

JBS Family Handbook—A Guide to School Policies and Procedures
2025 - 2026

August 2025

Dear Families,

This family handbook summarizes many of Burroughs' policies and procedures. It is intended both as a way for you to familiarize yourself with the school, and to be used 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. At times we may determine that a particular policy or procedure needs to be updated or adjusted. In order to maintain a safe, respectful, and positive environment for our community, policies and procedures are subject to change even after publication of the handbook. 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 heads of school, or your grade-level principal.

Andy Abbott
Head of School

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Statement of Philosophy (adopted 2001)

John Burroughs School seeks to instill the joy of living through active learning, integrity, and service to others. Our mission is to foster academic, physical, and creative fulfillment, together with strength of character in all students, 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 challenges. 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

John Burroughs School seeks to cultivate a partnership with its parent/guardian community to help shape the ethical behavior of each student. At Burroughs, our core values include:

Honesty — A commitment to truthfulness in our pursuit of knowledge and in our interactions with others. Honesty sustains our community, fostering an environment of trust, accountability, and sincere effort.

Respect for Community Standards — A shared agreement to uphold rules that are fair, reasonable, and essential for the well-being of the Burroughs community. Respecting these standards ensures a stable and supportive environment for all.

Respect for Others — A pledge to treat each other with care, dignity, and civility. This respect strengthens our community by affirming the value of every individual.

Students, faculty, parents, and guardians who choose to be part of this community and who wish to remain in it must embrace and uphold these values. At Burroughs, honor is not only a quality we admire, it is a responsibility we all bear.

Daily Schedule and Attendance Policies

At JBS, we encourage students to be kind, curious, and to take full advantage of all the school has to offer. The most fulfilled students are those who engage deeply in school life—exploring academics, athletics, arts, and activities while learning about themselves and becoming responsible citizens of their community.

Daily Schedule

The school day begins promptly at 8:30 am each morning, except on late start days, which begin at 8:55 am. Each day opens with an assembly, presided over by Mr. Abbott, the Head of School.

The middle school follows a nine-period schedule, which includes one lunch period. Seventh and eighth graders take five academic classes, a range of required electives, physical education, and three study halls. Middle school dismissal is at approximately 3:45 pm, following the ninth period.

The high school operates on an eight-period schedule, also including a lunch period. High school students are enrolled in a minimum of four academic classes, though most take five full-credit courses over their four years. All students take at least one elective each semester. High school dismissal is at approximately 3 pm, at the end of the eighth period. Students meet athletic requirements through participation in the Burroughs team sports program, which takes place after school.

Attendance

Attendance is taken at the beginning of assembly, as well as in each class period throughout the day. At John Burroughs School, we believe that regular attendance is essential to a student's academic success and personal growth. Each student's presence in class contributes to the richness of the learning experience for all. We ask for your partnership in supporting consistent attendance and communicating proactively when absences are necessary.

Absences

When a student will be absent from school for an unexpected reason (e.g., sickness) or will be absent for part of the school day (e.g., for a doctor's appointment), parents or guardians should email attendance@jburroughs.org or call the main office before the start of the school day.

Planned Absences

Students who know they will be absent from school for a full day must notify their grade-level principal and obtain an excused absence form known as a salmon slip. This form must be signed by the teachers of all classes that will be missed, the student's advisor, principal, as well as by a parent or guardian. The slip should be requested as early as possible, and no later than three days before the planned absence. Excused absences often include significant family obligations and the observance of religious holidays.

Students who will miss school for athletic, artistic, or academic competitions or conferences must get approval from their grade-level principal at least one week in advance and complete a salmon slip. Students are advised to miss no more than three days of school per year for these types of events.

For juniors and seniors, college visits may be considered excused absences. Seniors are advised to miss no more than three days per year for college visits, while juniors are advised to miss no more than two.

We strongly discourage family trips that result in students missing school. The John Burroughs School curriculum is demanding; class attendance is crucial.

Families should be aware that students who miss more than two days of school typically have difficulty keeping up with their academic work. Students are responsible for required class assignments and should arrange with teachers, well in advance, for any missed quizzes, exams or papers given during the absence.

Teachers are not responsible for reteaching class material that was missed during the absence. Students and their families should carefully consider reducing the rigor of their academic schedules if repeated absences are anticipated.

Partial-Day Absence

We understand that students may occasionally arrive late or need to leave school early due to illness, medical appointments, or other unavoidable commitments. To ensure student safety and accountability, the following procedures apply:

If your child needs to leave campus before the end of the school day, please contact the front office in advance by phone or email.

Students must sign out at either the Price or Clayton desks before leaving campus. They may only leave with a parent, guardian, or another adult authorized by the family. Students are subject to consequences if they leave campus without signing out.

Seniors in good academic and disciplinary standing may leave campus without prior permission if they have no scheduled school obligations, provided they sign out appropriately.

If a student becomes ill while on campus, they should inform a faculty member, who may send them to the school nurse for assessment. The nurse will determine whether the student should go home and will contact parents or guardians. Students may not leave campus due to illness without nurse approval and parent notification.

If a student is sent home for illness, they may not return to school later that day for academic, athletic, or 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.

Unexcused Absences

Barring extenuating circumstances, absence from a class or other scheduled obligation without permission is unexcused. The penalty for an unexcused absence is often determined by student court, but can also be referred directly to the grade-level principal. Repeated offenses can result in detention, revocation of free periods, probation, or other disciplinary procedures.

Accountability for Missed Work due to Absence and Tardiness

Teachers are not required to reteach material missed during absences. Students are responsible for all work missed due to absence or tardiness and should arrange with teachers to make up missed quizzes, exams, assignments, or papers.

For major assessments such as tests and papers, students with excused absences may receive makeup opportunities or extensions equivalent to the number of school days missed. However, final exams, except in extenuating cases such as severe illness, cannot be rescheduled, so families should plan vacations around the official school break schedule.

Long Illnesses/Extended Absences

While regular school attendance is important, a student's physical and emotional health and well-being come first. If a student is ill for three or more days, their advisor and grade-level principal should be notified. For middle school students, the advisor will help coordinate a developmentally appropriate plan for the student's return to school. High school students are expected to take the lead in reconnecting with their teachers and managing missed work, with support from their advisor as needed.

Excessive absences, regardless of the reason, may prompt a conference with the student and their parents or guardians to better understand the underlying causes and determine the most appropriate path forward. This may include considering adjustments to the student's course load or overall academic program.

Medical Leave Policy

When illness requires an extended leave, the school may advise or require a student to complete courses on a pass-drop-fail basis if they cannot keep up with coursework during their absence. The grade-level principal will establish this plan after consulting with the student's advisor, teacher(s), parent(s)/guardian(s), and, when appropriate, the grade-level counselor. Passing grades will appear on the transcript but will not affect the student's GPA. A "pass" in a required course will fulfill graduation requirements.

Residency Requirement

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

Tardiness

Students who are late to school for any reason must check in with the faculty member in Haertter Hall assigned to take the attendance for tardy students. If they arrive after assembly, they should

check in with either the Clayton Road desk or the Price Road front office prior to heading to class. A parent/guardian may call the front office to explain the students' absence to excuse a late arrival to school.

Students who are late to class throughout the school day are expected to have a signed green slip from a teacher or administrator explaining their tardiness. Showing up late to class without a green slip will result in receiving a tardy for that class period.

Students receive 1 restriction per tardy to assembly or class. Students will receive 2 restrictions if they are late for school without an excuse from a parent/guardian or do not sign in at one of the desks and go directly to class. Students receive detention after accruing 6 restrictions. Students and parents/guardians receive a notification when they have accumulated 3 restrictions.

Parents have access to student attendance records on Veracross. Questions about a student's attendance record should be emailed to attendance@jburroughs.org.

Advising, DEIE, and Community Support

Advising

In 2024, our community crafted the following mission statement for the advising program:

Every student is assigned an advisor—an adult who cultivates a meaningful relationship that nurtures the student's social, emotional, and academic growth and provides the family with a main point of contact, connecting them to the greater JBS community.

The advisor serves as the primary communication link between school and home — a trusted adult to whom both students and parents/guardians can bring questions and concerns, and from whom they can expect guidance and support.

Students are assigned advisors in grade 7. In most cases, this advisor remains with the student and their family through grade 9. At the end of ninth grade, students submit advisor preferences and are matched with an upper school advisor who will support them through grades 10 – 12. Students who enter in grade 9 are paired with a ninth-grade advisor specialist and then matched with a new advisor for grades 10 – 12.

Group advisory meetings are held on Common Days throughout the year, giving students a chance to check in with their advisors, discuss school-related topics, share information, and schedule individual meetings. Students also meet one-on-one with their advisors during the year, especially to review academic reports. Advisors guide both students and families through the annual course registration process.

Counseling & Wellness

Each of the three school counselors is assigned to a specific class and remains with that group of students throughout their six years at Burroughs. While teachers change annually, grade-level principals rotate every two years, and advisors typically change between ninth and tenth grade,

the counselor offers steady, long-term support from grades 7 through 12. Counselors offer developmental and responsive guidance, meeting with students individually and in groups, helping them navigate academic, social, and emotional challenges, and serving as a steady point of contact for families throughout the Burroughs journey.

