



Stoneleigh-Burnham School

**2021 - 2022
Community Handbook**

Updated September 2021

sbschool.org

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STATEMENTS

Stoneleigh-Burnham School Mission

Stoneleigh-Burnham School is an academic community that fosters an international perspective. We inspire girls to pursue meaningful lives based on honor, respect and intellectual curiosity. Each student is challenged to discover her best self and graduate with the confidence to think independently and act ethically, secure in the knowledge that her voice will be heard.

Stoneleigh-Burnham Non-Discrimination Policy

Stoneleigh-Burnham School does not discriminate on the basis of race, color, religion, sexual orientation, national or ethnic origin in its admissions process, employment and educational policies, financial aid programs, athletics and other School-administered programs.

Community, Equity & Justice Vision Statement

Stoneleigh-Burnham School strives to inspire our students to pursue meaningful lives, and we celebrate our students and our community in all that we do. As a school, we endeavor to be an anti-bias, anti-racist, and culturally responsive educational environment. We value lived experiences, diversity, and wisdom in all forms. Our collective goal is to help every member of our community feel seen, heard, supported, and empowered to thrive.

As a community we make a commitment to each other to speak and act with humanity, integrity, justice, and compassion toward a shared goal of diversity, equity, and inclusion. These principles serve as expressions that honor diverse perspectives and experiences not simply as enrichment, but as an essential aspect of a quality education, and as our duty to each other.

2021 Stoneleigh-Burnham Land Acknowledgement

Adopted May 2021 and amended by Hassana Jackson, Drew Roberts, Gabrielle Sprague, and Stella Turowsky-Ganci on behalf of the Class of 2024.

As a community we honor the legacy and voices of indigenous peoples. This land is forever connected to indigenous worship and heritage; to steal this land and erase indigenous legacies and voices is- the ultimate disrespect to the history of their rich cultures. In acknowledgement of that erasure, we are here to passionately communicate with the utmost respect, an acknowledgement of the indigenous land that our school sits on.

Stoneleigh-Burnham School acknowledges that we are situated upon the stolen ancestral homelands of the Pocumtuc peoples. We also recognize our present-day neighboring indigenous nations: The Abenaki to the north, the Nipmuc and Wampanoag to the east, and the Mohican to the west.

We acknowledge the history of genocide and forced removal here, like the massacre at Peskeompskut. We honor and pay our respects to the diverse indigenous peoples who stewarded and honored this land throughout the generations before us, who represent the past, present, and future caretakers of this land.

Gender Inclusivity Statement

Central to our mission, Stoneleigh-Burnham School was founded as, and remains a school that supports the education of girls. As a gender inclusive girls' school we value the gender expression and gender diversity of students who identify as girls or who were assigned female at birth.

Stoneleigh-Burnham honors that each student's path is unique and values the safety of all members of our community. Should an enrolled student identify as non-binary or male, the school will work in partnership with the student and their family to provide support regarding the student's continued journey at Stoneleigh-Burnham.

THE HISTORY OF STONELEIGH-BURNHAM SCHOOL

In 1968, two Massachusetts girls' schools, Stoneleigh-Prospect Hill School of Greenfield and the Mary A. Burnham School of Northampton, merged and became Stoneleigh-Burnham School. The merger brought together two rich histories that shared one inspiration: "to provide young women with the same educational opportunities afforded to young men and to prepare young women for college." This commitment to girls' education is at the root of all that we do at Stoneleigh-Burnham School. We honor our history through school traditions and we weave that rich history into the fabric of every student's experience here, making them aware of their place in the broader history of this wonderful School.

Stoneleigh-Burnham School is the product of five founding schools, all committed to educating young women and preparing them for college. The timeline below demonstrates how and when the series of mergers happened, ultimately resulting in the 1968 merger that produced Stoneleigh-Burnham School.

Our timeline:

1869 - **Prospect Hill School** is founded in Greenfield, Massachusetts by Reverend John Farwell Moors.

1877 - **The Classical School for Girls** is founded in Northampton, Massachusetts by Bessie Talbot Capen and Mary A. Burnham. The founders are encouraged by then-President of Smith College, Laureus Clarke Seelye, to provide young women with a better preparation for entrance into Smith College.

1885 - The Classical School for Girls is renamed the **Mary A. Burnham School**, in honor of founder Mary A. Burnham.

1909 - **The Elmhurst School** is founded in Connersville, Indiana by Isabel Cressler and Caroline Sumner, also at the urging of Laureus Clarke Seelye.

1926 - Elmhurst School relocates to a larger campus in Rye, New Hampshire and is renamed the **Stoneleigh School for Girls**.

1930 - The Stoneleigh School for Girls merges with Prospect Hill School forming **Stoneleigh-Prospect Hill School** on what is currently the Stoneleigh-Burnham School campus.

1968 - Stoneleigh-Prospect Hill merges with the Mary A. Burnham School to form **Stoneleigh-Burnham School**.

2019 - **Stoneleigh-Burnham School** celebrates 150 years of educating adolescents.

ACADEMICS

Our intentionally small school provides a supportive environment for students to push themselves and to take risks in their learning. With classes that average just 10 students, there is no back row in which to hide. Every voice in the room counts and each student will contribute to every class with their unique opinions, worldview, and ideas. Our teachers emphasize the practical application of their lessons while encouraging students' self-discovery. Our middle and upper school curriculums challenge each student to understand the multi-sensory, collaborative process by which they learn about themselves and the world. We are dedicated to ensuring our students graduate with the ability to draw connections across disciplines and to be active, compassionate lifelong learners.

Middle School Program

Middle School Foundation

The Middle School program was founded and continues to be based on:

- The School's mission statement and the focus on international community, respect, authentic best self, and voice.
- The research-based principles of successful middle schools - culture, curriculum, and leadership - according to the Association of Middle Level Education
- The core elements of self esteem in girls according to Dr. JoAnn Deak: connectedness, competence, confidence

In this context, we work to support the development of our community members' whole selves through:

- The HILL framework of Dr. Gholdy Muhammad
- Identity development
- Skill development
- Intellectuality development (knowledge and critical thinking)
- Criticality development (identifying and responding to injustice)
- Focusing on growth in academic, artistic, physical, and social skills.

Program Components

Elements of our comprehensive and coordinated program include:

- Courses in Humanities (combining ELA and History/Social Studies), Language, Math (placement in Pre-Algebra, Algebra 1, and Geometry as appropriate), Science, and the Performing and Visual Arts
- Seventh graders take a standard schedule including Introduction to Language and trimester-long courses in the performing and visual arts.
- Eighth graders may choose a language, either French or Spanish. Eighth graders also take Design and Color and choose from a variety of arts electives.
- Optional performing groups in dance, vocal music, and instrumental music (classical, jazz, and rock).
- Our after-school/athletics program includes riding, dance, fitness, and team sports.

- Students may participate in clubs, activities, and the social life of the school
- Advisory
- Class Meetings
- Civic engagement and community service
- Our dorm-based residential program

Middle School Assessment

Learning is a continual process, and assessment in the middle school reflects the primary importance for young adolescents in particular of both continual formative feedback from teachers and self-reflection by students as well as periodic summative assessments of many different types that give students a chance to bring their developing skills together and demonstrate what they can do. Accordingly,

- All middle schoolers take classes on an ungraded basis and do not take final exams, even if the class is based in the upper school.
- Course-specific progress reports, written three times a year at midterm, provide a narrative overview of the student's skill development, progress, needs, and suggested means of meeting those needs.
- Advisor comments, written three times a year at the end of the term, provide a holistic overview of the students' successes and needs for growth. As with course-specific progress reports, these also offer suggestions for how to enable growth to occur.

Upper School Academics

Graduation Requirements

To receive a Stoneleigh-Burnham School diploma, an Upper School student must earn a minimum of 20 academic credits and meet the distribution requirements below.

Subject	Years (in Upper School)
English	4
History	3 (including United States History and one year of IB History)
Mathematics	4 (including one course beyond Algebra 2 required)
Science	3 (two must be lab sciences), 4 recommended
Languages	3 consecutive years in the Upper School of the same language required, 4 recommended
Arts	2 trimesters required each year

Each student takes a minimum of five credits and a maximum of six credits per year. Fewer than five and more than six require approval of the Academic Dean. It is recommended that students take more than the minimum academic requirements to take advantage of the opportunity to explore new areas of learning. The School makes every effort to place students in courses that will both challenge their academic ability and promote their personal growth.

Summer study is encouraged in order to supplement, accelerate, or remediate one's knowledge in a given area of study. When a student wishes to take a summer course for credit, approval must be granted in advance by the Academic Dean.

The International Baccalaureate Programme

All juniors are eligible to enroll in the optional two-year International Baccalaureate (IB) Diploma Programme. Students are also able to take single or multiple IB courses to earn individual certificates of study without completing the entire IB Diploma.

The IB Diploma is awarded following successful completion of six courses (three or four at the Higher Level and the remainder at the Standard Level) plus the Extended Essay, the Theory of Knowledge course, and participation in the Creativity, Activity, and Service component of the programme. In addition to in-class assessments, external examiners will assess individual student performance. This evaluation is based primarily on final year examinations taken in all subjects as well as internal assessments completed over the two years, for example, oral examinations, science laboratory investigation reports, and portfolios of artwork. Most importantly, the IB Diploma signifies that the student has taken an active role in their own intellectual development. For more information, please visit the IB Programme section on our website.

Course Selections

Upper School course selection for the following year is made at the beginning of the spring trimester. During the academic year, a student who is thinking about modifying their academic schedule should confer with their teachers, advisor, and, ultimately, the Academic Dean.

Students may add or drop a course during the first two weeks of that course, with approval of the teacher and Academic Dean. A special form for this purpose is available from the Academic Dean's office. Full year courses may only be dropped during the first two weeks of the academic year. Courses dropped at any other time during the year will be noted on the transcript as either a WP (Withdraw Pass) or WF (Withdraw Fail) with no credit awarded. If a student completes a full trimester in a yearlong course and they move to a different level for the remaining two trimesters, the first trimester's course and grade, along with the other two trimester's, will be noted on the student's official transcript.

Stoneleigh-Burnham values and supports student exploration of academic subjects and offers a pass/fail option for students who would like to take a concurrent second subject in a single year or a class that is not necessary beyond our graduation requirements.

Academic Reports

Academic reports and comments are sent to students and families at the middle and end of each trimester. Mid-term reports include course comments and individual comments for all students, as well as grades. The fall mid-term reports do not include grades for upper school students as the focus for those first weeks of school is acclimating to the new academic year.

End-term reports include course comments, grades, and additional comments for other areas of academic and student life. These comments include advisory, athletics, Discovery Seminar, and the three IB diploma courses (TOK, EE, and CAS).

Incompletes

Incompletes given in trimester reports must be made up within the first ten days of the following term. For any Incompletes given at the end of the year, the completion date will be determined by the teacher and student in conjunction with the Academic Dean.

Spring Pass/Fail for Seniors

Seniors taking IB exams in May will take their spring trimester IB courses on a pass/fail basis. Seniors who fail an IB 2 class in the spring trimester will have that grade calculated into their final year grade. Seniors who pass an IB 2 class in the spring trimester will have their final year grade based on the fall and winter trimester average. There

is no spring trimester honor roll calculation made for seniors. Students in non-IB classes will be graded during the spring trimester.

Multiple Assessment Policy

In order to provide students with a balanced, less stressful and healthy study system, students are not required to complete more than two major graded assessments on any day (including the midterm or final week of a trimester). The major graded assessments include chapter or unit tests, projects, major papers or essays, lab reports, etc. If the student has more than two major graded assessments in a day, they have the option of an extension for one of the assessments. The student is responsible for speaking with the teacher in person at least 24 hours in advance to arrange the extension(s). For the last weeks before breaks, all major assessments must be assigned on or before the Monday of the preceding week, thus ensuring students have enough time to note and adjust due dates for the last week.

Academic Probation

Students earning a grade of F, or two or more grades of D or below, in the trimester or year-end grades are placed on Academic Probation. This may result in individualized programs and restrictions designed to support a student in their academic work. A student on Academic Probation for more than two consecutive terms jeopardizes their enrollment at SBS. Students on Academic Probation will have monitored study time during the full term of their probation.

Upper School Honor Roll

Advisors will notify advisees if they have earned a place on each trimester's honor roll (Honors: B+ average; High Honors: A- average; Highest Honors: A average) and the designation will be added to the student's transcript. The Honor Roll is calculated by averaging a student's grades in all courses (excluding pass/fail courses.) In order to qualify for the Honor Roll, students must:

- be enrolled in at least five graded classes
- have no grade below a B-

Academic Integrity

Stoneleigh-Burnham School considers academic honesty to be an important part of a student's life. Student work needs to be:

- Original (the result of their own ideas)
- Independent (completed only by the individual student)
- Cited (when using someone else's words, images, ideas or help)

Plagiarism

Plagiarism is the deliberate or unintentional appropriation of someone else's words, images, or ideas without the use of parenthetical references/footnotes and a list of works cited. The exception is information that is considered common knowledge. Specific data, facts or information otherwise not known by a wide audience, however, must be cited using the MLA format.

Students Working Together

In those situations where students legitimately work together, be sure of the following:

- The teacher is aware of and approves of the partnership.
- All students in the group share equally in the workload.

- There is some written acknowledgment of who did what.
- A student may help another student by identifying an error, but may not offer the solution or correct the error. Representing someone else's solution as their own work is plagiarism.

