

BOSQUE SCHOOL STUDENT HANDBOOK 2009-2010

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CALLING GUIDE

Calls regarding..... should be directed to...

Absences	Victoria Dahlberg (Upper Schpool), Karen Sanchez (Middle School)
Academic concerns	Teacher, Advisor, Division Head
Address changes.....	Debbie Brown
Admissions.....	Suzie Castilleja
Aftercare	Terry Thompson, Andy Wright
Alumni affairs	Michele Tigelaar
Annual Fund, Capital Giving	Peter Meehan
Athletics	Klaus Weber, Craig Snow
Billing, tuition, fees.....	Cindy Suppona
Bosque Parents Association.....	Class Representative
Bus transportation	Kirk Ward
College counseling.....	Juaquin Moya
Community Service	Mari Bauman
Curriculum	Division Head
Development	Peter Meehan
Event scheduling.....	Juan Flores
Facilities management.....	Kirk Ward
Facilities use requests	Kirk Ward
Guidance and counseling	Lori Sanchez
Late arrivals	Victoria Dahlberg (Upper School), Karen Sanchez (Middle School)
Learning accommodations	Melissa Behrens-Blake
Performing arts.....	Colleen McClure
Public relations.....	Peter Meehan
Summer activities.....	Colleen Seager
Transcript requests	Tina Flynn
Technology	Kim Leifeste

HANDBOOK IS NOT A CONTRACT

This student handbook contains general guidelines regarding Bosque School practices. It does not create contractual rights, expressed or implied, and Bosque School retains the discretion to modify the provisions of this handbook at any time.

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2009 - 2010

TABLE OF CONTENTS

INTRODUCTION	6
MESSAGE FROM THE HEAD OF SCHOOL.....	6
A BRIEF HISTORY	7
FUNDAMENTAL BELIEFS	9
MISSION	9
BOSQUE SCHOOL CORE VALUES	9
OUR COMMITMENT TO THE CORE VALUES	10
THE PARENT-STUDENT-SCHOOL PARTNERSHIP	11
GUIDING PRINCIPLES	12
ACADEMIC PROGRAM	14
ALL SCHOOL.....	14
CURRICULUM.....	14
ACADEMIC EVALUATION OF STUDENTS.....	14
ACADEMIC WARNING & ACADEMIC PROBATION.....	15
ACCOMMODATIONS.....	15
ADVISORY PROGRAM.....	15
CLASS ABSENCES.....	16
COURSE FAILURES.....	16
FIELD TRIPS	16
RE-ENROLLMENT CONTRACT HOLDS	16
SCHOOL DAY SCHEDULE.....	16
WINTERIM PROGRAM	17
MIDDLE SCHOOL	17
ACADEMIC EXPECTATIONS	17
UPPER SCHOOL	17
ACADEMIC COURSE LOAD	17
ACADEMIC REQUIREMENTS FOR GRADUATION.....	18
ADD/DROP POLICY.....	18
COURSE PLACEMENT FOR STUDENTS.....	19
DOUBLING UP.....	19
EXTRA ACADEMIC HELP AND TUTORING.....	19
FREE BLOCKS/STUDY BLOCKS.....	19
GRADE REPORTING	20
HONOR ROLL.....	20
INDEPENDENT STUDY	20
NON-BOSQUE COURSES.....	20
PASS/FAIL OPTION	21
STUDENT RECOMMENDATIONS.....	22
STUDY ABROAD AND OTHER ALTERNATIVE STUDY PROGRAMS	22
STUDY HALL.....	22
TRANSCRIPTS.....	23
YEAR END AWARDS.....	23

UPPER SCHOOL HONOR SOCIETY	23
ATHLETICS	24
MISSION	24
ATHLETIC TEAMS - MIDDLE SCHOOL.....	24
ATHLETIC TEAMS - UPPER SCHOOL.....	24
ELIGIBILITY	24
TEAM LIMITATIONS	26
UNIFORMS	26
MIDDLE SCHOOL	26
GRADE SPECIFIC POLICIES	27
6TH GRADE	27
7TH AND 8TH GRADE	27
PRACTICE	27
UPPER SCHOOL	27
ATTENDANCE.....	28
ABSENCES/LATE ARRIVAL.....	28
LEAVING CAMPUS	28
SENIOR PRIVILEGE	29
CONDUCT	30
HONOR CODE	30
RESPONSIBILITY OF A BOSQUE SCHOOL STUDENT	30
ACADEMIC INTEGRITY	31
BEYOND BOSQUE.....	32
BULLYING	33
DANGEROUS ITEMS.....	33
DRESS CODE	34
DRUGS AND ALCOHOL	34
MEDICAL LEAVE	35
SEARCHES	35
STUDENT CONCERNS	35
STUDENT DEVELOPMENT DIRECTOR.....	36
STUDENT SAFETY	36
TECHNOLOGY RESOURCES - ACCEPTABLE USE POLICY	37
TOBACCO	39
DISCIPLINE	39
IN GENERAL.....	39
FORMS OF DISCIPLINARY ACTION.....	39
JUDICIAL COMMITTEE.....	40
NOTIFICATION OF COLLEGES.....	41
PROBATION.....	41
SAFETY	42
ANTI HARASSMENT POLICY FOR STUDENTS	42
BUS RULES	42
CRISIS MANAGEMENT PLAN.....	43
DROP OFF AND PICK UP.....	44
EMERGENCY PROCEDURES.....	44

EMERGENCY CARE.....	45
FIRE DRILLS.....	45
INSURANCE.....	45
STUDENT OPERATED VEHICLES.....	45
GENERAL INFORMATION.....	46
AFTERCARE PROGRAM.....	46
ELECTRONIC DEVICES.....	47
FOOD, DRINK AND GUM.....	47
LOCKERS.....	47
LOST AND FOUND.....	47
LUNCH PROGRAM.....	48
STUDENT RECORDS.....	48
TELEPHONE USE AND MESSAGES.....	48
THE BOSQUE.....	48
VISITATION.....	48
WEATHER AND EMERGENCY CLOSURE.....	48

INTRODUCTION

MESSAGE FROM THE HEAD OF SCHOOL

Few choices are as important as the selection of a school. The decision is informed by a series of questions: *Who will be my teachers? What will I learn? How will I grow? Is it rigorous enough? Is it a welcoming and joyful community?* At Bosque School, we honor these questions and respect their significance in the life of each child and his or her family.

Another question, *"What is the best for the child?"* is at the heart of every educational issue we approach. As a growing school, Bosque has the freedom to put the child first as we ask ourselves: *Who are the right teachers for our school? What is the best curriculum for our students? What is the ideal mix of challenge and support? How much and what kind of work is expected? How can we better engage our students in lifelong learning?* We answer these questions with young people central in our thinking because Bosque is a place where children are valued, honored, affirmed, and challenged to grow to reach their full potential both as individuals and members of the school community.

Bosque embodies the best of traditional independent education while embracing a progressive and inventive approach to learning. Our curriculum offers a rigorous college preparatory experience that prepares young people for the demands of college and beyond. We challenge our students to be thoughtful and discerning readers, sophisticated and passionate writers, and articulate speakers – all hallmarks of a good independent school education.

At the same time, our changing world demands that students acquire new and different abilities suitable for the 21st century. As technology makes our world smaller, the need for collaboration and problem solving increases. At Bosque, we encourage these through group work, in-depth discussion of complicated issues, service learning, and projects requiring students to integrate knowledge acquired in various disciplines. The school also has the responsibility to ensure that students are able to use technology as an effective tool to enrich themselves and their learning. In addition, the students of today must learn patience. Reading a difficult text, writing a quality essay, or analyzing complex math problems all seem to take longer in this fast-paced information age, but students must take the time to study issues in depth, even at the risk of delayed gratification. Finally, Bosque is committed to providing an educational experience that goes beyond academic excellence – one that promotes strong character and compassionate, active citizenship.

Andrew Wooden, Head of School

A BRIEF HISTORY

The genesis of Bosque School dates back to October of 1993 when serious conversations began among a group of parents about the need for another high quality, independent school in Albuquerque. Increasing numbers of families were expressing interest in such an environment and wanted an academically challenging and rewarding experience for their children. In February of 1994, a Board of Trustees was elected, headed by Dr. Peggie Findlay. This group registered the school's name, established by-laws, achieved the federal status of a 501(c)(3) tax-exempt organization, and contacted various educational agencies including the State of New Mexico, the National Association of Independent Schools, and regional accrediting associations. Fundraising activities began immediately in order to pay for the planning expenses.

In April of 1994, the Board engaged John Bird, a nationally recognized independent school consultant, who facilitated strategic planning. Ten board members were joined by sixteen invited professionals from the community at large. This group worked on the school's vision, its mission, operating principles, and the essential goals and plans needed to assure a solid and successful beginning. In August of that same year, a new office was opened at 610 Gold SW in a suite contributed by the Simms family, long known for their support of independent education in the Albuquerque community. Following a national search for a founding head of school, Dr. Gary Gruber was selected to begin working on putting the pieces together for an August 1995 opening. Our current head, Andrew Wooden, joined Dr. Gruber as assistant head the following year to develop the new school.

