



BVR STUDENT HANDBOOK

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ALL-SCHOOL INFORMATION & POLICIES

ACADEMIC EXPECTATIONS

ACADEMIC HONESTY

For the school community, intellectual honesty within the learning process is essential, and the school takes incidents of cheating, plagiarism and the misrepresentation of academic work very seriously. In-class work and homework are expected to be completed independently unless a teacher explicitly indicates otherwise.

At various times during the year middle and upper school teachers will talk with students in detail about various forms of plagiarism and intellectual dishonesty.

ACADEMIC PROBATION

Academic Probation signals that serious underachievement and/or unsatisfactory results must be promptly corrected. In this event, conferences usually occur to address the circumstances and to coordinate faculty/parent support. If the deficiencies continue without improvement, or if the student's work does not meet the general standards of the school or the specific standards set out in the probation period, the school may deny re-enrollment. On occasion, students in serious academic difficulty may be dismissed during the year.

ACADEMIC PROGRAM

Beaver's program and faculty offer students the opportunity to develop the skills and understanding necessary to make responsible intellectual, ethical, and emotional decisions. Our goal is to promote intellectual stimulation and challenge through individual and collaborative creative expression and analytic thinking.

In the spirit of the educator John Dewey, whose beliefs helped shape the educational philosophy of Beaver's founders, we offer our students a program that is useful in successfully adapting to the environment in which we live. The introduction of interdisciplinary projects and the implementation of various modes of assessment are intended to help students understand and appreciate the connections among disciplines, the relevancy of what they study, and the diversity of ways to solve complex problems.

ADVISORS AND COUNSELING

Beaver Country Day School has 3 trained and licensed school counselors on its staff and most teachers and administrators serve as academic advisors.

Advisors meet with advisee groups regularly to share experiences and build community while checking in on individual student progress. Advisors will schedule individual appointments with advisees as necessary. Upper School advisors meet with parents during the year to discuss a student's development. In cases of personal, academic, or disciplinary problems, the advisor communicates promptly with parents and schedules conferences as appropriate.

Beyond the academic aspects of the advisor/advisee relationship, the advisor serves as an advocate for the student and as a liaison between parents and the school. The advisor's role may encompass the following: monitoring academic and extracurricular involvement and progress, responding to student or parent requests for meetings, and supporting the social-emotional development of the student.

Conversations with a school counselor are private and confidential; however, students should realize that, in accordance with clinical ethics, confidentiality must be waived in rare instances where the conviction exists that the individual's well-being, or the well-being of others, is at stake.

E-MAIL COMMUNICATION

All students and faculty/staff are assigned email accounts (@bcdschool.org) in the school's Google Apps system. Students and faculty/staff should communicate with each other using their school email addresses only; the use of personal email accounts for school communication is not allowed. Families wishing to email faculty/staff should also use only the employee's school email address. In general, email is the preferred way to contact a teacher since most do not have access to phones in their classrooms and can check email more frequently than voice mail. The expectation is that faculty/staff will respond to emails within 24 hours.

EXTRA HELP: GUIDELINES FOR PARENTS AND TUTORS

Although some students may require the support of a tutor, it is critical that any assistance be such that the work turned in for assessment reflects each individual student's abilities. Appropriate ways to assist students:

- Referring students to resources where they might find answers;

- Identifying errors to focus students' efforts
- Asking questions about the assignment that may help students clarify their ideas about approaches
- Explaining underlying rules or principles that would help students formulate their own answers.

The ultimate goal and effect of any assistance should be to enable students to master the material. Students should indicate when they have received assistance on an assignment. Teachers need to see students' mistakes, as well as their successes. We ask that tutors resist the impulse to merely give answers or make corrections.

LAPTOPS & ACCEPTABLE INTERNET USE POLICY

General Laptop Information and Use

All students are required to bring a laptop computer to school daily. Students will connect to the Internet through the school's wireless network and will manage their school email, homework assignments and calendars through Google Apps. Anti-virus software is required for all computers to protect the safety of our network.

Beaver believes that learning the technical skills needed to access the information available through the Internet is an integral part of the educational process and that learning how to use the immense body of online information in appropriate and useful ways is an even more important educational objective.

The school recognizes that one of the conditions essential to the existence of the Internet is an extraordinary freedom of expression, and that this freedom means that the Internet provides access to materials that may not be suitable for students.

Having reviewed a number of software packages that are designed to block access to information deemed unsuitable for children, the school has concluded that the available programs, while largely successful in making access to overtly unsuitable material more difficult, do not succeed in preventing access by facile computer users, and are overly broad in blocking access to information that is entirely appropriate for students of middle and high school age. Instead of censorship, the school believes that a better

solution to the existence of inappropriate material on the Internet is education that prepares students to choose to avoid inappropriate material on the basis of its underlying offensiveness.

The school does not carry out a continuous monitoring of the computers. As a consequence, students are able to obtain information, products, and services from Internet providers and to make commitments regarding payment and/or other exchanges through the school's network, without the school's knowledge. It is also possible for students to use their computers in ways that violate state and federal laws, without the school's knowledge.

While it is willing to undertake the obligation to provide its students with access to the Internet, the school cannot accept responsibility for the actions of individual students while using Internet connection provided by the school. The school, therefore, expects parents to accept responsibility for the actions of their children while using the school's Internet connection on their personal computers. As an Internet access provider, the school has no control over the information to which a student will have access beyond its gateway. This means that the school cannot vouch for or guarantee the validity, accuracy, quality, or legality of any information obtained through the Internet.

Use of the Internet may provide illegal and/or improper access (also known as hacking and pirating) to information protected by copyrights, trademarks, or other intellectual property rights. In addition, use of the school's network to obtain, store, or operate illegally obtained information can expose the school to the imposition of legal costs and damages. The school therefore requires students and their parents to agree to indemnify the school for any costs that it may incur as a result of a student's illegal and/or inappropriate use of the school's network.

Laptop Use in the Classroom

Laptop use provides the Beaver community with a tool to expand its members' learning opportunities. It opens limitless possibilities; users may go virtually anywhere and interact with anyone. With such opportunity comes responsibility. Use of the Beaver network and its related computer facilities is a privilege afforded to members of the school community.

Using laptops at school is an exciting experience for students and learning to manage its use is a skill that students must learn. During class, students use their laptops to participate in the activities as directed by the teacher in the classroom. Not all activities in a classroom will include laptop use. Teachers' assessment of a student's performance in a class will include the student's ability to manage the appropriate use of their laptops. Examples of situations students should avoid while using laptops in the classroom include:

- Chatting: Students using a chat, email or collaboration program to communicate with others through the computer without the teacher's authorization.
- Games: Students play games during class or study hall.

It is the responsibility of the student to monitor their own use of their laptops in the classroom and to decide what limits they need to be a successful and responsible members of the classroom. Students are encouraged to work with their advisors and teachers to establish personal limits and goals in laptop use in the classroom. Students will review with their advisors their progress toward these goals and amend them as needed during the year.

Laptop Use in the Community

Students using the Internet are able to interact with other Internet users very nearly as if they were meeting in person. Therefore, just as we expect our students to represent our school when they participate in school activities beyond the campus, the school expects students participating in the global community to act in ways that, at all times, reflect well upon the school. Students should exercise appropriate discretion when using social networks for personal communications and assume that all content by members of the community should reflect the same level of respect for the values of the community as if that communication took place in a non-digital environment. Flaming, spamming, and disrespectful communication for the purpose of harassment of others are examples of conduct that is unacceptable.