In addition to their class-specific work, school counselors are available to all students and their families for support with personal concerns. Both students and parents/guardians have a legal right to a confidential relationship with a counselor. When appropriate and with student consent, counselors involve families in the process—and always do so in situations involving health or safety. For students who need long-term therapy or medical evaluation, counselors provide referrals to trusted community professionals. Families are encouraged to reach out at any time for help connecting with outside resources. The Counseling & Wellness Department maintains an up-to-date list of mental health professionals and agencies that specialize in working with adolescents and families.

Current counselor assignments

7th Grade (Class of 2031) – Jennifer Jones
8th Grade (Class of 2030) – Sally Kilbride
9th Grade (Class of 2029) – Jennifer Jones
10th Grade (Class of 2028) – Alex Goodman
11th Grade (Class of 2027) – Sally Kilbride
12th Grade (Class of 2026) – Alex Goodman

Office of Diversity, Equity, Inclusivity and Engagement

We are committed to serving a diverse student body, faculty, and staff because we are keenly aware that the differences among us—including race, ethnicity, gender, religion, socioeconomics, political belief, sexual orientation, family composition, and individual skills and interests—are a large part of what makes us a strong, vibrant community and an excellent educational institution. We strive for every member of our community to feel a sense of belonging and connectedness so that they can be their full selves, knowing this is necessary for every student to truly thrive.

Diversity, equity, inclusivity, and engagement (DEIE) are woven into the fundamental fabric of the Burroughs experience, both in and out of the classroom, as we prepare students to fully engage their communities and their world. The DEIE Office oversees a range of programs. In the classroom, all students take a yearlong DEIE and Health Seminar in 7th, 8th, 9th, and 10th grade, and the Office supports teachers in all departments to ensure DEIE are integral to the curriculum. The Office also oversees a range of student clubs and affinity groups as well as the Community and Equity Partnership, which delivers DEIE programming to our adult community.

The office of DEIE is here to support all members of our community and regularly is in conversation with principals, counselors, and other faculty and staff to do so as effectively as possible. If a student or family ever seeks additional information or support on any of these matters, or feels their sense of belonging is not being fully nurtured, they should reach out to the Director of DEIE or any member of the office of DEIE.

Academic Support

The Academic Support Department works with students who have diagnosed learning differences and may benefit from additional support. At JBS, the program focuses on building executive function skills—such as organization, time management, and study strategies—while also providing subject-specific help if needed. Academic support specialists work with students to strengthen these skills and, when appropriate, offer alternative test-taking methods to help them more accurately demonstrate their learning.

The Chair of Academic Support, Lexi Fitzpatrick, meets weekly with grade-level principals and Counseling & Wellness staff to review students receiving support, as well as those who may benefit from it. If typical school interventions aren't effective, families may be encouraged to pursue an educational evaluation, which is required for formal accommodations. Academic Support maintains a list of recommended evaluators and can help connect families who qualify for tuition assistance with resources if cost is prohibitive.

Evaluations provide insight into a student's learning and suggest strategies for support. Burroughs uses this information—along with observations of the student's classroom performance—to create a learning plan tailored to the student's needs. Not all recommended accommodations may be included, and others may be added.

If a student qualifies for accommodations, the director of academic support prepares a learning profile outlining strengths, challenges, and approved accommodations. While all students meet the same academic expectations, common accommodations may include extended time, separate testing spaces, computer use for writing, and editorial support. A language waiver may be granted when supported by evaluation and academic history.

A member of the department reviews the learning profile with the student and family before sharing it with the student's teachers, advisor, grade-level principal, and the Counseling Office. Academic Support also works with students on self-advocacy and skill-building, and supports teachers in identifying effective classroom strategies.

Some students work with the Academic Support team throughout the entirety of their six years at Burroughs, while others build the skills they need early on and check in only occasionally later in their school journey. Our goal is to empower students to become confident, independent learners.

Occasionally, students without documented learning disabilities will be referred to academic support on a short-term basis to help with executive functioning, organizational skills, or large grade level projects like the history term paper.

Middle school students meet with their assigned academic support specialists during one or more of their study halls. High school students are assigned academic support according to their academic schedules.

Grade Level Administration

There are two divisions at John Burroughs School: The middle school, which consists of grades 7 and 8, and the high school, which consists of grades 9 through 12.

The middle school is led by principal Linda Churchwell-Varga and assistant principal Sally Kilbride, who are responsible for all 7th and 8th grade students.

The high school administration team includes Sara Jay, principal for grades 9 and 10; Matt Tomlinson, assistant principal for grades 9 and 10; and Mark Nicholas, principal for grades 11 and 12.

All grade-level principals oversee the students in their respective grade levels. They work closely and consistently with teachers, advisors, grade-level counselors, and the academic support team to ensure that every student receives the support they need to thrive.

College Counseling

In the spring of sophomore year, each student is assigned a college counselor to guide them and their family through the college process. The College Counseling Department informs families about colleges, the factors to be considered in college choice, tests to be taken, and resources available. (More information is available through the College Counseling office and the [JBS website](#).)

Campus Life and Community Norms

Assembly

Mr. Keith Vassall, director of Student Engagement, is in charge of the assembly agenda. Students who seek to make a presentation, perform, or make an announcement during assembly should email Mr. Vassall to get on the schedule. All presentations made by clubs and athletic teams must be approved by the sponsors/coaches. All multimedia (slides, videos, music, etc.) must also be approved by club sponsors ahead of time and sent to both the grade-level principal and lightandsound@jburroughs.org at least one full school day prior to the presentation.

Sound-offs are assembly announcements where community members share informed perspectives on national, local, or school-related issues. Rooted in the belief that open dialogue is essential to education, sound-offs aim to foster respectful conversation and deeper understanding. They are most powerful when grounded in personal experience and thoughtful reflection—not directed at individuals or framed in absolutes. Sound-offs can be serious or lighthearted, and we value the wide range of voices they bring to our community.

Checklist for students who would like to give a sound-off:

1. Student shares a draft of their sound-off with their principal.
2. The principal shares the sound-off with other members of the sound-off committee, composed of the director of DEIE, a counselor, the student's advisor, and a student leader (student body president, chief justice, or senior class president) to consider how the

speech fulfills the mission of sound-offs. The committee's role is to help ensure that the speaker is effectively communicating their main ideas.

3. Student meets with their principal and/or another individual (as assigned by the principal) to review feedback.
4. Student revises sound-off in response to feedback.
5. Student submits the final version of the sound-off to their principal. Once the sound-off has been approved, no more changes can be made.
6. Student should keep in mind that sound-offs can only be scheduled once they've been approved; students should expect that it might take several weeks to find available time in the assembly schedule.

Library

The Stamper Family Library serves students, faculty, alumni, and families at Burroughs. 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, (library.jburroughs.org). Remote access passwords for databases are available by logging into the library's home page.

The library supports over 90 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 activities.

Library books, digital books and audiobooks, and DVDs are checked out for two weeks; overdue notices for students are sent to their Burroughs email accounts once a week. Equipment is checked out for one day. Students may renew items if 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 7:45 am until 5 pm Monday through Thursday and from 7:45 am until 3:15 pm 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.

Bookstore

The bookstore, located in the Cissel Center, offers school supplies, Burroughs gear, and snacks. It is open to students, parents, guardians, and alumni from 8 am to 3:30 pm on school days, Monday - Thursday; 8 am to 3 pm, Friday.

At the bookstore, students use a cashless process known as “storecarding” in which they may charge what they buy to their parent/guardian accounts. If a parent or guardian wishes to place limits on their student’s storecarding privileges they should contact Case Baum.

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:

1. 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 disciplinary action.
2. The parking lot is off limits to students during the school day except when officially excused.
3. 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.
4. 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.
5. Carpools are encouraged; those who carpool are eligible for green stickers and priority parking.

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 struggling academically or who have had excessive absences may be excluded from supplementary field trips to attend regular classes. Teachers are asked to refrain from scheduling field trips during the last two weeks of class in each semester.

Parents and guardians should expect to receive information about field trips, including permission slips, before each outing.

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 or Clayton Desk.

Lunch

There are three lunch periods. The 7th and 8th grades eat during fourth period; the 9th and 10th grades, during fifth period; and the 11th and 12th grades, during sixth period. Seventh through tenth graders are assigned to specific tables monthly. Eleventh and twelfth graders sign up for a table each month unless they are assigned a job. A faculty member oversees each table and is helped by the student waiter, clearer, scraper, and alternate. When weather permits, lunch is served outside (“picnic lunch”) twice each week. Students in grades 11 and 12 also enjoy an open-seating “buffet” lunch on most Wednesdays and Fridays throughout the year. Students in grades 9 and 10 will also enjoy some open seating privileges throughout the school year. Attendance is taken at each indoor lunch period.

Medication

The school will only administer medication to children with written permission from parents or guardians. Medication is administered from the nurse’s office.

Personal Belongings

Students must take responsibility for the 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 or valuable items to school. However, if there is an exception, these items may be given to the principal or to the Business Office for safekeeping.

