

July 2020

Dear Students, Parents, and Guardians,

The Student - Parent Handbook is our attempt to put many of Burroughs' policies and procedures together for you as a way to get to know the school and as an ongoing reference.

Much of what is contained in these pages deals with routine matters, which help support our mission to provide the highest quality academic education in an environment of warmth, trust, and respect for others.

The Handbook is meant to be a guide and not a contract. Although the school may generally follow a given policy or procedure, at times we may decide that the particular policy or procedure is inappropriate or needs to be altered. This handbook is reviewed and revised regularly to reflect changes that necessarily occur in a dynamic setting.

If you have any questions, please do not hesitate to contact me, the Assistant Head of School, the Director of Academics, or your grade level principal.

Andy Abbott
Head of School

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MAJOR SCHOOL POLICIES

Statement of Philosophy

John Burroughs School seeks to instill the joy of living through active learning, integrity, and service to others. Our mission is to foster in all students academic, physical, and creative fulfillment, together with strength of character, while helping them become productive members of our school community.

John Burroughs promotes an atmosphere of understanding, trust, respect, and accomplishment among our faculty, staff, students, parents, and guardians. We embrace democratic ideals, the liberal arts, and concern for the environment. We believe that excellence in education goes hand in hand with diversity, which we value and celebrate.

John Burroughs encourages students to communicate, to be open to others, and to embrace meaningful challenge. Through a personal, active approach to learning, students pursue their potential in all school endeavors--academics, the arts, athletics, and activities.

We teach our students to question, to think for themselves, to imagine, to see, to solve problems, to understand subtleties, and to appreciate ambiguity. We discourage the use of rewards, such as prizes and honor rolls, to motivate students; rather, we foster love of learning as an end in itself.

We teach our students the value of service to others, which requires knowledge as well as a deepened sensitivity to the world around them. Our purpose is to enable students to act in effective and positive ways, for the good of all.

The pursuit of excellence at Burroughs takes place within the context of the informal atmosphere of our school. We strive for balance in our students' pursuits--in the various ways they study, play, create, and show concern for the world and others. We prepare our students for a lifetime of learning. Our approach to education, reinforced by the ethical and interpersonal ideals we foster, enables our graduates to discover lifetime fulfillment in meaningful work and commitment.

Honor Statement

We may begin with a simple assumption: there are right ways to act, and there are wrong ways to act. In other words, "ethics" means something at Burroughs. We are not the only source of ethical training for children; this must start in the home, and should be actively promoted in the home, from an early age. But a school should play a supplementary and nurturing role in helping children form a personal code of ethics. It does not do so by acting as a vast, personal laboratory in which anything goes, and in which children learn empirically what works and what does not, what they can get away with, and what lands them in trouble. Instead, we believe that this training is an active cultivation of ethical behavior, in which we are partners with parents and guardians. It consists in holding up for students' exemplars of right behavior; in other words, we believe in certain "values" that are worthy of emulation for anyone who wishes to become not only educated but also cosmopolitan, in that word's original sense--a citizen of the world. Such

values must be modeled and upheld by all in a trusting and trustworthy community--teachers, administration, parents, guardians--if we expect the students to learn from us ethically as well as intellectually. We at Burroughs hope that such values include, but are not necessarily limited to:

honesty -- a commitment to the truth in one's own quest for knowledge, but also in one's dealing with others;

respect for authority -- an agreement to abide by rules that are reasonable and necessary to the community;

respect for others -- a recognition that life involves much more than self-realization.

In short, a community is, by definition, a group of people who share something; and at Burroughs we believe resolutely that we share not only material things--buildings, desks, lockers--but also the finer, abstract things--non-negotiable convictions about right and wrong behavior amongst and toward one another. Students and faculty and parents and guardians who wish to be a part of, and remain in, this community, must embrace and abide by these convictions. Honor is thus not only a quality but a responsibility in our community.

Individuals construct their own integrity through the choices they make and being honorable is a choice. Being honorable means maintaining consistency between one's actions and one's ethical principles; being honorable within a group means acting in accordance with shared ethical principles. All members of the Burroughs community are expected to uphold this basic ethical principle; honesty is vital to our community; through honest dealings with one another, we maintain and enrich the atmosphere of trust and earnest endeavor that we value here.

Academic Integrity

Students, faculty members, parents, and guardians should model and facilitate honorable behavior for each other and strive to uphold our school standards of academic integrity.

Student Responsibilities

Students are expected to:

1. Turn in work that is their own and reflects their own fairly acquired knowledge.
2. Deal truthfully with all members of the John Burroughs community.

In addition, when students become aware that cheating is taking place, they are encouraged to deal conscientiously with that cheating in some way, for example, by talking with the student who is cheating.

The following list includes some, but not all, of the sorts of choices that would violate our shared standard of academic integrity: plagiarizing passages or ideas in a written assignment; sharing information between classes about what is on a test or a quiz; misrepresenting one's achievements; copying homework; using crib sheets or other unfair aids during a quiz or test;

using a calculator in a manner other than one prescribed by the teacher; feigning illness in order to miss a class; lying about absence from school or from class; taking anything belonging to another person without that person's stated permission.

Faculty Responsibilities

Faculty are expected to:

1. Make the standards for academic integrity in their discipline clear and enforce those standards consistently.
2. Monitor testing situations closely to provide students with an environment conducive to honorable behavior.
3. Communicate clear boundaries between collaborative and individual work.

In addition, teachers are encouraged to go beyond reading their department's policies on cheating and explain personally why they find cheating detrimental.

Parent/Guardian Responsibilities

To meet their responsibilities, all parents and guardians should support the school's mission of inculcating honorable values and behavior in their children.

Every year, students at John Burroughs School must sign that they have read and understand their statement of responsibility for honor and academic integrity and that they will uphold their responsibilities as listed above.

NOTE: Academic integrity violations are considered violations of major school rules (pp.33-36).

Homework Guidelines

While recognizing that students work at different paces, below is a chart with the approximate amount of time that a *typical* student should expect to spend on focused work outside of class for each full-credit course. If a student is routinely way out of line with these expectations, they should have a conversation with their teacher and then, if needed, their advisor and/or grade level principal.

Minutes per week per course outside of class

| | |
|----------------------------------|-----|
| Courses in Grades 7 & 8 | 100 |
| Upper School Full Credit Courses | 150 |
| AP or Honors Full Credit Courses | 200 |

At Burroughs, we consider honesty to be of the highest order. A student's integrity begins with daily assignments. Homework assignments and compositions which are done outside of class are among the most important means a teacher has in judging a student's understanding of the course content and in adjusting lesson plans to move toward course objectives. Therefore, it is essential that homework assignments turned in by students be their own work.

Parental pressure and assistance can contribute to academic transgressions. An unfair advantage may occur when a student has received assistance on an assignment. Not only is this unfair to other members of a class who have worked independently, but it is also unfair to the student who, as a result of the assistance, may not fully understand the material.

Examples of homework assistance from any source (parents, guardians, siblings, friends, tutors, et al.) that is detrimental and is in violation of our academic integrity policy include:

1. Proofreading which becomes actual rewriting.
2. Typing a paper from a rough draft, correcting grammatical errors or structural organization.
3. Writing most of a paper or assignment when the intent was only to help the student "get started." This most commonly occurs when a student has procrastinated until the last minute and the parent/guardian has visions of the child staying up all night to complete a project or paper.
4. Working mathematics problems "with" the student when, in fact, the student merely records the answer.
5. Reading and taking notes from resource materials for a term paper.

What can a family do? Parents and guardians should be interested or involved in their child's education. Parents and guardians can be powerful teachers, and many have already developed the skills of a good teacher: patience, sensibility, an open mind, and a willingness to let children take risks and to succeed – or stumble – on their own. Parents and guardians can be of great assistance in helping their children develop strong time management skills.

Family members should not tell their child what to write, what to think, how to punctuate; rather, their role may be to explain, discuss, guide or, better yet, ask questions which will help their children discover answers for themselves.

Technology Acceptable Use Policy - Students

This policy applies to all technology resources in use by JBS students: this includes but is not limited to computers, phones, video equipment, copy machines, information storage devices, email addresses, and personal devices. The use of these resources is a privilege and must be treated as such by all students. JBS provides students with access to its technology resources for academic purposes only. JBS reserves the right to access and monitor all aspects of its technology systems and devices, and students should not expect any information stored on JBS equipment or systems to be private.

Technology will continue to be an important aspect of the learning process at John Burroughs School. Therefore, if you do not have access to the required technologies or if the technologies at

your home are not working properly, please let your teacher(s), advisor, or principal know right away.

Any failure to follow the rules listed is a violation of the school's Technology Acceptable Use Policy:

1. Students are to use on-campus internet access for strictly academic purposes. Examples of internet sites that may not be visited outside of academic use at JBS include but are not limited to the following:
 - recreational use of sites such as Twitter, Facebook, YouTube, Instagram, TikTok etc.
 - gaming or gambling sites
 - pornographic or otherwise sexually explicit sites
 - sites promoting "how to" documents encouraging violence or illegal acts
 - sites that promote racism or hate
2. Students may not use technological tools with malicious intent, e.g., to bully or harass others.
3. All students must respect the privacy of others. Any attempt to access private files, phone, or email messages is considered theft.
4. Students may not in any way tamper with or vandalize equipment or software that belongs to JBS or any other organization to which JBS has access. Examples of unacceptable behavior include but are not limited to the following:
 - damaging, hacking, or destroying networks, computer hardware or software
 - physical abuse of equipment
 - the creation or intentional use of malicious programs
5. Students may never share their JBS email password with anyone else. Stolen or lost passwords can create significant problems for the student and for the School.
6. Students may not transmit, retrieve, or store communications of an obscene, discriminatory, offensive, or harassing nature or containing derogatory, disrespectful, or inflammatory language.
7. Students may not use JBS technological systems for any purpose that is illegal and/or violates school rules.
8. Students may not knowingly post information that could potentially damage or cause disruption to JBS or any other organization or person.
9. Students may not misuse JBS or personal distribution lists or discussion groups for sending irrelevant messages.