Student's use of digital communications is expected to follow the rules for General Conduct set forth in this handbook and students are to behave in accordance with the spirit of the Statement of Responsibilities and Rights.

While sharing music and video with friends presents an opportunity to share cultural ideas, students should be aware the audio can be distracting and

disruptive to the people nearby as well as others who might be walking or working in areas that are not visible to them. Anytime students are working with audio in a public space, they should be wearing earphones so it does not distract others.

RESEARCH CENTER

The Research Level is open for student and faculty use each school day from 7:30 a.m.-4:00 p.m. It is not open on Faculty Professional Development days. The first floor of the R+D Center, the R-Level provides a setting for students to read, study, listen to music, and learn how to access and evaluate information for papers, projects, and personal interest. The book collection is continuously being updated with new materials that support the curriculum and encourage independent reading and literacy.

All materials must be used, signed out, and returned according to R-Level policy. Parents are encouraged to supervise the timely return of library books.

The technology help desk is located on the R-Level, at Ms. Levin's desk. To contact Ms. Levin, please email clevin@bcdschool.org.

TECHNOLOGY HELP DESK

The Technology Help Desk is located on the R-Level and is staffed from 8:00 a.m. to 3:30 p.m. daily when school is in session to assist students and faculty with questions about e-mail, Google docs, and other applications used in class. Loaner laptops will be available in the library for students to borrow on a daily basis if their own laptop is temporarily out of service. Long-term loaners are available on a case-by-case basis. The Help Desk can also provide iPads, cameras, and other technology to support student and faculty projects.

To contact the help desk staff, e-mail or chat: techsupport@bcdschool.org.

BEHAVIORAL EXPECTATIONS

APPROPRIATE STUDENT DRESS

We feel that students should be comfortable in what they wear.

Students should NOT wear the following:

- Clothing with slogans that may be perceived as offensive. Examples include profane messages, references to drugs, alcohol or sex, or other messages that might offend.
- Hats, except in relation to religious observance.
- Clothing that is revealing.

We ask parents to be aware of how your children are dressed for school.

ATTENDANCE AND ABSENCE POLICIES

For the safety of our students, whenever your child is late, absent, or leaving early please call (617) 738-2321 or email at attendance@bcdschool.org by 8:30 AM.

If you know in advance your child is going to miss a day or more of school, please notify (617) 738-2321 or email at attendance@bcdschool.org.

BEHAVIORAL CONSEQUENCES

The school recognizes that no set of rules can replace the spirit of cooperation that must exist within a community. However, if a student can't abide by the rules of the school, various consequences will result. An outline of the consequences for specific rule violations is presented in the divisional sections of the handbook.

In both the Middle and Upper School, a repeated pattern of minor offenses may become significant enough to warrant a student being placed on behavioral probation. The terms of probation will be clearly laid out in a conference with parents and/or through written correspondence. If inappropriate behavior continues during the probationary period, the student will be subject to suspension or dismissal.

In addition, a student judged responsible for serious violations is liable for immediate suspension or dismissal from the school.

In cases of serious rule violations, the Head of School will determine the most appropriate discipline after consultation with the student's advisor, the Division Director and the Associate Head of School.

The major rule violations described below outline the circumstances in which the health, safety and/or integrity of an individual or the community may be threatened or abused. Such violations are serious and will be addressed accordingly.

The same standards will be upheld for behavior off-campus during the school day or at any school-sponsored event. Civil authorities may be called in certain cases.

1. Violations against Persons or Property. Violation against another person, such as gross disrespect, verbal or physical harassment, hazing, lying, stealing or borrowing without permission, and willful damage to property will not be tolerated.
2. Drugs and Alcohol (in any form). The use, possession, or transfer of drugs, drug-related paraphernalia/devices or alcohol on campus or during school-supervised events is expressly prohibited, and students are subject to immediate expulsion.
3. Tobacco and nicotine-based products. Beaver is a smoke-free campus. No student or adult is to smoke/vape on campus or at any school-sponsored activity. The use, possession, or transfer of drugs, nicotine/vape paraphernalia/devices on campus or during school-supervised events is expressly prohibited.
4. Dishonesty. Students who lie or misrepresent the circumstances of their actions may be suspended or dismissed from school.

BULLYING PREVENTION AND INTERVENTION PLAN

Rev. August 2014

Introduction and Statement of Purpose

Beaver Country Day School is committed to providing its students with a safe learning environment that is free from all forms of harassment, including bullying. The School will not tolerate any form of bullying that occurs on School grounds or in connection with any School activity or that otherwise interferes with the educational experience of any student at the School. We will support this commitment in all aspects of our School community. We will provide annual training for all faculty and staff on this Bullying Prevention and Intervention Plan. We will provide information to all students and parents about the Plan at least annually.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, sexual orientation, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of

these characteristics. We will identify specific steps we will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. The School affords all students the same protection regardless of their status under the law.

We will respond promptly and effectively to any report of bullying or retaliation against any person who has any information about bullying or participated in an investigation of bullying. We will promptly investigate the report. If we find that bullying or retaliation has occurred, we will promptly take action to end that behavior and restore a sense of safety for those who were the target of it. We will impose disciplinary sanctions in appropriate cases, up to and including dismissal from the School or termination from employment. We will report to local law enforcement incidents of bullying that may constitute a violation of criminal law.

What Constitutes Bullying

Massachusetts has adopted a law relative to bullying in schools, which broadly defines bullying as “the repeated use by one or more students or by a member of a school staff (including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional) of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim, that:

- (i) causes physical or emotional harm to the victim or damage to the victim’s property;
- (ii) places the victim in reasonable fear of harm to himself or damage to his property;
- (iii) creates a hostile environment at school for the victim [defined below];
- (iv) infringes on the rights of the victim at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school.”

The law defines a “hostile environment” as “a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.”

Bullying includes “cyber-bullying,” which Massachusetts law defines as “bullying through the use of technology or any electronic communication, ... including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.”

Cyber-bullying also includes “(i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (iii) to (v), inclusive, of the definition of bullying.”

Cyber-bullying also includes “the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.”

Prohibition Against Bullying

The School prohibits bullying:

- on School grounds, which means any building or property that the School owns or uses for educational, athletic or other purposes;
- on any property immediately adjacent to School grounds;
- at or in connection with any School-sponsored or School-related activity, function or program, whether or not the activity occurs on School grounds;
- on any vehicle or other form of transportation owned or used by the School; or
- through the use of any technology or any electronic device owned, leased or used by the School.

The School also prohibits bullying that does not meet any of the above criteria, but that nonetheless:

- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of the School.

Prohibition Against Retaliation

The School also prohibits retaliation against any person who reports bullying, who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying. "Retaliation" means any form of intimidation, reprisal or harassment directed against any such person.

Reporting Incidents of Bullying or Retaliation

Students: Any student who feels that he or she or any other student has been the subject of bullying or retaliation should promptly report the matter to the Head of School, the Upper School Director, the Middle School Director, the school counselor, or any other staff member or teacher with whom they would feel more comfortable making the report. Student reports of bullying may be made anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action, up to and including dismissal.

Parents/Guardians: Any parent or guardian who feels that any student has been the subject of bullying or retaliation should promptly report the matter to the Head of School. Such reports of bullying may be made anonymously, although the School is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report. Any parent or guardian who wishes to file a claim/concern or seek assistance outside of the School may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at <http://www.doe.mass.edu/pgs>, emails can be sent to compliance@doe.mass.edu, or individuals can call 781-338-3700. Copies of this information are available at the Head of School's office. If a parent or guardian knowingly makes a false accusation of bullying or retaliation, the School may terminate the enrollment of any child(ren) of that parent or guardian.