A task designed for learning should be completed by the student, using the resources that the teacher allows. Both the task and the allowed resources are parts of the learning experience. When students use resources that are not allowed, they reduce their learning. They also create an illusion of learning, without the actual learning. Hiding the truth this way disrespects the other students, the teacher, and the school.

The personal integrity of students and adults at SBS combine to form our learning community. Each of us must value academic integrity for ourselves and each other. This is what separates a school from most kinds of organizations. Maintaining a learning community requires special skills. Mistakes are part of any process of mastery. SBS is committed to helping students learn from academic integrity mistakes like we do with everything else we teach.

The teacher and department head will review the incident and bring it to the Academic Dean to decide whether to bring it forward for possible consequences. The teacher and the student will review the assignment or assessment, then meet with the Academic Dean for further discussion as needed. The advisor will be informed and may be asked to attend this meeting.

Upper School

First offense: The assignment is not accepted and must be re-done for a grade.

The student writes a reflection piece demonstrating understanding of the incident; this is placed in the student's file and sent to the student's family.

The student must review the academic honesty checklist and meet with the Academic Support director.

The student's advisor communicates with the student's family.

Second offense: The assignment is not accepted and must be re-done and submitted for a grade and assessed a late penalty.

The student writes a reflection piece demonstrating understanding of the incident and consequences; this is placed in the student's file and sent to the student's family.

The student is placed on academic probation.

The Academic Dean communicates with the family.

Third offense: The assignment receives a failing grade and must be re-done for no credit.

The student writes a reflection piece demonstrating understanding of the incident and the consequences; this is placed in the student's file and sent to the student's family.

The student remains on academic probation and the violation may be reported to colleges.

The student may be required to appear before an Academic Review Board.

The Academic Dean communicates with the family.

Fourth offense: A fourth offense may jeopardize the student's place in the SBS community.

Middle School

First Offense: The assignment is not accepted and must be re-done.

The student writes a reflection piece demonstrating understanding of the incident; this is placed in the student's file and sent to the student's family.

The student must review the academic honesty checklist and meet with the Academic Support director.

The student's advisor communicates with the student's family.

Second Offense: The assignment is not accepted and must be re-done.

The student writes a reflection piece demonstrating understanding of the incident and consequences; this is placed in the student's file and sent to the student's family.

The Academic Dean communicates with the family.

Third Offense: The assignment is not accepted and must be re-done.

The student writes a reflection piece demonstrating understanding of the incident and the consequences; this is placed in the student's file and sent to the student's family.

The student may be required to appear before an Academic Review Board.

The Academic Dean communicates with the family.

Fourth offense: A fourth offense may jeopardize the student's place in the SBS community.

Attendance

A learning community is reliant on the participation of its community members. Participation begins with attendance. Students are expected to attend all School commitments and arrive on time. These commitments include, but are not limited to: classes, athletics and after school activities, study halls, skills sessions, special events, community dinners, advisory and class meetings, whether scheduled by the School, a faculty member or by the student themselves. Absences are designated as either excused or unexcused.

Excused Absences

- *Illness:* Day student families must email attendance@sbschool.org or call the Attendance office at ext. 200 prior to 8:00 a.m. for any absence due to physical or mental health or medical appointment. Whenever possible, all medical appointments should be scheduled outside the school day and during vacation periods. Boarding students must report to the Health Center prior to 8:00 a.m. to be assessed.
- *Emergencies:* Please contact the Dean of Students' office in the event of acute illness, death in the family, or other emergency.
- *College Visits:* Students are granted four excused college visits to be used during their junior and senior years. All visits should be cleared through both the College Counseling and the Dean of Students offices. Both day and boarding students must fill out an Off-Campus form at least one week in advance.
- *Family Milestones:* Students need to miss a day of classes for family milestones, like weddings, graduations, or memorial services. Families should notify the Dean of Students office prior to an absence of this nature. Both boarding and day students must fill out an Off-Campus form at least one week in advance.
- *Religious and Cultural Observances:* The School encourages students to observe their religious and cultural holidays and traditions while school is in session. Students are invited to meet with the Dean of Students to share their dates of observance and discuss how the School can support them in observing the holiday.

Any student anticipating an absence is responsible for notifying their teachers in advance of the absence and for collecting all necessary assignments to do while away. A student who has been absent is expected to turn in their missed work by the deadlines agreed upon with their teachers or meet with the Academic Dean to determine appropriate deadlines.

Unexcused absences

Absences that do not fall within the categories listed above will be considered unexcused. Consequences and communication increase with each unexcused absence. Any assessments missed during an unexcused absence cannot be made up for credit.

- First unexcused absence will result in a conversation with the advisor and teacher
- Second unexcused absence will result in a conversation with the advisor and teacher, and the advisor will

communicate with the student's family

- Third unexcused absence will result in a conversation with the advisor, the student's family, the Academic Dean and Dean of Students. Discussion will include appropriate consequences and will be communicated to the family.

Patterns in attendance

Student attendance is recorded throughout the year. When a pattern of absence (excused or unexcused) or tardiness is identified, especially when related to a particular commitment, communication between the student, their advisor, and other parties occur.

- First communication is with the student, advisor, and the teacher/instructor, who meet to discuss the recurring absence/late arrival. The advisor will notify the student's family.
- If the pattern continues, the second communication is with the student, advisor, the student's family, the Academic Dean and Dean of Students. Discussion will include appropriate consequences and will be communicated to the family.

All communication steps with the student for unexcused absences or patterns in attendance focus on ways to help the student establish a regular pattern of attendance. Making up missed learning opportunities will also be part of the conversation. Consequences may include attending supervised study hall, having campus restrictions, or other outcomes related to the missed commitment. Students who continue to miss commitments may be put on medical leave or have mandatory supports put in place to remain enrolled at the school.

Academic Center

The Academic Center offers several programs designed to support academic achievement in a college-preparatory environment.

The Academic Support Program

Some students may have mild to moderate learning differences or academic challenges that suggest that they may benefit from targeted instruction in specific academic skills or strategies. The Academic Support Program is designed to support these students in developing the skills and strategies necessary to succeed in an unmodified college-preparatory curriculum. The expectation of students enrolled in academic support is that they are capable of completing work independently between sessions. The Academic Support Program does not offer subject-specific tutoring or supervised homework completion and is not designed to serve students whose academic challenges stem primarily from an emotional or behavioral difficulty.

Students are referred for academic support through three avenues. Most students who would benefit from work through the Academic Center are identified through the admissions process. Occasionally a student will demonstrate some weaknesses in the classroom after enrollment, in which case their advisor will consult with the Director of the Academic Center and the family to determine whether or not academic support is warranted. Families may also contact their child's advisor if they would like to pursue a referral to the Academic Center.

Students who receive support through the Academic Center are enrolled in a non-credit-bearing course called "Academic Skills." Students meet individually with a teacher once, twice, or three times per week for the duration of the academic year. There is a fee for academic support, billed at the beginning of each trimester. As with any other course, attendance is required and absences are addressed according to the School's attendance policy. Students enrolled in Academic Skills work one-on-one with a member of the Academic Center faculty. Skills sessions are designed to assist the student with the development and use of appropriate academic strategies in all subjects. Students are expected to be active and engaged participants in academic strategy development and to work cooperatively with their teacher to the best of their abilities. The Academic Skills curriculum is

tailored to the needs of the individual student; the most common areas of instruction include organization, time management, note-taking, test-taking, memory and recall, writing strategies and essay planning, advanced reading comprehension, academic confidence, critical or abstract thinking strategies, and/or self-advocacy. Teachers may occasionally use a student's textbooks or writing assignments as material on which to practice strategies, but Skills sessions are not designed to be used for homework completion. For students with attentional or executive functioning difficulties, an academic coaching model is often used.

Occasionally the Director of the Academic Center will collaborate with a member of the faculty to arrange for a small group of students to receive targeted instruction on a specific set of skills. The most common areas for small group instruction include organization, study habits, and writing skills. These groups run as long as needed and there is no fee associated with this service.

Stoneleigh-Burnham School does not provide remedial instruction in any subject, nor do we provide specific language-based instruction such as Lindamood-Bell or Orton-Gillingham. We also do not offer supervised homework completion as a regular part of our program as it takes away from time spent developing successful global strategies. Students who demonstrate a consistent inability to complete homework independently will be referred to the Academic Dean.

The Academic Center does not offer standardized test preparation services or instruction. For information about test preparation services, please contact the Director of College Counseling or the Academic Dean.

Learning Plans

Confidential learning plans are generated for all students who have educational or neuropsychological testing on file with the School. In conjunction with the Director of the Academic Center and other School personnel, a learning plan is designed for each student that takes into account their strengths, weaknesses, and any identified learning differences. This plan is created in collaboration with the student's family and shared with the student's teachers and advisor.

Academic Accommodations

In order to be eligible for academic accommodations at Stoneleigh-Burnham, students must have on file a psychoeducational and/or neuropsychological evaluation performed by a qualified tester that has been completed within the past three years, including both a cognitive and an academic assessment. At any time during a student's enrollment at the School, if testing becomes outdated it must be updated for the student to continue receiving accommodations. The School cannot accept an IEP/504 plan or a record of accommodations from a previous school as stand-alone documentation; any plan of this sort must be accompanied by the evaluation. **The evaluation must include a clear diagnosis of a recognized learning or psychiatric disability, must include both test scores and analysis which supports the diagnosis, and must explicitly recommend specific accommodations. Evaluations that do not include this information will not qualify a student for academic accommodations.**

The evaluation must be received by the School prior to August 24th for the academic year beginning in September to guarantee adequate review time so that the student will receive the services for which they are qualified. Testing received after this date will be reviewed as time permits. The School has a comprehensive Policy on Academic Accommodations available for parents and testers; please contact the Admissions office or the Academic Dean for a copy if necessary.

As Stoneleigh-Burnham is a college-preparatory school, classroom and testing accommodations are limited and may include such accommodations as extended time, a minimally distracting environment for testing, use of audio books, or use of a computer and calculator. The School does not offer a modified curriculum and does not waive graduation requirements.

Application for College Board, ACT, IB Accommodations

As the School's policy on academic accommodations is taken directly from the requirements of the College Board, students eligible for academic accommodations at the School will typically, but not always, be eligible for accommodations on standardized tests such as the PSAT, SAT, ACT and TOEFL, as well as IB exams. It is the responsibility of the student to work with the Director of the Academic Center well in advance of their test dates to secure these accommodations. It is important to note that in order to receive accommodations on most standardized tests, a student must have been eligible for and using accommodations at Stoneleigh-Burnham School for a minimum of four months before applying for accommodations on standardized tests.

If the student has previously received accommodations on College Board standardized tests, please be aware that the College Board requires students to reapply for accommodations when they transfer to a new school.

College Counseling

The College Counselor guides students through the application process during their junior and senior years, aiming to help each student find the school that is right for them. Students have individual meetings with the College Counselor on a regular basis beginning in junior year. The College Counselor conducts workshops to give juniors practical knowledge about the application process, so the students return to school for their senior year well-prepared to take on the process.

Students are advised to select one of the following testing locations: Greenfield High School or Northfield Mount Hermon. Students are responsible for registering themselves for tests. Transportation to most ACT and SAT test administrations is provided for boarding students. Day students are responsible for their own transportation to test centers. International students must arrange TOEFL test transportation through the Dean of Students' office.

Families are encouraged to keep in close communication with their child and the counselor so that the application process goes smoothly. Families are strongly encouraged to take advantage of Family Weekends to meet with the College Counselor. The counselor is available at other times by phone or email and welcomes visits by students and their family.

Students are encouraged to meet with representatives from the numerous colleges and universities throughout the United States and abroad that visit our campus each year. Students who wish to visit a college or university in person are granted four excused college visits during their junior and senior years.

Disclosure of Disciplinary Action

Most college applications ask if the student has been put on probation, suspended, or expelled at any point since the 9th grade. Stoneleigh-Burnham strongly urges the student and their family to report disciplinary infractions when asked. It is the School's policy to report to colleges infractions that have resulted in expulsion.

Library Resources

The Macalaster Library is a place for reading and study for intellectual pursuits and personal interest. Library users are requested to follow guidelines of quiet study and should be mindful of those using the space for academic use. Students are encouraged to use the Student Lounge or Student Cafe for social gatherings and conversation. The Library is supervised during evening study hall.

Books, except reference and reserve books, may be signed out for three weeks. Current magazines should be read in the Library. Interlibrary loan is offered when students need materials not available in the Stoneleigh-Burnham library

ATHLETICS AND AFTER SCHOOL PROGRAMS

Philosophy and Expectations

Stoneleigh-Burnham School is committed to the use of athletics as a positive developmental medium. Our mission is to provide an athletic and after school program that will enrich the educational and personal experiences of our students and help them develop as healthy athletes. Our aim is to promote a healthy mind in a healthy body.

The goals of the athletic department are to provide opportunities for all of our students to participate in sports, regardless of their abilities, and to give them the skills needed to maintain lifelong health and wellness. We recognize that, through participation in sports, lessons are learned that benefit our students and our School. Athletic endeavors are an integral part of the total educational experience at SBS and a vehicle for character growth. Athletes learn determination, perseverance, sportsmanship, and teamwork. Competition fosters school spirit as well as personal and institutional pride. Athletes at SBS learn how to accept victory as well as defeat with decorum. As always, our goal is to “win without boasting and lose without excuse.”

