

the
BerkeleyCarroll
School

2019-
2020



Student & Family Handbook

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School Locations

Office of the Head of School

181 Lincoln Place

Brooklyn, NY 11217

Business & Operations Offices

152 Sterling Place

Brooklyn, NY 11217

Athletic Center

762 President Street

Brooklyn, NY 11215

Lower School (PreK-K)

712 Carroll Street

Brooklyn, NY 11215

Lower School (Grades 1-4)

701 Carroll Street

Brooklyn, NY 11215

Middle and Upper Schools

181 Lincoln Place

Brooklyn, NY 11217

Student & Family Handbook

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About this Handbook

This Student and Family Handbook (the “Handbook”) is intended as a general guide for families to the policies, procedures and personnel at the Berkeley Carroll School (the “Berkeley Carroll School” or the “School”). Please take the time to carefully review this Handbook, including reviewing it with your children.

Please understand that this Handbook is intended only to highlight current policies, practices, and procedures. The policies and procedures set forth herein are intended as general guidelines—specific situations may call for handling a matter in a manner different from that described herein, depending upon the particular facts and nature of the situation. However, it would be nearly impossible to review every element of every policy, or every possible scenario and outcome. Rather, this Handbook serves as a series of policy summaries to keep your family better informed.

In addition, circumstances will require that the policies, practices, and procedures described in the Handbook may change from time to time. Berkeley Carroll reserves the right to modify or change any or all such policies, practices, and procedures in whole or in part, at any time, with or without notice. The School will make every attempt to give timely notice of substantive changes in policy. Addenda and changes will be posted on the school website: www.berkeleycarroll.org.

This Handbook supersedes all prior policies (whether written or oral, expressed or implied) which in any way contradict the policies herein. However, this document is not intended to supersede any individual written agreement between you and the School, or any applicable law. If you find that such a conflict or discrepancy exists, please contact the Chief Financial Officer. This Handbook is not intended to constitute a legal contract of any kind.

Mission, Philosophy and Policies

Mission Statement

A passion for learning is at the heart of Berkeley Carroll. The school is a creative and intellectual community where devoted teachers challenge and engage talented students. Our demanding curriculum and vibrant civic life prepare our diverse graduates for success in college and for the greater endeavor — a life of critical, ethical, and global thinking.

Statement of Respect

In our school we respect each other: when we talk, work and play together we are kind, honest and fair. Everyone is important and we have the obligation to take care of each other.

Inclusion at Berkeley Carroll

As an inclusive community, Berkeley Carroll honors the dignity of all people. In our culture and our program, we embrace and respect differences. These include family structure; learning style; physical ability; socioeconomic class; race; color; sex; religion; creed; religious observance or practice; national origin; ethnic group; age; disability; body type; sexual orientation; alienage; citizenship status; genetic information; predisposing genetic characteristic; gender (including gender identity and gender expression); childbirth or pregnancy-related condition; marital and partnership status; familial status; status as a victim of domestic violence, sex offenses or stalking; military status; and any other characteristics protected by law.

We believe in teaching and learning about dignity and differences, even when the conversations may be uncomfortable. Our commitment to diversity is one expression of the mission of our school. We want to help students understand the complexity of a constantly changing world. The confidence and ability to engage respectfully with others is a signature of a Berkeley Carroll education.

Berkeley Carroll provides a supportive and safe environment for all community members, including those who are non-binary, gender questioning, gender fluid and transgender. We strive to affirm gender identity in all areas of the school and encourage students to participate in gender-specific school activities which align with gender identity regardless of sex assigned at birth. In addition, we provide non-gender-specific changing areas and restrooms for all community members. The Berkeley Carroll School specifically prohibits discrimination, harassment and bullying.

Non-Discrimination Policy

The Berkeley Carroll School does not discriminate against its students in affording them all the rights, privileges, programs and activities on the basis of race; color; sex; religion; creed; religious observance or practice; national origin; ethnic group; age; disability; body type; sexual orientation; alienage; citizenship status; genetic information; predisposing genetic characteristic; gender (including gender identity and gender expression); pregnancy or pregnancy-related condition; marital status; partnership status; familial status; status as a victim of domestic violence, sex offenses or stalking; military status or any other characteristic protected by law.

All-School Information

Required Forms

(Due before the start of the school year)

A number of important forms are sent to parents/guardians over the summer. Some of these forms are required for all students, while other forms are required if students need particular assistance or are participating in particular activities. No child can participate in regular school activities unless these forms have been completed.

VITAL HEALTH INFORMATION FORM

This form must be completed for all students. This provides the school with the essential information we need to contact parents/guardians. It also provides us with the names of doctors and tutors and important information concerning transportation to and from school. In addition, it contains all of the information hospitals require for emergency treatment, including your child's medical and current medication history, insurance carrier and parental authorization for treatment. This is the form we take to the hospital if your child has a sudden illness or accident, so please make sure to list all daytime and cell phone numbers where you can be reached.

STUDENT MEDICAL EXAMINATION FORM

All returning students in PreK through first grade and all new students must meet the immunization and physical examination requirements set by the NYC Department of Health. Please note that, as of June 2019, religious exemptions from vaccination are no longer permitted. We also ask for annual medical updates for your child.

PRESCRIPTION AND OVER-THE-COUNTER MEDICINE ADMINISTRATION FORM

If your child needs to take prescription or over-the-counter (OTC) medication during the school day, you should complete the over-the-counter and prescription medication administration forms. All medications must be in their original bottle, properly labelled with the student's name. In addition, for prescription medication, the original bottle must also include a pharmacy label stating the name of the patient, the name of the medication, the prescription number (the Rx number), the dosage and directions for administration. Except for children who need access to asthma inhalers and EpiPens, children in Lower School and Middle School may not keep medicines in their lockers or carry them in school or on school trips.

PARENT CONSENT FORM FOR ATHLETIC PARTICIPATION

This form must be on file before a student can participate in intramural or interscholastic athletic activities, including preseason trips, team selection, practices and Extended Day sports classes. Parents/guardians must also consent to (1) a pre-concussion screening for their child or provide alternative authorization from a physician and (2) adherence to the school's concussion management protocols.

METRO PASS REQUEST FORM

The Metro Pass Request Form is posted on the school's website; it should be completed and returned promptly. Eligibility for NYC Student MetroCards is determined by the NYC Department of Education. Students who lose their passes or who file their applications late

cannot be issued a new pass until the beginning of the following month. Questions about student MetroCards should be directed to the administrative assistants.

BUS SERVICE

Berkeley Carroll provides a free bus service to students, PreK4-grade 12, who meet Department of Education transportation guidelines, based on the student's grade and proximity to the school. Registration for bus service takes place during the summer for the following school year. Students must register in advance in order to ride the bus, and the school cannot guarantee that it will be able to provide a proximate stop for all eligible students. All students who make use of the bus service must abide by Berkeley Carroll's Bus Rider Agreement, which is distributed to families when bus routes are announced for the upcoming school year. The school reserves the right to remove any student from the bus who is not able to abide by the Bus Rider Agreement, or who poses a safety risk to any students, staff or bus drivers. Parents/guardians interested in the free bus service should visit our website or email transportation@berkeleycarroll.org.

Student Health and Safety

Berkeley Carroll is committed to ensuring the safety and security of all its students. As part of that effort, the School has established the following policies regarding student health and safety.

SCHOOL NURSES AND MEDICATION ADMINISTRATION

The School has two full-time, registered nurses on staff, one on the Carroll Street campus and one on the Lincoln Place campus. For all students, only the school nurse administers medication or prescribed treatments during the school day. ***If a child is prescribed a medication or a prescribed medication is changed, the parents/guardians MUST notify the school nurse in order to ensure the best possible care of their child.***

PSYCHOLOGICAL EMERGENCY

In case of a psychological emergency, when an immediate response is required, or a response is needed within 24 hours over a weekend or school vacation, students and families should not use email as a way to contact Berkeley Carroll psychologists. Calling 911 or one of these emergencies numbers is recommended:

Crisis Text Line: Text HOME to 741741

NYC Well: 1.888. NYC Well • Text WELL to 65173

CONCUSSION POLICY

If a student suffers a concussion, in or out of school, the family and the treating physician must complete the Berkeley Carroll "Return to Learn" Concussion Form, which ensures students are medically and academically supported until they are ready to resume regular learning and activity. The form details the medically-approved restrictions and/or accommodations at each stage of recovery, and requires the treating physician to sign off each time a student moves on to a new phase. Students may not participate in athletics, trips, or other extra-curricular activities until they no longer need academic restrictions or accommodations. The "Return to Learn" protocol is supervised by the school nurse in consultation with divisional administration.

All-School Information

PROTOCOLS FOR INJURIES AND FOR PARTICIPATION IN ATHLETICS AND PHYSICAL EDUCATION

General policy: If a student gets injured while participating in athletics at BC, the certified athletic trainer determines when and whether a student can continue to play or re-enter the practice or competition. For an injury that requires the student to be seen by a medical doctor, the doctor's recommendation determines when a student can resume participation. Neither coaches nor families make the determination regarding a student's readiness to resume activity.

Restrictions on and Expectations of Injured Students: For the safety of injured students who are medically excused from participation in Physical Education (PE), swim class, and/or athletics, students in Middle and Upper School may not enter the roof or the gym during free time. Injured Lower School students may attend (though not participate in) yard time with their class, under the supervision of their teacher, or they may sit in the Lower School office.

Unless otherwise arranged by divisional administration, these students should attend PE class, but not participate. Injured students on inter-scholastic teams should travel with and sit with their team unless their injury makes it difficult or uncomfortable to do so, a determination which is made by the athletic department in consultation with divisional administration, the school nurse, and, when appropriate, the student's treating physician. If a student's injury has led to an extended absence, that student may be asked not to attend away contests, not to participate in early dismissals, and to stabilize their attendance and make up all academic work before resuming team activities.

A student who is undergoing our concussion protocol should adhere to the Return to Learn/Play protocol first, and not travel with their team or attend contests until they are cleared to do all academic work with no concussion accommodations.

Crutches: Students may not use crutches at school unless they have a note from their treating physician indicating that necessity. Students using crutches or with other injuries that impede walking can request an elevator pass from the school nurse.

MEDICAL LEAVE POLICY

Berkeley Carroll is committed to supporting all its students in their endeavors. Consistent and in conjunction with the School's policy on accommodations, students may need to take a medical leave of absence for different and varied reasons involving both their physical or mental health. A medical leave of absence is not punitive, but is intended to provide students with the freedom and flexibility to fully attend to their own health and well-being.

Families who believe that their child needs a medical leave should contact the Division Head. Students who need to take an extended absence (over two weeks) or who are experiencing consistent and frequent absences (taking them to at or above our 80% attendance threshold for course credit) may be asked to take a medical leave. Additionally, in certain situations, the School may determine that a student's health requires that they be placed on a medical leave.

This decision will be based on an assessment of the student's ability to safely and productively engage in the school environment and will consider the health and safety risks the student may present to themselves or other members of the community. It may also consider whether the student's actions have caused ongoing or significant community disruption, inhibiting the

academic progress and safety of other students in the community. In these cases, the School will require that parents provide needs documentation from the treating physician indicating the need for and duration of the anticipated leave.

During or after medical leaves, we will ask the student to complete a slightly altered academic program (with specific course requirements communicated by the teacher in consultation with the department chair), sometimes with the help of tutors, a tutoring agency, or an alternative school program. Each such situation will be handled on a case-by-case basis, with the particular needs of each student in mind. Stipulations of each leave will be communicated by the division director and will include the academic plan; the anticipated date of the student's return; the protocol for communication while the student is away; and the medical or other clearance required to return to school.

CONTAGIOUS DISEASES

Parents/guardians should notify the school nurse if their child contracts a contagious disease so that parents/guardians of children who may have been exposed can be notified. If you have any questions or concerns about this, contact the school nurse. Parents/guardians should not send their child to school when the child shows symptoms of illness. If a child becomes ill during the school day, the school nurse will determine whether to have the child sent home.

HEAD LICE

The school nurses periodically examine children for head lice. If signs of head lice are spotted, the child will be sent home at the end of the school day for treatment. ***The nurse must reexamine and give clearance to the child before that child may return to class.*** If your child's sibling has a case of lice, inform the school nurse so your child can be checked for lice.

REINFORCING GOOD HYGIENE

The school nurses urge all parents/guardians to reinforce simple hygienic practices: Encourage children to use tissues to wipe their noses following a sneeze or cough and then wash hands with soap and water after disposing of the tissues in a wastebasket. Remind them to wash hands thoroughly before lunch and after going to the bathroom and not to share food or drinks.

FOOD ALLERGY POLICY

The Berkeley Carroll School is committed to providing a safe school environment for all students. In that spirit, the School recognizes that food allergies, in some instances, may be severe and even occasionally life threatening. While Berkeley Carroll endeavors in all instances to reduce the likelihood of allergic reactions of students with known food allergies while at school, the School is unable to prevent accidental and/or unintentional exposure to allergens. For that reason, the School is committed to ensuring that appropriate medical treatment is available in the case of an allergic reaction.

Specifically, the School will take the following measures to reduce the likelihood of a student's exposure to allergens:

- Information pertaining to a student's allergies will be shared with faculty and staff who have contact with the student, but otherwise will be kept as confidential as possible.

All-School Information

- At the beginning of the school year, notice will be sent to school families explaining and emphasizing that Berkeley Carroll is an allergen-aware school.
- Notices will be posted in public areas noting that Berkeley Carroll is an allergen-aware school.
- Berkeley Carroll will provide food allergy and anaphylaxis training opportunities for selected faculty, staff and coaches as allowable under current New York law.
- Berkeley Carroll will instruct faculty and staff to recognize symptoms of an allergic reaction and to respond appropriately as necessary.
- Berkeley Carroll will work with its contracted food service company to provide food in the dining hall that all students may enjoy and to reduce the likelihood that peanuts, tree nuts or nut oil products are served during normal hours. In the case of a student with multiple or unusual allergies, however, Berkeley Carroll may require the student/family to provide lunch and snacks to ensure the student's safety.
- Berkeley Carroll mandates that parents/guardians not send snacks to school that contain peanuts, tree nuts or nut oil products, and that they send fruit or vegetable snacks or snacks that have ingredient labels.

To assist the School in limiting the likelihood of a student's exposure to allergens, parents/guardians and students are expected to take the following measures:

- Parents/guardians of students with life-threatening allergies must provide Berkeley Carroll with emergency medications and a written medical treatment protocol for their student for addressing allergy-related events. The protocol and medication must be provided to the school nurse prior to the beginning of each school year. The school nurse will maintain the medication and information according to the current emergency medical treatment policy. Berkeley Carroll will ask for permission to consult with medical providers.
- Families who require additional information about the handling of food allergies at Berkeley Carroll are strongly encouraged to attend a meeting with the food service director and school nurse regarding food allergies that is held at the beginning of each school year.
- Parents/guardians are responsible for educating their child about managing their allergy at school, including, but not limited to, identifying "safe foods" by reviewing the lunch menu together, and contacting the food service director for ingredient listings.
- If parents/guardians are uncertain about possible exposure to allergy-causing foods, they should provide meals or treats for their children.
- Parents/guardians of students with severe food allergies or multiple food allergies may be required to provide meals or snacks for their children.
- If a parent/guardian of a Lower School student is concerned about peanut allergies or multiple food allergies, the parent may provide their child's teacher with a supply of safe snacks to reduce the likelihood of accidental exposure.
- Parents/guardians are expected to refrain from sending snacks to school that contain peanuts, tree nuts or nut oil products, and that parents/guardians send fruit or vegetable snacks or snacks that have ingredient labels.

