

2021–2022

Parent/Student Handbook

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A. WELCOME

1. WELCOME TO BASIS INDEPENDENT SCHOOLS

We are thrilled you have chosen to join our community! At BASIS Independent Schools, we prepare our students to become the next generation of innovators and problem solvers. We are passionate about teaching students to think critically, to make connections, and to pursue their ambitions unafraid of uncertainty.

Your child will benefit from being a part not only of his or her BASIS Independent School, but also of the international network of BASIS Curriculum Schools, in which all schools use the proven BASIS Curriculum, and of the larger Spring Education Group, dedicated to superior academic and personal outcomes.

We are proud to grow our network, and as we grow, we retain the commitment to excellence and the feeling of family that helped create the strong foundation for our mission and philosophy.

2. MISSION

The mission of BASIS Independent Schools is to educate students to the highest international levels with a spiraling liberal arts and sciences curriculum benchmarked to the best education systems in the world. Our advanced curriculum, unmatched in breadth and depth, prepares students with the content knowledge, critical thinking, and self-advocacy skills needed to be successful throughout their education and well beyond. Our passionate, expert teachers are unwavering in their belief that with hard work, the right support, encouragement, and inspiration, any child can excel. We are committed to a joyful learning culture where hard work is celebrated and intellectual pursuits result in extraordinary outcomes.

3. EDUCATIONAL PHILOSOPHY

BASIS Independent Schools share an educational philosophy that informs the scope and sequence of the BASIS Curriculum and drives our academic culture. Our perspective endures the pressure of trends so that our students consistently thrive in spite of challenges; we focus on what works and what is proven to prepare students today for what is to come tomorrow: autonomy, mastery, and accountability. Students must be given the resources and support to become fully autonomous in inquiry, discourse, and application. The experience and perspective of our Subject Expert Teachers drive the rigor of our curriculum, and we expect our students to master the basics of all subjects to prepare them to pursue advanced study. Students and teachers alike are required to fully embrace ownership of the outcomes of their work. The combination of these three components ensures that students do not receive an education passively; rather, they create their education with purpose and passion. For the full BASIS Curriculum Schools philosophy, please visit our website.

B. HANDBOOK PURPOSE, ACKNOWLEDGEMENT, AND DEFINITIONS

The purpose of this Handbook is to inform students and Parents of the policies, procedures, and operations of their School. It presents information highlighting policies and guidelines necessary for the academic achievement, safety, welfare, and well-being of our students.

Parents are required to review the contents of this Handbook and the School Guidebook and share appropriate information with their child. By signing the Enrollment Agreement, Parents and students agree to abide by the rules, regulations, policies, and procedures of the School, including this Handbook. As a condition of enrollment, Parents and students are required to sign the Parent/Student Handbook and School Guidebook Acknowledgement, which indicates that both the Parents and student understand and agree to abide by the directions of this Handbook and the School Guidebook. Parents will receive the form electronically, and students in grades 5-12 will receive this Acknowledgment from their School to complete. Information, policies, and procedures pertinent to an individual School campus (e.g., arrival and dismissal procedures, food service details, etc.) will be provided in the School Guidebook, which is distributed alongside the Parent/Student Handbook.

The policies in this Handbook set forth the general expectations regarding a student's enrollment at the School, but they do not form a contract between the School and the Parents or Student, and the School may deviate from the guidelines and expectations set forth in this Handbook in its sole discretion as individual circumstances may warrant. The School expressly reserves the right to change any of its policies, including those covered here, at any time without notice. Normally, the School will notify families of these changes through ParentSquare, the School's online communications portal, or by other appropriate means. Changes are effective on dates determined by the School.

The School has made every reasonable effort to ensure the policies in this Handbook comply with all applicable state, federal, or local laws and regulations. If this Handbook contains a policy that does not comply with applicable law, that law takes precedence over the Handbook policy. If any part of the Handbook is for any reason held to be unenforceable, such provision is severable and the rest of the Handbook remains fully enforceable.

This Handbook is published for the use of the School community. For privacy, safety, and business reasons, we do not distribute this Handbook to anyone for commercial purposes, nor do we permit its use by anyone within the School community for any external purposes.

The following terms are used in this Handbook:

School: This Handbook contains only information common to all BASIS Independent schools. For the purpose of this Handbook, the term "School" is used to represent any or all BASIS Independent schools.

Parents: For the purposes of this Handbook, the term “Parents” is used to indicate the student’s caregiver(s) identified in the student’s registration documents as the person or people with whom the student resides. Absent a court order or written agreement to the contrary, which must be provided during the registration process, it is assumed that both parents have joint legal custody of a child. If there is a court order limiting the custody of, communication with, or visitation rights to the student, it is the responsibility of the caregiver with custody to submit a copy of the court order to the School Office (the main administrative area of the School). Unless a court order stating otherwise is on file with the School, both parents have equal rights to information. It is the parents’ responsibility to notify the School of any changes to family circumstances.

C. SCHOOL PERSONNEL AND COMMUNICATIONS PROTOCOLS

1. ON-SITE SCHOOL MANAGEMENT AND STAFF

School management consists of the Head of School, Associate Head of School, Head of Operations, Associate Head of Operations, and Directors. Some Schools have a single Director of Student Affairs, while Schools with larger campuses will have multiple grade-level focused Directors instead of one Director of Student Affairs. Schools may have a Director of Academic Programs, a Director of Admissions, a Director of Communications, a Director of Auxiliary Programs, and a Director of Operations.

School staff includes teachers and teaching fellows, Deans, and other administrative staff. The number of Deans and the grades they are responsible for depends on the grades the School serves and its population. In the case your school does not have a designated Dean for your specific grade, the Director of Student Affairs will fulfill the Dean responsibilities.

To find out who holds these management and staff positions at your School, refer to the School website or ParentSquare.

2. GOVERNANCE

BASIS Independent Schools, as a central organization, is the ultimate guardian of the School’s mission and ensures policies and practices are congruent with that mission. Its primary function is to serve and to support the Schools. The Vice Presidents of BASIS Independent Schools delegate substantial authority and autonomy to the Head of School and Head of Operations to operate the School in alignment with these principles and provides support for this responsibility. The Head of School and Head of Operations are accountable to the Vice Presidents and are evaluated formally on upholding the School’s mission, delivering the BASIS Curriculum with fidelity and bringing its academic philosophy to life, serving the School community, and ensuring long-term stability.

3. COMMUNICATION FROM THE SCHOOL

Most School communications with Parents are electronic. Parents will receive all general information (including this Handbook), updates, notifications, announcements, newsletters, and more through internet-based communication, including email and ParentSquare. The School may also communicate through non-electronic methods (e.g., flyers, signs in the parking lot, or signage in the foyer and cafeteria).

The use of any electronic communications system has risks. While the School uses all reasonable means to protect the security and confidentiality of electronic information sent and received, including the use of encryption and other industry-standard security technologies, it cannot guarantee the security and confidentiality of web-based communications, and will not be liable for inadvertent or improper disclosure of confidential information that is not caused by intentional misconduct or that is caused by failures of systems outside of the School.

The School will only communicate directly with Parents. Only upon written request and authorization, and in compliance with the relevant laws and regulations, will the School provide information to other parties.

For additional information on communications from the School in emergency management situations (such as School closures for inclement weather), please refer to the School Guidebook.

4. THE COMMUNICATION JOURNAL (CJ)

The Communication Journal (the “CJ”) is the primary method of communication between Parents, teachers, and staff with regard to a student’s academic performance or classroom behavior. CJs are used by students in grades TK*–12.

**Transitional Kindergarten (“TK”) is a grade in between PreK and Kindergarten in California Schools.*

Students must bring the CJ to every class, every day. The CJ is essentially a day planner, but it is also the most important tool for students to manage their assignments and to take responsibility for their own learning. Students must use the School-provided CJ; it is designed to serve specific School needs. Both students and teachers are trained on how to use it consistently and efficiently so that homework assignments, quizzes, and tests can be recorded. Students are responsible for alerting their teachers to notes from their Parents and alerting their Parents to notes from the teachers or the School. If the CJ is lost or missing, students must inform their Parents immediately and obtain a replacement. Failure to bring the CJ to School, destroying the CJ, or removing pages from the CJ may be considered a Disciplinary Violation.

5. HOW TO CONTACT US

Parents can contact any member of the School management or staff by ParentSquare, email, or by requesting an appointment via written note or email to the staff in the School Office. The School Office is open during the advertised School hours. The course teacher is the first point of contact

when Parents or students need to communicate about academic issues or a student's well-being in a specific course. Any other issues related to general academic performance or a student's well-being should be addressed to the student's Dean. While School Office assistants are not authorized to provide Parents with any information related to student attendance or academic performance, they are available to assist in contacting the person who is best qualified to answer the questions or concerns of Parents. Please refer to your School's website and ParentSquare to find the contact information for the person at the School you wish to contact.

6. EMAIL PROTOCOL

School management and staff email addresses are accessible via ParentSquare. Parents should not use email in the case of an emergency; rather, they should call the School Office directly.

While Parents may use ParentSquare or email to communicate any issues of concern, the demands of the School management and staff may limit their ability to address such communication or concerns immediately. Nevertheless, in most cases, the management or staff member will acknowledge the communication within three working days and provide information on when Parents can expect a full response. If Parents do not receive a response within three working days, they should inform the Head of School via email of the communication issue.

Parents of students in grades 9–12 should not request that teachers email assigned homework or due dates for their students. Please refer to the School Guidebook for specific procedures on obtaining missed work or assignments.

7. REQUEST FOR REVIEW OF SCHOOL DECISIONS

Parents may request, in writing, that the Director of Student Affairs review a staff member's decision related to a student. The School will review the concern and notify the Parent of any changes to the staff member's decision regarding a student, which shall be determined by the School in its sole discretion.

If the concern is related to any of the Directors, Parents should send the request to the Head of School. If the concern is related to the Head of School or Head of Operations, Parents should send the request to the Vice Presidents of BASIS Independent Schools. If Parents believe that the School has violated any applicable laws or regulations, they should bring it to the Head of School's attention immediately.

D. PARENT INVOLVEMENT AND RESPONSIBILITIES

1. PARENT INVOLVEMENT AND COMMUNITY

One of the most important aspects of our program is that we teach personal responsibility at all ages. The School affirms that students who develop skills to hold themselves accountable for setting and meeting their own goals are well-equipped to be confident and high-performing in the face of academic challenges. As all students deserve the right to be autonomous in the classroom and teachers are at their best when there are limited distractions, we do not permit parents to observe classes or enter the building during the school day without prior consent from the School, which may be given at the sole discretion of the School. The philosophy aligns with our belief that students, even from a young age, must be accountable for their educational needs and our teachers must be totally focused on their students during every lesson.

In no way, though, does this diminish how the School values the voice and viewpoint of each family that makes up the School community. Parents are encouraged to meet with faculty, staff, and School management on an individual basis to discuss any concerns that may arise. Please see the procedures described in the How to Contact Us section above. The School will host periodic informational sessions with question and answer time built in, as well as annual anonymous surveys in order to regularly gather feedback from families.

The School strives to avoid creating hierarchies within the School community, as we equally value the unique contributions and input of all of our families. Consistent with these values, the School does not engage in fundraising. Fundraising creates a transactional relationship between School management and parents that can create a hidden hierarchy within the School community. The operation of our program is self-sustaining and self-sufficient to your children's educational needs, so we do not rely on the generosity of donations to operate our Schools. We believe that is the reason for tuition. The most meaningful role parents can play in their child's school life is investing time and support in, and advocating for, their child's education.

Of course, we recognize that we are fostering communities that extend beyond the walls of our daytime School population. The School management and staff are excited by this responsibility and opportunity. Throughout the year, the School organizes events for families to celebrate the works and collegiality of our students. Liberated from the necessity to fundraise, our Schools can host true community events where we can all gather in the spirit of fun, friendship, and the joys of shared experiences.

2. PARENTAL COMPORTMENT AND SUPPORT FOR SCHOOL POLICY

We believe that a positive and constructive relationship between the School and a student's Parents and other individuals ("Related Individuals") interacting with the School and/or the School community by virtue of their relationship with a student is essential to the fulfillment of

the School's mission, educational objectives, and operations. The School expects Parents to be knowledgeable about this Handbook and the School Guidebook, to adhere to its policies and procedures, and to share its policies and procedures with Related Individuals to ensure they adhere to its policies and procedures. The School also expects Parents and Related Individuals to treat all faculty and staff members respectfully and professionally. The School reserves the right to limit or control the access to and/or presence of Parents and Related Individuals on campus and/or at School-sponsored or School-related events; to suspend, expel, or otherwise remove a student from the School; or to decline to re-enroll the student, if the Head of School concludes, in their sole discretion, that the actions of the student's Parents or Related Individuals impede the School's ability to meet its educational objectives or mission, disrupt School operations, are uncooperative, unreasonable, or unsupportive of the School, its management or staff, philosophy, rules, regulations, policies, and standards, or make it difficult to have a positive or constructive relationship with the Parents or Related Individuals. Withdrawal of enrollment privileges for any reason does not relieve Parents of the responsibility for the payment of the entire year's financial obligation.