Special Occasions

Parents and guardians are asked not to send gifts, food, or “surprises” to school on their child’s birthday or other special occasions.

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. Each spring, the student body elects a Student Body President to lead congress. The president works closely with their chiefs of staff and other elected class officers to lead student initiatives in the school.

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 activities and community-engagement projects of the class. The officers are president, vice-president, secretary/treasurer. Seventh-grade officers are elected in November.

Student Court

Student Court is an elected group of students who work together to uphold our community standards and provide guidance to principals on issues of student life and discipline. Students who commit certain violations, such as skipping class, may be sent to Student Court where they will have an opportunity to explain their situation to this elected committee of their peers. The Court will hear the case and decide on a ruling. (Student Court does not rule in cases where a student has violated a major school rule.) The Student Court typically meets with students once a week before school.

Students who are on academic probation or disciplinary probation may not run for student office. If placed on academic or disciplinary probation during their time in office, they will be asked to step down

Class Activities

Sponsors

Each class has one or two faculty sponsors appointed by the principal or head of school. Collaborating closely with principals, sponsors are responsible for working with class officers to build community at their grade level by planning grade-specific events and activities. Sponsors are also responsible for providing adult supervision at class parties and functions and for approving all class expenditures.

The class presidents represent their class in Student Congress. The vice-presidents support the work of Congress and fill in for class presidents as needed. The treasurer/ secretary positions are responsible for supporting the other officers as needed. Class officers and sponsors are the only persons authorized to approve class activities and fundraising 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 Volunteers

Parent/guardians can sign up to help with various activities at school or to bring snacks for various activities through the Parents Council.

Guidelines for Fundraising

Fundraising can be an important part of the leadership and learning that class activities and projects are meant to foster. In general, fundraising is used to support individuals or groups outside the school; all fundraising efforts must be approved by Student Congress. Student groups may also apply for grants through Student Congress.

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. 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.

Grade Eight

Eighth grade study halls are converted to free periods after spring break based on recommendations solicited by the grade level principal from eighth grade teachers and advisors. All eighth graders who earn free periods are in good academic and disciplinary standing.

Grade Nine

Ninth graders take turns serving as office assistants, as well as cleaning the 9th and 10th grade commons and the lunch room. Ninth graders have greater choice in athletics, academics, and the arts.

Grade Ten

Tenth graders are responsible for schoolwide recycling and are assigned on a rotating schedule. They also help to plan and set up for the Blue and Gold Dance. Tenth graders have all the privileges of ninth graders and expanded opportunities in all areas. Tenth graders may list preferences 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 and they have added responsibility along with greater freedom. Juniors are in charge of planning prom. They have all the privileges of the ninth and tenth graders.

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. Seniors devote much time and energy to the college application process, especially in the fall as they complete applications. Twelfth graders act as big buddies to the seventh graders and also serve as counselors at 7th grade Drey Land in the fall and Bio Drey Land in the spring.

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.

Senior Privileges

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

Seniors are the only students that may leave campus when they don't have any obligations, but they are required to sign out and in at either the Clayton or Price Road desks. 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 will receive a full-day holiday ("senior skip day") in April.

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 and supporting the efforts of faculty. Seniors are asked to work on behalf of the school one period each week which allows them a free lunch period one designated 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

As a final graduation requirement, each senior plans and engages in work that contributes to the well-being of our local community. The project typically takes place in a new setting and allows students to engage with people with whom they have not worked previously. Through the May Project, seniors are exposed to new experiences and develop new skills while engaging with and contributing to a local organization. Some students may opt to complement the project with an internship.

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 through 12 are usually not assigned to study halls but may choose to attend an academic study hall during any free period if they are looking for a quiet space to work. Locations for academic study halls (available periods 2-8) are posted on campus. Students in grades 9-12 may be assigned to study halls at the discretion of the grade-level principal.

Telephones

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

For policies around student mobile phone use at school, please see the section on Basic School Expectations.

Inclement Weather & Safety

Safety and Security Protocols and Policies

The safety and well-being of our school community is of the utmost importance. Our director of safety continually reviews and updates our safety and security protocols and systems with the help of our administrative team, and our local emergency and protection agencies. Our safety procedures are based on nationally recognized guidelines from the [I Love U Guys Foundation](#).

Reporting

We consider campus safety and security the responsibility of our entire community. If you see anything suspicious or have concerns about a safety or security issue, please contact a faculty/staff member or your grade-level principal.

Communication and Crisis Go

All students and parents will be asked to download the app Crisis Go to their phones so they can receive updates and alerts during any crisis. This is extremely useful during extreme weather events such as tornados.

Visitor Policy

There is controlled access to buildings during the school day. All visitors to campus (including parents/guardians and alumni) must sign in at the Front Desk (off Price Road) or in the Arrival Court (off Clayton Road) and wear a visitor badge during their time on campus.

Drills

The school conducts emergency preparedness drills throughout the school year to familiarize students with the proper procedures in the event of an emergency. These drills include fire, earthquake, tornado or other severe weather, and lockdown/intruder scenarios. These drills and

procedures are developed and updated in cooperation with local law enforcement and emergency services agencies.

Inclement Weather

The school abides by our local outdoor emergency siren system to alert us of severe weather and tornado warnings. We use an internal communication system to notify our campus community.

Snow Days

For some weather conditions, it is appropriate to open school late (at 8:55 am). 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 of the change in schedule. Parents/guardians and students will also receive an email. This information will also be posted on the school’s home page and on the calendar.

School will be canceled for the first two snow days of each academic year. In the event campus is closed for snow or inclement weather for more than two days in an academic year, school will be held remotely.

Communication

In addition to internal communication, radio station KMOX (1120) will list John Burroughs School as closed or delayed at about 6:30 am if school is officially canceled or opening late. Television stations KMOV-CBS, KSDK-NBC, and KTVI-FOX will also list John Burroughs School during their school closings announcements.

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.

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.

In grades 9 through 12, students are required to take four full-credit subjects each year; however, most students take five. Students who take four full-credit courses are required to enroll in three electives each semester while those taking five full-credit courses are required to take at least one elective each semester. 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. Descriptions of courses in the fine, performing, and practical arts, along with other activities, special programs, and specific graduation requirements, are found in the Curriculum Guide.

Technology at JBS

Technology is an essential part of the learning experience at John Burroughs School. Students regularly use three main platforms:

1. **Google Workspace for Education**

Each student receives a school-managed Google account, which provides access to email and core resources used daily in academic classes.

2. **Canvas**

Canvas is our learning management system. Students log in using their JBS Google credentials. Each class has a Canvas shell listing assignments, due dates, and course materials. Many classes ask students to submit graded work through Canvas.

3. **Veracross**

Our student information system, Veracross, is used for class schedules, quarterly comments, grades, and key communications with students and families.

Both Google Workspace and Canvas connect with approved third-party educational apps that support learning. Many of these tools allow students to “Sign in with Google.” Some require parental permission for students under 18.

Unless we hear otherwise, we assume parents/guardians consent. For questions about the common educational applications students will utilize for academic purposes, please contact Martha McMahon, director of Technology.

Basic Technology Expectations

1. Students are expected to check their email at least once every 24 hours, but are encouraged to do so more often.

2. Teachers are required to post all major assessment dates at the start of each unit and all daily homework assignments at least two weeks in advance. High school teachers are also required to post the grading scale for their class on their Canvas homepage. Students are expected to check Canvas regularly and submit all work based on the directions and guidelines outlined by their teachers.

Some teachers choose to use Canvas extensively, for example, by maintaining an open grade book or uploading notes and slideshows for student access. These practices are optional and reflect individual teacher preferences, not school-wide expectations.

Students who need help navigating their Google workspace or Canvas should contact Matt Tomlinson, education technology specialist.

Technology Recommendations

Grades 7–8

Students don't need to bring a laptop to school daily — devices are available in labs, the library, and classrooms when needed. At home, they'll need access to a computer for homework. If you choose to buy a device, a reliable Chromebook (e.g., Acer with 32GB storage, 2GB RAM) around \$200 is sufficient.

Grades 9–12

While Chromebooks work for many classes, some high school courses require software they can't run. To ensure full compatibility, we recommend a MacBook (e.g., MacBook Air with 512GB storage, 8GB RAM, M2 chip) at around \$1,400.

Contact Keith Vassall, director of Student Engagement, at kvassall@jburroughs.org to learn about available financial assistance.

Homework

While recognizing that students work at different paces, below is a chart listing the approximate amount of time that students should expect to spend on focused work outside of class for each full-credit course. If a student is routinely far 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.

	<u>Approximate homework minutes per week</u>
Courses in Grades 7 & 8	100
Upper School Full-Credit Courses	150
AP or Honors Full-Credit Courses	200

Assessments

Students are routinely assessed in a variety of ways in each class, including, but not limited to, quizzes, tests, essays, research projects, and presentations. While some assessments are announced, some assessments may be “pop” or unannounced.

Teachers will post the dates of major assessments at the start of each unit to Canvas. Students are expected to be aware of these dates and should communicate with their teacher at least 48 hours in advance if they anticipate a scheduling conflict.

Teachers are expected to return graded assessments with feedback before the next assessment for the class is due.