ACCIDENT INSURANCE

To recover out-of-pocket expenses for any accidents that take place on school premises, the "SCHOOL" carries Student Accident Insurance with the Philadelphia Insurance Company for such incidents; the claims are administered by NAHGA Companies.

This is an excess policy, which means the parent/guardian must submit all medical bills to their own health insurance carrier prior to submitting any medical bills to NAHGA Claim Services. No claim can be paid until the Claim Form, all itemized Bills and all Explanation of Benefits (EOB) statements from your primary health insurance carrier have been received. If your child suffers an injury on school premises, a claim form will be sent out to your family by the business office and the completed forms and all documents should be sent directly to NAHGA by the parent/guardian. Once the claim is filed you will have one year from the date of the accident to submit all subsequent documentation relating to the injury (i.e, medical forms, invoices, etc.).

VISITORS TO SCHOOL

Visitors to the school, including parents/guardians/caregivers picking up children during the school day, must sign in at the front desk of each building and wait in the lobby for the child to be brought there. Visitors may not go directly to their destination without signing in. They will be met in the lobby by the person they are visiting.

Visitors are reminded that smoking is absolutely prohibited in all school buildings, and on school grounds.

BICYCLES, SKATEBOARDS AND SCOOTERS

Bicycles may not be brought in to any school building; they must be left outside or in designated areas and locked. Skateboards, scooters and skates may not be used outside of school buildings. If brought into the building, they must be stored safely in designated areas.

EMERGENCY SCHOOL CLOSINGS

Berkeley Carroll is always closed whenever the NYC public schools are closed due to severe weather or citywide emergency. If, for any other reason, there is any change in the school schedule, a notice will be posted immediately on the school website (www.berkeleycarroll.org) and an email and text communication will be sent to all parents/guardians for whom an email address is on file in Veracross.

STUDENT ID & ACCESS CARDS

The school provides students in 5th through 12th grade with a student photo ID and access card. There is no cost for the ID card, but the replacement fee is \$10.

EMERGENCY PROCEDURE INFORMATION FOR PARENTS/GUARDIANS

If an emergency occurs outside the school and students and staff must be separated from an outdoor hazardous environment, the School will shelter in place. This may be for a brief period or a longer period. We may also shelter in place to ease an early dismissal prompted by an emergency in the city. Alternatively, the School might be instructed to evacuate the building (as we do currently for fire drills). In the event of an unusual change in the schedule, families will be notified by email, on the website and by telephone/text.

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FIRE DRILLS, EVACUATION AND LOCKDOWN

Fire drills, which are required by the Fire Department, take place regularly at all school locations. They are an essential and important exercise to prepare for an emergency situation. Silence must be kept throughout the drill and efficiency in vacating the building is expected. Students, faculty and staff are apprised of fire drill routines and procedures.

During a normal fire drill, Lower School students gather by class on Carroll Street or President Street and Middle and Upper School students gather by class on Lincoln Place, safely away from the buildings.

If the evacuation is prolonged:

- **Middle and Upper School students** will be escorted by faculty to Old First Reformed Church (Carroll Street and Seventh Avenue).
- **Lower School students** may be moved across the street to either 712 or 701 Carroll St. If more of a move is needed they will be escorted to Congregation Beth Elohim (Garfield Place and Eighth Avenue). If warranted, an orderly dismissal to parents/guardians (or adults designated on student information sheets) will be conducted from these sites.

The Lower, Middle and Upper schools practice lockdown drills every year. Lockdown means to take immediate shelter where you are — at home, work, school or in between. Lockdown drills can last up to 20 minutes.

ATTENDANCE

Attendance is taken daily from PreK through 12th grade and a record of absences and “lates” is sent home with report cards. In PreK through eighth grade, students are marked either present, absent or tardy. In the Upper School, the category of “excused absence” is added. In the Upper School, teachers also note whether students are present or not at each class. The nurses at each campus, the teachers and each division director monitor attendance.

Students are expected to attend school daily. In PreK through 12th grade, teachers, administrative assistants or division directors will call if absence or lateness warrants attention. Since extended absences and tardiness will affect a student’s ability to complete course work, consequences include loss of privileges and grade reductions. Further details are provided in the Upper School section of this document.

CLASS TRIPS

Class trips to NYC’s cultural institutions are an integral part of the educational experience in all grades. In addition to numerous day trips there are also many overnight trips beyond the city. These trips are a privilege; students who do not meet academic or behavior standards will not be allowed to participate. Permission for students to participate in class trips is given by parents/guardians at the beginning of the school year when they sign the enrollment contract; however parents/guardians will be requested to provide additional permission for certain trips.

SEXUAL ABUSE AND MISCONDUCT

Any sexual abuse or sexual misconduct, including touching or verbal sexual harassment, between an adult and a student, is strictly prohibited at Berkeley Carroll. Furthermore, such

behavior could be a crime.

Sexual abuse and sexual misconduct may include sexual penetration, sexual touching, or non-contact sexual acts such as exposure or voyeurism.

In the event that the School becomes aware of allegations of sexual abuse or misconduct by an employee, or any other adult who comes into contact with our students, the School will cooperate fully with the appropriate investigative authorities and, if necessary, will conduct its own internal investigation. The well-being and success of our students are our top priorities and there is no place for any form of sexual abuse or misconduct in the School community. In furtherance of this commitment to our students and to maintain an environment free of such misconduct, the School has taken the following steps.

The School has established an anonymous telephone hotline for students and parents/guardians to use to make a complaint concerning sexual abuse or misconduct. This hotline (844-990-0002; 800-216-1288 for Spanish speakers) will be monitored 24 hours a day, seven days a week, and the content of calls will be referred to a third party with experience in investigating such matters.

Alternatively, to make a complaint concerning sexual abuse, students and/or parents/guardians can contact:

- Dr. Lisa Waller, Head of School: lwaller@berkeleycarroll.org or 718-534-6565
- Amanda Pike, Lower School Director: apike@berkeleycarroll.org or 718-534-6607
- Yabome Kabia, Middle School Director: ykabia@berkeleycarroll.org or 718-534-6536
- Jane Moore, Upper School Director: jmoore@berkeleycarroll.org or 718-534-6551
- Dr. Paula Dorinson, Lower School Psychologist: pdorinson@berkeleycarroll.org or 718-534-6614
- Dr. Elizabeth Hayward, Middle School Psychologist: ehayward@berkeleycarroll.org or 718-534-6531
- Dr. Karen Kauffmann, Upper School Psychologist: kkauffmann@berkeleycarroll.org or 718-534-6532
- Sue Beck, Upper School Counselor: sbeck@berkeleycarroll.org or 718-534-6532

In addition, students and parents/guardians may bring the matter to the attention of a teacher, advisor, dean, nurse, or any other faculty or staff member with whom the student is comfortable speaking. Reports or concerns may also be brought directly to law enforcement, to the New York City Administration for Children's Services (ACS) or by calling 311 or the New York State Central Register (SCR) directly at 1-800-342-3720.

All administration, faculty, staff and non-parent volunteers are fingerprinted and required to undergo a background check as well as complete a training session on safeguarding children from sexual abuse or misconduct. Anyone who has been convicted of sexual abuse or has had employment terminated because of sexual abuse or harassment will not be hired by Berkeley Carroll.

All administration, faculty, staff and non-parent volunteers should also be aware that any situation that causes an adult to be placed in a private, one-on-one setting with a student creates a potential setting for misconduct or abuse. Accordingly, it is the School's policy that an adult should never enter a private room (such as a locker room or a hotel room on a trip)

All-School Information

without first knocking and announcing himself or herself. An adult should not be with a student in any private room or other setting that is not in plain view and/or easily visible to others unless a second adult or student is also present. All adults within the School community should be mindful of and avoid potentially compromising situations.

In our continuing efforts to ensure we are doing everything possible to keep our students safe, all faculty/staff are required to take training provided by the school on an annual basis.

Student Services and Support

TUTORING

Berkeley Carroll teachers are not allowed to tutor Berkeley Carroll students, on or off the premises. This is to avoid conflicts of interest.

Because of insurance requirements, outside tutors hired by the family, may work with students on school premises only if they work as independent contractors. Tutors must have their own insurance, with The Berkeley Carroll School named an “additional insured” on the policy. This policy must be for at least \$1,000,000, as is required of all independent contractors by the school’s board. The Department of Education, which occasionally provides parents/guardians with speech and OT therapists, insures their tutors through the subcontracting agencies or as independent contractors. Department of Education therapists need to supply Berkeley Carroll with proof of this insurance. The learning specialist for each division will coordinate when and where the tutoring takes place. The Business Office will keep a copy of both the insurance and the fingerprint approval.

ACCOMMODATIONS

The Berkeley Carroll School provides reasonable accommodations to students who need an accommodation for disability or for religious observance, practices and beliefs. If an accommodation is needed, please ask. The School considers each request on an individualized basis, taking into account the particular facts and circumstances.

Berkeley Carroll is committed to ensuring that students with disabilities are provided with the appropriate level of support. The School will make necessary and reasonable accommodations for students with disabilities, unless doing so would fundamentally alter the nature of the program or would create an undue burden.

LEARNING SUPPORT SERVICES

In an effort to support all students, Berkeley Carroll has learning specialists in each division. Though the particular models of learning support differ by division, the role of each learning specialist is to be an integral support for students and a resource to teachers, administrators, and families. Learning specialists provide direct support to students in the classroom, in small groups, or in individual sessions. They collaborate with classroom teachers to support students and oversee individual learning plans for students with specific learning needs. They also work in concert with our school psychologists to provide consultation to families and to facilitate communication with outside tutors and therapists to be sure that students’ learning and social-emotional needs are being met.

SCHOOL-WIDE POLICY FOR EVALUATIONS, LEARNING PLANS AND ACCOMMODATIONS

Recommendations for neuropsychological evaluations are made to families if the division director, learning specialist, and psychologists have determined that more information about a student's learning profile is needed in order to identify appropriate interventions. Financial assistance is available for families who receive tuition aid. In the Lower School, occupational therapy or speech-language evaluations may be recommended. While these can be an appropriate initial step, a comprehensive neuropsychological evaluation may be recommended at a later time to provide the information across domains necessary to determine how best to support the student.

Evaluators are encouraged to collaborate with the school and should provide teacher survey forms to the divisional learning specialist. Findings should be presented in the form of a formal report that includes the following elements:

- Comprehensive developmental history
- Formal assessment tools used and all subtest scores
- Clear statement of diagnosis(es) or specific area(s) of need
- Accommodations requested and rationale

Learning Plans

Once the results of the evaluation are available, families should provide a complete copy of the evaluator's report to the learning specialist in the appropriate division. The learning specialist and psychologist read and review the report, which is not shared with teachers. Together, the learning specialist and psychologist write a learning plan: a document that includes a summary of a student's current learning strengths and challenges culled from the evaluation and recommended strategies for supporting the student. After reviewing the learning plan with the student's family, it is distributed to all of the student's teachers. If appropriate, the learning specialist and psychologist meet with the student to discuss the recommended strategies. In the Upper School, students are required to be involved in the process and to collaborate with the learning specialist to identify the strategies that are most helpful to them.

Accommodations

In addition to strategies, a learning plan may also include accommodations to support the student in the classroom and on assessments. These may include:

- 50% extended time on tests (time and a half)
- Laptops for in-class writing assignments
- Calculators (four-function type) for tests involving computational skills
- Use of FM equipment for hearing-impaired students

It is important to note that while an evaluator might suggest accommodations, the School may not be able to implement all of them. The School may not have the resources available to meet every need of students who cannot meet the requirements of our curriculum. The School will determine, case by case, those accommodations we can implement to help a student succeed. An Accommodations Committee including each division's director, psychologist and learning specialist reviews a student's evaluation, learning plan and in-school performance to determine appropriate accommodations.

All-School Information

SUMMER ASSIGNMENTS

It is the custom of Berkeley Carroll teachers to ask our students to do academic work over the summer. Summer assignments can be found on the Berkeley Carroll website. Not all teachers choose to assign summer work and the assignments that are given may be of different types, depending on the academic discipline, the grade level and the goals of individual teachers. What is expected of a student varies from one individual to another, reflecting the particular courses in which he/she is enrolled.

Common purposes for requiring summer work include (1) the wish to maintain the momentum of learning by giving students opportunities to internalize information and hone skills that were stressed in the just-completed academic year and (2) the desire to introduce students to key concepts and themes that will be explored in their new courses.

In the Lower School, students are given a list of recommended books for summer reading in order to maintain skills developed during the academic year. They also receive suggestions for math games and activities. In the Middle School, humanities and math students have summer reading assignments. In the Upper School, students have summer assignments in most disciplines, which are listed on the school website and sent to all students in June.

Teachers do not want the summer months to be seen merely as a continuation of the school year. They understand that students need the opportunity to unwind from the pressures of the academic year and operate at a slower pace. The goal is to strike a reasonable balance that will maintain the forward momentum of learning while giving students some well-earned time off from schoolwork.

TEXTBOOK POLICY

The cost of textbooks is included as part of tuition. However, if a family is in need of a second text, whether because of family arrangements or for use by a tutor, the additional cost is the family's responsibility. Please contact the relevant department chair (for Middle or Upper School students) or the Lower School director for information regarding specific textbooks.

Community Expectations

STANDARDS OF CONDUCT

We believe that the standards governing our participation and behavior should be consonant with the School's mission and purpose. The students, faculty, administration, staff and families, must commit to respecting and showing concern for one another and for oneself, shared spaces and materials, and the academic and community norms.

These principles of conduct are designed to promote personal responsibility, to help students make appropriate choices regarding their behavior, and to maintain a safe and healthy environment for the whole school community. Students and families are expected to be familiar with and abide by all rules, policies, and expectations set forth in this Handbook. Our goal is to hold students accountable for their behavior in order to keep them and their fellow students safe, to maintain the integrity of our program, and to abide by our mission.

All school rules and expectations apply when students are at school and at school-sponsored

activities. School policies can apply to off-campus actions that do not reflect the standards of our community, particularly when they impact our school environment.

Below is a list of conduct that is prohibited; infractions will result in disciplinary repercussions. No list is comprehensive; it is possible that a student may act or behave in a manner that is not included in the policies below yet disrupts the school community. The administration retains the right to act upon such unlisted infractions. In addition to violating explicit school policies, a student may be disciplined for engaging in conduct deemed, in the sole discretion of the school, to be detrimental to the school, or its mission, or harmful to themselves or other members of the school community

POLICY ON HATE SPEECH AND BIASED BEHAVIOR

The Berkeley Carroll School is an inclusive community that honors the dignity of all people. The School will respond to any instances of hate speech and any biased behaviors that do not provide a safe learning and work environment for members of the school community.

Working in conjunction with the School's policies prohibiting discrimination and harassment, the purpose of this policy is to draw particular attention to the School's prohibition on hate speech, writing, symbols, and behaviors that demonstrate bias and/or intolerance based on an individual's membership in a protected class (collectively, "Hate Speech and Biased Behavior"). Protected classes include, but are not limited to, an individual's actual or perceived race, color, ethnicity, sexual orientation, gender identity, nationality, ability, or religion. Not only does such conduct detract from the School's ability to provide a safe learning and work environment, but it could also be a violation of relevant criminal laws.