10. Students may not use JBS technological systems or devices for private gain or any commercial purpose.
11. Students must adhere to the license agreements for installing/copying software that is purchased by the school.
12. Students may not use personal technological devices during the school day, unless they are being used for an academic purpose with the express permission of a faculty member in a designated area. These items include but are not limited to portable audio and video players, laptops, e-Readers, tablets, and cell phones; students are not permitted to use any personal devices, including laptops and cell phones, in the Commons even for academic purposes.
13. Students may, of course, use personal devices for non-school related reasons (during non-school hours), but may face disciplinary action should this use bring discredit to the school or anyone in the JBS community. (Students in grades 9-12 are allowed these devices after the end of 8th period, but they must refrain from their use in academic areas.)
14. Students are expected to check and read their JBS email daily. Faculty and administrators use e-mail to communicate with students and for official notices.

Consequences of violating these policies will be in keeping with the school's disciplinary system. For violations, access to technology may be revoked for a period of time in addition to probation, suspension, or expulsion from school.

My signature here acknowledges that I have read and understand the above Technology Acceptable Use Policy for John Burroughs School.

(Print Name Here)

(Signature)

(Date)

COMMUNICATION

Communication within the school and between the school and home is essential in the education of our students. The three primary channels of communication are between school and student, between school and parent or guardian, and between student and parent or guardian.

School – Student

Teachers: The most basic communication link in any school is between the teacher and the student. At Burroughs, this communication takes the form of classroom discussion, extra help sessions, evaluation and informal contacts in the hallways, dining room, playing fields, etc. Teachers at Burroughs are generous with their time, and they respect students who not only realize when they need to talk about their work but also initiate this contact.

Advisors: Every student at Burroughs has a faculty advisor. The primary responsibility of the advisor is to be a resource for the student – a person who can offer information, guidance, and encouragement. Advisors keep an eye on students' progress and, when concerns arise, discuss these with students and, when appropriate, with parents/guardians. Although each advisor-advisee relationship will be different, our aim is for the relationship to be marked by helpful, constructive communication.

Administration: Other persons involved in school-student communication are the three principals, the assistant head of school, and the head of school, all of whom have open-door policies. They welcome visits from students about school procedures, class business, or individual matters.

Personal Counselors: Burroughs also has two counselors and a health educator whose main function is to support and assist any student with academic or personal concerns.

School – Parent/Guardian

The second communication link is between the school and the parent or guardian. There are several formal ways this happens at Burroughs.

There are two official contacts advisors make with the home in grades 9-12: a school conference in the fall and a telephone conference in the spring. In grades 7-8, there is an additional phone contact at the end of the first semester. And families are welcome to contact their child's advisor or teachers at any time during the year to ask questions or request a special conference. (See the next section, Means of Communication, for further detail.)

In addition to these contacts, the administration and faculty offer a number of opportunities for families to learn more about the school by way of parent/guardian meetings, school publications, and email messages. (See the next section, Means of Communication, for further detail.)

Student – Parent/Guardian

Volumes have been written on the topic of parent-child communication. It is not within the scope of this handbook to outline principles of family communication, nor is it within the authority of the school to prescribe parenting techniques. However, the importance of the relationship, including effective communication, cannot be overstated. The school distributes numerous publications to facilitate discussion/communication. In addition, our personal counseling office works with the Family Network, an arm of the Parents Council, to provide ongoing programming for parents and guardians.

The official means by which families get information about their child (advisor conference, report card, etc.) are described below. On a day-to-day basis, parents and guardians must rely on comments from their child. It would be good if students kept their parents/guardians up to date about general school performance (and not just the good news), but we know that this may not happen consistently. Indeed, parents and guardians of adolescents frequently feel in the dark about their child's progress in school. Needless to say, children are more likely to speak fully with their families about school matters if they feel their families will listen, not overreact, and offer trust and support. But again, parents and guardians are encouraged to call the school if they feel they need more information about any aspect of their child's school life. (See Appendix A for a "key contacts" list.)

Means of Communication

Student-Specific Communication

Advising & College Counseling

Each student at Burroughs has a faculty advisor who acts as a special resource with whom the student can discuss whatever academic or personal concerns may arise. The advisor is a primary communication link with the parents or guardians – a person to whom both student and parents/guardians can take questions and problems and from whom they can expect assistance.

Students in grades 7-9 are assigned advisors, while those in grades 10-12 indicate an advisor preference. In grade 9, students retain the advisor they had in grade 8; in grade 11, students retain the advisor they had in grade 10. In mid-junior year, when the systematic college guidance program begins, each student selects a college counselor. At this level, the College Counseling department informs families about colleges, the factors to be considered in college choice, tests to be taken, and materials available. In grade 12, the college counselor is the advisor. (More information can be found through the College Counseling Office and website.)

Group advisory meetings are scheduled almost every Wednesday during the school year on Common Day schedules. In these meetings, advisors meet with their advisees to discuss general topics, complete necessary forms, share information, and schedule individual meetings.

Advisors have many individual contacts with advisees throughout the year. The number of individual meetings with advisors varies according to the student's needs. Some of the points covered in these conferences include expectations for the year, problems and/or progress in specific courses, steps for improvement, parent/guardian conferences, evaluation reports, report cards, course registration, extracurricular interests, and life in general.

While many matters discussed between a student and an advisor are fairly routine, other matters will be personal in nature. Students and parents/guardians may assume that such matters will be treated discreetly. In any case involving potential harm to a student, parents/guardians and the counseling department will be contacted.

Written Reports

A report card is emailed to parents and guardians at the end of each marking period. For students in grades 7 and 8, parents and guardians are informed of the progress of their children in each course by means of a check-list and specific comments sent at the end of each semester (January, June). In addition, a Preliminary Report is provided to parents and guardians during fall conferences and a Spring Update is emailed home in March.

For students in grades 9-12, a Preliminary Report is mailed to parents and guardians mid-fall and a Spring Update is sent home in March. The first semester ends the last day of school before winter vacation (grades 9-12); the second semester ends the last day of school. Semester reports (letter grades and comments) are mailed to parents and guardians in December and June. Letter grades used in credit courses are: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I (Incomplete); and for non-credit courses: E (Excellent), S (Satisfactory), and U (Unsatisfactory).

Electronic Slips (e-Slips)

E-Slips are written by teachers to communicate information about a student's progress, e.g., to provide an update, to comment on a change in performance, to inform about incomplete or late papers, tests, projects, etc., and to encourage and compliment students.

Teachers share the e-Slips they've written with the grade-level principal, who carefully reviews and shares them with the appropriate advisor. The advisor discusses the e-Slip with the student and emails it to the parents or guardians.

Counseling

Two school counselors and the health educator are available to students, parents, guardians, and families for help with individual concerns. Parents, guardians, and students have a legal right to a confidential relationship with a counselor. Oftentimes there will be an attempt to involve the family when this is acceptable to the student, and always in cases involving issues of health and safety. Referrals to community resources will be made for students who need long-term counseling and/or a medical evaluation. Parents and guardians seeking outside resources are encouraged to call at any time for

assistance. The counseling department keeps an up-to-date list of mental health professionals and agencies with specialties in all areas pertaining to teens and families.

Calls and Visits

We urge parents and guardians to complete the school-family link by contacting us whenever they need information or have concerns.

Whom should you call? Teachers, advisors, counselors, grade-level principals, the assistant head of school, and the head of school are all willing to help. It depends on the nature and the seriousness of the problem but, when in doubt, begin with the child's principal. (See Appendix A for a "key contacts" list.)

General School Information

Meetings

Mini-School: All parents and guardians are invited to follow an abbreviated schedule of their children's classes on designated evenings in early fall. The purpose of the evening is to meet their children's teachers, who will explain course objectives, grading systems, homework, etc.

Visiting Day: One day is scheduled in the fall for parents and guardians to visit classes, but parents and guardians may visit any time during the school year. Call the grade-level principal to make an appointment.

Grade-Level Meetings: Specific meetings are scheduled throughout the school year to keep families current about what is going on at their student's grade level.

Family Network Programs: Meetings with guest speakers on topics relating to adolescence and parenting are arranged for Burroughs families by the Family Network in conjunction with the counseling department.

Publications/Mailings/Web Site

Summer Mailing: Prior to the opening of school, principals write a letter to each family containing the school calendar, an outline of procedures for picking up schedules, and opening school information.

School Directory: The buzz book is distributed during mini school and is available in the JBS bookstore. It contains a telephone listing of students (organized by grade), a telephone/address/e-mail listing of parents/guardians and an address/e-mail listing of faculty. It also lists the members of the Student Congress and Student Court, the Board of Trustees, the Parents Council, and the Family Network.