Teachers and Staff: All administrators, teachers, and staff – every person who is employed by the School in any capacity – must immediately report any instance of bullying or retaliation that the person has witnessed or otherwise become aware of to the Head of School. An employee who knowingly makes a false accusation of bullying or retaliation or who fails

immediately to report an instance of bullying or retaliation of which they are aware shall be subject to disciplinary action, up to and including dismissal.

ANONYMOUS REPORTING

Employees may not make reports under this policy anonymously. The School urges students and their parents and guardians not to make reports anonymously. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. While the School cannot promise strict confidentiality because information must be shared in order to conduct an effective investigation, the School releases information concerning complaints of bullying, cyber-bullying, and retaliation only as needed to address concerns.

Responding to Reports of Bullying or Retaliation

Upon receiving a report of bullying or retaliation, the Head of School or his or her designee will promptly conduct an investigation. The nature and extent of the investigation will depend on the circumstances.

If the Head of School or his or her designee determines that bullying or retaliation has occurred, the Head or designee will take the following actions:

Notify the parents or guardians of the victim and, to the extent consistent with state and federal law, notify them of any action taken to prevent any further acts of bullying or retaliation. The Head of School or designee shall also inform the parents or guardians of the alleged target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Notify the parents or guardians of the perpetrator.

Assess the victim's need for protection and take appropriate steps as necessary to restore a sense of safety for a victim.

In consultation with the school counselor, refer perpetrators, victims and family members of such students for counseling or other services as appropriate.

Take appropriate disciplinary action, which may include any form of discipline that the School imposes for other violations of its rules and policies, up to and including dismissal. In accordance with Massachusetts law, any disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior, and no disciplinary action may be taken against a student solely on the basis of an anonymous report.

Notify local law enforcement if the Head or designee believes that criminal charges may be pursued against a perpetrator. Depending on the nature of the conduct, bullying may involve, for example, the crimes of stalking; making threats; harassment; or making harassing, annoying or molesting electronic communications. In addition, retaliation or threats of retaliation may involve, for example, the crime of witness intimidation.

Notify the appropriate administrator of another school if an incident of bullying or retaliation involves a student from that school.

For all reports of bullying or retaliation, the Head or designee will keep a file of the report, the investigation, and any steps taken in response to a finding of bullying or retaliation.

Notification and Training

The School will provide written notice of the relevant student-related sections of this plan to students and parents/guardians at least annually. The notification to students will be in age-appropriate terms. Relevant portions of the plan will be included in the student handbook.

The School will post the entire plan on its website.

The School will provide training on this plan for all faculty and staff at least annually. The training at a minimum will include a review of the reporting obligations for all faculty and staff and the processes that the School will follow in response to a report of bullying or retaliation. The plan, or relevant portions thereof, will be included in faculty and staff handbooks.

Reviewing and Updating This Plan

The plan will be updated at least once every two years. In connection with that update, the Head of School or his or her designee will be responsible for reviewing the plan, reviewing the file of reported incidents of bullying or

retaliation in at least the preceding two years, and undertaking such other steps as may be appropriate to evaluate the effectiveness of this plan and the School's compliance with the plan and any laws or regulations relating thereto.

At least once every four years beginning with 2015-2016 school year, the School will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in the School. Additionally, the School will annually report bullying incident data to the Department.

EARLY DISMISSAL

Whenever your child is leaving early, please call (617) 738-2733 or email attendance@bcdschool.org.

GENERAL CONDUCT

Students must take responsibility for their own education and act in such a manner that no other student is prevented from learning. The rights of others and the standards of the school are to be respected and upheld. A few important rules, which all students should understand and accept, govern behavior in the school community.

1. Faculty and administration assume the responsibility for judging and defining appropriate behavior for students. Students who are spoken to by a teacher or staff member concerning their behavior should respond courteously and positively.
2. While in outside spaces students should be respectful of the rights of the other members of the community and be sensitive to the needs of others who are still working in the school.
3. The Dining Room is a place to congregate in during designated hours. While there, students should conduct themselves in a respectful manner, clearing their tables and disposing of trash.
4. Keeping the spaces clean, maintaining the furnishings, and monitoring the noise level are the responsibilities of students. Failure to follow these guidelines will result in the loss of use of these areas.
5. Gym bags should be stored appropriately. Students missing items should check in with the front desk to be escorted to the Lost and Found as necessary.

6. Laptops should be stored in students' backpacks. Students must take care to safeguard their laptops when not in use. The school is not responsible for loss, theft or damage to students' laptops.
7. We discourage students from bringing valuables to school, such as jewelry, large sums of money, expensive cameras, and personal listening devices. We cannot be responsible for such items. School insurance does not cover the loss of personal property.
8. Displays of romantic affection are not appropriate in school.
9. Students in grades 6 through 11 are not allowed to leave campus until after the end of their final commitment of the day. In the spring term, 11 graders are granted off campus privileges.

GOOD NEIGHBOR POLICY

Beaver wishes to be a responsible member of its local community, and therefore we remind students that their behavior in the vicinity of school should be within the guidelines for acceptable behavior within the school. To this end, Beaver reserves the right to invoke a disciplinary response to any misbehavior that jeopardizes Beaver's standing as a "good neighbor." This includes behavior on public transportation to and from school.

INAPPROPRIATE CONDUCT TOWARD STUDENTS

The school will address inappropriate conduct toward a student by any other member of the school community. If a student or any other person believes that a student has been subjected to sexual harassment, sexual abuse, or other inappropriate conduct by any administrator, teacher, staff member or other member of the school community, the person should report his or her concerns promptly to the Head of the School, the Associate Head of School, the Upper School Director, the Middle School Director, School Counselor or any other trusted adult in the school community. All reports will be promptly investigated and appropriate action will be taken as warranted.

Anyone making a report of inappropriate conduct must act in good faith. No person who in good faith reports suspected misconduct will suffer any harassment, retaliation or other adverse consequences. Anyone who makes a report that they know is false, or who otherwise makes a report maliciously or in bad faith, will be subject to discipline.

LATE ARRIVAL

Please call or email the attendance line at 617-738-2321 or attendance@bcdschool.org before 8:30 a.m. to report an absence, lateness, or early dismissal.

MESSAGES FOR STUDENT DURING THE SCHOOL DAY

- Parents should not call or text students during the school day unless it is urgent.
- Students should not be checking messages during class time.
- In case of an emergency, parents who need to contact students, do so through the switchboard.

REPORTING DISCIPLINARY ACTIONS

Beaver's disciplinary system is founded upon the belief that clear behavioral parameters preserve the rights of all and insure an appropriate educational atmosphere. On those occasions when school rules are violated, the school's response balances the educational best interest of the student with that of the community.

Beaver maintains the right to use discretion regarding students whom it knows well and to make individual judgments regarding disclosure of potentially influential information. Therefore Beaver does not generally respond directly to standard questions from college admissions offices concerning a student's disciplinary experience that may inaccurately skew a college's impression.

The school may counsel seniors to refer to this explanation in response to such specific questions. Accompanying the transcript, the narrative student assessment sent to colleges, written by the College Counselor (in conjunction with a student's advisor and involved faculty), will provide an accurate composite picture of a student's relative strengths and weaknesses. A student's school rule violations during the junior and senior years will be reported to colleges when such behavior reflects a pattern characteristic of the student. Should a student's disciplinary profile change after the narrative student assessment is sent to colleges and before graduation, the College Counselor would communicate the pertinent circumstances to colleges after consulting with the Upper School Director and Head of School.