While it would be impossible for the School to identify all conduct which is prohibited by this policy, examples of Prohibited Hate Speech and Biased Behavior are as follows:

- Use of any slur, epithet or otherwise derogatory language;
- Displaying any content or media which includes or references any slur, epithet or otherwise derogatory language, any symbols which demonstrate a bias toward individuals in any particular protected class;
- Reciting or repeating jokes, lyrics, or other such content which contain or reference slurs or other derogatory language, or which otherwise demonstrate a bias towards individuals in any particular protected class;
- Engaging in physically aggressive behavior towards another individual on the basis of their membership in any particular protected class; and/or
- Engaging in conduct which is intended to exclude or threaten another individual on the basis of their membership in any particular protected class.
- Use of the n-word and any of its variations is prohibited on Berkeley Carroll school property and at school events. Any use of the word in an academic context (texts, movies, etc.) needs to be reviewed by the administration in light of the above-stated norms. Outside of the academic context, any forms of media (music, movies, etc.) that include the use of this word are also prohibited at school or at school events (athletic practices, games, dances, et. al).

The School's prohibition on hate speech and biased behavior does not end at the close of the school day, or when students are off campus. Accordingly, hate speech or biased behavior that

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occurs off campus or online may still be subject to this policy.

Those who engage in hate speech and biased behavior will be subject to the School's disciplinary policies. While the School will consider all relevant circumstances regarding engagement in hate speech and biased behavior, individuals who violate this policy may, depending on the severity, be subject to suspension or separation from the School, consistent with the School's disciplinary policies.

HARASSMENT, SEXUAL HARASSMENT OR ABUSE, BULLYING OR HAZING

Sustaining an open, welcoming and safe environment is the responsibility of every member of our community. The Berkeley Carroll School strictly prohibits and will not tolerate any form of harassment, sexual harassment or abuse, bullying or hazing (including cyberbullying) of any member of the community.

Harassment is a form of discrimination: it constitutes any sufficiently severe, pervasive or persistent conduct that targets a member of a protected class and interferes with or limits a student's ability to participate in or benefit from the services, activities or opportunities offered by a school. This could include interfering with the school environment, a student's educational performance or mental, emotional or physical well-being or causing a student to fear for their safety. Age is relevant in determining whether harassment occurred in the first instance, as well as in determining the appropriate response by the school. For example, age is relevant in determining whether a student welcomed the conduct and in determining whether the conduct was sexual in nature or severe, persistent, or pervasive.

Behavior or action may constitute harassment even if it is not intended to cause harm, is not directed at a specific target, does not involve repeated incidents or is not the subject of a specific complaint. Harassment creates a hostile environment.

Sexual harassment is harassment that is based on sex, sexual orientation or gender identity. Sexual harassment is behavior that is uninvited and unwanted and is directed at a person because of his or her sex, sexual orientation or gender identity. Sexual harassment may include: coercion, physical touching; assault; inappropriate personal questions; sexual or suggestive remarks about a person's clothing, body or sexual activity; other suggestive remarks or verbal abuse; display, sharing or distribution of explicit, offensive or demeaning photographs or other material; requiring a person to wear sexually revealing clothing; ogling a person's body; lewd or sexual jokes; manipulation or subtle pressure in the pursuit of physical intimacy; or demanding sexual favors, whether or not accompanied by promises, hints or threats concerning opportunities.

Bullying constitutes any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing the student or students in reasonable fear of harm about their person or property; (2) causing a substantially detrimental effect on their physical or mental health; (3) substantially interfering with their academic performance; or (4) substantially interfering with their ability to participate in or benefit from the services, activities, or privileges provided by the School.

Bullying may take various forms, including, but not limited to, one or more of the following:

harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. Not all social conflict constitutes bullying or harassment per se, although it might be deemed inappropriate behavior that would be addressed by the school.

Cyberbullying is bullying through any form of electronic communication or technology. It does not matter whether the electronic communication is public or private. Cyberbullying includes, but is not limited to, harassing, threatening, frightening, causing harm to, extorting or targeting someone through the use of a computer, cell phone or other electronic device, whether through email, instant messages, text messages, Internet postings or social media, whether on a webpage, in a blog, through a post or tweet or other electronic vehicle.

Hazing is any act that is explicitly or implicitly required for the purpose of membership in any group and which results in harm to any person or could reasonably be foreseen to result in such harm. The subject's willingness to participate in an act of hazing does not justify or excuse the act.

SEXUAL MISCONDUCT

Sexual misconduct encompasses a range of conduct including sexual abuse, sexual assault, dating violence, domestic violence, and stalking. The School's policy is intended to take into account the ages and developmental phases of students.

Consent is such a critical factor in determining whether sexual misconduct occurred. "Consent" means voluntary, active and clear agreement, communicated by words or actions, to participate in specific sexual activity. Consensual sexual activity happens when each participant willingly chooses to participate.

It is the responsibility of the person who wants to engage in a sexual activity to obtain the consent of the other person for that sexual activity. Consent may also be withdrawn or modified at any time by the use of clearly understandable words or actions. Consent is best obtained through direct communication about the decision to engage in specific sexual activity. Consent need not be verbal, but verbal communication is the most reliable and effective way to seek, assess, and obtain consent. Non-verbal communication often is ambiguous. Talking with romantic partners about desires, intentions, boundaries and limits serves as the best foundation for respectful, healthy, positive and safe relationships.

In cases where a complainant asserts that sexual activity occurred without consent, the standard is whether a sober, reasonable person in the same circumstances as the respondent should have known that the complainant did not or could not consent to the sexual activity in question.

The definition of consent does not vary based upon a person's sex, sexual orientation, gender identity, or gender expression.

Other Important Points Regarding Consent

- Consent cannot be obtained by threat of harm, coercion, intimidation, or by use or threat of force.
- The existence of a romantic or sexual relationship does not, in and of itself, constitute consent.
- Consent on a prior occasion does not constitute consent on a subsequent occasion.

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- Consent to one sexual act does not constitute consent to another sexual act.
- Consent to sexual activity with one person does not constitute consent to engage in sexual activity with another.
- Consent cannot be inferred from a person's clothing or other contextual factors, such as alcohol consumption, dancing, or agreement to go to a private location like a bedroom.
- Accepting a meal, a gift, or an invitation for a date does not imply or constitute consent.
- Silence, passivity, or lack of resistance alone (including the absence of the word "no") or in combination do not in and of themselves constitute consent.
- Incapacitation by alcohol or drugs by the person initiating sexual activity does not in any way lessen their obligation to obtain consent.

STALKING

Stalking means a course of conduct (two or more acts) directed at a specific person that would cause a reasonable person to fear for their safety or the safety of a third person, or to suffer emotional distress. Stalking behavior may be in person, by written or graphic means, or by Internet or phone.

UNAUTHORIZED PHOTOS AND VIDEOS

Taking photos, recordings, or videos of faculty, staff, or students without their expressed permission is forbidden. Permission is not required for public events such as athletic competitions or plays. School assemblies are not public events.

RATING AND RANKING PEOPLE

Students are not permitted to "rank" or "rate" members of our community. "Ranking" or "rating" occurs when a person or group of people create a list or equivalent that rates or ranks members of our community according to attractiveness, body parts, sexual history, or other factors relating to sex, gender, or sexual orientation.

VIOLENCE OR THREATS TO OTHERS

Fighting, physical violence, or any threat of physical violence is strictly prohibited as is any kind of rough-housing that demeans another member of the community or puts a community member at risk of harm or injury.

RETALIATION

Retaliation means any adverse action taken against a person for raising a concern about a violation of this Handbook or because of their participation in the administration's response to a concern. Encouraging another to engage in such conduct may also be retaliation. Retaliation will be treated as a separate handbook violation. Acts of alleged retaliation should be reported immediately and will be promptly investigated. Likewise, reporting a concern that is not in good faith or providing false or misleading information to the School is also prohibited.

Every member of our community (including parents/guardians) should recognize that discussing or criticizing a person's decision to exercise a right or responsibility under this Handbook—even in circumstances where it is determined that no Handbook violation occurred—may have the

purpose or effect (unintended or intended) of retaliating against the person who came forward, harming the reputation of those involved, and/or discouraging others from reporting concerns.

SUBSTANCE USE AND ABUSE

The school can require that students are evaluated for substance use and/or treatment as a condition of their continued enrollment. Possession, use, and/or being under the influence of the following substances on school grounds, or at school-related events is forbidden:

Alcohol: Possession, use or distribution (selling or sharing) alcohol during the school day, on campus at any time, and at school-sponsored events is prohibited. Asking another student for alcohol is also prohibited.

Illegal Drugs: The possession, use, or distribution (selling or sharing) of illegal drugs or drug paraphernalia is prohibited during the school day, on campus at any time, and at school-sponsored events. Asking another student for illegal drugs is also prohibited. If a student is found to be in possession of illegal drugs or drug paraphernalia, it will be confiscated.

Prescription Drugs: The possession, use or distribution (selling or sharing) of prescription drugs by someone other than the person for whom the drug was prescribed is prohibited. Asking another student to use their prescription drugs, using someone else's prescription drugs and/or using a prescription drug in a manner other than it was intended, is also prohibited.

Tobacco and Vaping: Possession, use or distribution (selling or sharing) of tobacco products, e-cigarettes, vape pens, "juuls," and other related products like rolling papers, pipes, lighters, and matches are prohibited on campus or at any school-sponsored event. Tobacco products include cigarettes as well as chewing tobacco.

ACADEMIC DISHONESTY

Cheating encompasses giving, receiving, or attempting to give or receive unauthorized help that could result in an unfair advantage in completing school work. This can occur through the use of unauthorized tools such as smart phone, watches or other technological devices; bringing study aids into a testing environment whether or not they are used; giving or receiving information about a test or quiz; or violating a teacher's test rules or procedures. Work submitted for credit must be the individual's own unless the teacher has approved or assigned the work as collaborative or group work. Having others prepare work that is expected to be the student's own, copying another student's work, submitting work that includes the words and/or the ideas of a person giving help to the student, and fabrication of information or citation also constitute cheating.

Plagiarism is the representation of the words, ideas, compositions, or images of another person or source as one's own whether intentional or unintentional. Acknowledgement of material that is not the student's own is required. Every direct quotation must be properly identified (by quotation marks or by appropriate indentation) and must be properly cited. Material that is summarized or paraphrased from another source must also be acknowledged through proper citation. Information or facts obtained through research must be acknowledged. Plagiarism can, in some cases, be a subtle issue. Students should consult with their teachers when unsure about the use of citations prior to submitting work.

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DANGEROUS OBJECTS/WEAPONS

Guns, ammunition, and weapons of any kind are not permitted on school property. These include any object that is, or may be used as, a weapon. The school has the sole authority to determine whether it considers an object to be a weapon. Fake weapons are also not permitted in school.

REPORTING VIOLATIONS OF THE STANDARDS OF CONDUCT

Any student who believes they have been the target or victim of student misconduct, who has witnessed such an incident or who otherwise has relevant information about such an incident, should bring the matter immediately to the attention of the Division Director, a teacher, advisor, dean or any other faculty or staff member with whom the student is comfortable speaking. Parents/guardians who have knowledge or information about such behaviors are also strongly urged to notify promptly the Division Director, or a teacher, advisor, dean or any other faculty or staff member with whom the parent is comfortable speaking.

COMMUNITY ACCOUNTABILITY

Maintaining a healthy school environment requires each member of the community to be involved and includes reporting concerns about other's behavior. While we understand that reporting on fellow students' behavior can be difficult, we need everyone's help in ensuring that our school is a safe place. Even if a student believes that the administration is aware of an issue, that student should still report what they know. It is better to receive all the information so that the best solution can be reached.

In serious instances of abuse, assault or other major infractions against minors, New York State law may require us to report information to law enforcement authorities.

Discipline

DISCIPLINARY PROCESS

Please refer to the section of the handbook for the specific division of the school.

DISMISSAL

The Berkeley Carroll School reserves the right, in its sole discretion, to dismiss any student at any time for academic reasons, unfulfilled financial obligations or conduct deemed inimical to the best interests of the school. Academic reasons that may lead to dismissal will be discussed with all concerned parties. If a change of school is recommended, the school will inform the student's family of this decision in a timely manner so that a new school placement may be arranged.

INTERIM MEASURES

In certain situations, the School may take swift action to prevent possible harm to a community member or the community, including harm to self. The School's action will be as limited in scope and time as practicable to ensure that the rights, safety, and privacy of all involved are protected to the greatest extent possible. Such steps may include temporarily withdrawing particular students from school and/or school activities while conducting the investigation or requiring a mental health evaluation for a particular student.

AUTHORITY TO SEARCH AND SEIZE PROPERTY

To maintain a safe learning environment, school administrators are authorized to conduct reasonable searches of school property and equipment, as well as searches of students and their personal effects. School administrators generally will not search or seize property, or search students and seize their property (or the property of others) unless there is a reasonable basis to believe or suspect that: (i) the search and/or seizure will enable the school to protect the safety of individuals and/or the school community; or (ii) the search and/or seizure likely will produce evidence that the student and/or others have violated or are violating the school's conduct rules or the law.

NON-DISCIPLINARY INTERVENTIONS AND REFERRALS

The health and wellbeing of each Berkeley Carroll student is our paramount concern; the abuse of prescription drugs, mood-altering substances, alcohol and/or tobacco does not advance that interest. Sharing information or concern regarding such use is in the spirit of our partnership with parents/guardians, even when there is no disciplinary component to be pursued. Students and parents/guardians should recognize that the use of such substances away from the school might lead the school to act. Such action would involve a conversation with the student and parents/guardians about the student's suspected or observed use. This non-disciplinary intervention would seek to engage the student in an examination of their unhealthy behavior, with the possibility of a mandated substance abuse evaluation, counseling and/or drug testing. The school reserves the right to select the outside agency.

In the same spirit, any student who recognizes their need for help with drugs, alcohol or tobacco and comes forward voluntarily in order to seek such help will be able to do so as confidentially as practicable, with the understanding that receiving assistance will be the end result. Students may seek help through a teacher, an advisor, the school psychologist, the school nurse or a member of the administration. This process, in and of itself, shall not be considered a disciplinary situation.

Technology Policies

OVERVIEW

Berkeley Carroll provides its students access to a variety of technological resources that assist in furthering the school's mission of preparing students for a life of critical, ethical and global thinking. It is the responsibility of students to exercise appropriate personal responsibility in their use of these resources. This technology use policy provides guidelines that govern the efficient, ethical and legal use of these resources.

ACCEPTABLE USE POLICY

The acceptable use policy applies to all students who are using The Berkeley Carroll School's technology resources including, but not limited to, the network, telephones, computers, mobile devices, printers and software.

Information Technology (IT) resources must be used respectfully and as authorized and designed. While using school-owned IT resources or your own device on the school's network, no student

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is authorized to engage in any activity that violates school policy or any illegal activity under local, state, federal or international law. Students may be held personally and financially responsible for malicious or intentional damage done to any of the tech resources at Berkeley Carroll. The use of The Berkeley Carroll School's network and devices are revocable privileges for all users. Violating any portion of this policy may result in disciplinary action, including a temporary or permanent ban on computer or Internet use, suspension or dismissal from school and/or legal action.

