

# Loomis Chaffee

## ACADEMIC GUIDE



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## ACADEMIC POLICIES AND PROCEDURES

The classroom is the focal point of teaching and learning in any school. It is the main place where ideas and opinions are formulated, where attitudes and impressions are formed, and where progress and achievement are evaluated—by all teachers and students. It is important, therefore, that an atmosphere conducive to appropriate relationships between teachers and students be developed and maintained. The teaching of academic subject matter is only one portion of what may actually be taught in the classroom; all kinds of other behaviors, positive and negative, enter the learning scene. Teachers are the adult role models for punctuality, fairness, civility and respect among their students. In order to foster the qualities just mentioned, this guide describes major academic policies and procedures that should be carefully read and followed.

The first days of a yearlong or term course should be used to give students an overview of the content and scope of the course, to indicate expectations of amount of written work, frequency of assessments, grading policies, and to explain when and where the teacher can be found for consultation and extra help. A good start for both teacher and student gives promise of a good finish. Please feel free to consult the department head, directors of studies, and deans of faculty when you have questions.

### 100. Holding Classes

#### Teaching Schedules

In May and June, each department head meets with the dean of faculty to determine the course loads for each teacher in the department. The department head will solicit input from the teachers about their preferences for courses, but the department head and dean of faculty determine final assignments according to the needs of the School. Using this information, the directors of studies construct a master schedule for the entire School during the summer that minimizes course conflicts for students and makes the best use of classroom space. The goal of the schedule is to provide the best possible schedules for the students. Requests from teachers for certain time blocks are taken into consideration, but the needs of the students and School take priority.

Late in August, each teacher receives access to their schedule of class assignments indicating the period blocks and classrooms in which the classes will meet. No changes in the master schedule are possible once the directors of studies have scheduled the School.

***ALL TEACHERS ARE EXPECTED TO MEET ALL SCHEDULED CLASSES FOR THE FULL PERIOD AT THE TIME AND PLACE ASSIGNED.***

#### Classroom Arrangements

The directors of studies assign classrooms based on the master schedule. Requests for specific classrooms must be approved by the department head and the dean of faculty and submitted to the directors of studies in the spring, prior to the construction of the master schedule for the following academic year. Teachers who wish a change of classroom once the academic year has begun must consult the director of studies and must not make changes on their own. Reservations for specific rooms, such as the Johnson Room in Founders Hall and Gilchrist Auditorium in the Clark Center, may be requested via the faculty portal's resources section using the link for maintenance, facility and van requests.

## Taking Attendance

Teachers are required to take attendance at the beginning of each class and record absences on the “attendance” portion of their class roster in Veracross. If a student is absent, the teacher may only mark the student as “Absent – Unexcused” or “Tardy – Unexcused” as the deans are responsible for determining whether the absence or tardy is “excused” or not. The teacher may consult this electronic record when assigning grades and writing comments. It is essential to record accurate absence information so that the deans can ensure student whereabouts and safety. Faculty should always complete the attendance record accurately even if they believe a student has dropped a class or changed sections.

## Cancellation of Classes

Since the classroom experience is the heart of the educational mission of the School, teachers may not cancel a class without consulting the department head, who must report all class cancellations in his/her department to the dean of faculty.

Individual students are not to be excused from class without permission of the appropriate director of studies or student dean or by means of an Educational Permission notice.

## Teacher Absence and Tardiness

When a teacher must miss class on short notice, he or she must consult with the department head in order to determine appropriate coverage and manage the attendance rosters for the missed class.

The following procedures are in order for reporting absences:

- For occasional, unexpected absences the teacher calls the department head as early as possible prior to the academic day.
- If the department head cannot be reached, the teacher contacts the Dean of Faculty Office to have the rosters reassigned. The teacher must also notify the department head via email of the absence.
- The department head assists in making arrangements to cover classes in a teacher's absence.
- The department head should always notify the dean of faculty when teachers are absent, whether for a period, a day, or longer, and should explain how classes are to be covered.
- Assignments should be readily available. Whenever possible, teachers should plan in terms of long-range assignments (week or month) as well as day-to-day in case of unexpected delays in meeting classes.
- The teacher should consult the department head when a temporary change in classroom is needed, and the department head or the teacher should inform the office of the director of studies.
- For extended or planned absences, the teacher should confer with the dean of faculty and the Office of Human Resources so a plan of action can be devised.
- Teachers are urged strongly to review with students the steps to follow when a teacher does not appear for class. The following is from the *Student Handbook*:
  - If a teacher does not appear for class, students should wait quietly for dismissal by an authorized person. If, after 10 minutes, the teacher is still missing, one student should report this fact to the Dean of Faculty Office in Founders. Only then, after compiling a list of students present, will the appropriate adult dismiss the group.

## Substitute Teaching

If a teacher misses class for any reason, arrangements must be made to cover the class.

For short term absences, unexpected or planned, other members of the department should be asked to cover the class, either by the absent teacher or the department head. Teachers who substitute for colleagues will be compensated at a per class period basis. It is expected that the absent teacher will leave instructions for the substitute to use.

If it is not possible to find a substitute on short notice, an out-of-class project or double assignment can be given. However, teachers should not send a class to the library if they are not present to supervise the group.

Substitute teaching will be compensated at the current rate of \$27 per 75-minute class and \$18 per 50-minute class. Submission for compensation to the Business Office is performed automatically when the attendance rosters are reassigned to the substitute. No forms need be completed.

## Long-term Absences

When a teacher is absent as a result of protracted illness, maternity leave, or other events that last longer than a few days, the department head will confer with the dean of faculty to make alternative arrangements for class coverage. This may include hiring a faculty member to teach an additional section or hiring a new faculty member to cover the classes. In these cases, the compensation for the substitute will be calculated on the unit system, rather than the per class basis. Any approved absences will be appropriately designated and will follow leave policies under the terms described in the *Employee Handbook*.

## 105. Study Halls

Faculty members are assigned daytime study hall duty on the second floor of the Katherine Brush Library. Department heads, dorm heads and part-time teachers may be able to have reduced assignments depending on coverage needs. All freshmen and new sophomores are assigned to daytime study halls. No study halls are assigned during community time or gap periods. Study halls are expected to meet for the first fifty minutes of the assigned period. The Academic Office coordinates both student and faculty assignments.

### Guidelines for Supervised Daytime Study Halls

Attendance should be taken according to normal classroom procedures at the beginning of each period.

A listing of students expected to be present can be found on the proctor's portal. Proctors are expected to be present at all assigned times, even when the number of students listed is small, in order to maintain a quiet study hall atmosphere for drop-ins.

Faculty proctors should be aware of what students are doing in the study hall, and should encourage students to use this time for study and extra reading. If a student does not appear to be using this time for constructive and worthwhile work, the proctor should inform the advisor. Do not allow lounging or sleeping, or gaming of any kind.

Proctors should encourage students to arrive ready to study with books and materials. There should be a minimum of coming and going during a study period, although the proctor should use discretion in allowing a student to leave briefly for necessary reasons.

Generally, teachers should not excuse students from study hall without consulting the advisor. A student may be absent from an assigned study hall only by permission in advance from his or her advisor, teacher or from a dean or director of studies. Students may request permission to miss a study hall for such reasons as work in an art studio or a conference with a teacher, but such a request must be made in advance. Study hall proctors should not excuse students from their assigned daytime study halls without permission. Whenever possible, students should schedule such appointments in a period which is already free. Advisors should discuss any long-term study hall exemptions with the student's director of studies.

Students may confer briefly, but generally they should not work together for an extended time during the study halls.

No eating is permitted. Proctors should also discourage visiting by other students.

If, for some unavoidable reason, a proctor cannot meet his/her scheduled study hall assignment, *he/she must find a substitute*. On no account should a faculty member cancel study hall or neglect the duty.

### **110. Homework, Assignments and Workload**

An essential component of the learning process in most courses at Loomis Chaffee, homework provides students with an opportunity for directed practice in particular skills, for acquisition of new content, for solidifying and enhancing a student's understanding and facility with the material of the course. As such, students should expect homework in most of their courses in preparation for each meeting of the course.

Teachers are not required to assign homework for each class meeting. It is important that they maintain an ongoing dialogue with students about the homework they assign and its impact on the student experience. By doing so, individual assignments will remain reasonable in their expectations and within the limits outlined below.