The support of many parents, volunteers, donors and friends contributed to the enormous progress made in a relatively short period of time. A temporary site was located at 8300 Phoenix NE; over 100 teacher candidates were interviewed and screened for eight positions; some 200 student applications were requested and mailed out; 72 students were enrolled in grades six and seven; budgets were prepared and activated for the current school year; fundraising activities proved successful; a Parents' Association was organized; and facilities, furnishings and materials were made ready for opening day, August 17, 1995.

In 1998 the school launched a capital campaign to raise the funds necessary to build the first phase of its permanent campus. This campaign, which was highlighted by a fundraising dinner in November 1998 at which former President Gerald Ford gave the keynote address, was highly successful thanks to the generosity of parents and grandparents of students, the Albuquerque business community, and other community-spirited individuals who support the school's goals and objectives. As a result, the school now has a permanent home located on a 45-acre site alongside the Rio Grande *bosque* near the intersection of Coors and Montaño. The campus currently consists of five buildings designed by architect Ed Mazria, including the Peggie Ann Findlay Arts Center, which was completed in August of 2001; the gymnasium designed by architect Bill Sabatini and completed in the fall of 2002; the science center that was added in the summer of 2004; and Budagher Hall that opened in April, 2007, a gift from Michael and

Sheril Budagher. In August of 2009, the school opened a new Upper School Schoolhouse, adding space for classrooms, teachers' homebases, administrative offices, a technology lab, and student interaction areas.

Enrollment for 2009-2010 will be approximately 540 students in grades 6-12, with a faculty of 63 full- and part-time teachers.

Small classes, talented teachers, a rigorous curriculum, a commitment to character development and community service, and stewardship of the environment are some of the characteristics of Bosque School. Following is a list of the community's core values and other expectations, those ideals on which the school was founded and on which its future depends.

FUNDAMENTAL BELIEFS

Mission

To prepare young men and women to become lifelong learners with the highest character values and academic goals in a natural New Mexico setting with strong family and community involvement.

Bosque School Core Values

- Bosque School is a student-centered community. The question of what is best for students is at the heart of what we do and is the guiding principle in our decision-making.
- Our school offers a dedicated and caring faculty, small classes, and an education that recognizes each student as an individual.
- Bosque School seeks students who can meet the academic challenges of our curriculum and who will contribute positively to the quality of life at the school.
- We seek to make learning a lifetime passion. We hope that our students will become readers who love the beauty of the written word or thinkers who are excited by understanding a complicated scientific process – not simply students who know the correct answer on an exam.
- We balance traditional academic requirements with opportunities in the arts, technology, community service, and physical education.
- We respect our teachers and encourage excellence in the classroom. We offer competitive salaries, benefits, and professional development opportunities in order to attract and retain outstanding teachers.
- Bosque School's faculty members serve as mentors and role models to the students, both within the classroom and beyond.
- Bosque's faculty, administration, and staff, regardless of department or office, must be committed to the education of young people.
- We believe that a strong evaluation process and a continual growth model are essential to ensure that teachers, administrators, and staff members excel.
- We expect our students to demonstrate age-appropriate, mature behavior. Learning respect, integrity, and accountability are as much a part of our curriculum as academic subjects.

- We are committed to the larger community. Along with the privilege of attending an independent school comes the responsibility to give back. We seek alliances and contacts with our sister schools, both public and private, and we continually seek out ways to contribute to the well-being of Albuquerque.
- We embrace diversity and work hard to create a student body and faculty that reflect the ethnic, cultural, and economic diversity of the larger community in which we live.
- As our name promises, we will be ongoing caretakers of the land on which our school lives; we will honor its ancient history by actively participating in the preservation of its future.
- Our buildings will be designed to complement the land and will provide spaces in which students and teachers can work together, where teachers are visible and available to students during the academic day.
- We will practice prudent financial management. While we look to our constituents and beyond for the funds that will make our dreams a reality, we will endeavor to make our fundraising efforts as responsible and unobtrusive as possible. We will continue to strive for efficiency in our operations and affordability in our pricing, and to provide value to those who invest their time and money in us and, above all, entrust their children's lives to us.
- A strong sense of school community is paramount at Bosque. From the small details of daily school life to large events in the school's history, every effort is made to maintain the integrity of the school community and the values articulated here.
- Bosque School will practice continuous self-assessment to ensure that we are being true to these core values. By doing so, we will build a tradition to guide future decisions of the school and to provide a sense of stability. We will foster pride in our achievements, but never forget that we began as the dream of a small handful of caring parents who believed that children are special and deserving of a school that believes the same.

OUR COMMITMENT TO THE CORE VALUES

It is our commitment as teachers, administrators, staff, and trustees to be forever mindful of the values on which Bosque School was founded. As our school grows and we are faced with new and complicated challenges, we will continually return to these core values to guide our decision-making, so that many years from now, this school will still consist of a group of people that concerns itself, above all else, with the intellectual and moral development of young people. To begin with, we will ensure that each generation of teachers, administrators, staff, and board members believes that the students themselves are the reason for our school's existence. As we pass along the legacy of Bosque, we will take great care in choosing recipients who will act, not only as seekers of

knowledge, but as moral and ethical role models for our students. The school will continue to reward and honor teachers, administrators, and staff who actively fulfill both of these roles. Whether in the classroom, on the playing field, or in the common areas, we will make student learning and growth the guiding force behind our work. When different constituencies within the school have conflicting ideas, decisions will be based on what is best for student learning and what most closely reflects our core values. As we choose the students who will become the life of the school, we will do so with an eye to both intellectual ability and strength of character. We will also work hard to create a student body that reflects the cultural diversity of the larger community in which we live. To meet the needs of our growing student population, we will continue to design spaces in which students and teachers can work together, where teachers are visible and available to students during the academic day. As our name promises, we will be ongoing caretakers of the land on which our school lives; we will honor its ancient history by actively participating in the preservation of its future. Finally, it is not enough that we are committed to the core values of the school; it is our responsibility to educate our students about the school's founding principles. Each entering class must be helped to understand our school's mission, and each individual must understand his or her responsibility in making real this vision. It is only through constant revisiting of the school's core values that we will succeed in being the kind of community our founders envisioned. Years in the future, we want people to speak of Bosque School as an institution unique among others – a place committed to expanding both the minds and the hearts of its students, a place that considers the importance of the future by taking great care with the young people of today.

THE PARENT-STUDENT-SCHOOL PARTNERSHIP

The best educational environment is one that encourages and supports a lifelong love of learning, self-esteem, and respect for the community and the world in which we live. Students need a rich variety of academic and experiential activities to channel their energies in the most positive and constructive ways. One of our main functions as a school is to help students become open to future growth. They must be able to be responsible for their intellectual growth and development, to represent their experiences through language and other appropriate media, to form guiding and lasting values, to become knowledgeable about themselves, and to develop social and interpersonal skills. Students must come to school ready to learn.

A school can be an ideal living/learning laboratory where challenges, growth, conflict and solutions can be measured and managed according to the maturity level of each student. We want to know where the students are in terms of their own development in all areas – mental, physical, social, emotional and moral. We can help them make wise decisions to prepare them to become useful members of the community and responsible citizens as they develop their interests, their skills, and their participation in the school community and in the wider world.

Helping students move toward responsible maturity is a cooperative endeavor. This objective, which the school shares with parents, is enhanced by a core of dedicated and committed teachers who engage in an ongoing dialogue about the process and value of

learning. Rigorous academic challenges will be warranted at times, and parents need to support their children and the faculty in order to help their children succeed. Together, we will challenge our students to be curious and creative, to ask intelligent and probing questions, to combine thought with feeling, to rejoice in the accomplishments of others, to face uncomfortable situations with the support of peers and teachers, and to learn that overcoming mistakes can lead to success.

Bosque School encourages an atmosphere of trust and understanding so that tasks and ideas may be shared. Our intention is to do this in a climate that supports continual learning experiences and the discovery of new solutions to the issues and concerns that face all of us. Developing these kinds of sensitivities and responsibilities in students is a wonderful challenge, one that we accept with enthusiasm and with respect for the needs and desires of each student, as well as those of the school community.

Bosque School is truly a community of students, parents, teachers and administrators, and nothing reflects that more than the enthusiastic and constructive support of parents that the school has enjoyed from its inception. This support takes the form of participation in numerous volunteer projects and in parent organizations such as the Bosque Parents Association, which provides a vehicle for communication between the school and parents on a broad range of issues, and the Bosque Activities Association, which supports athletic and other extracurricular activities at the school. Although the school is governed by a Board of Trustees and an administration, parents are encouraged to become active members of the school community.