DIGITAL CITIZENSHIP

Berkeley Carroll uses information and technology in safe, legal and responsible ways.

A responsible digital citizen is one who:

- *Respects Oneself.* Students will select online names that are appropriate and will consider the information and images that are posted online and the long-lasting implications of making information public on the Internet. Students will protect their personal safety online and keep personal information of both themselves and others — home address, telephone number, etc. — private.
- *Respects Others.* Students will refrain from using technologies to bully, tease or harass other people, both on and off campus. Photographs, audio or videos taken in school with permission should not be shared on social networking sites or other public forums. Students are required to obtain permission from the school before making online posts about faculty, staff, administrators or the school itself. Being a good citizen online is no different from being a good citizen face-to-face.
- *Protects Oneself and Others.* Students will protect themselves and others by reporting abuse and not forwarding inappropriate materials or communications.
- *Respects Intellectual Property.* Students will suitably cite any and all use of websites, books, media, etc.
- *Protects Intellectual Property.* Students will request to use the software and media made by others.

PROPER NETWORK USE

Students may not engage in any activity that interrupts personal productivity or the service of any school resources. This includes, but is not limited to, using video or music streaming services for reasons unrelated to classwork. Students further may not intentionally disrupt, damage or alter data, software or other IT resources belonging to the school or to any other entity. This includes spreading viruses, sending spam messages, performing denial of service attacks, compromising another person's ability to use IT resources, performing system/network scans and intercepting another person's network traffic.

Students may not tamper with, disable or circumvent any security mechanism, including software applications, login account controls, network security rules, hardware devices, etc.

Students may not introduce any prohibited technology resources that could disrupt operations or compromise the security of the School's IT resources.

Students may not use peer-to-peer file sharing programs to download or share copyrighted movies, music or games.

INAPPROPRIATE CONTENT AND LANGUAGE

The Berkeley Carroll School has the right to place reasonable restrictions on the material accessed or posted through the network using school-provided devices or personal devices. Students may not seek to bypass network restrictions by using a proxy site or some other technology, such as USB flash drives or file-sharing sites.

In addition, students may not use the School's network to access, transmit, download, post or communicate the following: material that is obscene or includes vulgar or inappropriate language; pornography; material that depicts, or describes in an offensive way, violence, nudity, sex, death or bodily functions; material that promotes or advocates illegal activities; material that promotes the use of alcohol or tobacco, school cheating or weapons; materials that is false or defamatory; or material that advocates participation in hate groups or other potentially dangerous groups.

Students must promptly disclose to the Head of School or any other employee with whom the student feels comfortable any message received that is in violation of the restrictions on inappropriate language and unauthorized activities.

If students mistakenly access inappropriate information, they should immediately report this access to the Head of School or any other employee with whom the student feels comfortable. This will protect them against a claim that they have intentionally violated this policy. If they feel that the filtering software is blocking their access to an appropriate site, they should report this to the Head of School or any other employee with whom the student feels comfortable.

EMAIL USAGE

All use of email must be consistent with Berkeley Carroll's policies and procedures of ethical and legal conduct. Students should refrain from using their Berkeley Carroll account for non-school related communications. All email accounts are owned by the School and access can be revoked at any time. Students should have no expectation of privacy when using a Berkeley Carroll email account or any IT resources. Students are responsible for securing access to their email accounts.

PROTECTING SCHOOL AND PERSONAL INFORMATION

It is important for all users of technology to be aware of the many ways in which data can be compromised. Social engineering and phishing are attacks that rely heavily on users providing information about themselves or your organization to the attacker. The attacker tricks users into giving out information that bypasses standard security practices. For example, students may receive an email that appears to be from Google, PayPal or any other company they've done business with, that contains a link for them to click. The link often leads to a login screen where they are then supposed to enter their username and password. Students should never trust emails like these that ask for personal and identifiable information. They are always meant to trick users into sharing login information for malicious purposes. Clicking these links and/or entering the information can lead to the theft of account information and possibly allow an attacker to gain access to other accounts.

These attacks may also happen over the phone. The attacker may ask an individual to confirm information about him/herself or the School, or they may ask the student to visit a website that will allow them to gain remote access to an individual's device. Individuals are advised to hang up when they receive these calls.

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Students must remain vigilant against these attacks. It is a good practice to change passwords often and to never use the same password for different accounts. Students are encouraged to invest in a good password keeper to securely store passwords.

PERSONAL DEVICE RULES (UPPER SCHOOL ONLY)

Students in the Upper School may bring their own devices — for example, cell phones, laptops and tablets — to School and connect them to the Berkeley Carroll network. The same rules in this School technology policy apply to these devices as well. While your personal device is at School, you should use it the same way you would use a School device and the rules and guidelines in this policy still apply.

Students in the Lower and Middle Schools are not permitted to bring personal devices to school.

SOCIAL MEDIA

In accordance with federal law and developmental guidelines, we do not recommend permitting students under the age of 13 to use social media accounts. We expect that parents/guardians will work with their children to meet the established guidelines.

At Berkeley Carroll, we teach students to:

- Protect their identities online.
- Respect themselves and others.
- Most importantly, remember that the standards for ethical behavior online are no different from those offline.

Our students need help establishing boundaries and making good decisions when using social media. Parents/guardians can best help by setting clear rules about technology use and by maintaining regular oversight of their child's online activities. While we know children will make mistakes that they can learn from, the amplification of the Internet can make these mistakes more costly, especially for our students under 13.

STUDENT DATA AND PRIVACY

Since more and more of our students' school work is saved on the Internet, making sure that their personal data and educational records are secure and protected is a task we take very seriously. It's important to note that any information shared on the Internet is at some risk of compromise, but we will do our best to protect privacy, while also teaching our students best practices in creating usernames/passwords and deciding what to share online and whom to share it with. We will work with families to make sure they are aware of the services our students are using, and the ways in which their data is being used. We will obtain parental permission before signing our students up for sites or services that require more than a name and email address, and we will make sure we do not engage with companies that sell our students' personal data to third parties, or use it for marketing purposes. By working to model positive attitudes about data and privacy for our students, we can teach them to be engaged, informed digital citizens.

POLICY VIOLATIONS

The School reserves the right to refuse access to the Internet to anyone. Violating any portion

of this policy may result in disciplinary action, including a temporary or permanent ban on computer or Internet use, suspension or dismissal from school and/or legal action.

LIABILITY

The Berkeley Carroll School makes no guarantees for the service it is providing. The School will not be responsible for any damages a user may suffer. The Berkeley Carroll School is not responsible for the accuracy or quality of the information obtained through or stored on the system. The Berkeley Carroll School will not be responsible for any financial obligations arising through the unauthorized use of the system.

STUDENT DATA AND PRIVACY - COMPLIANCE WITH CHILDREN'S ONLINE PRIVACY PROTECTION ACT

Since more and more of our students' schoolwork is saved on the Internet, making sure that their personal data and educational records are secure and protected is a task we take very seriously. It's important to note that any information shared on the Internet is at some risk of compromise, but we will do our best to protect privacy, while also teaching our students best practices in creating usernames/passwords and deciding what to share online and whom to share it with. We will work with families to make sure they are aware of the services our students are using, and the ways in which their data is being used. By working to model positive attitudes about data and privacy for our students, we can teach them to be engaged, informed digital citizens.

Congress enacted the Children's Online Privacy Protection Act (COPPA) in 1998 with amendments in 2012. The primary purpose of COPPA is to place parents in control over the information gathered about their children by websites/apps. The Rule applies to commercial websites/apps that collect, use, or disclose personal information from children, and operators of general audience websites or online services with actual knowledge that they are collecting, using, or disclosing personal information from children under 13. Additional information regarding COPPA can be found by visiting [http://business.ftc.gov/documents/0493-Complying-with-COPPA-Frequently-Asked-Questions#General Questions](http://business.ftc.gov/documents/0493-Complying-with-COPPA-Frequently-Asked-Questions#General%20Questions).

We continue to investigate and pilot new digital tools to enhance learning and collaboration. The use of web-based software programs and apps has become an integral part of The Berkeley Carroll School curriculum.

U.S. law permits schools to provide consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for parents to provide direct consent to each digital service the school utilizes.

During enrollment/re-enrollment, parents acknowledge their consent for The Berkeley Carroll School to provide personal identifying information for their child such as first name, last name, email address, and username and other details as required by the website and/or software/app owners or operators noted below and to the owners or operators of any additional web-based educational programs and services Berkeley Carroll may add during the upcoming academic year. Parents further release the school from any claims and liabilities that may arise out of or in connection with the use of the technology and/or software as described below.

The following lists the websites and apps utilized by students at The Berkeley Carroll School.

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Websites and apps may not be used by all grades or by all levels. While no vendor will offer a guarantee of complete and perpetual security, the Terms of Service and Privacy Policy statements for the vendors are linked for your review. Please contact the Directors of the school divisions for more information.

APPLICATIONS USED BY STUDENTS

- Google Apps for Education (Includes Gmail, Google Drive, YouTube, Calendar and Chrome iPad app) - Privacy Policy
- iTunes (Includes Apple ID, iCloud) - Privacy Policy
- Quizlet (Study/Learning Tool) - Privacy Policy
- DigiExam (Exam Platform) - Privacy Policy
- Khan Academy (Study/Learning Tool) - Privacy Policy
- Delta Math (Study/Learning Tool) - Privacy Policy
- Turnitin (Academic Honesty Program) - Privacy Policy
- SCOIR (College Application Tracking) - Privacy Policy
- College Kickstart (College Application Planning) - Privacy Policy
- The New York Times - (News site that requires login) - Privacy Policy
- Securly (Web filtering) - Privacy Policy
- BrainPOP (Learning Platform for various subjects) - Privacy Policy
- Dreambox Math (Study/Learning Tool) - Privacy Policy
- Typing Agent (Learn to Type Program) - Privacy Policy
- Notability - (Annotation Program) - Privacy Policy
- Destiny Quest by Follett School Solutions - (Library System) - Privacy Policy

Family-School Partnership

Routine questions about attendance, forms, trip information and the like should be addressed to the divisional administrative assistants.

Parents/guardians who have a question or concern about a particular class should first contact the teacher, preferably through email. If a question or concern persists or parents/guardians somehow feel uncomfortable discussing something with a teacher, then they should contact the relevant administrator: the division director or assistant director in the Lower School; grade deans, the dean of students or the division director in the Middle School; and grade deans or the division director in the Upper School.

VERACROSS PARENT PORTAL

Berkeley Carroll's Parent Portal, a secure encrypted student information system powered by Veracross, allows parents/guardians to view information about their child, email teachers, update their family's contact information, sign up for parent teacher conferences, auxiliary

programs and PA events with a single sign-in and password. All parents/guardians of enrolled students should have received a login to the parent portal. If you have not received a login please email BC's Veracross Helpdesk at vchelp@berkeleycarroll.org.

THE PARENT ASSOCIATION

The Berkeley Carroll School Parent Association (PA) is an association of parents/guardians of children attending the school. As authorized by the Berkeley Carroll Board of Trustees, its purpose is to:

- Foster a sense of community among parents/guardians, students, faculty and administration, through facilitating communications and sponsoring activities for parents/guardians and children.
- Provide a forum for the exchange of ideas and information among parents/guardians, faculty and administration.
- Provide support for parents/guardians with respect to parenting concerns.
- Support fundraising and other development efforts for the enrichment of the school and its students.

STUDENT-FAMILY DIRECTORY

The School has an online student-family directory as part of the password-protected Veracross parent portal. Parents/guardians have the ability to update their information and choose what information is visible to other parents/guardians at any time. They can also export a PDF of the directory if they so choose. The information in the directory is intended solely for school communications among Berkeley Carroll students, parents/guardians, faculty and staff. It is not to be used for any other purpose. Parents/guardians should log in to the Veracross Parent Portal to promptly update any changes to family information that occur during the school year (e.g. change of address, phone number, parent's business phone number, pediatrician, insurance information, etc.).

EMAIL SERVICE

Most of the School's communication with parents/guardians, from notifications of calendar items to emergency communications, occurs via email. Parents/guardians who include their email address(es) on the emergency information and consent forms are **automatically registered** for the School's email service.

If you have not registered your email address with the School, send an email to bcs@berkeleycarroll.org. ***Include your name and your child's name and grade in the text of the email.*** All email subscribers receive a weekly news update from the school.

SCHOOL CALENDAR

All parents/guardians receive a school calendar that lists school holidays and vacation breaks. Additional events and activities for students and parents/guardians are posted to the School's online calendars at www.berkeleycarroll.org/calendars.

All-School Information

PARENT/GUARDIAN EVENINGS

Parent/guardian evenings are held in September and early October. They are an opportunity for parents/guardians to meet teachers and administrators, visit classes, learn about daily routines and procedures and get an overview of the academic year.

PARENT CONFERENCES

Parent teacher conferences occur in three divisions twice per year, in early November and late February or early March.

FUNDRAISING POLICY

The Development Committee of the Board of Trustees works to raise funds to augment the budgetary needs of the School that are not satisfied by tuition income alone. Central to this task is the Annual Fund campaign, which is vital to helping the school meet its operating budget goals. Because of the Annual Fund's importance to the School, the Development Committee has formulated guidelines for fundraising at Berkeley Carroll that re-emphasize the role of the Annual Fund and serve to coordinate ancillary fundraising efforts.

In general, Berkeley Carroll does not promote fundraising initiatives undertaken in its name to benefit religious, political, government or individual causes. Anyone wishing to promote fundraising benefiting Berkeley Carroll causes and using the resources of Berkeley Carroll (e.g. website, parent mailings, etc.), should submit a written request to the Development Office. A request should include a description of the initiative, its purpose, scope, target audience, venue(s), monetary goals, participants and supervision. All gifts to Berkeley Carroll must be processed through the Development Office to ensure that donors receive appropriate recognition.

GIFT POLICY

The Berkeley Carroll School requests that individual expressions of appreciation be done with small, handmade gifts or through a note. We ask that parents/guardians do not give other kinds of gifts to faculty, staff or to classes and grades.

We make this request because requiring a donation can be a financial burden to some families and the receipt of an expensive gift may be uncomfortable for a teacher. Most importantly, we look to preserve the professional, conflict-free balance that exists among teacher, student and parent.

If so inclined, families may consider doing one of the following to express their appreciation for faculty:

- Make a gift to the Fund for Faculty
- Make a gift to the Annual Fund in honor of a teacher
- Ask the librarians for the link to the library wish list

Gifts can be sent to the Development Office at 152 Sterling Place or can be made online at the Berkeley Carroll website. When making a gift, parents/guardians should indicate which teacher they wish to honor (in the case of the Annual Fund and the Fund for Faculty) and to which fund they wish to contribute.

TUITION PAYMENT POLICY

The Berkeley Carroll School is dedicated to maintaining management of the School's finances and has adopted the policies listed below covering the payment of tuition and fees and other related financial issues. We appreciate our families' cooperation in assisting the School in meeting its financial obligations in a timely manner.