Most students at Loomis Chaffee take 5 classes at a minimum--many take 5 ½, and a few take more in particular terms--so it is important when assigning homework for teachers to have in mind the totality of what students are contending with as they prepare their homework each night. In addition to their class load, Loomis Chaffee students are active in extracurricular pursuits like sports and clubs and often have music lessons or practice time built into their academic day. The resulting time crunch for students is real, and teachers can help their students be more effective and engaged in the work they do by creating assignments that are reasonable in length and appropriately gauged to the current work of the class.

In short, well-constructed homework assignments are clearly relevant to the topic of study in the course, enhance the student's skill base or identify areas of weakness in need of more practice and remediation, and present new material with clear purpose for the student and in reasonably sized assignments. Teachers can expect students at Loomis Chaffee to engage fully with homework constructed in this manner, as work designed purposefully will ultimately help students in their development and advancement.

In the sections that follow, academic policies set by the School appear in bold. Following the stated policy, suggestions for best practices aim to help guide teachers in the management of homework.

## Assignment Calendars

**Policy:** Teachers must provide their students with an assignment calendar of no less than one week's duration at a time, though a full cycle's duration is preferable. (Note: The term "assignment calendar" here is intended to mean a calendar of actual homework assignments, not a more traditional syllabus, which might be simply a list of topics to be covered in the term or of titles to be read.)

### *Best Practices:*

- Assignment calendars should be posted on the class portal, though they may be distributed in class on paper as well.
- Major assessments should be noted and pointed out to students well in advance in order to enhance the planning they can do for their week. This allows students to plan ahead and apportion their time among the various classes and other responsibilities.
- Teachers should avoid changing assignment calendars, unless necessary, as some students work ahead as a method of maximizing their time in a week. Assignment calendars also provide students the opportunity to catch up in case of an absence.
- Assignments should not be given in haste as the students leave class at the end of a period.

## Length of Assignments

**Policy:** Homework assignments should require no more than 45 minutes of work outside of class per class meeting. The total homework load for a cycle in any given class should not exceed three hours in that seven academic day timespan.

**Note:** Courses designated "Advanced" or "College Level" (CL) are likely to have more homework associated with them than other courses, owing to the need to move through more material or for advancement to higher-level courses. As such, courses designated "CL" and "Advanced" may have homework assignments that require up to 60 minutes of work, but should not exceed that limit. Students, parents and advisors should consider this proviso when choosing courses and be sure to keep in mind that taking multiple courses with these designations may significantly increase the overall homework load in any given week.

### *Best Practices:*

- Teachers should encourage their students to keep track of time spent on homework and query the group regularly in order to help gauge properly the length of each assignment.
- The 45-minute limit should be aimed at the typical student in that class, understanding that some will take more or less time to complete any given assignment.

**Policy:** Release time or in-class time must be allowed for all assignments exceeding the limits noted above. Longer assignments (lab reports, multiple paragraph essays, studying for tests, etc.) should be considered a part of any given cycle's total homework load, and daily homework assignments must be adjusted to accommodate this use of time.

**Policy:** Long-term assignments (assignments for which more than two weeks are required) must have short-term goals with periodic evaluations of the students' progress in meeting these goals. Such assignments must be required to be submitted at least one week before the commencement of the



examination period unless the long-term assignment constitutes the final evaluation. If the long-term assignment is to serve as the final examination of the term, it must be collected during the scheduled examination time.

**Policy:** When a teacher gives an assignment requiring a large number of students to do reading from a limited number of texts placed on reserve in the library, sufficient lead time must be given to allow day students and boarders ample time to be able to complete the assignment.

Department heads oversee the workload required of students in their respective departments.

### **Group Work**

**Policy:** When teachers assign work or projects to be done by groups of students working cooperatively, time and opportunity must be provided for students to meet together.

*Best Practices:*

- Teachers should take into consideration the needs of younger day students who cannot meet in the evenings on campus. It is recommended that class time be used for groups to meet together.

### **E-Mail, Internet and Portal Use**

**Policy:** Teachers may not post new assignments via email or the portals after the end of the class day and expect students to complete the work for the next day. (The end of the class day is defined as 12:20 on Wednesdays and 3:20 on Mondays, Tuesdays, Thursdays and Fridays.)

**Policy:** When making changes to an existing assignment (either adding *or* deleting something from an assignment calendar), teachers must adhere to the following guidelines:

- Changes in assignments must be posted no later than the end of the class day on the day before the changed assignment is due.
- Teachers should give the students advance warning of the coming change so that they know to look for it.
- Teachers should advise students of the change on the assignment calendar in multiple ways (e.g., portal *and* direct email).

*Best Practice:*

- Teachers may not give an assignment that requires the use of computer software unless they have instructed the students in how to use the software.

### **Out-Of Class Activities and Interruption of Evening Study Hours**

**Policy:** Release class time must be given to students who are required to attend an out-of class activity. If the activity/assignment cannot be scheduled during the class period, then the teacher must apply for permission from the dean of faculty's office.

*Best Practice:*

- Teachers should avoid whenever possible giving assignments or scheduling activities which conflict with evening study hours.

## Assignments For Students Who Are Absent Because Of Illness Or Suspension

When a boarding student is in the Health Center, or when a day student is absent due to illness, it is the advisor's responsibility to check in with the advisee. Teachers are expected to be flexible and understanding with assignments and makeup work when students miss class due to an excused absence.

When a student is suspended, the burden is upon the student to contact teachers about assignments and to keep up to date. The student must anticipate being graded for the term as if no classes had been missed, and must adhere to the class assignment schedule unless an extension is arranged for with the teacher.

## Return and Posting of Assessed Work

**Policy:** Graded assessments must be returned to students with appropriate feedback prior to requiring the submission of new assignments of the same type and degree, i.e. a quiz may not be taken until the previous quiz has been returned; a paper may not be due until the previous paper has been graded and returned.

*Best practices:*

- Assignments should be graded and returned to students as soon as possible. Timely feedback best supports sound progress.
- Short assessments (e.g. graded reflections, quizzes) should be returned within a class or two and longer assessments (e.g. tests, papers, labs) within one cycle after they have been submitted to the teacher.
- While a specific number of assessments per term is not prescribed, teachers are urged to provide sufficient opportunity for students to demonstrate growth and mastery. Too few grades can lead to undue weight per assessment.

**Policy:** All graded work must be recorded and published using Veracross Gradebook. So that students can have a reasonable understanding of their progress in the course, teachers are required to update and publish their Veracross Gradebook at least once a cycle.

*Best practices:*

- To contextualize the grades, teachers are encouraged to publish new grades on Veracross Gradebook only after returning that graded work.

## Electronic Submission Deadlines

**Policy:** Work submitted electronically may only be due at the start of the class for which the work has been assigned. Thus, deadlines may not be set for after school, during the evening hours, or over the weekend.

Though alternate deadlines for submission (e.g. setting a deadline for the evening prior or later in the afternoon) suggest flexibility and appear to assist the student in managing the time spent on the assessment, consistently and predictably applied deadlines help students manage their workload more broadly and more fairly.

## Vacation, Special Holiday and Special Weekend Assignments

**Policy:** Coursework may not be assigned to be done during the Thanksgiving, Christmas, and spring vacations. (Note: Exception to this policy is made for the student whose work prior to the vacation is incomplete, and when approved by the director of studies.)

**Policy:** No assessments may be due or given on the first day of classes following any official school holiday. These include Rosh Hashanah or Yom Kippur (whichever corresponds with a day off from school), Fall Term Holiday, Head's Holiday, Easter, Spring Term Holiday, and Memorial Day. Regular, ungraded homework may be assigned but assignments may not be doubled. (Note: This policy does not prevent a teacher's *suggesting* to certain students that they do extra work to strengthen skills and understanding, but such assignments cannot be *required* nor used for grading purposes.)

## Snow Days

Students should make every effort to complete homework for the next class meeting after a snow day. A snow day is not to be considered a school holiday.

## Religious Holidays

**Policy:** Students observing religious holidays are formally excused from all appointments, and must not be penalized in any way for missing class in order to observe a religious holiday. Students must be given adequate time (and extra help if necessary) to catch up on any assignments missed during the absence. Students cannot be required to take tests or other assessments on the day following the holiday.

### *Best Practices:*

- Teachers should avoid scheduling major tests and papers on, or immediately after, religious holidays.
- Questions and problems should be referred to the dean of faculty. A list of holidays that students may be observing in the current year may be found on the Master Calendar.
- Some religious traditions and practices, e.g. Jewish law, prohibit any writing and/or attention to secular duties during a holiday period, and this must be accommodated.
- Teachers are encouraged to provide homework assignments well in advance of the holiday periods to allow students time for completion.