SCHOOL CANCELLATION / SNOW DAYS

In the event that snow or an emergency necessitates a school cancellation, a delayed start or an early dismissal, this information will be posted as an

“emergency alert” on the school’s home page (www.bcdschool.org). Parents will also receive an email message, and a voice message on the school's main telephone line (617-738-2700) will provide this same information.

You may also check the school closing scroll on the local TV stations and their websites. Several of the stations allow you to sign up online to receive a text message update if Beaver is closed.

Go to <http://www.thebostonchannel.com/closingssignup/index.html> and follow the instructions.

Sometimes sports are cancelled or practice times change due to weather – call the SportsLine (617-738-2737) to find out, or follow BCDS_SportsLine on Twitter for updates (you can receive Twitter updates as text messages, too).

START OF THE SCHOOL DAY

The academic day begins at 8:00 a.m. every day except Monday, when it begins at 9:05 a.m. (after the faculty meeting). Attendance will be taken during the first period.

STUDENT SEARCH POLICY

In response to clear evidence concerning a theft, drug possession, or any perceived danger to the community, Beaver reserves the right to search lockers, computers, individuals, or specific groups of the school.

GENERAL INFORMATION

FUNDRAISING GUIDELINES FOR STUDENTS

All fundraising activities must meet the following criteria and be approved by the Director of Philanthropy and Engagement (P+E):

1. Fundraising must be for Beaver-related activities. Fundraising for other organizations may be approved if it supports goals or activities of the Hiatt Center.
2. Student-to-student fundraising is permissible. Student-to-parent fundraising is not. No letters will be sent home to parents asking them for donations.
3. The contribution limit is \$15, whether for an outright donation or to purchase an item (food at a game, flowers at a performance, t-shirts, etc.)

4. Students will not be allowed to charge donations to school accounts.

MEDIA POLICY

Notice to Families About Our Media Policy

It is our practice to use digital images (photographs and videos) and quotations of students involved in school activities on our website, in our printed publications and in other selected media for the purposes of promoting the school and of highlighting students' accomplishments. For example, if a student wins an academic award or participates in a newsworthy campus event such as a play or concert, we might write a story to post on our website. For events or accomplishments of broader interest (e.g. graduation announcements or a team championship), we might also send a press release to the local news media. In addition, as part of their use of technology in the curriculum, teachers might post digital images of students involved in classroom projects or excerpts of student work on their class sites. Typically, images are not captioned with the students' full names unless identifying the students is central to the news being reported.

Unless a written denial of permission to use such material is received from the parent, the enrollment of the child in the school constitutes your consent.

Beaver is not responsible for third party use of digital images that are copied or used without the school's permission.

Please direct any questions about our media policy to the Marketing and Communications Office.

SHUTTLE BUS FROM/TO "T" STOP

A shuttle bus, operated by Local Motion, is available to take students, faculty, and staff to and from the Chestnut Hill "T" stop on the green line. The shuttle bus leaves the station each morning at 7:30 and 7:45 (8:30 and 8:45 a.m. on Mondays). In the afternoon the bus leaves campus at 4:00 and 5:45 p.m. The service is free. Riders should look for a yellow bus with "Local Motion" on the side.

VISITORS

All student visitors must report to the Reception Desk upon entering the building to sign in and get a BVR Visitor badge. Visitors will be directed to their meeting location. While on campus, student visitors must be escorted by a Beaver student at all times.

No visitors will be permitted during public school vacations or holidays.

MEDICAL POLICIES

ILLNESS/INJURY

The Health Office is available for students who become ill or who are injured at school. The Health Office hours are from 8:00 a.m. to 3:30 p.m., and our athletic trainer is available from 1:30 p.m. to when sports end for the day. The Health Office serves all students who need illness assessment, episodic care, health advice, or counseling. If a student becomes ill at school, the school nurse will decide on the best plan of care. If appropriate, the student may rest in the Health Office. If the student cannot return to class, he or she may be sent home with a parent or authorized guardian. In case of injury, the school nurse or the athletic trainer will assess the student's injury and will decide the best plan of action. If emergency treatment is warranted and the parent/guardian cannot be reached, the student will be taken to the hospital.

Students who miss class for medical reasons must check in with and be excused by their teacher of that block before coming to the Health Office. Students are responsible for making up any classes, tests, and assignments as soon as possible. Non-critical Health Office visits should be made during a free period. When appropriate the Health Office will issue a note of excuse. Students who do not attend class due to illness or injury but fail to check into the Health Office will be issued an unexcused absence.

INJURY PROTOCOL AND MEDICAL SPORTS EXCUSES

If an athlete suffers an injury or an illness and is consequently unable to continue practicing or competing on a team, the following policies apply:

1. The coach and the athletic department must be notified.
2. The athletic trainer must be notified when the student athlete is unable to participate.
3. Athletes must attend team practices every day that they attend school. In order for athletes to be eligible to play in games or matches, they must be able to participate in practice 24 hours prior to a game. Exceptions will be

made for illness, student-athletes completing academic work or undergoing rehabilitation during practice.

4. Once they have been restricted from participation or diagnosed by a physician, athletes will not be allowed to return to participation from an injury without written clearance from a physician. If a physician sets such restrictions, that physician or the medical equivalent must give clearance for return to play. A relative who is a physician cannot provide clearance.
5. If an athlete provides two different medical opinions and the diagnoses or return to participation dates are also different, contact information must be provided for both physicians. The athletic trainer will contact both medical parties and make a decision as to which decision to uphold. An athlete will not be able to participate in this situation until the physicians have been contacted.
6. If the athletic trainer or coach determines that the athlete's safety is still at risk, either one may reserve the right to restrict an athlete from participation.

MEDICAL FORMS

Beaver Country Day School uses Magnus Health (www.mymagnus.com) for all health related records. All health records should be submitted to Magnus. For any questions related to login problems or how to submit health records, please contact Magnus at 877 461 6831.

Massachusetts state law requires a yearly physical exam by a licensed physician and proof of vaccination or immunization against certain communicable diseases in order to be submitted to attend school. Proof of vaccination or immunization in accordance with Department of Public Health regulations is a legal requirement for students to attend school, participate in afterschool activities and attend field trips and are subject to limited exceptions for bona fide medical or religious reasons. A bona fide medical reason requires, at a minimum, certification by a physician that he or she has personally examined the child and in his or her medical opinion the physical condition of the child is such that the child's health would be endangered by such vaccination or by any of such immunizations. A parent's personal belief about the medical benefits or risks of vaccination or immunization is not a bona fide medical reason.

All forms are available to be printed on Magnus. All health forms must be updated yearly and should be on file with the health office by the opening day of school. Students without appropriate proof of vaccination or immunization, or a valid exemption therefrom, will not be permitted to attend school or any school-related

activity. Students without a current physical exam on file will not be able to participate in extracurricular activities (including pre-season sports and orientation trips).

Please note that Beaver does not conduct or require health screenings such as vision and hearing exams. We recommend that you consult with your healthcare provider for more information about health screenings.

MEDICATION ADMINISTRATION

Over-The-Counter (OTC) Medications: Authorized OTC medications may be administered by the school nurse or other authorized personnel after assessing the student, if parental permission is granted by signing the appropriate forms on Magnus.

Prescription Medications: Prescription medications will be administered by the school nurse during health office hours. All students requiring prescription medications at school must have a completed Licensed Prescriber Medication Order Form and a Parent/Guardian Authorization for Medication Administration on file prior to any administration of medication.