Participation Requirements

All students are required to participate in an SBS athletic program or afterschool activity each trimester. Participation is a graduation requirement for Upper School students. Students receive a pass/fail notation at the end of each trimester. Students who do not meet their full obligations will not receive credit for that term in athletics and will need to make up the requirement. Attendance for athletics and after school programs aligns with the attendance policy stated on page 10.

Students participate in their activity or sport daily during the academic week and on Saturdays, as their sport schedule dictates. If a change in a student’s athletics option is necessary, approval from the Director of Athletics and both coaches/instructors is needed. Changes can be made during the first two weeks of the trimester.

Requirements by grade:

- All students in grades 10-PG must participate in at least one competitive team sport or two trimesters of either dance or riding. Students are required to participate in an after-school program each trimester.
- All students in grades 7-9 are required to participate in an after-school program each trimester, but there are no requirements about what that must look like. Students are encouraged to try a new sport or activity to increase their exposure to and build interest in the opportunities that exist.

Athletic and After School Program Options

Athletic Options

- *Competitive sports:* Volleyball, Soccer, Cross Country, Basketball, Swimming, Softball, Tennis, and IEA Equestrian team.
- *Non-competitive sports:* Dance, Recreational Tennis, Play Production, Fitness, and Outdoor Recreation.

Alternative Programs

For one season each year, students may elect to be involved in an alternative program outside of the regular athletic program. The remaining two seasons must be spent engaged in one of the athletic or afterschool options offered by the School. For alternative programs, students can submit an application to the Athletic Department at least three weeks before the start of the trimester. Information on the criteria and deadline for the application is available by contacting the Athletic Department.

There are four options considered alternative programs:

- *Service-oriented alternative:* afternoon activities, such as community service, supervised by a faculty member (Middle School students have their own civic engagement work.)
- *Fine arts alternative:* a formal, concentrated program under the direction of the Art or Music Department
- *Outside athletic alternative:* a serious athletic interest not offered by Stoneleigh-Burnham that involves a formal program off campus
- *Internship or shadowing a local professional*

Additional Activities

Occasionally, a student may be involved in a program outside of the School in addition to participating on a School team. It is the policy of the School that all students must first meet their commitment to the athletic and recreational programs offered by the School. In general, students who wish to become involved in any additional programs outside the jurisdiction of the School require approval of the coach of their sport.

Equipment and Uniforms

Many sports or activities require equipment or gear specific to the individual student. Consequently, the School asks students to supply their own equipment. Students should wear activity-specific attire and/or equipment to every session, and bring a water bottle for hydration.

Some competitive teams will be issued uniforms from the Athletic Department for the duration of the season. Any items borrowed from the Athletic Department should be cleaned and maintained by the student, and will be returned before the end of the trimester associated with that sport. Items not returned or damaged beyond normal wear and tear may result in a charge for replacement.

The school will provide transportation to and from all competitive events. Team members should use School-provided transportation to and from off-campus practices and away games unless approved by both the coach and the Athletic Director.

NEPSAC Code of Ethics and Conduct

SBS abides by the guidelines established by the New England Prep School Athletic Council (NEPSAC), whose primary purpose is to encourage all member schools to conduct the affairs of games, leagues and tournaments according to the highest standards of cooperation and goodwill. All SBS coaches and athletes follow the NEPSAC Code of Ethics and Conduct:

- Treat others as you know they should be treated and as you wish them to treat you. Treat officials and opponents with respect.
- Regard the rules of the game as agreements, the spirit or letter of which you should not evade or break.
- Accept absolutely and without quarrel the final decision of any official.
- Honor visiting teams and spectators as your own guests and treat them as such. Likewise, behave as an honored guest when you visit another school.
- Be gracious in victory and defeat; learn especially to take defeat well.
- Be as cooperative as you are competitive.
- Respect and adhere to the decisions of your own athletic trainer and the athletic trainer at the host school.

Certified Athletic Trainer

A certified Athletic Trainer will be present during all home athletic games. When the Athletic Trainer cannot be present, a School nurse will cover. The Athletic Trainer works together with the Health Care Center to provide quality health care services to our athletes consistent with the standards set by the National Athletic Training Association and The Board of Allied Health of Massachusetts. The Athletic Trainer arranges office visits for rehabilitation and physical therapy and works with local doctors to ensure appropriate care.

COMMUNITY LIFE

Community Life is a cornerstone of our every day at Stoneleigh-Burnham. We not only attend school together, but we also live together in the dorms, share meals in the dining hall, play together on the fields or on the court, perform on stage or in the studio, practice and compete together at the barn, and participate in time-honored Stoneleigh-Burnham traditions together as one. We share so many experiences across campus and those shared experiences make up the foundation of our community and how we coexist. Part of being in community with each other also requires that we actively care for one another, and at SBS, we show we care by ensuring that every member of our community feels valued and their individual and diverse experiences are welcomed and honored.

In over one hundred and fifty years of existence, the power of individual contributions to our community have shaped who we are and how we grow and thrive. Students and adults alike, are essential contributors to the growth and development we experience as a whole, and every individual voice contributes to the power and strength of our community bond. In this section of the handbook you will learn about those areas of school where you will experience and participate in our community and we know that you will be an integral part of how community life is shaped while you are at SBS.

School Traditions

Traditions are a big part of life at Stoneleigh-Burnham. While some of the following traditions have been a part of Stoneleigh-Burnham life for over a hundred years, others are more recent, generated by students who identified a need for a community celebration. Here are some of the traditions that make life at Stoneleigh-Burnham special:

- **Convocation:** Held the first day of classes, Convocation is the formal opening of the school year and a welcome to all members of the SBS community. The program culminates in all students and employees signing their names to the Honor Code in a pledge to work together during the year ahead.
- **Founders' Day:** A day when the Middle School honors the founding class from 2004. This spring day typically includes activities and food planned collaboratively by and for MS students. Members of the senior class who attended the MS program are invited to join in aspects of the day.
- **Junior Ring Ceremony:** An event to celebrate the junior class as they receive their school rings, the Junior Ring Ceremony begins with a community dinner followed by a formal all school ceremony, which families of eleventh graders are encouraged to attend.
- **Mountain Day:** One of the oldest SBS traditions, Mountain Day is a surprise day off from classes in the fall. The day begins with Bigs treating their Littles to breakfast, followed by the entire community traveling to a nearby mountain for a day of hiking and activities.
- **Moving Up Ceremony:** This ceremony honors eighth graders at the end of the year for their growth and contributions to the Middle School and the greater community. It marks their transition from middle to upper school.
- **Spearth Day:** A combined celebration of Earth Day and spring. The day begins with Littles treating their Big to breakfast, followed by community service work for students and faculty. The afternoon brings a talent show and student-led fair to celebrate fun and friendship.
- **Spirit Week:** Sponsored by the Student Council in mid-winter, Spirit Week dictates a different focus for dress each day and ends the week with a competition among classes.

In addition to these yearly events, students find regular happenings to be equally memorable and important to the community. Weekly Housemeeting, Advisory group meetings, ringing the Victory bell, and Dining Service's chocolate chip cookies are frequently mentioned as community favorites.

Dress Guidelines

Stoneleigh-Burnham students are expected to dress for the responsibilities they have that day while upholding the values within the SBS honor code.

Classroom attire is casual, and teachers may ask students to wear specific clothing for safety precautions in class (science labs and some art courses, for example). Any specific attire needed for an athletic or after school activity would be expected at practices and lessons. Students with athletic contests are encouraged to wear their uniforms to classes on those days. Students are encouraged to wear SBS attire on Admissions visit days.

SBS does not place any restrictions on individual expression of hair style, hair color, hair coverings, or piercings.

Elevated Dress

For most special occasions, elevated dress is expected. Elevated dress is more formal than what a student may wear for a regular class day, similar to "business casual". Students often wear a dress, skirt or pair of nice pants with a collared shirt or blouse. Elevated dress is required for occasions such as Junior Ring ceremony, Middle School moving up ceremony, and community dinners.

Formal Dress

For the biggest events of the year, like 100 Nights and graduation, students are expected to dress more formally. Suggested attire includes a fancy dress or pants suit, dress pants or skirt with elegant top.

Graduation (for seniors)

Graduation is a formal, mid-morning event; choice of attire for Seniors should reflect the occasion. Graduation attire is approved by the Senior Class dean the last week in April. Guidelines are as follows:

- Clothing must be white or off-white.
- Seniors may choose to wear a dress or pants suit. Traditional clothing representative of a senior's culture is welcome.
- Shoes should be light in color and heels should be no more than three inches high.
- Hemlines of dresses should be around knee-length.
- Clothing should not reveal one's full back, cleavage or midriff.
- Tops cannot be strapless.

Student Clubs and Organizations

One of the great benefits of attending a small independent school is the wealth of extracurricular opportunities available to students. SBS is proud of the many and diverse offerings for students; students participate in a wide variety of extracurricular opportunities over their tenure at the School. Students develop leadership skills through their participation in an activity they love or expand their interests by trying something new.

OEKs - Eight Senior Heads of School

The OEKs are our eight senior elected leaders and hold the highest student leadership positions at Stoneleigh-Burnham School. OEK stands for Okto Ellinika Kefalia, or "Eight Greek Heads," and was chosen to honor the school's mascot, Athena the Owl, by the inaugural OEKs in 2016-2017. The role of the OEKs is to work together

to set the tone of the student body. This group of seniors work together to impact and influence school culture and wellness.

These leadership roles are for 12th grade students only. This core group of leaders is supervised by the Dean of Students and the faculty member or administrator who corresponds to the area of interest. The group as a whole meets regularly with the Dean of Students. Elections are held each spring through speeches shared at Housemeeting, and all members of the community are invited to vote.

- Head of Student Body (also President of StuCo) - StuCo advisor
- Head of Academic Experience - Academic Dean
- Head of Athletics and After School programs - Director of Athletics
- Head of Bigs and Littles (also Senior Class President) - 12th Grade Class Dean
- Head of Community Alliance - DEI Coordinator
- Head of Health and Wellness - Director of Counseling and/or Health Center
- Head of Service (Community and Environmental Stewardship) - Community Service advisor
- Head of Student Activities - Student Life Coordinator

Additional Information

- Students can only hold one of these positions, but may run for more than one position. Once they are elected to a position, they cannot run for another OEK position
- To best support our students, elected leaders will work closely with their advisor and the Dean of Students to look holistically at their entire workload to ensure it is healthy, realistic and balanced.

Student Council (StuCo)

As the governing student body of Stoneleigh-Burnham Upper School, Student Council members are involved in assessing and improving student life. The elected OEK position for the Student Head of School is the president of Student Council (StuCo). The Student Council works closely with all the OEKs and the administration to ensure the best possible and most meaningful experience for our students. The eight senior OEKs meet with StuCo on a biweekly basis.

StuCo meets once each week to discuss issues brought forth from each class or issues that the administration wishes StuCo to examine. Any StuCo member who is involved in disciplinary action resulting from a Disciplinary Review Board will automatically be removed from their position. Membership is determined as follows:

- Upper School class presidents are elected by their classes in the spring to serve during the following academic year.
- Upper School class vice-presidents are elected by their classes in the fall to serve for that academic year.
- The 8th grade elects two co-presidents in the fall to serve from September to December of that academic year. New officers are elected in December, to serve for the remainder of the academic year. Fall officers may run for re-election.
- The 7th grader elects a representative in the fall to serve from September to December of that academic year. A new representative is elected in December, to serve for the remainder of that academic year. Fall officers may run for re-election.

Middle School Office Caring for All (MOCA)

MOCA is the Middle School student government. All Middle School students participate in MOCA where they plan events, design programs and create policies. MOCA is actively involved in planning Founders' Day, trips off campus, special days involving the whole School, events with local middle schools, SBS weekend activities and fundraisers.

Affinity Spaces

Affinity spaces offer students safe environments of support and shared experience. We recognize that these groups, like the world around them, are intersectional and that everyone deserves to be fully seen in their layered identities.

Student leaders among and within these affinity spaces partner with adults to lead community education on an ongoing basis. Examples of this are screenings and discussions at housemeeting and in advisory groups and open meetings to welcome co-conspirators and accomplices into affinity spaces throughout the year for special sessions.

- Gender and Sexuality Alliance (GSA)
- Learning Differences and Neurodivergence Alliance (LDNA)
- Multicultural Club (MCC)
- Students of Color Affinity Group (SOC)

Clubs/Organizations

We encourage all students to join clubs and activities to expand their interests and passions.

Student participants have the opportunity to lead their club, plan activities for the community, and raise awareness of their club's focus. Clubs are a great way for students to find community with others through shared curiosity and activity.

Student Support

Independent schools are well known for creating and maintaining a strong and vibrant community. Stoneleigh-Burnham School is no exception. There are many resources available to support a student's involvement in the community. The following people are formally in place to support and guide students through their time at Stoneleigh-Burnham School.

Advisors

Advisors are a major part of a student's support system. Advisors act as the primary point of contact for students, families, houseparents and teachers regarding the daily life of their advisees. Advisors are concerned with the whole person and help ensure that each student is doing well in all aspects of the student experience. The advisor helps the student maintain a balanced program so that they are able to successfully complete their academic work, develop social connections, and grow as an individual who is discovering their best self. Advisory groups meet on a weekly basis.

Families are encouraged to reach out to their child's advisor for any academic, athletic, or social concerns. If a family feels they need support in addition to their child's advisor, they should contact the Dean of Students Office.