## 115. Academic Advising

### Monitoring and Supporting Student Growth

Helping your advisee to establish good study habits includes encouraging use of the School-issued plan book, adherence to a study schedule, and strategies for digesting discrete lessons and approaching the challenge of independent work. New students and younger students may lack some key study skills, so be direct and supportive with your suggestions.

Keep in contact with the student's teachers, especially if grades are faltering ("C+" or below or "Inc.") Also, inform parents if a student is in academic trouble, after having identified with the teacher(s) necessary changes of approach or work habits. Do not wait until a grading period to learn about academic difficulty or successes.

Advisors should expect to be notified not just when a teacher is worried about a student (i.e., no homework, abrupt change of attitude, poor background for the course), but also when there is good news to report. A student who discovers that his advisor and his dorm head know about as simple a matter as a good day in class, or a fine essay, will very likely continue to work hard and grow well.

### **When a Student is Having Academic Difficulty**

If your advisee seems to be struggling more than most students and you think tutoring and/or educational testing might be appropriate, consult teachers, the directors of studies, and the Director of Learning Support before mentioning this to the student or parents.

Determine in consultation with this group whether the student should:

- a) Schedule help sessions with the teacher;
- b) be assigned to proctored study halls;
- c) be recommended for professional tutoring or outside testing;
- d) meet with the Director of Learning Support about outside educational testing.

If professional tutoring or an outside evaluation is decided upon, the Director of Learning Support will initiate contact with the parents and facilitate the arrangements.

The director of studies must be consulted first – before the parents and the student – whenever the advisor is considering a professional tutor, a change in the student’s academic program, outside professional testing, a repeat year, or withdrawal from the School.

## **120. Advisor Comments**

Advisors write reports to parents for all advisees at each of the three midterm marking periods. These reports describe the student’s total progress – academic, extracurricular, and social.

### **Guidance on Writing Advisor Comments**

An advisor uses the comment to illustrate the big picture of an advisee’s term: academic progress, extracurricular involvement, and social adjustment.

1. When describing the advisee’s academic standing, look for trends: similarities among comments, or a series of striking changes from the term before, or gradual improvement over two years. If at all possible, these trends should be discussed with the advisee and his or her response then woven into the comment.
2. Write beyond a list of grades or recapitulation of teacher comments. Lists and recapitulations are acceptable if (and only if) you add your own interpretation – perhaps the trends described above.
3. Avoid character judgments by supplying detailed, factual information. So “Brady is a lazy child” should become “Brady has lost points on late assignments in three of his classes. He and I have discussed the importance of promptness, and he’s recommitted himself to getting all assignments in on time.”
4. Do not recommend special help: tutors, testing, etc. That conversation should happen with the teacher, student, Director of Learning Support, and director of studies. Do not recommend a level change. That conversation should happen with the teacher, student, and director of studies.
5. Be sure to comment on your advisee’s life outside of the classroom.

6. As regards style: the comment should be written in a format addressed to the parents, not the student.

## Sample Advisor Comments

### *1. Fall Progress Report*

*Cassie was a little disappointed with her fall midterm grades, because she knows that they do not accurately reflect the time and effort that she truly invests in her studies. For Cassie it is not a question of putting insufficient time into homework and studying for tests, it is more a matter of making sure that the methods she uses to study are effective and efficient. Cassie is aware of the importance of assuring that her teachers recognize that she is in fact focused, attentive and engaged during class, so they do not think that mistakes on tests or homework problems are due to a lack of effort or not caring. I commend Cassie on her improvement in cross-country, which is a healthy activity for her, and she does enjoy the camaraderie of the team. Overall, I continue to look forward to my conversations with Cassie: she is always relaxed and easy to converse with, and we never run out of things to talk about. She has so many interesting observations about life at Loomis, that I invariably come away from our conversations more informed about the school and student life.*

### *2. Winter Progress Report*

*How reassuring it is that Alex has been able to extend his full court press on this spectrum of subjects and still maintain his upbeat, jovial attitude. Though I would have never characterized the success of the fall term as the result of luck or passive circumstance, I am all the more delighted that he has continued in the same fashion now for a full half of the year. I would also note that he seems to accomplish all of this with energy and dedication that is absolutely free from the cynicism and frustration that can infect even the most driven, talented students. We shall continue to meet regularly to be sure that we keep this precious ship on its terrific course, but the sense continues to grow that Alex is fully in charge and increasingly aware of both his strengths and his vulnerabilities. Outside of academic matters, Alex continues to be an asset to the dorm community, a pillar of its notable strength. I've been able to see him wrestle this winter as well, and I was inspired to see the same dogged determination there, too. The remainder of the winter shall be inevitably long, but Alex has developed the right set of skills to weather the weeks and greet the spring contented with his progress.*

## 125. Policies and Procedures for Tutoring

The School recognizes that all students have different learning profiles. It is our goal to foster students' independence and responsibility for his or her learning. Self-advocacy instruction is implicit in all tutorial situations.

Tutoring, which is either subject specific or study skills focused and is usually through outside professionals, is considered a supplement to the expected availability of extra help with teachers. Tutoring incurs an additional charge billed at an hourly rate and pro-rated for length of session.

All requests for tutoring, whether made by the student, teacher, advisor or parents, must be made via the Director of Learning Support. The director will confer with the student, the subject teacher, and the advisor. When the above communications are completed, the director may recommend an appropriate tutor to the student. It should be noted that tutors are not necessarily available in all academic areas.

If tutoring is approved:

- The director will provide the tutor with the student's contact information.
- Tutors will receive a set of guidelines and expectations.
- It is the student's responsibility to arrange times with the tutor and to meet all agreed upon appointments in assigned meeting places (day hours: Chaffee tutoring rooms, evening hours: Brush Library).
- Students are expected to share assignments and study sheets with tutors; tutors are not to ask teachers for them directly.
- Tutors are expected to send reports to the Director of Learning Support at the end of each term. These reports are sent from the Academic Office to the parents and a copy placed in the student's file.
- The School does not monitor tutorial sessions.

If a teacher, advisor, or tutor has a question or concern regarding a student's evaluative testing or learning profile or background, he/she should contact the Director of Learning Support. The director may:

- contact teachers and advisors about students' learning needs and recommendations that appear in official documentation or testing;
- call teacher meetings along with the directors of studies when a student is experiencing unusual academic difficulty.

We encourage tutors to rely upon the Director of Learning Support as a liaison and support in their work with students at Loomis Chaffee.

### **130. Extra Help**

The first step in helping a student who is struggling in a course is extra help from the teacher. Teachers are expected to make themselves available to students for extra help outside of class. Boarding students often find it convenient to meet teachers during evening study hours. Day students make appointments to see teachers during the scheduled academic day or sometimes outside of the normal schedule if no academic day meeting times coincide. The teacher should initiate help sessions when appropriate if the student delays in seeking out the teacher.

### **135. Text Books, the Bookstore, and Purchasing Supplies**

Department heads must approve book orders. There is a special form provided by the Bookstore for this purpose. Special care should be given to observe deadlines in order that materials may be delivered promptly at the beginning of each term. Department heads ensure that the costs of textbooks and any supplies are reasonable, both in comparison to a student's overall textbook expenses and in comparison to other courses or sections within the department. Questions or concerns about costs and availability should be brought to the Dean of Faculty.

The Bookstore also carries paper, notebooks and other supplies. Faculty members may charge necessary purchases to their respective departments, with larger purchases cleared through the department head.

## 140. Educational Permissions

There are two kinds of educational permissions available: group (or class) and individual.

*Group* permission is granted to a whole class, team, club or group for an off-campus trip or an on-campus activity that requires the students to miss one or more school appointments. Such trips and activities must serve an educational purpose. Any such trip or activity requires prior permission from the Dean of Faculty.

To receive permission, a teacher wishing to schedule a trip or activity must fill out an Educational Permission Form, available on the Academic Office Portal Page. These requests must be submitted eight weeks in advance of the event. On occasion a singular event arises that has great benefit to students and requires a more short term decision. These will be handled on a case by case basis.

When students are required to attend a special event as allowed by the Educational Permissions process, such as a trip during the class day, or movies in the afternoon or evening, the time spent out of class must be considered as "homework time," and release time must be given to compensate.

Faculty should not commit any money, duties or make any formal transportation arrangements for a trip before permission is granted. Required attendance on such a trip is expected.

An *individual* permission is granted upon request to a student wishing to attend an educational event on his/her own. The student must obtain permission from the director of studies who issues a printed slip to be signed by the student's advisor, teachers, and/or person in charge of appointments that will be missed. While the latter part of this procedure informs teachers and others of the student's expected absence, it is the directors of studies who grant the permission.