Two-Test Rule

To help students effectively manage their study schedules, teachers will accommodate students who are assigned more than two tests and/or major papers due on one day. Students who are requesting to move a test or major paper due to the two-test rule should notify the teacher of the test or paper they wish to move no later than two school days before the test or paper due date. It is at the teacher’s discretion if they accommodate requests received outside of the two-day window. 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 to postpone in-class tests, but may not request to move deadlines for papers.

Students may not shift any of their existing assessments to make room for a retake, makeup, or extend a deadline. If a retake or makeup would fall on a day when a student already has two tests and/or a major paper due, they are expected to choose a different date for the retake/makeup/extended deadline that avoids those conflicts.

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, which means it’s not possible for students to request specific teachers.

It’s difficult to adjust course enrollments once schedules have been made. Only in the most extraordinary circumstances will schedules be modified.

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, subject teacher, grade-level principal, and parents/guardians. A full-year course may be dropped at any time before final exams. If a course is dropped during the second semester, the grade earned during the first semester of the course will remain on the transcript. A semester course may be dropped at any point prior to the end of the semester in which it is offered.
- b. If a senior drops a course after transcripts have been sent to colleges, Burroughs has the obligation to notify colleges of any change in schedule.
- c. If a student moves from an honors-level or accelerated-level course into a regular-level course in the middle of the semester, the honors/accelerated-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. Students may move from an honors or accelerated-level of a course no later than November 15. If November 15 falls on a weekend, the student may drop no later than the first Monday following.
- d. After November 15 of the first semester, the last opportunity to switch from an honors to standard level course is prior to the start of Semester II.

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 approval of the advisor, the subject teacher, the grade-level principal, and the parents or guardians.

College Courses

College courses are generally not accepted for credit at Burroughs and will not be included on the Burroughs transcript. In rare cases, a student may be approved to enroll in a college course if the student has already exhausted the JBS curriculum in a particular subject. In such cases, a full-credit, half-year course at the college level will receive one-half credit; the grade will not appear on the transcript or be included in the GPA.

In special cases, students who are physically unable to attend school may enroll in college courses to meet graduation requirements.

Standardized Testing

During a student's six years at Burroughs, various standardized tests are administered to evaluate basic academic skills as well as to prepare for college applications:

1. 8th and 9th Grades: ERB—reading comprehension and quantitative reasoning sections of the ERB are used at Burroughs to identify group and individual patterns and trends.

2. 10th and 11th Grades: Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)—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 National Merit Scholarship recognition.
3. 11th and 12th Grades: Advanced Placement Exams—given in May to students in AP courses; however, students in some non-AP courses may also choose to take AP exams. The results of these tests are used by some colleges to give advanced placement or credit for work done in high school.

The following tests are used in college admissions. These tests are not administered by the school. However, the College Counseling Department works with all students in developing a testing timeline and strategy.

11th and 12th Grades: ACT—a three-hour test which assesses general education in English, mathematics, science, and reading.

11th and 12th Grades: SAT—a three-hour test which measures reading, writing, and mathematical skills.

A student must have a diagnosed learning difference in order to receive additional time on standardized tests like the SAT or ACT. Current valid documentation must be presented to these testing organizations. Families should check with the specific testing agencies regarding requirements for documentation.

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 interscholastic programs in a variety of sports and programs in physical training are offered as an integral component of the Burroughs educational experience.

The Mission statement of the John Burroughs School Athletic department is:

To champion character through athletics so that we cultivate holistic growth in self and community.

To accomplish this mission, the Athletic department core values include:

- Compete with Honor
- Promote a positive, inclusive culture
- Strive for balance
- Lead by example
- Require and encourage multi-sport participation
- Chase Greatness
- Find the joy in the journey

Middle School Athletic Program

Physical Education:

In seventh and eighth grade, students spend 5 periods per week in physical education as part of the regular school day. All students are introduced to many sports offered in the upper school.

Interscholastic Middle School Teams:

Many of our seventh and eighth grade sports also offer the opportunity for inter-school competition. These teams are not required as part of the middle school PE curriculum. Practices take place 2 - 3 times per week.

High School Athletics Program

High school athletics take place after the academic day, with most practices commencing by 3:30 pm and concluding no later than 6 pm (except for some games).

Burroughs offers three seasons of athletics: fall, winter, and spring.

In grades 9 & 10, students are required to participate in a Burroughs team sport, during two of the three seasons. The third season may be a fitness or independent activity.

In grade 11, students are required to participate in a Burroughs team sport during one season. Two seasons may be a fitness or an independent activity.

In grade 12, students are required to participate in one Burroughs team sport and one fitness or independent activity. Twelfth grade students who have completed all of their athletics obligations are granted the privilege of one free season.

Attendance and Team Selections in High School Athletics

Students make preliminary athletic selections during the course selection process in the spring. Students may change their athletic selection at any point prior to the season. After the first week in each sport season, a change in the student's choice of sports may be made after a conversation with the relevant coaches and/or the athletic director.

Participation and attendance is key to building the community of the team. When participating in the Burroughs team sport program, 80% attendance for all practices and games for the season is required in order to earn athletic credit for that season.

Students are required to attend 14 conditioning practices prior to the first game of the season. In the fall, these practices occur during pre-season, which usually begins approximately two weeks before the official start of school.

At Burroughs, all students are welcome to join the team for the sport they wish to play. In some programs, athletes are placed on skill-based teams such as Varsity or Junior Varsity. At every level, our coaches strive to balance meaningful participation with healthy competition. While equity of playing time is a priority at the non-varsity level, varsity coaches may make playing time decisions based on the needs of the team in a given competition.

Interscholastic Competition and Fair Play

At Burroughs, we believe that playing on a team is both a privilege and a responsibility. Athletes are expected to honor the game by upholding the highest standards of sportsmanship: winning and losing with class, as well as cheering for our teammates, but never against our opponents.

We encourage our athletes to chase greatness, but not at the expense of joy — not just personal joy, but the joy of teammates, coaches, and even competitors. We expect players to lead by example: showing respect for referees, opponents, coaches, and fans in every setting. We also expect spectators to uphold these values as well.

Being part of a team also means honoring the commitments that come with it, which includes maintaining fitness, meeting training expectations, following all major school rules both on and off the field (see Major School Rules section), as well as any additional guidelines set by coaches.

John Burroughs School is a member of the Missouri State High School Activities Association (MSHSAA). All coaches and players must abide by the guidelines and regulations set forth by the school as well as MSHSAA. The MSHSAA handbook is linked [here](#).

When the school and/or MSHSAA expectations aren't met, coaches will work closely with the athletic director and head of school to address the situation in a thoughtful and fair way.

Physical Examinations

All Burroughs students are required to have a physical examination each year, completed by a licensed physician. Health forms must be submitted by the designated deadline in August. Please note that class schedules will not be released in Veracross, and fall athletes will not be permitted to begin practice, until all required health forms are on file.

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 on the day of the scheduled activity. The spirit of the rule only applies to illness. “Too sick to attend school, too sick to participate in athletics.”

Academic Evaluations, Parent/Guardian Advisor Conferences & Grades

Middle School

In grades 7 & 8, students do not receive cumulative grades in courses. At the close of each semester, in January and May, students receive a report card that contains a discipline-specific checklist of skills and content competencies that are evaluated on the following scale:

Meets Expectations: At this point in the year, the student generally demonstrates grade-level proficiency and understanding in the subject area and facility in the skills being assessed.

Progressing Towards Expectations: The student is developing the skills and understanding necessary for grade-level proficiency, showing effort and improvement but needing further practice or support.

Area of Concern: The student struggles to demonstrate basic understanding or skills in the subject area, requiring significant support and intervention to meet grade-level expectations.

In October, families receive preliminary reports; and in March, students receive their Spring update, which are mid-semester narrative updates on each student's progress.

All four reports are intended to inform students and their families of their academic progress, areas of strength, and opportunities for growth.

There is built-in time in the advisory program for students and advisors to review their quarterly reports together, and meet one-on-one. In middle school, advisors help students focus on progress and establish goals, rather than emphasizing individual grades.

E-Slips in Middle School

E-slips are sent by teachers throughout the semester via veracross to update students and families about their progress. In 7th and 8th grade, e-slips often provide updates on a grade for a specific assignment, celebrate a triumph in class, give advice on study strategies, set up a meeting to review course content, or may comment on a student's behavior.

E-slips are sent to the student, the student's advisor, the student's principal, the student's parents/guardians, and other designated members of the student's support team.

The advisor is the primary contact for parents, guardians and students to follow up with when they receive an e-slip.

Advisor Conferences in Middle School

Advisors and families meet three times throughout the course of the year:

1. At the grade level mini-school at the beginning of the school year. This meeting includes the advisor and all the parents and guardians assigned to that advisor.
2. An individual parent/guardian meeting with the advisor after the October preliminary reports.
3. An individual parent/guardian meeting with the advisor after the March Updates, after spring Break.

Advisors and families may choose to set up additional meetings based on the individual needs of the student and their family. Sometimes, the grade level counselor or grade level principal may attend conferences, in order to provide additional support to the student and family.