GUIDING PRINCIPLES

Two principles guide student behavior: 1) respect for self, for others, and for the surrounding environment, including both public and personal property and 2) common sense. These guidelines incorporate the concepts of respect and responsibility, which are fundamental to good behavior and to the promotion of an atmosphere of trust and understanding in the community. Discipline is order and not punishment, and personal conduct cannot be entirely reduced to a set of rules and regulations. Simply stated, we expect all students to come to school ready to learn, to behave in a respectful and responsible manner and to contribute to the class and to the community. With this in mind, the following are some specific examples of expected behavior:

- A student must refrain from physical abuse, taunts, threats, and verbal harassment. This specifically includes, without limitation, racial and sexual harassment and the use of insults relating to race, religion, gender, sexual identity, creed, color, national origin, ancestry, marital status, disability or medical condition.
- A student must not engage in disruptive behavior that may detract from the class environment or prevent learning. This includes, without limitation, showing disrespect toward a teacher or one's classmates.

- A student must respect the property of others and of the school and the surrounding environment. This includes, without limitation, asking permission in advance to borrow property or supplies and then returning them to the appropriate person or place, refraining from damaging school or personal property, and entering another student's locker only with the consent of the student who is assigned that locker.

Students failing to abide by these expectations, one-time serious offenses or repeated offenses, will face responses from the school, including suspensions and an appearance in front of the Judicial Committee . (See *Conduct.*)

ACADEMIC PROGRAM

All-School

CURRICULUM

The Bosque School administration has complete and exclusive authority to select curriculum, instructional materials, and textbooks, to make classroom assignments, to assign employee responsibilities, and to decide similar matters relating to the operation of the school. If a parent or student has a concern or seeks to provide input with regard to such administrative decisions, the parent or student should contact the school administration.

ACADEMIC EVALUATION OF STUDENTS

The core of Bosque School's evaluation system for middle and upper school students consists of written reports combined, when necessary, with conferences between student and teacher and/or parent and teacher. Teachers use various methods for communicating with students about daily work. Grades are sent home four times during the year – at each mid-term and at the end of each semester.

For middle school students, these are accompanied by written comments at each mid-term and at the end of the first semester. Middle school students will receive teachers' comments at the end of the year in any classes in which the students experienced significant improvements or declines in grades. Upper school grades are accompanied by written comments at the at the fall and spring mid-terms. In January, upper school students will receive letters from their advisors. Although not exclusively academic in nature, the upper school advisor letters will summarize students' overall accomplishments and offer suggestions for improvement. Mid-term reports are intended to inform families about student progress, in general, and particularly when students are struggling or at risk of failing a course for the term. The comments are meant to help students see and understand that their education is a continuous internal process and not one measured solely by external symbols. Upper school students will also receive teachers' comments at the end of the school year if they experience significant improvements or declines or receive a C- or below on their final grades.

Number and letter grades follow these ranges:

Excellent	A+ *	Poor	D+ = 67-69 %
	A = 94-100 %		D = 64-66 %
	A- = 90-93 %		D- = 60-63 %
Good	B+ = 87-89 %	Failing	F = below 60%
	B = 84-86 %		
	B- = 80-83 %		
Average	C+ = 77-79 %		
	C = 74-76 %		
	C- = 70-73 %		

* An A+ is given when a student clearly exceeds all the academic requirements and expectations of a course.

Conferences with both teachers and advisors complement written reports and provide an opportunity for students and parents to respond to the written comments. In addition to discussion of an individual's intellectual growth, the conference provides an opportunity to discuss personal and community concerns.

The simplest and preferred way to contact faculty is by email. Addresses are available from the website www.bosqueschool.org. If a parent would like to contact a teacher, it is best to leave an email message or a phone message in the teacher's voicemail box at school. Often teachers are busy working with students and cannot return phone calls before a break in their schedule, which may not be until the end of the school day or even the next morning. Out of respect for teachers' personal lives, please make any telephone calls to a teacher during the school day. If you *must* call a teacher at home, please be sure to call before 8:00 p.m.

ACADEMIC WARNING & ACADEMIC PROBATION

When the quality of a student's work slips below acceptable standards, he or she may receive an academic warning. In discussions among the student's advisor, the appropriate division head, and the family, a plan for improvement will be devised. If the student is unable to improve his or her standing to an acceptable level in a reasonable amount of time, he or she may be placed on academic probation, and continued enrollment at the school may be in jeopardy. In general, if a student does not meet all the terms of his or her probation, the school reserves the right to withhold a student's contract for the next school year.

ACCOMMODATIONS

Parents of students who seek reasonable adjustments to Bosque School programs for the purpose of accommodating disabilities, or who have medical needs such as the administration of medication for which they seek the school's assistance, should contact the student's advisor. The advisor will consult the Director of Student Development and the Learning Specialist to design and implement appropriate accommodations.

ADVISORY PROGRAM

Each student is assigned to a faculty advisor who is the primary line of communication between parents and the school. Students check in with advisors first thing each morning, and meet with them regularly. Advisors provide a first contact for students who have questions, seek guidance or direction in school matters, or need an advocate.

Advisors monitor the progress of their advisees in numerous ways – by speaking with other faculty members, reading notes and reports submitted by teachers and coaches, talking with parents and keeping track of the students' overall status in academic and social matters. Advisors also encourage their students in a variety of activities and are available for consultations with parents. Meetings between parents, students and faculty members are best arranged through the student's advisor.

CLASS ABSENCES

Missing classes diminishes a student's learning experience and may result in serious academic consequences. Students who miss class for any reason are responsible for making arrangements with the teacher to make up that work. Students are also responsible for taking the necessary steps to access information covered in class. Teachers are not required to re-teach material to accommodate a student's absence. If a student knows he or she will be absent, these arrangements should be made beforehand. Because much of what we teach requires in-class group work and discussion, some learning opportunities will be missed and cannot be replicated outside of the classroom. It is at the discretion of the teacher how this will impact the student's overall grade. Extended vacations are greatly discouraged because it is not always possible or appropriate for teachers to assist students in making up missed work. However, in cases of illness or family emergency, teachers will provide reasonable support and extra time.

COURSE FAILURES

If a student fails a course that is required for graduation, that course must be successfully completed the following year at Bosque School or completed through summer work approved in advance by the Head of the Upper School.

FIELD TRIPS

Class-related field trips are provided as part of the regular school program. However, some special events and longer trips may necessitate additional charges for transportation, cost of meals and/or lodging.

RE-ENROLLMENT CONTRACT HOLDS

An enrollment contract for one school year does not guarantee re-enrollment in ensuing school years. Bosque School retains discretion to determine the conditions upon which it will renew enrollment contracts.

Re-enrollment contracts for both middle and upper school students are issued on a yearly basis in the winter. Among other reasons, when the faculty has concerns about a student's conduct or academic performance, the administration may decide to withhold the enrollment agreement for the following year. The student then has the spring term to improve his or her standing at the school. If improvement is not satisfactory, the student risks losing his or her place in the school.

SCHOOL DAY SCHEDULE

The doors to the school open at 7:30 a.m. and school begins promptly at 8:00 a.m. School ends at 3:15 p.m. and students are available for pick-up outside until 3:30 p.m. Middle school students who are not picked-up by 3:30 and who are not engaged in after-school practices, rehearsals and games will be sent to the Aftercare program. Upper school students who are not engaged in after-school practices, rehearsals and games will not be supervised by the school.

WINTERIM PROGRAM

One of many unique opportunities the school offers is Winterim. Each year students work with teachers for a week in an experiential educational program where learning takes place outside of the classroom. Winterim programs are proposed by teachers in the fall, and students are given the opportunity to express their preferences for the programs in which they would like to participate. A variety of programs are proposed, both local and distant, which vary in cost that is not covered by tuition. In addition, for upper school students only, a limited number of students can arrange to spend the week working on an internship program that is approved in advance by the school. Criteria for selection for a particular program include, but are not limited to, timeliness of returning the form for program selection, seniority, good citizenship and academic interests and potential. Because some programs cannot accommodate the number of students who indicate a preference for it, and for other reasons, the school reserves the right to assign a student to a program deemed appropriate for that student even if such assignment is not consistent with the student's preferences. Winterim coordinators may also assign specific programs to students who do not register their choices on or before the due date.

As part of the Bosque School academic requirements, upper school students are required to successfully complete requirements for Winterim programs. The class of 2010 will not be required to complete a Winterim program during the 2009-2010 school year. Seniors are encouraged to use the week to visit colleges or work on the senior thesis. Members of the class of 2011 are required to complete one program before graduation. The classes of 2012 and 2013 are required to complete two and three programs respectively. Successful completion of Winterim programs will be noted on a student's official transcript.