3. PARENT FINANCIAL OBLIGATIONS

As a method of communicating tuition and fees due and recording payments from Parents, the School utilizes the BASIS Independent Payment Portal ("BIPP"), which provides convenience for families when making payments. The School is not authorized to collect cash payments or checks. Once a student has secured and accepted a seat at the School, Parents will be set up with a BIPP account. This account provides 24/7 access and allows Parents to pay for any optional activity or additional services for their student. BIPP access is available exclusively through ParentSquare.

The School may impose sanctions for non-payment of fees and charges, including, but not limited to:

- › Denying participation in the end-of-year assembly;
- › Denying the privilege of obtaining a yearbook;
- › Denying participation in enrichment and optional activities;
- › Withholding student records, if and to the extent permitted by state law; and
- › Exercising the School's rights under the Enrollment Agreement.

4. GIFT POLICIES

School management and staff are prohibited from accepting gifts of more than a nominal value (\$25.00) from any member of the School community. Parents can help employees comply with this regulation by abstaining from giving gifts, even during the holiday season.

E. ACADEMICS

1. ACCREDITATION

All Schools are a part of the BASIS Curriculum Schools network and accredited by Cognia, under the seal of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) and Northwest Accreditation Commission (NWAC).

Cognia is a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK–12 schools and school systems to ensure that all learners realize their full potential. The organization serves as a trusted partner to 36,000 educational institutions—employing more than four million educators and enrolling more than 25 million students—across the United States and 84 other nations. Cognia was created through a 2018 merger of the PreK–12 divisions of the NCA CASI and the SACS CASI—and expanded through the addition of two educational nonprofits, AdvancEd and Measured Progress.

All schools are accredited under a system accreditation from Cognia. System accreditation recognizes that increasing student achievement involves more than improving instruction. It is a result of how well all the parts of the education system—the community, school, and classroom—work together to meet the needs of students.

2. CURRICULUM

All Schools use the BASIS Curriculum. This internationally-benchmarked and accelerated liberal arts curriculum was developed solely for BASIS Curriculum Schools and is managed and continuously developed by BASIS Curriculum experts in accordance with our Mission and Philosophy. It would be inaccurate to say that we follow any external curriculum or standards (e.g., Common Core) or follow any well-known program (e.g., Montessori or IB). “The BASIS Curriculum” refers to three principal components:

Scope and Sequence: The BASIS Curriculum dictates the courses that are required in certain grades (e.g., Humanities and Engineering in grade 3), course sequence requirements (e.g., students may not take AP Chemistry prior to passing Honors Chemistry), and the available options where students have choices (e.g., students may choose from Mandarin, French, Spanish, or Latin in middle and high school). The BASIS Curriculum is, broadly speaking, accelerated: our courses may cover more content, be more rigorous, or happen sooner in a BASIS student’s experience than a typical PK-12 curriculum. Please see the School website for more detail on the scope and sequence of the BASIS Curriculum. For a specific School course catalog, please refer to the School Course Catalog on ParentSquare.

Graduation/Promotion Requirements and Other Policies: These requirements are detailed further in the Graduation and Promotion section of this document, and include examples such as “students cannot earn a BASIS Diploma without having passed AP Calculus AB,” and that “students may not be promoted to grade 8 without having passed Comprehensive Exams in

grade 7.” Other policies include the criteria for graduating with Honors or High Honors, eligibility requirements for Capstone courses, and guidelines for high-stakes exams.

Required Content and Skills: While our Subject Expert Teachers have autonomy to instruct students in the style they believe is most effective, there is content that must be covered in each course and, in many cases, spiraled from course to course. Each year, Subject Advisors (experienced BASIS teachers who serve as network-wide mentors as extensions of the Curriculum Team) review and make any necessary revisions to each required course and provide training to teachers on any updates. It is the responsibility of the BASIS Curriculum Team to design a curriculum that meets, at a minimum, the requirements of the relevant authorities (e.g., the University of California A-G requirements, New York State Education Department). All teachers must implement the BASIS Curriculum in compliance with these requirements. “Required content and skills” are assessed on required exams, including PreComprehensive and Comprehensive Exams, AP Exams, FastBridge, CTP, etc.; as such, these exams are part of the BASIS Curriculum as well.

Using the required concepts and skills students must master in each course as a template, the teacher designs their course syllabus. The syllabus explains the content of the course in the form of a Course Outline, including lesson units and activities. Additionally, the syllabus includes the description of class policies, grading policies, and a list of school supplies and instructional materials required for the class. Students receive the syllabus by the end of the second week of instruction. Each course syllabus is available for Parents to review upon request. Additional information about the BASIS Curriculum is available on your School’s website. Each teacher or School– depending on the grade level and course, and pending approval from the Head of School– has freedom to use various instructional materials, partner with outside vendors, and structure lessons in ways that best meet their students’ needs.

3. COURSE ENROLLMENT

The BASIS Curriculum distinguishes three types of courses:

Required Courses: Students are assigned Required Courses. In the case that there are alternatives to the Required Courses for students in specific grades, the student’s Dean and/or Director(s) recommend and determine the placement based on course prerequisites and available space. The prerequisites include, but are not limited to, previously completed courses, academic results in previously completed courses, results of placement tests, and auditions. Based on a student’s performance, the Dean may recommend a change in the student’s Required Course enrollment during the school year. The final decision is made by the student’s Director(s) after consulting with a Parent.

Elective Courses: Starting in grade 6, students must select one Elective Course from a list of available options. Because some Electives are more popular, students are required to list more than one preferred Elective. A student’s preferred Elective Courses must be approved by a Parent and may require a fee for optional materials designed to enhance the student’s experience in the course. The Dean and/or Director(s) recommend Elective Course placement based on course prerequisites and available space.

Optional Courses: Students are not required to enroll in any Optional Courses; however, if a student signs up for an Optional Course, it becomes an academic requirement. A Parent must agree with the student's choice. Optional Courses cannot be taken in place of Required Courses, and the Dean and/or Director(s) may recommend that the student does not enroll in an Optional Course when there is no available space or if the enrollment would not be in the best interest of the student. The student's Director(s) makes the final decision about enrollment in Optional Courses after consulting with a Parent.

Please Note: The difference between an Optional Course (e.g. Computer Science, Reader's Workshop, Mandarin) and an enrichment activity (e.g., Drama Club, Late Bird Program) is not the time when it is offered, but whether it becomes a part of the student's formal academic program and is reported in progress reports and the student's transcript. Once enrolled, attendance in an Optional Course is not optional for the student and is subject to School attendance policies, like all courses.

There are several ways to request changes to Elective and Optional Courses for students in grades 6–12:

Student-initiated changes in Elective and Optional Course enrollment: Only students in grades 6–12 are allowed to petition for changes in Elective and Optional Courses. Based on a student's academic results, the Dean or Director may also recommend a change in a student's Elective or Optional Course enrollment during the school year. The final decision is made by the student's Director(s). A Parent is consulted prior to a final decision.

Withdrawal from Elective or Optional Course for grades 6–12 only: Students must take at least one Elective Course each year; however, students may withdraw from a second Elective Course or additional Optional Course. In the event that a student is enrolled in a second Elective because they have chosen not to take an AP® Science course, the student may not withdraw from the second Elective Course at any time. A student must petition their Dean or Director and obtain the Dean's acknowledgement of withdrawal and information regarding partial credit for the course. If the student stops attending the course prior to receiving the Dean's acknowledgement, their absences will be considered unexcused (please see the Attendance section).

Late enrollment in an Elective or Optional Course for grades 6–12 is subject to Director approval.

4. GRADES, ELEMENTS, AND CLASSES

Students are placed in grades based on age and/or grade attended during the previous school year. Students may be transferred between grades during the school year at the recommendation of the Director of Student Affairs and Head of School. The Head of School has the final decision. A Parent is consulted prior to any final decision.

Students in grades Pre/TK–8 are organized into elements. For the majority of the school day, students in the same grade and element attend classes together. Students in grades 9–12 are organized and placed in specific classes based on program requirements, student academic

readiness, and scheduling constraints. The final decision about element and class placement is at the discretion of the Director, as applicable. A Parent will be informed prior to any change.

The School reserves the right to make all final decisions regarding the placement of a student into a grade, element, or class.

5. INSTRUCTIONAL PERIODS

Instructional Day

The standard instructional day varies depending on grade level. Regardless of grade level, however, the day includes classes, transition periods, breaks, and lunch. Depending on grade level, the day may also include recesses. Students attend Required Courses, Elective Courses, breaks, recess, and lunch during the times specified on the Student Schedule. To learn about the School and grade-specific schedules, please refer to the School Guidebook and ParentSquare.

School Year

The school year is defined in the School Calendar and meets or exceeds the minimum days and hours of instruction prescribed by relevant laws or regulations. Typically, the school year has a total of 180 instructional days. Most instructional days are full days. For specific dates of instruction, early release, and other school year information, please refer to the School Guidebook or the School Calendar on ParentSquare.

The school year consists of the Academic Term, Review Periods, Project Terms, and an optional Summer Term.

Academic Term: starts on the first day of school and ends on the last day of the final trimester. During the Academic Term, students follow regular schedules. The Academic Term is divided into three trimesters. For the purpose of the Academic Support Program, the Trimesters are divided into mid-Trimesters. During the Academic Term, the School requires students in many grades to take standardized examinations. Testing dates are included in the School Calendar on ParentSquare.

Review Periods (grades 6–8): begin a minimum of five school days before Pre-Comprehensive and Comprehensive exams. Students in grades Pre/TK–5 and 9–12 are exempt from both Pre-Comprehensive and Comprehensive exams, unless they are enrolled in a course where the exam is required and, therefore, generally do not participate in the review periods. The dates of Pre-Comprehensive and Comprehensive exams are marked on the School Calendar on ParentSquare.

Project Term: encompasses the four to six school days before the last school day. During this time, students work on multidisciplinary projects in groups. The goal of these projects is to challenge students to be cooperative, creative learners and to function as a team to achieve a specific goal. For more information about Term Project requirements, please refer to the Grade Promotion section in this document.

Senior Project Term (grade 12 only): starts the first day of the third Trimester. Seniors who have fulfilled conditions required for participation in a Senior Project may spend the last Trimester participating in the Senior Project, typically outside School premises. For more information about the Senior Project requirements and eligibility, please refer to the Graduation and Diploma Requirements section in this document.

Summer Term: begins after the last school day and ends the day before the first day of the following school year. During summer term, the School may organize optional, fee-based summer programs for students. Summer Term is considered an extension of the preceding school year. In other words, Summer 2023 will be the final term in the 22–23 school year.

6. GRADING SCALES AND PERCENTAGE EQUIVALENTS

The School uses three types of grading scales, dependent on grade level and specific courses. These scales differ by the way the cumulative grades and average grades are calculated.

SPNU scale: Uses four marking categories: Superior, Pass, Needs Improvement, and Unsatisfactory. The SPNU scale is used in courses focused on skills, participation, and collaboration. SPNU is used in PK/TK for all courses, in grades K–4 for non-core courses, in grades 5 and 6 for PE, and in all grades to assess term projects. Students in grade 12 will receive SPNU grades for College Counseling and Senior Projects.

SPNU Percentage Equivalence	
S: Superior	$\geq 89.5\%$
P: Pass	$\geq 69.5\%$
N: Needs Improvement	$\geq 59.5\%$
U: Unsatisfactory	$< 59.5\%$

Simple A–F scale: Uses five marking categories: A, B, C, D, F. This scale is used for courses focusing on the mastery of specific levels of thinking and content retention. The Simple A–F scale is used in grades K–8 for all courses that are not assessed by SPNU scale as described above.

SIMPLE A–F PERCENTAGE EQUIVALENCE	
Grade: A	$\geq 89.5\%$
Grade: B	$\geq 79.5\%$
Grade: C	$\geq 69.5\%$
Grade: D	$\geq 59.5\%$
Grade: F	$< 59.5\%$

Qualified A–F scale: Uses 12 marking categories: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. This scale is used in all courses taught in grades 9–12 to prepare students for the system that most colleges use.

QUALIFIED A–F PERCENTAGE EQUIVALENCE	
Grade: A	>= 92.5%
Grade: A-	>= 89.5%
Grade: B+	>= 86.5%
Grade: B	>= 82.5%
Grade: B-	>= 79.5%
Grade: C+	>= 76.5%
Grade: C	>= 72.5%
Grade: C-	>= 69.5%
Grade: D+	>= 66.5%
Grade: D	>= 62.5%
Grade: D-	>= 59.5%
Grade: F	< 59.5%

Percentage Equivalents: The letter grade for all grading scales are determined using a percentage conversion. The teacher assigns the weight of each type of assignment for his/her course and publishes this information in his/her syllabus. The student’s Course Progress Grade is then calculated as a weighted average of all scores entered in the teacher’s grade book during the Trimester.

7. GRADE REPORTS AND TRANSCRIPTS

PROGRESS GRADE REPORT

Students receive Progress Grade Reports at the end of each Trimester. Additionally, students in grade PK/TK-8 receive a Mid-Trimester Grade Report approximately six weeks into each Trimester. Parents of students earning a C- or lower in any subject in Mid-Trimester are notified.

Course Progress Grade: during each Trimester, the teacher (in grades 1–4, the Subject Expert Teacher) enters the results of assignments and assessments in the Grade Book. The teacher sets up weights for different types of assessments according to the grading policy published in his/her Course Syllabus. The system calculates the Course Progress Grade using these weights. Course Progress Grades for Trimester 2 in grades 6-8 are modified to include the PreComprehensive grade results. Assignments during PreComprehensive and Comprehensive review periods are not included in student grades.