High School

The Burroughs academic program emphasizes skill development, a growth mindset, and a joy of learning. In high school, cumulative letter grades are awarded at the end of each semester.

Academic progress is formally reported four times a year: in October, students and families receive preliminary reports with narrative comments from each teacher; in December, high school students receive end-of-semester grades; in March, the spring report includes updated teacher comments and a preliminary second-semester grade; and in June, students receive their final report with semester grades.

In most core academic courses, and in several electives, students take a cumulative final exam during finals week at the end of each semester.

Letter grades range from A to F and are intended to reflect a student's level of mastery and growth.

A - Demonstrates an accomplished understanding and consistent skill or facility with learning objectives and course material.

B - Demonstrates understanding of most course material and generally demonstrates skill or facility with learning objectives.

C - Shows significant gaps in understanding of material and in skills needed to be successful in the course and/or did not fully meet the requirements of the course; area of concern.

D - Shows little understanding and few skills necessary to be prepared to move on to the next level of study in the discipline and/or did not fully meet the requirements of the course.

F - Failing; no credit given.

I- Incomplete; did not complete coursework for class.

Like in middle school, there is built in time in the advisory program for students and advisors to evaluate their quarterly reports together, and meet one-on-one to set goals and reflect on the feedback.

E-Slips in High School

E-slips are sent via Veracross to update students and families on their progress throughout the course of the semester. Students in 9th and 10th grade tend to receive more regular updates via e-slips than students in 11th and 12th grade. Teachers are required to send e-slips to families if a student is earning a grade of C prior to the end of the semester.

Advisor Conferences in High School

Advisors and families meet three times throughout the course of the year:

1. At the grade level mini-school at the beginning of the school year. This meeting includes the advisor, and all the parents and guardians assigned to that advisor.
2. An individual parent/guardian meeting with the advisor after the October preliminary reports.
3. An individual parent/guardian meeting with the advisor after the March update.

Advisors and families may choose to set up additional meetings based on the individual needs of the student and their family. Sometimes, the grade level counselor or grade level principal may attend conferences, in order to provide additional support to the student and family.

Meetings with Specific Teachers

The advisor is the primary point of contact for both students and families. When a family requests a conference with a specific teacher, the advisor coordinates the meeting and typically attends. In many cases, the department chair and/or the grade-level principal or assistant principal also participates.

Grade Point Average (GPA) Calculation and Reporting

GPA is listed on each student's transcript and a final transcript with cumulative GPA is sent to the college where the student matriculates. GPA is calculated by adding quality points earned in credit courses from grades 9 through 12 and dividing by the total units of credit. GPA is computed only for credit courses taken at Burroughs.

Quality points for credit courses are assigned as follows:

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, an additional $\frac{2}{3}$ of a point is added.

Burroughs does not calculate class rank.

Independent Study courses, with proper approval, are included in GPA calculations and transcripts.

Summer school courses are not included in GPA or transcripts.

No quality points or credit are awarded if a course is not completed.

Colleges consider GPA alongside the rigor of the student's program, so a slightly lower GPA with a heavier course load may be viewed more favorably.

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 either four full-credit (year-long) courses in the five academic disciplines and three elective courses each semester, or five full-credit courses and at least 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.
4. A student must fulfill the athletic requirement and complete appropriate grade-level seminars.

*When calculating quality points for promotion, an additional $\frac{2}{3}$ of a point is NOT added for grades in honors or AP courses.

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 in a course result in fewer than 3.67 quality points for the year or if the overall record in 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 about student support and 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 which includes the May Project symposium and attending a May Project seminar.

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.

For a complete list of graduation requirements, see the Curriculum Guide.

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 may not be invited back. In such cases, a meeting will be scheduled with the family, the grade-level principal and/or the head of school to determine next steps. If the student is invited to return, a letter outlining the conditions under which a student may return will be sent to the family by the head of school or principal.

Academic Probation

Quarterly reports, along with the e-slip system, help parents and guardians track their student's academic progress and development throughout the school year. If a student is experiencing academic difficulty at any point, conferences involving the student, teacher, advisor, and/or principal are held to develop an action plan. When progress reports indicate a student is at academic risk, the principal will communicate with the family to discuss the situation and consider additional support.

High School

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 family early in the summer to determine a plan for the next school year. The student will remain on academic probation for the following fall semester and the student's place at the school will be reviewed by the principal and the head of school. Students who do not make a substantial improvement at such time may not be offered an enrollment 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 fall semester. If the student earns another grade in the D range or lower during the fall semester, 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 decide whether the student may return for the following year.

In all cases, the student's principal, advisor, teachers, and members of Academic Support (as appropriate) will work with the student and communicate with the parents/guardians to help the student address the barriers getting in the way of their progress.

Students placed on academic probation will be assigned to academic study halls during some or all their free periods.

Middle School

The middle school program is designed to challenge students while helping them to develop the organizational and skills necessary to become successful independent learners. Because cumulative grades are not assigned in middle school, academic probation is based on factors such as homework completion, management of long-term projects, effort, communication, and overall progress. When concerns arise, a meeting is held with the grade-level principal, advisor, student, and family.

A middle school student placed on academic probation for two consecutive semesters may not be offered enrollment for the following school year. Eighth graders on academic probation will not convert their study halls to free periods. Like in high school, students on probation are unable to hold class office.

School-Wide Communication

Effective communication between the school and families is essential to supporting student success. At Burroughs, we are committed to keeping parents and guardians well-informed about important school news, events, and student progress. At the same time, we recognize our primary responsibility is to foster student independence and ownership of their learning journey. Our communication practices are designed to strike this balance—providing timely, relevant information while encouraging students to take an active role in managing their academic and social growth.

Publications/Mailings/Website

Email from Grade-level Principals: Grade-level principals regularly send emails to keep families informed about upcoming events for students and opportunities for family involvement. These messages often include important details such as permission slips, packing lists, due dates, and other essential information related to activities in which your student will be participating. Staying connected through these updates helps ensure your student is prepared and supported throughout the year. Grade-specific information is also posted on the principal pages on the JBS website.

Friday Family Bulletin: This electronic communication, with special announcements and calendar information, is emailed to parents and guardians every Friday during the school year. Prior Family Bulletins are also available on the JBS Parent app.

Summer Communication: Prior to each school year, each family receives communications containing the important dates and a letter inviting them to share more about their child's identity.

School Directory: The JBS Parent app offers a parent/guardian directory and access to community calendars and sports schedules. This information is also accessible to parents via their Veracross portal. You can find lists of members of the Board of Trustees, the Parents Council, and the Family Network on the Burroughs website.

Viewbook & Prospectus: Available to prospective students and families, the viewbook outlines the school's philosophy and community. 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 admission process. Both publications are available online on the Admission website.

The Reporter: This magazine contains general articles about the school, and it is mailed to Burroughs parents, guardians, grandparents, parents of alumni, and alumni two 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 also available online.

JBS Website: Our website (jburroughs.org) contains departmental pages, current news and events, Parents Council information, a faculty/staff directory, etc.

Parent Meetings and Programming

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 for parents to meet their children's teachers, who will explain course objectives, grading systems, homework, etc.

Visiting Morning: One morning is scheduled in the fall for parents and guardians to visit classes. Parents and guardians may also arrange to visit at any time during the school year by calling the grade-level principal to make an appointment.

Grade-Level Meetings: Grade-level 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 & Wellness Department.

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, presentations and publications. Photos are also used on the Burroughs website, 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 child's principal.

Other Questions

Parents and guardians are encouraged to call the school if they need more information about any aspect of their child's school life. There is also a Who to Ask section on the website (jburroughs.org) under quicklinks. (See Appendix A: Key Contacts for a list of who to call.)

School Policies and Basic Expectations

Basic School Expectations

Burroughs is a community where students enjoy a great deal of freedom and few formal rules, but we hold high expectations for how everyone contributes to a positive and supportive environment. We trust that all members of our community understand the importance of acting responsibly and treating others with kindness and respect. Being a good citizen at Burroughs means representing our school with integrity wherever ones goes. When challenges arise, taking responsibility for one's choices is essential, not only for personal growth, but also for maintaining the trust that binds our community together.

Here are the basic expectations of all members of the Burroughs community:

1. A student is required to be in Haertter Hall for assembly by 8:30 am (8:55 am 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 and be on time for all school obligations (class, lunch, assembly, class meetings, advisory, and any other scheduled activity).
3. There is no formal dress code, but students' clothing should reflect the respect and decorum of the school environment. Clothing may not include references to drugs, alcohol, or offensive language. Shoes must be worn at all times. Use of the school name or logo on clothing or items requires approval from the athletic director, student congress sponsor, 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 and put away during the academic day (beginning with the bell for assembly). If students need to use their phones, they should ask an adult or go to the front office. Seniors may use cell phones in the college counseling office without seeking special permission. If students have their phone out without permission, it will be taken from them and given to their grade-level principal.
6. Posters and flyers are prohibited at the school except in connection with school elections or school-sponsored clubs and activities. All posters must be approved by the Student Congress faculty sponsor or the club 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 other school events.
9. Students are expected to refrain from inappropriate language.
10. Students are not allowed to order food delivery during the school day.

