

The Burlington School

2017-18 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 communications 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 we're 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 12th grade college preparatory school. Currently, we operate the merged school on the two campuses used by BDS and TES. As we prepare for our future, we are developing a comprehensive campus plan to unify our school at one location.

Rooted in core learning, character and community, our curriculum is progressive and focused on the creative and critical thinking skills needed in the 21st 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 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.

2017-18 Board of Trustees

Tony Holt, Chair
Elizabeth Hood, Treasurer
Lummy Barnes, Secretary
Pam Duffy
Rusty Holt
Lisa Kirkpatrick-Yow
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Alan Norton
Anil Patel
Ed Powell
Meredith Self, Asst. Secretary
David Sellers

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.

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Quick Facts

Instructional Day: begins at 8:00 for Preschool 3 – 8th grade students and 8:25 for 9th – 12th grades
(buildings open at 7:20 for early arrivals on both campuses)
ends at 12:00 for PS3 half day program
at 2:45 for PS3 – 1
at 3:00 for 2nd – 4th grade
at 3:15 for 5th – 12th grade

Extended Day/Enrichment Hours: Dismissal until 6:00

Office Hours: School year ... 7:45 – 4:15pm
• Greenwood Terrace campus opens at 7:30am.
Summer ... 8:00 – 4:30pm (Monday-Thursday)

Telephone numbers: Greenwood Terrace campus – 336.228.0296
Davis Street campus – 336.395.8550

Campus addresses ... 1615 Greenwood Terrace, Burlington, NC 27215 (PS3 – 8th grade)
401 W. Davis Street, Burlington, NC 27215 (9th – 12th grade)

School Fax number: Greenwood Terrace campus – 336.226.6249

To contact the Head of School ... rwall@theburlingtonschool.org (Ronnie Wall)

To inquire about academics ... jsabin@theburlingtonschool.org (Jenny Sabin)

To inquire about admissions ... kchappell@theburlingtonschool.org (Kelly Chappell)

To inquire about giving opportunities ... slambeth@theburlingtonschool.org (Suzie Lambeth)

To inquire about communications... mrodriguez@theburlingtonschool.org (Miranda Rodriguez)

To inquire about billing or payments ... djones@theburlingtonschool.org (Donna Jones)

To inquire about athletics ... rjohnson@theburlingtonschool.org (Ron Johnson)

To inquire about community life or student advisory ... lblank@theburlingtonschool.org (Leslie Blank)

To inquire about student support ... jsabin@theburlingtonschool.org (Jenny Sabin)

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

Mailing address ... The Burlington School
1615 Greenwood Terrace
Burlington, NC 27215

Web address ... www.theburlingtonschool.org

THE BURLINGTON SCHOOL
2017-18 Academic Year

2017

August 14-18	In-service
August 20	Back to School Celebration
August 21	First Day of School
September 4	Labor Day—No classes
September 6	Curriculum Night at Davis Street, 6:00pm
September 7	Curriculum Night at Greenwood Terrace, 6:00pm
September 25-28	Class Trips Week
September 29	Teacher Workday—No classes
October 6	Mid Trimester, Progress Reports Issued
October 27	No School, NCAIS Conference Professional Development
November 10	Veterans' Day—No Classes
November 17	First Trimester Ends, Report Cards Issued
November 20	Half Day of School, PM Student-led Conferences (12:30-5:30pm)
November 21	AM Student-led Conferences—No Classes (8-11:30am)
November 22-24th	Thanksgiving Holiday—No Classes
December 20	Early Dismissal—Holiday Break begins

2018

January 2	Classes Resume
January 12	Teacher Workday,—No Classes
January 15	No School, Martin Luther King Day—No Classes
January 19	Mid Trimester, Progress Reports Issued
January 24	State of the School Address
February 19	Presidents' Day—No Classes
March 1	Second Trimester Ends, Report Cards Issued; Lower School Special Schedule
March 2	Student-led Conferences (8:00-4:30pm)
March 30	Optional Teacher Workday—No Classes
March 31-April 8	Spring Break—No Classes
April 13	Mid Trimester, Progress Reports Issued
May 4	May Day/Grandfriends Day; Early dismissal
May 21-24	E-mersion Term
May 25	Last Day of School, End of Year Awards Ceremony
May 28	Memorial Day—No Classes
May 29-30	Teacher Workdays—No Classes
May 31	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 will make up two of them by attending school on President's Day (Feb. 26) and Memorial Day (May 30). Please plan accordingly. (May 6, 2015)

**Extended Day is a service provided for PS3—8th grade families after school and on some days when school is closed. For dates of specific coverage and to register your child, please*

visit: www.theburlingtonschool.org/extendedday

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.

In November and December, 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 (PreK-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 time load in order to be registered as students.

Financial Aid

The Burlington School desires to provide deserving students, who could not otherwise afford it, an opportunity to benefit from our high quality academic, arts, and athletics programs. Our financial aid program also allows the School to host a student body that reflects the social and economic diversity of our area. We award need-based financial assistance to a number of students and families each year using a third party screening organization.

Our confidential financial aid process is intended to be a supplement to family resources. We firmly believe that no worthy student should be deterred for financial reasons from applying to and enrolling in The Burlington School. At the same time, the School remains mindful of the obligation to use its limited financial aid funds responsibly and prudently. Applicants academically acceptable for admission and qualifying for financial assistance outnumber those whom we can afford to support. Therefore, we must make choices based on individual merit. Although need is the first requirement for financial aid, the final selection of a recipient is based on our evaluation of the student's overall academic and personal strengths, and his or her family's ability to be positively involved in the life of the School.