- The required tuition deposit must accompany each enrollment contract. If a contract is not received with a deposit, the child will not be considered enrolled.
- Tuition payments are due on the dates stipulated on the enrollment contract or on the dates arranged by an alternative payment plan. Monthly emails will be sent to the family by "TADS" when statements are ready to be viewed, but it is a family's responsibility to be aware of all due dates.
- It is the parent's responsibility to contact the School's Business Office if payment cannot be made on time and make appropriate arrangements.
- A student may be denied entry to the opening of school in September if the tuition account has fallen 30 days in arrears.
- After the opening of school, a student may be subject to suspension if the tuition account has fallen 60 days in arrears.
- Payments must be **received** no later than the due dates on the contract.
- At the end of each month, student accounts will be charged \$35 finance fee on balances more than one month in arrears.
- **For chronic cases of unexcused lateness of tuition payment, the School may elect not to offer enrollment for the following year and will notify the family of its decision.**
- Please note that transcript requests will not be filled if tuition payments are not current.

Questions regarding billing should be directed to Student Accounts at studentbilling@berkeleycarroll.org or 718-534-6582.

While acting as a responsible trustee of our families' tuition dollars, the School is also committed to working with families who suffer an interruption of income and encourages families finding themselves in this situation to contact Student Accounts and Financial Aid Coordinator Vanessa Gallop at 718-534-6582 to discuss payment arrangements.

FINANCIAL AID

The Berkeley Carroll School provides need-based financial aid for tuition for students in PreK4 full day through 12th grade. The School's program is based on the family's demonstrated financial need and the availability of school funds. Like all Berkeley Carroll students, those who receive aid are expected to demonstrate satisfactory academic progress and responsible citizenship. Financial aid is granted on a yearly basis and families must reapply each year. If the financial aid application is not completed in a timely manner, funds may not be available in the subsequent year. Information regarding applying is available on the Berkeley Carroll website.

In order to protect family privacy, Berkeley Carroll insists that financial aid awards are held in the strictest confidence. Berkeley Carroll expects that financial aid recipients and their families will honor this confidentiality. A student may forfeit their award if confidentiality is breached.

All-School Information

Berkeley Carroll recognizes that there are school-related activities not covered by tuition. Therefore, families receiving financial aid are eligible for assistance with these costs as part of our ancillary financial aid program. For questions about ancillary financial aid, please contact the Student Accounts and Financial Aid Coordinator at vgallop@berkeleycarroll.org.

WEBSITE

The school maintains a website (www.berkeleycarroll.org) to provide information to members of our school community and to allow visitors to learn about the school.

Lower School

Who's Who In the Lower School

LOWER SCHOOL DIRECTOR

The Lower School Director is responsible for all aspects of life in the Lower School. The Director works closely with, and is a resource for teachers, parents/guardians, students and administrators. Working with classroom teachers, the Director monitors each student's academic and social progress carefully and is responsible for student activities and discipline, among other things. The Director also works with other administrators and teachers to help define and shape the curriculum for the Lower School. The Director meets regularly with the Head of School and other division directors to ensure the flow and continuity of the Berkeley Carroll program. The Director's office is located on the first floor of 701 Carroll St.

ASSISTANT DIRECTOR OF THE LOWER SCHOOL

The Assistant Director of the Lower School works with the Director in all areas to ensure that the Lower School runs smoothly. The Assistant Director works with faculty, administration and support services to meet the needs of all students and their families. The Assistant Director also works closely with faculty professional growth and evaluation. The Assistant Director's office is located on the second floor of 712 Carroll St.

PSYCHOLOGIST AND LEARNING SPECIALISTS

The Lower School has a psychologist and three learning specialists. They function as part of the educational team that addresses the needs of all students in the areas of learning, social and emotional well-being that may impact school performance and academic success. The psychologist and learning specialists observe students and consult with teachers and administrators on an ongoing basis to assist them in meeting the special needs of individual children. They collaborate in pinpointing potential problems, work with parents/guardians and teachers to outline difficulties, make outside referrals for further evaluation, coordinate information and implement strategies for the classroom, as well as oversee and coordinate any outside support the child may be receiving. Additionally, the psychologist and learning specialist are actively involved in many ongoing programs to support children, teachers and parents/guardians.

SCHOOL NURSE

The school nurse works collaboratively with students, parents/guardians, teachers and other school professionals to identify and eliminate health barriers to learning. The nurse is responsible for monitoring immunization and medical record keeping and is licensed to administer prescribed medications and treatments. While the nurse is not allowed to make diagnoses, they can provide first aid for injuries, and can treat routine complaints such as colds with over-the-counter medicines.

ADMINISTRATIVE ASSISTANTS

The Lower School administrative assistants are important contact people for parents/guardians. The Lower School administrative assistants can answer questions about events and policies and schedule appointments for all of the Lower School administrators. The Lower School administrative assistants can be reached at 718-534-6601.

General Information

CLASSROOM VISITS PRIOR TO THE FIRST DAY OF SCHOOL

All Lower School children receive a letter from their teachers approximately a week before school starts. They are invited to visit their classrooms prior to the first day of school. Parents/guardians and/or caregivers and children go to the classroom, meet with their teachers and enjoy a snack.

PRE-KINDERGARTEN PHASE-IN

During the first week of school, PreK children are phased into the class with a few children arriving each day for an abbreviated schedule until all children are phased in by the third day in PreK4 and after the fourth day in PreK3. This gives the teachers a special opportunity to spend individual time with the students, to get to know them, to help them with separation and to begin to establish rapport and trust. The Admissions Office will send specific phase-in schedule information to families in late July. Please note: PreK3 students are expected to be toilet trained before the start of school.

PRE-KINDERGARTEN SCHEDULE

Following discussion with the classroom teacher to determine the child's readiness, the PreK schedule may be changed to take effect on Oct. 15, Jan. 15 and April 15.

SCHOOL HOURS

- PreK Full Day – 8:30 am to 2:50 pm
- PreK Flexi-3 – Five mornings, plus three afternoons (Monday, Wednesday, Friday)
- PreK3 Half Day – 8:30 am to 12 pm
- Kindergarten – 8:30 am to 3 pm
- 1st and 2nd Grades – 8:30 am to 3:10 pm
- 3rd and 4th Grades – 8:30 am to 3:15 pm
- Extended Day Earlybird – 7:30 am to 8:30 am
- Afterschool – dismissal to 6:15 pm

SEVEN-DAY CYCLE

All grades in Berkeley Carroll's Lower School (PreK through fourth grade) are on a seven-day cycle. This primarily affects when special subject classes occur. There is a rotation of classes through Days 1-7, and the daily cycle for each of these days is unique.

ARRIVAL AND DISMISSAL

For PreK and kindergarten: The school day begins at 8:30 am. Children should be brought to their classroom doors to be received by their teachers at that time. Students who arrive on the bus will be escorted to the Earlybird Program, where they will be picked up by one of their classroom teachers. Children will be released only to their parents/guardians or the parents/guardians' delegated representative who has been so identified to the school. Any other arrangements or changes in dismissal plans must be communicated in advance, in writing (but

Lower School

not by email on the day of), to the child's teacher. Children will be dismissed from the classroom only. Any changes on the same day should be called in to the Lower School administrative assistants before dismissal and they will notify the teacher. Their number is 718-534-6601.

For children in grades one through four: The school day begins at 8:30 am. Students who arrive on the bus are sent to the Earlybird Program and, from there, to their classrooms. Parents/guardians may accompany students to classrooms; however, children should be encouraged to go to their classrooms on their own. Before entering the room they should put their belongings in their lockers. Teachers dismiss children in front of 701 Carroll St. Children will be released only to their parents/guardians or the parents/guardians' delegated representative who has been so identified to the school. Any other arrangements or changes in dismissal plans must be communicated in advance, in writing (but not by email on the day of), to the child's teacher. Dismissal is from 3:10 to 3:15 pm. Again, any changes on the same day should be called in to the Lower School administrative assistants before dismissal.

No child may wait in the office or outside the building at dismissal time. Any child not picked up by 3:15 pm is sent to Afterschool and parents/guardians are billed accordingly.

ABSENCES

Notify the nurse and Lower School administrative assistants every day your child is absent. A child who has been ill should return to school only when well enough to participate fully in all activities. This means that the child has been fever-free without medication for 24 hours.

LUNCH

All Lower School children (with the exception of PreK3 Half Day) bring their lunch from home and eat lunch in their classrooms.

PHONE MESSAGES

Parents/guardians who need to leave a message for their child or who wish to speak with their child's teacher may call the Lower School administrative assistants, who will deliver the message. If there is an emergency change in the arrangement for a child's dismissal, the parent must notify the Lower School administrative assistants by phone (not by email). They can be reached at 718-534-6601.

EMAIL MESSAGES

Parents/guardians may communicate with teachers by email for routine messages and questions. Changes in dismissal plans on the day of dismissal may not be sent by email as the teachers do not necessarily access their email prior to dismissal. Email is not a good mode of communication for substantive matters pertaining to a child's academic or social progress. Teachers will make themselves available for in-person or telephone conferences.

CLOTHING AND PERSONAL PROPERTY

Although there is no formal dress code, children are expected to dress neatly and to wear comfortable, durable clothes to school. All clothing, including boots, hats, mittens and shoes, should be labeled with the child's name. Children in PreK and kindergarten should have a complete change of season-appropriate clothing available in their lockers. Children go outdoors

whenever the weather and school activities permit. Keep this in mind when dressing your child in the morning.

The school is not responsible for the loss of personal property. Children should not bring valuable items to school, including cell phones and watches that text or call. While we understand that some families may wish their children to have these items for use outside of school, students will be required to deposit their devices at the front desk on their way into the building. These may be picked up when they leave school.

PHYSICAL EDUCATION AND AQUATICS ATTIRE

Every child needs to have a pair of supportive athletic shoes for the physical education program. Slip-on sneakers and sandals do not provide the necessary support for lateral movement and can be a hazard in some games and activities. Most children wear sneakers to school as this cuts down on changing time. For swimming classes, all children need swimwear and flip flops or other shoes to wear in the shower. Children can bring in goggles if they are comfortable with them. The School distributes swim caps and uses a towel service, but children should bring and leave a towel in their school locker for emergencies.

PARENT-TEACHER CONFERENCES AND PROGRESS REPORTS

Formal conferences between the teacher and parents/guardians are held in November and March. Written progress reports are sent home in February (mid-year report) and June (end-of-year report). To encourage ongoing dialogue between parents/guardians and teachers, conferences may be requested at any time during the school year. The school encourages parents/guardians to share with the teacher any changes in the child's family situation or new experiences that the child may have outside of school that may have an impact on the child at school.

EXPECTATIONS FOR BEHAVIOR

We believe that our school should be a safe and nurturing environment for everyone. All students and staff are expected to treat each other with respect. If a problem should arise, children will be addressed individually by classroom teachers, using techniques of positive reinforcement and logical consequences. If deemed necessary, parents and/or the Lower School director will be consulted. Standards for student behavior on class trips and on the school bus are identical to those in school. Should a student misbehave on a trip, or on the bus, the school may revoke that child's privilege to attend a trip (or trips) or to ride the bus for a period of time. Disciplinary responses will be on a case-by-case basis, taking into consideration the child's age and the severity and frequency of the infraction.

HOMEWORK

Teachers outline the homework policy early in the school year at parent evenings. Parents/guardians should help their child learn to set aside some quiet time each evening to fulfill homework assignments. Homework for children in grades two through four provides an opportunity to establish routines and responsibility and to develop independent habits beyond the classroom. Each child can review and expand on the knowledge learned in school.

Students in grades two through four receive a weekly packet of homework assignments. Third and fourth graders also receive occasional long-term assignments with specific requirements

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and deadlines. Every child in grades one through four is expected to read for half an hour each evening. This can involve reading by an adult and/or oral or silent reading by the child.

EXTENDED DAY PROGRAMS

The Afterschool Program, which entails specific fees for services and courses, provides supervised child care from dismissal to 6:15 pm. Afterschool Playgroup offers children a congenial setting in which they have opportunities for social interaction with their peers, as well as homework support. Afterschool Enrichment Courses are offered throughout the year and online enrollment is on a first-come, first-served basis.

LOWER SCHOOL ADDENDUM TO POLICY ON HATE SPEECH AND BIASED BEHAVIOR

Consequences for the use of explicit or implicit derogatory language or physical actions will vary depending on the age of the student and the specific circumstances surrounding the incident. When a teacher or adult in the community observes or is made aware of a student's potential infraction, they will inform the Lower School Administrative Team, follow up with the students most directly affected and their families, and determine a course of corrective action. Depending on the severity, disciplinary responses may include, but are not limited to, suspension or dismissal from the school.

In especially egregious circumstances, the Division Director and Head of School may decide on disciplinary action, including removal from the school, immediately, or require the student in question not to attend school until after the disciplinary decision has been made. Decisions made by the Head of School are final.



Middle School

Who's Who in the Middle School

MIDDLE SCHOOL DIRECTOR

The Middle School Director is responsible for all aspects of life in this division. The Director works with teachers, parents/guardians, students and other administrators and serves as a resource for parents/guardians and students. Working closely with classroom teachers and grade deans, the Middle School Director monitors each student's academic and social progress and oversees discipline, student activities and curriculum coordination.

MIDDLE SCHOOL DEAN OF STUDENTS

The Dean of Students is responsible for promoting a healthy and supportive atmosphere in the Middle School. The Dean of Students coordinates the advising program and meets regularly with grade deans to discuss both individual student progress and the overall well-being of the students. When discipline issues arise, the dean of students facilitates conversations and next steps.

MIDDLE SCHOOL DEAN OF FACULTY

The Dean of Faculty is deeply engaged in both coordinating and leading professional training for teachers. How teachers can best instruct students in fundamental skills as well as bring new curriculum to fruition is an essential question whose answer is always under development. Along with the Division Director, the Dean of Faculty leads and organizes faculty evaluations for division teachers in their first and second years at BCS.

GRADE DEANS

Each grade has its own dean, a teacher dedicated to facilitating and enhancing the experience of every student. The dean also serves as a resource for parents who would like an overall sense of how their child is thriving.

ADVISORS

Students gather in assigned groups at the beginning of each day at 8:15am, when attendance is taken and announcements are read. Advisors monitor the well-being of their advisees; they see them regularly during homeroom and meet in Advising twice in the seven-day cycle. Students in grades six, seven and eight meet in small grade-level groups, which are typically nine or ten students. Students get a new advisor each year. Fifth graders have two advisors who meet with them in homeroom groups, an arrangement that promotes an easier transition from Lower School to Middle School.

DEPARTMENT CHAIRS

Department Chairs provide guidance to their colleagues in each discipline by ensuring that the best teaching practices are allied with a coherent and thoughtful curriculum that is responsive to the changing developmental needs of Middle School students. They also serve as a resource to explain curricular practice to parents/guardians when a meeting with an individual teacher might not suffice.

PSYCHOLOGIST AND LEARNING SPECIALISTS

The psychologist and the learning specialists work with parents/guardians, students and

teachers, serving as resources and making appropriate recommendations when necessary. The learning specialists visit classes, work with teachers, identify and assess learning difficulties and coordinate with the division director, teachers, tutors and parents/guardians.

SCHOOL NURSE

The school nurse is responsible for immunization surveillance and medical record keeping and is licensed to administer prescribed medications and treatments. While the nurse is not allowed to make diagnoses, they can provide first aid for injuries, and can treat routine complaints such as headaches and colds with over-the-counter medicines.