## 145. Acceptable Use Policy and Copyrighted Materials

The School is mindful of copyright laws as they apply to software. The director of Information Technology is responsible for obtaining necessary site licenses and ensuring compliance with applicable laws. Data security and online best practices are extremely important at the School. Each member of the faculty must adhere to the School's Acceptable Use Policy at all times, which is linked [here](#).

## 150. Adding and Dropping Courses, and Level Changes

A student elects a program in the spring for the following year with seriousness of purpose and strong guidance. Changes to this program must be accompanied by equally serious thought and consultation with the proper persons: the parents, the advisor, the teacher, and the director of studies. For each term, a specific time period is defined during which the student can confer with the directors of studies to make schedule adjustments which may include changes in levels and in elective courses. *Students may not request a change of teachers except in the circumstance of having studied with that teacher before and seeking an alternate experience.*

For the fall term, the **add/drop period** is set to allow each class (each period block) to meet no more than five times. This is approximately the first cycle of the term. Except in the case of a level change, a student may not enter a course after five meetings of the course.

For the winter and spring terms, add/drop adjustments must be made prior to the beginning of the term. Except in the case of a level change, no changes in schedule may be made after the term has begun.

No courses may be dropped after the sixth week of classes until the beginning of the following term.

A student's enrollment in a course is a matter of record 5 days after the interim grades in any given term are scheduled to be submitted. If a student is permitted to drop a course after his or her enrollment in the course is a matter of record, the course will be recorded on the student's transcript as a dropped course with the date that the course was dropped and with any grades that have been officially recorded.

Seniors are further restricted in their ability to add and drop courses. A senior must set the minimum number of credits to be carried in the spring term by the beginning of winter break. After winter break, they may exchange classes (up to the first day of spring term) as long as the total number of credits carried is not decreased. A senior may *add* courses up to the beginning of spring term as long as the schedule allows.

**Level Changes** allow students, in consultation with their teacher, advisor, department chair and director of studies, to be more appropriately placed in a different level of that course. Level changes of term courses are allowed from the beginning of their term up to four days after each interim. Level changes of yearlong courses must be made before four days after the winter interim. In either case, students must obtain written recommendation from their teacher and advisor on an Academic Office level change form before meeting with their director of studies. The student must attend the current class until the director of studies makes the class level change official.

### **155. Independent Study Projects**

A student may propose an independent study project (ISP) as one course in any term, but the ISP must be at least the fifth course in the total program, and all departmental requirements must have been fulfilled before requesting an independent study. Forms for an ISP are obtained in the director of studies office and a comprehensive proposal must be submitted to the department head and dean of faculty for approval. Students must find a department member to sponsor the course. The sponsoring faculty member is only compensated for this responsibility if the student has exhausted the available curriculum and the ISP would allow for a continuation of his or her studies. Faculty members should feel free to decline a request for an ISP at any time if time constraints do not allow sufficient supervision. The student's academic advisor must also approve the proposal.

### **160. Student Summer Study**

Summer study is done for three purposes: acceleration, credit, or enrichment.

High achieving students may be recommended, by the department heads of math or modern and classical languages, for summer study toward a higher level in the subject. Approval to accelerate must be granted by the academic department concerned. Placement changes are not approved until proficiency is proven through a departmental examination.

Credit for summer study is rare. It is the policy of the School to award credits for summer study only in the following situations:



1. When a student fails a course. When a student undertakes summer study at a school or with a tutor to make up a failed course, credit is granted not for the summer study itself but for a successful completion of a Loomis Chaffee examination after such study.
2. When a student is recommended by the math department for geometry summer study. High achieving students may be departmentally approved for geometry acceleration and credit for that diploma requirement. Enrollment in a summer course, like the one offered at the LCSP, is strongly encouraged although alternative methods of study may be approved. Credit is not granted until proficiency is proven through a departmental examination.

Credit is not granted to incidental summer study for enrichment, but is embraced across disciplines as a means for improving foundational skills and encouraging love of learning.

### **165. English Make-up**

A student who fails 1010, 1020, or 1030 (English I, English II, or English III) is required to take and pass acceptably an approved course (not a tutorial) in a summer school in order to advance on a probationary status to the next level of English at the School. If the student performs well at the next level at the School, he/she will be allowed to continue in the course and credit will be granted retroactively for the earlier course.

The director of studies and the head of the English department along with the student's teacher of English will assess progress and placement as needed.

### **170. Students with Disabilities at Loomis Chaffee**

The School has given careful thought to what provisions it can reasonably make in an effort to address the needs of students with varying types and degrees of disability (including learning disability). Given the differences that inevitably exist, each student's situation must be treated individually.

In general, the School is prepared to make accommodations for students with disabilities as long as such accommodations do not put undue burden on the School, its staff or its educational program.

#### **Academic Accommodations for Students with Learning Disabilities**

Typical accommodations that the School may offer include extended time for tests and exams; adjustment of exam schedules to allow adequate time between tests; the use of audio recorders, laptop computers and calculators, and audio books. Also possible are accommodations tailored to an individual's specific needs; however, the School's staff and faculty are not trained specifically to remediate students with disabilities, nor does the School's educational mission include development of individual special education programs for students with learning disabilities. Likewise, the advising system has limited time available to monitor time management or to assess progress and assist a student with work in one or more of a student's classes.

Students with disabilities who require additional time to complete their academic work should understand that the School expects its students to engage a rigorous program that requires a considerable commitment to independent work outside of the classroom for all academic courses, and each student must take a minimum of four classes per term and fulfill an athletic requirement. Spending significant additional time

to complete academic work may limit the amount of time a student has to participate in the mandatory athletic and optional extracurricular programs.

As part of the application for admission, students and parents are asked to disclose any reasons why a student cannot participate fully and equally in all academic programs and other activities offered by the School. During the application process parents and students are expected to disclose the nature and effect of the disability. Parents should initiate a dialogue with the Admissions Office and the Director of Learning Support regarding the impact of the disability and any accommodations that may be needed to achieve full and equal participation, and the School's ability to provide those accommodations. Such a dialogue should begin early. During this dialogue, the parents of the student are expected to share with the School the results of any testing and evaluation that may have been done to that point. The School may wish, and reserves the right, to confirm the existence of any disability and the need for and type of accommodation required, and to require such additional tests and evaluations as may be appropriate. Parents should bear the expense of any such testing. The School will make every effort to treat all medical and testing situations sensitively and with confidentiality. However, some information may have to be shared with the appropriate faculty and staff in order to determine what accommodations are to be provided.

The purpose of this dialogue is twofold: the School must determine what accommodations are reasonably required, and whether it can provide them; and the parents and students must independently assess the accommodations required, and depending on the School's views, determine whether the student's interests are best served at Loomis Chaffee or whether they should consider other options such as those required by law at a public high school.

A student who otherwise qualifies for admission to the School in accordance with its usual admission criteria will not be discriminated against in the admission process because that student discloses a disability and requests an accommodation. However, the School reserves the right to deny admission if it concludes that it is unable to provide the requested accommodations.

Assuming that the student is admitted and enrolled and that specific accommodations are agreed upon, the director of Academic Support Services will communicate with those faculty and staff members who will be responsible for providing the accommodations, including the student's advisor, the director of studies and the classroom teachers.

Once the academic year has begun, the School expects that each student will take responsibility for his or her learning needs in order to foster independence. We encourage the student to talk with his/her advisor and teachers regarding the implementation of the accommodations. A student with disabilities is also responsible for signing up for the extended time and other accommodations for standardized testing such as SATs and AP exams. A student approved for medication must follow the School's policy and procedure for distribution.

On occasion, a disability will manifest after a student has matriculated at the School: in some cases this may be the result of testing suggested by the School at the parent's expense, when it reasonably believes that a disability exists. The Director of Learning Support will involve the student, his/her parents and the appropriate persons at the School in discussions to determine specific accommodations and the School's ability to provide them.

In all circumstances, the Director of Learning Support will be available for consultation, advice and intervention.

### **175. Policy and Procedure for Extended Time**

1. Extended time can be granted to students who have neuropsychological testing that documents the recommendation for additional time for tests and exams AND whose request for extended time has been approved by the Director of Learning Support.
2. Extended time will always be granted for final exams.
3. Extended time testing (50% extra) applies to any assessment (e.g. tests, exams, quizzes, etc.) in the classroom.
4. Teachers can grant extensions of time and/or due dates for major tests and papers at their discretion.
5. It is the student's responsibility to approach the teacher well in advance of when they are requesting extended time.
6. Documentation can and should be checked through the Director of Learning Support.
7. A list of qualifying students is available on the Academic Office portal. Teachers are encouraged to bring questions about individual student's needs and policies to the Director of Learning Support.