Middle School

ACADEMIC EXPECTATIONS

All middle school students take the following courses: Social Studies, English, Math, Science, Spanish, Fine Arts, Performing Arts, and Physical Education. During their Performing Arts block, students enroll in Choir, Drama, Band or Strings. Eighth graders may also choose Technical Theater. All middle school students are also involved in Community Service that meets as a class once every two weeks. In order to complete middle school successfully, students must meet the academic requirements of each of these courses. In cases where a student is struggling academically or at risk of failing a middle school course, the teacher(s), the advisor, and/or the Head of the Middle School will meet with the family to determine the appropriate course of action.

Upper School

ACADEMIC COURSE LOAD

Freshmen and sophomores must take six academic classes, unless unusual circumstances exist. Juniors must take six courses with a minimum of five being academic courses. Taking six academic courses the junior year is highly recommended. Courses that qualify

as academic are English, history, science, math, Spanish, and Latin. Film also qualifies as an academic course. An independent study course may also qualify as an academic course; however, any course scheduling arrangements that deviate from the basic requirements must be approved by the Head of Upper School.

Each senior must take five academic courses. In addition to the above course load requirements, he or she must also successfully complete the Senior Thesis. Students seeking exemption from any of the requirements must receive prior approval from the Head of Upper School. A copy of this approval will be placed in the student’s permanent file. A senior cannot be exempted from the senior thesis requirement.

ACADEMIC REQUIREMENTS FOR GRADUATION

In order to graduate from the upper school, a student must successfully complete the requirements set forth below. One credit is equivalent to a yearlong course.

English	4	Spanish	3**
History/Humanities	4	Latin	2
Math	3*	PE/Health	2
Science	3*	The Arts	2

In addition, students must fulfill the Winterim program and the community service requirements each year.

** Students must take a fourth year of either math or science during their upper school years.*

*** Students must take Spanish through Spanish 3, which normally means two years in upper school for those who have gone through our middle school program successfully. Language requirements are sometimes modified for students who enter Bosque School after their freshman year. Other languages studied outside of Bosque School may not be substituted for Spanish or Latin.*

ADD/DROP POLICY

The following guidelines apply for a student to add or drop a course:

- Students may drop a course without penalty **within a week** after the end of the first grading period in mid-October.
- Students may **not** drop a graduation requirement. In exceptional circumstances, with the approval of the Head of Upper School and Assistant Head of Upper School for Students, a student may postpone completing a graduation requirement until another academic year.
- After the first grading period in mid-October a student may withdraw from a course – except a course needed for graduation – with the approval of the Head of Upper School, Assistant Head of Upper School for Students, and the Director of College Guidance, but the course will officially be documented on the student’s transcript as either “Withdraw Pass” or “Withdraw Fail.”

- For semester-long courses – art, chorus, drama, drama technology, treble ensemble, string ensemble, band, and P.E. – a student may drop these courses without penalty within a week after the mid-semester grading period in October or March.
- Students may add a course within two weeks of the beginning of the year for a full year course or within two weeks of the beginning of the semester for a semester course. Because it is challenging for any student to catch up with a course’s content after missing the first two weeks of class, especially since the class time cannot be replicated, students cannot add a course after this two week period, unless there are exceptional circumstances. Then, the student must have the approval of the Head of Upper School and the Assistant Head of Upper School for Students, in consultation with the advisor and the teacher, to add a course.

COURSE PLACEMENT FOR STUDENTS

In those courses where the previous year’s content and skills are critical to a student’s success in subsequent courses, such as Spanish, Latin, and math, a student’s placement is dependent upon both his or her final year-end grade *and* the teacher’s recommendation. The final decision about a student’s placement rests with the Head of the Upper School, in consultation with the Assistant Head of Upper School for Students and the appropriate teachers.

DOUBLING UP

Under special circumstances, a freshman or sophomore may enroll in two math courses during a single school year, but only if recommended by his or her current math teacher and approved by his or her future math teachers. Juniors and seniors are allowed to double up in departments where electives offer more choices, such as science, math and history.

EXTRA ACADEMIC HELP AND TUTORING

We have designed the upper school schedule with free/study blocks so that students can seek out a teacher’s help whenever both are free at the same time. Students can also find extra help during activity block by attending one of our academic labs that focus on Latin, math, Spanish, and writing or during office hours offered during activity block. If your student needs more help with an academic subject than we can reasonably provide, we may recommend hiring a tutor. This recommendation will only be made after all internal resources have been utilized. Bosque School does not provide tutors to students, but may offer specific recommendations. Parents and/or guardians are responsible for finding and paying for such services. Currently employed Bosque teachers are not allowed to be paid tutors for a Bosque student.

FREE BLOCKS/STUDY BLOCKS

The most successful upper school students utilize their free/study block time effectively. During the week most upper school students will have approximately 3 to 5 hours free to complete their work. Of course, some students need some time to relax in the middle of a

busy academic day and they can do this during their free/study time. Nevertheless, we recommend that they use this time to prepare for classes.

GRADE REPORTING

The only grade that is reported on a student's official school transcript is the final year-end grade. Teachers calculate and assign grades in different ways; please refer to the teachers' syllabi for more information. Once a grade is reported by a teacher on a mid-semester or semester report card, the grade is considered official. However, if a student or parent has a question or concern about a grade, the student or parent should contact the teacher within a month after the grade has been reported.

HONOR ROLL

An upper school student must have a B+ average (3.33 G.P.A.) for the year with no grade lower than a B- to be on the honor roll. The honor roll is determined at the end of each school year. The only grades used to calculate the honor roll are a student's final year-end grades. The school calculates a student's G.P.A. using the following standard values:

A+	4.33	B+	3.33	C+	2.33	D+	1.33		
A	4.00	B	3.00	C	2.00	D	1.00	F	0.00
A-	3.67	B-	2.67	C-	1.67	D-	0.67		

INDEPENDENT STUDY

With the approval of the Director of College Guidance, the Head of Upper School, and the Assistant Head of Upper School for Students, a student may elect to take, with a current upper school faculty member, an independent study course not offered as part of our normal course offerings. In addition to the requirements established by the faculty member, the student will be required to meet with the teacher at least once each week and successfully complete all assignments and exams, including a final exam or its equivalent, to receive credit. The independent study option is offered only if a faculty member is willing to take on this extra course.

NON-BOSQUE COURSES

Only under exceptional circumstances can Bosque students take courses at other institutions to fulfill Bosque graduation requirements. If a student must retake a Bosque class, he or she likely will be asked to take a summer course elsewhere to fulfill that class requirement. The student may also be required to repeat that course at Bosque during the next academic year. Students who are spending a year in a study abroad program or other pre-approved absence from Bosque School may be allowed to transfer courses taken at those institutions to fulfill their academic requirements at Bosque. Seniors may enroll in a course or courses off-campus during their senior year; however, these courses must not interfere with or replace the required courses seniors must take while at Bosque School. Before enrolling in any off campus course, seniors must have the approval of the Head of Upper School.

If a student is required or chooses to enroll in a course at another institution, whether during the summer or during the normal school year, the grade earned in that course will not be calculated into the Bosque School grade point average. Only courses completed at

Bosque School will appear on the Bosque School transcript, except in an exceptional circumstance pre-approved by the Head of Upper School and Director of College Guidance. Otherwise, the student should request an official transcript from the non-Bosque institution, which will be placed in his or her permanent record file. That non-Bosque record will be copied and attached to the Bosque transcript when it is sent to colleges or other institutions.

Upper school students may petition the Director of Performing Arts and/or the Director of Athletics to request up to one credit in each department for substantial commitments to a performing art and/or sport outside of school. At least one credit in each department must be earned from Bosque programs.

PASS/FAIL OPTION

Although discouraged and usually discounted among college admissions' officers, there are some situations or circumstances when a 12th grade student might benefit from being graded in an academic course with a pass or fail option. Consistent with our mission to provide a deep curriculum rather than a broad curriculum for our students, the school prefers to have a hardworking senior remain in a challenging academic course rather than have the senior drop the course – thus avoiding learning the skills and content from that course – because of the student's concern that he or she might earn a grade lower than a C-. However, we only grant this option in exceptional circumstances and after all other solutions have been exhausted.

- Only 12th grade students may request this option, except in extraordinary cases and these unique cases must be approved by the Head of Upper School in consultation with the Director of College Guidance and the Assistant Head of Upper School for Students.
- This option cannot be used for a core course requirement.
- A student must have a grade lower than a C- to apply for the pass/fail option or there must be other exceptional circumstances. The Head of Upper School or the Assistant Head of Upper School for Students will consult with the student's teacher to assess whether the pass/fail option is warranted. The decision to grant the option will be made on a case-by-case basis. As a guideline, students who are not working to their full potential, including not turning in work, missing classes, etc., will likely not be granted this option.
- Students are allowed to use the pass/fail option for **one** course their senior year or, if an underclassman, for **one** course during his/her four years of upper school. If a student for some unusual reason is granted the option as a 9th, 10th, or 11th grade student, he or she cannot use that option again the senior year.
- A student must apply for the pass/fail option with either the Head of Upper School or Assistant Head of Upper School for Students **no later than one week after the first grading period in mid-October.** The pass/fail option will not be granted after this time period has elapsed, unless there are exceptional circumstances.