ADMINISTRATIVE ASSISTANT

The Middle School administrative assistant is the principal contact regarding many aspects of student life in the Middle School. Questions relating to attendance, latenesses, absences, student forms and getting messages to students are handled by the administrative assistant who can be reached at 718-534-6535.

General Information

SEVEN-DAY CYCLE

This division operates on a seven-day cycle; the daily schedule for each numbered day is unique to that day.

THE SCHOOL DAY

The school day begins at 8:15 am with homeroom. Dismissal is at 3:30 pm every day. All students are to leave the school building and courtyard area at dismissal unless they are engaged in our athletics program or participating in a rehearsal under the supervision of a teacher. Students cannot remain in the building unless they are in a supervised activity.

ABSENCES

Parents/guardians should call or email the Middle School administrative assistant by 8:15 am to report a child's absence every day the child is absent. Students are responsible for work missed during absences. Teachers will post assignments on Google Classroom and students are encouraged to email teachers with questions.

EARLY DISMISSAL

If a student must leave early, parents/guardians are asked to contact the Middle School administrative assistant via email or phone at least 24 hours in advance. Students are responsible for making sure they are up-to-date with any homework assignments.

LATENESS/ABSENCE

Students who arrive after 8:15 am are marked late. If a student misses homeroom they should check in at the Middle School Office. If trimester attendance records appear in error, please contact us promptly. Excessive late arrivals or absences can be grounds for discussion between the school, the parents/guardians and the student.

Middle School

EXTENDED ABSENCE

If your child must miss school for an extended period, please contact the Middle School director with as much advance notice as possible.

Students are expected to work on assignments and keep up with missed work while away. Students should not miss school before or after the days on which school is closed for vacation or holiday. Parents/guardians are strongly discouraged from taking their children out of school for any reason other than illness.

VISITORS TO SCHOOL

If a student would like a friend to visit for a half day, their parent should contact the Middle School director in advance so we can make appropriate arrangements.

LOCKERS

Students are assigned lockers. Valuable personal property should be left at home. It is important to minimize the quantity of things brought to school, as the School is not responsible for the loss or theft of personal property.

CELL PHONES AND OTHER PERSONAL DEVICES

Cell phone use is not allowed during the school day. Cell phones will be turned off and collected during homeroom and stored in the Middle School Office for the duration of the school day. If you need to reach your child, please call the Middle School Office and a note will be placed on the message board outside of the Middle School Office.

SCHOOL ATTIRE

The school attire guideline applies equally to all members of the community. Clothing should allow full participation in all classroom and school activities. Under garments should not be visible. Hats and hoods should not be worn. Logos on clothing should not contain profanity or refer to potentially offensive subject matter or inappropriate and/or illegal substances or activities. If there is a concern about student attire, the student will be spoken to by an administrator.

FOOD

Outside food should be limited to snack time and lunch and the occasional classroom celebration. Chewing gum is prohibited in school.

HOMEWORK

Assignments are meant to extend learning in purposeful, meaningful and creative ways. Take-home assignments build from fifth to eighth grade. The load can vary depending on projects and assessments. Regular study hall time for homework completion is built into the Middle School schedule. Quantifying homework is challenging because students often work at different paces. The following numbers represent an approximation and often include time for independent reading.

5th Grade	70 minutes plus 15 minutes instrument practice*
6th Grade	80 minutes plus 15 minutes instrument practice
7th Grade	90 minutes plus 20-30 minutes instrument practice
8th Grade	110 minutes plus 20-30 minutes instrument practice

*In fifth and sixth grade, instrumental music is a required course. In seventh and eighth grade, it is an elective.

PARENT-TEACHER CONFERENCES

These meetings take place in the fall and the spring. Seventh and eighth graders attend conferences with their parents/guardians. Families sign up online; questions should be directed to the Middle School administrative assistant.

PROGRESS REPORTS/GRADES

Grades are posted online for every family at the end of each trimester. Once a year, written anecdotal reports from teachers are available for access in Veracross. In all grades, students receive letter grades in each subject. Course grades evaluate how well the student has learned content, concepts and skills.

HONOR ROLL

Students in seventh and eighth grade are eligible for Honor and High Honor Roll recognition. To be eligible for Honor Roll you must have an average for the trimester of at least an A- with a minimum grade of B in all academic subjects. To be eligible for High Honor Roll, an average of a high A (94) is required, with a minimum of B (85) in all subjects. Earning Honor or High Honor Roll recognition is a tremendous achievement that reflects determined effort.

ACADEMIC WATCH

Students will be placed on academic watch if they experience persistent difficulty meeting academic expectations. The purpose is to focus attention on a student's issues with performance and to ensure that remedial strategies are in effect. Carrying grades in the C+ range or below in two or more academic areas or to carry a single D or below in any of the principal academic areas is cause for concern. The student's performance will be reviewed regularly by the Middle School director, teachers, learning specialists, grade dean, student and parents/guardians. If warranted, the division psychologist may take a consultative role. If the student cannot meet academic requirements, a change of school may be recommended. The school will inform the student's family of this decision in a timely manner so that placement for the following year may be arranged. Students who carry these kinds of grades in seventh and eighth grade may well have significant difficulty managing the expectations of Upper School at Berkeley Carroll.

Continuing from the Middle School into the Upper School at the end of eighth grade does not require going through an admissions process for students in good academic and behavioral standing. A family whose child is on academic watch or behavioral probation should expect to meet with the Middle School and Upper School directors to review what limitations there may be on admission into the Upper School. Academic watch at the end of second or third

Middle School

trimester in eighth grade means that students will enter the first semester of their ninth grade year on what the Upper School terms academic probation. The student and family will meet with the Upper School director in October of freshman year to review the student's progress. This handbook's section on academic probation in the Upper School details the different calculations used.

TRANSCRIPT AND RECOMMENDATION REQUESTS

Families who need transcripts and/or faculty recommendations for transfer, summer programs, or any other reason must supply the relevant divisional office with two weeks notice. Requests should include all contact information and the deadline dates. Transcripts will not be released unless the family is current with its financial obligations to the school. Transcripts and recommendations generally are not released to families. For Middle School families applying to New York City specialized public high schools, the School will complete all requisite paperwork and meet all relevant deadlines provided by the Department of Education. Parents/guardians are expected to provide the School with all necessary paperwork. Other than completing the requisite paperwork, the School maintains no connection with the New York City Department of Education and cannot provide advocacy for any student's admission application to another school. Questions regarding transcripts should be directed to the registrar.

ATHLETICS AND INTRAMURALS

There are interscholastic sports teams for seventh and eighth graders, including soccer, girls volleyball, boys and girls basketball, track, girls softball and boys baseball in the spring.

An intramural program for fifth and sixth graders is offered in soccer, basketball and track. An afterschool Swim Club offering for grades five through eight switches over at the end of the fall season to a swim team. Regular updates on practice and competition dates, times and venues will be provided to families by the Athletic Director.

MIDDLE SCHOOL ADDENDUM TO POLICY ON HATE SPEECH AND BIASED BEHAVIOR

Middle School students who violate this policy will be subject to a prompt and thorough inquiry conducted by the Middle School Administrative Team, will make recommendations for action to the Division Director and Head of School. Disciplinary responses may include, but are not limited to, suspension or dismissal from the school.

In especially egregious circumstances, the Division Director and Head of School may decide on disciplinary action, including removal from the school, immediately, or require the student in question not to attend school until after the disciplinary decision has been made. Decisions made by the Head of School are final.



Upper School

Who's Who in the Upper School

UPPER SCHOOL DIRECTOR

The Upper School Director is responsible for all aspects of the Upper School, including monitoring and promoting the intellectual, academic and social climate of the division. The Director follows the students' academic and social progress, working closely with the student's grade dean, advisor and teachers. The Director also works closely with the psychologist, the learning services director, the department chairpersons and the Head of School. The Director serves as a resource for Upper School parents/guardians and students and responds, along with the grade deans and advisors, to parent concerns and inquiries.

COLLEGE COUNSELORS

The college counselors guide students and their parents/guardians through the college search and admission processes. Through individual conferences and a variety of events, the college counselors help students hone research skills while deepening their understanding of themselves and the possibilities for college. The college counseling program works to support all students in identifying colleges and universities that match their strengths, interests, needs and aspirations, and supports each student and family throughout the application process. The college counselors work closely with the dean of students, grade deans, advisors and the Upper School Director.

DEAN OF STUDENT LIFE AND GRADE DEANS

The Dean of Student Life is the administrative point person for student requests involving any element of student life; organizes student-led co-curriculars and assemblies; and is involved in discipline procedures. The grade dean serves as the primary administrative point person for an Upper School class, from 9th -12th grades. The grade dean meets with the grade's advisors, meets with students, alone and in groups, meets with parents/guardians when necessary and organizes grade-wide programming and events. The grade dean coordinates the students' schedules, helps to promote and sustain a positive and healthy class environment, and is charged with knowing well each student in the grade. Deans also establish productive relationships with families.

ADVISORS

The mission of the advising system is to ensure that students have a teacher who knows them well and looks after their academic, social and emotional well-being. Advisors move through the Upper School years with their advising group, building a long-term understanding of individual and group needs. Advisors meet their advisees in small groups at least twice per cycle, in addition to individual meetings as needed. Parents/guardians can communicate their goals and concerns for their child to their child's advisor.

PSYCHOLOGIST/COUNSELOR

The Upper School psychologist works closely with the Upper School Director, teachers and the learning specialist in a consultative role to address the needs of all students. This includes students who have learning or attentional issues and those who are experiencing psychological problems that affect learning, academic success, social adjustment and/or emotional well-being.

The psychologist meets with students on a short-term basis about psychological or learning issues and is also available to students and parents/guardians in crisis situations. Referral for outside services, such as therapy, neuropsychological assessment and tutoring is also done by the psychologist in concert with the director of learning strategies. The psychologist assists in the creation of learning plans and conveying the information from these plans to students, parents/guardians and teachers.

DIRECTOR OF LEARNING STRATEGIES

The Director of Learning Strategies works directly with students, collaborates with faculty and communicates with students' tutors and outside support in order to bolster students' learning strategies, compensatory skills and accountability. She works in concert with the school psychologist and the learning specialists as a resource for parents/guardians and in the development of students' learning plans.

DEPARTMENT CHAIRS

Department chairs provide guidance to their colleagues in each discipline by ensuring that the best teaching practices are allied with a coherent and thoughtful curriculum that is responsive to the spectrum of needs of Upper School students. They also serve as a resource to explain curricular practice to students or parents/guardians when a meeting with an individual teacher might not suffice.

DIRECTOR OF COMMUNITY ACTION

The Director of Community Action works with students and faculty cross divisionally to implement meaningful programs that will help students recognize the importance of being active community members to create a just and sustainable society.

SCHOOL NURSE

The school nurse is responsible for immunization compliance and medical record keeping and is licensed to administer prescribed medications and treatments. While the nurse is not allowed to make diagnoses, she can provide first aid for injuries, and can treat routine complaints such as headaches and colds with over-the-counter medicines.

ADMINISTRATIVE ASSISTANT

The Upper School administrative assistant, Allison Moroney, is an important resource. The administrative assistant handles questions about attendance, latenesses, absences, student forms and can answer any routine question about school protocol or policy. The assistant can be reached at 718-534-6550 or amoroney@berkeleycarroll.org.

Protocols for School Life and Daily Routines

SEVEN-DAY CYCLE

Berkeley Carroll's Upper School works on a seven-day cycle. There is a distinct class rotation on each of these seven days. Full-credit classes customarily meet on four of the seven days. Half-credit classes meet two or three days per cycle.

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DAILY ATTENDANCE AND MORNING ARRIVAL

Each school day starts at 8:15 am with first-period class and ends at 3:30 pm. Students who don't have first period class must sign in at the portal at the front desk or upper school office by 8:15 am — or will be marked as late.

Juniors and Seniors can earn late arrival privileges for days they do not have first-period class. Once they earn the privilege, juniors can arrive at 9:30 am if they don't have class and seniors at 10:45 am. All students are required to sign in when they arrive.

Attendance is taken by each teacher at the start of every class. If a student is not accounted for (has not signed in or been marked present), and the School has not received notice from a parent/guardian, the Upper School Office will call home by 10 am.

LATE ARRIVAL

Students who are late should report directly to their class. Students who are late to any class during the day must obtain a note (from the teacher responsible) to present at the next class. An unexcused lateness results in appropriate academic consequences. Disciplinary consequences for late arrival are described elsewhere in this Handbook.

ABSENCE: NOTIFYING THE SCHOOL

Parents/guardians must call or email the Upper School office every day a student is going to miss school for an entire day or any portion of it; parents/guardians may leave a voicemail at 718-534-6550 or email usattendance@berkeleycarroll.org. **A student who arrives after 10:45 am or is absent for the regular school day cannot come to school during after school hours or participate in school activities.**

LEAVING CAMPUS

Students in grades 10, 11 and 12 may leave the building during free periods and lunchtime, but must sign out and in. Ninth graders may not go out during the day until that privilege is granted, usually after the completion of the first semester. Students must follow school rules, expectations and policies both on and off school property during school hours. They are expected to be respectful of our neighbors and stay off private property. Student should not go home or to another person's house during the school day. Privileges may be revoked at any time if a student does not demonstrate responsibility. When ninth graders leave the campus, they must stay on Seventh Avenue between Flatbush Avenue and Garfield Place. Tenth through 12th graders may go off campus within the following parameters: Flatbush Avenue to Fifth Street and from Seventh to Fifth Avenues. Students are not allowed in Prospect Park during school hours unless accompanied by a faculty member.

END-OF-DAY DISMISSAL

All students are to leave the building at 4 pm unless they are involved in athletics, are participating in a rehearsal, are meeting with a teacher, or are working in a monitored area (study hall, atrium or library).

After 4 pm, students are not to be in any classroom or area within the School unless supervised by a teacher. Upper School students needing to do school work can be in the library, which is

open until 6 pm, Monday through Thursday, and until 5 pm on Friday, or in the atrium or study hall, which are open until 5 pm for Upper School students only.

Students waiting for a practice or a rehearsal need to be in the library, atrium or study hall until they meet the teacher or coach at the appointed time.

LUNCH AND COMMUNITY TIME

Lunch and snacks are served to Upper School students in the dining hall. Students may eat food from the dining hall in the dining hall or in the front courtyard. Students must clean up after themselves. Additionally, students have “lunch duty” or “community time duty,” which consists of 10 minutes of cleaning the dining hall or atrium. These duties are consistent with our philosophy of looking after our own community.

SCHOOL ATTIRE

School dress expectations apply equally to all members of the community. Clothing should allow full participation in all classroom and school activities. Underwear should not be visible. Hats and hoods should not be worn in the classroom or during formal meetings. Logos on clothing should not contain profanity, offensive subject matter, or references to illegal and/or inappropriate substances or activities. If there is a concern about student attire, the student will be spoken to by an administrator.

LOCKERS AND PERSONAL PROPERTY

All students are assigned a school locker. Students are responsible for their personal belongings and may request a lock from the school. All books, clothing and equipment should be labeled clearly with the student’s name and kept in the locker. The school furnishes lockers for student use, but reserves the right to search them at any time. Valuable personal property should be left at home; the School is not responsible for the loss or theft of personal property.