### **180. English Curriculum Integration**

#### 1. Principles:

As the School works with students whose first language is not English, we strive to balance two goals: a) to provide appropriate support for students facing a challenging transition in their academic work, and b) to uphold the rigorous academic standards essential to the School's mission.

#### 2. Placement policies:

Incoming students whose native language is not English will, when they arrive on campus, take an English language placement test. Required tutoring—paid for by the student's family—is scheduled for those whose writing skills the department deems underdeveloped. Students may conclude this tutoring once they, their advisor, and their English teacher believe that they no longer need this support.

#### 3. Grade policies:

Non-native speakers of English who are not tutored will receive grades in the same fashion as do native speakers.

Non-native speakers who are tutored in English will receive a letter grade in their English class at the fall interim. Based on this grade, these students may choose whether to earn a P/F or a letter grade at the end of the fall term; the deadline to make this choice is the last day to change a level in the fall term. In the winter and spring terms, these students will earn letter grades.

All non-native speakers of English earn letter grades in classes other than English during all terms.

### **185. Postgraduate Status**

Upon admission of a secondary school graduate to the School, the status of a postgraduate will be recorded as a diploma candidate or a certificate candidate. The student's status is to be determined at the beginning of the school year by the director of studies office.

*Diploma Candidates:* If in addition to credits awarded at admission it is possible to plan a program whereby the student can by graduation satisfy the School's diploma requirements, then he/she shall be a candidate for a diploma.

*Certificate Candidates:* If a student elects a minimum of four full courses or their equivalent each term, then he/she will be a candidate for a certificate.

If a certificate candidate PG, who is in good standing in the deans' office, fails the fall term of one year long course, the student may remain in the class, and—if he or she passes the winter and spring terms, and the year—be granted a full year's credit. (This latitude does not hold true for term courses, including English; a PG who fails a term course must make up the credit in the winter [for a fall term failure] or spring [for a winter term failure].) Alternatively, the PG may drop the yearlong class and take an additional term course.

Consistent with this policy, a certificate candidate PG must pass at least two classes by the end of the fall term, seven by the end of winter term, and eleven by the end of spring term, to be allowed to remain a student at the School.

Non-diploma candidates are not eligible for a diploma after successfully completing a freshman year at college.

Foreign students who attend the School for a year under the sponsorship of the English-Speaking Union, Royal Thai Scholarship, ASSIST, and the American Field Service will be diploma candidates.

### **190. Arts Special Projects and Athletics Exemptions**

Students cast as principals in major theater productions may elect a theater Special Project in place of a sport during the term in which the production is staged. "Principals" are cast members who rehearse more than eighty hours and who spend additional hours learning the parts. Students participating in the production are designated "principals" by the theater director in consultation with the director of athletics.

Music or visual arts students may also request a Special Project in place of athletics if they are preparing for a portfolio, recital or audition.

Students may otherwise elect this option no more than once a year and normally only twice during their Loomis Chaffee careers. A student may apply for an exemption through a detailed written proposal describing their proposed program. That proposal will be subject to the approval of the director of athletics and the dean of faculty.

## 195. Waivers

On rare occasions, a student may request to waive a graduation requirement, such as the third year of a foreign language or third year of math. A student might consider such a request if and only if, despite concerted and repeated effort, including extra help from the teacher, peer tutoring and even professional tutoring, the student is unable to pass the course. In such an event, the student and parents initiate the request with the Director of Learning Support, who will require that a professional educational evaluation be performed. Parents are also directed to consult with the College Office to better understand how a waiver might impact their student's record in the college process. When the evaluation results are available, the Director of Learning Support convenes a meeting of the Waiver Committee to discuss the request. After consulting with the committee, the Director of Studies decides whether or not to grant the waiver, and if so, adjusts the student's program accordingly.

**Under no conditions should an advisor ever suggest a waiver to the student's parents without first consulting the director of studies or the Director of Learning Support.**

## 200. Procedures for a Repeat Year

In reviewing a request for a repeat year, the Repeat Year Committee will first consider the student's age and current academic program to see if a repeat year would place the student more appropriately with a chronological and academic cohort.

The committee further seeks assurance that the student contributes positively to the community. The committee should be assured not simply that the student avoids problems, but that the School community benefits from the student's presence, and thus will benefit more from an extra year.

For students applying with a weak academic record:

The committee will look for three possible categories for a repeat year:

1. A student whose extended physical illness has impeded academic success, and whose return to health suggests the clear possibility of marked success in a repeat year.
2. A student newly diagnosed with learning disabilities, particularly learning disabilities complicated by specific circumstances. In this case, the committee will look for a specific and plausible plan that will likely make a repeat year a markedly more successful academic experience.
3. A student who has had an evident 'epiphany': a sudden change of heart, a clear awareness that learning is fun, good, and possible. In this case, the committee will look for a renewed commitment to academic excellence and the level of work that such excellence entails. More specifically, the committee will expect to see evidence of that renewed commitment already in action.

For students applying with a strong academic record:

Assuming, as described in the first two paragraphs above, that a student fits chronologically and programmatically in the class where he or she would be 'readmitted,' and that the student contributes positively to the School community, the committee will likely approve a student's request for a repeat year.

The Committee is convened by the Director of Studies. Requests for a repeat year must be in writing from the student and from the parent(s). Advisors should encourage students or parents to consult the appropriate director of studies on procedures and timing of a Repeat Year Committee review.

## 205. Student Absences and Leaves

### Short term illness

- a) For boarders, the health center calls the deans who inform the appropriate persons. The advisor monitors the assignments.
- b) For day students, the parents call the deans, who inform the appropriate persons. The advisor may monitor the assignments.

### Medical leaves

Medical leaves are granted only by the deans of students or the Director of Counseling under exceptional circumstances when it is determined that the needs of the student and the School will be best served by a supervised absence. A student remains on leave until one of our consulting physicians (family practice or psychiatric), after consultation with the student's doctor, recommends to the dean that the student return and the dean concurs. While the student is on leave, the student's director of studies and the advisor supervise his/her academic progress.

Guidelines for the leave of absence:

- After the student's return their progress will be periodically reviewed by the School, a consulting physician and the family to assure that the supports in place are appropriate and effective and that such supports may be modified by mutual agreement to reflect the student's progress and current needs.
- Sometimes a student misses so much instructional time that he/she cannot earn credit for an academic year. When a student misses half a term of school, a medical separation from the School becomes an increasingly likely outcome. Fortunately, most medical leaves end with the student going on to complete the academic year successfully.
- Concussion leaves operate much the same as a Medical Leave, however there are specific protocols for return to school and return to academic work. These can be found on the Academic Office portal page and are linked [here](#).

## THE GRADING PROCESS

### 210. The Marking System

The Loomis Chaffee grading system uses traditional letter grades with pluses and minuses. The grades and descriptions used by the faculty are as follows:

- An "A" level grade indicates excellent work evidenced by precise understanding of the subject material, and mastery in the application of the skills required by the course.
- A "B" level grade indicates very good work evidenced by broad understanding of the subject material, and proficient and reasonable application of the skills required by the course.

- A "C" level grade indicates fair work evidenced by a fundamental understanding of the subject material, and inconsistency or weak proficiency in mastering and applying the skills required by the course.
- A "D" level grade indicates barely passing work, which minimally meets the basic requirements of the course. This grade also indicates that the student may not be prepared to move to the next level of the subject.
- An "F" grade is a failing grade.

### Numerical Scale

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
		F	50-59				

A grade of 50 on the 100 point scale is the lowest possible "F" grade for submitted work. Work that has not been submitted will receive a grade of zero, after consultation with the academic office. Teachers must clearly explain to students the methods used to grade homework assignments, participation, papers, lab reports, quizzes and tests, and the system must conform to the grading system outlined above.

### Year End Grades

Like all other grades, year-end grades are determined by classroom teachers. This important principle is guided by the policies below:

In any yearlong course, the year-end grade should be either the mathematical average of the term grades, or one third step above or below that average. If a teacher chooses to move above or below the average, that movement must follow the trajectory set by the term grades. For example, if a student's grades improve over the fall, winter and spring terms from C+ to B to A-, the year-end grade may be a B (the average) or a B+ (one step up from that average). Likewise, if the student's term grades fall from A- to B to C+, the year-end grade may be either a B or a B-.

