks, or in common spaces are subject to confiscation or relocation to the Lost & Found.

### Athletic Teams

Students in grades five through twelve are eligible to participate on a variety of teams representing the School in athletic events with other schools. While we field competitive teams and play our best, winning at all costs is not our aim. Healthy competition, exemplary sportsmanship, life lessons born of the field or court, a sense of team, fun and an opportunity to grow as athletes are just as, if not more, important. Practices and games are scheduled after school and coaches are drawn from the ranks of faculty, parents and community. The year is broken into three seasons with opportunities for boys and girls. Check our website for details about team activities.

### Athletic Philosophy

The athletic program at TBS challenges students to pursue athletic excellence, while honoring each one as an individual with unique potential. Students who participate in athletics are given support and guidance as they develop and refine their athletic skill, improve their physical fitness, build confidence in their individual abilities, and learn the importance of self-discipline, leadership, personal sacrifice and responsibility, while identifying themselves as part of a team. As faculty, families and coaches collaboratively influence the lives of TBS student-athletes, they encourage and model exemplary sportsmanship, civility and grace in winning or losing, while fostering an atmosphere of support for one another, respect for one’s opponent, wholesome competition, and delight in the sport. Participation in athletics at TBS is a privilege. Students who wish to participate must adhere to the TBS Pledge, exhibit appropriate behavior in class and at practice, and work to achieve a balance that allows for success in the classroom as well as in the game.

### Athletics in Middle School

**General:** The Middle School athletic program at TBS strives to support the School's mission of developing the whole person. Thoughtfully designed and directed athletic experiences will contribute to the development of self-discipline, character, respect and confidence, and thus equip students with tools needed for success in high school.

**Purpose:** The purpose of this program is to develop skills, sportsmanship and behaviors that are part of a healthy, active life. The Burlington School does not conduct skill-based cuts for its athletic teams because participation is the key emphasis at this level (except in sports where there are facility limitations...i.e. Tennis and Golf). Still, skill, effort and attendance in practice, as well as attitude and conduct, will influence playing time. The coaches make every effort to get each student-athlete into each game, or to develop a rotation of players for different games that will ensure quality playing time in as many games as possible.

### **Athletics in Upper School**

**General:** The Upper School athletic program at TBS also strives to support the School's mission of developing the whole person. Thoughtfully designed and directed athletic experiences will contribute to the development of self-discipline, character, respect and confidence, and thus equip students with tools needed for success in college and beyond.

**Purpose:** The purpose of this program is to develop skills, sportsmanship and behaviors that are part of a healthy, active life. The Burlington School does conduct skill-based cuts for its athletic teams because competition is the key emphasis at this level. Skill, effort and attendance in practice, as well as attitude and conduct, will influence playing time. The coaches make efforts to get each student-athlete into games and otherwise ensure quality playing time in as many games as possible.

### **General Principles of TBS Athletics**

**Goals:**

1. To teach the fundamentals, techniques and rules of each sport in a progressive and planned sequence
2. To develop an understanding of the requirements for enjoying a healthy lifestyle and lifelong participation in sports
3. To develop sportsmanship and ethical behavior in athletes, coaches and spectators, and to live by the TBS Pledge in all endeavors
4. To help students maintain a sense of balance between athletics, rigorous academics, and additional extracurricular opportunities
5. To develop and maintain good relationships between sports teams and the student body, faculty, administration, alumni, and community
6. To help students reach individual athletic potential, both in and outside athletics, including the possibility of competing at the college level
7. To discourage any behavior that negatively affects fellowship among team members or competing schools, sportsmanship, or good mental or physical health
8. To help student-athletes learn the importance of teamwork and the benefits of synergy (outperform expectations given individual talent levels)

### **Sportsmanship/Code of Conduct**

**General:**

Sportsmanship is that quality which allows us to be considerate, fair, noble and respectful. This quality must always be present in the conduct of the players, spectators, coaches and school officials.

In addition to providing exercise and competition, athletics provide an outlet through which the virtues of courage, grace, leadership, persistence and discipline can be taught. The Burlington School supports athletics as essential to the character, social, emotional as well as the physical well-being of young people.