LIBRARY

After-school hours

Monday-Thursday, 4 pm - 6 pm; Friday, 4 pm - 5 pm

Rules and Regulations

The library is meant for group or individual work, and should not be used for extended socializing. Students should be mindful of other people nearby who are working. The space can also be used for library-sanctioned and -provided games and crafts. Students should wear headphones while listening to any audio content. There is no eating in the library, and drinking of water only is allowed.

VISITORS TO SCHOOL

If a student would like a friend to visit for the day, the student needs to get advance permission from the Upper School Director or grade dean, and then fill out the visitor form online. The permission will be confirmed by those individuals on the day of the visit. Berkeley Carroll cannot be legally responsible for visitors who have not received advance permission to be on campus during the school day.

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FAMILY-SCHOOL COMMUNICATION

Since Berkeley Carroll encourages parents/guardians to take an active role in the education of their children, good communication is essential. The school encourages parents/guardians to contact their child's teachers first whenever they have questions regarding matters specific to a classroom situation. Parents/guardians also are encouraged to contact their child's advisor with questions about the student's performance in School and well-being in general. If an issue persists, please contact the grade dean and then the Upper School Director. On academic issues, the grade dean and/or Upper School director may consult with the department chairs. Disciplinary matters are handled by the Upper School Director in consultation with the grade deans, the Head of School and, when relevant, the Honor Council or the Equity & School Culture Council.

SEMESTER-AWAY PROCESS AND POLICY

Each year, Berkeley Carroll financially and institutionally supports approximately 10 juniors in taking a year or a semester away in one of our approved programs: The Mountain School, The School of Ethical and Global Leadership, High Mountain Institute, Chewonki, The Oxbow School, The Island School and School Year Abroad (SYA).

If a student or family has interest in a semester or year away, families should meet with the tenth grade dean or Upper School Director in October through January of tenth grade. That discussion will help determine whether a semester away makes good sense given a number of variables, both academic and social.

While each student applies directly to the specific program or programs, each student must also submit an application by the end of the first week in January.

Timely completion of the family meeting and the application are mandatory components of the process.

Over the course of the fall and early winter, the 10th grade students will have the chance to hear from the program representatives who visit the school.

Determination about which students have Berkeley Carroll's permission to go away is dependent on prompt expression of interest and completion of the family meeting; Berkeley Carroll's acceptance of the student's application based on its quality; good academic and disciplinary standing; and a final assessment based on the number of students who were admitted to these programs and the number we can allow to attend.

It is important to note that admission to one of the programs does not mean permission from Berkeley Carroll to attend that program. Students need the school's permission to attend.

Because Berkeley Carroll can allow a limited number of students to go away, we encourage each program to accept no more than two Berkeley Carroll students.

Academic Evaluation, Policies, and Expectations

GRADUATION REQUIREMENTS

Each student is required to complete a minimum of 24 units of credit. Additional requirements include participation in community action initiatives (individual and group) each year and a four-year program in physical education. Within the required credits, each student must meet the distribution requirements listed below, which represent the minimum requirements. It is expected that students will exceed them in several of the disciplines cited.

DISCIPLINES

English	4 Years*
Foreign Language	3 Years
History & Social Sciences	3 Years**
Mathematics	3 Years
Natural Sciences	3 Years***
Computer Science	1 Years
Visual/Performing Arts	4 Semesters
Health	1 Semester
Physical Education	4 Years
Spring Intensives	4 Years

* Including one year of Myths & Legends and one year of American Studies

** Including Modern World History and American Studies

*** Including one year of Biology and one year of Chemistry

ACADEMIC REQUIREMENTS AND ELECTIVES

The following course of study represents the most common trajectory through the Berkeley Carroll curriculum. The Math Department offers advanced level courses in each discipline from ninth grade on, and in math and language, students are placed according to level and background in each discipline. The following chart depicts both requirements and a broad range of electives, which allow for considerable choice as a student proceeds through the Upper School.

All students are required to take at least five academic courses each semester, to fulfill the computer science and health requirements by the end of sophomore year, and to take at least four semesters of art.

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9th Grade	English	Myths & Legends
	History	Modern World History
	Math	Geometry, Adv. Geometry
	Language	Spanish, French, Latin, Mandarin
	Visual and Performing Arts	Elective options
	Science	Biology
	Computer Science	Computer Programming Essentials (one semester)
	Spring Intensive	
	Physical Education	
10th Grade	English	Semester-long elective options (two semesters required)
	History	Semester-long elective options (two semesters required)
	Math	Algebra II, Adv. Algebra II
	Language	Spanish, French, Latin, Mandarin
	Visual and Performing Arts	Elective options
	Science	Chemistry, Advanced Chemistry I, Science Research and Design (by application)
	Computer Science	Computer Programming Essentials II (one semester)
	Health	One-semester requirement
	Spring Intensive	
11th Grade	English and History	American Studies
	Science	Elective options (including Physics and advanced science courses), Science Research and Design (by application in 10th grade)
	Math	Pre-calculus
	Language	Spanish, French, Latin, Mandarin
	Visual and Performing Arts	Elective options
	Computer Science	Elective options (no computer science requirement after 10th grade)
	Spring Intensive	
	Physical Education	
12th Grade	English	Semester-long elective options (two semesters required)
	History	Semester-long elective options
	Science	Elective options
	Math	Calculus, Statistics
	Language	Spanish, French, Latin, Mandarin
	Visual and Performing Arts	Elective options
	Computer Science	Elective options
	Senior Scholars	An application-based program for students interested in writing a significant research paper on a topic of their choice.

GRADING CHART

% Grade	Description	Characteristics of Student Performance
95-100	Outstanding/Exceptional	The student's work demonstrates mastery of course skills and content and the ability to think independently. The student independently internalizes knowledge and applies it to new situations.
90-94		The student expresses understanding in his/her own voice with clarity and precision. He/she is able to use creative and systematic approaches to solving problems and analyzing data.
87-89	Good/Very Good	The student's work demonstrates a secure grasp of essential skills and course content.
83-86		The student thinks logically and expresses ideas clearly in both oral and written work.
80-82		He/she is able to make significant connections among selected portions of the course content.
77-79	Limited/Satisfactory Comprehension	The student demonstrates an understanding of basic skills and some aspects of the course content. While showing progress, the student needs to extend his/her mastery, to think more deeply and to make better connections in oral and written work.
73-76		
70-72		
60-69	Minimal Comprehension	The student's performance shows limited understanding of the central concepts and significant gaps in the factual content and essential skills stressed in the course. In addition, the student may not have done some of the required work. He/she needs to develop a more thorough mastery of the material.
Below 60	Unsatisfactory	The student has not learned the factual content and essential skills of the course and is not prepared to advance to the next level in this discipline.

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ACADEMIC EVALUATION

Course grades evaluate how well the student has learned the content, concepts and skills and to what extent they have met the class expectations.

HONOR ROLL

Honor Roll is designated at the end of each semester. Students must have a cumulative average of 90 or above and all grades must be 80 or above.

ACADEMIC WATCH

Students are placed on “academic watch” if they earn one grade of 72 or below, or two below a 75, in a single semester. Academic Watch indicates that a change needs to be made to a student’s approach to a class, or to school in general. The dean and/or Upper School Director will be in contact with the student and family to discuss supports or interventions that might be beneficial.

In occasional situations, if a student continues not to thrive academically, that student’s contract might be withheld while we determine whether a change of school is necessary. In such situations, the family will be informed in a timely manner so that another school arrangement can be made.

CUM LAUDE

The Upper School faculty annually elects deserving students to the Cum Laude Society, a national honor society for independent schools. Election to this society recognizes high school students who have consistently demonstrated superior scholarship in the academic disciplines. Up to 10% of a class may be inducted at the end of junior year, with another 10% at the end of senior year.

CUMULATIVE ASSESSMENTS

Cumulative assessments that focus on the work of the second semester are given in academic courses in June. All students are required to take a formal exam or to complete an alternative assessment/final project determined by the teacher. These cumulative assessments can weigh between 10-20% of the semester grade.

GRADING CALENDAR

Students receive quarter grades in November, semester grades in January, third quarter grades in March and year-end grades in June. For full-year courses, only year-end grades are reported on transcripts; for one-semester courses, the semester grade is reported on transcripts.

INTERIM REPORTS AND ANECDOTALS

Written comments are issued for new students and those students who are experiencing difficulty in the middle of the first quarter, and for all students in late January/early February. In June, the student’s advisor writes a summary anecdotal report, commenting on academic performance and co-curricular and extracurricular involvements.

GUIDELINES FOR PARENT/GUARDIAN AND TUTORIAL HELP

The School has developed the following policy on parental/tutorial help with writing assignments: As students progress through the Middle and Upper Schools, they are given a variety of analytical and expressive writing assignments. While some of these writing exercises are to be completed

in class, there are more comprehensive papers and research projects that are to be completed at home over an extended period of time. As they address these take-home assignments, students have the opportunity to consult with fellow classmates, parents and tutors about the work in progress. The School encourages students to talk with others about the tasks at hand, to brainstorm ideas and to consider various strategies for tackling the writing tasks and for structuring their writing. It is, however, inappropriate for others to write, dictate or edit the paper, or selected parts of the paper, that the student submits for evaluation by his/her teacher. Assistance of these kinds compromises the integrity of the writing process. A teacher or parent may, for example, note the need for a transition sentence, but should not provide that sentence for the student. Likewise, a tutor or parent may ask, "Can you express that thought more clearly?" but should not provide the words to do so. The voice that the teacher hears and the words that he/she reads should be those of the student whose name is on the paper.

PARENT-STUDENT-TEACHER CONFERENCES

In early November, there are two days of conferences during which students, parents/guardians and individual subject teachers meet to discuss the student's progress. All Upper School students attend these conferences with their parents/guardians. In March, there are one and a half days for conferences particularly for Upper School students and parents/guardians who have concerns or questions about the student's progress in a particular class or classes.

PERMANENT RECORD AND TRANSCRIPT POLICIES

1. Adding, Dropping, and Withdrawing from Courses: Upper School students may add or drop any course during the "add-drop period" (the first two academic cycles of the school year). After the add-drop period, a student must formally "withdraw" from a course they no longer want to take. That course will be listed on the transcript with a "W" to indicate the withdrawal.
2. At times, a student may wish to or need to change the level of a class, for example from advanced math to on-level math. If this change happens during the first academic quarter of the school year, the grades the student earned in the initial course won't follow them or "count" towards their final grade in the new course; in addition, only the new course will be listed on the transcript. If this change happens at the end of (or any time after the end of) the first academic quarter of the school year, the grades the student earned in the initial course will follow them and "count" towards their final grade in the new course; in addition, only the new course will be listed on the transcript. Finally, if this change happens at the end of the first semester, both the original and the new course will be listed on the transcript, along with the grade for each.
3. Only courses taken at Berkeley Carroll are included on the transcript. For transfer students and those who spend a semester or year away on an academic program, the additional transcript is attached to the record when the student applies to college.
4. Only the final grades appear on the transcript.
5. No GPA is reported on the transcript.
6. The release of transcripts and other records is dependent upon the student's financial account being in good standing.
7. Official transcripts can be requested from the registrar.

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COURSE SELECTION

Course selection begins in February with a series of curriculum evenings for students and parents/guardians in each grade, and continues throughout the second semester. Our course catalogues reflect our current academic offerings for each grade. Course registration takes place after consultation with parents/guardians, dean and advisor.

HOMEWORK RATIONALE AND POLICIES

Homework provides a chance to review recently introduced material, preview new lessons and apply what has been learned to a new situation. It promotes independent learning and ownership of material studied. In the words of Dr. Mel Levine, noted educator and pediatrician, "Homework and studying become the wellsprings for building greater mental effort and capacity in all kids." ("A Mind at a Time")

STUDENT RESPONSIBILITY FOR MISSED CLASS, WORK AND ASSIGNMENTS

Students are responsible for keeping up with required work and for making up work missed because of absences.

Generally, **when students are absent from School**, they should obtain assignments from Google Classroom or by contacting their teacher. Unless it has been an extended absence and the student has communicated with the teacher, the expectation is that students will hand in all homework on the day they return, as well as take any assessments scheduled for the day they return and any assessments they missed when they were absent.

In case of **absence from a class or classes for an early dismissal for sports, for another school event/commitment or for a personal appointment**, students are responsible for handing in work for the class(es) they will miss before they depart. Likewise, if they are going to miss an assessment, it is the student's responsibility to arrange to take that assessment earlier that day, on the previous day or at the teacher's discretion.

In case of **extended illness**, the family should communicate with the dean and Upper School Director about the best way to proceed with schoolwork given the circumstances.

Any student who has an unexcused absence for, or who doesn't notify a teacher about an early departure or late arrival for, a class during which an assessment is administered will, at the discretion of the teacher, receive a failing grade on that assessment.

STUDENT AND FACULTY STATEMENT OF RESPONSIBILITY REGARDING RELIGIOUS OBSERVANCE

Teachers may not penalize students who have missed school for religious observance or to attend a religious function. Additionally, teachers should provide an opportunity for students to take tests at a different time if they are unable to take a test on the assigned day. All assignments must be handed in and all assessments completed by the day after the student returns (unless otherwise agreed upon) — i.e. if a student misses on a Wednesday, assignments and assessments are due Friday.

However, the burden does not fall exclusively on the teachers: students may take an extra day to turn in assignments **ONLY** if the holiday they are observing inhibits completion of work

(lengthy service, fasting, etc.). If students abuse this privilege, the assignment will receive no or partial credit. **Students are expected to inform teachers a week in advance, and to fill out the anticipated absence form, if they are missing class for religious observance** and, if necessary, to schedule time to meet with teachers in order to catch up on missed lessons.

Regular late penalties will be assigned for any student work not completed in accordance with the above schedule.

LATE WORK

A student's grade will be affected if an assignment is completed after the due date. Teachers are not compelled to accept late work after a marking period has ended. Teachers may choose to assign a grade of INC and not award course credit until a student has completed a "major assignment" for a course.

FORMAL TESTING ACCOMMODATIONS IN THE UPPER SCHOOL

To request formal testing accommodations in the Upper School, families should submit documentation of a student's disability and need for accommodations to the Services for Students with Disabilities (SSD) Coordinator for consideration by the Accommodations Committee. Guidelines for how to document specific disabilities (for example: specific learning disabilities in reading, writing, or mathematics; ADHD; psychiatric disorders) are available upon request. The Accommodations Committee reviews the recommendations of evaluators, teacher reports, academic records, and standardized testing results in an effort to determine whether the requested accommodation is necessary for the student to have equal access to the curriculum. If the documentation provided is incomplete, the Accommodations Committee may request additional documentation.

If formal testing accommodations are approved, a student may arrange to use the accommodations on unit tests and final exams. Extended time on tests does not apply to homework assignments, papers, or short quizzes. Students must notify their teachers at least 24 hours in advance if they intend to use accommodations on a specific assessment. Without advance notice, teachers may not be able to make the necessary staffing arrangements and the accommodation cannot be guaranteed.

In the course of using accommodations, students may not discuss test content with anyone, including peers, tutors, or other adults, and may not access outside materials of any kind, including textbooks, digital files, or the internet. If approved to use a laptop on an essay exam, students may use the laptop solely as a word processor; they may not retrieve material stored online or access the internet. Violations will be referred to the Honor Council.