In any case, the year-end grade may not be outside the range of the term-end grades. For example, a student whose term grades remain constant at B may not receive a year-end grade of B-. Likewise, if a student's grades improve over the fall, winter and spring terms, from C+ to B- to B-, the year-end grade may be a B-. The final grade, however, may not be a B; that grade would be one third-step up from the average, but outside the range of the term grades.

## 215. Special Grading Situations

### Incomplete Grades

INC (Incomplete) is considered a grade and is recorded on class rosters and transcripts temporarily. Incomplete should be used sparingly and only when students through illness or other unavoidable circumstances have been unable to complete their work. Teachers must not assign a grade of Incomplete without first conferring with the student's director of studies, especially at the end of the spring term.

When the INC is resolved, teachers should submit the grade and comment to the directors of studies Office, not to the advisor. The grade will be recorded on the transcript and sent with the comments to the appropriate persons.

If an INC is not made up by the next marking period the grade will be recorded as “F” unless there has been a further official extension.

### **Grading Students enrolled in English Curriculum Integration**

See section #175 above.

### **Grading Late Assignments**

Since the "doing" of assignments is necessary to the learning process, it is expected that students will complete assignments. All departments should follow the procedures for late assignments as listed below.

**Policy:** All deadlines, including those extended, must fall at the beginning of a class meeting period.

**Policy:** Late assignments earn a letter grade deduction per class meeting missed.

If a student requests an extension in advance of an assignment’s deadline and the extension is granted, no penalty is given. If the student does not meet the deadline, for the assignment or for requesting an extension, a late penalty is assessed. If a teacher determines that it is in the student’s best interest to be granted an extension after missing a deadline, the teacher may do so after assessing a late penalty.

**Policy:** If an assessment is more than one cycle late the Academic Office must be notified.

**Policy:** A grade of zero must be assigned for work that is egregiously late and not submitted.

**Policy:** No teacher may accept work after the last day of the term’s exam period, except in circumstances of Medical or Concussion Leave as arranged with the Academic Office.

A student who feels unfairly treated in respect to grading of late work may petition the dean of faculty for a review.

### **Unexcused Absences and Major Assessments**

If a student misses a major in-class assessment (such as a test, an in-class writing, or a lab) due to an unexcused absence the assessment must be made up and graded on its own merit. When that assessment is made up the student’s grade is lowered by one letter. Grade deduction on minor assessments is left to the teacher’s discretion.

### **Grading Plagiarized Work**

Teachers must make their interpretation and definition of cheating and plagiarism known to their classes early each term. Taking a whole class period, or parts of several classes, to discuss these issues is part of our educational responsibility.

When a student is caught cheating in class, the teacher should talk to the student immediately, retain any relevant materials, and then report the incident to the appropriate dean of students. *(Please consult the section on plagiarism in the Student Handbook.)*



In situations that are less immediate (e.g. the teacher recognizes academic dishonesty while grading an assessment away from class) the teacher should consult the department chair to determine the nature and severity of the alleged violation as soon as possible. In every such instance the department chair reports the incident to the appropriate dean of students.

A student receiving a Level II for academic dishonesty must make up the assessment. The initial assessment receives a grade of “F” until that grade can be replaced by a grade earned on the revised assessment. Students who receive a Level II for academic dishonesty will be penalized one third of a letter grade on their final term end grade, as assessed by the teacher at term end.

A student receiving a Level I for academic dishonesty must make up the assessment. The revised assessment must be penalized one letter grade.

### **Pass/Fail Option for Seniors**

Seniors may elect a course Pass/Fail under the following conditions:

1. The course may not fulfill a diploma requirement in any discipline.
2. The course must be a fifth (or, rarely, a sixth) in the senior’s schedule for the whole time the course is taken.
3. The course can only be a single-term course, in the spring of senior year.

Seniors must have the approval of their director of studies, the advisor, and the college guidance office.

The same grading scale will be used for all students in the class, and a grade of pass or fail will be awarded to pass/fail students who meet the same standards for the course that apply to letter grade candidates.

The School does not publish class rank. A grade point average (GPA) is determined at term end for honor roll and a ranking is configured for Cum Laude selections only. Pass/fail grades cannot be part of the student’s GPA. Cum Laude candidates will be affected, since course load is a factor in the calculations to determine that specific rank.

A student may not elect the pass/fail option after two weeks of the course have elapsed. A student may not change to the regular grading system once the pass/fail option has been elected. The student’s director of studies reserves the right to limit the enrollment of pass/fail students in a given course section.

The pass/fail course is to be considered by the student as a regular course in which the student is an active participant both for homework and the class work. The student is not merely an auditor.

## **220. Testing and Examinations**

### **Scheduling Tests and Papers**

Students cannot be required to complete more than two major evaluative exercises (such as tests or papers) in one day. An inquiry in class should be sufficient to avoid overloading the student. If two evaluative exercises have already been scheduled, the teacher of the third must select another day for that exercise.

The above paragraph refers to papers and tests but does not include quizzes. Though it is difficult to codify the distinction between a quiz and test, teachers should be sensitive to the problem of overloading students with evaluative exercises, even short ones, and should do what they can to operate within the spirit of the paragraph above. No assessments are permitted for the review classes that precede the exam period in each term. Homework assignments of regular length that aid in the review process may be assigned.

*Best Practices:*

- Long-term assignments (assignments for which more than two weeks are required) should be due at least one week before the commencement of the formal examination/testing period.
- Teachers should be especially sensitive to scheduling at midterm, when no special testing schedule is provided.

### **Examinations**

A formal examination or testing period is scheduled at the end of each term of the academic year lasting three to four days each term. Insofar as possible, a student will be scheduled for no more than two exams each day.

The final examination shall be no longer than ninety minutes. Teachers should plan the exercise to take the average student approximately 70 minutes.

In the fall and spring terms, teachers may give cumulative exams for the term. In all terms, teachers of term courses may give cumulative exams.

In the fall and spring terms, under the guidance of the department head, teachers of different sections of the same course work together to produce a common exam.

In the winter term, non-cumulative, non-common evaluative exercises are given for year courses. Teachers are encouraged to employ non-traditional, creative assessments or exercises during the winter testing period.

With department head approval, teachers of CL courses that prepare students for an AP examination may offer a practice AP exam that is cumulative.

No classes or formal athletics (excluding practices for teams preparing for post-season competition) are to meet during the examination period. Voluntary, supervised, recreational sports are encouraged during a limited time at the end of each day of the examination period.

All classroom disciplines are to hold examinations or some other evaluative exercise at the scheduled time. Each teacher of a particular course, in consultation with the department head, makes a decision about whether to give examinations in a particular course or to have some alternative exercise. Department heads will report to the director of studies what types of exercises are being conducted during these time periods.

In weighting an examination, the grade may not count for more than 25% of the term grade. All teachers of a particular course, in consultation with the department head, may determine the exact value of the examination or project for a given course.

The final class before the end of term testing period will be a review period. No assessments are permitted for the review classes that precede the exam period in each term. Homework assignments of regular length that aid in the review process may be assigned.

The director of studies is in charge of rescheduling exams when students have conflicts. Forms must be obtained from the director of studies and approved by both teachers whose exams are involved.

### **Procedures to Follow When a Student Misses an Exam**

1. When a student does not show up for a final exam, an attempt should be made as soon as possible to locate the student so that he/she can get to the exam. Attendance should be taken at each exam location, and the deans should be contacted as soon as possible so the student can be located if he/she is on campus.
2. If the student can be located or arrives late, the student should begin to take the exam. If the student arrived no more than one half-hour late, he/she should finish the exam in whatever time is left. If the student is more than half an hour late, he/she should take it at a makeup session at the convenience of the teacher and the School, and the student will be dropped one letter grade for the exam for the lateness. (This assumes that it is an unexcused lateness.) If the deans determine that the lateness is excused, such as traffic or illness, then the student can take the exam at a makeup session with no penalty.
3. If a student willfully cuts an exam, he/she will be assigned a grade of zero for the final exam. The deans of students will determine willfulness. Teachers must report absences to the deans who will investigate “intentionality.” If the absence is an excused absence (illness or other emergency) the student is allowed to take a makeup exam without penalty.
4. Final papers need to be treated somewhat differently than exams, since even if the student is late, the work has already been done. Teachers who assign papers rather than final exams must be available to collect papers. Any paper or project submitted after the scheduled exam period is late and must be graded down one letter grade. No teacher may accept work after the last day of the term’s exam period, except in circumstances of Medical or Concussion Leave as arranged with the Academic Office. If the teacher has not received the paper by the last day of exams then the student receives a grade of zero for the project/paper.