Coaches are the pivotal forces around which student-athletes will experience the positive side of participatory and/or competitive athletics. Athletics at TBS is guided by the following ideals:

### **Participants:**

- Play hard within the rules of the game
- Win with humility, lose graciously
- Respect opponents and officials, teammates and coaches
- Respect all property and athletic facilities

### **Coaches:**

- Serve as a positive role model for their players
- Show restraint and respect when dealing with officials
- Hold players accountable for inappropriate behavior
- Reinforce good sportsmanship in practice and at competitions
- Are positive and supportive of other programs and other coaches on staff
- Refrain from berating players for mistakes
- Act in a professional manner at all times
- Are aware of the academic performance of each student on their team
- Cultivate maturity by building on players' strengths even while weeding out weaknesses
- Provide timely and candid feedback to help athletes develop and improve

### **Spectators:**

- Appreciate and commend good effort and skill, no matter which individual or team exhibits it
- Treat officials, opposing cheerleaders, players, coaches and fans with respect and courtesy
- Are good ambassadors for our School
- Share pertinent information at the proper time with the appropriate people

### **TBS Spartans Club**

The TBS Spartans Club is a service organization made of parents and others interested in supporting The Burlington School athletic program, serving under the supervision of the Athletic Director.

If you are interested in participating as a Spartan Club member, contact the Athletic Director.

### **Medical Procedures and Safety Issues**

The Burlington School will make every effort to have coaches trained in First Aid/CPR. In addition to the coach, TBS will make every effort to have a representative trained in First Aid/CPR at every home contest. Adults shall follow all First Aid/CPR recommendations concerning when to call for help. The Athletic Director will make each coach aware of this recommended procedure.

### **Conference Affiliations**

TBS is a member of the North Carolina Independent Schools Athletic Association (NCISAA) and the Mid-Carolina Conference (MCC) and are governed by the policies of their handbook in addition to the following school policy.

### **Academic Policy**

#### **Academic Eligibility**

While we value the place and life lessons that athletics holds, academics comes first and foremost. We want our students to understand that academic studies trump sports.

If a student-athlete earns cumulative grades (core classes) averaging below 75 percent and/or has an "F" (in any class core or elective) at the end of any trimester s/he will be ruled ineligible for athletics, effective immediately. Students may not

participate in any way while ineligible (practice, attend games with the team, sit on the bench, etc.). Students may petition the Athletic Director and Head of School to re-evaluate their eligibility at the three-week point of the next trimester (the four-week point of the first trimester). Once eligibility has been regained, the student-athlete may approach the coach about the possibility of participating on an athletic team. A student whose eligibility has been regained will remain on Academic Probation throughout the entirety of the trimester. Their grades will be re-evaluated every three weeks, and if they fall below the eligibility threshold at any point, they will be deemed ineligible for athletics for the remainder of that trimester.

### **School Absence**

1. In order to participate in a practice or game that day, athletes must be in school no later than 11:00am and may not leave school early (unless they have a note from a medical appointment).
2. Coaches are responsible for making sure their athletes are aware of this rule. School-sponsored field trips are not considered an absence. Students must seek permission in advance if they have a need to miss school on a practice or game day. This avoids misunderstandings.

### **Practices**

1. Practices should be organized to provide maximum teaching in a minimum amount of time.
2. Practices should be properly supervised at all times. All sports must follow the dates set by the NCISAA calendar regarding limits on practice dates.