Class Deans

Class Deans oversee their respective class program, coordinating with the Dean of Students and the Academic Dean. Class Deans help maintain a working knowledge of developmental issues and best practices relative to the respective grade level. They also help to develop leadership capacity in class officers and aid them in preparing for

and running class meetings and projects. They also facilitate Discovery Seminars, helping students develop social-emotional and life skills necessary for success in school and beyond.

Houseparents

Houseparents are responsible for the care, supervision, and support of boarding students. They help ensure that there is a healthy and productive climate in the dorms and that all issues are handled directly with compassion and thought.

Health Services and Counseling

The health and wellbeing of our students plays a key role in the success of our community. In addition to the student supports listed above, the Health Center and Counseling Services are available to students when needed.

Health Care Center

Health services are provided through the Health Care Center, managed by the Director of Health Services. A nurse is on duty in the Health Care Center from 7:45 a.m. until 7:00 p.m., Monday through Friday. On weekends, the Health Care Center maintains a limited schedule of hours. In order to meet the needs of our students, a nurse is always on-call when the Center is closed. At times when there is no nurse in the Center, students should contact the reception desk during the academic day or houseparent on duty in the evenings and on weekends.

Students are encouraged to bring their health concerns to the attention of the Health Care Center staff, where confidentiality will be maintained unless their welfare or the safety of others is in question.

Health Forms

All health reports, authorization of treatment, insurance forms and medication forms should be returned to the Health Care Center by the published date. All immunizations required by the Commonwealth of Massachusetts must be up-to-date. State law requires that students not be permitted to participate in any school activity, including attending classes, until immunizations and the health exam are completed. A health exam is valid for 12 months. Students who arrive on campus without having submitted or brought health forms with them will see the school's doctor for a physical at the cost of \$125.

Health Insurance

All students must have United States-based health insurance that covers them during their academic year at Stoneleigh-Burnham School. Health insurance is available for purchase through the school for international students only. If the parent's/guardian's current plan is a managed care plan or HMO (especially students from the eastern region of Massachusetts or out-of-state), the parents/guardians should check with their insurance provider to ensure coverage for their child. Parents/guardians may have to file their own insurance claims for treatment, depending on the provider their child sees at SBS. The Health Care Center will inform the family of any outside appointments. It is the parent's/guardian's responsibility to notify their primary care physician for referrals.

Appointments and Absences

The school contracts with a medical provider who comes to campus once a week to see students who are in need of medical evaluation and/or treatment. Appointments for outside specialized medical and dental needs are scheduled through the Health Care Center. Day families who make appointments for their child during school hours should notify the Health Care Center. All routine appointments or treatments of a non-emergency nature should be scheduled while the student is home on vacation and on non-school days.

A nurse or athletic trainer must excuse all absences due to illness or injury prior to missing an academic or athletic commitment. No excuse will be given after a commitment has been missed. Any student too ill to attend

class or athletics will rest in the Health Care Center. When ill during the day, boarding students may not leave campus that evening. If two or more days are missed, families will be notified and the student may be required to stay on campus for the weekend to rest. Day students who are excused by the Health Care Center after arrival at school are to return to their homes as soon as families are notified and transportation has been arranged.

Families will need to provide documentation for all absences that extend beyond three days.

Medication

For the safety of our community, all medication is dispensed from the Health Center. This includes prescription medication and over-the-counter medications, including Tylenol, Advil, nutritional or herbal supplements. No medication of any kind should be kept in student rooms or mailed directly to the student. The Health Center may permit students to keep some medication with them, such as Epi-pens, insulin and inhalers.

Students are expected to take their medication as prescribed. Students should report to the Health Care Center before classes for their morning medication and at other scheduled times as needed or prescribed by their physician.

Students are reminded that they may never share medication and that doing so is in violation of the Honor Code.

Counseling Services

The Director of Counseling Services is available to speak with students to help facilitate educational, social and emotional support, on an as-needed basis. The counselor can and may make referrals to outside therapists when it is appropriate for the student to be involved in individual therapy outside of school. Parents/guardians are notified when a psychiatric consultation or outside therapy is warranted.

Conversations between the student and the Director of Counseling are confidential except in cases where a student is at risk of harming themselves or others. In these situations, information is shared with the Student Services Committee, who will collaborate with the Director of Counseling and the family to provide the appropriate support or referral.

Support Our Students (SOS)

Stoneleigh-Burnham School recognizes that students who are struggling with risky behavior may not always seek support for fear that they may be punished, rather than helped. Raising an SOS concern with an adult in the community provides a non-disciplinary procedure through which students can get help for themselves or encourage their peers to do so. It also functions as a clearinghouse for concerns raised by faculty and students alike about students with potential substance abuse and other problems. Members of the community who are worried about themselves or the behavior of another student are encouraged to contact a faculty or staff member with whom they feel comfortable. The name of the person raising the concern and the names of those about whom concerns have been raised are kept confidential. However, appropriate adults such as the student's family, the Student Services Committee, or another appropriate adult will be notified to ensure appropriate care and support of the student.

Emotional Distress

A student exhibiting emotional or psychological distress or threatening to hurt themselves or others will be assessed by the Director of Counseling and the Director of the Health Services. A plan for the student's safety will be determined by a team of administrators including, but not limited to, the Director of Counseling, Director of Health Services, Dean of Students and the Head of School. Families will be notified immediately.

Medical Leave

Any student might, during the course of the academic year, face a serious psychological or medical situation requiring an extended absence (beyond three days) from the School. The determination of the medical leave will

be made by the Student Services team and health professionals. Students who take a medical leave must be under a doctor's, psychologist's or therapist's care while on medical leave. If the student is placed on new or adjusted medications, the student must remain at home under a physician's care until stabilized.

Students may not return until cleared by their health professionals and the SBS Student Services team. All reports from the student's doctor, psychologist and/or therapist should be made available in writing and should be received in advance of any decision-making process. Such reports allow the School to judge the advisability of the student's return as well as to outline any continuing treatment programs. Re-entry will be determined after communication between SBS health professionals and the attending physician, review of medical reports provided and a meeting between the student, their family and SBS personnel.

All academic matters will be coordinated through the advisor and the Academic Dean, and the academic study program will be revisited every two or three weeks during the extent of the leave. However, as a medical leave is an indication that a student's health has for the time being precluded attention to all or most other matters, it is likely that an extended medical leave will limit a student's ability to learn as much as they otherwise would, in some cases possibly affecting grades or even credit awarded.

Community Norms and Expectations

At SBS, we treasure the time in which we spend in community and place a high value on the individual contributions that each member of our community makes. Together, we make a commitment to each other to speak and act with humanity, integrity, justice, and compassion toward a shared goal of diversity, equity, and inclusion. A community with humanity shows empathy and support to all. A community with integrity speaks and acts with consciousness and civility. A community with justice fights against historical inequity and champions equal justice for all, every single day. And a community with compassion knows that the care with which we navigate our daily interactions must be rooted in empathy and love for all who share this space together.

As a community, our coexistence speaks to the ways in which all our lives are intertwined here on campus and around the world. We live with one another, win with one another, lose with one another, learn with one another, share joy with one another, and strive to create a more just world with one another. The power that lives within this interconnection creates the magic that is Stoneleigh-Burnham, and we call upon every member of our community to hold these ideals in the highest esteem.

Honor Code

Stoneleigh-Burnham School maintains a set of guidelines, called the Honor Code, that all community members – employees, students, and families - are expected to support and uphold. All students and employees sign our Honor Code at the beginning of each academic year, thereby creating a pact with the community that each member will do their best to live by the four major tenets of the Honor Code.

Stoneleigh-Burnham School Honor Code

I sign the SBS Honor Code knowing that I must conduct myself honorably and in a way that shows pride in myself, my family, my school and my community. I know that the principles of the Honor Code extend beyond the physical bounds of the campus. As a person of honor, I will show:

1. **Respect for Myself** in everything I do. My personal integrity and the honor of my school community are my personal responsibility. I will be honest in my words and actions and strive to keep myself safe and healthy.
2. **Respect for Others** in all my words, expressions and actions. I will be respectful to all members of the community and will refrain from hurtful remarks and gestures about appearance, race, gender expression and identity, religion, family, intelligence and sexuality. I will respect individual privacy.
3. **Respect for Academic Honesty** in all my scholastic efforts. I will not cheat, represent the work of others as my own or allow others to copy my work or plagiarize. I will focus my best efforts to strive for academic achievement.
4. **Respect for Property** at all times. I will not steal, deface, destroy or litter. I will treat the property of others as private and never use another person's property without their consent. The SBS campus is an extension of my home. I will take pride in my campus and go out of my way to maintain its quality and appearance.

I understand that if I observe violations of this Honor Code and do not act, or even passively participate in a violation, I have contradicted the code and dishonored myself, the SBS community and my family.

According to members of the 2020-2021 Student Council, respect at SBS presents itself as the equal treatment of all community members regardless of differences in race, age, gender identity, sexual identity, ability, religion, opinions, and beliefs. It is understood that respect for others begins with respect for ourselves, and we are to treat people in the ways that we want to be treated, with civility and kindness, in both our words and actions. This respect extends to both our interactions in-person and online (e.g. social media, email, video calls) and applies beyond the physical walls of SBS.

Additional Expectations

There are three additional rules for our community that are extensions of the Honor Code.

Be Safe

Students who engage in behaviors that jeopardize their own safety and/or the safety of the community as a whole are considered to be in violation of the Honor Code. Examples of this type of behavior include, but are not limited to:

- Possession or use of flammable materials, including matches, lighters, candles, etc. on School grounds
- Tampering with fire alarms, smoke detectors, fire doors or other safety equipment; this includes exiting through fire doors for reasons other than an emergency
- Climbing out of windows or being on the roof.
- Driving a vehicle unsafely on campus roads.

Stay Substance Free

The School does not allow or condone the use, possession or distribution of illegal drugs, alcohol, tobacco, nicotine, cannabinoids, or other controlled substances. Adolescent use of these substances can have both

immediate and long-lasting effects on their body and brain. Students may not use or possess these substances and/or paraphernalia on campus or in connection with any off-campus School sponsored event, nor may they return to campus under the influence.

Students may not have medications in their dorm rooms, whether they are prescription or non-prescription. All medications should be kept in the Health Center; students who are discovered to have medication of any type in their dorm rooms will be determined to be in violation of the School's substance rule.

Any student disciplined for substance violations will undergo mandatory evaluation and/or educational sessions with the School Counselor.

Respect the Rights of Others

All students of the Stoneleigh-Burnham School community are entitled to pursue their education and student experience free from harassment, discrimination, and bullying. This includes behavior which is unwelcome and unwanted, inappropriate and cannot be justified by claims of ignorance or thoughtlessness; the use of microaggressions and the perpetuation of stereotypes, behavior that hurts, demeans or offends others is unacceptable. This also includes incidents of unwanted physical contact or advances, verbal or written remarks, derogatory or discriminatory comments or the intentional spreading of gossip or rumors.

Identity-based harm or violence of any kind have no place in this community and are not consistent with who Stoneleigh-Burnham is, nor with who we strive to be. In order to preserve the essential dignity and safety that each member of our community and our School deserves, we are committed to identifying, challenging, and eliminating any acts or behaviors that are not consistent with this goal.

Stoneleigh-Burnham students are expected to adhere to the tenets of the Honor Code for the duration of their career at the School. They are expected to follow the Honor Code when on campus, attending off-campus activities, and when in the presence of members of the SBS community. These rules are fundamental to the well-being of the students and the community. Violating the Honor Code can seriously affect the health, physical or emotional well-being or academic progress of the student involved and/or other members of the community, and the School responds seriously to any violation of these rules.

All SBS students are expected to live by federal, state and local laws. Students who violate these laws or our community rules are subject to disciplinary action. Observers or passive participants in Honor Code violations are also subject to disciplinary action. The disciplinary system is designed to assist members of the community in adhering to the standards laid out in this handbook.

Discipline

At its core, discipline is a process of holding oneself accountable to being one's best self.

Discipline is about acknowledging and growing from mistakes and poor choices as well as ensuring the safety and well-being of the community. We expect students to understand that when community expectations are not followed, the trust and confidence in the community are compromised. Disciplinary responses take into consideration the needs of the student and the community.

Disciplinary Responses

In cases where a student's actions or behaviors contradict community expectations, discipline typically begins with a conversation with the adult who witnessed the behavior. The advisor is notified of these responses to minor infractions.

In more serious cases, a plan will be created with the student, the advisor and the Dean of Students. This plan would address the behavior and assist in re-establishing boundaries or trust between the student and the parties

impacted by the student's actions. The plan may include outcomes in direct response to the behavior including, but not limited to, writing a reflection, participating in a mediated conversation, or completing an educational endeavour related to the infraction. Additional consequences might be needed, such as restricted technology access, additional check-ins or campus restrictions. Any behavior plan will be shared with the student's family.

In the event that a trend in the student's behavior is identified, the student will work with their advisor, the Dean of Students, and their parents to determine if the student is able to abide by school expectations. Continued disregard for school expectations after this point may result in the student going before a Disciplinary Review Board.

In cases that involve threats to the safety and/or well-being of the community, such as bullying, harassment or other egregious violations of the Honor Code, students will be referred directly to the Dean of Students. Similarly, instances of academic dishonesty are referred directly to the Academic Dean.