In grades 6-8, the system calculates an average of all grades entered to the system excluding the review period and the PreComp testing days (‘preliminary course average’), and then calculates the Course Progress Grade as a weighted average of the ‘preliminary course average’ and the PreComprehensive exam grade. The ‘preliminary course average’ is weighted as 70% and the PreComprehensive grade as 30%.

The Cumulative Course Average: calculated as a running cumulative average of the Course Progress Grades. For the courses graded on the A–F Simple or Qualified scale, the algorithms use the percentage values of each Course Progress Grade. The average for the courses graded on the SPNU scale is not calculated.

Final Course Grade: Based on the course, the Final Course Grade is calculated as follows:

- › **For grades 6-8,** the Final Course Grade is the average of the Cumulative Course Average after the last Trimester (50%) and the Comprehensive exam score (50%).
- › **For courses in which the student took an AP Exam,** the Final Grade is determined in accordance with the conversion rules summarized in the AP Conversion Table.
- › **For courses with a Final Exam** or an AP course in which the student takes the AP-Alternative exam, the weights assigned to the Cumulative Course Average and to the Final Exam are set in the Course Syllabus. AP-Alternative exams are weighted at 40% of the Final Course Grade.
- › **For any other course,** the Final Course Grade is equal to the Cumulative Course Average as of the third Trimester.

FINAL GRADE REPORT

In addition to all Course Progress Grades, the Final Grade Report includes:

- › **Grades PK/TK–5:** The last Final Course Grades.
- › **Grades 6–8:** Final Course Grades and Comprehensive exam scores.
- › **Grades 9–11:** Final Course Grades. The Final Grade Report is calculated and distributed before AP scores have been reported; transcripts will be issued once AP scores have been incorporated into students' grades.
- › **Grade 12:** Final Course Grades. The Final Grade Report is calculated and distributed after the end of the second Trimester, or at the end of the third Trimester for year long courses.

HIGH SCHOOL TRANSCRIPT

The transcript includes final course letter grades (no percentages), the credit value received for each course, and both weighted and unweighted cumulative High School GPA, which is the average of the grades for courses taken at the School in grades 9–12 and is calculated on both a 4 (unweighted) and a 5 (weighted) point scale. Final Course Grades for courses that include the student's AP Exam results are designated on the transcript.

WEIGHTED AND UNWEIGHTED HIGH SCHOOL GPA

Transcripts from BASIS Independent Schools provide both weighted and unweighted High School GPAs. The GPA is only calculated with completed courses for students in grades 9–12. They are calculated as follows:

Weighted GPAs: Weighted grades are based on the 5-Point scale below and will be awarded for all honors courses (including Pre-Calc), AP courses, Post-AP courses, and Capstone courses. Please note that an F still receives 0 GPA points.

Letter: A	5.00
Letter: A-	4.67
Letter: B+	4.33
Letter: B	4.00
Letter: B-	3.67
Letter: C+	3.33
Letter: C	3.00
Letter: C-	2.67
Letter: D+	2.33
Letter: D	2.00
Letter: D-	1.67
Letter: F	0.00

Unweighted GPAs: Our current unweighted grades will continue to be used for non-AP Electives/general Electives: the unweighted GPA will continue to be used for the Honor Roll.

Letter: A	4.00
Letter: A-	3.67
Letter: B+	3.33
Letter: B	3.00
Letter: B-	2.67
Letter: C+	2.33
Letter: C	2.00
Letter: C-	1.67
Letter: D+	1.33
Letter: D	1.00
Letter: D-	0.67
Letter: F	0.00

8. EXAMS

PreComprehensive and Comprehensive Exams: Cumulative exams are designed, audited, and approved by the BASIS Curriculum Schools Curriculum Team in cooperation with BASIS Independent teachers. In most cases the PreComprehensive and Comprehensive exams are designed as 50% content common to all BASIS Curriculum Schools and 50% teacher-specific content. The purpose of the PreComprehensive exam is to provide students with the experience of taking a cumulative examination and provide teachers, Parents, and students with invaluable information about the student’s progress and academic standing. PreComprehensive and Comprehensive exams are mandatory for students in grades 6–8 in core courses as indicated in the School Course List.

Please note: To maintain test security and to prevent the opportunity for undue disadvantage, the School does not provide copies of Comprehensive and PreComprehensive exams. The School is committed to working with students and Parents to understand the exam areas where a student is unsuccessful and provide educationally-appropriate support and intervention to help achieve future successes.

Final Exams: Are designed and graded by teachers in non-AP courses for grades 9–12. The weight carried by each exam for the Final Course Grade is specified in the course syllabus. Final Exams, which cover material from all three Trimesters, may be written, oral, or a combination of both, and may include results of final lab practicals or project presentations, as specified in the Course Syllabus.

Advanced Placement® (AP) Exams: The exams are designed and graded by the College Board® and it assesses a fee for each exam ordered. BASIS Diploma Graduation Requirements compel students to take a minimum of four AP Exams and pass at least one with a minimum “3” score.

CUMULATIVE COURSE GRADE (PRIOR TO AP EXAM)												
AP SCORE	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
5	B+	B+	A-	A-	A-	A	A	A	A	A	A	A
4	C+	C+	B-	B	B+	A-	A-	A	A	A	A	A
3	C	C	C+	C+	B-	B	B+	A-	A-	A	A	A
2	F	D+	D+	D+	C-	C-	C	C+	B	B	B	B
1	F	F	F	F	D-	D	D	D	D+	C-	C	C

Alternative AP Exam: If a student decides not to take the AP Exam, the student is required to take the AP-Alternative exam. These exams are written by the course teachers and are similar in structure, content, style and grading to the College Board’s AP Exam. The exam is administered by the School at the same time as the College Board’s AP Exam and evaluated by the teacher. Scores on AP-Alternative exam make up 40% of the student’s Final Course Grade in that course.

The OECD Test for Schools (based on PISA): The highly-respected Programme for International Student Assessment, or PISA, is managed by the Organization for Economic Co-Operation and Development (OECD). The PISA is administered every three years internationally, while the OECD Test for Schools (based on PISA) is administered in the United States every year by schools that meet certain requirements and elect to take it. The PISA is an internationally benchmarked, school-level assessment tool that measures critical-thinking skills and how well 15-year-olds can apply their knowledge of reading, math, and science to real-world problems. The results of the PISA enable the School to compare their students’ results against international results and earn international recognition. Since the test measures a student’s problem-solving abilities and is not curriculum-based, it requires no prior preparation. These tests are critical for the School to determine international benchmarking; therefore, all eligible 15-year-old students are required to take the test during the school year, although they do not factor into students’ grades. For additional details, please visit the Janison’s OECD Test for Schools website.

CTP (Comprehensive Testing Program): These tests, used in grades 3-5 and 8, assess students’ verbal and quantitative reasoning skills. Students’ results can be compared according to different sets of norms, such as those of their independent and international school peers. These tests also allow the School to compare students’ classroom performance, based on various curricula, to the conceptual knowledge assessed on reasoning tests. For additional details, please refer to the ERB’s CTP website.

9. GRADE AND COURSE PROMOTION

GRADE PROMOTION CRITERIA

Students who fulfill all criteria below, qualify for Promotion Status.

- › **Grades PK/TK–5:** to be promoted to the next grade, a student must earn a minimum Final Course Grade of 60% and/or Grade P (Pass) in all courses or projects taken during the year.
- › **Grades 6–8:** to be promoted to the next grade, a student must earn a minimum Final Course Grade of 60% and/or Grade P (Pass) in all courses or projects taken during the year and a minimum of 60% on each Comprehensive exam.
- › **Grades 9–11:** to be promoted to the next course in each subject sequence (i.e., Honors Biology and AP Biology, or PreCalculus AB and AP Calculus AB), a student must earn a minimum of 60% in both the Course and the Final Exam (including AP-Alternative Exams) of the Prerequisite Course.

FAILURE TO ACHIEVE GRADE PROMOTION AND AVAILABLE RESOLUTIONS

Students in grades K–8 who do not fulfill all grade promotion requirements do not qualify for promotion status. To remedy the student's promotion status, the Parent must submit a formal written request for permission to obtain conditional promotion status to the student's Director of Student Affairs. The request must be submitted within two calendar weeks of the receipt of the student's Final Grade Report. Students who file a request before the deadline will be awarded conditional promotion status and will receive an invitation to meet with the Director of Student Affairs to discuss the conditions required before promotion status can be granted.

Any student in grades K-5 who fails a course is offered the opportunity to complete a summer project (assigned and graded by the teacher) and due on a date specified by the School. Successful completion of that project is a condition for promotion status.

Any student in grades 6-8 who fails a course is offered the opportunity to complete a summer project (assigned and graded by the teacher) and due on a date specified by the School. Successful completion of that project is a condition for consideration for promotion status. Any student who fails any Comprehensive exam (score <60%) is offered a second opportunity to pass a Comprehensive exam in the failed subject on a date specified by the School prior to the first day of the next school year. Comprehensive Retakes are designed by each teacher and filed at the school, with answer keys, by the last day of the school year. Successful performance on the retake of an exam is a required condition for promotion status.

Students who are enrolled in Math courses that are above the minimum required level may be promoted to the next grade even in cases in which the student does not earn a minimum grade of 60% on the Comprehensive Exam for that Math course. In these cases, the student must repeat the Math course in which he/she failed the Comprehensive Exam, but will not be retained in the grade.

Any student in grades 9–12 who fails a non-AP course or the corresponding final exam is placed on an Individual Academic Plan (details below). In order to make up a failed Final Exam or a failed course, the student and his/her Parent must contact the School no later than two weeks

after the Final Grade Report is issued and arrange to meet with the Director of Student Affairs to discuss the conditions required in their Individual Academic Plan. Students who fail courses are required to make up the credit. This may be achieved by either successfully completing an equivalent course outside of the School, while following the rules identified in Transfer Credit or concurrent enrollment, or retaking the course in a subsequent school year. This option is limited by the School's schedule and may not be available until grade 12.

Students who have failed a Final Exam or AP-Alternative exam may re-sit that exam only by petitioning and with permission from the Head of School; students may retake the failed exam on a specified date prior to the first day of the next school year. The grade earned on the retake exam will replace the failing grade on the original exam, whether it is higher or lower. Students who fail a course that is offered at BASIS Independent Schools will automatically be placed on an Individual Academic Plan.

STUDENTS ON AN INDIVIDUAL ACADEMIC PLAN

When a student is placed on an Individual Academic Plan due to failing a required course, the student is not guaranteed to graduate within four years, as they may not have completed all of the prerequisites required to take courses in the order scheduled for all other students. The student may be ineligible for the BASIS Diploma with Honors and High Honors (see Diploma and Graduation Options). The student will be required to take a course load proposed by the Dean for grades 9–12 and approved by the Director of Academic Programs. The Director may modify Elective requirements and/or the timeline for fulfilling required credits as part of the Individual Academic Plan. Final approval of the Individual Academic Plan lies with the Head of School. A student on an Individual Academic Plan is only eligible for the BASIS Diploma after he/she earns the required number of credits; otherwise, the student earns a Certificate of Matriculation.

10. CREDIT REQUIREMENTS

Students in grades 9–12 are required to obtain a specific number of credits before they can receive a BASIS Diploma. To receive the credit the student must fulfill general attendance requirements and course specific requirements.

Attendance rules for credit requirements: A student must complete an entire course in order to receive credit for that course. A student does not receive partial credit when he/she has withdrawn from the course before the end of the third Trimester, regardless of the reason for the withdrawal. The only exception to this rule is when a course is designed to last for a shorter time than three Trimesters. Students who accrue excessive absences (see Attendance section), may not be awarded credit for that course.

Honors Courses Credit Requirements: A student must earn a minimum of a D- on the Final Exam. In addition, a student must earn a minimum of a D- for the Cumulative Course Average at the end of the third Trimester.

AP Courses Credit Requirements: The student must complete the corresponding College Board Advanced Placement Exam (AP Exam) or take the AP-Alternative exam, and earn at minimum Final Course Grade of D- .

Capstone, Elective, and Post-AP Courses Credit Requirements: The students must earn a minimum Final Course Grade of a D-. The Final Course Grade is calculated according to the procedures specified in the Course Syllabus.

Senior Project Credit Requirements: The Senior Project is worth 3 credits. To receive credit for the Senior Project students must fulfill all communication and activity requirements as set out in the Senior Project plan. Alternatively, students may fulfill all of the College Board requirements for an AP Research Portfolio. Providing the student passes, he or she will present to members of the School community by the date set in the Senior Project plan. Students who do not meet all project requirements in a satisfactory manner will not receive credit for the course and will not qualify for additional distinctions at graduation.

Elective Course Credit Substitution Requirements: Students in grades 9–12 who would like to receive credit for sports or fine arts activities outside of the regular academic program must petition their Director of Academic Programs in writing. The necessary conditions for earning substitute credit for an Elective are:

- 120+ instructional hours, validated by an official at the sport/art education institution.
- School's approval and recognition that the activity is valid for the credit.
- Compliance with any applicable state or district laws and regulations governing academic credit.
- The final decision regarding the credit is made by the Director of Academic Programs.