Viewbook & Prospectus: Distributed to prospective students and families, the viewbook outlines the school's philosophy and general program. It is complemented by a prospectus which provides a detailed summary account of school life and values, curriculum and activities, student support and resources, and the admissions process. Both are available from the Admissions Office.

The Parent Newsletter and The Principal Link: These electronic communications, with special announcements and calendar information, are alternately e-mailed home every two weeks during the school year.

The Reporter: This magazine contains general articles about the school, and it is mailed to Burroughs parents, guardians, grandparents, parents of alumni, and alumni three times a year.

Curriculum Guide: Issued each March, this guide outlines course descriptions and presents the school's curriculum for the upcoming year. It is distributed to all students and is available online.

Student-Parent Handbook: This document is distributed to each family every summer. Addenda are distributed when changes become necessary in the interval.

The World: The student newspaper contains many student-related articles which families may find interesting.

JBS Web Site: Our web site contains departmental pages, current news and events, Parents Council information, a faculty/staff directory, etc.

IMPORTANT NOTE: Use of Photography

Individual and group pictures of students are taken by school and student photographers. These pictures are used in various school brochures and publications. Pictures are also used on the Burroughs web site, where, in most instances, students are not identified by name. ***We only seek express permission*** for photography used in external school advertising. If you have any concerns about this policy and practice, please contact your children's principals.

ACADEMIC POLICIES AND PROCEDURES

Curriculum

A Curriculum Guide issued in March contains details about the courses and the grades at which they are offered. (It is also posted online.)

In grades 7 and 8, the core program is the same for all students, though individuals make selections in language and music and are placed in a mathematics course based on assessment, ability, and previous exposure. Course offerings at these levels consist of:

- English
- Social Studies
- Science
- Mathematics: Math 7 or Math 7 Accelerated (Grade 7)
Algebra or Algebra I Accelerated (Grade 8)
- Latin or Modern Language (French, Spanish, or German)
- 2D and 3D Art
- Music (Chorus, Band, or Orchestra)
- Family and Consumer Science; Industrial Technology/Engineering
- Computers (Grades 7-8)
- Speech (Grade 7); Debate (Grade 8); Acting (Grade 8)
- 7th Grade Seminar and 8th Grade Seminar
- Physical Education

In grades 9 through 12, a student is required to take four full-credit subjects each year; however, most students take five. Courses in the five major disciplines (English, languages, history, math, science) are offered at each grade level. Physical Education/Athletics are required all four years. Courses in the fine, performing and practical arts, other areas, activities, special programs, and specific graduation requirements are found in the Curriculum Guide.

Scheduling

Most procedures for scheduling are found in the Curriculum Guide. In a school the size of Burroughs, teacher assignments depend on the courses chosen in any given year. It is very difficult to meet requests for specific teachers or to change courses or teachers once schedules are made. Only in the most extraordinary circumstances will schedules be modified.

College Courses

College courses can only be taken if they are not available at JBS, e.g., differential equations. A full credit half-year course at the college level will receive one-half credit at JBS; the grade will appear on the transcript.

Library

The Stamper Family library serves the students, faculty, alumni, and families at John Burroughs School. The library makes available books, films, audiobooks, and periodicals along with an extensive collection of digital resources including databases, full-text books, and journals, and streaming media to support the academic, research, artistic, and recreational interests of this community. Digital items are accessible both on and off-campus providing 24/7 access to non-

print materials. All resources can be found on the library's home page, <http://library.jburroughs.org>. Remote access passwords for databases are available through the homepage by logging into one's JBS email account.

The library supports over 115 laptops and numerous textbooks which students may borrow for use in the library during the school day. The library also maintains a circulating collection of digital cameras including still cameras, video cameras, iPod Touch devices, tripods, portable screens, and other specialized equipment. These may be checked out by students and others for class assignments and school-based activities.

Library books, audiobooks and DVDs are checked out for two weeks and overdue notices for students are sent to their JBS email accounts once a week. Equipment is checked out for one day. Students may renew items as long as there are no holds on those items. No fines are levied unless a student does not return items over a three-week cycle of overdue notices; if not returned, families will be charged for the materials along with a service fee. Refunds will be provided if items are returned before they are replaced.

The library is open during the school year from 7:30 a.m. until 5:30 p.m. Monday through Thursday and from 7:30 a.m. until 3:30 p.m. on Friday. Extended or reduced hours are posted in the library and on student bulletin boards, and announcements are made during lunch and assemblies.

Librarians help support the JBS curriculum; all students and their families should feel free to seek help from the librarians for their informational needs and interests.

Academic Support

Support Services

Burroughs offers students with different learning styles and different learning needs several means of obtaining assistance as they find out what does and does not work for them in their academic classes and as they prepare for college.

Most academic classes meet only four times per week, which gives faculty members opportunities to meet with students individually at the student's or teacher's initiative. Students should meet with their teachers to get one-on-one instruction regarding new concepts, writing assistance, and/or advice regarding test preparation. Students who are struggling should be meeting with their teachers on a regular basis. The advisory system also ensures that all students have at least two people (the grade-level principal and the advisor) carefully watching their academic progress. Some departments offer drop-in services to assist students at a variety of times or days of the week. Peer tutors are also available on a limited basis in some departments.

When the above resources are not adequate to meet the needs of a particular student, the grade-level principal, someone from Academic Support, the advisor, and specific teachers (as appropriate) will review the student's progress and the steps that have been taken to resolve any academic concerns. The team may make recommendations, which might include Academic Support. The Academic Support staff may meet with the student and try some short-term interventions or schedule the student for regular Academic Support sessions. Students generally

are assigned to Academic Support for one or two periods per week. The goal of the Department is to move each student toward academic independence. Academic Support would not be a consideration for students who fail to complete their work or are not utilizing the other supports available at Burroughs.

Learning Disabilities

A student follows a procedure in order to determine whether a learning disability, attention deficit disorder, or other issues might be affecting the student's learning or academic performance. The process begins with consultations among the principal, the advisor, the counselor, and parents/guardians of a student together with a member of the Academic Support department. When warranted, a small battery of tests or surveys might be administered, with parental consent, by a member of the Counseling department. The school may recommend additional outside testing. It is important that families who are concerned about a possible disability work with the principal and staff prior to obtaining an evaluation. An evaluation alone is not sufficient to obtain services or accommodations* from Academic Support.

A complete evaluation report will be used, in part, to determine the need for Academic Support accommodations. Not every student who is evaluated will receive accommodations. It is important that the evaluation report include information from teachers about the student's performance in class. Evaluations that do not have this information will be reviewed, but will not be considered for accommodations. When it is determined that a student is appropriate for Academic Support accommodations, a learning profile will be written that describes the student's academic strengths and weaknesses, lists the accommodations the student will need in order to have a fair chance to learn and perform academically, and lists the actions the student should be taking independently. A member of the department will meet with the student and the student's parents/guardians to review the learning profile before it is distributed to that student's teachers, advisor, the counseling office, and the appropriate principal. Once the learning profile is distributed and read, all parties work together to ensure that the student learns how to self-advocate, how to make arrangements for testing accommodations, and how to access Academic Support to improve study skills. Academic Support faculty members also work with classroom teachers to determine the ways to work effectively with each student.

*While all students are held to the same academic standards, take the same tests, and write the same papers, students with documented learning disabilities may be eligible for certain accommodations at Burroughs. The most common accommodations include: a specified amount of additional time on tests, taking tests in a separate room, use of a computer for in-class writing, and editorial assistance on written work. Students can be granted a language waiver if such a waiver is supported by their evaluation and current academic performance.

Two-Test Rule

In order to help students effectively manage their schedules and studying, teachers will accommodate students who are assigned more than two tests and/or major papers due on one day. If a student is having difficulty navigating a change in date, they should speak with their advisor or grade-level principal. Advanced Placement exams, taken in junior and senior years, are the equivalent of two tests. Students with an AP exam may ask for postponement of other tests but not papers due.

Field Trips

There are two different types of field trips: curricular and supplementary. Curricular field trips essential to a course are required of all students. Supplementary field trips that are geared toward enrichment are not required. Students who are in academic difficulty or who have had excessive absences may be excluded from supplementary field trips in order to attend regular classes. Teachers are asked to refrain from scheduling field trips during the last two weeks of class in each semester.

Testing Program

During a student's six years at Burroughs, various group tests are administered to evaluate basic academic skills as well as to meet college admissions requirements:

1. 8th and 9th Grades – Reading comprehension and quantitative reasoning sections of the ERB are used at Burroughs to identify group and individual patterns and trends. The results of these tests are mailed home.
2. 10th and 11th Grade Preliminary Scholastic Aptitude Test/National Merit Scholarship (PSAT/NMSQT) Test - Given first semester, this is a two-hour version of the College Board Scholastic Aptitude Test (SAT) measuring verbal and mathematical abilities. It is used at Burroughs for help in college advising and by the National Merit Scholarship Corporation to select seniors for Merit Scholarship recognition.
3. Advanced Placement Exams - Given in May to students in AP courses; however, students in non-AP courses may choose to take the AP Exams. The results of these tests are used by many colleges to give advanced placement or credit for work done in high school.

The following tests are used for college admissions. These tests are not administered by the school. However, the College Counseling department ensures that all students are aware of the testing procedures and dates.

11th and 12th Grade ACT, a three-hour battery of tests in English, mathematics, science, and reading which assesses general education in these areas.

11th and 12th Grade SAT Reasoning Test, a three-hour and forty-five-minute test which measures reading, writing, and mathematical skills.