All information submitted through our third party financial needs assessment vendor is held in strictest confidence. Inquiries and questions concerning financial aid should be directed to the Admission Office or Head of School.

TADS

The Burlington School provides need-based assistance to deserving students, making accessible an opportunity to benefit from our high quality academic, arts, and athletics programs.

Our tuition aid process also allows the school to host a student body that reflects the social and economic diversity of our area. We award need-based tuition assistance to a number of students and families each year using a third party screening organization. Our confidential tuition aid process is intended to be a supplement to family resources. We firmly believe that no worthy student should be deterred for financial reasons from applying to and enrolling in The Burlington School. At the same time, the school remains mindful of the obligation to use its limited tuition aid funds responsibly and prudently. Applicants academically acceptable for admission and qualifying for tuition assistance outnumber those whom we can afford to support. Therefore, we must make choices based on individual merit. Although need is the first requirement for tuition aid, the final

selection of a recipient is based on our evaluation of the student’s overall academic and personal strengths, and his or her family’s ability to be positively involved in the life of the school. We believe that you can't afford *not* to consider an education by The Burlington School!

In order for us to allocate our resources wisely and fairly, we use Tuition Aid Data Services (TADS). 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. TADS provides the school with a report, which includes a recommendation of how much a family should reasonably contribute toward tuition.

All information submitted through TADS is held in strictest confidence. Inquiries and questions concerning tuition aid should be directed to the Admission Office (admissions@theburlingtonschool.org) or Head of School.

TBS Faculty & Staff Information

<u>Name</u>	<u>Grade</u>	<u>E-mail Address</u>
Acton, Cathia	Biology, AP Biology, Chemistry	cacton@theburlingtonschool.org
Askew, Patti	Upper School Mathematics	paskew@theburlingtonschool.org
Black, Kim	Healthful Living/Creative Movement PS3-K	kblack@theburlingtonschool.org
Baker, Bethany	Drama	bbaker@theburlingtonschool.org
Barefoot, Killian	Upper School Humanities – US Coordinator	kbarefoot@theburlingtonschool.org
Blank, Leslie	Community Life Facilitator, School Counselor	lblank@theburlingtonschool.org
Bonessi, Doug	Upper School Science and Technology	dbonessi@theburlingtonschool.org
Brooks, Sharon	Middle School Math	sbrooks@theburlingtonschool.org
Cammarn, Cindy	Middle School English	ccammarn@theburlingtonschool.org
Danishanko, Heather	Upper School Spanish & Humanities	hdanishanko@theburlingtonschool.org
Davis, Kalle	Upper School Spanish	kdavis@theburlingtonschool.org
Dixon, Lois	4 th Grade	ldixon@theburlingtonschool.org
Edwards, Tony	Facilities Director	tedwards@theburlingtonschool.org
Fasan, Jacques	Upper School Humanities	jfasan@theburlingtonschool.org
Frampton, Rick	Lower & Middle School Healthful Living	rframpton@theburlingtonschool.org
Gordon, Britt	Transitional Kindergarten	bgordon@theburlingtonschool.org
Johnson, Lisa	Middle School History	ljohnson@theburlingtonschool.org
Johnson, Ron	Athletic Director, Dean of Students	rjohnson@theburlingtonschool.org
Jones, Donna	Business Officer	djones@theburlingtonschool.org
Jordan, Cindy	1 st Grade	cjordan@theburlingtonschool.org
Kirkpatrick, Kellie	Student Success Facilitator	kkirkpatrick@theburlingtonschool.org
Lambeth, Suzie	Advancement Director	slambeth@theburlingtonschool.org
Martin, Pete	Upper School Math	pmartin@theburlingtonschool.org
McCabe, Stephanie	2nd Grade	smccabe@theburlingtonschool.org
Millen-Hemmings, Shaneika	PS3 – 6 th Grade Spanish	smillenhemmings@theburlingtonschool.org
Moser, Rodney	5 – 12 Art	rmoser@theburlingtonschool.org
O’Day, Katy	Middle School Spanish/Yearbook Advisor	koday@theburlingtonschool.org
Patrick, Janice	Custodian	jpatrick@theburlingtonschool.org
Payne, Fredda	Pre- and Lower School Music and Art	fpayne@theburlingtonschool.org
Pearson, Ashley	College Counseling	apearson@theburlingtonschool.org
Pruette, Cindy	Administrative Assistant	cpruette@theburlingtonschool.org
Rodriguez, Miranda	Communications Director	mrodriguez@theburlingtonschool.org

Qualls, Marshall	Middle and Upper School Chorus	mqualls@theburlingtonschool.org
Richardson, Lisa	Kindergarten	lrichardson@theburlingtonschool.org
Riddle, Stacy	Preschool 4	sriddle@theburlingtonschool.org
Roberson, Will	Upper School Humanities	wroberson@theburlingtonschool.org
Sabin, Jenny	Academic Dean	jsabin@theburlingtonschool.org
Seibold, Barbara	School Librarian	bseibold@theburlingtonschool.org
Strickland, Debbie	Office Manager, Greenwood Terrace	dstrickland@theburlingtonschool.org
Tanner, Kristi	Middle School Science	ktanner@theburlingtonschool.org
Taylor, Trinity	Extended Day and Summer Camp Director	ttaylor@theburlingtonschool.org
Thomas, AnnGayle	3 rd Grade	athomas@theburlingtonschool.org
Thomas, Rebecca	Preschool 3	rthomas@theburlingtonschool.org
Thornton, Jennifer	Preschool Assistant	jthornton@theburlingtonschool.org
Wall, Ronnie	Head of School	rvall@theburlingtonschool.org
Webber, Ginger	Office Manager, Davis Street	gwebber@theburlingtonschool.org
Wilson, Lucius	Middle and Upper School Instrumental Music	lwilson@theburlingtonschool.org