Transfer Credit from Outside Institutions Prior to Enrollment at BASIS: Courses taken during grades K–8 at a non-BASIS school do not carry credit. The School accepts all credits issued by other high schools, community colleges, and universities as additional Elective credits. To gain core course credit for a relevant course completed at another institution, students' transcripts are reviewed for alignment with BASIS graduation requirements. Additional documentation may be requested. If the coursework is determined to be adequately aligned with that of the applicable Course Syllabus, the School may require the student to take an exam designed by a teacher. Upon the successful petition and passage of the exam, the student will be awarded credit for the core course.

Concurrent Enrollment Credit Requirement: To receive credit for courses completed at institutions other than BASIS, students must receive approval from the Director of Academic Programs prior to enrollment in the outside coursework. Only credits which a student has received preapproval for from the School are eligible for credit transfer and will follow the guidelines listed above. Transfer credits do not count toward a student's GPA.

Credits Earned from BASIS Curriculum Schools (before grade 9): These credits are awarded in compliance with the rules issued by the relevant education authorities and all applicable laws. Students in grade 8 who continue to attend a BASIS school in grade 9 receive:

- 1.5 credits for Algebra I/Geometry
- 1.5 credits for Algebra II/Geometry
- 1 credit for any PreCalculus or above math course
- 1 credit for any AP Elective Course
- 0.5 credits for Economics (only for class of 2025 and earlier)

These are the only courses that carry High School credit if taken prior to grade 9 at a BASIS school. The credits transferred from grades lower than 9 from any school are counted toward the student’s total High School credits requirement; however, these courses are not included in the student’s GPA.

BASIS DIPLOMA REQUIREMENTS

Please refer to your School’s Course Catalog for list of actual courses offered; contact your School’s Director of Academic Programs or College Counselor for assistance with tracking graduation credits.

SUBJECT	REQUIRED COURSES	MINIMUM CREDITS	AP EXAMS (must pass 1 with a 3+)
English	Honors English Language Honors English Literature AP English (Language or Literature)	4	1
Math	Minimum AP Calculus AB ¹	4; Minimum 1 course each year in grades 9–12	1
History/Social Sciences	AP U.S. Government & Politics AP U.S. History AP European History OR AP World History Economics (minimum 0.5)	3.5 ²	1
Lab Sciences	Honors Chemistry Honors Biology Honors Physics OR AP Physics 1 ³ AP Lab Science (Chem, Bio, or Physics)	4	1
World Language	One World Language course each year in grades 9-11; must be the same language	3	0
Electives	Fine Arts PE ⁴	4 ⁴	0
College Counseling	Students must take College Counseling in Trimesters 1 & 2 during grade 12	0.67 if taken in grade 12	0

¹ Students carry over 1.5 credits each from Alg I/Geometry and Alg II/Geometry in BASIS middle school and may carry over 1 credit each for any math course PreCalculus or higher. Students must complete Algebra I prior to grade 9.

- 2 Students graduating from NY schools must earn a full credit of Economics, not .5; graduates must therefore have 4 credits of Social Sciences)
- 3 AP Physics 1 may be used to meet either the Honors Physics OR AP Lab Science requirement for graduation. Students who wish to use AP Physics 1 as their AP Lab Science requirement may only do so if they have first completed Honors Physics. In the same vein, students who are using AP Physics 1 to fulfill their Honors Physics requirement may not use the AP Physics 1 Exam to also fulfill their required AP Exam in lab science. Students taking AP Physics C to fulfill an AP Science requirement may use either or both AP Physics C courses (if both are taken together in one year). If taken in one year, a combined Physics C course only counts for one credit and one AP Science course requirement. Either AP Physics C Exam may be used to fulfill the AP Science Exam requirement.
- 4 VA Schools: no PE required; CA Schools: 1 credit PE; NY Schools: 2 credits PE plus .5 credit Health (NY schools must therefore have 4.5 credits of electives to qualify for a Regents diploma).

11. BASIS DIPLOMA AND GRADUATION OPTIONS

To obtain a BASIS Diploma, students must fulfill the graduation requirements for their graduating year and their School. The BASIS Diploma and Graduation Options table describes the general graduation requirements for all students at BASIS Independent Schools. However, these may be modified depending on how long the School has been open and how long a student has attended the School.

It is crucial for the students and Parents to read this information prior to the student entering grade 9. While the School works with students to ensure they understand these requirements and their graduation options, it is necessary for students to be familiar with any adjustments (e.g., less stringent requirements) made for their specific School and graduation year.

Students in grades 9–11 are not prevented from matriculating to the next grade when they fail a course or exam. They are, however, prevented from enrolling in any course with prerequisites unless they have earned a passing Final Course Grade and Final Exam Grade in the prerequisite course.

Eligibility for graduation (earning a BASIS Diploma) is based on credits earned in required courses. Many courses required for Graduation have prerequisites. In order to be promoted to the next course in each subject sequence (i.e., Honors Biology and AP Biology, or PreCalculus AB and AP Calculus AB), a student must earn a minimum of 60% in both the Cumulative Course Average of the Prerequisite Course and the Final Exam of the Prerequisite Course.

GRADUATION

Early Graduation Declaration

Students who have passed all courses and earned a 3 on at least one AP exam may qualify for Early Graduation, if they declare their intent to graduate early:

- a) before the end of the student’s 11th grade school year
- b) early enough to meet with the College Counselor periodically after declaring for Early Graduation. Students are not required to earn any credits for College Counseling, although they should meet any requirements imposed by the College Counselor.

General Graduation Requirements

In order to earn full credit for a course, a student must complete the entire course. Students do not receive partial credit when they withdraw from the course before the designated termination of the course (mostly third Trimester, second Trimester for Capstone courses etc.). Students with unexcused absences or who accrue excessive excused absences in a

course may not be awarded credit for that course. The decision to withhold credit for a course as a consequence for unexcused or excessive absences lies with the Head of School, and is based on teacher recommendation.

A course is worth 1 credit if it is scheduled for a minimum of 120 hours, 0.5 credits if it scheduled for a minimum of 60 hours, and 0.67 credits if it is scheduled for a minimum of 80 hours.

12. SENIOR YEAR & GRADUATION DISTINCTIONS

Students who do not pursue early graduation must be full-time students in grade 12. Full-time status is defined as taking a minimum of four courses, plus College Counseling, for at least two trimesters. Students who are fulfilling required credits for graduation in grade 12 must complete the full academic year; students taking Capstone courses may leave campus after the conclusion of Trimester 2. Capstones are college-level courses that take place for the first two trimesters in grade 12; students must meet each course's prerequisite(s) in order to enroll. Capstones are often unique to each School and are based both on teacher expertise and student interest. Please see your School's Course Catalog document in ParentSquare for more information on Capstones offered at your School.

Graduation with Honors: The Honors distinction shows that students have gone above and beyond graduation requirements and have been successful in their Senior Year. Honors may be achieved in four ways:

- a student may complete Capstone courses in Humanities, Math, and two Capstones (or equivalents, see note below) of their choice with a B- or higher in each course, plus College Counseling; OR
- a student may complete any combination of courses with a B- or higher in each course, plus College Counseling, AND successfully complete a Senior Project (worth 3 credits); OR
- a student may complete any combination of courses with a B- or higher in each course, plus College Counseling, if one of those courses is AP Research (worth 1 credit); OR
- a student may complete a minimum of one Capstone (in any subject) with a B- or higher, plus College Counseling, and participate in the BASIS Curriculum Schools Student Capstone Showcase

Graduation with High Honors: Graduation with High Honors is selective; not all students will participate/qualify. This is the highest honor BASIS Curriculum Schools bestows upon students, and it is the culmination of the content mastery and scholarship students have achieved prior to grade 12. Students must meet all eligibility requirements for graduation with Honors. In addition, they must pass each of their Capstones with no lower than a B- in order to be eligible for graduation with High Honors.

High Honors may be achieved in two ways:

- a student must complete four Capstone courses (plus College Counseling), with a final grade of at least B- in all courses, AND complete a Senior Project during their final trimester; OR

- › a student must complete at least three Capstone courses (plus College Counseling) AND complete the requirements for a full credit of AP Research, with a final grade of at least B- in all courses. Please see your school’s Senior Project Coordinator and/or College Counselor for more information on policies and requirements for graduating with High Honors.

Please note: For the purposes of Honors and High Honors designations, AP Calc BC can be used as a Math Capstone if students have passed AP Calc AB. Similarly, AP Physics C can be used as a Lab Science Capstone if students have passed AP Physics 2. This is because these two courses go beyond the initial AP level and exceed graduation requirements in those subjects. If students pursue either or both of these options, they must take the full year of the course. They cannot take two trimesters’ worth of an AP course if it is to count as a Capstone. AP Statistics, however, is not part of a sequence of increasing depth or difficulty; it can be taken at any point in a student’s course of study. Therefore, AP Statistics does not qualify as a Math Capstone.

13. ACADEMIC RECOGNITION

The School recognizes high academic performance at the end of each Trimester to celebrate student achievement and further encourage scholarship in the School community. The School recognizes and rewards students whose performance merits special attention. Please refer to the School Guidebook for more information about awards.

F. STUDENT SERVICES

1. PARENT HOURS AND STUDENT HOURS

Teachers are generally required to hold Parent Hours and Student Hours. Students may come in to Student Hours for tutoring, assignment help, or other assistance as needed. Excellent communication with Parents is one of the most efficient ways to increase student performance, especially in cases where a student is experiencing difficulty. Teachers will write notes in students’ CJs, Parents may contact a teacher via email, or schedule a meeting during Parent Hours to discuss their student’s progress. We believe in strong communication and individual support for each student. For more information on Parent Hours and Student Hours, please refer to the School Guidebook.

2. ACADEMIC SUPPORT PROGRAM

One of the central tenets of the School’s educational philosophy is to create independently motivated students. The Academic Support Program is one of the general education tools the School uses to support the growth of academic independence in students. Academic Support Advisers work closely with students to instruct them in effective use of resources available to students within the School.

Students are primarily placed on Academic Support when they are displaying systemic deficiencies in submitting assignments, producing quality assignments, or they are failing to perform at a passing level on assessments. Additionally, students may be placed on Academic Support when they are first admitted, following an extended absence, or when they need close monitoring for a variety of reasons. Academic Support placement is always temporary, and the goal is to “graduate” students from the program as they take more responsibility for seeking out academic support on their own.

G. REASONABLE ACCOMMODATIONS POLICY

The School is committed to providing a superior education to all students. As part of that commitment, the School makes its programs, facilities, and services available on a non-discriminatory basis, including to students with disabilities, as required under Title III of the Americans with Disabilities Act (the “ADA”). As part of this policy, students with qualified disabilities, or their Parents, may request reasonable accommodations that would permit the student full and equal access to the goods, services, and operations of the School.

1. REQUEST FOR ACCOMMODATION

A student with a disability who desires a reasonable accommodation in order to access the goods, services, or operations of the school, or their Parents, should make a request in writing to the Head of School. The request must identify: a) the goods, services, or operations to which the student requests full and equal access; and b) the desired accommodation(s).

2. REASONABLE DOCUMENTATION OF DISABILITY

Following receipt of the request, the Head of School may require additional information, such as reasonable documentation of the existence of a disability.

3. INTERACTIVE PROCESS DISCUSSION

After receipt of reasonable documentation of a qualified disability, the School will arrange for a discussion with the student and the Parents. The discussion may include other individuals that may be helpful for the School to better understand the student’s disability or limitations or the need for accommodations. The purpose of the discussion is to work in good faith to fully discuss all feasible potential reasonable accommodations.

4. CASE-BY-CASE DETERMINATION

The School determines, in its sole discretion, whether reasonable accommodation(s) can be made and the type of accommodation(s) to provide after it has engaged in the interactive process described above unless the Parents and student refuse to engage in an interactive

process. The School will not provide accommodation(s) that would pose an undue hardship upon the School's finances or operations, or that would endanger the health or safety of the student or others, or that would fundamentally alter the nature of the School or its goods, services, or operations, or that would cause undue burden to the School. The School will inform the student of its decision as to reasonable accommodation(s) in writing and may periodically review the continued need for the accommodation.

H. ENRICHMENT ACTIVITIES

Each School aligns its enrichment activities, both clubs (e.g., sports, chess, string ensemble) and events (e.g., school dances), with the interest of students in mind. The School's enrichment activities serve to provide more academic, artistic, sporting, and community service opportunities and to expand the options offered by the curricular program. Information on the enrichment activities offered at your School will be communicated to students and to Parents via ParentSquare throughout the school year. Please refer to the School Guidebook and/or School website for examples of enrichment activities. Parents may schedule an appointment with a member of the School's Auxiliary Programs department to learn more about enrichment activities. For information on the Early or Late Bird programs, please refer to the School Guidebook.

I. RULES

The School's academic rigor and high expectations demand a learning environment that is free from disruption and fosters mutual respect among students and School management and staff. To accomplish this, the School has developed clear rules concerning student behavior. Any violation of rules or non-compliance with any section of this Handbook or the School Guidebook or any other School directive, rule, or procedure may be considered a Disciplinary Violation.