Major School Rules

The actions listed below are cause for serious disciplinary action. These actions represent serious major violations of the trust that defines our community and run counter to the purposes of our school. These offenses apply to students on school grounds and at all school-sponsored activities, including trips where local laws may vary.

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 section on Academic Integrity.)
2. Possession, use, or distribution of alcohol, marijuana, 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.
3. Sharing of prescription medication or possession of prescription medication that is not one's own.
4. Possession, use, or distribution of cigarettes, cigars, chewing tobacco, electronic cigarettes (or similar devices), or nicotine products on school grounds or at any school-sponsored activity.
5. Gambling.
6. Stealing from another member of the Burroughs community. This includes "borrowing" school supplies or property from peers without asking specific permission or using others' ideas without acknowledgement.
7. Willful disregard for the property of the school or the property of others (including misuse, vandalism, etc.).
8. Possession or use of weapons. Knives of any sort are against the rules, including all types of pocket knives.

9. Verbal or physical abuse of another person, including fighting and using language that is degrading, threatening, hostile, intimidating, and/or offensive.
10. Touching, grabbing, or invading another person's physical space without their consent, even if intended as a joke or prank. This includes any unwanted physical contact, such as pantsing, pulling furniture out from someone, or other behavior meant to surprise, embarrass, or provoke. The impact of the action, not the intention, will guide the school's response.
11. Jokes, comments, or mockery rooted in racism, sexism, homophobia or other offensive content—including slurs or language targeting someone's identity—are not acceptable, regardless of the speaker's intention. It is the expectation of every community member to be mindful of the potential harm such remarks may carry.
12. Willful disregard for the rights and identities of others (discrimination, harassment, slander, etc.), including any behavior or the use of language that attacks others on the basis of any part of their identity.
13. Sexual misconduct, which includes but is not limited to sexual assault and sexual harassment.
14. Use of technology to make public statements or distribute material that is hostile, intimidating, and/or offensive. (Please see the statement about technology and social media use starting in the Academic Integrity and Technology and Social Media Acceptable Use section.)
15. Interfering with the learning of others.
16. Insubordination.
17. Behavior inside or outside of school which brings discredit upon yourself, the school, or one's peers.
18. Taking or posting photos, videos, or voice recordings of others in the Burroughs community without their permission.
19. Attempting to disrupt school, prank, or violate school property.
20. Being on campus between the hours of 10 pm and 5 am, or being anywhere on campus that is closed or off limits to students without school permission.

21. Accumulation of a number of minor rule infractions.

Our hope is that students who are witnesses to or victims of violations of major school rules advise the violator or suspected violator of their disapproval, ask that it stop, and if they feel comfortable, report such infractions to a trusted adult.

Alcohol, Marijuana, and Controlled Substances Violations

The primary purpose of our policy regarding alcohol, marijuana, 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.

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 of 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 and marijuana have resulted—at a minimum—in suspension from school, and any student who engages in the use or possession of alcohol or marijuana 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 period of disciplinary probation (see the section on Consequences).
- When a student is disciplined, but not expelled, the school may 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's family.

When a student is dismissed, the student may reapply for admission in a future academic year, although there is no guarantee of re-admission. Burroughs expects all parents and guardians to support the school's policies regarding alcohol, marijuana, and controlled substances. Parents and guardians who supply alcohol, marijuana, or other drugs to our students, or simply turn a

blind eye to their use, are violating Missouri law. They are also undermining the efforts and desires of the school and the vast majority of the parent body and—most importantly—are jeopardizing the health and safety of our students.

Nicotine and Electronic Cigarette Violations

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

Sexual Misconduct Policy

Central to our educational mission is ensuring that we offer our students a safe and supportive environment where everyone is treated with dignity and respect. All forms of sexual misconduct interfere with our mission and will not be tolerated. Sexual misconduct includes, but is not limited to, sexual harassment and sexual assault. Employees or students who violate this policy will face disciplinary action, up to and including separation from the school. Below is an overview of our school's policy and approach. Should you have questions or need more information, please feel free to contact your principal or grade-level counselor.

Sexual Harassment

Sexual harassment refers to any act or course of conduct of a sexual nature that a reasonable person would find inappropriate and hostile, intimidating, demeaning, or offensive. This unwelcome conduct of a sexual nature creates an intimidating, hostile, or abusive environment that is so severe, persistent, or pervasive that it prevents a student from fully participating in an educational program or activity. Sexual harassment may be written or oral, and it may occur in person or via cell phone or the Internet. There does not need to be intent to harm. Examples of sexual harassment include, but are not limited to:

- offensive, unwanted physical contact such as hugging, patting, pinching, or routinely brushing up against someone,
- demands for sexual favors in exchange for favorable treatment, whether implied or stated directly,
- obscene or suggestive sexual jokes, remarks, or insults,
- pressure for sexual activity,
- the transmission of sexually explicit photos by email or other electronic communications.

Sexual Assault

Sexual assault includes any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Consent is a knowing, voluntary, and mutual decision among participants to engage in sexual activity. Silence or lack of resistance, in and of itself, does not

demonstrate consent. It is important not to make assumptions about consent; a participant can withdraw consent at any time.

Examples of sexual assault include, but are not limited to:

- Fondling or unwanted sexual touching,
- Attempted rape,
- Forcing a victim to perform sexual acts, such as oral sex or penetrating the perpetrator's body,
- Penetration of the victim's body, also known as rape.

Reporting Sexual Misconduct

Students who believe they've been victims of sexual misconduct or who have knowledge of sexual misconduct of any kind should seek help immediately from a trusted adult at school—a faculty member, advisor, counselor, principal. Even if the incident occurred long ago, students who believe they've been victims of sexual assault are advised to seek support and help.

Students may report sexual misconduct orally or in writing. When reporting an incident, it is helpful to provide as much information as possible, including the following:

1. A description of the event
2. The number of occurrences, with dates and places
3. The names of any witnesses
4. Any documents or other materials that are related to the event

The School's Response to Sexual Misconduct

Any faculty member who receives a report of sexual misconduct should immediately share the information with the principal(s) of the student(s) in question. The principal will conduct a prompt and impartial investigation of all allegations, even if the aggrieved party doesn't choose to cooperate. The scope and timeline of the investigation will depend upon the specific circumstances of the report received. There also are instances in which the school might be obligated to contact appropriate authorities in keeping with our duty as mandated reporters. During the course of the investigation, care will be taken to maintain confidentiality of all involved parties, except as may be reasonably necessary to complete a full and fair investigation and to take appropriate responsive action to remedy the situation. As a community we have a responsibility to work together to create a safe and welcoming environment; for this reason, we have the expectation that any other student, faculty, or staff who has any knowledge of any instance of sexual misconduct will cooperate with our investigation. Burroughs retains the authority to discipline inappropriate conduct even if it does not meet the legal definition of

harassment or assault. The results of the investigation will be shared with the head of school and the head of the Counseling & Wellness Department.

If you report an incident and do not receive the level of support described above, please contact your grade-level counselor, principal, or head of school.

Retaliation against any student who files a complaint in good faith or participates in an investigation will not be tolerated. However, anyone who makes a false claim will be subject to discipline. Students who believe they've been the victim of retaliation should contact their principal.

For the sake of clarity, it is important to note that students who are found to have violated our school rules regarding sexual misconduct will be subject to appropriate disciplinary action, up to and including expulsion.

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 then communicate with parents/guardians regarding the consequences, which may include, but will not be limited to, detention, disciplinary study halls, a disciplinary warning, and/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 that offers 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 of school will render a decision. Consequences may include, but will not be limited to, detention, disciplinary study halls, disciplinary warning, 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 school rule, are tardy to school or class, or who have not met community expectations. A restriction may be given by either a faculty or staff member.

Penalties for restrictions:

- Every 6 restrictions = 1 period of detention
- If a detention is not served in the specified time, the number of detentions will double.
- Students who are repeatedly on the restriction list are subject to special action by the Student Court or their principal.
- Restrictions are reset once each school year, on January 1.

Students will receive an email notification once they have accumulated 3 restrictions.

Detention and Disciplinary Study Halls

When school rules are violated, students in grades 9 through 12 and in the last two months of 8th grade may lose their “free periods” and be assigned to study halls by the Court, faculty members, or principals. This is usually done for a specified period of time. Students may be assigned detention for violations of school rules by Student Court or their principal. Detentions are held during periods 2-8 in assigned locations. Detentions for middle school students are held after school on Fridays. At detention, students may read or study; they may not bring food and may only use electronics for academic purposes. Failure to attend detention will result in further disciplinary action. Students who accumulate nine or more detentions in one semester are not meeting basic school expectations. A meeting with parents/guardians will be called to determine other disciplinary measures. Seniors who have outstanding detention time lose their sign-out privileges until they’ve served all of their detention hours.

Disciplinary Warning

Depending on the nature of the infraction, a disciplinary warning may be issued for a student’s first offense. This status implies a “watchful attitude” by the school. Additional violations of school rules will typically result in disciplinary probation, at minimum.