School Hours

Classroom instruction begins promptly at 8am each morning for students in PS3 – 8th grade. Upper School students’ are encouraged to come for early morning tutorial at 7:45, but their first class begins at 8:25. Lower and Middle School students may enter classrooms beginning at 7:45am which is the recommended practice 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 first grade dismiss at 2:45pm*, grades two 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.

*The first week of school preschool 3 and 4 dismisses at 11:30am.

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 gym and outdoor play. At 7:45am, students on Greenwood Terrace are dismissed to their classrooms, while Upper School students can go to classrooms for tutorial. 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). At Greenwood Terrace, please use the side lot. 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

Classes begin each day at 8am at Greenwood Terrace and 8:25 on Davis Street. Families are expected to drop off students before then, allowing time for children to walk to class and prepare for the day. It is important that we begin our day promptly at 8am because we’ve got a lot to learn and no time to waste. There is a less than subtle message about the value of education you send your child when (s)he is repeatedly tardy. To help, the doors open to receive children at 7:20am at no charge.

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 8am, 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 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. Wearing a watch and setting it to the official TBS time using our phone clocks is highly recommended.

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 unexcused tardies **for the year** = After school detention (3:25pm-4:05)
- 8 unexcused tardies **for the year** = Saturday detention (8:00am-10:30)
- 12 unexcused tardies **for the year** = Two days after school detention + Saturday Detention
- 16 unexcused tardies **for the year** = Extended Saturday Detention (8:00am-1:00pm)
- 20 unexcused tardies **for the year** = 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 student is allowed to attend classes.

After 4 unexcused tardies, a student will then continue to serve an after school detention for each tardy going forward. Any tardies beyond 20 unexcused tardies for the total of the year may be grounds for a student contract to be revoked.

***Please note that all tardies are considered unexcused unless determined otherwise by the Head of School or Dean of Students.**

Excused and Unexcused Absences

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 teacher/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. 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. If a student is ill and will be absent or late, a parent or guardian must 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 five school days to get the work turned into the teacher. Class work or assessments missed during an unexcused absence will have a 20 point penalty.

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 or parental notification.

Please note that all absences are considered unexcused unless determined otherwise by the Dean of Students. Students in grades 9-12 who miss seven (7) unexcused class periods in a single class during a trimester will not receive credit for the course. An appeal to this can be made to the Head of School if there are extenuating circumstances.

Juniors are allowed 3 excused absences for college admissions visits. Seniors are allowed 4 excused absences for college admissions visits, but seniors' visits must be completed by May 1st. In order to excuse the absences, students are required to bring back documentation from the college's admission 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 meet face-to-face with the Head of School to establish its educational value. After approval from the Head of School, please communicate this, **in writing**, to your child's teacher(s) or, in the case of Middle/Upper School, his or her advisor. 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 3 (½ day program)- 11:30

Preschool - Grade 1 – 2:45pm*

Grades 2-4 – 3:00pm

Grades 5-12 – 3:15pm

*Preschool 3 and 4 students dismiss at 11:30am for the first week of school. TBS Extended Day is available for after school care for those Preschool 3 and 4 students for no additional fee during the first week of school.

On faculty half-days, dismissal times are:

PreK-3 – 11:30am

Grades 4-12 – 11:45am

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 all students from 3-6pm daily. After 3:30pm all carpool students will be sent to Extended Day and you will be charged the drop-in fee.

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 and pedestrian lane (not grass and certainly not beyond the boundaries of the building). 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. Think air quality and responsible use of everyone's time!

Cell Phones, iPod/MP3 Players, Electronic Games

iPods/MP3 Players and/or electronic games are NOT to be in the possession of students while on the Greenwood Terrace campus OR while attending Preschool to 8th 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 the front office are available to our students for necessary communication and may be used only with adult permission. Unless a teacher uses them for instruction, cellphones are not needed on the Greenwood Terrace campus. Group access to music is provided by other means. **Any cell phones that are heard or seen on the Greenwood Terrace Campus 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 on Davis Street 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 book bag. 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. 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.

TBS Extended Day (ED) and Enrichment Afternoon [also see 51]

After School Care

After School Care is available until 6pm each day. Registered students in this program will participate in a number of engaging and enriching activities, both on and beyond the Greenwood Terrace campus. Please see the Extended Day Information [page 51] for registration and fee information.

School Holiday Care

On days when TBS is not operating on a normal class schedule (i.e., 11:30/11:45am dismissal days, faculty workdays, etc.), the Extended Day program (ED) will be open. With the exception of a few holidays, it is our intention to make ED available to families on non-instructional days, contingent upon adequate enrollment. Please direct your questions about ED to the Director.

Enrichment Offerings

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, but are not limited to chess, cooking, music lessons, dance, karate, art, math club, science club, and much more. Talented and skilled professionals from within TBS and the greater Burlington area facilitate these wonderful offerings.