STUDENT RECOMMENDATIONS

The school reserves the right to address any issues stemming from a student recommendation, including a college recommendation.

STUDY ABROAD AND OTHER ALTERNATIVE STUDY PROGRAMS

For some students, a semester or a year of study abroad or in another alternative study program is an opportunity to explore different interests, gain perspective, and mature as young adults. Often students return to Bosque School with a set of experiences and skills that enhances our community. When it is in the best interests of the student, therefore, Bosque School supports students who are interested in this option.

- A student must apply with the Assistant Head of Upper School for Students for a study abroad or other alternative program during the spring semester prior to the academic year of the student's absence from Bosque School. In order to qualify for study abroad or other alternative program, a Bosque student must be in good behavioral and academic standing at the time of application. The Head of Upper School, Assistant Head of Upper School for Students, and the Director of College Guidance will review and approve all applications.
- For any study abroad program, the school recommends additional language study in preparation for the program. This likely will require the family to arrange additional language preparation outside of school.
- The school prefers a student enroll with an accredited program such as SYA, AFS, or the Outdoor School, to name the most prominent. Other programs must be approved by the Head of Upper School, Assistant Head of Upper School for Students and Director of College Guidance.
- A student participating in a study abroad program or other alternative program must have the courses he or she will enroll in during the time away from Bosque School approved by the Head of Upper School, Assistant Head of Upper School for Students, and the Director of College Guidance prior to beginning the program. Depending on a student's course selection and course options, a student may have to fulfill his or her graduation requirements during summer school or take additional classes on his or her return from the study abroad or other program.
- A student may only participate in a study abroad or other alternative program for **one** year.
- The school prefers a student use this option during his or her junior year.
- For students who choose a semester study program, the school prefers that the student do so during the second semester of the academic year.

STUDY HALL

In order to provide additional academic assistance to upper school students, we provide supervised study halls during the week. Ninth grade students are required to attend two study halls per week for the first eight weeks of their freshman year. After a successful first half of the semester, most freshmen will be allowed to opt out of study hall; those needing more structured study time will remain. 10th, 11th, and 12th grade students who

are struggling in a class or need extra time to focus on a particular discipline may be placed in a study hall, especially after parents and faculty review the first set of grades and comments in mid-October.

TRANSCRIPTS

Grades earned at Bosque School are reported to colleges and other institutions on Bosque School official and unofficial transcripts. Students wishing to relay credit for courses not taken at Bosque along with their Bosque transcripts must request official transcripts from those other institutions that they have attended. Bosque School will not report another institution's grades on Bosque School transcripts; however, we will include copies of transcripts from other schools as attachments.

Bosque School will only report official grades after the first midterm. If a student needs grades reported to an outside party before the first midterm, we will report those as grades in progress. After the first midterm, grades for the most recent grading period will appear on an official transcript. A separate senior thesis grade will appear on a student's transcript but the grade for the thesis will not be calculated as part of the student's official grade point average (GPA).

YEAR-END AWARDS

- **GERALD R. FORD CHARACTER AWARD:** The Ford Leadership Award honors the legacy of President Ford who “followed his conscience despite political cost.” It is given annually to one senior who is “good, caring, honest, and hard working.” On the rare occasion that there is a tie vote among faculty, this award may be given to more than one senior. It is the most prestigious award given by Bosque School.
- **CLASS OF 2005 ENDURING GOOD AWARD:** The Class of 2005 Enduring Good Award is given annually to one senior who reflects the spirit of the class of 2005. That is, it is awarded to the senior who tries to conduct himself or herself in a manner that is most beneficial to the class and to the school, not necessarily because of his or her specific acts and achievements, but because he or she is a person of grace and dignity.
- **YALE BOOK AWARD:** The Yale Book Award is given annually to one Junior who demonstrates “outstanding personal character and intellectual promise.” On the rare occasion that there is a tie vote among faculty, this award may be given to more than one junior. This award honors the most exceptional student in the junior class.
- **UPPER SCHOOL HONOR SOCIETY:** Bosque School's highest academic honor is to be inducted into the school's academic honor society, Upper School Honor Society. To earn this honor a student must maintain a B+ average with no grade lower than a B- during his or her four years in our upper school. Students are only eligible for this honor if they have attended Bosque School all four years of high school.

ATHLETICS

MISSION

The athletic program at Bosque is an integral part of the school program. Its mission is to provide students with opportunities within a controlled competitive environment to learn lessons that will last a lifetime. Student athletes are asked to perform at the highest standard for character in competitive situations, to work within a group toward common goals, to support and encourage others on the way to achieving these goals, and to act respectfully toward coaches, teammates, officials, opponents and spectators. Students learn that these goals can only be achieved through teamwork, dedication, discipline, and sometimes, sacrifice, and that sharing their successes with the larger school community is part of the reward.

ATHLETIC TEAMS – MIDDLE SCHOOL

Fall Sports

Girls' Volleyball
Girls' Cross Country
Boys' Cross Country
Coed Flag Football
Girls' Soccer
Boys' Soccer
Girls' Tennis
Boys' Tennis

Winter Sports

Girls' Basketball
Boys' Basketball

Spring Sports

Girls' Track & Field
Boys' Track & Field

ATHLETIC TEAMS – UPPER SCHOOL

Fall Sports

Girls' Volleyball
Girls' Cross Country
Boys' Cross Country
Girls' Soccer
Boys' Soccer

Winter Sports

Girls' Basketball
Boys' Basketball
Girls' Swimming
Boys' Swimming

Spring Sports

Girls' Track & Field
Boys' Track & Field
Girls' Tennis
Boys' Tennis
Girls' Golf
Boys' Golf
Girls' Lacrosse
Boys' Lacrosse

ELIGIBILITY

Participation on a team is a privilege that brings with it certain responsibilities. Students joining a team agree to abide by all team and school rules and to conduct themselves in a manner that is consistent with the school philosophy and mission. A student must meet the following requirements to be eligible to participate in the athletic program:

- The student must be enrolled as a full time student in an eligible grade level and have the following documents completed, signed, and on file with the school before participation in practices or contests will be allowed: Emergency Information Form, Consent Form, Student Medical History Form, and Student Medical Exam Form. Additional forms may be required at the beginning of each season.
- All student-athletes must be in good academic standing. All athletes must satisfy the applicable academic and other requirements set by the Albuquerque Parochial and Independent Athletic League and the New Mexico Activities Association.
- The middle school teams compete in the Albuquerque Parochial and Independent Athletic League (APIAL). A Bosque middle school student athlete needs to achieve a C average (2.0) overall with no failing grades at every mid- and end-of-semester marking period to be eligible for athletic competition. If a middle school student is ineligible as of the end of a grading period, that student will be allowed only limited participation for the next two full weeks of school. The student may practice with the team during this time but may not compete in games. If the student's grades have improved to the required level at the end of this two-week period, the student will be allowed to participate fully with the team. If the middle school student's grades have not improved to the above-stated standard in that two-week period, the student will no longer be able to participate on the team. Students in the 8th grade are allowed to compete at the high school level if they are eligible and capable, as determined by the team coach.
- Upper school teams compete in the New Mexico Activities Association (NMAA), which establishes minimum standards for academic eligibility for upper school students. Bosque School may impose standards that exceed those of the NMAA. A Bosque School student athlete needs to achieve a C average (2.0) overall as calculated by NMAA with no more than one failing grade at every mid- and end-of-semester marking period. An S (satisfactory) or P (pass) will be considered a C or higher. The NMAA requires that we determine eligibility of upper school athletes using the most immediate previous grading period or the cumulative GPA from grade nine forward. NMAA does not allow for a two-week "grace period" during which students have the opportunity to raise their grades. The Athletic Director will determine the eligibility of athletes with the assistance of student advisors, will report names of ineligible athletes to NMAA within five days of the end of the marking period, and has no authority to change eligibility standing, once reported, until the end of the next marking period.
- A student is eligible to participate with the grade indicated if that student is of age as of August 31 of the current school year. Sixth graders must be less than 13 years of age, seventh graders must be less than 14 years of age, eighth graders must be less than 15 years of age, ninth graders must be less than 16 years of age, tenth graders must be less than 17 years of age, eleventh graders must be less than 18 years of age, and twelfth graders must be less than 19 years of age. In middle

school, a student may not participate in more than three seasons of a given sport and no more than a total of nine seasons. In upper school for 1A and 2A schools, the eligibility clock starts when a student enters eighth grade and runs for five consecutive years.