The most common type of Disciplinary Violation is disruptive behavior in the classroom. While such misconduct is generally considered relatively minor and may result in only a Dean Referral or Temporary Exclusion, repeat violations may be damaging to the classroom environment and may interfere with the learning process. Therefore, repeated minor infractions may eventually lead to a more significant Disciplinary Consequence.

Rules are enforced for all students while on School premises or participating in School-sponsored or School-related events, wherever and whenever an organized School event takes place, including on transportation to or from such events or activities. The School reserves the right to discipline students for off-campus behavior at School-sponsored or School-related events and for off-campus behavior that is not at a School-sponsored or School-related event if it disrupts the School learning environment or otherwise impacts school life, as determined by the School in its sole discretion.

1. CODE OF CONDUCT

Each member of the School community is expected to accept responsibility for their actions and to take responsibility for the good reputation of the School at all times, both on and off campus. The School may determine, in its sole discretion, the appropriate Disciplinary Consequences for violations of School policy or conduct expectations.

All students are expected to:

- **Promote respect for fellow students and School management and staff:** All students are expected and required to behave in a respectful manner toward other students, School management and staff, and property. In particular, the School does not tolerate any language or behavior that intimidates, belittles, or causes physical or emotional injury to others.
- **Promote respect for all individuals:** The School is fortunate to have a very diverse student population from a variety of ethnic, cultural, and religious backgrounds and strives to provide an environment where all students can feel comfortable and thrive. For this reason, behavior that demonstrates a lack of respect for the diversity of our School community is strictly prohibited on School premises. This includes, but is not limited to, the use of derogatory statements in reference to anyone's race, sexuality, gender expression, ethnicity, culture, religious background, or disability.
- **Promote individual and community responsibility:** Each student is responsible and will be held accountable for their own language and actions. This responsibility extends to any knowledge of misconduct by other students. If a student is aware of misconduct by another student, it is their responsibility to inform a staff member. Withholding such information may be considered a Disciplinary Violation. Staff members will make every reasonable effort to ensure the confidentiality of a student who reports misconduct by a classmate when possible and will invoke appropriate sanctions against any student who responds to another in a retaliatory manner. Staff members will not tolerate bullying or academic dishonesty and neither should students.
- **Provide a safe environment for students:** It is the responsibility of all students to immediately inform School management or staff about any possible threat to a student's or School management or staff member's safety, health, or property that they have observed or have knowledge of. Withholding such information may be considered a Disciplinary Violation.
- **Provide a disruption-free, educational environment:** No student may disrupt another student's learning. Classroom disruptions of any kind may be considered a Disciplinary Violation.
- **Adhere to the School's rules, policies, and procedures:** Students are expected to adhere to all School rules, policies, and procedures, including those contained in this Handbook and the School Guidebook.

2. GENERAL RULES

In addition, any of the behaviors in the non-exhaustive list below may result in Disciplinary Consequences:

Safety

- › Failing to comply with all federal, state, and local laws;
- › Possession of weapons or objects that could be used as weapons, including but not limited to, firearms, knives, explosives, and/or imitation weapons or toy weapons, or threatened use of a weapon;
- › Possession, use, distribution, or attendance under the influence of drugs (including marijuana and any other cannabis product), paraphernalia associated with unlawful drug use, unauthorized prescription medication (includes prescription medication without a valid prescription and the use of prescription medication not in compliance with a valid prescription), tobacco products, vape pens, e-cigarettes (whether or not containing tobacco), alcohol, or any other dangerous, illegal, or controlled substance;
- › Physical or verbal aggression, fighting, or threats of physical violence against or abuse of persons or property;
- › Unwelcome sexual advances or derogatory or suggestive comments about another individual's sexual orientation;
- › Displays of sexually suggestive objects or images;
- › Stealing;
- › Destroying or defacing School property;
- › Public displays of intimate affection, including but not limited to, kissing and lap-sitting;
- › Violating the School's policies, including the policies against bullying, harassment, discrimination, and retaliation. Possession or unauthorized use of matches, lighters, or explosive materials;
- › Non-compliance with all written rules and procedures provided and/or posted throughout the School premises, including emergency procedures (Please refer to the School Guidebook for additional Rules.); and
- › Non-compliance with verbal directions of School management and/or staff.

Community

- › Use of profanity;
- › Chewing gum anywhere on School premises or transportation;
- › Sale of any products or goods on School premises or at School-sponsored or School-related events, except when authorized by the Head of Operations;
- › Unauthorized use of BASIS, BASIS Curriculum, BASIS Independent, or other related names and/or logos (the BASIS, BASIS Curriculum, and BASIS Independent names and logos are protected trademarks covered by state and federal law);

- › Personal recordings (e.g., images, audio, video) on the School campus or during School-sponsored or School-related events without the written permission of the Director of Communications or another appropriate member of School management;
- › Posting recordings taken at the School or School-sponsored or School-related events, whether authorized or not, on the internet or in any other public forum without written permission from the Director of Communications or another appropriate member of School management;
- › Leaving campus without written permission; Littering the campus;
- › Misuse of the School's resources, including technological resources;
- › Entering portions of the campus that are either locked or out of bounds to students without express prior permission from School management or staff, including entering the campus during non-operational hours without permission;
- › Behavior that brings disrepute to the School, whether on or off campus; and
- › Failing to immediately report to School management or staff the actions and/or words of another member of the School community that are believed to violate School rules.

Academic

- › Failing to arrive to class or any required School activity on time and appropriately equipped, without prior permission from the School;
- › Failing to attend all scheduled classes and all required School activities, without prior permission from the School; and
- › Failure to bring the CJ and school-issued tablet (where applicable) to School, or abuse of the CJ (e.g., destroying the CJ, removing CJ entries or pages) or school-issued tablet.

School management and staff are authorized to use reasonable physical restraint or force if there is a safety threat, and must do so in accordance with School policy and applicable law. The School may summon law enforcement when a student's or Parent's refusal to obey School instructions creates a safety threat or when a student's conduct may violate federal, state, and/or local law, as determined in the School's sole discretion.

3. CLASSROOM RULES

To enable students to master subject content, the classroom environment must be conducive to learning. Teachers set standards for student behavior and consequences for violating those standards in their classrooms. Specific classroom rules will be compatible with all policies and procedures published in this Handbook, and will be communicated to students and Parents via the course syllabi. Students must adhere to the following general classroom rules, which is a non-exhaustive list, and in addition to any specific rules set forth by the teacher:

- › No disruption of another student's education;
- › Follow all class rules about eating, drinking beverages other than water, or chewing anything, including gum; and

- › No passing notes.
- › No electronic devices not approved by the School (See Student Property on Campus section).

The Code of Conduct, General Rules, and Classroom Rules apply to online conduct in classes or activities where students may access the internet, online apps, websites, or programs.

4. PLAYGROUND RULES (WHERE APPLICABLE)

At School campuses that have a playground, students are expected to:

- › Play only in the designated recess areas.
- › Use sports equipment only in designated areas.
- › Use playground equipment as intended.
- › Avoid playing near irrigation and/or muddy areas.
- › Practice good sportsmanship at all times.
- › Play safe, non-violent games (no tackling, grabbing clothing, tripping, pushing, or running in an unsafe manner).
- › Obtain permission from a teacher or staff member before leaving the playground.
- › Not touch or handle broken glass or harmful objects and report such items to a teacher or staff member immediately.

5. DRESS CODE RULES

The dress code is designed to promote respect for each student as an individual capable of exercising discretion and making responsible choices for their attire. All students must wear clothing that is appropriate to an academic environment and that adheres to the following guidelines:

- › No clothing may be worn that is not appropriate for School (e.g., revealing clothing, exposed undergarments, excessively tight, excessively loose).
- › No clothing may be worn that includes language or images that are graphic or offensive; advertise or display drugs, alcohol, tobacco, weapons, or gangs; or are suggestive of sexual or other inappropriate behavior.
- › Footwear must be suitable for a wide range of daily school activities, including P.E., when applicable. Footwear that may threaten the safety or health of the wearer or other students (e.g., shoes with wheels in the soles, or excessively high-heeled or platform shoes) is not permitted. Please note: Students in grades Pre/TK–4 are not permitted to wear flip-flops to School.

School management and/or staff will determine whether a student's attire complies with the dress code and report any violations to the Dean of Students. The Dean's decision regarding dress code is final. A dress code violation may be addressed by requiring the student to cover up clothing or turn clothing inside out, requesting that a Parent deliver replacement clothing to the

School, confiscating non-essential items (e.g., hats), or other appropriate measures. Repeated dress code warnings may be considered a Disciplinary Violation.

6. ACADEMIC INTEGRITY

Helping students understand the need to take ownership of one's own work and credit the work of others, both as a value and as practice, is an essential component in the learning process. As a School, we teach students the values and skills intrinsic to academic integrity and take academic integrity very seriously. Academic dishonesty mainly involves two distinct but related forms: plagiarism and cheating.

Plagiarism involves claiming the work of another as one's own. Students must carefully document the sources of their information and distinguish between their ideas and the ideas of others. Presenting either the language or the ideas of another as one's own is plagiarism. Unless otherwise directed (such as with group projects), any work submitted by a student is to be the original work of that student. Any of the following, without full acknowledgement of the debt to the original source, counts as plagiarism:

- Direct duplication by copying another's work, whether from a book, article, website, another student's assignment, etc. (this includes permitting one's work to be copied by another student);
- Duplication in any manner of another's work on an assignment or assessment;
- Paraphrasing of another's work closely, with minor changes but with the essential meaning, form, and/or progression of ideas maintained;
- Piecing together sections of the work of others into a new whole;
- Submitting one's own work, which has already been submitted for assessment purposes in another subject;
- Producing assignments in conjunction with other people (e.g. another student, a tutor) that should be the student's own independent work.

Cheating includes copying from another student, whether on a test, quiz, homework assignment, or any other student work, as well as allowing another student to copy from one's own work. Unauthorized use of notes, books, internet resources, or other aids, or giving out information about tests or quizzes to other students, are also examples of cheating.

Disciplinary Violations involving academic integrity are a Dean Referral at a minimum, and the resulting consequence may be assigned by the teacher after an investigation is conducted and the circumstances surrounding the event are reviewed by the Dean (or Director of Student Affairs, as appropriate). In most cases, the resulting consequence will include the student receiving a zero on the assignment, test, or quiz in question, no matter the extent of the cheating. If the Academic Integrity violation is of a more serious or pervasive nature, the Dean or Director, in consultation with the Head of School when appropriate, may impose additional Disciplinary Consequences.

7. STUDENT PROPERTY ON CAMPUS

The School strongly discourages students from bringing any valuables to school. This includes, but is not limited to, valuable jewelry, electronic devices (e.g., games, radios, smartwatches, portable music players, and mobile phones), or similar items. The School disclaims any liability for the loss or theft of any item. Personal computers or tablets in the classroom are allowed only when the teacher gives explicit permission (e.g. tablets). Unless authorized by a teacher or administrator, use of other electronic devices, including mobile phones and smart watches during class is strictly prohibited,” or at a minimum, all electronic devices must be switched off and out of sight during classes. Personal items, print media, or electronic media brought to school must never contain nudity, profanity, or sexual or excessively violent content. Breach of this rule may result in confiscation of the item and further Disciplinary Consequences. Please refer to the School Guidebook for specific policies regarding the use and possession of electronic devices and other student property on campus.

8. SCHOOL PROPERTY AND PRIVACY

Lockers, cubbies, and desks are all the property of the School and are subject to search at any time. Students should not have any expectation of privacy in the use or storage of belongings in these items and locations. The School reserves the right to inspect any lockers, cubbies, desks, or other School property at any time without prior notice. The School is not liable for any items missing from or damaged while in a student’s locker, cubby, or desk.

Cubbies

Each student in grades Pre/TK–3 and, in some Schools, grade 4, is assigned a cubby at the beginning of the school year to store books and personal items. Students must use the cubby assigned to them.

Lockers

Where possible, each student in grades 4–12 is assigned a locker at the beginning of the school year for storing books and personal items.

Students are required to use the lock provided by the School. Under no circumstances may a lock other than the one assigned by the School be placed on a locker. Students have full responsibility for the security of the lockers assigned and are responsible for the contents. It is the student’s responsibility to properly lock their locker and to keep the lock combination confidential. Students may not share their lock combination with other students.

Students must only use the locker assigned by the School. All locker changes or exchanges must be approved by the Dean of Students or a designated staff member. Using any locker other than the one assigned to the student by the School, without approval from the Dean of Students or Director of Student Affairs, may be considered a Disciplinary Violation.

9. COMPUTER AND TABLET USE POLICY

We use computers and tablets at the School as educational aids, both for communicating and as objects of study themselves. Such open access is a privilege and requires that individual users act responsibly.

Misuse of computing, networking, or information resources may result in the restriction of computing privileges. Students may be held accountable for their conduct under any applicable School policies, procedures, or guidelines. Examples of misuse include, but are not limited to, the following:

- Using a computer account without authorization;
- Obtaining a password for a computer account without the consent of the account owner;
- Using the School network to gain unauthorized access to any computer system;
- Knowingly performing an act which will interfere with the normal operation of computers, terminals, peripherals, or networks external to the School network;
- Knowingly running or installing on any School computer or network, or giving to another user, a program intended to damage or to place excessive load on a computer system or network;
- Attempting to circumvent data protection schemes or uncover security loopholes;
- Violating terms of applicable software licensing agreements or copyright laws;
- Downloading copyrighted music or videos;
- Using electronic communications or social media to harass or bully others;
- Masking the identity of an account or machine;
- Posting materials on electronic bulletin boards that violate the School Code of Conduct;
- Attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner.