9th - 12th Grade SAT Subject Tests, one-hour multiple choice tests in specific subjects.

Dropping and Adding Courses

1. Courses receiving credit, including independent study, may be dropped only under the following conditions:
 - a. Courses may be dropped after notification to and discussion with the advisor, the subject teacher, the grade-level principal, and the parents or guardians. Grades earned during the first semester of the course will remain on the transcript.

- b. If a senior drops a course after transcripts have been sent to colleges, Burroughs has the obligation to notify a college of any change in schedule.
 - c. If a student moves from an honors level course into a regular level course in the middle of the semester, the honors level teacher will calculate an average, then add 1/3 of a letter grade to that average (i.e., C+ to B-), and that will serve as the student's average upon entering the regular level course.
2. Because course content is often cumulative, courses may be added only rarely and only under the following conditions:
- a. If class size limitations are not exceeded.
 - b. After careful consideration and approval of the advisor, the subject teacher, the grade-level principal, and the parents or guardians.
 - c. After the first week in each sport season, a change in the student's choice of sports may be made only with the approval of the coaches involved and the athletic director.

Grade Point Average

Grade point average is computed – for college application purposes – by adding quality points (or "grade points") in grades 10, 11, 12 and dividing by the units of credit.

Because grade point average is one consideration in college choice and acceptance, it is necessary that students understand the grade point average as they put together a high school program. Please note: colleges also consider the rigor of a student's program, e.g., a lower grade point average for a student carrying five courses each year will probably have more weight in a selective college admission office than a higher grade point average for a student who carries four courses.

Quality points are determined as follows:

Credit courses:

| | | |
|-----------|-----------|-----------|
| A = 4.33 | B- = 3.0 | D+ = 1.67 |
| A- = 4.0 | C+ = 2.67 | D = 1.33 |
| B+ = 3.67 | C = 2.33 | D- = 1.0 |
| B = 3.33 | C- = 2.0 | F = 0 |

For Honors and AP courses 2/3 of a point is added.

For example, a student earning three A's and two B+'s in a semester would have a grade point average of 4.07 for that semester's work.

Class rank is not calculated at Burroughs where we try to de-emphasize comparison. We believe that grades, the grade point average, and the quality of the program a student undertakes present a clear picture of a student's performance.

The grade point average of grades 10, 11, and 12 is listed on the student's high school transcript. A final transcript and grade point average – including both semesters of grade 12 – for each student is sent to the college to which the student will matriculate.

For clarification in computation of grade point average and transcript recognition:

1. Grade point average will be computed for credit courses taken at Burroughs only.
2. Independent Study, which has the approval of a teacher, department head, and principal will be included in grade point average and placed on transcripts.
3. Summer school courses will not be included in grade point averages or placed on transcripts.
4. No quality points or credit are awarded if the course is not completed.

Academic Probation

At any point during the school year, if a student is having academic difficulty, conferences between a student and the teachers, advisor, and principal are held and the student is considered to be at risk academically. The principal will communicate with the student's parents or guardians and, if the student is in grades 9-12, the student is typically placed in academic study halls during some or all free periods.

If a student earns a D+ or lower in a class during the fall semester of a school year, the student is placed on academic probation for the spring term. If that student earns another grade in the D range or lower during the spring of that same year, the principal will have a conference with the parents or guardians early in the summer. The student will remain on academic probation for the following school year and the student's place at the school will be reviewed by the principal and the head of school at the end of the fall semester of the following year. Students who do not make a substantial improvement at such time may not be offered a contract for the following school year.

If a student earns a D+ or lower in a class during the spring semester, the principal will hold a conference with the student's parents or guardians that summer and the student will be placed on academic probation for the following school year. If the student earns another grade in the D range or lower during the fall semester of the following year, the school will withhold the student's contract. If the student's grades improve substantially by the time spring updates are distributed, the school may offer the contract at that time. If the grades do not improve substantially, the contract will continue to be withheld until the end of the year, at which time the principal and the head of school will review the student's performance and make a decision about whether or not the student may return for the following year.

In all cases, the student's principal, advisor, teachers, and members of the academic support department will work with the student and communicate with the parents or guardians in order to help the student experience the academic program more meaningfully.

Grades Seven and Eight:

Burroughs is the appropriate school for many, but not for all, and keeping a child here under some conditions may be doing the student an injustice. Each semester, teachers, advisors, and administrators review the record of each child, focusing on the student's progress and any significant challenges. Any concerns about a student will promptly be shared with parents or guardians. A student may begin 8th or 9th grade on academic probation.

Promotion Requirements

For students in grades 9 through 11, the following requirements must be met for promotion to the next grade level:

1. A student must take a minimum of four full-credit (year long) courses in the five academic disciplines and one elective course each semester.
2. A student must receive a sum total of at least 16 quality points in full-credit courses over the span of the school year.
3. A student must receive a sum total of at least 8 quality points in four full-credit courses during the second semester.

(When calculating quality points for promotion, an additional $\frac{2}{3}$ of a point is NOT added for a grade of B- or higher in an honors course.)

Passing a course

To pass a year-long course, a student must receive a sum total of at least 3.67 quality points for that course over the span of the school year.

If the grades for a course for a year result in fewer than 3.67 quality points or the second semester results in fewer than 8 quality points, the principal, advisor, and head of school will review the case. Throughout the year, the principal will communicate with parents and guardians any concerns about the appropriateness of Burroughs for the child.

Grade Twelve

For graduation, the following requirements must be met during the senior year:

1. A student must take a minimum of four full-credit academic courses plus one elective each semester.
2. A student must receive a sum total of at least 3.67 quality points for each of four full credit courses. All course work in the second semester must be completed by the last class meeting or examination (whichever comes last) unless special permission is granted by the principal.
3. A student must successfully complete a May Project.

For seniors, a review will be made at the end of the first semester, at which time a letter will be sent to any student whose graduation is in jeopardy. Should a senior not achieve 3.67 quality points in each of four courses or not achieve a sum of 8 quality points for each of the two semesters, the student's case shall be reviewed by the principal and head of school. The student will not graduate unless, after careful consideration, there are shown to be extenuating circumstances. Parents/guardians and students will be notified of the decision.

Failure to meet promotion requirements

A student in grades 9, 10, or 11 who does not meet promotion requirements at the end of the year will not be invited back. It is possible, however, in an unusual case, for a student to be given permission to return if certain conditions are met.

If permission to return is given, a letter outlining the conditions under which a student may return will be sent to parents or guardians by the head of school or principal.

PHYSICAL EDUCATION/ATHLETICS

Required of all students each year, the Physical Education/Athletics program is based on the premise that participation in some form of physical activity is vital to every person's well-being. Strong inter-scholastic programs in a variety of sports and programs in physical training are offered as an integral component of the Burroughs educational experience. Values most important to our program are teamwork, cooperation, a sense of fair play, love of physical activity, and fitness. In line with the school's statement of philosophy, the Physical Education/Athletics department urges students/athletes to pursue their potential and to act for the good of all through physical activity and interscholastic competition with the realization that such activity is more important to the student/athlete's development than is the result of the contest.

Physical Education

Physical activity and athletics are required for every student. In seventh and eighth grade, an 80 minute physical education period, four days a week, is part of the regular school day. Seventh graders are introduced to all the sports offered in the upper school. Eighth graders have some sport choices in physical education classes. Many of our seventh and eighth grade sports also offer the opportunity for inter-school competition. At each succeeding level, the selection of sports becomes more specialized and increasingly competitive with other schools or clubs.

By grades 9 and 10, students compete in at least two seasons of after-school sports. And in grades 11 and 12, students participate in at least one sport per school year. When a sport selection is not made, a physical fitness program tailored to the individual student is a required alternative.

Interscholastic Competition Participation Philosophy

One of the important goals of any athletic contest is to strive to win. At times this goal comes into conflict with another important goal – participation by every member of the squad. The Burroughs Physical Education/Athletics department believes that there must be a proper balance between each of these goals and that this balance is dependent upon the level of competition.

At levels of competition where the participants are first gaining experience, it is important that the desire to win be subordinate to participation to allow for individual skill development to the fullest extent possible. At levels of competition in which the participants are more mature, it is equally important that the individual's desire to play be subordinate to a group's goal to win. While striving for the proper balance between maximum participation and a team's desire to succeed at each level, it is imperative that every participant earn the right to play by displaying THE attitudinal characteristics of hard work, cooperation, determination, and a sense of fair play.

Burroughs believes that any student who is a member of a team has an obligation to the other players, the coaches, and the school not only to maintain proper physical conditioning but to meet training guidelines as outlined by the department. Most players have high standards and do not need a specific reminder about proper training and conditioning; but to prevent misunderstanding and to help those who are in doubt, the coaching staff has formulated a training code regulated by a training system.

To be a member in good standing of any team which represents Burroughs in interscholastic competition, a player is not permitted to drink, smoke, or possess or use drugs, and must try to adhere to the specific training rules set by the coach.

Violation(s) of the training rules will be handled in the following manner. Any reported violation will be investigated by the coach. If the coach thinks that there has been a violation, the coach will report the incident to the athletic director. After meeting with the player(s) involved, a final decision will be made by the coach, athletic director, and head of school.

Physical Examinations

Burroughs requires each student to have an annual physical examination by a doctor. The form must be returned prior to the schedule pick-up day in August, or for those participating in fall sports, before the beginning of fall practice.

Students without completed medical forms cannot get their schedules on schedule pick-up day.