Disciplinary Probation

A student may be placed on probation for a definite or indefinite period of time for disciplinary reasons. Disciplinary probation may be imposed after a first or second offense, depending on the nature of the infraction(s). While on probation students may be delayed or prohibited from participating in co-curricular activities, including sports practices, theatre rehearsals, etc. 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.**

Students who receive a disciplinary warning or who are placed on disciplinary probation may be required to participate in education or restorative activities in place of attending class or other school activities for a period of time.

Suspension

A suspension may be issued for major infractions or the accumulation of smaller infractions. Suspension is the punitive loss of school privileges and citizenship for the day(s) suspended. This includes sports, theatre productions, and musical performances. A student may be suspended, in or out of school, 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 disciplinary 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 because 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.

Academic Integrity & Technology and Social Media Use Policies

At the beginning of each school year, students review two major school policies. The first outlines our expectations around academic integrity, including our policy on the use of artificial intelligence in the learning process. The second addresses responsible use of technology and social media. These fundamental community expectations are discussed in both assembly and advisory. Students then sign agreements affirming their commitment to uphold these policies throughout the year.

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.

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 advising them of the academic integrity violation or speaking to a trusted adult.

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 copies of assessments or answers to test questions, sharing information between classes about what is on a test or a quiz; misrepresenting one's achievements; copying homework; using "cheat sheets" or other unauthorized 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; using electronic or online resources (including AI) beyond what's been approved by the department and the teacher.

Academic integrity violations are considered violations of Major School Rules (see Major School Rules section).

Faculty Responsibilities

Faculty are expected to:

1. Make clear the expectations and standards for academic integrity in their course 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.
4. Communicate with students about what constitutes appropriate and acceptable use of AI and other digital tools.

Parent/Guardian Responsibilities

Each year, students at John Burroughs School affirm that they have read and understood the school's statement on academic integrity and that they will uphold its expectations.

Parents and guardians are expected to support these principles. While parental involvement in a student's education is important, academic integrity requires that all work submitted reflects the student's own thinking and effort. Families can best support learning by encouraging good study habits, time management, and independent problem solving. Guidance through questions and conversation is appropriate; direct editing or shaping of a student's work is not, and is considered a violation of academic integrity.

Homework Assignments and Academic Integrity

Homework assignments and compositions completed outside of class are intended to help students deepen their understanding and identify areas for further growth. For this reason, it is essential that students complete their own work. Support from others—whether parents, guardians, siblings, friends, tutors, or unapproved use of artificial intelligence—must not compromise the student's independent learning or misrepresent authorship.

As a general rule, students should be able to reproduce or explain at school any work that was completed at home.

The following are examples of inappropriate assistance that violate the academic integrity policy:

- Proofreading that results in rewriting portions of the assignment,

- Typing a student’s work while correcting grammar, sentence structure, or organization
- Writing significant portions of an assignment, even with the intent of "getting the student started"
- Solving math problems while the student passively records the answers
- Reading and taking notes from sources on the student’s behalf
- Using artificial intelligence to generate ideas, outlines, or finished work without teacher permission or proper citation

All work submitted should reflect the student’s own thinking, expression, and effort. Assistance that obscures this standard undermines the purpose of the assignment and the principles of academic integrity.

Generative Artificial Intelligence and Academic Integrity

In 2024–2025, Burroughs formed an Artificial Intelligence Committee made up of faculty and administrators to begin exploring how to thoughtfully and responsibly incorporate generative AI tools into students’ learning. The goal is to do so in a way that supports innovation without compromising the development of foundational skills in reading, writing, research, science, mathematics, and creative analytical thinking, which remain central to a Burroughs education. As part of this work, the committee is also helping to define clear expectations for the appropriate use of AI tools in academic work and to clarify when their use violates a student’s commitment to academic integrity.

The following is the policy on artificial intelligence adopted in 2025 by the faculty:

Generative Artificial Intelligence

Generative artificial intelligence (AI) is a type of artificial intelligence that can produce art, images, text, music, and video based on large amounts of data and content originally created by humans. AI presents both profound possibilities and problems.

Philosophy

Benefits include the following:

- Content development and differentiation
- Tutoring and personalized learning assistance
- Creativity, collaboration, and skill development
- Enhanced digital literacy

Risks include the following:

- Compromised academic integrity
- Loss of critical thinking and creativity
- Environmental costs
- Perpetuation of societal bias and harmful stereotypes
- Dissemination of inaccurate and/or false information
- Violation of student privacy and unauthorized data collection

Teachers recognize that our students have encountered AI in a variety of contexts, and it's our responsibility to help guide their ethical and responsible use of this technology.

To that end, at the middle-school level, we educate our students about AI tools and their potential benefits and risks as part of media literacy and digital citizenship instruction. In all grades, we design learning exercises and assessments that allow students to experience the productive struggle where critical thinking and writing skills develop, often the areas where AI hinders growth. Accordingly, teachers limit middle schoolers' exposure to AI in the classroom and on assignments, but upper school teachers may incorporate the use of AI tools that support rather than supplant learning.

Guidelines for AI

- Students may not use AI technology beyond the scope of their teacher's specific permission.
- Students must acknowledge the use of AI and the places where it aided their work, following the guidance of the teacher.
- Students who incorporate any AI-generated output into their own work are responsible for the accuracy of the content they use, including sources supplied by AI.
- Failure to follow these guidelines constitutes an academy integrity violation.

As AI technologies evolve, we will continue to revisit and revise our practices to support ethical, effective learning.

Violations of Academic Integrity

Teachers will explain what constitutes a violation of academic integrity, including expectations for the use of artificial intelligence tools, and will determine whether a violation has occurred. In consultation with the relevant department head and principal, a teacher may impose a maximum penalty of a failing grade on the assignment in question. The student's course grade may also be lowered by one-third of a letter grade at the end of the term. All cases of academic integrity violations must be reported to the appropriate principal, who will maintain a record of such incidents. In cases of serious or repeated offenses, the Head of School may convene the Disciplinary Committee to review the case and recommend an appropriate consequence.

Disciplinary consequences for academic integrity violations shall include, but will not be limited to, detention, disciplinary warning, disciplinary probation, suspension, and expulsion. Any honor violations resulting in a suspension or expulsion will appear on the student's official transcript.

Technology and Social Media Acceptable Use Policy

Our Technology and Social Media Acceptable Use Policy applies to all technology resources used by our students. It applies, but is not limited to, computers, iPads, phones, smart watches, video equipment, copy machines, information storage devices, email addresses, social media, AI software, and personal devices.

Burroughs provides students with access to its technology resources for academic purposes only. As such, the school reserves the right to access and monitor all aspects of its technology systems and devices, and students should not expect any information stored on school equipment or systems to be private. Students may, of course, use personal devices for non-school-related reasons but only during non-school hours. Students may face disciplinary action for unauthorized use of a personal device during school hours, and/or for creating or promoting content that is in violation of this policy.

Any failure to follow the rules listed below is considered a violation of the school's Technology and Social Media 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:
 - a. non-academic or personal use of social media sites, apps and streaming platforms
 - b. gaming or gambling sites
 - c. pornographic or otherwise sexually explicit sites
 - d. sites promoting "how-to" documents encouraging violence or illegal acts
 - e. sites that promote racism or hate speech or other hateful behavior
2. Students may not use cell phones 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. During school hours, phones should be turned off and stored, ideally in a student's backpack or locker. Students should expect phones that are not stored out of sight will be taken, even if they are not in use.
3. Students may not use AirPods/earbuds during the school day unless they are being used in the library or with the express permission of a faculty member in a designated area. Earbud use is never allowed in transitional or pedestrian spaces or in the dining room. Students in grades 9 through 12 are allowed these devices after the end of 8th period, but they must refrain from their use in academic areas.

4. The use of laptops/tablets/iPads is allowed in common spaces during the school day, when used for academic purposes. Their use is not allowed in classrooms without the teacher's express permission.
5. Students should remove smart watches while testing. At any other time, teachers may request that students remove smart watches that are being used for communication or are distracting the student or others.
6. Students are expected to review their JBS email daily. Faculty and administrators use email to communicate with students and for official notices.
7. Students may not use technology to bully or harass others.
8. Students may not use AI technology beyond the scope of what their teacher has specifically permitted and should acknowledge when they use AI as a resource.
9. All students must respect the privacy of others. Any attempt to access private files, phones, or email messages is considered theft. Impersonation of Burroughs, another student, or a Burroughs employee online is illegal and falls under the 1998 U.S. Identity Theft and Assumption Deterrence Act.
10. Students may not in any way vandalize equipment or software that belongs to Burroughs or any other organization to which JBS has access. Examples of unacceptable behavior include but are not limited to the following:
 - a. damaging, hacking, or destroying networks, computer hardware or software
 - b. physical abuse to equipment
 - c. the creation or intentional use of malicious programs
11. Students may never share their Burroughs email password with anyone else. Stolen or lost passwords can create significant problems for the student and for the school.
12. Students may not transmit, retrieve, or store communications of an obscene, discriminatory, offensive or harassing nature or containing derogatory, disrespectful or inflammatory language. If students encounter such communications, they should immediately report it to their principal.
13. Students may not use JBS technological systems for any purpose that is illegal and/or violates school rules and must respect copyright and fair use guidelines.