### **Sport-to-Sport Policies**

1. The TBS athletic department encourages participation in a variety of sports. Coaches need to work together and support one another's programs. An athlete must complete one sport season before beginning another sport season. Seasons are defined as fall, winter and spring. For example: A student participating in soccer must complete the fall season, including any postseason play, before s/he may participate in a winter season game or practice, such as basketball.
2. In some situations, an athlete may be able to participate in two sports that occupy the same season. This must be worked out between the coaches and the Athletic Director. It is recommended that the athlete name one sport as his/her primary sport prior at the start of the season. Then if a conflict arises, the decision of where to play has already been made.
3. Students are not permitted to begin a season in one sport and quit when another sport season begins. However, consideration is given to the athlete who begins a sport and realizes early on that the experience is not beneficial to him/her. Therefore, athletes who leave a team prior to the end of the first three (3) full weeks of practice may switch to another sport of their choice. If the athlete leaves the team after the first three weeks, s/he cannot practice or play with another team until the completion of the regular season of the team s/he left. The Athletic Director will enforce this policy.

### **Parents' Association**

#### **Purpose**

Membership of the TBS Parents' Association consist of all parents, or guardians, of students currently enrolled in TBS. The purpose of the Parents' Association is to engage, encourage, and enrich the parents of TBS students in supporting the mission of the School by:

Creating effective and relevant opportunities for service to the School

Supporting the faculty, staff, and parents as we work to cultivate the TBS culture, vision and guiding principles

Encourage and promote volunteerism within and beyond the school community

Establish a forum and provide other means for voicing concerns, interest, needs and ideas; and proactively address topics address topics raised or seek to address these matters in an effort to invest in an education conduit between parents and school

Promote an environment for meaningful opportunities for all families to feel connected and included

Strengthen communication within the school community via our calendar, coordinators, publications and committees.

### Leadership Team

The Parents' Association Leadership Team consists of the President, President Elect, Vice President, Secretary, Treasurer, and Communication Coordinator. The PA Leadership Team will meet monthly throughout the school year to discuss matters of interest or concerns to the parent bodies of each division.

### Meetings

There will be at least three (3) general membership meetings of the PA each year. The fall and spring membership meetings will include parent educational programs for parents and friends of TBS. For more information on dates, times and locations of meetings refer to the current TBS academic calendar.

For more information on volunteer opportunities, refer to the Parents' Association section on the TBS website or contact the PA directly at [pa@theburlingtonschool.org](mailto:pa@theburlingtonschool.org)

## Extended Day Program

TBS is committed to offering a safe, fun and educational extension to our academic program. For children in grades **PS3-8th**, we provide after school hours and activities for students in academics as well as personal and social growth.

- We are committed to the safety and well-being of our students. Instructors will be diligent in the protection and safety of all students while on and off campus.
- Rest, relaxation and recreational times are built into the daily schedule, as are additional coordinate programs that build self-esteem as well as team building.
- Our staff will continually emphasize the importance of personal respect. Through modeling and interpersonal relationships, teachers will create a safe and tolerant environment where all are accepted and respected.

### Hours of Operation

Extended Day begins at dismissal and concludes no later than 6pm, depending on the Extended Day package agreed upon. There is a five-minute grace period. Pick-up after the deemed times, *according to the School's clocks*, will result in a late fee.

### Daily Arrival Procedure

To start the afternoon successfully, Extended Day begins with a daily routine consisting of check-in, play, eating a snack and participating in a quiet game and/or reflection to offer some "wind down time." Students then either participate in the daily-themed curricular activities provided by Extended Day instructors.

### Daily Departure Procedure

Your child's safety is our number one priority. **ALL STUDENTS MUST BE SIGNED OUT BEFORE THEY DEPART.**

To pick up a child, a parent or other authorized adult of at least 18 years of age must physically come inside and sign his/her child out on the Sign-Out Sheet (maintained by the Extended Day group leader). We understand that the evenings can be busy with extracurricular activities; however, we are unable to alter our schedule to provide for expedited pick-up nor "curb-side" pick-up service. Persons other than parents who are authorized to pick up the child must be listed on the child's registration form. Otherwise, written permission is required and must be verified before any child is released.

**Please respect our policy of NO cell-phone usage during check-out time: this ensures our ability to effectively communicate important information to you in regard to your student's time in Extended Day.**

### Snack

While time for snack is part of the daily Extended Day routine, snack will not be provided to students. **Students will need to provide their own snack and a water bottle.**

### **Homework**

Time is set aside during each day for students in grades 1-8 to work independently and in groups with an instructor on homework. It is vital that parents discuss with the child the importance of using this time in a wise manner. Many teachers assign homework each day so every child will be expected to spend this time reading or working independently unless additional aid is requested.