Participation in Extracurricular Activities

Students may not participate in after school activities, including athletic practices and competition, unless they attend school for at least five periods the day of the scheduled activity.

SCHOOL AND CLASS ACTIVITIES

Activities are an important part of the Burroughs experience. We believe that students should participate to the fullest extent possible in those that interest them. Activities do not carry credit. Activities and other special programs are described in the Curriculum Guide and online.

Student Court

Students who commit certain violations, skipping class for example, may be sent to Student Court where they will have an opportunity to explain their situation to an elected committee of their peers. The Court will hear the case and decide on a ruling. (Student Court will not rule in cases where a student has violated a major school rule.)

Student Congress

Student Congress, an elected group of grade-level representatives, plans and implements student activities and is the primary vehicle for students to initiate change within the school community.

Community Service

Summer Days

The Summer Days program was initiated by students of Burroughs in order to bring a group of underserved children to the school campus for a two-week recreational enrichment program during the summer. This day camp is run by Burroughs students.

Seventh Grade Community Service

All 7th graders participate in a day-long community service project in December.

Eighth Grade Community Service Program

This program was established through the 8th grade social studies program to encourage a sense of responsibility and independence. In keeping with the Burroughs commitment to preparing students for useful community life, this program introduces the students to service opportunities and helps them broaden their perspective.

For four days in October, all 8th graders work in a non-profit organization. These organizations include day care centers, adult day care facilities, elementary schools, and schools for the disabled. The students are transported by volunteers (parents or guardians and teachers) to their assigned agencies. The students are placed in agencies in small groups.

Montgomery Plan Community Service Club

Montgomery Plan is a student group that promotes local community service opportunities for middle school and high school students. Monthly meetings usually are held on the first Thursday of the month during a Late Start morning. Meetings are a chance to hear about upcoming volunteer events, discuss and debrief recent events, and engage with outside speakers from local not-for-profit organizations hosted by the club. Montgomery Plan typically sponsors 2-4 events

per month, including off-campus volunteer community engagement and on-campus drives and fundraisers.

Students completing service work outside of Burroughs-sponsored events are encouraged to document that engagement on the Independent Service Work form and submit it to the director of service learning.

Drey Land

The camp south of Salem, Missouri provided by Leo Drey (JBS '34) offers a rustic lodge, cabins, and bath house set in the forest environment along Sinking Creek in the Missouri Ozarks. Seventh graders spend three days there in the fall for an orientation program. Students new to the school in grade 9 do an orientation at the camp in August. Ninth grade biology students use the area as a field laboratory, and the outdoor education program uses this facility several times each year. Seniors return to Drey Land as a group prior to the start of senior year. School groups that wish to use the camp can make inquiries and reservations with the Drey Land supervisor.

Class Activities

Sponsors

Each class has two or three faculty sponsors appointed by the head of school. The sponsors are responsible for the smooth running of class projects and class meetings, and they meet with class officers on a regular basis. The sponsors are also responsible for proper adult supervision at class parties and functions and approval of all class expenditures.

Class Officers

Each class elects its own officers in the spring; those officers begin their duties one week after the election. They are responsible for the social and fund-raising projects of the class. The officers are president, vice-president, secretary/treasurer. Seventh grade officers are elected in November of the seventh grade year.

Class Presidents represent their class in Student Congress. The treasurer is responsible for monitoring class funds and handling all contacts with the Business Office. Class officers and sponsors are the only persons authorized to approve class activities and fund-raising events, which must then be approved by Congress. Class officers are the only persons authorized to make expenditures for class activities, which must also have prior approval of the class sponsor.

Parent Grade Chairs

Two or three parents/couples are appointed as grade chairs by the Parents Council to help the principals, faculty sponsors, and class officers plan and execute class functions. The grade chairs also organize parent/guardian functions; funding for these events comes from parents/guardians or the Parents Council.

Guidelines for Fund-Raising and Class Projects

1. Fund-raising is an important part of the leadership and learning that class activities and projects are meant to foster. The purpose of fund-raising should be to sponsor class activities to support:

- a. Individuals or groups outside the school who have fewer resources than those of the Burroughs community.
 - b. The Summer Days Program
 - c. Class parties and activities
 - d. The Junior/Senior Prom
 - e. The senior graduation party
2. Class fund-raising activities, which may use the school facilities, include:
 - a. Individual class parties
 - b. Weekend activities, such as picnics, ball games, etc.
 - c. Bake sales
 - d. Concessions at athletic games, plays, or other approved school functions
 - e. Other activities approved by the faculty sponsor, principal, and Congress
3. All fund-raising activities fall under the general purview of the Development Committee of the Board of Trustees. As a general rule, fund-raising for class activities should not interfere or conflict with Annual Giving, which is the primary method of parent/guardian voluntary support for the operating budget of the school's basic program. Fund-raising activities by classes for the purposes stated above must be approved by the class sponsor, the appropriate principal, and the Student Congress. Any significant, new fund-raising activity which involves soliciting parents, guardians, or anyone outside of the school should also be approved by the director of advancement (on behalf of the Development Committee of the Board of Trustees). All such activities must have faculty supervision.
4. Selling commercial items, such as candy, commercial food, trinkets, clothing without student design, etc., is not in keeping with the school philosophy and is excluded from consideration by any class.
5. The class sponsor and principal will make the final decision and oversee arrangements concerning school-sponsored class activities outside the regular school day.

Class Responsibilities and Privileges

At each successive grade level, students have an expanding set of school service responsibilities and privileges. The intent is to emphasize the school's philosophy of preparing students for a life of service and to connect this philosophy with students' growing responsibility as citizens who are accountable for their own actions. With the exception of 7th and 12th graders, students typically give one period a week for one semester in service to the school. All students, grades 7 through 11, take turns serving food, clearing, and preparing the lunchroom for the next lunch period.

Grade Seven

The seventh grade takes responsibility for raising and lowering the flags every school day. They also participate in a day-long community service project in December.

Grade Eight

Eighth graders take part in a four-day community service project in October. They earn free periods starting in April if they are not having academic or disciplinary difficulty.

Grade Nine

Ninth graders spend one period per week for one semester as office assistants and clean the lunch room on buffet days. Ninth graders have greater choice in athletics, academics, and the arts. They have access to most upper school activities.

Grade Ten

Tenth graders are responsible for school wide recycling and are assigned on a rotating schedule. Tenth graders have all the privileges of ninth graders and expanded opportunities in all areas. Tenth graders may list choices for their advisor. Tenth graders are allowed to drive to school and park on campus.

Grade Eleven

Eleventh graders begin to occupy leadership positions in all school activities and serve as role models to younger students. Academic life also tends to become more rigorous. With added responsibility comes greater freedom. Juniors are in charge of planning the Prom. They may take two days to visit colleges. They have all the privileges of the classes below them.

Senior Year

The senior year is a special time at Burroughs. Seniors are given increased freedom and responsibility because of their age and experience in the school. The college application process is a time-consuming part of the senior year. Twelfth graders act as big siblings to the seventh graders.

Senior Responsibilities

Because of familiarity with the school, maturity, and their position as the oldest class in the school, the seniors have a responsibility which no other students have. The general atmosphere of the school and morale of the student body is largely established by the example and leadership of the senior class, both as a group and as individuals. All seniors are entrusted with authority to supervise younger students when a faculty member is not present.

Senior Privileges

Seniors have these privileges as long as they act as responsible members of the community.

Seniors may leave campus when they don't have any obligations as long as they sign out and in. Parents and guardians of seniors should note that this privilege allows a senior to return home during the school day. Parents and guardians who don't wish their children to have this privilege may request that their children not be allowed to leave campus during the school day. Seniors who have cell phones are required to share their cell phone number so that in the unlikely event of an emergency they can be reached.

Seniors may take up to three days to visit colleges.

Seniors will receive a full-day holiday (senior "skip day").

Prefects

Prefect status can be conferred upon seniors who during the 11th and 12th grades maintain a good record of scholarship and citizenship. The system provides a learning experience in which the

prefect accepts special responsibilities in the school, working with faculty and serving as leaders of the younger students. Currently, seniors are asked to work on behalf of the school one period each week in order to miss lunch one day each week. A Prefect Review Board, elected during the junior year by a majority vote of the class, establishes the specific criteria for prefect status and oversees the fulfillment of responsibilities. Members of the Prefect Review Board must be prefects in good standing.

May Projects

Satisfactory completion of a Senior May Project, a program begun with the Class of 1968, is a requirement for graduation. Senior projects must be approved by the May Project Review Board. Seniors should be ready with their projects by the end of the first week in March.

The project chosen must be a learning experience. No compensation may be accepted for this project. Each senior is responsible for developing an individual program or one in conjunction with other seniors. Seniors receive a pass/fail grade for their May Projects. A passing grade is required for graduation.

Previous May Projects have included serving as teacher aides, laboratory assistants, political workers, computer programmers, and research assistants.

DAILY PROCEDURES

Bookstore

The Bookstore, located in the Cissel Center, offers school supplies, athletic clothing, and school mementos. It is open to students, parents, guardians, and alumni from 7:45 a.m. to 3:30 p.m. on school days, Monday - Thursday; 7:45 a.m. to 3:00 p.m., Friday.

Driving Privileges

Students in grades 10, 11, and 12 may drive to school and park in the school lots if they are licensed and observe the following regulations:

All cars driven to school by students must display a parking sticker issued by the front office. Failure to display a sticker may result in a fine and/or disciplinary action.