PARENT ASSOCIATION

The goal of the Beaver Parent Association (PA) is to build community and to support the mission of the school through the volunteer efforts of parents. All parents are automatically members of the PA and are encouraged to become involved. Please contact your grade's lead reps or the PA president to find out how you can help.

EXPECTATIONS OF PARENTS

We expect that parents, as members of the community, understand and endorse the Mission Statement of the school and agree to abide by the Statement of Responsibilities and Rights. We encourage parents to take an active interest in their children's work and life at school. Positive ways to support your children's education includes forming relationships with their peers, teachers, and other parents; engaging in volunteer activities; attending parent conferences and grade information meetings; and involving yourself in the Parent Association events throughout the year.

We also encourage parents to demonstrate their interest in their children's education by encouraging punctuality in their academic and extracurricular activities, by asking them about their work, and by providing them a quiet place to study. Parents are an important resource for students. They can answer questions, direct students to appropriate learning materials, and provide transportation to libraries. However, because teachers need to evaluate only the students' work and progress, it is critical that parents encourage independence and refrain from doing students' assignments. The goal and effect of any assistance should be to enable students to complete their own work.

We urge parents to communicate concerns or issues to advisors, teachers, or division directors, as appropriate. We want to avoid any misunderstandings that can result when questions or concerns are expressed to those who are not directly involved or responsible for your children's education.

In summary, we encourage parents to involve themselves in the life of the school, to offer feedback and constructive criticism, and to support us in fostering in our students the values of responsibility, commitment, and kindness.

MIDDLE SCHOOL INFORMATION

AFTER-SCHOOL STUDY

The academic day begins at 8:00 a.m. every day except Monday, when it begins at 9:05 a.m.

Please be mindful that the Middle School day ends at 3:45 p.m., and we expect students to leave at that time. Students who are still here after 3:45 p.m. Students who need to stay past 3:45 p.m. for rides and/or Upper School siblings, are able to stay in room 200. Students are not allowed to be in other classrooms, the gym, or other areas on campus.

SCHOOL HOURS

The academic day begins at 8:00 a.m. every day except Monday, when it begins at 9:05 a.m.

Please be mindful that the Middle School day ends at 3:45 p.m., and we expect students to leave at that time. Students who are still here after 3:45 p.m. Students who need to stay past 3:45 p.m. for rides and/or Upper School siblings, are able to stay in room 200 or Ms. Marsh's office. Students are not allowed to be in other classrooms, the gym, or other areas on campus.

ACADEMIC INFORMATION

ACADEMIC FEEDBACK

The Middle School academic feedback encourages students to take academic risks and to be open to new experiences. Feedback differs in each grade according to the developmental needs of students. In all grades, teachers are supportive of the students' effort while being honest about progress and grasp of content. No yearly averages are given for any Middle School student.

Academic feedback in the Middle School focuses on process, performance, and content skills. Assessment is varied and based on developmental needs of

students. Teachers are supportive in providing ongoing feedback to students in both formal and informal forms.

Cumulative grades are not given to any Middle School student.

ASSIGNMENTS AND TASKS

Middle School is a time for students to become increasingly more independent about managing assignments and tasks. A child's level of independence around assignments and tasks may vary, while one child may keep track of assignments and deadlines, another may need more support.

Please remember the ultimate goal for teachers and parents alike is to help the student to internalize good work habits which allow them to become more independent and manage their academic responsibilities on their own.

Beaver **STRONGLY** recommends the following guidelines completing assignments at home:

1. Each student should have a well-illuminated desk or designated work area.
2. Appropriate time should be set aside each afternoon/evening for homework.
3. Incoming and outgoing phone calls/texts and computer communications should be limited during homework time.
4. Completed homework should always follow these steps: check calendar, check classroom, read all instructions, check over work once completed, appropriately "turn in" completed assignments.
5. Television and computer games should be limited on weeknights.

EXTRA HELP AND TUTORING

R-TIME is a time for all students to work on assignments and check in with teachers. All math teachers are also available in our math R-TIME space to provide individual/small group support and enrichment.

R-TIME activities:

- REFLECT
- READ
- REVIEW
- REARRANGE
- REDO
- REHEARSE

- REMEDY
- RESPECT
- RESOLVE

Tutors: Requests for tutoring should be discussed with the Associate Director of Academic Services. Parents should inform advisors about any tutoring arrangements outside of school.

For students who have documented learning disabilities, extended time can be arranged for in-class and standardized tests. For more information regarding this policy, parents should contact the Associate Director of Academic Services.

LATE WORK

Teachers will send an email to a student's parents and the advisor anytime an assignment is late or missing. Students who do not complete a homework assignment are expected to turn it in to the teacher the following day.

OTHER INFORMATION

FOOD

We believe a healthy diet helps students learn and grow. The Dining Room is open every morning for breakfast (7:15 to 7:55 a.m.). Middle School students have a morning snack (everyday except Monday), lunch, and an afternoon snack. We encourage students to make healthy choices by offering fruit whenever the Dining Hall is open. Middle School students are not allowed to buy food from the vending machines during the school day (8:00 a.m. to 3:45 p.m.). Candy, soda, energy drinks, and other caffeinated beverages are highly discouraged in the Middle School.

MISSION STATEMENT

Beaver strives to expand the nature of school for students and teachers.

Deeply committed to individual student success in an actively collaborative environment, our teachers challenge students to:

- Identify and build upon their strengths.
- Engage with real-world challenges and questions both within and outside the classroom.
- Act effectively within a diverse cultural and social framework.

STATEMENT OF RESPONSIBILITIES AND RIGHTS

Beaver Country Day School expects its members to take an active role defining, maintaining, and raising its standards.

Members of the Beaver community:

- Respect and value the intellectual, creative, and physical aspects of the learning process
- Respect and value the differences that exist among members of the community
- Respect and respond courteously when their actions are questioned or corrected
- Actively pursue individual goals and of the collective goals of the school as set forth in the Mission Statement
- Help others experience the programs, community, and environment of the school in a way that individual and collective goals may be achieved
- Uphold, by their actions and words, the rights of other members of the community
- Take seriously all obligations of membership in the community.

As a result of assuming these responsibilities, all members of the Beaver community have the right to:

- Work and learn in activities and programs that offer choices, opportunities to take risks, and chances for each member to reach her or his fullest potential
- Work and learn in an environment in which honesty is valued above all things
- Work and learn in a community that values and respects the differences among its members in ethnicity, race, cultural background, religion, gender identity, sexual orientation, age, and ability
- Work and learn in a community in which the theft or abuse of property will not be tolerated
- Work and learn in a community that takes pride in the achievements of its members in all areas of endeavor
- Work and learn in a community in which mental or physical abuse, including sexual harassment is not be tolerated

- Work and learn in an environment free from drugs, including alcohol and tobacco, and free from weapons of any sort
- Voice freely their concerns about the programs, community, and environment of the school.

UPPER SCHOOL INFORMATION

ABSENCES (US)

In an ideal world, all students would always be present and on time, but we recognize that absence and lateness are sometimes unavoidable.