- Participants must demonstrate appropriate behavior during school hours and activities, including team practices, travel and contests. Inappropriate behavior, as described in this handbook and by specific team regulations, may result in suspension from a team.
- Each student must have and wear proper equipment during practices and contests. Proper equipment is specific to each sport and will be explained by the coach. Those without proper equipment will not be allowed to participate in practices or contests.
- Students will not be allowed to participate in practices or contests unless they attend a full day of school and participate in all classes, except in unusual circumstances, and only with the approval of the Head of the Upper School. For physical education classes, students are not excused for an illness or an injury to "save themselves" for any other activity including after-school practices and games. Exceptions will be made for legitimate medical and dental appointments or family emergencies. A written explanation signed by the medical professional or parent must be submitted to the coach by the student.

TEAM LIMITATIONS

Bosque encourages all students to be involved in the athletic program. Enduring lessons and a sense of teamwork can be achieved by participating as a player, a manager, a scorekeeper or even a fan. While the school would like to provide opportunities for all students to compete, facilities and hours limit our ability to do so.

UNIFORMS

Students are expected to clean and return any and all issued equipment to the athletic department within one week of the end of the season. Failure to do so will result in the student being charged for replacement of the missing equipment.

Middle School

The middle school athletic program will reflect the mission of the school and the belief that learning takes place in a variety of settings. We recognize that many students have not had the opportunity to participate on competitive teams before attending Bosque, and therefore, no prior knowledge of the game is required during the 6th grade year. Students in the 7th and 8th grades are also encouraged to participate, but will be expected to have

greater proficiency in the areas in which they hope to compete. Coaches will focus on fundamental skills needed to be safe and successful at the game, as well as basic rules and strategies. Playing time will be a reflection of both effort and ability, with all students who follow the stated training rules having meaningful, but not necessarily equal, playing time in regular season games.

GRADE SPECIFIC POLICIES

6th Grade: All students who are eligible and available to practice during the scheduled practice times may participate on our athletic teams. Students will be expected to attend practices, follow team training rules, and work consistently toward team goals during all practices and games. Because of this policy, please expect teams to be larger and playing time to be limited. Team sizes will vary by sport and will be as large as a coach and the facilities can accommodate.

7th and 8th Grade: All students are welcome to try out for the competitive teams. Coaches will restrict the number of players to manageable sizes, which will vary by sport. Players will be chosen based on ability, potential, experience, and commitment to the team. The focus will be on preparing the student for upper school play.

PRACTICE

Generally middle school teams practice on Mondays, Tuesdays and Thursdays from 3:30–5:00pm. Soccer teams practice on Tuesdays and Thursdays with games on Saturdays. Some teams may practice on Wednesdays, as well. Students are expected to attend all practices unless they are excused by the coach. We recognize that sometimes students have outside commitments that conflict with practices, such as observance of religious holidays, but it is the student's responsibility to inform the coach of any anticipated absence. Students who are not able to attend practices on a regular basis should make a choice between commitment to the team and commitment to other activities.

Upper School

Upper school athletic teams are more competitive in nature and, therefore, a greater commitment to the team is expected. In most cases, students will try out for the teams and the players will be chosen based on ability, potential, and dedication to the team. Playing time in games will be based on ability, work ethic, and practice attendance. Players are expected to attend all practices unless excused by the coach.

ATTENDANCE

ABSENCES/LATE ARRIVAL

Bosque School expects its students to be present and punctual for all classes, meetings, rehearsals, practices and other appointments. School begins promptly at 8:00 a.m. and is dismissed at 3:15 p.m. Students should arrive in time to go to their lockers and check in with advisors **before** 8:00 a.m. We ask that students not be dropped off before 7:30 a.m., as we are unable to provide supervision of students before that time.

Students who are ill should not be sent to school. A student too ill to attend classes at the start of the school day is expected to remain at home for the entire day. A parent should notify the school office no later than 8:00 a.m. whenever a student will be absent due to illness or any other reason. A call will be made to a parent when a student is not in school and we have not heard from a parent or guardian.

Absences are excused for illness, religious holidays and family emergencies. Whenever possible, teachers, advisors, and the school office should be notified well in advance. Upper school students who plan visits to colleges and universities must have advance approval from the Head of the Upper School. Students are encouraged to plan college visits during the summer, vacations, or Winterim to minimize absences from classes. Students are allowed five excused absences each academic year for visits to colleges and universities.

Unexcused absences, such as vacations that do not coincide with school holidays, may result in compensatory assignments. Time spent out of class, regardless of the reason, affects student performance and may have a negative impact on the student's evaluation and grade.

Excessive or patterns of tardies and absences, excused or unexcused, will be addressed by the Assistant Head of Middle or the Assistant Head of Upper School for Students. Responses to excessive tardies and absences may include morning detention, in-school or out-of-school suspension, compensatory work for classes missed, and conferences with families, teachers, and administrators.

LEAVING CAMPUS

Bosque School is a closed campus and students are not permitted to leave the school grounds during the day unless the student's parent has provided specific written or verbal permission to the Bosque School administrative office, specifying the time during which the child will be absent and the child's destination. Middle school students are not allowed to leave unless accompanied by a parent or other duly authorized adult.

When parents come to pick up their son or daughter during school hours, the parent must sign the student out in the Middle School Administration Office or the Upper Schoolhouse. Upon return, students must sign in at the same office.

Upper School: If an upper school student who drives needs to leave school for a doctor's appointment or some other pressing engagement, **he or she must sign out with the Upper School office and the Upper School administrative assistant or the Upper School head must have verbal confirmation from the student's parent or guardian. After a doctor's visit, a student should return with a doctor's note and leave it at the Upper School office when signing back in. Finally, anytime a student arrives at school after 8:00 or leaves before 3:15, he or she must sign in or out with the Upper School office.**

Parents should not excuse students from any part of the school day except for reasons stated above. Students will not be excused during free blocks, activity block, or lunch. Open blocks are meant to be used for studying, meeting with teachers, or participating in community bonding or other activities. Therefore, students who are not on campus during these times are not fulfilling their responsibilities as Bosque students.

Except as described above, and with the exception of seniors with privilege, once upper school students arrive at school, they **are not allowed to drive off or be driven off campus until school ends at 3:15, including during lunchtime.**

Consequences: The first time a student driver leaves campus without permission, that student will serve one day of Friday morning detention, beginning at 7:00 am, and will lose his or her driving privilege for one week. The student's parents or guardians will have to arrange alternate transportation to and from school. A second violation will lead to one day of in-school suspension and two weeks of suspended driving privileges. With any subsequent violation of this policy, the student will be subject to more serious disciplinary responses, including further suspension of driving privileges and/or out-of-school suspension. Students who walk off, take public transportation, ride bicycles, or are driven off campus without permission will be subject to disciplinary responses including detention or out-of-school suspension. Student safety is our highest priority, and we can fulfill our responsibility only if students act responsibly.

SENIOR PRIVILEGE

After Labor Day, seniors may receive permission from their parents to arrive late to school or leave early on days when they do not have classes at the beginning or end of the school day. Senior Privilege does not authorize a senior to miss any class time nor does it allow seniors to leave campus for the purpose of going to lunch. Seniors will be allowed to come to school in time for their first class, even if that class begins after first block, and they will be allowed to leave when their last class ends, even if that class ends before 3:15. Once they arrive at campus, however, they must remain on campus until their last class ends. Seniors also must sign in and out with the Upper School office when arriving and leaving. Once students sign out to be off-campus, the school is no longer responsible for the student. If seniors have a first block class, they must be at school by 8:00 a.m. in order to attend Morning Meeting. This privilege will begin after Labor Day. During the first three weeks of school, seniors will come to school at 8:00 and leave at 3:15.

If a senior does not follow these guidelines, he or she will lose senior privilege for an amount of time to be determined by the Head of Upper School and receive other disciplinary responses.

CONDUCT

HONOR CODE

In addition to following specific rules promulgated by the school, all students are required to abide by the following Bosque School honor code:

A Bosque School student is expected to act with integrity in his or her life. Acting with integrity includes being honest at all times, respecting the property of others and the environment of the school, and conducting oneself with moral and ethical awareness.

The honor code is quite intentionally a statement of general principles and not a set of detailed guidelines or rules. It is the philosophy of the school that students should conduct themselves in accordance with such principles and not base their actions on whether or not there is a specific rule that might apply. We seek to instill in students through the honor code an understanding that if a course of conduct seems wrong it is to be avoided, even if there is no rule that specifically prohibits it.

Conduct, including off-campus conduct, that interferes with or adversely affects, directly or indirectly, the health, safety, or welfare of other students, staff, or the Bosque community at large, or which interferes with the educational process may be grounds for disciplinary action up to and including dismissal.