14. Students may not misuse JBS or personal distribution lists or discussion groups for sending irrelevant messages.
15. Students may not use JBS technological systems or devices for private gain or any commercial purpose.
16. Students must always adhere to the license agreements for installing/copying software that is purchased by the school.
17. Students are not allowed to create personal social media accounts that suggest they are official Burroughs-sanctioned accounts. Doing so is illegal, and may result in the involvement of law enforcement.
18. Students who wish to create social media accounts for clubs or other organizations must work with their club sponsor to apply through Congress. When participating in approved school-based social media for clubs or other organizations, students are expected to create and promote an atmosphere of honesty, respect, and consideration. Students are personally responsible for the content they publish online and must keep in mind that posts created and/or promoted by Burroughs staff and students reflect upon the entire school community.
19. When participating in personal social media, students must comply with the School's non-discrimination and harassment policies as detailed within the Major School Rules section of the *JBS Family Handbook*. The misuse of personal social media, depending on its potential effect on the health, safety and welfare of students/others and the sanctity of the educational setting on campus, may result in referral to the principal, head of school, Student Court, and/or law enforcement.
20. The consequences of violating any of these policies will result in referral to the school's disciplinary system. For violations, access to technology may be revoked for a period of time in addition to disciplinary warnings, probation, suspension, expulsion from school, or a referral to law enforcement depending on the gravity of the action.

One of the challenges of the digital age is that everything written or posted online leaves a long lasting and potentially permanent record that could affect students' reputation and even future opportunities in education or employment. Ultimately, students are solely responsible for what they post online and how they interact digitally with others.

APPENDIX A: KEY CONTACTS

If you have a question and are unsure about whom to call, it is often easiest to start with your child's advisor and they will direct you. However, here are contacts for frequently asked questions. The JBS Parents app (available on iOS and Android) is also a great source of up-to-date information.

Daily procedures & primary contacts

- **Excused absences (e.g., doctor's appointment) or to report your child absent or late**
Email: attendance@jburroughs.org to communicate your child's absence
Phone: Before 7:45 am, [314/993-4040](tel:3149934040), press 0 and leave a message
After 7:45 am, [314/993-4040](tel:3149934040), and speak with the receptionist
- **Homework information if your student is ill**
Your student should use the resources on Canvas
- **To get a message to your child during the school day**
The receptionist, at [314/993-4040](tel:3149934040)
- **Primary contact for questions concerning your student, including specific questions about a particular class or athletic team**
Your student's advisor (school phone numbers/emails listed online or in the JBS Parent App)
- **General questions about your student, their schedule, or for unexcused absences (e.g., travel during undesignated breaks)**
 - Sarah Yoselevsky Kaye, assistant to the assistant head of school for Academic Affairs and to the principals at [314/993-4045, ext. 312](tel:3149934045) or skaye@jburroughs.org
 - Linda Churchwell-Varga, principal for grades 7 and 8, at [314/993-4045, ext. 345](tel:3149934045), or lchurchwellvarga@jburroughs.org
 - Sara Jay, principal for grades 9 and 10, at [314/993-4045, ext. 270](tel:3149934045), or sjay@jburroughs.org
 - Mark Nicholas, principal for grades 11 and 12, at [314/993-4045, ext. 322](tel:3149934045), or mnicholas@jburroughs.org

Programs & departments

- **Academic program**
Jennifer Salrin, assistant head of school for Academic Affairs, at [314/993-4045, ext. 325](tel:3149934045) or jsalrin@jburroughs.org. You can also find information in [our curriculum guide](#).
- **Academic support/special learning needs**
Lexi Fitzpatrick, director of Academic Support, at [314/993-4045, ext. 336](tel:3149934045), or lfitzpatrick@jburroughs.org
- **Admission & tuition aid**
Julie Shimabukuro, director of Admission & Tuition Aid, at [314/993-4045, ext. 340](tel:3149934045), jshimabukuro@jburroughs.org

- **Athletic program**
Willie Owens, director of Athletics, at [314/993-4045](tel:3149934045), ext. 217,
or wowens@jburroughs.org
Hollie Cosentino, assistant director of Athletics, at [314/993-4045](tel:3149934045), ext. 382,
or hcosentino@jburroughs.org
- **Athletic schedules**
Visit www.jburroughs.org/athletics/athletics-calendar or check [the JBS Parents app](#)
- **Bills, payments, or re-enrollment**
Katie Katashuk, accounting manager, at [314/993-4045](tel:3149934045), ext. 247,
or kkatashuk@jburroughs.org
- **Centennial campaign**
Ginger Imster, assistant head of school for External Affairs, at [314/993-4045](tel:3149934045), ext. 256,
or gimster@jburroughs.org
Lauren Stuart, director of Development, at [314/993-4045](tel:3149934045), ext. 278,
or lstuart@jburroughs.org
- **Communications & alumni relations/career connections**
Emma Birge-Osborne, social media, at [314/993-4045](tel:3149934045), ext. 255,
or ebirgeosborne@jburroughs.org
Elisa Essner, communications, at [314/993-4045](tel:3149934045), ext. 262, or eessner@jburroughs.org
Corey Reuwee, alumni relations and engagement, at [314/993-4045](tel:3149934045), ext. 283,
or creuwee@jburroughs.org
- **Community engagement (community service)**
Meghan Rathert, director of Community Engagement at [314/993-4045](tel:3149934045), ext. 318,
or mrathert@jburroughs.org
- **College counseling**
Darryl Calkins, director of College Counseling, at [314/993-4045](tel:3149934045), ext. 281,
or dcalkins@jburroughs.org
- **Counseling & wellness**
For questions about parenting or personal counseling for your child
Jennifer Jones, director of Counseling and Wellness, and counselor for grades 7 &
9, at [314/993-4045](tel:3149934045), ext. 323, or jjones@jburroughs.org
Sally Kilbride, counselor for grades 8 & 11, at [314/993-4045](tel:3149934045), ext. 317,
or skilbride@jburroughs.org
Alex Goodman, counselor for grades 10 & 12, at [314/993-4045](tel:3149934045), ext. 352,
or agoodman@jburroughs.org
- **Diversity initiatives, policies, or programs**
Daniel Harris, director of the Equity Exchange Leadership Center, at [314/993-4045](tel:3149934045), ext.
[221](tel:3149934045), or dharris@jburroughs.org
Andy Chen, director of Diversity, Equity, Inclusivity, and Engagement, at [314/993-4045](tel:3149934045),
ext. 319, or achen@jburroughs.org

- **Financial support not covered by tuition aid, including technology needs, athletic equipment, etc.**
Keith Vassall, director of Student Engagement, at [314/993-4045](tel:3149934045), ext. 268,
or kvassall@jburroughs.org
- **Head of School**
Andy Abbott, Head of School, at [314/993-4045](tel:3149934045), ext. 282, or aabbott@jburroughs.org
Matt DiGuilio, special assistant to the Head of School, at [314/993-4045](tel:3149934045), ext. 280, or
mattdiguilio@jburroughs.org
- **Health concerns**
Casie Tomlinson, school nurse, at [314/993-4045](tel:3149934045), ext. 209, or ctomlin@jburroughs.org
- **Library resources** (available to students and parents/guardians)
Kate Grantham, Library chair, at [314/993-4045](tel:3149934045), ext. 398, or kgrantham@jburroughs.org
- **Parent annual fund/other giving**
Lauren Stuart, director of development, at [314/993-4045](tel:3149934045), ext. 278,
or lstuart@jburroughs.org
- **Parent/guardian involvement/volunteering at the school**
Elise Frisella, president of the Parents Council, at pcpresident@jburroughs.org
Maddi Bridenbeck, Community and Family engagement manager, at [314/993-4045](tel:3149934045), ext.
[227](tel:3149934045) or mbridenbeck@jburroughs.org
- **School lunches and food services for a meeting or special event**
Flik Dining Services, at [314/993-4045](tel:3149934045), ext. 243, or foodservices@jburroughs.org
- **Questions about the physical campus**
Bob Jett, director of Plant Operations, at [314/993-4045](tel:3149934045), ext. 244, or bjett@jburroughs.org
- **Questions that do not fit into any of these categories**
jbsassist@jburroughs.org

APPENDIX B: BUILDING HOURS

SCHOOL DAYS MONDAY - FRIDAY

Brauer Building & Schnuck Wing*	7 am to 5:30 pm
STAR Building	7 am to 5:30 pm
Stamper Family Library (STAR Building)	7:45 am to 5 pm (3:15 pm on Fridays)
Haertter Performing Arts Center	7 am to 5:30 pm
Commons & Taylor Family Athletic Center	6:30 am to 8:30 pm (except when there is an athletic event)
Kuehner Fine Arts Building	7 am to 5 pm

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

SATURDAYS AND SUNDAYS

Buildings closed all day except the Commons & Taylor Family Athletic Center which is open during Health Club hours

HEALTH CLUB

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

Weekdays: 6 am to 11 am

Saturday: Please check the JBS website or call the Athletic Office for hours

Sunday: Please check the JBS website or call the Athletic Office for hours

School Holidays: Special hours for school holidays will be posted.

The Health Club is open from Labor Day to Memorial Day.