All members of the TBS student body are welcome to participate in the enrichment offerings. The classes are generally eight weeks in length and require pre-registration. Registration is offered approximately three weeks prior to the onset of classes. Many classes are popular, so please register early. We regret that we cannot accept late registrations. Very rarely, classes will not meet the required participant registration needed for successful implementation. In this case, every attempt will be made to offer a reasonable alternative.

Extended Classroom

The urban Davis Street campus of TBS truly encompasses the entire downtown community of Burlington. Our students frequently walk to restaurants, special events and cultural offerings in downtown Burlington. At the Greenwood Terrace campus outdoor play is a prized activity. We even go 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 Bring a Friend to School Day, but are not permitted during the instructional day. **This policy does not apply to current TBS students' families.

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 trimester, we donate long-lost items to charitable organizations, so be sure to check often for things missing. Lost and Found is located in the middle school lounge, Extended Day room, and in the Davis Street Gym.

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-cigarette use is also prohibited.

Health Requirements and Information

The parent/guardian of each TBS student must provide the following health records before the start of school and should be uploaded directly to Magnus, our digital health records database:

- A copy of a current record of immunization showing that N.C. State requirements have been met*
- 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
- Other forms as requested by the Magnus Program

*Returning students do not need to provide this documentation annually unless changes or updates have been made (immunizations, recent physical, etc). Middle and Upper school students are required to have a physical examination current within one year to participate in team sports. 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 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 "universal precaution" practices related to all manner of bodily fluids.

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 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 authorization form, signed by you and your child's physician, 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.

Should your child become ill during school hours, non-prescription (over-the-counter) medication may be administered to your child through the office. An over-the-counter (OTC) administration authorization form indicating which medications your child can use must be signed by you and your child's physician and will be kept on file with the School. This form will be distributed with other back-to-school forms before the beginning of school. Any OTC medication given to students will be recorded in student records and can be requested by parents.

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, 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 gym, outdoors or over other non-carpeted surfaces each full day. Family and friends are encouraged to join their students for lunch on occasion, but we respectfully request that all visits take place after Labor Day to give students and staff time to acclimate to school routines and procedures. We ask that all visitors sign in at the front desk.

The Lunch Schedule for 2017-18 is as follows:

Greenwood Terrace campus: 11:55-12:25 pm

Davis Street campus: 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.

Lunches brought from home should be nutritious. In particular, we ask that no gum, candy, soda or "fast food" (items that have been deep fried) come to school, especially at the Greenwood Terrace campus. 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. Additionally, we ask that you refrain from sending glass containers. Students on the Greenwood Terrace 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
- Read the label - often pre-packaged foods are not nutritious

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. Students participating in the afternoon Extended Day program are provided an afternoon snack and drink.

While the above may seem like a lot to ask, we do so because we place importance on sustaining both a healthy body and a healthy environment. A little thoughtful effort yields a great individual and collective reward!

Please be sure to communicate any food allergies to your child's teacher or advisor and the Extended Day director, if applicable, and record this information on the Student Information Forms.

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 *Recommended Channels of Communication* (p. 18), and *Parents as Partners* (p. 19) 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 Dean, 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.

Communications 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 Advancement 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 Web site (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 the blogs, the Spartan Scroll, and Spartan Snapshot. Access to the parent directory requires a username and password. If you did not receive or have misplaced/forgotten your username and/or password, please contact the Communications Manager.

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., rvall@theburlingtonschool.org). Please see page 11 of this Handbook or visit the faculty directory of our Web site 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 – Greenwood Terrace campus [Preschool – 8th]; 336.395.8550 – Davis Street campus [9th – 12th]). 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 Web site. 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 at the Davis Street campus.

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. If further conversation will be helpful, our Head of School is always ready to hear from you.
- Join us for lunch.
- 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 and will ensure your children's comfort as they walk about and learn.
- Check out the Wish Lists posted around our school building. Perhaps you have the very thing we need in your attic, basement or garage (books, magazines, games for rainy days in Extended Day, lamps, rugs, pillows, etc.)
- Join your child for school activities such as our All Campus/Community Events, Service Learning partnership adventures and lower school field trips. Drivers and chaperones will 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 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 parents to our classrooms during special activities and for quick drop-ins. 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.

At home, we hope that you will:

- Invest time in daily family experiences (walks, talks, shared books, preparing meals, etc.)
- Put limits on TV, cell phone, video and computer activity
- Strive to find that perfect balance between demonstrating support and involvement in your child's school life and honoring your child's need to become independent and self-directing
- Expose them to the arts
- Offer outlets for physical movement
- Allow them to assume responsibilities appropriate for their developmental stage and hold them accountable for fulfilling those responsibilities
- Engage in discussions with them

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 and Upper 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! We do hope your family will help us celebrate at our picnic at the beginning of the year (all levels), our traditions lunch in December and our community lunch at the end of the year (Middle and Upper).

We love birthdays. In preschool through fourth grade, we ask that you celebrate by reading your child’s favorite book to the class and then donating it to the classroom library. The basket of birthday books builds as the year goes by and is enjoyed by all over and over again. That joy lasts much longer than a cupcake! Please join us in honoring instructional time and the normal daily rhythms of the class. 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 .

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.

Ways to Give

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

Special School Funds

- I. **Faculty Enrichment Fund** – We value the skills, gifts and passion for teaching our TBS faculty bring to this community. When occasions for recognition arise (holidays, Staff Appreciation Week, end of the year), we encourage you to express your – and your child’s – appreciation through notes, hand-made gifts and/or contributions to our Faculty Enrichment Fund. This fund allows faculty and staff to make purchases that enhance the program and their teaching.