Students may use the School computers throughout the year, consistent with School rules and this policy.

10. CARE OF SCHOOL PROPERTY

In the event of damage or loss of School property caused by a student intentionally or through carelessness, the Parents will be held responsible for the cost of repair or replacement. Additionally, students may be subject to discipline depending on the frequency or severity of damage. Damage or loss of School property includes, but is not limited to, graffiti on desks, walls, playground equipment, decks, or other School property.

11. POLICY AGAINST BULLYING, HARASSMENT, DISCRIMINATION, AND RETALIATION

The School is committed to maintaining an educational environment that is safe, inclusive, and free of bullying, harassment (including sexual harassment), discrimination, and retaliation. This may include behavior that occurs off-campus, uses technology that is not owned by the School (e.g., via social media, other electronic communications), or that impacts or affects the School community. This policy prohibits a member of the School community, including students, School management and staff, and Parents, from engaging in conduct towards another member of the School community that is prohibited under this policy.

Bullying

Bullying is any physical or verbal act or conduct, including communications made in writing or electronically (e.g., email, instant messaging, text messages, blogs, mobile phones, online games, chat rooms, and posting on social media), directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a student in reasonable fear of harm to that student's person or property;
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health;
- Causing a reasonable student to experience substantial interference with their academic performance; or
- Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the School.

Conduct meeting the above requirements that is severe or pervasive will clearly violate this policy. However, conduct need not be severe or pervasive in order for the School to determine that there has been a violation of this policy.

Examples of bullying include, but are not limited to, social exclusion; threats and intimidation; stalking; direct physical contact, such as hitting or shoving, or attempting to make physical contact or inflict physical injury; theft; public humiliation; destruction of property; verbal or written insults, teasing, or name-calling; and creating a false profile on a social networking website, for the purpose of having one or more of the effects listed above.

Harassment

The School prohibits harassment based on actual or perceived sex, race, color, religion, ancestry, national origin, sexual orientation, physical or mental disability, medical condition, marital status, gender identity, gender expression, age (40 and over), military and veteran status, or any other basis protected by federal, state, or local law ("Protected Classifications"), as applicable, or association with an individual who has an actual or perceived Protected Classification.

Harassment can take many forms:

- Verbal, written, and visual harassment includes, but is not limited to, making disparaging statements; telling jokes; using epithets, slurs, stereotypes, insults, or labels based on an individual's Protected Classification(s); threats of physical harm; or statements designed to intimidate, abuse, or humiliate another, whether communicated verbally, in writing, electronically, or in posters, cartoons, drawings, or gestures. This may include comments on appearance, including dress or physical features or dress consistent with gender identification, or stories and jokes focusing on race, national origin, religion, or other Protected Classifications.
- Physical harassment includes, but is not limited to intimidating conduct, such as touching of a person or a person's property, hazing, assault, grabbing, stalking, or blocking or impeding a person's movement.

Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal, written, visual, or physical conduct of a sexual nature. Examples of sexual harassment include, but are not limited to, demands for sexual activity; sexual flirtations, advances, or propositions; sexual innuendoes or suggestive jokes; comments of a sexual nature to describe an individual or an individual's body; unwelcome physical contact such as touching, pinching, or brushing the body; any type of coerced sexual activity including sexual abuse; displays of sexually suggestive objects or pictures; obscene gestures or materials; spreading rumors of a sexual nature; leering; making sexual gestures; or sexual contact. Sexual harassment can occur between individuals of different genders or individuals of the same gender.

Discrimination

Discrimination is treating an individual differently because of the individual's actual or perceived membership in a Protected Classification (as defined previously) by taking an adverse action against or denying a benefit to that individual.

Retaliation

The School prohibits retaliatory behavior against anyone who complains in good faith or participates in the complaint and/or investigation process pursuant to this policy, regardless of the outcome of the investigation. Retaliation includes, but is not limited to, taking sides against an individual, spreading rumors about or shunning or avoiding an individual, or making real or implied threats of intimidation towards an individual, because that individual reported bullying, harassment, or discrimination or participated in an investigation related to a report of bullying, harassment, or discrimination.

Reporting Procedure

Students and Parents who believe that they have experienced, witnessed, or have relevant information about bullying, harassment, discrimination, or retaliation should immediately report the matter to the School, either orally or in writing. Students and Parents may report the matter to the Head of School or to any other employee of the School with whom they are comfortable (whom must report the matter to the Head of School). While the School does not limit the time frame for reporting, immediate reporting is important as the School may not be able to investigate as thoroughly or consider as wide of a range of Disciplinary Consequences the longer the time that has passed between the alleged misconduct and the report.

Interim Measures

The School may provide appropriate interim support and reasonable protective measures, if and as needed based on the particular applicable circumstances during any investigation and/or to protect against further acts of bullying, harassment, discrimination, or retaliation; to provide a safe educational environment; and/or to protect the integrity of an investigation. The School will, in its sole discretion, determine the necessity and scope of any interim measures.

Investigation Process

After the School receives a report of an alleged violation of this policy or otherwise learns of a potential violation of this policy, the School may request clarification and/or conduct an initial inquiry by meeting with the individual(s) who made the report and/or who was reportedly subjected to conduct that violates this policy.

If the School determines that the behavior at issue may be in violation of this policy, the School will determine the appropriate course of action, which may include initiation of an investigation. Any investigation may be conducted by designated School personnel or by an outside investigator, in the School's sole discretion. Students, Parents, and School management and staff are expected to cooperate in any investigation as needed.

Confidentiality

The School will make reasonable efforts to protect students' privacy and confidentiality. Information will be shared only on a need-to-know basis with School personnel involved in an investigation; to the extent necessary to conduct an investigation; to take appropriate action, including ongoing monitoring, interim measures, and remedial action; and/or as necessary in relation to any administrative or legal proceedings, or as otherwise required by law, all as determined in the School's sole discretion.

Remedial Action

The School will determine, in its sole discretion, if the conduct violates School policy and if so, the appropriate remedial action. Any student determined to have violated this policy will be subject to Disciplinary Consequences. Any violation of this policy by a Parent, or other individuals interacting with the School and/or the School community by virtue of their relationship with the student, will be considered a violation of the School's parent behavior expectations, and subject to appropriate consequences (Please see the Parental Comportment and Support for School Policy section). Misconduct by School employees is addressed in a separate policy in the School's Employee Handbook and will similarly result in an appropriate corrective action.

12. PHYSICAL/VERBAL AGGRESSION AND ABUSE

Students must immediately report any aggressive behavior to the nearest member of School management or staff, who will assess the seriousness of the problem, stop the offensive behavior, and initiate Disciplinary Consequences when appropriate.

If a student is the victim of physical aggression, they may use force to defend themselves only if it is necessary to prevent the offender from further aggression. The Director of Student Affairs has the authority to decide if a defense is considered necessary or if the student could have

diffused the situation by other means (e.g., calling a staff member, walking away). In any other case, it may be considered a Disciplinary Violation for students to engage in any restraining, retaliatory, or vengeful behavior. Students who witness property damage must report it to a staff member.

During class, if a student makes comments deemed offensive or inappropriate, the teacher will assess the seriousness of the problem, stop the offensive behavior, and initiate Disciplinary Consequences when appropriate.

Students must observe the School's policies pertaining to behavior and respect, and prohibiting bullying, harassment, discrimination, and retaliation in all interactions with peers and School management and staff. Students may not engage in speech that is threatening, vulgar, or harassing.

School management and staff make every effort to reasonably safeguard the privacy of a student who reports misconduct by a classmate to the extent possible, and invoke appropriate sanctions against any student who responds to another in a retaliatory manner.

13. INTERNET, SOCIAL MEDIA, AND ELECTRONIC COMMUNICATIONS POLICY

To the extent that students engage in any use of the internet, social media, or electronic communications that creates a substantial disruption at School, that materially interferes with School activities, that reasonably leads the School to foresee such disruption or interference, or which interferes with the rights of students, employees, or School families, the School may impose a Disciplinary Consequence on students, regardless of whether that use is through devices and resources of the School or any personal devices or resources.

Moreover, students are required to follow all School rules in their use of the internet, social media, or electronic communications, including adherence to the School's Policy Against Bullying, Harassment, Discrimination, and Retaliation.

Students must never communicate any information or rumors that they know to be false about fellow students, School management and staff, or anyone. Students must strive for accuracy in any communication, be it a blog entry, post, or comment. If students make a mistake, they should correct the information or retract it promptly.

Students must not disclose information that may violate student, family, or employee rights or privacy. For example, students must not disclose another individual's social security number, medical information, or financial information in a manner that violates that person's privacy rights.

Members of the School community (e.g., students, Parents, Related Individuals) may not create and/or run social media accounts, websites and/or email addresses that refer to their enrollment in the School or any School activities, or that have the School's name in the title of the account, without the express advance consent of the Director of Communications. If an account, website, or email address creation is approved, the Director of Communications

must have administrative access to any live account, website, or email address. Any member of the School community who is found to be operating an unauthorized social media account, website, and/or email address must immediately delete the account, website, and/or email address, and such actions may be considered a violation of the Parent/Student Handbook.

J. DISCIPLINE

1. DISCIPLINARY VIOLATION

A Disciplinary Violation is defined as any violation of rules or non-compliance with any of the sections of this Handbook, including but not limited to the Code of Conduct and Rules, any section of the School Guidebook, or any other School directive, rule, or procedure.

2. DISCIPLINARY CONSEQUENCES

A Disciplinary Violation will often result in a Disciplinary Consequence. Disciplinary Consequences may include, but are not limited to, the disciplinary actions listed below. Please note this list is a non-exhaustive list of possible Disciplinary Consequences, and the School retains the right to impose consequences in its sole discretion, and may bypass or modify some or all of the below consequences.

Dean Referral: The student will be required to immediately report (or in the time interval indicated by a staff member) to their Dean for disciplinary action. Prior to disciplinary action, the staff member referring the student to the office will verbally inform the Dean of the violation or complete a disciplinary violation report describing the event. The Dean, or the designated person, then will inform the student of the School policies they violated, invite the student to explain their understanding of the event, instruct the student on the disciplinary process, and decide the remedy or the Disciplinary Consequences, as listed below.

Temporary Exclusion: The student will be temporarily excluded from the classroom, cafeteria, hallway, or other area of campus. The student will spend an assigned time in a designated area under the supervision of a staff member. During this time, the student may be required to work on additional academic tasks or School service activities (usually related to the Disciplinary Violation). Each exclusion is considered a Dean Referral. Failure to follow instructions during exclusion may lead to additional Disciplinary Consequence(s). Temporary Exclusion does not excuse the student from any academic work required during the period of exclusion, and students must make up missed assignments to receive credit for them.

Disciplinary Intervention: The student may be excluded from class for a temporary period of time to implement other consequences, such as requiring the student to write an essay to demonstrate that they understand the nature of the Disciplinary Violation, perform educational reading related to the Disciplinary Intervention, perform additional academic or School service activities during the period of exclusion, and/or be excluded from an enrichment activity. The School will write a notice regarding the Disciplinary Intervention in the CJ and the student will

be required to obtain a Parent signature by the next school day. Failure to follow instructions or obtain the signature may result in further Disciplinary Consequences.

In-School Suspension: The student will be removed from regularly-scheduled classes and activities and given independent work. The Director of Student Affairs may make the final decision on whether to institute an In-School Suspension. In-School Suspension does not excuse the student from any academic work required during the term of suspension. Suspended students must make up missed assignments to receive credit for them.

Out-of-School Suspension: The student must remain away from the School premises, classes, and all other School-sponsored or School-related events. The Head of School or Associate Head of School will make the final decision on whether to institute an Out-of-School Suspension. Suspension does not excuse the student from any academic work required during the term of suspension. Suspended students must make up missed assignments to receive credit for them.

Expulsion: Expulsion is initiated at the recommendation of the Head of School, Associate Head of School, or other appropriate school personnel.

3. DISCIPLINARY PROCEDURES

Depending on the severity of the conduct and proposed Disciplinary Consequence, School management and/or staff will determine the Disciplinary Consequence. The disciplinary process often begins with documentation of the event in the CJ or in the report for the Dean Referral. In its sole discretion, the School may determine if an investigation is needed and conduct that investigation in the manner it deems appropriate.

Following a decision on a Disciplinary Violation, Parents may request a meeting with the Dean of Students and may ask the Dean for a further explanation of the decision. Should Parents require still further information, they may request a meeting with the Director of Student Affairs and/or Head of School (or Associate Head of School, where applicable) to discuss the violation and resulting Disciplinary Consequence.

If a student is considered an immediate threat to themselves or others, or engages in conduct required by law to be reported to law enforcement or another governmental agency, the School will contact the local law enforcement authorities. Additionally, the School reserves the right to contact law enforcement at any time in its discretion.