### **Billing**

Extended Day billing begins at the first of the month and concludes at the end of the month. All Extended Day invoices will be automatically drafted from your bank account on the 15th of the month following the invoice date. We will draft this payment from the same bank account used for tuition payments. Please complete an automatic draft authorization form with the account you would like drafted if you pay tuition on an annual or biannual basis. You will find this information on the TBS website at the bottom of the admissions checklist under the admissions tab. Please return the completed form to the Business Office

### **Rates and Fees**

There are various rates and fees related to the services provided by Extended Day. These fees, explained below, have been designed to be as equitable and as low as possible. Please note that all fees are fixed rates that begin at sign-in. *We do not charge by the hour or prorate fees.* Monthly invoices will reflect all appropriate charges.

#### **Monthly Packages**

- **Extended Day 1 (dismissal-5:00): \$145.00, first child and \$125.00 second child (includes Early Dismissal/Half Days)**
- **Extended Day 2 (dismissal-6:00): first child \$205.00 and \$175.00 second child (includes Early Dismissal/Half Days)**

#### **Single Days**

- **Early Dismissal/Half Day (dismissal-6:00): \$40.00**
- **full Teacher Workday (7:30-6:00): \$60.00**
- **Drop in rate (dismissal-6:00): \$25.00 per child**

#### **Late Fee**

**Late Fee: \$1.00 per minute, billed through the Business Office**

*A 15-day notice must be provided in order to withdraw or change service from the current monthly package/billing cycle.*

#### **Early Dismissal/Half Days**

Extended Day will be available on the following Early Dismissal/Half Days:  
November 25, December 20, March 5, May 1, May 15, May 22

#### **Full Teacher Workdays**

Extended Day will be available on the following Teacher Workdays:  
September 27, October 18, January 17, March 6, May 26, May 27

#### **Drop-In Option**

Drop-in fees apply to those who have not registered for full-month care and who attend on an occasional basis.  
*\*\*Students are expected to be picked up within 15 minutes of their school dismissal time or they are to report directly to Extended Day; Drop-in rates will apply and be billed through the business office.*

### **Vacation Care**

Extended Day will be open for students on all Early Dismissal/Half Days and all Teacher Workdays. It will not be offered on holidays and extended school vacation days (example: Spring Break) during the school year.

During the 2019-20 school year, Extended Day will be closed on the following holidays and extended school vacation days:  
September 2, November 11, November 26-29, December 23-January 3, January 20, February 17, April 13-17, May 25

### **Lost and Found**

While we do our best to aid students with organization, it is important to note that we also encourage personal responsibility and accountability. As such, we are unable to guarantee responsibility for student items. Students should place their items in their book bags. Items left at the end of each day will be placed in the School's Lost and Found area.

### **Electronic Equipment**

Electronic equipment, with the exception of computers and cell phones, are not allowed in Extended Day. Middle school students may use computers during homework time and may use cell phones after 4:30 pm (or the time designated by the Dean of Students). Please note that Extended Day accepts no responsibility for lost or damaged electronic equipment (computers, cell phones, mp3 players, digital cameras, tablets, etc.).

### **Dress Code**

All students in Extended Day must adhere to the dress code outlined in the Student Handbook during Extended Day. Exceptions are made for athletes going to or returning from games or practice and students participating in enrichments which necessitate different attire.

### **Discipline**

Extended Day utilizes the same TBS Pledge, discipline policy and procedure as are followed in the regular school day. Extended Day instructors work in close conjunction with classroom teachers to ensure smooth transition and emotional health for all of our students. Should incidents of concern arise that cannot be alleviated by classroom/Extended Day collaboration, a parent meeting will be requested. A homework/behavior contract may be instituted to ensure the growth and development of the student.