Financial donations made to the Faculty Enrichment Fund in honor of a specific TBS employee are considered contributions to the School, and are to be used to the extent possible based on the donor’s original intent. Gifts to the Fund are received, receipted and acknowledged by our Office of Advancement. Since these gifts are made to the School and the donor receives a tax benefit, all items purchased with such funds are considered property of the School.

Appropriate expenditures will be for professional development, classroom supplies, equipment, books and other pre-approved expenditures. The Head of School and/or an appropriate designee from TBS will administer the Fund.

- II. **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.

Business Office

The Business Office handles all cash receipts (cash, check 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 will 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.

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. 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 2.3 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.
- **Activity Fee:** This fee varies by grade and covers school supplies for grades Preschool-8, Field Day, yearbooks, etc. All expected expenses are included in this fee. However, from time to time, an additional fee may be charged for an unplanned event.
- **Enrichment Fee:** A wonderful selection of after-school enrichment classes are offered through the Extended Day program. The price for these experiences varies by class.
- **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, lost library books, field day costs, yearbook and Spirit Wear purchases.**

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. The School provides lower school students with needed supplies
- **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 15.
- **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 when there is a balance over a certain minimum amount; tuition payments are expected whether you receive a statement or not. Other fees such as Extended Day, enrichment, activity fees, etc. are due upon receipt of statements.
- **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 60 days or more and there is not a resolution to the problem, the School has the right to ask parents to withdraw their child(ren) from the School.

If no payment is made within four months, 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.

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.

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:

- Sharing and learning to live together
- Music
- Dramatic play
- Art
- Rhythms
- Poetry
- Stories and reading readiness
- Number concepts
- Social studies
- Hands-on science
- Learning through games and active play

Lower School instructional experiences include:

- Readers' and Writers' Workshops
- Word Study and spelling
- Math Workshop using Every day Mathematics
- Social Studies and Science (integrated and discrete objectives in social studies and science)
- Technology/media literacy
- Service Learning
- Spanish
- Art
- Music
- Healthful Living (Fitness and Wellness)
- Drama

Middle School students participate in:

- Language Arts (reading, writing, grammar, spelling)
- Math Project (MS Math Curriculum)
- Algebra
- Social Studies
- Science
- Spanish
- Service Learning/Community Service
- Technology/media literacy
- Core skills
- Art
- Music ensembles
- Healthful Living
- Drama
- Elective Course offerings

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 10 or more class sessions 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
Community service	20 hours with a non-profit organization

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 independently and by reading to or with an adult.
- Students are expected *to be read to daily*. To accomplish our literacy goals, students must hear between four and six books (or chapters of longer books) read aloud each day. Most of these are read at school; we ask that you help us fulfill this daily goal. It is our greatest hope and expectation that every TBS family will be a reading family, coming together each night around a chapter book, poetry collection or story.
- Students will occasionally have a task to accompany their reading. This may be an entry in a notebook, a curiosity question to pursue with an adult or some word work, usually following up on what was introduced in Reader's or Writer's Workshop that day.
- Students may be asked to complete a review or extension activity related to mathematics instruction or a science/social studies pursuit.

Third and Fourth Grades

- Students are expected to *read daily* (including weekends) for 20-40 minutes (20 minutes for most third-graders). This reading is done independently and in a sustained and concentrated manner.
- Students are expected to *be read to daily*. To accomplish our literacy goals, older students must have many daily occasions to hear the sounds of language unfold before them. This shared reading time can (and we hope often will) be in the form of a chapter book read aloud and can also include reading and discussing something from the newspaper or another publication.
- Students are expected to spend between 15 and 40 minutes (15 for most third-graders) on independent work. This work may relate to their individual reading, to math concepts and skills introduced in the classroom or to 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 an Agenda, 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 Agenda 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 30-50 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 60-120 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 40-60 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 work load can become overwhelming. If a student feels over-matched at any time by homework, the student should contact his or her advisor.

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 required. 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 Preschool classrooms, the trimester progress reports include narrative comments and a number delineation, using the following scale:

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

In Lower School classrooms, the trimester progress reports include narrative comments and a number delineation, using the following scale:

- 4- Significantly Exceeds Developmental Expectations
- 3- Exceeds Developmental Expectations
- 2- Meets Developmental Expectations
- 1- Not Yet/Not Meeting Developmental Expectations

At the end of the second trimester, Lower School teachers write a narrative letter about each student's progress. 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.

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. The PSAT and the SAT are used for our upper school students. For purposes of state requirements, the PSAT cut of score is 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.

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 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.

Student Support Team

Chair: Academic Coach, Dean or designee

Members: School Counselor, Athletic Director, Dean of Students, Facilitator of Community Life, ED Director, Academic Dean, Student Support/Learning Catalyst, student’s advisor or teacher

- The team will meet at a designated day and time to discuss student/family needs and how to help each child to be successful at The Burlington School and live into his/her full potential. At meetings, team members will present student issues and the team will brainstorm and recommend supports and resources to help meet the academic, behavioral, and/or social-emotional needs of the student
- Members of the team will be assigned to students based on the expertise and strengths of each member that best match the needs of each student
- Minutes will be taken by the Learning Catalyst and records will be kept where all team members have access to them so they can update information as they follow-up with teachers, family members and other support personnel