Families whose children are approved for—and use—formal accommodations on tests at school can request accommodations on the PSAT, SAT, or ACT. Prior to submitting requests for accommodations on standardized tests, the SSD coordinator gathers data about the student's use of extended time at school to report to the testing agency. The School may provide a student's evaluation, learning plan, confidential teacher surveys, and other relevant documentation to the testing organization for consideration.

Documentation requirements vary depending on the testing organization (College Board or ACT) and can be found on the websites of each. Please note that while requests for

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accommodations are submitted by the SSD Coordinator, decisions are made solely by the respective testing organization. The testing organization may deny an accommodations request if documentation is incomplete or outdated. In most cases, the College Board (PSAT/SAT) considers neuropsychological evaluations valid for five years; the ACT requests re-confirmation of a diagnosis if documentation is more than three years old.

Berkeley Carroll is not a national SAT/ACT test center. Some accommodations, including use of a laptop on the SAT/ACT, are school-based accommodations. Due to staffing limitations, the School can offer school-based ACT/SAT accommodations only for selected test dates. We offer school-based ACT testing in April, June, and September, and school-based SAT testing in October and May. ACT testing over multiple days is offered only on the first Saturday and Sunday of each testing window in April and September and on two designated weekdays following the end of the school year in June.

If ACT testing over more than two days is required, testing must occur after school hours on the first five consecutive weekdays in the testing window. Students may not miss classes to take standardized tests. If a student intends to schedule school-based ACT/SAT testing, the School must be notified before the registration deadline for the test in question in order to make the necessary staffing/facilities arrangements.

ABSENCE AND ATTENDANCE POLICY

Regular attendance is essential for success in school and for meaningful classroom dialogue.

Attendance at a minimum of 80% of any course's meetings is expected for credit in that course. Any student absent for more than 20% of the class meetings of a given course in a semester will be subject to administrative review to determine next steps, including whether credit will be granted in that course. Students excused from classes to participate in school-initiated events such as trips or athletic contests will not have such absences included on their attendance record, but after reaching the 20% threshold, students may be asked to cease participation in these activities until the student's attendance has stabilized. If the absences persist, the student may be required to take a leave of absence or withdraw from Berkeley Carroll and find a suitable educational placement.

Appointments, including medical visits, should be avoided during school hours whenever possible. Similarly, students and families should not extend vacation periods, when major units of coursework are often introduced or completed. If a family feels that there is an extenuating circumstance, the family should initiate a discussion with the grade dean or with the Upper School Director.

In case of an extended absence of a week or more because of illness, written documentation from a healthcare provider should be submitted to the Upper School Office and Nurse's Office.

ANTICIPATED ABSENCE FORM

Students who know that they are going to miss a day or more of classes must fill out an "anticipated absence form," have it signed by their teachers three days before the absence, and then submit it to their dean. Parents/guardians must also contact the school whenever their child is going to be absent. Students are expected to keep up with work while away, and to complete assessments and turn in major assignments before they leave, unless they have

made other arrangements with a teacher. Juniors and seniors visiting colleges must always file an anticipated absence form.

COMMUNITY ACTION

The community action program in the Upper School provides students with the opportunity, through volunteer work and scaffolded reflection, to engage meaningfully and ethically with the communities of Berkeley Carroll, Brooklyn, New York, and the larger world.

9th graders begin their community engagement program by working within the Berkeley Carroll community. In 10th grade, the focus shifts outwards as students learn about global issues and the local organizations that are addressing those challenges, and begin to work with one of those organizations. 11th grade marks the transition into greater independence and leadership as students create a routine of engagement and action with local organizations. This focus continues, and, for some, expands, through 12th grade.

Participating in the grade's community action responsibilities each year, as articulated by the grade dean and the director of community action, is a requirement for graduation.

PHYSICAL EDUCATION

Physical education is required in all schools in New York State, and students must pass both semesters. Students in physical education classes are graded on a pass/fail basis; students are assessed on their abilities to participate in all class activities and are expected to demonstrate a consistent effort to learn the skills being taught. Students are required to arrive to class on time and must change into appropriate physical education attire.

Upper School students have the option of choosing dance in lieu of physical education. Students seeking a medical exemption must submit written documentation from a physician to both the school nurse and chairperson of the Physical Education Department.

PHYSICAL EDUCATION EXEMPTION

In an effort to support the academic endeavors of our student-athletes, we exempt Upper School students who are participating on an interscholastic team from physical education classes. Please read the following policy carefully:

- Students will be exempt from physical education classes for the season in which they are participating in any Upper School interscholastic team. Students will be exempt for the entire school year if they participate in two interscholastic teams.
- Students must complete the full interscholastic season to receive the exemption. Students not completing a season for any reason other than an injury must reenter physical education classes immediately. If a student is planning on not completing a season they must notify the coach and the athletic director, then meet the physical education chairperson to make arrangements to register for a class.
- Students must adhere to all team rules and expectations regarding attendance at practices and games to receive the physical education exemption.
- Students are exempt from physical education classes if they are enrolled in a Berkeley Carroll dance class.

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- Students who have a significant (4 or more hours) athletic commitment outside of school may apply for a physical education exemption. At the start of the school year or athletic season (fall, winter, or spring), the student must fill out the form sent by the physical education chair and describe the nature of the commitment. Students must attend PE class until the exemption is granted in writing by the physical education chair. If an exemption is granted, twice per season the student must hand in a hourly log signed by the outside coach or supervisor. (Deadlines will be set by the PE chair.) No exemption will be granted if the student fails to fill out the form or hand in the log. Please note that no exemption will be given for participation in group fitness classes such as spinning, Zumba, or “boot camp.”

Community Norms and Expectations for Behavior

Student behavior should reflect a balance between individuality and the norms of a school community. Respect, courtesy, politeness, safety, awareness of others, and care of surroundings should guide student behavior.

The following behaviors are considered particularly problematic violations of community norms:

1. Unacceptable interpersonal or community interactions: including use of hate speech, racist language, and other demonstrations of bias; sexual harassment; bullying.
2. Disregard for the Honor Code or failure to uphold academic norms
3. Misuse of public spaces
4. Misuse of cell phones and devices
5. Lack of completion of community duties
6. Repeated lateness
7. Abuse of off-campus privileges

I. Unacceptable Interpersonal or Community Interactions

UPPER SCHOOL STUDENT ADDENDUM TO POLICY ON HATE SPEECH AND BIASED BEHAVIOR

Upper School students who violate this policy will be subject to a prompt and thorough inquiry conducted by the Division Director and Deans who will then present the case to the School Culture and Equity Council (consisting of the Deans, Director of Community and Inclusion, a member of the faculty, and students). The Council will make a disciplinary recommendation to the Division Director and head of school. Repercussions might include participation in diversity and equity educational training, but may also include suspension or dismissal from Berkeley Carroll, a decision that will be made by the Head of School and Division Director.

In especially egregious circumstances, the Division Director and Head of School may decide on disciplinary action, including removal from the school, immediately, or require the student in question not to attend school until after the disciplinary decision has been made. Decisions made by the Head of School are final.

SCHOOL CULTURE AND EQUITY COUNCIL

Students are expected to engage in ethical and unbiased behaviors in their interpersonal and communal interactions and to adhere to our policies on harassment, bullying, racist behavior and hate speech. The School Culture and Equity Council – comprised of appointed students, grade deans, Dean of Faculty, a faculty representative and the Director of Community and Inclusion – will operate similarly to the Honor Council, but in response to instances of racism, bias, discrimination, bullying and harassment. Our goal as a school is to prevent these types of incidents from occurring at all, and to respond effectively and transparently if they do.

The Upper School Director will require students who engage in the problematic behaviors outlined above to meet with the School Culture and Equity Council, and the Council to recommend appropriate repercussions. Recommendations will generally include both a disciplinary and a restorative response, which together will aim to repair the community and/or relationship harmed by the action. The Upper School Director will communicate the repercussions to the student and family. Consequences for these behaviors may also include suspension or dismissal from Berkeley Carroll, a decision that will be made by the Head of School and Division Director.

2. Academic Integrity & Honor Council

Students are expected to engage in ethical behavior in all areas of their academic life. To that end, students will produce work that is the result of their own efforts or that corresponds to the collaboration guidelines established by the teacher. In 2017, the Honor Council, composed of two faculty members and elected students from each grade, revised the Honor Code as follows: “The Berkeley Carroll School is built on a foundation of honesty, respect, and trust—in a word, honor. In order to be productive members of the Berkeley Carroll community, we are compelled to act with integrity in all endeavors, academic and otherwise. We will approach all assessments and assignments with this requirement in mind. It is our expectation that we will support one another as we strive to grow as a community. By acting on these values in our school, we aspire to make honor central to the culture and identity of Berkeley Carroll.

By employing the values of honesty, honor, and integrity we strive to achieve the school’s mission of inspiring critical, ethical, and global thinking. Each student, parent, and staff member has a responsibility to promote an academic culture that respects and fosters individual achievement and growth.”

To emphasize these values, students are asked to sign an honor pledge on the syllabus of each class at the start of the year/semester and when handing in all major assessments and assignments.

Finally, the Upper School Director may ask the Honor Council to hear cases that involve honor violations and to recommend appropriate repercussions. The potential repercussions are described in the “Disciplinary Policies” section of this Handbook.

3. Use of Public Spaces

Students and faculty share the school’s public spaces. The atrium, library, and dining hall are

Upper School

meant for individual study, group study, meetings, and quiet, non-disruptive socializing; the study hall is meant for silent study. Students and faculty are meant to keep these areas neat and orderly. Loud game-playing, lounging, sleeping, ball-playing, and video-watching (or playing) are not permitted.

Unless given permission by a faculty member, students may consume food only in the dining hall, in the courtyard, and in the area next to the gym outside the upper school atrium. There is no eating or drinking (other than water) permitted in classrooms, hallways, the atrium, or the study hall. Gum chewing is not allowed in any of the school buildings.

Unless supervised by an adult, Upper School students are not permitted on the rooftop play yard.

After 4 pm, students are not permitted in the classrooms or hallways (except for monitored spaces or with faculty supervision). The study hall and atrium are available for quiet study and group work, respectively, on Monday-Thursday from 4-5 pm. The library is available for quiet study and group work on Monday-Thursday from 4-6 pm, and on Fridays from 4-5 pm. Unless they are participating in a specific school program, all students must be out the school buildings by 6 pm Monday-Thursday and by 5 pm on Friday.

Students are not permitted to ride the elevator, except with a doctor's note and permission of the school nurse.

Abuse of these expectations will result in restricted policies for the specific student and potential and periodic temporary closure of relevant public spaces.

4. Use of Cell Phones, Laptops, Chromebooks During the School Day

The personal device policy is meant to give upper school students a degree of freedom, while also encouraging them to use the school day for mostly academic pursuits or for socializing with peers face-to-face.

Students may talk on their phones in the front lobby or courtyard only. Students may use their phones and devices for texting, emailing, calendar-checking, and homework during their free periods. Students may not use their phones or other devices for playing video games, watching tv, movies, or other video content (unless in rare cases for a class assignment). Students may not have their cell phones out during class for any reason unless as directed by the teacher. Faculty will take away a student's phone and turn it into the dean's office when a student does not follow these guidelines; repeated infractions will result in a stricter device policy for that student.

5. Community Duties

To keep our community clean and pleasant, and to emphasize communal and individual responsibility for our space, students are assigned clean-up duties, either in the dining hall or the atrium, for a quarter of the year. Failure to engage in this aspect of the life of the school will result, first, in extra assigned duties, and, if necessary, mandatory assigned study halls.

6. Lateness

Being on time to School and class allows a student to fully engage in school life and in their classes, and demonstrates consideration for other students and for faculty.

1. For every three unexcused latenesses, students will need to attend a mandatory after-school study hall from 4-5 pm within three days of the accrued latenesses. This obligation may require students to miss, or report late to, extracurricular commitments.
2. After three mandatory study halls (9 latenesses), there will be a further intervention, which can include: a full week of mandatory study halls, morning or Saturday study halls, mandatory study halls during the school day, extra duties, loss of cell phone privileges, and parent meetings.
3. As mentioned elsewhere in the Handbook, there may also be academic penalties for missed class time.

7. Off-Campus Privileges

To ensure safety, students must sign out before leaving campus and must stay within the off-campus geographical parameters (described in the “Leaving Campus” section of this Handbook). Students may not go home, to another student’s home, or to Prospect Park during the school day. They are expected to be respectful of neighbors and to stay off private property. Failure to follow these guidelines will result in off-campus privileges being revoked, and further interventions if the behaviors persist.

TEXTBOOKS AND LIBRARY BOOKS

Most textbooks are issued on loan to students. Students must return these books in good condition at the end of the school year at the time of the final exam for the course. Students who fail to do so are responsible for the cost of replacement or repair; report cards or transcripts will be held until debts are settled. The same policy applies to books borrowed from the library.

BEHAVIORAL PROBATION/DISMISSAL

A student may be placed on behavioral probation for a major infraction or numerous infractions of school rules. Fighting; stealing; possessing dangerous implements; committing acts of vandalism (including graffiti); violating our policy on alcohol and other drugs; violating our nondiscrimination policy, whether through discrimination, harassment, bullying, hazing or retaliation; or violating our “hate speech” policy may subject students to behavioral probation or dismissal from the Upper School. The Upper School Director will record incidents in a letter that will go into the student’s file.

Additionally, the Upper School Director in consultation with the Dean and Head of School will determine whether the student will be suspended or will be subject to restrictions during the school day for a period of time. Consequences may include a loss of privileges, loss of extracurricular activities, in school suspension or out-of-school suspension. A student can be dismissed at any time for major rule violations, including the rule violations listed in the preceding paragraph. These determinations may be made regardless of academic standing

Upper School

REPORTING DISCIPLINARY ACTION TO COLLEGES AND UNIVERSITIES

Colleges applications routinely ask students and counselors to disclose disciplinary action — academic or behavioral — taken at any educational institution they have attended from the ninth grade through graduation. This also includes those enforced by other institutions at which a student studies during Upper School, including, but not limited to: The Maine Coast Semester, The Oxbow School, The School for Ethical and Global Leadership, High Mountain Institute, The Mountain School, The Island School and School Year Abroad. Berkeley Carroll will disclose violations that result in suspension or expulsion in addition to circumstances that would cause a student to be sent home from a travel program.

The student, with assistance from the college counselor, will be expected to craft a timely and thoughtful explanation to colleges, including the circumstances involved, and what was learned from the incident. While disciplinary matters are of concern to colleges, it is our experience that admission committees understand that students sometimes make mistakes. Discussion during admission committee deliberation is typically focused on the manner in which a student has responded to disciplinary sanctions, rather than simply the infraction that occurred. The college counselor will report the disciplinary action in a supportive manner and will provide context that will help admission officers understand both the sanction and the ways in which the student handled the matter. Reportable disciplinary actions will be communicated to colleges even after applications are submitted.

STUDENT DISMISSAL AND CHANGE OF SCHOOL RECOMMENDATION

The Berkeley Carroll School reserves the right, in its sole discretion, to dismiss any student at any time, for academic reasons, unfulfilled financial obligations or conduct deemed inimical to the best interests of the school. Academic reasons that may lead to dismissal will be discussed with all concerned parties. If a change of school is recommended, the school will inform the student's family of this decision in a timely manner so that a new school placement may be arranged.

Notes

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