- When a student accrues 5 absences in any given term, the Upper School Director and/or Associate Upper School Director will call home and will work with families to create a plan for avoiding further attendance problems.
- When students miss class time, they will be expected to check in with their teachers and make up any missed work. For long-term absences, the advisor and teachers, in agreement with Department Heads, Director of Academic Support and the Upper School Director, may offer the student a revised plan to allow them to make up missed work.
- A student who skips any commitment (class, assembly, practice, appointment, rehearsal, etc.) will be asked to meet with their Grade Team Leader and Associate Upper School Director to review student expectations and possible further disciplinary steps.
- In cases where absence and lateness are unavoidable (medical issues, family emergencies, religious observations, etc.), all policies will be adjusted appropriately. When these situations do arise, families should contact the Front Desk Coordinator before 8:30 a.m.

Requests for medical exemptions, requiring a note from a physician, will be considered by the Division Director and the student's advisor and granted on a case-by-case basis.

Questions relating to the school's policy on absence and make-up work should be referred to the Division Director.

ACADEMIC INFORMATION

ACADEMIC RECOGNITION

Cum Laude Society

The Cum Laude Society is an international honor society devoted to the recognition of outstanding scholarship in conjunction with superior character. Membership is limited to no more than 20% of the graduating class. Each year faculty members of the Beaver chapter evaluate candidates on the basis of their academic records and the strength of their academic program throughout their high school years, as well as their intellectual motivation, character, integrity, and contribution to the intellectual life of the community.

ACADEMIC WARNING & PROBATION

Promotion to the next grade is dependent on the student's academic credit status, class attendance, demonstrated effort, and performance relative to potential. A repeated pattern of academic problems warrants a student's being placed on Academic Probation.

If a student remains on Academic Probation during any two terms in a given year, or during the final term of a given year and the first term of the subsequent year, that student may be dismissed from Beaver at the conclusion of the term. A student may also be dismissed for failing a course being repeated for required credit.

APPROACH TO ASSESSMENT

Beaver uses assessment for learning (formative, identify students' needs), as learning (students self-reflect on their learning), and of learning (summative, evaluate students' achievements) to provide students with meaningful feedback on performance and level of understanding. We use grades to quantify students' work and to communicate with families and colleges. We provide transparent assessment practices and all teachers' assessment strategies are clearly communicated on the course prospectuses and to students at the beginning of the term. Our assessments are varied, differentiated, and promote problem-based and inquiry-based learning and encourage students to delve deeper into any topic and to demonstrate learning and an ability to transfer knowledge.

GRADING

All Upper School students are evaluated on an A to Not Pass conventional marking scale. Although D- is a passing grade, any form of a D credit may make the election of more advanced courses in the department conditional and will prompt a thorough faculty evaluation of contributing factors. Unsatisfactory achievement may result in academic warning or probation and could jeopardize a student's place at the school. Evaluations of performance are sent in November (completion of First Term), March (completion of the Second Term), and June (completion of the

Third Term). In cases of unsatisfactory achievement, teachers will be in touch with students and their parents/guardians.

Families who have particular concerns about a course should first contact the teacher, then the student's advisor, and then, if the matter is not resolved, the Department Head and Upper School Director.

Every department will assess students on both performance and process.

Performance is the measure of a student's level of understanding, as demonstrated through a range of assessments.

Process is based on three categories:

- Preparation
 - Student completes homework, brings necessary materials, meets deadlines.
- Participation
 - Student participates constructively and effectively in class, uses technology appropriately, follows directions, engages in discussions and activities, works well in groups, stays on task.
- Initiative
 - Student uses x-block or extra help opportunities, asks clarifying questions, pursues additional challenges, incorporates feedback.

AWARDS IN UPPER SCHOOL

At Final Assembly, the last All-School meeting of the academic year, administrators and faculty give a number of departmental awards recognizing noteworthy achievement and contributions to the school community. In addition to departmental awards, the following awards are given:

The Spirit Cup is given to a senior who has approached all work and all activities at school with the goal of making this community a better place for both classmates and teachers. In all areas – whether in the classroom, the stage, publications, student government or any activities - this student has exemplified the character and qualities that we associate with the very best of young people- qualities that are clearly apparent to all of us. The Spirit Cup recipient has demonstrated leadership by example and has engaged all interactions with responsible enthusiasm and grace.

MENTE ET MANU AWARDS are given to two students in grades 9-12 who have contributed in positive ways to life at Beaver Country Day School. In the true spirit of Beaver, these students have shared the gift of their own passions and values, and they have demonstrated a consistent willingness to take responsibility for enhancing the quality and meaning of membership in the school community.

Faculty Prizes are given to two students in grades 9-12 who have demonstrated outstanding intellectual curiosity and engagement, a sustained commitment to hard work and the process of their own education, and a deep respect for the collaborative and communal nature of learning. These students have shown exemplary quality in their own work and extraordinary spirit and values as members of a learning community.

COMMUNITY SERVICE REQUIREMENT

The components of the community service program and requirements are:

- 40 hours of mandatory community service completed in grades 9 through 12.
- Hours may be accumulated through school-sponsored activities or service performed outside of Beaver.

COURSE INFO, ASSIGNMENT CALENDARS, & CLASS MATERIALS

Canvas is our online feedback portal. We are using this tool to enable students and parents to have access to information from students' classes. Canvas is where you will find links to **assignment calendars, course prospectuses, assessment information, and other class materials**. Teachers will periodically post their feedback, rubrics, and grades in Canvas. This tool will allow for enhanced communication as well as give you a window into what's happening in the classroom and how your child/children are learning. Canvas is also part of Beaver's Feedback Loop.

Please contact registrar@bcdschool.org if you do not know the login information or have questions about the portal.

COURSE SELECTION

From among the options and electives offered each term, every Upper School student plans an individual course of study with the guidance of their advisor and parents/guardians. The Upper School Director, the Department Heads, and the Director of College Counseling review and approve selections. Whenever possible, students are scheduled for their approved first-choice selection. On occasion, however, conflicts do occur that may necessitate making alternative choices.

DIPLOMA AND GRADUATION REQUIREMENTS

The minimum diploma academic requirements are:

English	40 units
Global History and Social Studies	30 units
Mathematics	30 units
Science	30 units (20 required in laboratory science)
Modern Language	30 units (in a single language, in Upper School)
Arts	20 units
Other required and elective courses	45 units

Students are required to complete at least 225 credit units in grades 9 through 12 in order to graduate.

In addition, students are required to participate in and successfully complete the required co-curricular and afternoon program requirements.

We urge students to select the most challenging program they can handle. The most prudent approach is to go as far as possible in as many disciplines as possible. Four courses per term represent, in most cases, a reasonable minimum and strongly advised load for all students, including seniors.

A senior receiving a No Pass (NP) in a course during the first term will be placed on Academic Probation and that senior's progress will be monitored closely during the balance of the year. Failure to meet the minimum requirements by the end of the year will result in the denial of a diploma and the awarding of a certificate of attendance or in the awarding of the diploma only after all deficiencies have been corrected.

Every senior should understand that the above requirements are minimal. The entire senior year should be characterized by the willingness and determination to exceed these minimal expectations.

EXTRA HELP AND TUTORING

Extra help is available during lunch if the student doesn't have a G block class and X blocks. Students can also schedule a session in our Enrichment Center for additional organizational or writing support. For a student requiring more aid than the teacher can provide, tutors (usually from outside the school) can be scheduled at an additional charge. Requests for tutoring should be discussed with the Director of Academic Services. Parents should inform advisors about any tutoring arrangements outside of school.

For students who have documented learning disabilities, extended time can be arranged for in-class and standardized tests. For more information regarding this policy, parents should contact the Director of Academic Services.