### **Advanced Placement Exam Policies**

1. A student is excused from classes and sports on any day on which he or she takes an AP exam. They may, however, elect to attend classes or sports or other commitments.
2. A student is NOT excused from a work job unless it coincides with the AP exam itself. If a student has a conflict of this kind, it is his/her responsibility to inform the work job supervisor in advance.
3. Students taking AP exams are excused from taking the final exam, or the alternative final assessment, in the relevant course at the discretion of their instructor.

## **225. Procedures for Submitting Grades and Comments**

Students receive grades at midterm and at the end of each of the three terms each year. Yearlong courses give six grades over the course of the year, plus a final “ALL” grade which is the average of all the term grades (See “200. The Marking System”). Term courses give two grades: one at midterm and one at the end of the term. Midterm grades do not appear on the student's transcript.

Specific procedures for recording and submitting these grades are outlined below. However, it is also essential that teachers communicate specifically and frequently with advisors of students who are struggling in their classes for any reason: poor grades; work not submitted on time; inability to follow classroom discussions; etc. Specifically, teachers must alert the advisor if a student is earning a “D” or an “F” in any course. DO NOT WAIT until official grades are submitted.

Midterm and end of term grades and comments are submitted via the Veracross portal. The Academic Office oversees the collection of grades and comments; the proofreading and correction of comments by advisor and coordinators; the production of report cards; and the final publishing to parents. The Academic Office is also responsible for creating and maintaining student transcripts.

Shortly before each marking period, teachers will access their grading roster through Veracross, which contains a list of all the students enrolled in the teacher's classes with space for recording grades and comments. Teachers must proofread these lists carefully and notify the Academic Office immediately if there are any discrepancies with the teacher's own records.

### **The Teacher's Comment**

Teachers are required to write comments for new students in the fall and students receiving grades of C+ or lower, or INC at midterms, and for all students at ends of terms. The director of studies provides explicit instructions at these times. Comments are written on the Veracross portal. Comments should focus on the performance of the individual student, and not on the content of the course. Identical "stock" comments that are pasted into each student's comment are discouraged.

### **The Advisor's Responsibilities**

The advisor prints from the Veracross Teacher Portal copies of the grades and comments for his/her advisees, reads the comments, and corrects errors in spelling and punctuation directly in the Veracross portal. The advisor also proofreads to be sure the content of each comment is fair and accurate and does not contain any inappropriate references to medical issues, educational testing or disciplinary issues. It is very important to be sure that there are no grades or comments missing from the advisee's report: a complete report should include comments for athletics and non-credit courses. If any grade or comment is missing, the advisor should contact the teacher immediately to be sure a grade and comment are submitted.

The advisor, rather than the individual teacher, gives the student his/her grades during an advisor/advisee conference after each marking period to review the teachers' comments and to discuss the student's academic progress. At the time of this conference, grades and comments are in draft form; the student should not retain any physical or electronic copies.

At each midterm grading period the advisor writes a comment home for all his/her advisees. The advisor comment, which is directed to the parents, attempts to give an overall view of the student's progress, both academic and social. The advisor should not repeat any teachers' comments but may give further interpretation of academic achievement and describe measures being taken for improvement, such as extra teacher help and peer tutoring. In addition, the advisor appraises the parents of the student's extracurricular activities, athletic participation, and adjustment to School life generally. Sample comments are included at the end of this section.

**IMPORTANT:**

*THE ADVISOR DOES NOT MAKE OFFICIAL RECOMMENDATIONS TO THE PARENTS FOR OUTSIDE TUTORING, PLACEMENT IN A DIFFERENT LEVEL OF A COURSE, PROFESSIONAL ACADEMIC OR PSYCHOLOGICAL TESTING, REPEATING A COURSE, REPEATING A YEAR, OR SEEKING ANOTHER SCHOOL WITHOUT PRIOR CONSULTATION WITH THE DIRECTOR OF STUDIES.*

1. The advisor submits his/her advisor comments through the Veracross Teacher Portal.
2. The advisor passes on the proofread and edited comments for each advisee to the Academic Office.
3. It is customary for dorm heads to call meetings of advisors of boarding students at each marking period to discuss progress of boarding students and to recommend remedial measures if necessary.

## 230. Sample Teacher Comments

### *A Level*

*Joe has been an ECO rock star this fall! He came to class each day with a positive attitude and a willingness to engage and participate in the learning process. His upbeat approach helped to create an effective learning environment in the classroom. Overall, his written work on tests, labs and case studies was quite good; he was clear and comprehensive in his explanations. Joe did have a few weaker assignments at the end, however his terrific 92% on the final exam demonstrates that he has a very good grasp of the ecological concepts we studied this fall. I enjoyed working with Joe a great deal and I'm just sorry I won't have the pleasure of teaching him this winter!*

*Amy comes to class everyday prepared and ready to learn. Her positive energy and her genuine interest in learning make her a joy to teach and to get to know. She meticulously scrutinizes the text, hunting for literary symbols, themes or terms. Making connections, she articulates her observations with ease. She isn't afraid to push back on a classmate's comment, and she isn't afraid to share her opinion, even if it is antithetical to the groups. As she seamlessly connects what she's learned in Writing Workshop to her work in English class, her writing constantly improves. I encourage Amy to push herself a bit more with her interpretive sentences, perhaps using more parallel structure or an appositive phrase. I'm excited about guiding her on yet another literary journey this winter, when we'll be reading Maxine Clair's *Rattlebone* upon our return from vacation.*

### **B Level**

*I commend Kara for providing such wonderful counterpoints to our discussions this term. Given her study of the Holocaust from the American perspective last year, she had a great deal to offer from the first day of the course. While not the most vocal participant in her class, Kara's observations often provided her peers with an alternate approach to the complex questions posed by an intellectual investigation into genocide. It is not easy to go against the grain in a conversation about the origins of anti-Semitism or responsibility for the Holocaust, but Kara did so with aplomb. However, that is not to say that she lacked the ability to amend her arguments as new ideas and information came to light. Rather, in her response papers, she improved a good deal over the course of the term and proved herself to be an adept critical thinker. It was a pleasure having the opportunity to see Kayla's mind at work this fall, and I hope that she will continue to pursue historical research in the future.*

*Though beset at times with inconsistency and a lack of preparation, Lola marshaled her resources and did an impressive job on the final test of the term on logic, informal fallacies, and the adventures of Voltaire's *Candide*, earning an 83%. Her average grade on quizzes was a modest 70%, reflective, I think, of her aforementioned inconsistency. Lola is a spirited student who seemed to enjoy the give-and-take of a robust philosophical discussion. Though there were moments when the material appeared to strike her as a bit abstract and impracticable, Lola came around and often participated actively in class discussions.*

### **C Level**

*It has been a pleasure having Roger in Geometry this fall. He is an astute fellow, who is learning that there are often several ways to understand the material. Initially, Roger seemed to want to follow a strict rubric to arrive at a solution. As the term has progressed, while recognizing his own desire to make the mathematics as simple and as direct as possible, he also seems to have embraced the various methods for investigating congruency of triangles. For example, as first he seemed to not see the connection between constructing two congruent triangles by the side-side-side method and proving that two triangles were the same by the SSS Postulate. Now having spent a great deal of time with both the constructions and proofs, he seems poised to see that both are related, which is why we are able to then do some algebraic problems related to two triangles having the same three sides. For this reason, his homework, quiz and test averages have all risen, as well as performing reasonably well on the final exam. In essence, while working with one problem at a time, Roger appears to appreciate the greater scope of what is trying to be understood, helping him to be a more successful student. I look forward to seeing continued, if not greater success in the winter term.*

*Ken and I both knew that AP Physics was going to be a formidable challenge for him after his long battle with Physics Advanced as a sophomore. There is no denying that Ken brings a great deal of curiosity and determination to the undertaking, and he's made some good progress on the execution of his problem sets, on his ability to work collaboratively with his peers and on the more demanding conceptual material presented in the multiple-choice component of major evaluations. Where Ken is struggling is in the pacing of his work and in accurately identifying and translating concepts into mathematics on extended problems. Going forward I feel that Ken can address both issues by going back and making a detailed summary of key concepts, how they might appear in a problem and how to represent them in symbols. Following this routine on problem sets, quizzes and tests should help Ken streamline his attack, save time*

*and build confidence as it seems that he often ends up spending a good bit of time and energy spinning his wheels looking for traction rather than moving forward productively. I would be happy to help him embark on this undertaking and/or review it with him once completed.*

#### **400. Standing Committees**

##### *Calendar Committee*

This committee meets in December to begin the process of planning the calendar for the following year. The coordinator of the School calendar chairs the group. Members include the deans, the director of studies, dean of faculty, associate dean of faculty, the director of athletics, the chair of the Dorm Life Committee, the faculty representatives, representatives from the Alumni and Development Office, the business manager and chief financial officer, two student representatives and the head of school (*ex officio*).