The parking lot is off limits to students except when officially excused.

A student's responsibility to enter and leave all school driveways and parking lots cautiously cannot be stressed enough. Failure to observe this regulation will result in the suspension of driving privileges.

Students will be subject to a fine and/or disciplinary action including suspension of parking privileges for parking in a fire lane, in marked spaces, in the Price Road Circle, in the Clayton Road Circle, or for driving recklessly on campus.

Because of limited space and for energy conservation, carpools are encouraged.

Parents and guardians are requested to park in visitors' spaces provided in front of the Main Building.

Special Occasions

Special occasions such as birthday celebrations should be held out-of-school. Posters, pictures, or displays should not be put up for special occasions. Parents and guardians are asked not to send gifts or "surprises" to school on their child's birthday or other special occasions.

Lost and Found

Articles found on school property at the close of each school day will be taken to the lost and found located in the Cissel Center. Students are encouraged to check the lost and found regularly because articles are held for four weeks before being donated to the used book sale or Potpourri. Exceptions: Calculators are kept in the bookstore, and jewelry, cameras, phones, and other valuable personal items are kept in the front office.

Lunch

There are three lunch periods. The 7th and 8th grades eat during fifth period (which begins between 11:30 and noon, depending on the day's schedule...see below), the 9th and 10th grades during sixth period, and the 11th and 12th grades during seventh period. (A mid-morning snack is

provided to juniors and seniors.) Seventh through ninth graders are assigned to specific tables monthly. Tenth through twelfth graders sign up for a table each month. A faculty member is in charge of each table and is helped by an assigned student waiter, server, clearer, alternate and host. Attendance is taken at each lunch period.

Medication

The school will only administer medication to children with written permission from parents or guardians. Forms will be provided and medication administered from the nurse's office in the PE/Athletics department.

Personal Belongings

Students must take responsibility for the proper care of their books, clothing, and money. All items of clothing and books should be marked with the student's name. Adequate locker space is provided for these articles. It should not be necessary for students to bring large sums of money to school. However, if there is an exception, the money should be given to the principal or to the Business Office for safekeeping.

School Cancellation

When school is closed or delayed due to weather or other issues, the head of school will make a "phone blast" letting all members of the community know the change of schedule. This information will also be posted on the school's homepage.

Radio/TV - Radio station KMOX (1120) will list John Burroughs School at about 6:30 a.m. if school is officially cancelled or opening late. Also, television stations KMOV-CBS, KSDK-NBC, and KTVI-FOX will list John Burroughs School during their school closings announcements.

Snow Schedule - For some weather conditions, it is appropriate to open school late (at 8:45 a.m.). To accomplish this, the words "Late Day" or "Snow Schedule" are used in the phone message or radio announcement.

Student Guests

Students wishing to have a visitor for a day must secure permission from the appropriate principal prior to the day of the visit.

Study Halls

Students in grades 7 and 8 are assigned to faculty-supervised study halls. They may be excused from study hall to meet with one of their teachers or to do specific research in the library for a course if they present a green slip obtained from the relevant course teacher before the period begins. A student may not obtain a green slip from the study hall teacher.

Students in grade 9-12 usually are not assigned to study halls in hopes that they are learning to structure their study time. However, for academic or disciplinary reasons at the discretion of the grade level principal, students may be placed in study halls.

Telephone

There is a telephone in the Bookstore for student use (when the Bookstore is open), in the Snack Shack, and in the front office. Only school business is to be transacted on the school phones.

ABSENCE AND TARDINESS

When a student will be absent from school for an unexpected reason (e.g., sickness), parents or guardians should call the school before the start of the school day, if possible.

If students are aware of a planned absence from school, they should notify their principals and obtain an excused absence slip to be signed by the teachers of all affected classes. This slip should be requested two weeks prior to the absence.

Types of Absences

Excused Absence

1. Illness
2. Major family obligations
3. Religious holiday
4. College visiting – seniors (3 days); juniors (2 days)
5. National contests – if a student has been chosen by an accredited organization for national recognition or has qualified for national competition, the principal may excuse the student upon request by parents/guardians. Absences of this nature should not exceed two school days, only in succession, nor should requests occur more than twice in a school year. Requests must be received at least two weeks prior to the event. The student will be responsible for any assignments missed and should alert teachers well in advance so that arrangements can be made to make up tests, papers, or quizzes given during the absence.

Unexcused Absence

Absence from a class or other scheduled obligation without permission is unexcused. Because of the pace at which our classes move and the depth/breadth of material covered, we consider your child's attendance vital. Each student's presence is important to the success of every class session. Therefore, absences not covered by the above reasons are unexcused. Examples include absence due to family convenience or extension of vacations.

The penalty is assessed by the principal or Student Court and repeated offenses can result in a recommendation for probation or suspension. Saturday detention and/or study halls are the standard penalties. Factors affecting the penalty include the amount of school missed and whether at least two weeks advance notice had been given to the principal and teachers involved.

Teachers will allow makeup of work by a student whose absence is unexcused only with the approval of the principal.

Excessive Absence

Excessive absence for any reason will result in a conference with parents or guardians and the student to determine the student's future at the school.

Tardiness Procedure

Students are considered tardy to school if they are not in their assembly seats at 8:15 am (8:45 am on late start days) and are considered absent from assembly if they arrive after assembly has ended. A student who arrives during assembly must report to the faculty member in the balcony and will

receive two restrictions for tardiness. If the student does not check in with the faculty member in the balcony but signs in at the front office, the student will receive three restrictions. If the student does neither and proceeds straight to class, a court case will be issued (see p. 22). A student who arrives after assembly is dismissed must fill out a slip in the front office before going to class. The principal will decide whether the absence is excused. Parents/guardians should call or email the receptionist or send a note with the child when a tardy is unavoidable. Absence from assembly is treated the same as absence from a class.

A student arriving later in the day must fill out a slip immediately upon arrival and give it to the receptionist. Parents/guardians must call, email, or send a note to the receptionist explaining the reason for the child's tardiness. The principal will determine if the tardy is excused or unexcused and will notify teachers.

A student arriving late to class (after the bell signaling the beginning of the period) must explain the reason for the tardy to the teacher or present a note from another member of the faculty. The teacher may give two restrictions to a student who is late without sufficient reason in the teacher's judgment.

Leaving School Grounds

A student wishing to leave the school grounds during the school day (8:15 a.m. - 4:20 p.m.) must obtain permission from one of the principals and must sign out properly at the reception area. Parents/guardians must call, email, or send a note to the receptionist explaining the reason for the child's early release. (Seniors may leave school grounds after signing out without obtaining permission if they have no obligations at school.)

Students may not be permitted to return home for forgotten books, papers, gym clothes, etc. Driving lessons, inoculations, etc., should be arranged on non-school days or after-school hours whenever possible. Students may not miss classes in order to take their driving test. Parents and guardians are asked to make doctor and dentist appointments during vacations and on weekends whenever possible.

Illness During the School Day

If a student becomes too ill to attend a class, a faculty member may send the student to the school nurse for a decision about whether to send the student home. Parents/guardians will be notified before any student may go home. If parents/guardians cannot be located, the student will be permitted to stay under the nurse's supervision until families can be notified. Students who leave school for illness will not be allowed to return for academic obligations, sports, or performances.

Medical Leave Policy (Pass-Drop-Fail)

When due to illness, a student is required to take an extended leave from school, the school may advise, or in certain cases require, the student to complete one or more courses on a pass-drop-fail basis when the illness prevents the student from keeping up with course work during the absence. The grade-level principal will put this plan in place after consulting with the student's advisor, teacher(s), parent(s) or guardians, and, when appropriate, the grade-level counselor. Passing grades will appear on the student's transcript, but will not be included in the student's GPA. A "pass" in a required course will fulfill applicable graduation requirements.

Absence from Major Tests

When a student has an excused absence on the day when a test is given and a makeup test is administered, it may be in a different form from that given to the class. Students who are absent for health reasons should receive test extensions equivalent to the number of days missed.

Participation in Extracurricular Activities

A student may not participate in after school activities unless they attend school for at least five periods, on the day of the scheduled activity

Residency Requirement

In order to stay in school, students must be living with their parents or guardians or some other adult mutually agreed to by the school and the parent or guardian.

DISCIPLINARY SYSTEM AND PROCEDURES

Basic School Expectations

A basic assumption at Burroughs is that our students will act responsibly and in a manner that is conducive to building a healthy, trusting community. Trust is a very important ingredient in the school community – we assume that students at Burroughs know the right way of conducting themselves. It is also assumed that wherever Burroughs students go they will act as good citizens. Treating others with respect and courtesy at all times is expected. Sometimes, a student may step out of line either by mistake or on purpose. It is hoped that when such an incident occurs, another student will try to help by taking the initiative to stop or correct inappropriate actions. We also recognize that with freedom comes the possibility of making errors in judgment; therefore, the following guidelines and procedures are given to provide some direction:

1. A student is required to be at school at 8:15 a.m. (8:45 a.m. on late start days) and to remain on the school grounds from time of arrival until time of dismissal unless properly excused.
2. Students must attend all school obligations (class, lunch, assembly, class meetings, and any other scheduled activity) and be on time.
3. Students are expected to dress appropriately. Because we want to maintain an informal atmosphere at Burroughs, there is no prescribed school uniform; however, students are expected to be clean and neat in appearance and to wear clothes that are in good repair and in good taste. Shoes are required. The school name or logo may not be used on clothing or other articles without permission from the athletic director, student activities director, principal, or head of school.
4. Students are expected to make proper use of equipment and facilities and to clean up after themselves at all times.
5. Cellular phones must be turned off during the academic day.
6. Posters and flyers are prohibited at the school except in connection with school elections or school-sponsored clubs and activities. In these cases, posters must be approved by the director of student activities or the faculty sponsor.
7. Lockers are the property of the school. Writing on or inside the locker is prohibited.
8. Students are expected to behave appropriately as spectators or participants in public performances, assembly, games, and all school events.
9. Driving privileges are granted to sophomores, juniors, and seniors.
10. Students are expected to refrain from inappropriate language.