Students to be served by the Student Support team include -

- Students who have had a psycho educational evaluation completed by a psychologist or a mainstreaming report from a specialized school
- Students who struggled academically, behaviorally or socially/emotionally during the previous school year, including students who are academically gifted or highly gifted and who may require differentiated educational plans in order to reach their full potential.
- Students who are under-resourced
- Students who show signs of struggling academically, behaviorally or socially/emotionally during the current school year, including students who are academically gifted or highly gifted and who may require differentiated educational plans in order to reach their full potential
- Medicated for ADD/ADHD
- Known mental health concerns

Students who need support services can be identified several ways:

- Through regular classroom observations conducted by the Learning Catalyst, School Counselor or one of the academic team
- By parent request
- The Learning Catalyst will check with Lower School teachers regularly, especially during their planning times, to see if they have any specific concerns regarding students. For Middle and Upper School, the Learning Catalyst will email teachers regularly reminding them to contact advisors and copy the Learning Catalyst with any student concerns. Teacher responses should thoroughly identify the concerns in as much detail as possible. The Learning Catalyst will then present these concerns to the team and the student will be assigned a Team member.
- Teachers may speak to any member of the Student Support Team and ask to be placed on the agenda of the next meeting held by the team. Pre and Lower School lead teachers should arrange coverage of their class while meeting with the team. For Middle and Upper School, the team will gather on an as needed basis. Team members may also request that a teacher attend a team meeting to present the concerns to the team. The teacher/advisor should bring all pertinent information to the meeting, including any and all assessments, work samples, documentation of academic/behavioral concerns, parent correspondence, status check of how the student is doing in all other classes and the student's permanent file.
- Lead teachers and advisors are the main point of contact for each student. If other faculty members or parents have concerns regarding students, they need to speak with these individuals first and they will then enlist the support of the Student Support Team.

TBS Tutors

All students have individual learning styles and learn and comprehend material at different rates. Providing quality tutors who have access to our teachers and who are familiar with our curriculum provides consistency between classroom activities and tutoring sessions. Providing tutors access to our school facility helps families with transportation and scheduling issues.

- The TBS Tutors program coordinator is Trinity Taylor (ttaylor@theburlingtonschool.org), and she will communicate with parents, classroom teachers and tutors regarding individual student needs.
- TBS Tutors is open to both TBS students and non-TBS students.
- Most tutoring will occur after or before school hours; however, there is an option for students to receive tutoring during school hours, as determined on an individual basis.

- Tutors will be assigned based on individual student needs (i.e., a strong math tutor for a student with specific math needs).
- Tutoring is optional for all students; however, it may be required for those students who meet the eligibility requirements for academic probation in the middle and upper school or for those who have a written recommendation from a psychologist that states that extra tutoring is vital to academic success.
- Tutoring fees are \$44 per hour. Scholarships are available based on financial need, and application for scholarship can be made directly through the TBS Tutors program coordinator.
- The use of virtual support via online instruction for both remediation and enrichment is also a component of the TBS Tutors program. The rate for this form of tutoring is \$20/hour through NCAIS (North Carolina Association of Independent Schools) Virtual Program.

Field Trips

A hallmark of The Burlington School education is the opportunity to use the downtown Burlington community and beyond as our learning landscape. TBS students will participate in “field” experiences as opportunities to expand their learning. Access to our downtown resources will be accomplished primarily on foot, using public transportation and private automobiles. Some will require additional expense for the family.

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 to places including Earthshine, New England, Wilmington, Virginia, Atlanta, Costa Rica. Students will be transported either in private automobiles, on chartered buses, or by plane for further distances.

Parent Conferences and Visits

The School encourages parents in Pre and 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.

Report Cards

Formal report cards (grades Preschool 3-12) are issued at the end of each trimester. 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 first trimester midterm progress report and at each report card (second and third trimester progress reports will only have comments for student of concern or significant progress).

Exams

End of year exams 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 sit instead for a full length mock exam.

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.

Academic Advancement

While at The Burlington School we offer an accelerated instructional program focused on preparation for college, occasionally a student flies so high academically that, even with our differentiated instructional approach, our classrooms seem poorly equipped to challenge the student and encourage "living into potential" learning. Many of our Upper School seniors take advantage of our close relationship with Elon University and enroll in classes on that campus. They earn college credits that easily transfer to their eventual alma maters.

To foster the opportunity for students to learn in the setting where they can be most successful, TBS offers a process whereby students can "reach for the stars" academically while not losing their turn to grow up in a safe and nurturing surrounding. Our Academic Advancement Program recognizes that there should be no ceilings in learning, but we only mature as human beings with adequate time.

Academic Advancement Guidelines:

1. Eligible students must be rising 8th graders or above.
2. Requested courses must fit within the existing schedule.
3. Students can request to advance in one or more course areas or an entire grade-level program.
4. Advanced courses will not be considered as a grade level change or promotion; the student will remain as a part of their current grade.
5. Advisor and teacher recommendations are required; ERB and other standardized test scores will be considered along with previous course grades.
6. An interview with the student and family and the execution of a learning agreement in which the student acknowledges the following are required.

___ I am ultimately responsible for my own learning, to be the best student I can be;

___ there will be personal sacrifices for me that my current grade level work/circumstances does not require;

___ this is my opportunity and not to be made an issue of false pride or immodest talk;

___ there will be disruptions to my current circle of friends and activities;

___ the School will make all reasonable accommodations to assure my success;

___ if I am not able to perform academically at an "A" or "B" level, I may be reassigned to my current academic program

___ I am not being promoted or in any way "skipping a grade" by working at an advanced academic level per this agreement;

___ it is the Head of School's sole decision to modify, resend or adjust this agreement and determine my placement in the program of the School;

___ there may be additional fees associated with learning at an advanced level;

___ I will be expected to comply with and successfully fulfill all class assignments and requirements.

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 officials
- 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.