In the event that a student has been disciplined for a serious violation of the Honor Code, high priority will be given to respect the dignity of that student. The Dean of Students or the Head of School may, however, announce publicly the nature of the disciplinary case and related results; a student's name will never be attached to that announcement. In some cases, it will not be appropriate to reveal anything more than the fact that something happened of a nature that cannot be further discussed. In all cases, community members will be asked to respect the privacy of those involved. This type of announcement may be made to deter idle gossip and inaccurate assumptions.

Disciplinary Review Board

The Disciplinary Review Board exists to review a situation in which a student is found to be significantly out of compliance with the expectations and values of the community. A student may appear in front of the Disciplinary Review Board if they are in violation of one or more of the tenets of the Honor Code, have repeated violations of school expectations, or other actions that demonstrate a student's difficulty living within the boundaries of the School program.

The Review Board consists of the Dean of Students, the DEI director, at least two faculty members, and, depending on the nature of the violation, up to four students. When a Review Board is called for a middle school student, there may be fewer people present. The student's advisor attends the Review Board and acts as a resource and advocate for the student. In the event that the advisor is unavailable, the student may choose another adult on campus to accompany them. The student is given the opportunity to provide a statement about the situation leading up to the Review Board and is asked to provide some explanation of their actions. Honesty is always the best policy when in a Review Board meeting. After considering the facts as presented, the Review Board makes recommendations for a discipline response to the Head of School. These recommendations focus on ways to help the student learn from the situation, to restore impacted relationships, and provide healing to those negatively impacted by the situation. The Head of School may, when deemed necessary, impose additional consequences they feel are appropriate.

All records of disciplinary actions and/or Disciplinary Review Board meetings become part of a student's permanent record. Most college applications ask if the student has been put on probation, suspended, or expelled at any point since the 9th grade. Stoneleigh-Burnham strongly urges the student and their family to report disciplinary infractions when asked. It is the School's policy to report to colleges infractions that have resulted in expulsion.

Probationary Status

A potential outcome of a Disciplinary Review Board is for the student to be placed on probation. A student placed on probation risks their position at the School if they choose to continue to violate community rules. Making a concerted and visible effort to meet community expectations must be their goal at that point.

Separation from School

In some cases, a disciplinary response may include separation from the school for a period of time. If a separation is recommended, it would be in conjunction with a request for medical or emotional evaluation, much like a medical leave of absence (see pg 20). A student's re-entry will be determined after review of medical reports provided and a meeting between the student, their family, and SBS personnel.

Expulsion

While the School is committed to helping students learn from their mistakes and continue participating in the community, there are extreme cases where a student may be unable to remain enrolled at SBS. In such a case, the School will make every effort to support the student and their family in taking the next steps. The student will not be allowed to return to Stoneleigh-Burnham School for at least one academic year. Upon demonstrated redress of the issues that led to expulsion, the student may reapply directly to the Head of School for readmission.

Withdrawal

In the event that a student withdraws from the School mid-year, written notification is required from the parent/guardian(s) before the withdrawal will be considered official.

Search and Seizure Policy

In order to protect the safety, health and welfare of the Stoneleigh-Burnham community, students shall not possess any illegal substance, object or other contraband including, but not limited to: tobacco, drugs, alcohol, guns, knives and incendiary devices. In cases where the School has reason to suspect that the community may be jeopardized in this way, a search will be conducted by the Dean of Students or the Head of School with another adult as witness. The families and students of Stoneleigh-Burnham School acknowledge that the School reserves the right to perform searches and to seize any illegal substance, contraband or object. In addition, the School may pursue investigation of a suspected theft with a search of a student's room.

Searches may be conducted with or without notice to the student and their family and without the consent of the student. While adhering to principles of fundamental fairness, searches may be conducted with or without probable cause and may include random unannounced searches that may be conducted at any time. A student's room, desk and computer supplied by the School and any other property supplied by the School are the property of the School and are at all times deemed to be the property of, and under the control of, the School and may be searched. A student's personal effects, including, but not limited to: cars, backpacks, purses, pockets, book bags, computer bags and personal computers may be searched by the School. All searches will be performed in the least intrusive manner possible.

Bullying and Intervention Plan

Stoneleigh-Burnham School is a community that requires its students to treat one another with respect and civility. The mission statement of Stoneleigh-Burnham School describes creating a community that "inspires girls to pursue meaningful lives based on honor, respect and intellectual curiosity. Each student is challenged to discover her best self and graduate with the confidence to think independently and act ethically, secure in the knowledge that her voice will be heard." The Honor Code further encourages and expects our students to be guided by the second tenet Respect for Others.

It is the School's policy to provide and maintain a learning environment that is free of bullying and any other verbal or physical misconduct that disrupts the learning and living environment by making it unsafe. Being a small boarding and day school affords us an environment of continual learning whether in the classrooms, on the athletic fields, during extracurricular activities or in the dormitories. The environment itself helps students learn more about each other in a more compassionate way.

The Bullying Prevention and Intervention Plan, as described below, supports the School's mission to promote a learning environment and prevent any behaviors that could impede a student's experience. It is through this publication that the Plan is communicated to all members of the School community.

The Head of School and the Dean of Students are responsible for the implementation and administration of the Plan. Questions and/or concerns related to this Plan can be made directly to the Head of School and/or the Dean of Students.

Definitions under the Law

The following definitions are drawn from the Massachusetts law against bullying (M.G.L. c.71, § 370 and Chapter 86 of the Acts of 2014).

Bullying: 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 target that:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in reasonable fear of harm to themselves or of damage to their property;
- Creates a hostile environment at the school for the target
- Infringes on the rights of the target at school;
- Materially and substantially disrupts the educational process or orderly operation of a school.

Cyberbullying: bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile Environment: 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 a student's education.

Retaliation: any form of intimidation, reprisal, or harassment directed toward a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target: the individual against whom bullying, cyberbullying or retaliation has been perpetrated.

Perpetrator: a student or 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 who engages in bullying or retaliation.

Policy against Bullying, Cyberbullying, and Retaliation

The School will not tolerate any form of bullying or cyberbullying, nor will it tolerate retaliation against any person who reports bullying, provides information during an investigation of bullying or cyberbullying, or witnesses or has reliable information about bullying.

Bullying and cyberbullying are prohibited on the School's campus; at all school-related activities, both on and off campus; and in any vehicle used for school-related transportation. Bullying and cyberbullying are also prohibited through the use of technology or any electronic device school-owned, school-leased or used at the School.

Some examples of bullying are:

Physical Bullying

- Using or threatening violence
- Stealing, hiding, or damaging possessions
- Forcing or coercing someone to do something
- Pushing, shoving, or hitting

Verbal Bullying

- Microaggressions
- Making disparaging comments
- Teasing or taunting
- Intentionally using incorrect gender pronouns

Relational Aggression

- Social exclusion
- Spreading rumors, gossip, or lies
- Giving the silent treatment
- Making relationships conditional

Cyberbullying

- Posting hate speech or disparaging messages
- Making threats
- Sharing/posting photos, videos, or recordings without consent
- Impersonating someone

Bullying of any kind is prohibited under any non-school-related circumstances if the activity creates a hostile environment at school for the target(s), infringes on the rights of such student(s) at school, or substantially disrupts the educational process or orderly operation of the School. For example, a student may not assume protection when using a computer at home for purposes related to bullying; this includes being the perpetrator of a cyberbullying message and/or being the individual who passes one along.

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

It is important to bear in mind that stricter standards of behavior may apply under Stoneleigh-Burnham's policies in order that we may prevent inappropriate conduct before a student has been subject to bullying as it is defined under the law. For example, although the law defines bullying as "repeated use" of certain expressions, acts and/or gestures, the School reserves the right to apply disciplinary measures and other corrective action in a case of a single expression, act and/or gesture if the School determines that it is of sufficient severity to warrant disciplinary or other remedial action or that the repetition of that expression, act or gesture might reasonably result in bullying as defined by the law. Bullying does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Prevention

Bullying prevention starts with working to build strong relationships with and among the students. This can happen in the classroom, in advisory, in the dorms, during athletics, while performing community service, and anywhere else SBS adults have the chance to interact with the students.

Student groups on campus are active in helping develop understandings among community members at the school. These groups have recently worked with goals such as building strength in diversity; raising consciousness around the difficulties experienced by gay, lesbian and transgender students; identifying issues of race and racial identity; and introducing traditions and holidays of world cultures and religions to the community.

In addition, there are several specific programs that address the issues of bullying and related topics throughout the academic year.

Orientation: Larger group work for the entire Middle School (grades 7 & 8) begins during Orientation, continues during an early fall trip, and may be revisited as needed during weekly MOCA (Student Government) meetings. Similarly, each class in the Upper School has a “bonding trip” during Orientation. Each is designed to help the class work together in order to find commonalities that will take the students through the year together. As follow-up, class meetings occur weekly, during which any emerging issues may also be addressed.

Discovery Seminars: Each grade participates in an age-appropriate life skills course called Discovery Seminar. Facilitated by the class deans, Discovery Seminar meets weekly, by grade. Topics covered in the curriculum include healthy relationships and communication, bullying and relational aggression, and being an inclusive member of a diverse community, in addition to emotional and sexual health. The school counselor, the health center, and the DEI office work with the Dean of Students to inform the curriculum of these seminars.

Additionally, the school counselor works actively with the Middle School Dean to plan a series of activities with the 7th graders. The counselor meets with them twice a month throughout the year. These activities typically focus on building healthy friendships and negotiating conflict, with subtopics in the latter area including relational aggression, I-statements, active listening, learning how to agree to disagree, quelling gossip, and more. Topics vary month-to-month and year-to-year, depending on the needs of a specific group of students.

The School Counselor also works actively with 8th graders, meeting once a month to continue building positive group dynamics, self-awareness, and leadership skills.

Other Formats: Convocation takes place on the first day of classes. In this ceremony each member of the community signs a copy of the Honor Code as an indication of their commitment to the tenets of that document. It is then framed and hung publicly as a reminder of those values here at the School.

Additionally, individual classroom teachers and houseparents watch for issues in group dynamics, and try to move quickly to handle them before they develop into deeper, more complex issues. These concerns typically go through the student’s advisor. Team meetings in the Middle School, faculty meetings in the Upper School, and Resident Team meetings for both divisions provide an opportunity to take the pulse of the school and to develop as needed plans to encourage positive group dynamics using a variety of methods. These meetings may also serve to inspire topics for class meetings or Discovery Seminars. Finally, Duty Notes allow houseparents to inform other team members about what is happening on the hallway.

The curriculum, especially in the Humanities, lends itself on occasion to frank discussion about issues related to bullying and meanness as well. Building cross-cultural understandings within an international curriculum affords us multiple opportunities to draw out differing student viewpoints and share them in a safe space. It is not uncommon to hear our students sharing what is considered “the norm” in their respective cultures and communities, thus leading to deeper understanding of difference.

Professional development opportunities for faculty and staff, whether attending conferences off campus or doing informal work on campus, are also scheduled. Diversity, equity and inclusion work is a priority for the school, and all employees receive training throughout the year.

Through these activities, and through advisors' communication with families, we work to maintain a high level of awareness of what is happening in the School, build positive group dynamics, and quickly respond to potential issues before they have a chance to spiral into something larger.

Student Leadership: As a part of before-school training, all Resident Assistants (junior and senior leaders) learn their responsibilities in the dorms; this includes an understanding of their role in deterring bullying behaviors and in reporting any egregious behaviors witnessed. Similarly, members of the Student Council and the OEKs understand their part to act as role models and help create an environment in which bullying is not tolerated.

New Students/Mid-Year Student Enrollments: New students meet at the start of each year in order to ensure students learn about Stoneleigh-Burnham School culture as soon as possible. Included in these meetings is conversation to explain the School rules and policies in great detail.

In January the School reviews the School's policies (including those regarding bullying) through advisory groups so that any newly enrolled student may have a clear sense of the School's stance on issues such as bullying, and more.

Assessing Needs and Resources: At least once every four years, beginning in the 2015-2016 school year, the School will administer a state-designed survey to assess school climate and the prevalence, nature and severity of bullying in our School. Additionally, the School will annually report bullying incidents to the Massachusetts Department of Elementary and Secondary Education.

Reports of Bullying, Cyberbullying or Retaliation

Any student who is the target of bullying or cyberbullying is strongly encouraged to promptly report the matter orally or in writing to the Head of School or Dean of Students or to any faculty or staff member with whom the student is comfortable speaking.

Any student who has witnessed an incident of bullying or cyberbullying or otherwise has relevant information about bullying or cyberbullying prohibited by this policy is strongly urged to promptly report the matter orally or in writing to the Head of School or Dean of Students or to any faculty or staff member with whom the student is comfortable speaking.

The parent of a student who is the target of bullying or cyberbullying or of a student who has witnessed or has relevant information about bullying is strongly urged to notify the Head of School or Dean of Students. A parent should also report any incident of retaliation in violation of this policy to the Head of School or the Dean of Students.

Any parent, guardian or student may make reports of bullying or retaliation anonymously, if desired.

Any member of the faculty and staff who has witnessed incidents of bullying or cyberbullying, or has been told of such an incident, is required by law to report them to the Head of School or Dean of Students. A member of the faculty or staff may not make promises of confidentiality to a student or parent who informs them of an allegation of bullying, cyberbullying or retaliation. Faculty and staff are explicitly directed NOT to try to facilitate mediation between target and aggressor; only the Head of School or the Dean of Students should be dealing with follow-up. Similarly, once an investigation has begun, only the person conducting the investigation should be in contact with the students and families involved until the investigation is complete.