##### *Cum Laude Society*

The "object of the Cum Laude Society is to promote learning and sound scholarship in secondary Schools." The Society meets each spring to select seniors worthy of membership. Other meetings may be scheduled during the year. New membership is limited to 20 percent of the graduating class. Faculty members include teachers and administrators formerly been elected to Cum Laude or National Honor Society, members of Phi Beta Kappa, and faculty members with at least 15 years of service who wish to participate. The academic officers of the School are members *ex officio*.

##### *Deans' Committee*

The Deans' Committee, chaired by the associate head of school, is made up of the deans of students, and from time to time, the dean of faculty, the director of student activities, the director of studies, the director of counseling, the director of athletics, and others whose areas of responsibility are being discussed. The business of the deans is the oversight of day-to-day nonacademic aspects of student life: social life, extracurricular activities, athletics, health, discipline, etc. The committee also evaluates present School policies and practices in these areas and may make recommendations for change to the faculty and the head of school.

##### *Curriculum Committee*

The Curriculum Committee meets not only to plan and publish annually the academic curriculum of the School but also to discuss and vote on academic policies and procedures. The associate head of school chairs the committee. Members are the heads of departments, the associate dean of faculty, the directors of studies, the director of the Brush Library, the director of technology and the director of college guidance. The Student Council chooses 2 students to serve on the committee.

##### *Diploma Committee*

This committee meets at the end of each academic year to vote on the conferral of diplomas on the graduating class. It also meets to consider special requests on an *ad hoc* basis. The directors of studies determine which cases should come to the committee during the year. The policy of the School concerning student requests for diplomas before the end of the senior year, which has been established by faculty vote, states: "No commitment regarding possible exceptions to requirements for a diploma will be made by any School official or faculty member until the matter has been considered by the screening group of the Diploma Committee." The committee awards diplomas only on the basis of a student's academic merits. The committee consists of the members of the Curriculum Committee and the deans of students. The dean of faculty chairs the committee. The head of school is a member *ex officio*.

### *Disciplinary Committee*

The committee is composed of three students, three faculty, the dean of the student appearing, the associate head of school, the head of school, the dean of student life, the student's advisor and the student's dorm head (for boarders). The committee is convened when a student's disciplinary record may require him or her to withdraw from the School. The committee makes a recommendation to the head of school after meeting with the student and his or her character witnesses.

### *Dorm Life Committee*

The dormitory heads of the 11 dormitories meet with the dean of student life, the deans of students and the director of counseling on a monthly basis to discuss areas of School life that especially concern boarders. Weekend plans and consistency in the administration of dormitory rules are two topics that frequently receive attention. The committee's agenda also devotes time to the discussion of the philosophy behind residential life policy and to case studies of recent dorm issues and events, particularly situations that have required disciplinary action.

### *Emergency Response Team*

The Emergency Response Team ensures that the School community is well prepared for emergencies by constantly evaluating our practice, procedures, and readiness; holding emergency drills; and responding to emergencies when they occur. The team consists of members from across the School community who can speak to what is needed to maintain continuity, safety, and the smooth running of the School. The committee is chaired by the dean of student life and the head of school and includes the associate head of school, the chief financial officer, the directors of campus safety, human resources, IT, health center, food services, counseling, communications, the dean of faculty and others as needed.

### *Faculty Council - Faculty Representatives*



The Faculty Council serves as a communications link between the faculty at large and the Board of Trustees, representing most particularly the faculty's interests in the Salaries and Benefits Committees and the Education Committee. The Faculty Council formally reports to the Board three times a year and attends the aforementioned committee meetings on Trustee weekends on campus. The Faculty Council also represents the faculty at the General Session of the Board meetings.

Council members make every effort to remain in touch with collegial concerns by scheduling periodic meetings with individuals or groups of fellow faculty. Additionally, the Faculty Council meets with the Head's Administrative Team approximately once a month. Meetings with this group focus on the most current areas of concern to teaching and non-teaching faculty members and are intended to strengthen communications and clarify issues at hand.

The Faculty Council is comprised of six members, three of whom rotate on or off the Council annually. Typically, elections are held in the spring term.

#### *Housing Committee*

The associate head of school, the dean of faculty, the associate dean of faculty, the dean of student affairs and the head of school comprise the committee, which renders decisions on housing assignments on the basis of the needs of the school, seniority, years of service in the dormitory and the size of the faculty member's family. Annual decisions are made as close to the first of May as possible.

#### *Head's Administrative Team*

The Head's Administrative Team is chaired by the head of school and consists of the associate head of school, the associate head for external relations, the dean of faculty, the assistant head for enrollment, the chief financial officer, the director of college guidance, the dean of student life and the senior assistant to the head of school. The group meets weekly. The purpose is to plan for and discuss trustee meetings; to do long-range planning for the School; to discuss issues of import to all the administrative offices; and generally to oversee the financial, social, and academic health of the School.

#### *Prize Committee*

The Prize Committee consists of the deans of students, the director of athletics, the director of college guidance, the head of school, the advisors to the senior class, the directors of studies, associate dean of faculty and two faculty members; the associate director of studies serves as chair. The committee sets procedures for selecting prizewinners and conducts the nomination and election process in faculty meetings.

#### *Repeat Year Committee*

The Repeat Year Committee is chaired by the director of studies and includes the director of college guidance, the assistant head for enrollment, the appropriate dean(s) of students, dean of faculty, the student's advisor and dorm head (if a boarder). The committee considers requests from students to repeat a year at the School and takes referrals from the Review Committee.

#### *Review Committee*

This committee meets at the end of each term. It reviews the cases of students in academic difficulty and makes recommendations to the head of school. The committee is composed of the dean of faculty, the associate dean of faculty (chair), the deans of students, the directors of studies, the director or associate director of college guidance, the assistant head for enrollment, the director of academic support services, two teaching faculty members chosen by the head of school from a list of volunteers, the director of counseling and the head of school *ex officio*. (The specific duties and function of this committee are described in the *Academic Guide*.)

#### *Rules Committee*

The Rules Committee, chaired by the associate head of school, meets several times each winter to discuss rule proposals from the Student Council or from the deans. The committee works with those two groups to reach consensus on the form proposals should take, and on whether a given proposal should be put to a faculty vote. Those proposals passed by the faculty and accepted by the head of school become rules or policy.

#### *Special Needs Committee*

The Special Needs Committee is chaired by the associate dean of faculty, and is composed of the deans of students, the directors of studies, the director of counseling, and the associate director of counseling, a representative of the Admissions Office, a representative of the College Guidance Office, the director of the Health Center and, when possible, the School's consulting psychiatrist. The business of the committee is to monitor the application of the School's policies regarding students with special learning needs, specifically those who have received educational testing. The committee makes policy and also discusses individual cases of students who are experiencing academic or social difficulties at the School.

#### *Waiver Committee*

This committee meets to consider student requests for waivers of diploma requirements. If such waivers are desired, the student or the advisor initiates procedures with the director of studies, who serves as chair. The committee includes the dean of faculty, the head of the particular department concerned, the director of academic support services, the department member who has taught the student, the college counselor, and the student's advisor. Before the waiver is granted, the student's parents are also consulted. In most cases, educational testing is required.

#### *Disciplinary Committee*

The committee is composed of three students, three faculty, the dean of the student appearing, the associate head of school or the dean of student life, the student's advisor and the student's dorm head (for boarders), and presided over by the Head of School. The committee is convened when a student's disciplinary record may require him or her to withdraw from the School. The committee makes a recommendation to the head of school after meeting with the student and his or her character witnesses.

#### *Dorm Life Committee*

The dormitory heads of the 13 dormitories meet with the dean of student life, the deans of students, the director of the health center and the director of counseling on a monthly basis to discuss areas of School life that especially concern boarders and to ensure that the The committee's agenda also devotes time to the discussion of the philosophy behind residential life policy and to case studies of recent dorm issues and events, particularly situations that have required disciplinary action.