All incidents involving physical harm will be referred to the Dean of Students. If a student has continued difficulties adhering to Extended Day rules and standards, a meeting may be called with the Head of School to evaluate all options available up to and including removal of the student from the program. Removal from the program for behavioral concerns does not constitute grounds for refunds of contracted monies.

### **Communication**

We do ask that everyone respect that Extended Day is a "safe space" for our students. To this regard, questions, concerns or grievances should be directed to the Extended Day Director, Kristin Cain, and not directed toward staff who are otherwise occupied with students. Kristin Cain may be reached by phone at 336-266-7670. Please leave a detailed voicemail message and all calls will be returned within 48 hours. In case of an emergency, contact the front desk immediately so that they can aid in finding the appropriate personnel to help. If you prefer to communicate via email, [kcain@theburlingtonschool.org](mailto:kcain@theburlingtonschool.org) is the address.

### **Registration**

Extended Day registration forms can be found at the back of this document, online, and in the main office of the lower/middle school building. All regular and drop-in students must have a registration form on file.

### **Enrichment Opportunities (Extended Day Program)**

Through our Extended Day Program, TBS will offer a menu of enriching learning opportunities we hope you and your family will find irresistible! Activities may include chess club, science club, music lessons, karate, art club, and more! Talented and skilled professionals from within TBS and the greater Burlington area facilitate these offerings. All members of the TBS student body are welcome to participate in the enrichment offerings.

The schedule of Enrichment Opportunities will be published in the Oracle during the first week of each month. Registration fees will vary according to the activity and instructor. Information about registration fees will be included in the schedule. Any fees will be paid directly to the instructor by the family. TBS will not invoice registration fees associated with Enrichment Opportunities.

## Appendix

**Permit for Facilities / Grounds Use**  
*Please complete and submit to the school's Business Office.*

The use of: \_\_\_\_\_

*(Classrooms, Library, Gym, Soccer Field, Playground, etc.)*

is granted to: \_\_\_\_\_

*Name of Organization*

On-site contact will be: \_\_\_\_\_ Cell #: \_\_\_\_\_

For the date: \_\_\_\_\_ From: \_\_\_\_\_ am/pm To: \_\_\_\_\_ am/pm

Estimated fee: \$ \_\_\_\_\_ (Rental fee: \$30.00 per hour; Staff security fee: \$15.00 per hour; Cleaning deposit: \$500.00. All checks made payable to The Burlington School.)

With the understanding that all responsibility for care of the building, premises and conduct of persons on the grounds during the hours listed above are the responsibility of the holder of the permit.

This permit is issued with the understanding that no activity will take place during school hours, (while school is in session).

It is hereby understood that the above named organization agrees to provide a \$1,000,000 Certificate of Insurance that indemnified and holds The Burlington School, Inc. harmless against any claim for liability to any person or persons for personal injury or property damage in connection with its use of TBS property and that said organization will hold the school, its officers, employees, and directors harmless from any such claim by others and will release the school, its officers, employees, and directors from any such liability to the above organization, its members or anyone else.

\_\_\_\_\_  
*Organization's Authorized Representative – Printed name*

\_\_\_\_\_  
*Organization's Authorized Representative – Signature*

\_\_\_\_\_  
*Date*

For The Burlington School, Inc.

\_\_\_\_\_  
*Authorized Representative – Printed name*

\_\_\_\_\_  
*Authorized Representative – Signature*

\_\_\_\_\_  
*Date*

09.12.12

**The Burlington School**

## Facility Usage Request Form

*Please return this form once completed to the front desk. Thank you.*

Event: \_\_\_\_\_ Date: \_\_\_\_\_ Duration: \_\_\_\_\_

Contact: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Staff Member Responsible: \_\_\_\_\_ Admin. Asst Approval to Calendar?  Yes  No

Location/Room: \_\_\_\_\_ Childcare?  Yes  No Cost (per family) \$ \_\_\_\_\_

Number Attendees: \_\_\_\_\_ # cars expected: \_\_\_\_\_ Off-site parking?  Yes  No  NA

Event Checklist:

- Space layout reviewed w/Facilities Department?
- Front/main entry (doors unlocked?)
- Technology equipment coordinated with IT and Facilities Director?
- Clean up coordinated w/Facilities Department?
- Publicity coordinated w/Advancement Department?