HOMEWORK PHILOSOPHY

Beaver's homework philosophy focuses on quality over quantity. Homework will vary from class to class. Students will have a couple of hours' worth of homework every day; some or all of it they may manage to do during school hours. Homework assignments are not one-size-fits-all and are often part of collaborative work. They are used to assess what students know about the concepts, their understanding of the material, and to guide further learning and instruction. Students are encouraged to practice content and skills, apply and transfer knowledge to problem-solve, think critically about ideas and question the material. Homework is not fixed throughout the year, it is fluid work that depends on classwork and students' needs, and it offers a fine balance between schoolwork and non-school related activities.

HONOR ROLL

Honors and High Honors - Graduation Honors are awarded to seniors with a cumulative GPA average of B+ and no grades below B in courses taken in their junior and senior years at Beaver. Graduation High Honors are awarded to those with a cumulative GPA average of A- and no grades below B+ in courses taken in their junior and senior years at Beaver.

Distinction - Individual disciplines may award diplomas with distinction to students demonstrating outstanding ability in and contributions to the specific discipline.

HONORS POLICY

Beaver offers students varying levels in which to engage with course material and concepts. The Honors level is an opportunity for students to explore topics/themes

related to the course with more depth and at a more sophisticated, complex, and demanding level.

Math and Science:

Each spring, the Math and Science departments meet to discuss placement for the following year's courses. In our efforts to place each student in the section where they will have the most success, we consider students' willingness to challenge themselves by exploring analytical and abstract concepts more in-depth, at an accelerated pace, and with extensive independent research on content and theory.

When making placement recommendations, each department also considers the unique skill sets demanded by particular courses. We make every effort to determine the appropriate placement for each student, and we re-evaluate each student's needs each year. Students commonly shift from one level to another during their time at Beaver so that students are provided with support and challenge at the appropriate times.

English, Global History, and Modern Languages:

In the English, Global History, and Modern Language departments, ninth-grade classes (only Level 1 in Modern Language) are all offered at the Standard (S1) level only, giving students a year to accustom themselves to the demands of the Upper School curriculum.

In the tenth, eleventh, and twelfth grades, students may elect to take their English and Global History courses at the Honors level. Students in Foundations, Intermediate, or Advanced Modern Language courses may take courses at the Honors level at any grade level. Choices are made in the first week of the term. Specific expectations for honors students are outlined in the course syllabus provided to students on the first day of the class. While the departments are committed to providing every student with a challenging curriculum, the Honors program is open to any student who wishes to engage with either subject at a more sophisticated, complex, and demanding level. In making their decisions, students should consult their current English, Global History, and Modern Language teachers and/or the head of the respective department.

INDEPENDENT STUDY

A proposal for independent study will be brought to the US Director, who may approve the proposal or forward it to the Department Heads for discussion. The

Department Heads may request clarification or modification of the proposal, which may need to be re-submitted.

An independent study project will carry academic credit and be graded as agreed on by the student, the supervising teacher, and the US Director. The supervising teacher will write comments, submit grades, and note credit for the student's transcript as they would for a regularly scheduled course.

NuVu PROGRAM

Students enrolled in the NuVu term will be granted the equivalent of 20 units of elective credit toward Beaver graduation requirements. These will be distributed as follows:

English	5 units
Global History and Social Studies	5 units
Science	5 units
Arts	5 units

PROGRAM CHANGES

Students who wish to add or drop a course must make their request and complete necessary forms within two weeks after the beginning of the course. After discussion with the student's advisor and teacher, the requests must be approved by the classroom teacher, the Department Head, the advisor and the Upper School Director. Exceptions to this policy are considered by the Upper School Director only under special circumstances.

For Seniors Only: Course Changes After Mid-Year:

It will be generally impossible for seniors to change their academic program significantly after all college application materials have been submitted, but some modifications may be permitted if certain conditions are met.

Course Change: A senior wishing to exchange one academic course for another academic course in the third term must obtain the permission of the Upper School Director, specifying the nature of the switch sought and the reasons for making the switch. Permission will not be granted until:

- The student has the written endorsement of the college advisor, and;

- The student and the college advisor have received written assurance from any college(s) to which the student has been accepted that such a change is acceptable to the college, and;
- The student and the college advisor have received assurance from any college(s) from which s/he is awaiting a decision that such a course change will not have a negative effect on the college's decision.

Course Drop: Seniors will not be permitted to drop courses after mid-year except in extraordinary circumstances; the same conditions for course changes must be met.

SECONDARY SCHOOL RECORD

The College Counseling Office and the Registrar prepare Official Secondary School Reports and transcripts for all colleges to which the student is applying. The Secondary School transcript lists all courses taken in grades nine through twelve, grades in those courses, and the resulting credits. In addition, activities, sports, awards, and honors are noted. Early in the senior year students should check the Secondary School Transcript with the Registrar for accuracy.

A confidential narrative recommendation prepared by the college counselor accompanies each official transcript forwarded by the school. In addition, most schools and colleges require additional recommendations, which students should request from their teachers well in advance of due dates.

SENIOR INTERNSHIP PROGRAM

During the last four to five weeks of the academic year, seniors participate in a Senior Internship program. Most seniors participate in internships with organizations with whom Beaver has a connection with or an organization they find on their own. A select few students can participate in a self-directed program. All projects are subject to approval by the Senior Internship Committee. Students share details of their experiences regularly. Students involved in spring extracurricular activities and athletics must also fulfill those commitments. During the Senior Internship period, students will report to campus on most Fridays for meetings and reflection.

STANDARDIZED TESTING & PREPARATION

Four major types of tests are administered by the College Board for the high school student: PSAT, SAT, SAT Subject Tests in several subject areas, and Advanced Placement examinations. The School Calendar includes most testing dates.

PSAT – The PSAT is administered at Beaver in October to all sophomores and juniors. Sophomores take the tests to familiarize themselves with the test format and to facilitate early-stage college counseling. Juniors use the scores to construct initial college plans and to anticipate work on SAT/ACT preparation, as well as to possibly qualify for the National Merit Scholarship program. Results do not go to colleges.

SAT – The SAT is typically taken in the second half of the junior year and in the fall of the senior year. Students will be advised by the college counseling office as to the optimum testing sequence.

SAT Subject Tests – SAT Subject Tests are taken by some students at the end of a course of study. Some highly selective colleges require two or three SAT Subject Tests, and students will be advised by the college counseling office and their teachers as to recommended testing.

ACT – The ACT is a college-entrance test taken by many students in addition to or in lieu of SAT and Subject Tests. It is offered several times a year to juniors and to seniors, and is interchangeable with the SAT in terms of college admissions requirements.

Beaver does not offer a formal test preparation course or program. However, the college counseling office maintains a list of local test prep providers and can provide guidance about how to choose one.

SUPPORT FOR STUDENTS WITH DIAGNOSED LEARNING DISABILITIES

One way that we commonly try to help students with known learning disabilities is to give them extra time on their tests and examinations.

In order to take advantage of our test accommodations, students must have a learning disability diagnosed by an accredited professional, and this document must be on file with us. To ensure validity and relevance, we recommend that this evaluation be updated every three years.

For those students who meet the criteria, we offer the following test accommodations:

EXTENDED TIME ON IN-CLASS TESTS (up to but not to exceed one-half of an extra class period). This is offered only to those students with a documented disability and with a specifically demonstrated need. **It is only granted when requested and only then with the approval of the Director of Academic Services.**

EXTENDED TIME ON STANDARDIZED TESTS is granted by the College Board and ACT to students with diagnosed learning disabilities, up-to-date evaluations on file (within the last three years), and a history of use of the extended time option on exams. Evaluations must be completed four months prior to the registration deadline. When applying for the SAT/ ACT Reasoning or Subject Tests, students and their parents must complete special registration material by the required deadline. Students will take standardized tests at national testing sites. For more specific information regarding registration procedures, families should contact the Director of Academic Services and the Director of College Counseling.