4. DISCIPLINARY DISCLOSURE

Colleges and other schools routinely request information from the School on disciplinary infractions. When specifically asked, the School will provide reports on Disciplinary Violations which have resulted in an Out-of-School Suspension or Expulsion. The School does not report on Disciplinary Violations that occurred at previous schools attended. Students who have had Disciplinary Violations prior to their senior year are expected to respond honestly when completing a college application. The college counselor will be available to assist in this process. If a student's disciplinary status changes after the filing of college applications, the student has the obligation

to inform all colleges to which an application has previously been submitted or the college at which the student has submitted an enrollment deposit. The student should notify the college or colleges within two weeks from the date of the change in status. The School will not proactively inform colleges that a student has applied to or been admitted to of a disciplinary change in status. However, if any college inquires directly about a change in disciplinary status of a student, the School will respond truthfully.

K. ATTENDANCE

The School believes that a student's presence in the classroom is extremely important to success. To support learning, Parents are strongly encouraged to align all family vacations and personal events with the School calendar and class time. The School academic program is very rigorous, so absences of any length are likely to jeopardize academic performance. Students are, therefore, required to attend all classes at all times. If this is not possible, students are required to complete all of the assigned make-up work in keeping with their teachers' policies on make-up work as outlined in course syllabi. All documents regarding absences and tardiness are maintained by the School's Academic Programs Team.

Each School may have individual regulations or policies regarding attendance, in accordance with state law. Please refer to the School Guidebook for these policies, if applicable.

1. ABSENCES

The School complies with applicable state attendance reporting mandates. If a student is absent, Parents are required to notify the school within 30 minutes of the start of School and provide the reason and the anticipated length of the absence. If Parents do not make contact, the School will make a reasonable attempt to contact Parents. Until the School Office receives notification from Parents, the absence will be considered unexcused regardless of the reason. Any unexcused absence is considered a violation of School rules.

Missing one (or more) classes is considered an unexcused absence unless Parents provided notification in advance and the School, in its sole discretion, determined the reason for the student's absence is permissible. Absences will only be considered excused with advance notice and/or at the discretion of the School.

If a student accumulates excessive absences (absences that jeopardize the student's academic success, according to the course teacher, and as may be described more specifically in the School Guidebook), the School will contact the Parent to discuss an Absence Recovery Plan that includes concrete goals and a timeline to remedy the situation to assure the student's progress.

If the student does not meet the goals and timelines of the Absence Recovery Plan, the student will be referred to the Dean for possible disciplinary consequence or may be declared chronically absent. A student's chronically absent status will not change until the goals of the Absence

Recovery Plan are satisfied. Chronically absent students do not fulfill the requirements for grade promotion in grades Pre/TK–8, or for full credit in grades 9–12, no matter their course grades.

2. TARDINESS

Students who do not arrive to School or class on time are tardy. Students should arrive to School prior to their first class and be in the classroom and in their seats when class begins. Under extreme circumstances (e.g., major traffic accidents, adverse weather conditions, sickness, or unexpected family issues), the Dean of Students may excuse tardiness. Students arriving after their class has started may be required to wait in a designated area until the start of the next class. This is often necessary to assure the quality of the education process for the other students present in the class. Tardiness can cause a student to miss valuable instructional time, and often creates disruption and a distraction to the learning environment for other students; therefore, the Dean of Students reserves the right to impose a Disciplinary Consequence on a student anytime they are tardy. Possible Disciplinary Consequences may include exclusion from Elective (or Optional) Courses or Enrichment Activities, such as field trips or guest lectures. Chronic tardiness may lead to further Disciplinary Consequences (please refer to the School Guidebook for additional guidance).

3. LATE ARRIVAL, LEAVING FOR A PART OF THE DAY, AND EARLY DISMISSAL

It is a Parent’s responsibility to accompany their tardy student to the School Office to sign in, provide a written note, or call the School Office explaining the reason for the student’s late arrival. A student who arrives late to the School without being accompanied by a Parent, without a written note, or prior to a call explaining the late arrival, may be held out of class until their Parent can be reached to explain the reason for the late arrival.

Parents are encouraged to pick up students during a passing period for early or part of day departures. It is a Parent’s responsibility to pick up and sign out the student or to provide a written note giving permission for the student to leave campus without a Parent. In the School’s discretion, students leaving early due to illness or injury may not be permitted to leave on their own, even with written permission from a Parent.

L. ASSIGNMENTS AND SUPPLIES

1. HOMEWORK

Homework is an organic and integral part of the learning process. It is the best way for the student to verify that they understand the material and can use the knowledge independently. Homework assists students in developing self-discipline, self-direction, and effective study skills.

Student Responsibilities:

- › Listen carefully to teacher instructions, write down all homework assignments in the CJ, including due dates, and ask questions when something is unclear.
- › Take home all assignment instructions and all necessary materials.
- › Schedule a time to complete homework. Complete homework independently.
- › Communicate any difficulties with an assignment to the teacher the following day.
- › Communicate any difficulties with the material on which the students will be tested as soon as a test is announced. Return assignments and related materials on or before the due date.

Teacher Responsibilities:

- › Communicate homework and testing policies and procedures to students at the beginning of the course. Give clear homework instructions.
- › Notify students at least five school days in advance of any test (quizzes excluded).
- › Coordinate testing days with other teachers to ensure students do not have more tests in one day than they can reasonably handle. This may vary by grade; the Head of School makes the final decision on the number of tests a student may take within a specific period of time.
- › Monitor and evaluate homework.
- › Return homework to students in a timely manner.

Parent Responsibilities:

- › Schedule a time for homework/studying and provide an environment that is well-lit and free from distractions. Allow your student to complete work on their own.
- › Communicate with teachers using the student's CJ, email, ParentSquare, telephone, or a personal conference when specific academic difficulties arise. Help the student to prioritize assignments and support the improvement of organizational skills over the course of the school year.
- › Promote development of the student's sense of personal responsibility for their education by gradually withdrawing from any participation in the student's organization of their homework and study time.

2. LATE OR INCOMPLETE HOMEWORK

When students fail to complete homework assignments for any reason other than an excused absence, it may result in a low or failing grade. When a student displays systemic deficiencies in fulfilling their homework responsibilities, it is the responsibility of Parents and the School to help the student develop efficient study skills and the discipline necessary to ensure homework is completed on time. Upon recommendation from any teacher, the Dean of Students may place a student in the Academic Support Program. Please refer to policies and procedures about the Academic Support Program in the School Guidebook.

3. HOMEWORK AND ABSENCE

When a student in grades K–8 is absent due to illness, injury, or family reasons, the School provides instructions to families about how to obtain missed work and schedule make-up tests. Please refer to the School Guidebook about homework and absences.

Students in grades 9–12 are expected to take the initiative to contact the School (or a fellow student in the class) to obtain missed work. However, the general policy is as follows:

- › The student is responsible for asking their teacher about all missed homework, quizzes, and tests upon their return to School.
- › The teacher is responsible for outlining a time schedule for the completion of missed assignments, quizzes, and tests, as well as clearly communicating this information to the student. The time available for completion of assignments depends on the length of absence.
- › The teacher may require the student to attend Student Hours to set up a time schedule for missed work or to take missed quizzes and tests.
- › The teacher identifies which tests and quizzes must be taken during their Student Hours.
- › The student must complete all homework assignments within the timeline designated by the teacher.

4. CLASSES MISSED DUE TO TARDINESS OR UNEXCUSED ABSENCES

Students who miss class due to tardiness or unexcused absences may receive a score of zero for any missed assignments, quizzes, or tests. Remedial assistance and credit for any missed assignments, quizzes, or tests is available only at the discretion of individual teachers.

5. INDEPENDENT WORK MATERIAL

To support the work that students are expected to do at home, teachers distribute worksheets, reading material, and other valuable information in the form of handouts. This material is crucial to support students when they are studying independently at home, during study time embedded into the regular school day, or during the Late Bird Program. It is the responsibility of the student to organize this material as instructed by the teacher (e.g., “insert this handout into your three-ring binder under the independent study tab”) and be able to produce it when requested to do so. Learning how to organize school supplies and independent work material is an important skill that students are taught at the School.

To help the student develop efficient organizational skills and the discipline necessary to use the independent work material effectively, the Dean of Students, based on the recommendation of any teacher, may place the student in the Academic Support Program.

6. SCHOOL SUPPLIES

Students are required to come to School equipped with sufficient school supplies (e.g., pens, pencils, sharpeners, erasers, and notebooks). Students should also come with any additional supplies indicated on the course syllabi or communicated to the students in class, the CJ, or the required school supplies list. This requires substantial organizational skills and self-discipline on the part of the student. Learning how to organize their school supplies is an important skill every student must master as a part of their education.

To help the student to develop efficient organizational skills and the discipline necessary to comply with the organization of school supplies, the Dean of Students, based on the recommendation of any teacher, may place the student in the Academic Support Program.

Students are responsible for the careful handling of all the materials provided to them.

M. HEALTH AND SAFETY

1. MEDICATIONS

The following procedures must be adhered to before the School can administer medications to students:

- All prescription medicine must be in its original sealed container, labeled with the student's name, date, name of medicine, dosage to be given, and the pharmacy's prescription number, and delivered to the School Office.
- All non-prescription medicine (including refills) must be in its original container. Over-the-counter medicine must be labeled with the student's name, date, dosage, and time to be given at School, and delivered to the School Office.
- Medicine (prescription and non-prescription) must be brought to the School Office by Parents and an Administration of Medication in School form must be completed for each medication to be dispensed. A doctor may be required to complete this form.

Students are strictly prohibited from providing or administering any medication to themselves or any other student. Generally, the only exception to this rule applies to students who require anaphylaxis medications (e.g., an epi-pen), asthma medications, or diabetes management medications and devices. The School will consider any necessary and reasonable modification of this policy on a case-by-case basis for students with disabilities. No exceptions to this policy will be made to permit students to carry and self-administer any medications that are classified as controlled substances by the Drug Enforcement Administration (DEA) or state law—such medications must be secured in the School Office and administered by or under the supervision of the School's health professional.

To comply with the rules outlined above, Parents must complete the appropriate forms distributed at the beginning of each school year for any student who requires medication while

the student is on School premises, and come to the School Office to complete the appropriate paperwork for any new medications or changes to existing medications throughout the school year. Staff members are not authorized to call Parents for consent (in lieu of appropriate forms) to take over-the-counter medications (e.g., aspirin, Tylenol, Tums, cough drops).

At the end of the school year, all remaining medication must be picked up by a Parent. Any medication remaining after the last day of school will be disposed of.

2. CONTACT MADE IN THE CASE OF HEALTH ISSUES

If a student experiences injury or illness during the school day, the School will make reasonable efforts to contact the Parents. If no Parent is available, an Emergency Contact listed on the Student Information Form will be contacted. The order of contact may vary from the Student Information Form.

Please Note: It is essential for Parents to provide reliable emergency contact information. Parents must inform the Registrar immediately of any changes in home/work address, home/mobile phone numbers, or Emergency Contact listings. Anyone listed as an Emergency Contact is responsible for deciding if, when, and how the student leaves the School in the event of an illness when a Parent cannot be reached.

3. SIGNS OF ILL-HEALTH: MANDATORY ACTION

Students experiencing any of the following symptoms should not attend School. If a student displays any of these symptoms during the school day, the School will call Parents or Emergency Contacts to request that the student be picked up immediately:

- Fever over 100.4 degrees. The student must be fever-free for a full 24 hours, without medication, before returning to School.
- Sore throat with fever and/or white spots on the throat.
- Rash with fever indicating signs of chicken pox, measles, etc.
- Nausea, vomiting, or diarrhea. The student must be symptom free for a full 24 hours, without medication before returning to School.
- Red, itchy, draining eyes.
- Swelling or pain at a level that may interfere with learning.
- Severe illness. Student is lethargic, shortness of breath, accelerated heart rate, changes in skin color, trembling, chills, hot flashes, and dizziness.

Students diagnosed with conjunctivitis or “pink-eye” must be on prescribed medication for 24 hours before returning to School. Students with head lice must remain at home until treated with medical lice shampoo.

School and Parents must comply with state and local laws regarding reporting of communicable diseases. The report should include:

- › Name of the disease
- › Student demographic information
- › Date of first absence
- › Who the disease was identified by (e.g. parent, physician, laboratory)

All outbreaks of suspected or confirmed communicable diseases are reported to the state and local health department. An outbreak is defined as any increase in a certain type of illness. Exclusions will be determined on the basis of available clinical information by public health authorities. The School will be in regular communication with the local health department regarding the appropriate duration of exclusion. For Schools with primary grades, please refer to the School Guidebook for additional information.

4. REPORTING ILLNESS DURING THE SCHOOL DAY

If a student comes to the School Office reporting illness, the office staff will take the student's temperature and notify a Parent or Emergency Contact. If the student is not experiencing signs or symptoms of illness, or does not have any serious injury, then it is the Parent or Emergency Contact's decision to determine whether to collect the student from School or have the student return to class.

If the office staff is unable to reach a Parent or Emergency Contact and the student is not experiencing signs or symptoms of illness, or does not have a serious injury, the student will be asked to return to class.

If the student is experiencing signs or symptoms of illness or has a serious injury, and the student has not been picked up within a reasonable time (depending on the seriousness of the situation) after the Parent or Emergency Contact was notified, or no Parent or Emergency Contact was reached after attempting every contact on the Emergency Contact form, the School may follow the Medical Emergencies procedures.