11. Students should not post photos or videos of others in the Burroughs community without their permission.
12. Students should not bring outside food or drink to lunch without permission of the principal.

Major School Rules

The actions listed below are cause for serious disciplinary action because they are major violations of the trust that defines our community and can be harmful to an individual or work counter to the purposes of the school.

The following constitute violations of school rules and apply to students on school grounds or at any school-sponsored activity, including trips where local laws may differ.

1. Dishonesty in any form. (Please see the statement about academic integrity on p. 35)
2. Possession, use, or distribution of alcohol or controlled substances or being under the influence of alcohol or controlled substances on school grounds or at any school-sponsored activity including holidays, weekends, or summers (Please see the statement about alcohol and controlled substances violations on p. 34.)
3. Possession, use, or distribution of cigarettes, cigars, chewing tobacco, or electronic cigarettes (or similar devices) on school grounds or at any school-sponsored activity.
4. Gambling.
5. Stealing from another student, faculty member, or staff member. This includes “borrowing” school supplies from peers without asking specific permission.
6. Willful disregard for the property of the school or the property of others (misuse, vandalism, etc.).
7. Possession or use of weapons. Knives of any sort are against the rules, including all types of pocket knives.
8. Verbal or physical abuse of another person; this includes fighting and using language that is degrading, threatening, hostile, intimidating, and/or offensive.
9. Sexual misconduct, which includes but is not limited to sexual assault and sexual harassment.
10. Willful disregard for the rights of others (discrimination, harassment, slander, etc.).
11. Use of technology to make public statements or distribute material that is hostile, intimidating, and/or offensive (Please see the statement about technology use on pp. 4 - 6).
12. Interfering with the learning of others.
13. Insubordination.
14. Behavior inside or outside of school which brings discredit upon yourself, the school, or one’s peers.
15. Trespassing on school property at any time with intention to disrupt school, to prank, or violate school property.
16. Accumulation of a number of minor rule infractions.

Students who are witnesses to or victims of violations of major school rules are asked to inform the violator or suspected violator of their disapproval of their actions, ask that it stop, and report such infractions to school authorities.

Alcohol and Controlled Substances Violations

The primary purpose of our policy regarding alcohol and controlled substances is to ensure the health and safety of our students. Our policy should in no way inhibit an individual's attempt to seek personal help or help for another member of the community. Members of the school faculty, staff, and administration will respect the confidentiality of any individuals who come forward with concerns about themselves or others. Furthermore, the school will support a student during the course of an appropriate assessment and/or treatment program as long as no violations of major school rules occur during that time.

All violations of the major school rules regarding possession, use or distribution of alcohol or controlled substances are especially grave, and the associated disciplines should be expected to be as grave.

As with all cases concerning the violation of major school rules, the head of school has full discretion in determining the appropriate discipline in a given case based on the facts and circumstances of the specific incident, the disciplinary history of the student involved, and the integrity with which the student responds when accused.

For the sake of clarity, it is important to note that in recent history

- all disciplinary cases involving the use or possession of marijuana or other illegal drugs have resulted in expulsion, and a student who engages in the use or possession of such substances at school or at school functions should understand that expulsion will follow, even if it is the student's first major disciplinary offense.
- all disciplinary cases involving the use or possession of alcohol have resulted—at a minimum—in suspension from school, and any student who engages in the use or possession of alcohol at school or at school functions should understand that—at a minimum—suspension will follow. A suspension becomes part of a student's permanent record on the transcript and results in a significant period of time on disciplinary probation (see statement about suspensions on p. 36).

When a student is disciplined, but not expelled, the school will typically require, as a condition for staying at the school, that the student undergo a professional evaluation to determine whether treatment for chemical dependency is needed. Such evaluation and/or treatment will be at the expense of the student involved.

When a student is dismissed, the student may reapply for admission in a future academic year, although there is certainly no guarantee of admission.

Burroughs expects all parents and guardians to support the school's policies regarding alcohol and controlled substances. We remind parents and guardians who supply alcohol or drugs to our students, or simply turn a blind eye to their use, that they are violating Missouri law, that they are undermining the efforts and desires of the school and the vast majority of the parent body and—most importantly—that they are jeopardizing the health and safety of the students.

Nicotine and Electronic Cigarettes Violations

Violations of the major school rules regarding possession, use or distribution of cigarettes, cigars, chewing tobacco, or electronic cigarettes (or similar devices) will result, at a minimum, in disciplinary probation (see p. 36).

Academic Integrity Violations

Honor and academic integrity are essential values at Burroughs. All students must sign that they have read and understand the Honor and Academic Integrity Statements each fall. (See pp. 1 and 2).

Teachers will explain what constitutes an academic integrity violation and decide whether an academic integrity violation has occurred. In consultation with the relevant department head and principal, teachers may impose a maximum grade penalty of a zero on the pertinent assignment and a lowering of the student's course grade by one third of a letter grade at the end of the term. Teachers will report all cases of honor violations to the appropriate principal who will keep a record of all such incidents. In the case of serious or repeat offenses, the head of school may convene the disciplinary committee which will then review the case and recommend an appropriate punishment.

Punishments shall include, but will not be limited to, detention, disciplinary probation, suspension, and expulsion. Any honor violations resulting in a suspension or expulsion will be designated as an academic integrity violation on the student's official transcript.

Disciplinary Procedures for Violations of Major School Rules

When the school believes that a student has violated a major school rule, the accused student will be sent to the grade-level principal, who will conduct an investigation of the incident. In most instances, the principal will meet with the student and parents/guardians and make a decision about the consequences, which may include, but will not be limited to, detention, disciplinary study halls, or disciplinary probation.

If the principal, in consultation with the head of school, believes that the offense could possibly warrant suspension or expulsion, they may make use of a disciplinary committee consisting of the advisors to the Student Court, the student's grade-level counselor, the athletic director, two members of the Faculty Executive Committee, and the student's advisor. The disciplinary committee is an advisory committee and they provide counsel and recommendations to the head of school. Students and their parents or guardians will be notified that the committee is meeting and will be afforded an opportunity to provide to the principal or the head of school any additional information or context that they feel is important before the meeting takes place.

Having heard the student and parent/guardian input and input from the disciplinary committee, the head will render a decision. Consequences may include, but will not be limited to detention, disciplinary study halls, disciplinary probation, suspension, and expulsion. Any suspension or expulsion will become part of a student's official transcript.

CONSEQUENCES

Restrictions

Restrictions may be given to students who have violated a specific school rule or who have conducted themselves improperly. A restriction may be given by either a faculty or staff member. Restrictions are typically used by teachers for unexcused tardiness to class.

Penalties for restrictions:

- 5 - 6 restrictions in a two-week period = 1 hour of detention
- 7 - 10 restrictions in a two-week period = 2 hours of detention
- 11 -13 restrictions in a two-week period = 3 hours of detention
- 14 or more restrictions in a two-week period = 4 hours of detention

Restrictions accumulate for a two-week period only, but students who are repeatedly on the restriction list are subject to special action by the Student Court or principal.

Disciplinary Study Halls

Students in grades 9-12 and the last two months of 8th grade may lose their "free periods" and be placed in study halls by the Court, faculty members, or principals, when school rules are violated. This is usually done for a specified period of time.

Detention

Students may be assigned 1-6 hours of detention for one violation. These sessions are held every several weeks. At detention sessions, students may read or study; they may not bring food, and may only use electronics for academic purposes. Failure to attend can result in further disciplinary action. Students who accumulate 9 or more detention hours in one semester are not meeting basic school expectations. A meeting with parents/guardians will be called to determine other disciplinary measures.

Disciplinary Probation

Probation is a status which implies a "watchful attitude" by the school. A student may be placed on probation for a definite or indefinite period of time for disciplinary reasons. Further violations of school rules can result in suspension or dismissal. **Students may not run for or hold class or school-wide office while on disciplinary or academic probation.**

Suspension

Suspension is the punitive loss of school privileges and citizenship for the days suspended. This includes sports, theatre productions, and musical performances. A student may be suspended from

school for 1-3 days for a violation of major rules or from an accumulation of guilty court cases. Suspension automatically places a student on probation and in academic study halls. Suspension is a major disciplinary action and becomes part of a student's official transcript.

Dismissal

A student whose actions demonstrate that the student does not or cannot abide by the school rules and philosophy will be asked to leave the school. This may occur as a result of a single action or an accumulation of actions. A conference including student, parents/guardians, the head of school, principal, and advisor will be offered in any case involving dismissal for disciplinary reasons. The head of school will inform the President of the Board of Trustees in all such cases.