Contact the Director of Academic Services if you have questions regarding accommodations for your student.

BEHAVIORAL EXPECTATIONS & ACCOUNTABILITY

CLASS CUTS

Class cuts reflect an attitude at odds with the school's philosophy and are regarded as serious violations. A class cut will be reported to the registrar, the student's advisor, the Grade Team Leader and to the Upper School Director and/or Associate Upper School Director who will notify parents. A second class cut will result in a parent conference with the Upper School Director and a work assignment.

JUNIOR OFF-CAMPUS PRIVILEGE (TERM III)

From the end of spring break to the end of the school year, students in the junior class will be permitted with parental permission to leave campus during free periods or unassigned time. Students will not be allowed to leave during Club Block, whether or not they are participating in a club, or during All-School Assembly, Morning Meeting, Class Meeting, or Advisor Group times. Students will be expected to sign out at the front desk and will also sign in upon return. Students returning from off campus are not to be late to classes, meetings, rehearsals, or athletic practices or games; lateness or other violations of the off-campus privilege may be a cause for the revocation of the privilege. While off-campus, they will be expected to behave in conformity with Beaver's Good Neighbor Policy.

To be eligible for this privilege, a student must have written parental permission and be in good academic standing. An individual's privilege may be revoked at the discretion of the administration for disciplinary or academic reasons.

LATENESS TO SCHOOL & CLASS

Arrival to school and class on time is a matter of academic responsibility and common courtesy. Students are responsible for making up any missed work and meeting with their teachers to review material.

MISCONDUCT INSIDE THE CLASSROOM

It is expected that students will act respectfully and politely within the classroom, abiding by the Responsibilities and Rights published in this handbook.

When a student's behavior is so disruptive that the class cannot function normally, the teacher will, after a discussion of the infraction, communicate with the student's advisor, Grade Team Leader, and Associate Upper School Director and/or Upper School Director. Depending on the issue, parents may be contacted and invited to school to discuss the issue and strategies for improvement.

MISCONDUCT OUTSIDE THE CLASSROOM

Please see General Conduct and the Responsibilities and Rights page for more information.

Teachers will speak to students about concerns outside of the classroom. This includes, but is not limited to, the following: disrespect, offensive language, disrespect of the school's spaces, inappropriate dress, disruptive behaviors, and unsafe driving. After a discussion of the concern, the teacher will notify the student's advisor, Grade Team Leader, and Associate Upper School Director and/or Upper School Director.

OFF-CAMPUS VIOLATIONS

Students in grades 9 to 11 are required to stay on campus throughout the duration of the school day. 11th-grade students in the spring term only and 12th-grade students have off-campus privileges.

If students (grades 9-11) leave campus during the school day without permission, they will speak with their advisor, Grade Team Leader and/or the Associate Upper School Director. Parents will be notified.

SENIOR SIGN-OUT PRIVILEGE

All students are required to be in attendance on time for their first commitment of the day, including assemblies, class meetings, clubs, advisor meetings, scheduled conferences, and assigned classes. Seniors may leave campus during their free periods. Underclass students may not go with them. Seniors must return for their next commitment on time. When violations of the expectations occur, individuals may lose the open campus privilege.

STUDENT DRIVING AND PARKING

Properly licensed student drivers may drive to and park at school. All drivers must receive a parking decal from the Front Desk Coordinator.

The speed limit on campus is 5 miles per hour. All vehicles must observe the one-way traffic pattern. Students who drive recklessly on or around campus, fail to abide by the parking regulations, or who leave campus during the day may have their privilege of driving to and from school suspended or revoked.

Students may not drive to or from off-campus athletic practices or contests; they must travel in the van or bus with the team.

Students other than seniors may not leave or drive off campus until after their last school activity, including the afternoon program. During school hours, students may not lend their cars to other students.

Vehicles should be locked at all times. Student cars may not be parked in the front circle or in the admission parking area. During the school day, drivers and friends may not use cars for socializing.

Mopeds and bikes may not carry riders on the school grounds.

EARLY DISMISSALS

With the exception of seniors (and juniors during 3rd term), no student may leave the school grounds during the day without specific permission in advance. If it is necessary for a student to be excused early, parents must request permission as far in advance as possible. Off-campus appointments should be scheduled after class hours on non-game days to minimize loss of class time and the disruption of

the student's schedule. Students in grades 6-11 reported off-campus without permission during school hours are subject to disciplinary action.

Whenever your child is leaving early, please call 617 738 2733 or email attendance@bcdschool.org.

Parents will be notified if their child becomes ill during the day. The student will be allowed to return home if picked up by the parent/guardian or another authorized person. With verbal confirmation from the parent/guardian, the student may proceed home unaccompanied. (See also "Injury Protocol & Medical Sports Excuses")

Students leaving for home with parents directly from away athletic contests must request permission from their coaches.

EXTRACURRICULAR PROGRAMS & ORGANIZATIONS

AFTERNOON PROGRAM REQUIREMENTS

Students in 9th and 10th grade are required to participate in the Afternoon Program all three terms, and are required to participate in a fitness related activity at least one of the three terms.

Students in 11th and 12th grade are required to participate in a fitness related activity at least one of the three terms, but may opt to take one of the three terms off. Please note that if an 11th or 12th grade student wants to do all three terms of Theater: Acting or Theater: Tech, this participation fulfills the fitness related activity requirement.

CLUBS

The Club experience is designed to empower young people to develop into engaged, thoughtful, and motivated leaders. Clubs are designed by and led by students. Anyone wanting to start a club must secure the approval of the Director of the Hiatt Center and the Associate Upper School Director and have a faculty advisor. They can run for the entire school-year or by term. Students have the opportunity to apply for the creation of a new Club at the beginning of each term.

STUDENT COUNCIL

The role of the Student Council is to represent and to serve the Beaver Country Day School community. The Student Council is an organization of elected leaders who serve as a liaison between the student body and the administration. Each meeting is open to the school public, and everyone is welcome and encouraged to attend.

SCHOOL HOURS

The academic day begins at 8:00 a.m. every day except Monday, when it begins at 9:05 a.m. The normal school-day schedule, including the afternoon program, ends Monday through Friday at 5:30 p.m. The academic day ends at 3:25 p.m. every day for any students not participating in the afternoon program. During the winter, practice times are 3:45-5:15 p.m. and 5:15-6:45 p.m. Some afternoon activities may meet three times a week and end slightly earlier.

Except for seniors and 3rd term juniors, no student may leave the school during the school day without advance notice in writing. Students not involved in the afternoon program must remain at school until the end of the academic day. Students involved in the afternoon program must remain at Beaver until the conclusion of their afternoon activity.

UPPER SCHOOL SCHEDULE

Our modified block schedule allows us to implement a range of pedagogical strategies and opportunities for active learning, authentic assessment, and deeper learning. Major courses in the visual arts, English, history, math, language, and science meet two of the three terms.

These classes meet three times a week for 60 minutes, once a week in a double-block of 125 minutes, and once a week in a flexible X-Block period at the end of the day, which is designed to enhance learning and offer students the opportunity for personalized feedback. The X-block time is split into a 30-minute period dedicated to a specific class and a 30-minute open Office Hour time.

Some Performing Arts courses meet all three terms, four times a week for 60-minute classes.