RESPONSIBILITIES OF A BOSQUE SCHOOL STUDENT

In addition to our commitment to integrity, scholarship and community, we hold students accountable to the concepts of respect and responsibility. It is important for each student to understand that membership in the Bosque School community has both privileges and responsibilities. Students who neglect their responsibilities risk losing their place at school.

Students must commit themselves, with the help of teachers and parents, to abide by the rules of the school and its honor code and to behave consistently with the shared values of the community. Students who break rules, who violate the honor code, or whose behavior violates the community's principles of honesty and respect for self, others and the surrounding environment (including our school and the greater environment) may face significant consequences, including suspension and even dismissal from the school.

There is, of course, some student behavior – whether on or off campus – that is so egregious (and, in some cases, illegal) that it would prompt the school to dismiss the student immediately. Such behavior includes, but is not limited to, committing a crime, using or distributing illegal substances, and deliberately and maliciously destroying property.

In order to build upon the strong sense of community that already exists at Bosque School and to fulfill our responsibilities to one another, we expect students to:

- Contribute positively to the quality of life at school
 - Show respect for and offer assistance to guests on campus
 - Act responsibly regarding the cleanliness and condition of the campus
 - Be sensitive to the different needs of people of a different age level
- Take seriously the responsibilities as a student
 - Engage purposefully with the academic program, the faculty and the students
 - Arrive on time for and attend all classes, meetings and appointments
 - Prepare for classes; complete assignments
 - Participate fully in the academic and extracurricular programs while seeking balance among the opportunities
 - Take initiative; seek help when it is needed
- Demonstrate and uphold high standards of integrity and responsibility
 - Accept responsibility for their actions. We all make decisions and sometimes we make mistakes. A good citizen does not cast blame; he or she accepts the consequences of his/her decisions.
 - Resist thoughts, words and actions that may be hurtful to others
 - Act honorably both on- and off-campus
 - Demonstrate good sportsmanship at all competitive events, either as a competitor or a spectator.
 - Be a good ambassador of the school
 - Observe proper decorum at all school assemblies and performances.
- Abide by the rules and expectations as set forth in the Student Handbook
 - Avoid all contact with illegal or prescription drugs, alcohol and tobacco
 - Dress modestly; wear clothing that is neat, clean and in good repair
 - Abide by the rules and procedures governing leaving campus
 - Understand plagiarism and the limits of shared work
 - Understand the limits of acceptable use of technology
 - Be honest in all dealings with people; your word is your most precious possession

In order to receive the greatest benefit from the Bosque experience, students must expect to give as well as receive.

ACADEMIC INTEGRITY

Bosque School is a learning community dedicated to fostering intellectual growth and development and a sense of responsibility in each child. For students, academic integrity means that they are absolutely honest in their intellectual efforts. Violations of academic integrity, in any form, are, therefore, contrary to the values of Bosque School and detrimental to the students' own development as young scholars and responsible members of this community.

***Upper School Consequence:* If a student is not honest in his or her academic efforts, he or she will receive both a disciplinary and an academic response to his or her actions. Depending on the circumstances of the incident, other consequences may be imposed. Any subsequent example of academic dishonesty will result in a more severe penalty and may result in an appearance before the Judicial Committee which would determine if dismissal from school is warranted.**

One specific requirement of the honor code, which is set forth in some detail here because of its significance, is academic integrity, which requires each student to use only his or her work unless proper citations are made or the teacher is fully aware of a collaborative effort. The following are examples, not an exhaustive list, of violations of this requirement:

- Plagiarism, which is the unacknowledged use of another's words or ideas, whether spoken or written, including material cut and pasted from electronic sources.
 - If another's *words* are used, they must be enclosed in quotation marks or set apart in a block quotation, and the source of those words must be given.
 - It is not enough to change the *words* of a source; credit must be given for the ideas obtained from any source.
 - Sources that must be credited are not simply published works but any other person or any other person's works.
- Using unauthorized notes or other aids in a test, or copying from or being influenced by another student's work during a test. Unless otherwise stated in a teacher's syllabus or specific course assignment, this prohibition includes a student using course materials, such as exams, notes or essays, completed by another student who took the course in a previous year, even if that use was only intended as a study aid.
- Giving unauthorized aid to another student, such as allowing another student to copy or use one's test, paper, or homework. As stated above, sharing course materials with a student enrolled in a course that he or she previously took is also not allowed. Students should check with individual teachers for clarity about their course policies.
- Use of help on homework or a take-home test that is beyond the limits specified by the teacher.
- Submitting the same work for credit to more than one teacher unless both teachers give their permission.

BEYOND BOSQUE

Behavior of students in their lives outside of the school and school events is primarily the families' responsibility. However, the school has a genuine interest in the effects of students' behavior upon the school community as well as the larger community. A student who is enrolled at Bosque School is a member of the school community at all times and

carries the name of the school into many places and events. Therefore, the school reserves the right to take disciplinary action up to and including suspension or dismissal for any violation of school rules or other actions that are considered by the Administration, or by the Judicial Committee, if necessary, to be detrimental to the school and/or the school community whether they occur on or off campus. **Lack of judgment even on weekends and during vacations can lead to dismissal from school.** Being a member of the Bosque community is a privilege; Bosque students are expected to use good judgment at all times.

BULLYING

Our goal is to create a safe community. In order to achieve this goal, we must acknowledge that bullying can occur within our community and that it can hurt everyone: perpetrators, bystanders, and victims alike. Because of this, bullying in any form will not be tolerated among Bosque School community members. Both males and females can be bullies and we cannot tolerate an attitude of “boys will be boys” or “girls will be girls” to excuse cruel behavior. Bullying can be defined as, but is not limited to:

- Direct or indirect, blatant or subtle, repeated and intentional actions between parties in which there is an imbalance of power.
- Any behavior considered physical, social, verbal or written aggression; intimidation and sexual or racial/ethnic harassment.
- Cutting someone off from essential relationships.
- Isolating the victim by making him or her feel rejected by his or her community.
- Spreading of malicious gossip and rumor via any communication medium, including text messaging, instant messaging, email, or social websites such as MySpace and Facebook.
- Hazing or any ritual that degrades, humiliates, threatens, or physically hurts another person as a pretext for joining a group.

Students, teachers and parents are all part of the solution when an instance of bullying comes to the school's attention. Our goal is to teach students that bullying behavior does not benefit them, either presently or in their future. We will respond through a continuum of actions designed to educate first and then, if the behavior is continued, reinforce through tangible consequences up to and including dismissal from school.

DANGEROUS ITEMS

The possession and/or use of any item that is likely to be used in a dangerous or threatening manner or that is likely to cause injury to any person is prohibited on or near school property and at or near school events. This includes, but is not limited to, the possession and/or use of any firearm, knife, incendiary device (including matches), other dangerous items, such as mace, that could be classified as a weapon, or items that may be identified as weapons, such as toys.

DRESS CODE

Bosque School, in its effort to educate students and to develop good habits among them, encourages the wearing of a variety of clothing that upholds the school's commitment to respect and responsibility. Clothing and accessories that cause distraction in the classroom are not in keeping with the mission of the school and are not to be worn. To this end the following guidelines are to be observed:

- Clothing is to be clean, neat, and in good repair.
- Tank tops must be modest. Spaghetti straps are not allowed.
- Exposure of the midriff or undergarments is not acceptable.
- Shorts and skirts must reach at least mid-thigh.
- Writing, artwork, or logos that contradict the school's values or are offensive are not allowed.
- Athletic apparel, especially clothing used for PE classes, is not to be worn to other classes. Students will change out of street clothes and into appropriate athletic wear and shoes for physical education classes and after-school sports.
- Hats and caps may be worn outdoors as desired; they are not appropriate indoors.
- Footwear is to be in good repair and must be properly worn and fastened at all times.

DRUGS AND ALCOHOL

This statement refers to the school day, school property or any school-sponsored activity or event at any location: The possession, use, and/or evidence of distribution or selling of illegal drugs or alcohol is forbidden. The appearance of being under the influence of illegal drugs or alcohol or of having related paraphernalia is equally serious. **Any student found in violation of these rules will face dismissal from school. Any student found knowingly in the company of someone committing any of these violations will also face serious disciplinary consequences.** Illegal substances, which include inappropriately acquired prescription drugs or alcohol for those under the age of 21, will not be tolerated at Bosque School. Acting independently of the school administration, the upper school student government drafted a document titled *Pledge of Conduct* that students who attend social events sign to indicate understanding and support of the school's substance abuse policy.

Furthermore, serious misbehavior involving the use of illegal drugs or alcohol that takes place outside of school can become a matter of school discipline, particularly if these behaviors threaten the safety or well being of others. Examples of "private behavior" that could come under the scrutiny of the school include a conviction for DWI or for the possession of an illegal substance.