APPENDIX A: KEY CONTACTS

If you have a question and are unsure about whom to call, it is often easiest to start with the principals, and they will direct you. However, here are contacts for frequently asked questions:

Questions about school philosophy/policies

Andy Abbott, head of school
314/993-4040, ext. 282, or aabbott@jburroughs.org

Questions about the academic program

Chris Front, director of academics
314/993-4040, ext. 349, cfront@jburroughs.org

Questions about your child

- **Primary contact**
Your child's advisor (School phone numbers/e-mails listed online; emails are also listed in the back of the Buzz Book.)
- **Student's schedule**
Your child's principal
Maggie Doyle Ervin, principal, grades 7 and 8
314/993-4040, ext. 202, or mervin@jburroughs.org

Julie Shimabukuro, principal, grades 9 and 10
314/993-4040, ext. 340, or jshimabukuro@jburroughs.org

Jennifer Salrin, principal, grades 11 and 12
314/993-4040, ext. 325 or jsalrin@jburroughs.org
- **Specific class or athletic team**
Your child's teacher or coach (School phone numbers/e-mails listed online; emails are also listed in the back of the Buzz Book.)
- **Unusual absence that may not be excused, such as family travel**
Your child's principal (School phone numbers/e-mails listed online; emails are also listed in the back of the Buzz Book.)
- **Absence that will be excused (e.g., doctor's appointment) or to report your child absent or late**
Before 7:45 am: 314/993-4045, press 0, and leave a message
After 7:45 am: 314/993-4040 and speak with the receptionist
- **Homework information if your child is ill**
Your child's teachers (School phone numbers/e-mails listed online; emails are also listed in the back of the Buzz Book.)
- **To get a message to your child during the school day**
The receptionist at 314/993-4040

- **Health concerns**
Casie Tomlinson, school nurse
314/993-4040, ext. 209, or ctomlin@jburroughs.org

Questions about academic support services/special learning needs

Paul Knight, chair of the academic support department
314/993-4040, ext. 336, or pknight@jburroughs.org

Questions about the advising program

Contact your grade level principal:

Maggie Doyle Ervin, principal, grades 7 and 8
314/993-4040, ext. 202, or mervin@jburroughs.org

Julie Shimabukuro, principal, grades 9 and 10
314/993-4040, ext. 340, or jshimabukuro@jburroughs.org

Jennifer Salrin, principal, grades 11 and 12
314/993-4040, ext. 325, or jsalrin@jburroughs.org

Questions about athletics

- **Athletic program or need to have your child excused for an extended time from physical education or athletics**
Peter Tasker, athletic director
314/993-4040, ext. 217, or ptasker@jburroughs.org
or
Hollie Cosentino, athletic assistant
314/993-4040 ext. 382, or hcosentino@jburroughs.org
- **Athletic schedules**
Sports hotline (314/993-4045, ext. 4, press 2)
JBS website (www.jburroughs.org) and click on the “Athletics” button

Questions about college counseling

Nanette Tarbouni, director of college counseling
314/993-4040, ext. 281, or ntarbouni@jburroughs.org

Questions about community service program

Meghan Rathert, director of service learning
314/993-4040, ext. 318 or mrathert@jburroughs.org

Questions about curriculum in a specific subject

The department chair as listed online and in the Buzz Book

Questions about diversity initiatives, policies, and programs

Daniel Harris, director of diversity and multi-cultural education
314/993-4040, ext. 221, or dharris@jburroughs.org

Questions about library resources (available to students and parents/guardians)

Kate Grantham, library chair
314/993-4040, ext. 398, or kgrantham@jburroughs.org

Questions about personal counseling/parenting

Jennifer Jones, director of personal counseling
314/993-4040, ext. 323, or jjones@jburroughs.org

Questions about admissions or tuition aid

Caroline LaVigne, director of admissions and tuition aid
314/993-4040, ext. 227, or clavigne@jburroughs.org

Questions about bills, payments, or re-enrollment

Laura Placio, business manager
314/993-4040, ext. 235, or lplacio@jburroughs.org

Questions about campus events

Activity Hotline (314/993-4045, ext. 4, press 1)
JBS website (www.jburroughs.org) and click on “News & Events”

Questions about facility use

Ed Philipp, director of plant operations
314/993-4040, ext. 444, or ephilipp@jburroughs.org

Questions about food services for a meeting or special event

Sage Food Services
314/993-4040, ext. 243, or sage@jburroughs.org

Questions about fund-raising

Ginger Imster, director of advancement and external affairs
314/993-4040, ext. 256, or gimster@jburroughs.org

Questions about school publicity, special events, or communications (including the website)

Ellen Bremner, director of communications and community relations
314/993-4040, ext. 355, or ebremner@jburroughs.org

Questions about volunteering with the Parents Council

Kellie Hynes, president of the Parents Council
314/409-0954 or pcpresident@jburroughs.org

APPENDIX B: BUILDING HOURS

SCHOOL DAYS:

| | |
|-------------------------------|--|
| Brauer Building/Schnuck Wing* | 7:00 am to 6:30 pm |
| Athletic Center/Cissel Center | 6:30 am to 9:00 pm (except when there is an athletic event) |
| STAR Building | 7:00 am to 6:30 pm |
| Haertter Hall | 6:30 am to 9:00 pm |
| Kuehner Fine Arts Building | 6:30 am to 5:00 pm |

*Administrative Offices, Classrooms, and Labs close at 4:30 pm (Monday – Thursday) and 4:00 pm (Friday)

SATURDAYS AND SUNDAYS:

Buildings closed all day except the Cissel Center/Athletic Center which is open during Health Club hours

HEALTH CLUB: Pool, Field House
(Subject to closing for school events)

Weekdays: 6:00 am to 11:00 am

Saturday: 8:00 am to 4:00 pm (fitness spaces close at 11:00 am)

Sunday: 10:00 am to 4:00 pm (fitness spaces closed all day)

School Holidays: Special hours for school holidays will be posted.
The Health Club is open from Labor Day to Memorial Day

**JOHN BURROUGHS SCHOOL
BELL SCHEDULE**

X-Day Schedule

| | | | |
|-----------|-------|---|---------------|
| Assembly | 8:15 | - | 8:54 (39 min) |
| Period 1 | 8:58 | - | 9:39 |
| Period 2 | 9:43 | - | 10:24 |
| Period 3 | 10:28 | - | 11:09 |
| Period 4 | 11:16 | - | 11:57 |
| Period 5 | 12:01 | - | 12:41 |
| Period 6 | 12:45 | - | 1:25 |
| Period 7 | 1:29 | - | 2:09 |
| Period 8 | 2:13 | - | 2:53 |
| Period 9 | 2:57 | - | 3:37 |
| Period 10 | 3:41 | - | 4:21 |

Late Start Schedule

| | | | |
|-----------|-------|---|--------------|
| Assembly | 8:45 | - | 8:54 (9 min) |
| Period 1 | 8:58 | - | 9:39 |
| Period 2 | 9:43 | - | 10:24 |
| Period 3 | 10:28 | - | 11:09 |
| Period 4 | 11:16 | - | 11:57 |
| Period 5 | 12:01 | - | 12:41 |
| Period 6 | 12:45 | - | 1:25 |
| Period 7 | 1:29 | - | 2:09 |
| Period 8 | 2:13 | - | 2:53 |
| Period 9 | 2:57 | - | 3:37 |
| Period 10 | 3:41 | - | 4:21 |

Y-Day Schedule

| | | | |
|-----------|-------|---|---------------|
| Assembly | 8:15 | - | 8:37 (22 min) |
| Period 1 | 8:41 | - | 9:23 |
| Period 2 | 9:27 | - | 10:09 |
| Period 3 | 10:13 | - | 10:55 |
| Period 4 | 11:02 | - | 11:44 |
| Period 5 | 11:48 | - | 12:30 |
| Period 6 | 12:34 | - | 1:16 |
| Period 7 | 1:20 | - | 2:02 |
| Period 8 | 2:06 | - | 2:48 |
| Period 9 | 2:52 | - | 3:34 |
| Period 10 | 3:38 | - | 4:20 |

Common Day Schedule

| | | | |
|-----------|-------|---|--------------------------------|
| Assembly | 8:15 | - | 8:27 (12 min) |
| Period 1 | 8:31 | - | 9:11 |
| Period 2 | 9:15 | - | 9:55 |
| Period 3 | 9:59 | - | 10:39 |
| Period 4 | 10:45 | - | 11:25 |
| Period 5 | 11:29 | - | 12:09 (7-8 lunch) |
| Period 6 | 12:13 | - | 12:53 (9-10 lunch) |
| Common | 12:57 | - | 1:27 (7-10 common/11-12 lunch) |
| Period 7 | 1:31 | - | 2:11 (11-12 common) |
| Period 8 | 2:15 | - | 2:55 |
| Period 9 | 2:59 | - | 3:39 |
| Period 10 | 3:45 | - | 4:23 |

Z-Day Schedule (Default)

| | | | |
|-----------|-------|---|---------------|
| Assembly | 8:15 | - | 8:30 (15 min) |
| Period 1 | 8:34 | - | 9:17 |
| Period 2 | 9:21 | - | 10:04 |
| Period 3 | 10:08 | - | 10:51 |
| Period 4 | 10:58 | - | 11:41 |
| Period 5 | 11:45 | - | 12:27 |
| Period 6 | 12:31 | - | 1:13 |
| Period 7 | 1:17 | - | 1:59 |
| Period 8 | 2:03 | - | 2:46 |
| Period 9 | 2:50 | - | 3:33 |
| Period 10 | 3:37 | - | 4:20 |