Equipment needed:

- Flip Chart
- TV w/VCR or DVD
- Internet connection
- Projector:  Overhead  LCD
- Podium
- Microphone
- Extension Cords
- Projection Screen
- Sound System
- Gym Equipment
- Laptop/Computer

Other \_\_\_\_\_

Bill to: \_\_\_\_\_

**Approval is required for all events from:**

Facilities Director &/or IT \_\_\_\_\_ Date \_\_\_\_\_

Business Officer \_\_\_\_\_ Date \_\_\_\_\_

As needed:

Director of Extended Day (for ED Room) \_\_\_\_\_ Date \_\_\_\_\_

Athletic Director (for Gym, Field) \_\_\_\_\_ Date \_\_\_\_\_

**FINAL APPROVAL:**

Head of School

Date

**Request for Reconsideration of Instructional Material**

Title:

Author:

Request initiated by:

Relationship to Student:

Address:

City/Zip:

Phone:

1. To what do you object? (Please be specific; cite examples, pages)
2. What do you feel might result from the use of this material?
3. For what age group would you recommend this material?
4. Did you read the entire book, or view entire film? If not, what parts?
5. What do you believe is the theme or purpose of this material?
6. Are you aware of judgments of this work by literary critics?
7. In the place of this material would you care to recommend other material which you consider to be of superior quality?
8. What would you like the school to do about this material?  
 Do not lend it to my child  
 Return it to the Materials Review Committee for reevaluation  
 Other  
Explain:

Signature

Date

## Student Technology Acceptable Use Agreement

Please read and discuss each sentence carefully before signing the Acceptable Usage Form.

### When I use the School's computer network or other electronic equipment:

- I will use it only for school work and for those activities that are aligned with my School's overall vision.
- I will not use the Internet to send any personal information about myself or anyone else, such as my first and last names, phone number, e-mail or address. This helps keeps my school community and me safe.
- I will not buy or sell anything.
- I will not visit an inappropriate website or create inappropriate materials. If inappropriate material comes up on my computer, I will inform an adult at once.
- I will learn how to properly use and take care of the School's computers and other equipment. I will take very good care of the software (handling CDs, tapes, etc. properly; returning items to their proper places).
- I will respect the accounts, files and works of other people. I will not take credit for work that is not my own. (That's called plagiarism!)
- **I will not post nor send messages that contain inappropriate material on or when using the School's social media accounts (e.g. trash talking other schools, mocking students or teachers, inappropriate photos, etc).**
- I will remember that using the School's equipment, Internet, e-mail and software properly is part of my academic responsibility. If I violate or abuse the School's computers, printers, Internet, e-mail or software, I know disciplinary action will follow.
- While using the computer and Internet, I will:
  - not copy the ideas or writings of others and present them as my own. I may not copy any of the School's software for my personal use.
  - respect the equipment, software or data (information or files) of others. I will not access, destroy or share data (information or files) of another student or teacher.
  - I will not give out or post for public viewing any personal information (phone number, address, age, photograph, etc.) unless I am given permission from that individual and/or my teacher.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Extended Day**

## Student Registration Information

Student's Name \_\_\_\_\_

### Family Information

Parent Name \_\_\_\_\_

Phone (best to reach) \_\_\_\_\_ Preferred Email \_\_\_\_\_

### Emergency Contact Information

Name \_\_\_\_\_ Relationship \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell phone \_\_\_\_\_ Work phone \_\_\_\_\_

### Pick Up Authorization

In addition to parents listed, please give the names and phone numbers to whom the child can be released.