Employees may not make reports under this policy 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, cyberbullying and retaliation only on a legitimate need-to-know basis.

Responding to a Report of Bullying, Cyberbullying, or Retaliation

Preliminary Considerations: When a complaint of bullying, cyberbullying and/or retaliation is brought to the attention of the Head of School, the Dean of Students or any other member of the School community, an assessment is made as to whether any initial steps need to be taken to protect the well-being of students and to prevent disruption of their learning environment while the investigation is being conducted. When appropriate, increased supervision may be implemented to prevent further bullying, cyberbullying or retaliation during an investigation.

Obligation to Notify Parents: It is the policy of Stoneleigh-Burnham School to notify the parents/guardians of any student who is an alleged target of bullying, cyberbullying, or retaliation and the parents/guardians of any student who may have been accused of engaging in such behavior promptly after a complaint has been made. Further, the School will inform the parents/guardians of 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:

Any parent wishing to file a claim/concern or seeking assistance outside the School may do so with the Massachusetts Department of Elementary and Secondary Education Program Resolution System (PRS). That information may be found at <http://www.doe.mass.edu/prs/>, emails may be sent to compliance@doe.mass.edu or individuals may call 781-338-3700. A hard copy of this information may be obtained in the Dean of Students or Head of School office.

Investigation: The following is a guideline of procedures used once a complaint has been brought to the attention of the Head of School or the Dean of Students:

The Head of School and/or the Dean of Students conduct an impartial investigation of the complaint. That investigation may include (but will not necessarily be limited to) interviews with the person who made the complaint, with the student who was the target of the reported bullying, cyberbullying, or retaliation, with the person or persons against whom the complaint was made and with any students, faculty, staff or other persons who witnessed or who may otherwise have relevant information about the reported incident.

Depending on the circumstances, the person conducting the investigation also may choose to consult with other teachers and/or the School Counselor. Concrete forms of evidence, such as copies of electronic commentary, may also be brought into consideration.

Resolution, Notification and Follow Up: Following interviews and any other investigation undertaken, the Head of School and/or the Dean of Students will determine whether and to what extent the allegation of bullying, cyberbullying or retaliation has been substantiated. If it is determined that the policy set forth in this Plan has been violated, the Head of School and/or the Dean of Students will determine what disciplinary action and/or other remedial action is appropriate and how it will be implemented.

The goal of an investigation and any subsequent disciplinary or remedial process is to correct the situation to the extent it is reasonably possible and to take such steps as can be taken to prevent there being a repetition of the incident and to prevent the target(s) and others who participated in the investigation from being subject to retaliation. This includes support for the alleged or disciplined aggressor who remains in the School community.

Consequences resulting from a determination that this policy has been violated may include any response deemed appropriate, up to and including dismissal from school. In some circumstances, consequences may focus on community restoration and the repairing of damaged relationships. In circumstances where a crime may have been committed or a child may have been subject to abuse or neglect of the type that is reportable under Section 51 A of the Massachusetts laws, law enforcement or another appropriate government agency may be notified.

Any student who knowingly makes a false accusation of bullying or retaliation will be subject to a disciplinary response, up to and including dismissal.

Upon completion of the investigation, the Head of School and/or the Dean of Students who conducted the investigation will meet individually with the target(s) of the alleged incident and the student or students against whom the complaint was made and their parents/guardians to report the results of the investigation and, where disciplinary or other corrective action is determined to be appropriate, to inform the parties of the steps that will be taken to correct the situation. Confidentiality laws protecting student records may limit the amount of information provided in these meetings.

Follow-up conversations will be made with any target and their parents/guardians to inquire as to whether there have been any further incidents in violation of this policy.

Conclusion

This plan is intended to prevent bullying and cyberbullying among our community members, to encourage community members to have confidence in the School's procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this or any other School policy; and to implement appropriate discipline and other corrective measures when they are found to be warranted.

Voted into policy by the Board of Trustees, December 2010

Amended August 6, 2014

Harassment and Hazing

Non-Harassment Policy

Stoneleigh-Burnham School supports an environment of mutual trust and promotes the recognition and protection of the rights and sensitivities of its members. Concomitantly, Stoneleigh-Burnham School has a strict policy prohibiting harassment of any kind of its students, staff members, teachers, administrators and trustees (hereinafter collectively referred to as "members"). Harassment is member misconduct and cannot be tolerated. Such conduct has the purpose or effect of substantially interfering with individuals' work, academic performance or extracurricular participation, and creates an intimidating, hostile or offensive working or learning environment.

As used here, harassment means any verbal, written, visual or physical act that is offensive, intimidating, unwelcome, or what might be perceived to be objectionable in nature.

Discriminatory Harassment

This policy also refers to but is not limited to, unlawful harassment in the following areas: race, color, ancestry, national origin, sex, sexual orientation, gender identity or expression, religious creed, age, pregnancy or related conditions, disability, mental illness, genetics, military or veteran status or any other protected group under Federal, State, or local law.

Any form of harassment, but especially hate speech, acts of prejudice, or other derogatory conduct against an individual or group based on their race, sexual orientation, or gender identity or expression is especially reprehensible within the School community. Such forms of harassment cannot be justified by claims of ignorance or thoughtlessness. Anyone who harasses or abuses another will face disciplinary action up to and including separation from School. Any member who joins in or condones harassment or abuse of another will also face disciplinary action.

Sexual Harassment

Sexual harassment is any unwelcome sexual advance, request for sexual favors or any verbal, physical or suggestive misconduct of a sexual nature. This type of behavior may be between students or between a student and any adult member of the School community.

Sexual harassment may include but is not limited to the following:

- Unwelcome, offensive and unnecessary touching
- Spreading false rumors or accusations of a sexual nature
- Pressuring someone for sexual activity
- Suggestive or explicit sexual comments about a person's anatomy, behavior or clothing
- Engaging in unwanted and sexually suggestive letters, messages (including those sent via email, computer systems or the Internet) or phone calls
- Displaying sexually offensive materials or wearing offensive articles of clothing
- Inappropriate personal questions
- Any coerced sexual relations

Statutory Rape

Stoneleigh-Burnham School is required by law to notify all students that they are subject to the statutes of the Massachusetts Statutory Rape law. Statutory rape occurs if a person has sexual intercourse or “unnatural” sexual intercourse with a child who is under 16. In statutory rape the minor's consent to the sexual act is irrelevant.

Anti-Hazing Policy

Stoneleigh-Burnham School strictly forbids any action or behavior that constitutes hazing as defined by the Massachusetts Anti-Hazing Law (see below).

An Act Prohibiting the Practice of Hazing (M.G.L. c. 269, sections 17 - 19)

Section 17. Hazing; Organizing or Participating; Hazing Defined

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which wilfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Failure to Report Hazing

Whoever knows that another person is the target of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report

such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Issuance to Students and Student Groups, Teams and Organizations; Report

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Reporting Incidents of Harassment or Hazing

Any student who feels that they have been subjected to harassment or hazing of any type by any member of the School community should, without fear, report the incident promptly to the appropriate teacher, dean or Head of School as circumstances dictate. All complaints will be investigated in a strictly confidential manner and where investigation supports an allegation, prompt corrective action will be taken by the Head of School. In no case shall the name of the reporting party be used without their permission.

Sexual Intimacy

The School recognizes that intimate relationships and sexual development are important parts of adolescence. However, SBS has boundaries for what sexual behavior is allowed in our community. Students are expected to abstain from sexual activity, even when consensual, while under the supervision of SBS.

When students engage in sexual activity, the Dean of Students will work with the student(s) to re-establish healthy boundaries. Responses may include, but are not limited to:

- Communication with the student's advisor and/or houseparent
- Referral to the Health Center
- Limitations on dorm visits
- Parental conference

Students are welcome to talk with the Dean of Students, School counselor, Health Center director or other informed adult if they have any questions about the School's expectations.

RESIDENTIAL LIFE

The goal of the Stoneleigh-Burnham School residential program is to provide a close, caring, and safe environment for all students. Residential life is a crucial part of a student's involvement with the School, their peers and the faculty. Thoughtful decisions and interactions geared toward the best interests of adolescents form the basis of the residential life program. All members of the boarding community are encouraged to develop a flexible and humane sense of boundaries with an awareness of the rights and responsibilities to self and others within a diverse community.

Living in a boarding community requires compassion, communication and consideration for others. An understanding of dorm expectations and responsibilities is important. Houseparents, Resident Assistants (RAs) and administrators respond throughout the year to issues as they arise and work collectively to create an atmosphere that allows each student to recognize that they are important in the day-to-day life of the boarding community. Please keep in mind that the dorms are home to students and faculty families alike.

Schedules

The individuals who live on each hallway must work together to make the hallway a comfortable, safe and productive place for all. There are some general boarding guidelines and schedules that all students are expected to follow.

Weekday Schedule for all Students (Sunday evening - Friday afternoon)

- 7:15 - 7:45 a.m. Breakfast
- 8:00 a.m. - 3:45 p.m. Academic classes (Wednesday commitments begin at 8:45 a.m. and end earlier)
- 4:00 - 5:30 p.m. After school programs
- 6:00 - 6:30 p.m. Dinner
- 6:30 - 7:15 p.m. Free Time or Clubs
- 7:15 p.m. Check-in on hallways
- 7:30 - 9:00 p.m. Evening Hours (vary by grade)

Middle School Weekday Evening Schedule

- 7:30-9:00 p.m. Evening Hours
- 9:00 p.m. Check-in, turn in electronic devices, and in rooms
- 9:30 p.m. Lights out

Middle School Weekend Check-ins

- 10:15 p.m. Friday/Saturday night on hallway
- 10:30 p.m. Friday/Saturday night in rooms
- 10:00 a.m. - 12:00 p.m. Saturday/Sunday brunch check in

Grades 9 and 10 Weekday Evening Schedule

- 7:30 - 9:00 p.m. Study Hours
- 10:00 p.m. Check-in electronics on hallway
- 10:30 p.m. In rooms and lights out

Grade 11 and 12 Weekday Evening Schedule

- 7:30 - 9:00 p.m. Study Hours (grade 11)/Quiet Hours (grade 12)
- 10:30 p.m. Check-in on hallway
- 11:00 p.m. In rooms for the night

Upper School Weekend Hallway Check-ins

- 11:00 p.m. Friday/Saturday night on hallway (in rooms for grades 9 and 10)
- 10:00 - 12:00 p.m. Saturday/Sunday brunch check in

Evening Study Hours

7th and 8th Grades: During evening hours, Middle School students are supervised by houseparents and Resident Assistants as they study in their rooms, quietly socialize, talk to family members by phone, and perform activities related to maintaining good health and hygiene. Students may consult with a teacher or work with a peer tutor during this time as well, and are welcome to ask the houseparent, Resident Assistant, or a classmate for assistance at any time.

9th and 10th Grades: Students in grades 9 and 10 have study hall during evening hours, held in their rooms. Completing homework for every class each day is an important contributor to academic success. With permission, students may also study in the library or computer labs, consult with a teacher, work with a peer tutor or with another student. Houseparents and Resident Assistants supervise evening study hall. Students in 10th grade transition to in-room study hall in the spring trimester.

11th Grade: Students in grade 11 have study hall during evening hours. Completing homework for every class each day is an important contributor to academic success. During the evening study period, 11th grade students study in their rooms, in the library or computer labs, consult with a teacher, work with a peer tutor or with another student. Houseparents and Resident Assistants supervise evening study hall. Students in 11th grade transition to quiet hours in the spring trimester.

12th Grade: Seniors participate in quiet hours in the dorm for the full academic year. When quiet hours are in effect, all students should be able to work in undisturbed quiet in the dorm, in the library or computer labs. Seniors may use the student lounge or cafe as well. Seniors are welcome to use quiet hours to quietly socialize or relax on their own, engage in a hobby, talk to family members by phone, and perform activities related to maintaining their health.

Any students on academic probation or who are determined to need additional academic guidance should expect to be assigned to supervised evening study halls for more adult oversight and guided supervision.

Resident Assistants (RAs)

Juniors and seniors who have been selected to become Resident Assistants play an important role in the boarding community. They act as friends, counselors, role models, and liaisons between the students and houseparents. They are also responsible for managing much of the day-to-day life on the hallway with the houseparents. Becoming a Resident Assistant is a privileged position in the School. Each spring, the applicants undergo interviews and are selected by houseparents and the Dean of Students to serve as RAs during the following academic year.

Campus Leaves

Student Permissions

At the beginning of the year, all students receive permission from their parents or guardians for circumstances

under which they may leave campus. It is the responsibility of the student to know what their families have permitted them to do, make sure their permissions are accurate, and to abide by them.

Signing In and Out

It is important for the safety and wellbeing of the community that there is a written record of a student's plans to be off campus. Whenever a student leaves campus for any reason or destination, they must sign out with either the Dean of Students or their houseparent on duty. Failure to sign out or signing out without the proper permissions will result in a disciplinary response.

Students are permitted to leave campus during the following times:

Monday-Thursday 3:00 p.m. - 6:00 p.m.

(Seniors may go off campus during the academic day during free periods)

Friday 3:00 p.m. - 11:00 p.m. (until 10:00 p.m. for Middle School students)

Saturday 9:00 a.m. - 11:00 p.m. (until 10:00 p.m. for Middle School students)

Sunday 9:00 a.m. - 7:00 p.m.