Moral Compass and Advisory

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Philosophical Statement

As a learning community founded within a rich tradition of openness and acceptance, The Burlington School subscribes to an approach to moral education that encourages students to be reflective servants, responsible participants, thoughtful stewards and critical thinkers. While TBS is an independent, nonsectarian school, it embraces the ethical, moral, and religious diversity that exists within our community and affirms our willingness to listen to and learn humbly from those whose perceptions of priorities, purpose, right vs. wrong, and/or imperatives differ from our own.

All that the School is and does is centered on its mission, which inspires its educational program within the classroom and beyond. Having a deep, abiding concern for the well-being of society, The Burlington School, as a whole school community, is compelled to engage in outreach and service to others, in reflection and introspection, in study and investigation of the great moral traditions of our world. As we encourage students to recognize their responsibility to apply intellectual and creative gifts towards a greater good, we nurture moral compass as an integral dimension of a child's development, equipping them to go out into the world with a rich inner life and the confidence to be agents of positive change.

The Burlington School is committed to creating and sustaining a school community that mirrors the racial, religious and economic diversity of Greater Alamance County. In the fulfillment of that part of our mission, we are graced with a location that fosters inclusion and supports our partaking broadly of civic and cultural opportunities.

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 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 8th-12th grade students must accumulate at least 20 hours of community service credit per school year.

Sunshine Committee

Community Life responsibility extends beyond the student in order to include the whole family. In case there is a crisis we have parents who provide meals, transportation or any other forms of support that our community can. At The Burlington School, it is our goal to be a compassionate community that responds to illness and other times of distress and need in appropriate ways. Please contact the Head of the Sunshine Committee if you know of a situation or need in our community that might call for a response.

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 5th-12th grades to be members of a safe and supportive multi-grade (5th-8th, 9th-12th) 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 an advocate for oneself; 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

Student Support

The intent of Student Support is to advocate for our students to ensure success in all areas of their educational experience at The Burlington School. We aim to develop our students into productive and healthy young adults.

The Burlington School strives to provide thorough developmental and preventative counseling services for its students in three areas: academic (Learning Catalyst), college (College Counselor) and personal/social (Community Life Facilitator). Services will be provided by school staff in collaboration with parents, members of the school community and outside professionals. Students connect with counseling services through teacher/advisor referrals, individual requests and/or parental requests. Counseling will be available on a one-on-one basis, group sessions, classroom instruction and/or workshops. Private appointments may be scheduled with our counseling staff for both students and parents to address their child's concerns.

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 by 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.

Academic Excellence

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 Head of School as to an appropriate plan of discipline. The Council consists of teachers, three middle and five high school students who serve for a one-year period. The Dean of Students facilitates Honor Council referrals and proceedings. Students in grades five through twelve are eligible for Honor Council visits; younger students are held accountable by the community in more informal ways.

On occasion, peer mediation may be the best vehicle for resolving problems. Students are taught conflict resolution skills and, in addition, older students are eligible for training as peer helpers and mediators. These students can step into conflicts to arbitrate solutions that serve the individuals involved, as well as the community. The School Counselor facilitates the mediation process.

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.

Public Displays of Affection

Students are asked to conduct themselves in following the 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 constitute 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 two 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.

Seniors may leave campus for lunch. 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.

All students are required to be at school by 8:25 am, regardless of class schedule.

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) with a copy of their schedule and a list of their free periods attached. 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.

SLA must include a copy of the student's schedule.

SLA must contain a written account of student's "free period" schedule.

If a student modifies their academic schedule after a SLA has been approved, a new application must be completed and submitted for approval before a student has their leave privileges reinstated.

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. 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 Coordinator, 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, pg. 57) 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 page 58 in 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 Catalyst.

Network Storage — Network storage areas may be treated like school lockers. 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.

Storage Capacity — Users are expected to delete files and documents that take up excessive storage space.

Lower School Students — Lower school students will continue to access their files under the "TBS" user system. Students are required to store their files on a portable flash or jump drive as backup 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 should not be using text based or video based chat services while at school. Parents and students should discuss expectations for home IM usage standards, which should reflect the statements above.

Middle and Upper School Students

General guidelines:

- All MS and US students MUST have a computer 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 student must store his/her work-in-progress on his/her computer. 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 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 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.

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. Classroom and Student BLOGS or Web sites

Individual teachers and students are allowed to develop blogs or websites for posting classroom information and content.

IX. Agreement

All students and their parents must sign the TBS Technology Acceptable Use Agreement form [see page 58 in 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.

Encouraged (Green):

- Pants and shirts must be neat and appropriate to the weather.
- Khakis, corduroy, and denim with no holes, undergarments revealed, frayed seams/hems or patches.
- 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 toe 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).
- Stiletto style heels are not allowed in the gym at either campus.
- Athletic, sports t-shirts for males and females (except on Fridays).

Never Appropriate for School (Red):

- Sweatpants, athletic shorts (except Lower School), spaghetti straps, and tank tops
- Hats, caps and hoods inside a building.
- Shoes designed for shower use
- Clothing that reveals one's waistline, back, cleavage or undergarments.
- 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. Reoccurring 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. 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 including maps to competitor schools.