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Please list anyone who CANNOT pick up your child from Extended Day:

\_\_\_\_\_

### Medical History

Are there any physical (i.e. allergies) and/or emotional conditions, medications, or any other medical information that the staff should be made aware of? \_\_\_ No \_\_\_ Yes

If you checked yes above, please explain:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please give any information concerning your child which will be helpful in his or her experience in a group setting (playing, eating, sleeping habits, specific fears, special likes and dislikes, etc.).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Emergency Care Information

Name of Child's Doctor \_\_\_\_\_ Phone \_\_\_\_\_

Office Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

By signing this document, I acknowledge that I have read, understand, and agree to abide by all aspects of the ED program including parental and student expectations as outlined in the ED handbook.

**PARENT/GUARDIAN SIGNATURE**

**DATE**

---

I agree that the School may authorize the physician of choice to provide emergency care in the event that neither I, nor any other contact listed or the family physician can be contacted immediately.

**\*\*\* Rates and Fees \*\*\***

There are various rates and fees related to the services provided by Extended Day. These fees, explained below, have been designed to be as equitable and as low as possible. Please note that all fees are fixed rates that begin at sign-in. *We do not charge by the hour or prorate fees.* Monthly invoices will reflect all appropriate charges.

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**Late Fee**

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*A 15-day notice must be provided in order to withdraw or change service from the current monthly package/billing cycle.*

## Parents' Association 2018-2019 Earnings Programs

Each year, the Parents' Association (PA) donates monies raised through various earnings programs to help support **The Burlington School** and its staff. The activities listed below are easy ways our community can help to raise these funds throughout the year.

### Amazon Smile

Families can donate to TBS through their regular spending on Amazon.com by beginning their shopping at smile.amazon.com and selecting The Burlington School as their organization to support. Thank you for your support!

### Office Depot

Through the "Five Percent Back to Schools Program," Office Depot will give TBS five percent back on qualifying purchases in the form of free school supplies. This includes both store purchases and online orders. Designate The Burlington School (code: 70060455 when checking out. For more details, visit the program's website -- [http://www.officedepot.com/a/promo/backtoschool/5percent/?cm\\_sp=FooterLinks-\\_-Specials-\\_-5PercentBack](http://www.officedepot.com/a/promo/backtoschool/5percent/?cm_sp=FooterLinks-_-Specials-_-5PercentBack).



### Harris Teeter VIC Card

Link or re-link your Harris Teeter VIC account to The Burlington School, **code #2055**, each year on or after August 1. Linking your VIC card earns TBS at least two percent of your Harris Teeter-brand (Harris Teeter, Premier Selection, H.T. Traders, Hunter Farms, Highland Crest and More Value) purchases. This amount will be doubled during the month of August. If you have any problems finding your VIC number, please call Customer Relations at 800.432.6111. You may also register online by visiting the VIC card [http://www.harristeeter.com/community/together\\_in\\_education/tie\\_details.aspx](http://www.harristeeter.com/community/together_in_education/tie_details.aspx).

### Collecting Ink Cartridges

Help TBS earn money and be green by collecting used ink cartridges that **Rapid Refill** will reuse and recycle. A collection box is located in the copy workroom on each campus.

### Good Search

GoodSearch is a search engine, powered by Yahoo!, which donates 50 percent of its revenue to the charities and schools designated by its users. You use GoodSearch exactly as you would any other search engine. The money GoodSearch donates to The Burlington School comes from its advertisers – the users and TBS do not spend a dime! Visit [www.goodsearch.com](http://www.goodsearch.com) and select **The Burlington School** as your designated cause. Approximately one cent is given to TBS for every search.

In addition, our Parents' Association coordinates Spirit Nights during the school year. The participating restaurant gives TBS a percentage of the evening's sales. Similar arrangements are made for Spirit Nights at various locations within our community. Those businesses also donate a percentage of event sales back to the school.

Every opportunity to support your school, pays off in dollars coming back to the school and enhancing our students' learning experience.



### Box Tops for Education

Box Tops for Education gives families an easy way to earn cash for their school, with products they already buy. We earn 10 cents for each box top collected. Look for the logo when you go shopping! Box Tops is changing to fit today's families. The new and improved Box Tops mobile app uses state-of-the-art technology to scan your store receipt, find participating products and instantly add Box Tops to your school's earnings online. You can still clip the box top and bring it to school or use the app on your phone.