Safety is important and the School asks that students do not travel alone when venturing off campus.

Walking or Biking off Campus

Students are allowed to walk to destinations off campus or ride a school bicycle (during the fall and spring trimesters) if they have proper permissions and have signed out. Students must return to campus before dusk if traveling on foot or by bike. In accordance with Massachusetts law, students are required to wear helmets when riding their bicycles.

Automobiles and Driving

Students are welcome to take the school shuttle offered on the weekends. The shuttle is free for students and will bring students to destinations around Greenfield.

Students may only drive in vehicles with a driver 21 years or older if they have permission from their parents/guardians on file. Students must be 18 years or older to take a hired car to their destination. If a student does not have permission, they will be required to call a parent/guardian before they may leave campus in a car. Students may ride with any Stoneleigh-Burnham employee at any time.

Boarding students are not permitted to keep a car on campus or in the local area. Day students, please see pg 42 for information about day students and driving.

Seniors who are day students may drive other seniors to destinations off campus if the Dean of Students has written permission from the parents/guardians of both the driver and passenger.

Weekend Permissions

As stated in the 2021-2022 Covid-19 Community Handbook Supplement, boarding student travel away from campus on weekends will be limited, based on current conditions. We will continue to evaluate off-campus travel and make adjustments as needed.

There may be an instance where it is important for a boarding student to leave campus for a day or more. All such instances must be approved by the Dean of Students one week in advance or as soon as possible in the case of an emergency.

Boarding students may travel off campus with a day student or the day student's family with prior permission from the Dean of Students. They will not be able to sign off campus for an overnight at the home of a day student.

School Vacations

During School vacations the dorms are closed and students may not remain on campus unless registered for a School-sponsored trip or program. We understand the difficulties families encounter making travel arrangements that coincide with our School calendar and especially the necessity to purchase airline tickets well in advance. To assist with that task, we provide families with a list of travel dates that specifies when dorms close and open. It is the student's responsibility to ensure that their travel plans do not conflict with their commitments at School. All travel arrangements must be shared with the Dean of Students office prior to departure for vacation; students must also have permission from parents/guardians.

It is important to take into account the times that dorms open and close and the distance from the airport, as the School is not able to accommodate students arriving or departing when the dormitories are closed. Please plan accordingly when scheduling departures and returns to School. The School will not accommodate students who make travel plans that conflict with mandatory school commitments.

Students traveling outside the requested travel dates will receive unexcused absences for commitments missed.

Transportation

Before and after vacation/break, the Dean of Students' office will offer transportation for students on a first come, first served basis to:

- Greenfield, MA bus station - 10 minute trip
- Greenfield, MA train station - 10 minute trip
- Amherst, MA bus station - 30 minute trip
- Bradley International Airport (Hartford, CT) – 75 minute trip
- Logan International Airport (Boston, MA) – 2 hour trip

Students departing/arriving from other points can find a list of local transportation companies on the School's website.

It is important to take into account the times that dorms open and close and the distance from the airport when arranging transportation as the School is not able to accommodate students arriving or departing when the dormitories are closed. Please plan accordingly when scheduling departures and returns to School. The School will not accommodate students who make travel plans that conflict with mandatory school commitments.

Signing Up for Transportation

All requests for transportation must be submitted to the Dean of Students office, generally two weeks in advance of the travel date. We cannot guarantee availability of transportation and last minute requests are not guaranteed or may require additional fees. Out of respect for the travel companies we do business with, we ask for at least 72 hours notice of any change in schedule. A student must have enough money in their Smart Card Account to cover the cost of any transportation related to vacation travel.

School transportation will leave approximately one hour after the scheduled time the vacation/break begins. The calendar may be found in the appendix of this handbook, on the School website. Please allow three hours travel time to or from SBS and one hour check-in time (four hours total) when booking flights/trains from the start of vacation/breaks.

Return transportation is arranged on the last day of the scheduled vacation/break. When making return arrangements, please book flights/trains that arrive no later than 5 p.m., if possible.

Passports, I20s, and other valuable travel/residency documents must be submitted to the Admissions Office upon arrival to campus. The Admissions Office will safely and securely store student documents until the student's departure.

Violations of Residential Expectations

Most violations of residential expectations are addressed by the houseparents or AOD in the moment. Students who repeatedly violate residential expectations will meet with the Dean of Students to determine an appropriate course of action. Advisors and parents/guardians will be notified in the case of repeated violations.

Failing room checks/Not completing dorm chores

Students who do not pass their weekly room check will be restricted to their room until they complete the task. Similarly, students who do not complete their assigned hall chore will be restricted to the hall until they complete the task.

Late or missed check-ins

Check-ins are not only a point of connection for the student and houseparent but a means of maintaining safety in the boarding community. If a student is late or misses a regular evening or weekend check-in the houseparent will speak with them and help them to establish a regular routine of checking in.

Sign-In/Out Violations

Students who do not follow the sign-in/out procedure meet first with the residential duty on staff. Given the safety concerns associated with sign-in/sign-out violations, there is a tiered response:

- First occurrence: Warning
- Second occurrence: “Campused” - restricted to campus
- Third occurrence: Meeting with the Dean of Students and advisor to discuss further consequences

Weekends away

Students who do not return by 7:00 p.m. on Sunday evening, or who are later than the time they communicated to the houseparent, may be restricted from future weekends off-campus.

Dorm Rooms

Furnishings

Each room is furnished with a bed, mattress, desk, desk chair, closet, and dresser. At the beginning of the year, houseparents inspect and inventory School property in the rooms. At the end of the school year, the process is repeated to confirm that each student has maintained their room and its furnishings. Furniture in student rooms is not to be removed without permission of the Director of Residential Life.

Each student must clean their room at the end of the year before handing in their keys. The student is responsible for any damage to their room and will be assessed for cleaning, repair, or replacement.

What to bring

Students should plan to bring the following items for their rooms:

- sheets (standard-size twin)
- blankets & bedspread
- pillows
- towels
- throw rug

- laundry bag
- shower caddy
- wastebasket
- hangers
- desk lamp and/or floor lamp (halogen lamps are not allowed)
- power strips or extension cords (must be UL certified)

Decorations

Students are encouraged to decorate their rooms to feel as much like home as possible, although good judgment in room decorating should be used.

The following items are not permitted in rooms and are subject to confiscation and disposal at the discretion of the School:

- Air conditioners
- Candles, matches/lighters, incense, or strings of decorative lights
- Cigarettes, drugs, alcohol, and related paraphernalia
- Curtains or tapestries not treated with fire-retardant material
- High-intensity lamps (especially halogen)
- Irons
- Popcorn poppers, toaster ovens, coffee or tea makers, or appliances with exposed heating elements
- Refrigerators (except for RAs)
- Space heaters
- Television sets

Only wall decorations which are properly stamped or certified fireproof are to be hung from the molding slots or strips and must fit flush against the wall. They may not obstruct any window or exit. Tacks, nails or tape are confined only to the molding strip or slot. Nothing should be hung from the ceiling, smoke detector or sprinkler head. Adhesive putty that will not damage the paint is available from the School Store.

Pets

Students are not allowed to have pets of any kind on campus.

Room Assignments and changes

Stoneleigh-Burnham believes that learning to live with others and dealing with differences is an important part of residential life. Most students will have a roommate in a double room. Returning students are encouraged to request their roommate in the spring for the following academic year. The Dean of Students assigns roommates before the start of the academic year and takes these requests into consideration.

Although the School does not encourage room changes, there are times when that course of action is the only solution. All room changes are at the discretion of the Dean of Students. A student who occupies a double room as a single (with the exception of Resident Assistants) may expect a roommate at any point during the year.

Room Inspections

Students are expected to keep their rooms tidy and clean. Houseparents check that rooms are neat and clean and meet safety regulations on a regular basis. Students are also expected to keep their personal items in their

rooms and not in shared spaces like bathrooms, dorm halls, or common rooms. Students have access to cleaning supplies for their rooms and suite bathrooms.

Housekeeping staff is responsible for cleaning up public spaces. They do not clean individual student rooms.

Locks and Keys

Room keys for dorm rooms are provided for student use at the beginning of the school year with the following rules and restrictions:

- Students are expected to lock their rooms when not present.
- If a key is lost during the school year, the student should contact the Dean of Students' office for a replacement. There is a charge of \$10.00 made to the student's Smart Card account.
- At the end of the school year, each student is expected to return their key to the houseparent. Failure to do so will result in a \$25.00 charge.
- If a student changes their room during the course of the year, they are expected to return their original key to the Dean of Students and will not receive a new key until the original is turned in.
- At no time should duplicate keys be made.

Student Possessions

Valuables

Students are advised to leave valuable items, such as jewelry, at home. Passports, I-20s and other important travel/residency documents must be submitted to the Admissions Office upon arrival to campus for safe keeping. Large sums of money should be deposited into a student's school account. Students are considered to be responsible for any and all belongings, including money, in their possession.

Summer Storage

Students may store up to four boxes/items at the School over the summer in the Upper Mary Burnham attic if they are attending SBS the following year. All belongings should be marked clearly with the student's name and year of graduation and will be stored in an area designated by graduation year. Students are responsible for taking their belongings to the attic at the end of the school year and retrieving them from the attic in the fall. If boxes are left out of the attic, the student will be charged for the labor to move them to the attic. Any items left in the attic or the student's dorm room after the student has graduated or otherwise left the school should be retrieved by the student or their family. The family will be charged for the cost of shipping items to a forwarding address. Once a student has graduated or otherwise left the School, any belongings left behind will be given to charity the following academic year.

Summer Shipping

Stoneleigh-Burnham School avails itself of the services of The UPS Store for shipping items that students wish to have sent home or to college at the end of the school year. The UPS Store picks up boxes, trunks and other items and ships them via UPS. The UPS Store contacts each family prior to shipping to secure shipping approval and to arrange for payment. Students are responsible for packing and addressing items they wish to ship as well as filling out all necessary forms.

Guests on Campus

Guests of students

Please note the following guidelines for guests/visitors as stated in the 2021-2022 Covid-19 Community Handbook Supplement:

- Dorm halls are accessible to only the individuals who reside in that dorm.
- Students from other halls are not permitted to visit other dorms.
- No visitors, including parents, are permitted in the dorms. Exception: one parent/guardian for 20 minutes to assist with the move in process.
- Family members and legal guardians must receive approval from the Dean of Students at least one day prior to coming to campus and will meet with their SBS students either outside or in a predetermined location.
- No sleepovers of any kind are allowed on campus.
- Students are not permitted into resident apartments or homes

Overnight Weekend Guests

Female guests of boarding students are welcome to stay overnight in the dorms on weekends with prior approval by the Dean of Students. The parent/guardian of the guest will need to email or call the Dean of Students office to give permission for the sleepover and provide emergency contact information. Boarding students need to communicate with their roommate about the sleepover in advance. The policy for overnight visitors is one guest per room occupant. SBS graduates may not stay overnight with students. Guests are not permitted to sleep over the evening of a school tradition, such as 100 Nights, Vespers, or the night before Commencement.

Student families in dorms

In order to maintain the integrity of the boarding program and to alleviate any inconvenience to roommates, family members are asked to visit the dorms only when necessary. Families must check in at Reception upon arrival and departure and need to communicate with the Dean of Students or Houseparent on duty for their student's hallway before entering the dormitories. Families are not permitted to spend the night in the dormitories at any time.

DAY STUDENTS

Day students are an integral part of the Stoneleigh-Burnham community and are encouraged to participate in as much of the School's life as possible. While day students live at home, we hope that the School feels like an extension of home.

Day students are expected to participate in all mandatory School events including, but not limited to: community dinners, performances, opening weekend events, graduation week events and occasional scheduled events such as the Poetry Festival.

Reporting Absences

If a day student will be late or absent, the student's family is responsible for notifying the Attendance Office by 8:00 a.m. Please call 413-774-2711 x. 200 or email attendance@sbschool.org. If the absence is due to an outside appointment, 24 hours notice to both the Health Care Center and the Attendance Office is appreciated.

Day students who are excused by the Health Care Center for illness after arrival at school are expected to return to their homes as soon as families are notified and transportation has been arranged.

Signing in and out

Day students are expected to arrive on time for their first class and not leave campus until their last obligation is fulfilled, unless special permission to leave early has been granted by the Dean of Students.

All day students must sign in when arriving on campus and sign out when leaving. The sign-in/sign-out QR code is located at Reception. This applies to any day of the week.

Day Student Spaces

Day students are assigned a common space or dorm room to share with other day students. The day space is a place for day students to store their books and belongings and study during free time. Day students are expected to keep their space clean and neat.

Staying Overnight on campus

Per the 2021-2022 COVID-19 Community Handbook Supplement, day students may not stay overnight until further notice. Day students are allowed to stay in the dorms on occasion with advance permission of the Dean of Students. The Dean of Students office must receive a note or phone call from the day student's family giving their student permission to stay overnight. The School reserves the right to refuse an overnight if it is in the student's or School's best interest to do so.

When day students stay on campus, they assume the same residential responsibilities as boarding students. This includes adhering to check-in times, evening hours, and boarding student sign-in/out procedures. Day students may stay in their day rooms or may request to spend the night with a boarding student.