If the Parent or Emergency Contact decides to pick up the student, the student will wait in a designated area supervised by office staff. If the student has not been picked up within 50 minutes and is not experiencing fever, diarrhea, or vomiting, or does not have any serious injury, they will be sent back to class.

Please Note: The School has limited options to make sick students comfortable, so Parents and Emergency Contacts should collect student(s) as soon as possible after being notified of an illness.

5. MEDICAL EMERGENCIES

In the event of a medical emergency, the following procedures are followed:

- A qualified adult starts first-aid procedures immediately. All full-time teachers and office staff are trained in basic first-aid procedures.
- If further emergency aid is required, a staff member will call 911.
- After steps have been taken to resolve the immediate medical emergency, the office staff notifies Parents or, if a Parent cannot be reached, an Emergency Contact.
- A staff member may accompany the student to the hospital to offer assistance or comfort.
- If a serious injury is not accidental, is self-inflicted, or caused by assault, the police are notified.
- If a 911 dispatcher sends an ambulance and a Parent does not want their child transported by ambulance, the Parent must cancel the ambulance by calling 911. Staff members are prohibited from canceling an ambulance request.

6. ALLERGENS

In any community setting, there may be individuals with life threatening and/or severe allergies. No School can be completely allergen-free, and the School is not a nut-free or allergen-free environment, but cooperative efforts between and among students, parents, and School management and staff can help reduce risks. Education, awareness, communication, prevention, and emergency response all play a role in allergy management at the School.

It is the Parent's responsibility to notify the School of a child's allergies, particularly in the case of life-threatening allergies. The student is responsible for not intentionally eating anything known to contain any allergen and to notify an adult immediately if he or she has any symptoms or ate something they believe may contain the food to which they are allergic.

The School will take reasonable steps to ensure that a student with a food allergy is provided with an interactive process to determine whether reasonable accommodations can provide the student with the opportunity to participate in and benefit from the educational program as provided to other students. The School will not exclude a student from a program, class or activity, such as a field trip, in which he or she would be exposed to allergens without first determining whether it can provide a reasonable accommodation to the student.

7. EMERGENCY PREPAREDNESS

Since each School and location has unique needs, emergency preparedness and disaster protocol varies by School. Students and staff will conduct regular safety drills throughout the school year to ensure emergency preparedness. Please refer to the School Guidebook for more information.

8. CONTINUED ACADEMICS IN CASE OF EMERGENCY

In the case that campus must be temporarily closed at the direction of a government official (e.g., health officials due to a local health crisis) or because the School determined, in its sole discretion, that a force majeure event is occurring, the School may implement a plan to continue academics.

Depending on the length of the closure, the delivery may vary from self-paced study guide packets to distance learning utilizing School technology systems (e.g., issuance of a school email address to access platforms or the learning management system Schoology). Based on grounded research and the needs of the affected grade(s), the School will determine the exact blend of synchronistic and asynchronistic learning to inspire mastery and retention. Implementation of various modes of blended learning may change swiftly depending on circumstances (e.g., moving from full-time on-campus learning to distance learning or learning on-campus with a modified schedule). Successful implementation of any learning plan depends on effective communication and consistent expectations among Parents, the School, and students.

Regardless of the delivery or format of materials and instruction, all School rules, regulations, policies, and procedures will continue to apply to students and Parents, as well as any new directives issued by School specific to the plan for continued academics during the temporary closure.

9. COVID-19 HEALTH INFORMATION

The School has implemented safety protocols and training for School personnel in accordance with relevant regulations to mitigate the risk of the spread of Coronavirus SARS-CoV-2 (“COVID-19”). These safety protocols and training do not indicate that there is no risk of transmission, and there is still much to learn about COVID-19, especially its effects on the younger population.

Parents are also responsible for mitigating the risks that their child may present to his or her own health or the health of others at the school. Parents and legal guardians should consider the risks and their concerns with their pediatrician or other health care providers. More information on COVID-19 is available here: www.cdc.gov/coronavirus/2019-ncov/

All students and their families must comply with the safety protocols and decisions made by the School. If a student or their Parents need to request accommodations to participate in the school programs with the safety protocols in place, please contact the Head of School as soon as possible.

The safety protocols implemented at the School may include, but are not limited to:

- Temperature checks before entering the building. If the student has a fever of 100.4 or above, or shows other symptoms of illness, he or she will be isolated and must be picked up by a Parent or Emergency Contact within one hour.
- If a student is sent home, he or she cannot return to school until he or she is symptom-free and fever-free without medication for at least 24 hours.

- School personnel are required to wear face coverings while in the school building. All students are encouraged to wear face coverings and students in certain age groups may be required to wear masks.
- Class sizes are limited for all programs and indoor seating is spaced according to applicable distancing guidelines.
- Only School personnel and students are allowed inside the building. Pick ups and drop offs will take place outside of the school building.
- Frequent handwashing and/or hand sanitizer application are required throughout the day.

The School reserves the right to modify safety protocols in its sole discretion in accordance with applicable regulations or current guidelines.

Parents are also required to monitor their child’s health each day and keep him or her at home when experiencing a fever at or above 100.4 degrees, a cough, fatigue, and/or any other physical symptoms that require observation, health isolation, or medical treatment.

If a student or a family member residing in the same home has tested positive for COVID-19, come in contact with someone who tested positive for COVID-19, or recently returned from air travel or a cruise trip, parents/legal guardians should communicate this to the School before the student returns to campus and comply with any school directives regarding returning to campus.

In the case that campus must be temporarily closed at the direction of a government official (e.g., health officials due to a local health crisis) or because the School determined, in its sole discretion, that a force majeure event is occurring, the School may implement a plan to continue academics (please see the Continued Academics in Case of Emergency section). In such case, tuition and other financial obligations are unaffected.

10. NON-ACCIDENTAL INJURY/PHYSICAL NEGLECT OF A MINOR

The School is required to report non-accidental injuries and suspected abuse or physical neglect of minors. The law requires personnel who suspect or observe evidence of injury, sexual molestation, death, abuse, or neglect to immediately report (or cause reports to be made) to the proper agency or agencies (please see childwelfare.gov). School personnel who fail to report such suspicions or observations may be subject to a criminal penalty depending on the jurisdiction. Reports are made confidentially to the applicable agency for follow-through pursuant to their protocol. School personnel are not permitted to disclose the nature of these reports to the Parents.

N. STUDENT RECORDS

The content and rules for student records vary by state. The School abides by the relevant jurisdiction’s laws and regulations (e.g., immunizations—each school’s Health Office will

communicate more information on these). Students who are not compliant with these laws are not permitted to attend the School.

Student records include:

- Historical records: records received from the student’s previous school.
- Attendance records: daily attendance records for the current school year.
- Academic records: all Final Grade Reports issued by the School in previous years, the last Progress Report (if the student leaves before the end of the school year), and any official external test score reports.
- School-year disciplinary records: any disciplinary decisions or participation in disciplinary investigations documented during the school year.
- Cumulative disciplinary records: Absence Recovery Plans, Suspension records, and expulsion records.
- Health records: immunization records, medication instructions, etc.
- Parent-Student Assurances: Handbook Acknowledgment, permission forms, etc.
- Personal records: records received from Parents during the registration or enrollment process, including the Emergency Contact Form.

1. PRIVACY POLICY

In accordance with its policies, the School may not provide access or release educational records or personally identifiable information contained therein (“Protected Data”) to the public or other students and parents. The School may provide “directory information” to the School community. The directory information includes, but is not limited to, the student’s name, parents’ email address, grade level, participation in officially-recognized activities and sports, awards or placement in School-sponsored or School-related competitions, and cumulative and current grade average (in the case of students who qualify for academic recognition).

Additionally, the school maintains a family directory, which is made available to the School Community on ParentSquare. The following student and family information may be available in this directory: student’s name, student grade, Parent name(s), Parent phone number(s), Parent email address(es), home address (city, state, and zip code only), and home phone number.

The School stores Protected Data on servers housed in the U.S. with several layers of protection and access to Protected Data is restricted on a need-to-know basis to School personnel and central office staff who work directly to support School personnel. Third-party vendors receive only the Protected Data they need to perform their specific function and with contractual confidentiality obligations. Protected Data is de-identified to create anonymous, aggregated results prior to being shared across the School’s network or with external parties, such as outside investors, testing partners, media outlets, and prospective families through the website and brochures.

2. NAME REGISTRATION PROCEDURE

A student's official registration must carry the name recorded on the student's birth certificate, unless adoption or another legal name change is supported by documentary evidence.

3. CHANGES IN PERSONAL AND HEALTH RECORDS

It is the responsibility of Parents to inform the School promptly of any changes that include, but are not limited to, home address, Parent telephone numbers and email address, marriage, separation, or divorce, guardianship, health status, immunizations, and medication needs. Parents can bring the new documents to the School Office (in a sealed envelope, if appropriate) or mail them to the School (addressed to the School Registrar). A Parent must supply a copy of the document (or the original document if required, notarized when applicable); the School is not required to copy documents and does not have a notary available.

4. REQUESTS FOR ACADEMIC RECORDS AND RECOMMENDATIONS

Student records are maintained by the Academic Programs office. Students or Parents may request academic records at any time by following the instructions provided by the School. Requests for letters of recommendation may require additional time to complete pending teacher availability. Students are encouraged to speak with their teachers directly prior to submitting a request. The Academic Programs office submits documents directly to the requesting institution. The School is not responsible for how other schools assess or accept credits earned at a BASIS Independent School.

O. EQUAL EDUCATIONAL OPPORTUNITY

In accordance with applicable federal, state, and local laws, the School does not discriminate on the basis of actual or perceived race, color, religion, national and ethnic origin, sex, age, disability, gender identity or expression, or any other classification protected by law in any of its business activities, including its educational programs and activities.

P. DIVERSITY AND INCLUSION

At BASIS Independent Schools, we are committed to creating and sustaining a community of learners who have both the tools and the autonomy to thrive in a globally-connected 21st century. Our world, and their futures, are diverse in myriad ways; we consider it our highest responsibility to model recognizing and valuing diversity in its many formats and to promoting equity in our Schools and communities.

Our school communities are defined by principles of integrity and inclusion. We honor our students' identities as individuals and affirm the importance of the communities that shape them. We guide our students to recognize that their perspectives and their interactions in and out of the classroom contribute to each other's experiences; opportunity and impact are inherent in each interaction. BASIS Independent students are explicitly taught that assumptions are the opposite of understanding, that language must be precisely chosen, and that having integrity requires everyone's full and constant participation. Indeed, without full involvement of each member of our school community, "inclusion" would be insincere.

Our academic model is built upon the dual foundations of the interconnectedness of learning experiences and assuming responsibility for one's education. Subjects and courses are connected; teaching and learning do not take place in discrete silos. The connections our students make between one concept and the next are rooted in contexts that must be explored, even questioned. Empowering students to be active participants in their education means challenging them not only to manage their commitments and time, and not only to advocate for their growing intellectual passions, but also to take risks and to deal gracefully with consequences from missteps.

A BASIS Independent education is an intellectual experience that prepares students with the self-direction and self-discipline necessary to make positive, lasting, and informed contributions to an increasingly just and connected world.

Q. MISCELLANEOUS

1. LUNCH, SNACKS, AND FOOD IN THE CLASSROOM

Each School has different options regarding food services, time designated for lunches, and the area designated for students to eat lunch or snacks. Each School, therefore, has its own rules and information related to lunch, snacks, or food in the classroom. For information and rules related to lunch and food services at your School, please refer to the School Guidebook and ParentSquare.

2. ARRIVAL AND DISMISSAL OF STUDENTS

Each School has designed its own procedures for arrival and dismissal based on specific locations and local traffic arrangements. Parents should refer to the information and rules related to the arrival and dismissal procedures found in the School Guidebook.

3. VISITORS TO THE SCHOOL

All visitors must check in at the School Office and comply with the School's requirements for entry. If an individual is permitted to enter beyond the general foyer space, as indicated by the School Office, the visitor is required to wear a visitor's badge at all times.

The School will terminate visiting privileges for any visitor who interferes with academic instruction during the visit, who does not comply with the rules described in this Handbook, or for any other reason at the sole discretion of the School.

In order to support the dress code and set a good example for our students, visitors to the School are expected to wear attire corresponding with the School dress code rules.

Visitors must be 18 years or older. Minors (non-students under the age of 18) can only enter the School premises if accompanied by their parent, invited by the Admissions staff during the student recruiting process, or participating in enrichment events, which are designated as open to minors who are not students at the School.

4. VOLUNTEER POLICY

The School may seek volunteers from our school community for events and student experiences. A “volunteer” is a parent or family member aged 18 or over of a student who, without compensation or expectation of compensation, performs a task at the direction of and on behalf of the school. Volunteers are not considered employees.

Volunteers must follow all school policies and procedures and adhere to the School’s code of conduct and school rules (e.g., dress-code, non-smoking policies) while on campus or at school-sponsored events. Volunteers must abide by all visitor check-in procedures. For certain events and activities (e.g. overnight trips), volunteers may be required to complete a background check

R. CLOSING

This Handbook serves many purposes, not the least of which is to help guide Parents and students successfully through the academic year. If at any point you would like clarification on the policies in this Handbook or would like to address situations not covered by this Handbook, please reach out to School management and staff and they will be pleased to assist.