ATHLETIC HANDBOOK

The Burlington School athletic handbook is part philosophy, part policy and part practicality. The athletic department's philosophy and policies are built on our School's vision: The Burlington School is called to inspire young lives by building a foundation of outstanding scholarship and helping them discover their potential so they will become their true selves. More specific information for athletes is available in the Athletic Handbook, found on our website.

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 auspices of the Parents' Association and supervision of the Athletic Director.

The coaches of each sport select a parent to act as a liaison from their sport to the Spartans Club (SC) organization. Liaisons are responsible for assigning both gate and concession workers for their sport(s) and arranging for transportation as needed. They are also helpful in organizing food for athletes when travel dictates the need.

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 Triad Athletic Conference (TAC) and the Triad Middle School Athletic Conference (TMAC) 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 have shared with our Upper and Middle School student-athletes an expression often heard from coaches – “you’ve got to pay to play.” The cost for playing on a school team is good, competent, worthy classroom work. We want our students to understand that academic studies trump sports.

If your 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. Students may not participate in any way while ineligible (practice, attend games with the team, sit on the bench, etc.). Students may petition the Head of School to re-evaluate their eligibility at the three week point of the next trimester. Once eligibility has been regained, the student-athlete may approach the coach about the possibility of participating on an athletic team.

School Absence

1. Athletes must be in school no later than 11:00am in order to participate in a sporting event (practice or game) that afternoon (unless there is a note from the physician).
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. The names and contact information for the Leadership Team and respective Parent Grade Representatives are listed on the TBS website.

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 patheburlingtonschool@outlook.com

Extended Day Program

TBS is committed to offering a safe, fun and educational extension to our academic program. 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.
- Snacks are provided. In addition, 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.

For additional information on the Extended Day Program, not listed here, please see the Extended Day Handbook on our website.

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.

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.

Extended Day 1: 3:00-5:00 \$140.00 first child and \$120.00 second child

Extended Day 2: 3:00-6:00 first child \$205.00 and \$175.00 second child

Drop in rate \$25.00 per child

Early Dismissal: \$40.00 with pre-registration, \$60.00 without

Vacation Days: \$60.00 with pre-registration, \$85.00 without

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

The Extended Day 2 care includes the price for all half days. *A 30-day notice must be provided in order to withdraw or change service from the current the program/ billing cycle.* Extended Day Enrichment cost is per child, per program. See the Extended Day Enrichment opportunities brochure for details.

Drop-In Option

Drop-in fees apply to those who have not registered for full-month care and who attend in 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.*

Enrichment and Vacation Care

Fees for early dismissal care are incorporated into the monthly rate Extended Day 2 listed above. There is no additional charge. All families are asked to preregister so that appropriate supervision is provided. The charge for those not registered for Extended Day 2 is \$60. Fees for enrichment classes and vacation days are **not** included in monthly rates. These fees will appear as a separate charge on your monthly billing statements. These days will be announced closer to the vacation days.

Billing

All Extended Day invoices will be automatically drafted from your bank account beginning with the 2017-18 school year. If you pay your tuition monthly, monthly Extended Day invoices will automatically be drafted from the same bank account on the same day as your tuition payment. 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 complete form to the Business Office.

Families will be billed at the end of the month for Extended Day attendance. The billing period covers the 16th through the 15th of the month. For example, September 16th through October 15th will be billed at the end of October. Please contact the Business Office with questions about your bill.

Procedures

Arrival

Extended Day instructors and administrators greet students and check them into the program each day as the grade levels are dismissed. To start the afternoon successfully, we begin with a daily routine consisting of play, eating a snack and participating in a quiet game and/or reflection to offer some “wind down time.” Students then either participate in a pre-registered Coordinate Program activity or participate in the daily themed curricular activities provided by Extended Day instructors.

Departure

Your child’s safety is our number one priority. 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, located on the checkout counter in the Extended Day Room. 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. **ALL STUDENTS MUST BE SIGNED OUT.** 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.

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. Extended Day will provide academic enrichment through a variety of activities, including peer tutoring, homework help or individual tutoring and all students are encouraged to participate.

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. Lost-and-found items will be kept in the Extended Day room for 1 week. After which items will be transferred to the school lost and found.

Please note that Extended Day accepts no responsibility for lost or damaged electronic equipment (mp3 players, digital cameras, tablets, etc.) Students may bring electronic items on days designated for these activities. Items brought out during

days that are not designated will be confiscated. On a second offense, a parent will need to retrieve the item. Cell phones will be taken up at the beginning of each Extended Day and returned upon pick up.

Dress Code

All students 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 and not directed toward staff who are otherwise occupied with students. Trinity Taylor may be reached by phone at 336-228-0296. 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, ttaylor@theburlingtonschool.org is the address.

In order to effectively communicate with you regarding your child’s time in Extended Day, we respectfully ask that you do not utilize cell phones during checkout.

If you have any questions or concerns, please do not hesitate to contact the Extended Day Director.

Registration

Extended Day registration forms can be found at the back of this document, online, at the front desk or in the Extended Day Room. All regular and drop-in students must have a registration form (Appendix, pg. 59) on file.

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 schoolwork 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 keep 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 E-Mail _____

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.

Parents' Association 2017-2018 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.

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.



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.

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 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 Family Nights' Out three to five times during the school year. The participating restaurant gives TBS a percentage of the evening's sales. Similar arrangements are made for Family Fun 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.