Driving and transportation

Day students are permitted to drive to campus and park a vehicle at the School. Day students are expected to park in the back parking row of the main parking lot only. Once the vehicle is parked at School, it may not be operated again until the end of the school day unless permission from parents/guardians and the Dean of Students has been granted. The student's family must complete a Car Registration form and turn it into the Dean of Students office before parking on campus. Students with a vehicle will be assigned a parking sticker to be placed on the bottom corner of the rear window. Students are expected to observe posted speed limits. Parking at

Stoneleigh-Burnham School is a privilege and can be revoked through repeated violations of community and/or driving guidelines.

Seniors who are day students may drive other seniors to destinations off campus if the Dean of Students has written permission from the parents/guardians of both the driver and passenger.

Inclement Weather Policy

In general, the School will not close due to inclement weather. Day families are asked to use their best judgment on the safety of driving to School. If Greenfield public schools or the day student's local school district is closed due to inclement weather, the student's absence will be considered excused as long as the School has been notified of the absence. On the rare occasion that a School closure is warranted, that information will be shared on the School's phone message, the website, our internal email system, and on local radio and television stations.

OTHER SCHOOL SERVICES

Dining Services

Stoneleigh-Burnham School is proud of the quality of the food it provides to our community. We serve students, faculty, staff and, on occasion, guests of the School. Please see the 2021-2022 COVID-19 Community Handbook Supplement for more information on Dining Services.

Community Dinners

Occasionally, SBS holds community dinners. These occasions provide an opportunity for faculty and students to share a meal and conversation. Dress for these occasions is occasionally more formal than regular meals and seating is assigned. Attendance for community dinners is required of all students and full-time faculty members. Students will share serving responsibilities throughout the year.

The Student Lounge and Student Cafe

These rooms are dedicated spaces for students to gather during the day for group meetings and social activities. Students who use these shared spaces are responsible for their upkeep and cleaning. Students may cook or bake in the Cafe with employee supervision. Occasionally these spaces may be used for formal gathering or meetings.

Laundry Facilities

Students have access to coin-operated washing machines and dryers in four locations in the building.

Mail

Each student is assigned a mailbox located in the mail room on the first floor. Students receive their mailbox combinations at Registration in the fall. Mail is generally distributed after noon. Students are notified of a package via email. Packages may be picked up at Reception between 8:30 a.m. and 3:45 p.m. Students must identify themselves to receive their package. To receive mail, students should instruct family and friends to address the mail as follows:

Student Name

Stoneleigh-Burnham School

574 Bernardston Road

Greenfield, MA 01301

United States

Fax

Students may receive and send faxes via the School fax number which is 413-772-2602. Students need to ask the Receptionist to help them send a fax. Faxes received for students will be distributed in student mailboxes.

The School Store

The School Store is open Monday through Friday with scheduled hours. Students may purchase textbooks, notebooks, stamps, phone cards and a variety of school supplies needed for all courses. The Store also stocks clothing, cards, small gifts and personal items. All store items may be charged to a student's Smart Card Account or paid for by cash or check.

The Smart Card Account

It is an important part of each student's education to plan and work within a prescribed budget as determined by the student and their family. With this in mind, the School requires each student to have a Smart Card Account, a multipurpose prepaid debit account.

At the start of each year, the student and their family fill out a Smart Card worksheet prescribing their weekly allowance as well as School Store and other spending limitations. Funds should be deposited at the start of each term to cover the student's estimated expenses for that term, to be disbursed according to the restrictions determined on the worksheet.

Students may not overdraw their account; if sufficient funds are not available, they will not be permitted to make a withdrawal and should make sure they have enough money in the account to cover all needs. In order for any student to take advantage of activities that require an additional financial commitment, all account balances must be up-to-date.

Additional deposits into a student's debit account, as well as changes to spending limits, can be made by the parents at any time throughout the school year.

TECHNOLOGY

Mission Statement

The mission of the Stoneleigh-Burnham School Technology Department is to aid community members in the effective use of technology, implement and maintain programs and systems to meet the institution's academic, administrative, residential and infrastructure needs, as well as to plan and prepare for future use.

Academic Technology Requirements and Expectations

Students in all grades are required to have an iPad to access digital content and complete required assignments. Any current iPad model, 32GB or higher, running iPadOS14 or higher will meet students' school needs. All students will be expected to arrive at class each morning with their iPad fully charged and with sufficient free space for required assignments.

In addition to their iPad students may bring another computer for personal use. To access the wifi system students must register their computers with the Technology Department and must comply with all applicable rules and regulations.

If a student does not have a personal laptop, a Chromebook will be loaned to them for academic use.

Please note: As the primary purpose of our wifi network is academic use, student phones are not added to the system.

Whenever possible the SBS Technology staff will make an effort to assist students with personal computer issues.

Classroom and Residential Technology Policy

iPads / Laptops

- Devices are in use only at the request of the teacher.
- If a device is used improperly in a classroom, i.e. not as directed, it may be collected by the teacher and returned at the end of class.

Cell Phone Guidelines

- Cell phones may not be used anywhere on the first floor during the academic day. Similarly, cell phones may not be used in Jesser, Geissler, or any other academic space during the academic day. Cell phone use is allowed on the second floor and outside during the academic day.
- Student cell phones are not allowed in the dining hall at any time.
- Cell phone use, including texting and other features, is not allowed during class, athletic and School obligations including evening study hall.
- Wifi hotspots, created by cell phones or other cellular devices, may cause severe interference with the school network and are not permitted.

Email

- Emails sent to All School are moderated by the Dean of Students and the Asst. Head of School for Community and Program.
- Enrolled students have access to their SBS email accounts for the duration of their attendance at SBS
- Students who depart SBS at the end of the academic year will have access to their SBS email accounts until September 30 of the same year, at which point the account will be deactivated.

- Students who withdraw from SBS during the academic year under good terms will have access to their SBS email accounts for 30 days following their departure, at which point the account will be deactivated.
- Students who are expelled from SBS will have their account deactivated immediately.

User Rights and Responsibilities

- Users must adhere to school policies for continued access to personal technology use.
- Users must comply with all relevant laws and school policies, including those pertaining to privacy, conduct, copyright and licensing.
- Users must respect each other's right to privacy. Users must not share personal information about other community members, including but not limited to names, home or school addresses, phone numbers, images and videos, etc.
- Users must report incidents of inappropriate behavior to a faculty member or school administrator.
- Users must not share their accounts or passwords with anybody for any reason.
- Users must not use the network for commercial ventures or advertising without express permission of the school administration.
- Users must abide by the SBS Honor Code.

School Rights and Responsibilities

- Stoneleigh-Burnham School retains the right to monitor use of the system and to discipline any user who violates school policies.
- Stoneleigh-Burnham School will take appropriate steps to ensure the security of personal information pertaining to both individual users and the School.
- Stoneleigh-Burnham School filters internet content that is obscene or harmful to minors to the best of their ability. If a blocked site is needed for academic purposes a student or teacher should speak with the Technology Department for assistance with accessing the content.
- Stoneleigh-Burnham School will comply with all local, state and federal laws, including those pertaining to privacy, conduct, copyright and licensing.

Communications

The Stoneleigh-Burnham School Communications Department works hard to present a consistent image for the school both within and beyond our school community. Every member of our community can play an important role in helping to promote a positive image for SBS. The community is expected to adhere to the following guidelines:

- Any use of the school's name, logos and/or likeness, or any variation of these must be approved by the Communications Department.
- The production of any products insinuating an association with or promotion by the school, including clothing or printed materials, must be approved by the Communications Department.
- Use or dissemination of school photography or video must be approved by the Communications Department.

Disclaimer

Stoneleigh-Burnham wishes to make potential system users (and parents/guardians thereof if users are under 18 years old) aware that the system administrators and the School do not have control of the content of the information residing on the Internet. Users and parents/guardians of users under 18 are advised that some Internet systems may contain defamatory, inaccurate, abusive, offensive or illegal material. Stoneleigh-Burnham

School does not condone the use of such materials and does not permit usage of such materials in the School environment. Students knowingly bringing such materials into the School environment, or breaking any local, state, or federal laws, will be subject to disciplinary action up to and including appearance before a Disciplinary Review Board. Administrators may be required to report such infractions to appropriate legal authorities.

While Stoneleigh-Burnham School supports the privacy of electronic mail, account users must assume that this cannot be guaranteed.

The user (or parents/guardians thereof if the user is under 18) specifically agrees to indemnify Stoneleigh-Burnham School for any losses, costs or damages, including reasonable attorney's fees incurred by the School related to or arising out of any breach of the above guidelines.

COMMUNITY SAFETY

Fire Prevention and Response

The major potential threat to life in a dormitory is fire. Every precaution should be taken to prevent dormitory fires. Each student will be instructed in the procedure to be used in case of fire. Fire drills will be carried out throughout the year at the discretion of the Dean of Students, the Maintenance Department and the Greenfield Fire Department. When the alarm sounds, all students should leave via the closest exit and proceed to the Upper Riding Ring (unless directed otherwise) and check in with their houseparents. Doors to student rooms should be left open with the lights on. All fire alarms should be treated as real fires and not assumed to be a drill with all the procedures followed.

In the event of an actual fire, the procedure is as follows:

- If the alarm is not sounding, pull the nearest firebox and call 911. This will automatically sound an alarm at the Greenfield Fire Department, Police Station and throughout the School.
- The nearest adult should be notified immediately as to the location of the fire.
- If a smoke detector is heard in any room, the nearest alarm box should be immediately pulled and 911 called.
- Students should evacuate the main building by the nearest exit and should report to the Upper Riding Ring.
- Houseparents should quickly check every student room and bathroom and proceed to the Upper Riding Ring.
- Houseparents will do a roll call of students reporting names of missing students to the Dean of Students or the Administrator On Duty who will inform the firefighters of anyone missing.
- The Dean of Faculty and department heads (Maintenance, Dining, etc.) will take attendance, reporting names of missing community members to the firefighters.
- The person in charge of attendance (Dean of Students or Administrator On Duty) shall release two faculty members to inspect the Gym, Art Center and Bonnie's House as well as calling the Barn (773-8333) to find out who is there. If the barn does not answer, an adult must be dispatched there to see if any missing students/staff are there.
- Under no circumstance should anyone go back into the building.
- Students and employees may return to the building once the Fire Department has given the okay.
- Communication: If possible, the Head of School authorizes release of a mass email to let all know the School is safe.

It is absolutely necessary for all students, employees and resident family members to leave the building whenever the alarm sounds. It should never be assumed that it is just a drill.

Dangerous Weapons and Firearms

Stoneleigh-Burnham School, like all schools in Massachusetts, is a dangerous weapons and firearms-free zone. All employees, students, families and visitors must follow State law when on campus.

According to Massachusetts State law:

“For the purposes of this paragraph, ‘firearm’ shall mean any pistol, revolver, rifle or smooth bore arm from which a shot, bullet or pellet can be discharged.

Whoever, not being a law enforcement officer and notwithstanding any license obtained by the person pursuant to chapter 140, carries on the person a firearm, loaded or unloaded, or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of the elementary or secondary school, college or university shall be punished by a fine of not more than \$1,000 or by imprisonment for not more than 2 years or both. A law enforcement officer may arrest without a warrant and detain a person found carrying a firearm in violation of this paragraph.

Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college or university that fails to report a violation of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than \$500.” [Mass. Gen. Laws ch. 269, § 10(j)]

Tobacco, Nicotine, and Smoke Free Campus Policy

Stoneleigh-Burnham School is a tobacco, nicotine, and smoke free campus. The use or possession of tobacco or nicotine products, including chewing tobacco, cigarettes, and electronic cigarettes (or similar devices) is prohibited by students, employees, and visitors to the school.

Asbestos Management Plan

A copy of the Stoneleigh-Burnham School Asbestos Management Plan is available for review in the Director of Finance and Operations’ office during normal business hours.

Integrated Pest Management Plan

A copy of the Stoneleigh-Burnham School Integrated Pest Management Plan (both indoor and outdoor) is available for review in the Director of Finance and Operations’ office during normal business hours. The plan lists all possible chemicals that may be used in pest management at the School.

IMPORTANT PHONE NUMBERS

Reception (School main phone line)	(413) 774-2711
Head of School - Stephanie Luebbers	ext. 210
Academic Dean – Lauren Cunniffe	ext. 280
Asst. Head of School for Community and Program - Shawn Durrett	ext.216
Asst. Head of School for Enrollment and Strategy - Kristen Mariotti	ext. 255
Dir. of Day Student Admission and Financial Aid - Sharon Weyers	ext. 257
Athletic Director - Scott Gray	ext. 251
Dean of Students and Dir. of Residential Life - Sara Gibbons	ext. 241
Director of Academic Center - Apple Gifford	ext. 283
Director of College Counseling - Lauren Cunniffe	ext. 280
Director of Counseling Services - Kate Reid	ext. 308
Director of Development and Alumnae – Susan Mattei	ext. 247
Director of Diversity, Equity and Inclusion - Amanda Mozea	ext. 217
Director of the Equestrian Program – George Halkett	ext. 363
Director of Health Services – Jenny Potee	ext. 265
Director of Technology - Jason Brown	ext. 298
Middle School Dean - Bill Ivey	ext. 325

Residential Hallway Phone Numbers

7/8 Houseparent on duty	(413) 834-3197
9/10 Houseparent on duty	(413) 834-3122
11/12 Houseparent on duty	(413) 824-9371
Security (6:00 p.m. - 6:00 a.m.)	(413) 824-9568

Stoneleigh-Burnham School
 574 Bernardston Road
 Greenfield, Massachusetts 01301
 (413) 774-2711
 FAX (413) 772-2602
 sbschool.org