MEDICAL LEAVE

Bosque School recognizes that, at times, students are subjected to more serious and longer term illnesses, conditions or circumstances that preclude the student's attendance at school. When that happens, the school will initiate discussions that will separate the student from school for his or her own welfare or for that of the student body. Once the terms of the separation are made, the school will make reasonable efforts to support the student and to allow him or her to continue to maintain his or her status as a student at the school by supplying essential assignments and general guidance. However, the school does not accept responsibility for the day-to-day instruction of the student while away from campus, nor does it guarantee continued enrollment for the student.

SEARCHES

Student backpacks, lockers, cars, and personal belongings are subject to search by school officials. In addition, Bosque School administration may conduct more intrusive searches including but not limited to pat down searches or requiring students to empty pockets or remove overcoats or other outer clothing, if there is reasonable individualized suspicion that a student has violated school rules.

Upon reasonable suspicion that a student is under the influence of alcohol or illegal drugs, Bosque School may require drug or alcohol testing. In addition, Bosque School may conduct random, suspicionless drug or alcohol tests, such as breathalyzer tests, on students at extracurricular activities, including but not limited to athletic events, field trips, and upper school dances.

STUDENT CONCERNS

The Bosque School faculty, staff, and administration are committed to responding to all concerns that interfere with students' physical, emotional, and social well-being. Various members of the adult community are prepared to address students' concerns in an appropriate manner.

If a student has concerns about his or her participation and performance in a particular course and/or the expectations of the course, he or she should address those concerns with the teacher in that course. Some concerns could include levels of learning skills, correct approaches to understanding and completing assignments, the pacing of the course, time management, and other academic issues.

If a student's academic performance and overall demeanor is negatively affected by minor personal or social issues, the student should address those issues with an advisor. Those issues could include, but not be limited to, normal physical, emotional, and developmental adjustments, peer relationships, or communication with teachers, family members, and other adults. If the student's concerns are responses to personal, family, or community crises or the support sought is beyond the capacity of the advisor, the advisor will help the student seek support from the Director of Student Development.

If one or more students feel unfairly treated by an adult on campus, he/she/they should take that concern to a trusted teacher, advisor, or coach. The teacher, advisor, or coach will help the students address the concern about the adult with an appropriate administrator. Students should **not** share details with fellow students or other advisors, teachers, or coaches. The student may request a hearing with a program director, the director of student development, the assistant head of a division, the head of a division, the assistant head of school or the director of finance, depending on the allegation. Any reasonable reported incident or concern will be fully investigated and, if warranted, action will be taken. Students should know that personnel matters are solely the responsibility of the administration and that confidentiality regarding personnel matters is governed by law. Therefore, any response from the administration back to the student, other than that the matter has been investigated, would be inappropriate.

STUDENT DEVELOPMENT DIRECTOR

The Director of Student Development plays an integral role in the lives of students on campus and is committed to working collaboratively with students, faculty and administrators, and families. She is committed to ensuring that all Bosque students' academic, personal, and social developmental domains are appropriately and effectively addressed.

The Director of Student Development will address students' academic, personal and social well-being by:

- Working as a community liaison in providing necessary referrals to community professionals or agencies and gathering information based on individual student needs.
- Leading the faculty and staff in helping to develop the knowledge and skills needed to meet students' needs in individual and group settings.
- Providing individual and group counseling as needed based on student concerns regarding crisis situations and serious matters directly affecting school performance.

Students and their families are encouraged to consult advisors and division heads to determine if students' situations and concerns warrant individual appointments with the Director of Student Development.

STUDENT SAFETY

Bosque School seeks to maintain a campus that is safe for students, employees and visitors. On a daily basis, students are expected to conduct themselves in ways that demonstrate their shared responsibility in ensuring the safety of all individuals on campus. Students are also expected to report any situations or conditions that threaten the preservation of a safe environment.

In the unlikely event that a crisis occurs (fire, severe weather conditions, acts of violence, or threat of any crisis), students are expected to follow instructions from faculty and

administrators and to adhere to all expectations outlined and presented in the Crisis Management Plan.

Students who create or fail to report a threat to the safety of any individuals on campus are subject to a disciplinary response from the school. To that end, the school may place a student on temporary leave if the Administration determines that the student's presence on campus creates a threat to student safety or the reasonable likelihood of disruption of the educational process.

Examples of such situations include, but are not limited to, fighting or other conduct, either on- or off-campus, that might lead to retaliation that could be brought to campus; suspicion or knowledge of student involvement in criminal activity; suspicion or knowledge of student involvement in the distribution or sale of illegal drugs; suspicion or knowledge of gang-related activity; or whenever a student's particular circumstances pose a risk of self-injury or injury to others.

Temporary leave is intended to promote student safety; it is not a disciplinary consequence. Temporary leave will last for as long as the Administration deems necessary. During the period of leave, arrangements will be made to allow the student to continue receiving reasonable educational services, including submission of homework assignments, test-taking, and access (through alternative arrangements) to instructional staff. However, the school does not accept responsibility for the day-to-day instruction of the student while away from campus, nor does it guarantee continued enrollment for the student.

TECHNOLOGY RESOURCES – ACCEPTABLE USE POLICY

Bosque School provides computers, networks and Internet access to students, faculty and staff in support of academic activities. **Any use of school technology resources must be directly related to school activities or research and be consistent with the educational objectives of Bosque School.** The use of Bosque School computers and network services is a privilege, not a right, and inappropriate use may result in revocation of computer privileges and/or disciplinary action.

The following standards have been established for use of Bosque School's computer resources and network.

- Students are required to make efficient, ethical, and legal use of the computing and network resources. Students may access only those resources they are authorized to use and must use them only for educational purposes. **The use of a school computer for playing games, viewing videos, or other purposes not directly related to school activities is prohibited.** If a student fails to use the computer, network or internet properly, his or her account or access privileges will be terminated, and appropriate disciplinary action will be taken.
- Bosque students are expected to avoid sexually explicit, hate-related or otherwise inappropriate material while using the school's computers. If an inappropriate site is accessed accidentally, it should be reported to the Technology Department.

- Students are to protect their passwords. **Do not ever give your password to another student or person.** Any abuse of a student's account by someone else is the student's responsibility. If a student believes someone else may have his or her password, he or she should arrange to have his or her password changed by a member of the Technology Department.
- **Under no circumstance should a student use another individual's account or attempt to obtain the password of another user whether he or she is a student, faculty member or staff member.** Using another's password for any reason is grounds for revocation of computer privileges and/or disciplinary action.
- **Students may not load software of any kind onto Bosque School computers or run executables from USB drives or other sources. Students must not reconfigure, disable, destroy or otherwise change hardware, software or the data on school computers or of another user, or disrupt in any way any of the network connections.** This includes, but is not limited to, the uploading or creation of computer viruses, spyware or any password cracking software. Any damage to equipment or software will result in appropriate disciplinary action and loss of computer privileges.
- Security on any network system is a high priority. **Students should not intentionally attempt to hack into the system or circumvent any of the security measures put into place by Bosque School.** Any student identified as a security risk will be denied access to the Bosque School network. If a student can identify a security problem on the school network, he or she must notify a member of the Technology Department immediately and must not exploit the vulnerability or demonstrate the problem to others or he or she will lose his or her computer access and be subject to disciplinary action.
- The use of a computer or account at school requires that the student abide by the generally accepted precautions and etiquette. These include, but are not limited to, the following:
 - Do not reveal personal information of any kind, such as addresses, phone numbers, passwords, or email addresses of your own or anyone else.
 - Use appropriate language. Do not use abusive, threatening, or any other inappropriate language in written electronic communications.
 - Any illegal, unsavory or discourteous activity is strictly forbidden.
 - Other student files are their own and, as such, should not be examined, copied, renamed, changed, deleted, etc. without the owner's permission.
 - Any off-site website managed by a Bosque School student that characterizes another member of the school community in an offensive or threatening manner or is perceived as a threat to the school will elicit a disciplinary response from the school.
 - Copyrighted software provided by Bosque School may not be copied.

- School computers must not be used for commercial activities, product advertisements or political lobbying.

Bosque School has access to all files on the network and has the right, the responsibility, and the ability to monitor any and all computer usage. Storing inappropriate files or programs on the server or access to information considered to be inappropriate as stated in the above policy will be reported to the Administration for appropriate action.

TOBACCO

Bosque School is a smoke-free environment. The use of tobacco products is prohibited on school property or at any school-sponsored activities or events.

DISCIPLINE

IN GENERAL

Most disciplinary matters will be handled informally by the individual teacher or teachers involved by means of reprimand, counseling, discussion with parents and other actions deemed appropriate under the circumstances. In cases where more formal action is required and where punishment could include campus duty, detention, suspension or dismissal, the matter will be referred to the Assistant Head of the division, the Head of the division or the Assistant Head of School, in that order and in accordance with the severity of the matter. If dismissal from school is a punishment option under consideration, the Head of School will make the decision about disciplinary action. At the discretion of the Head of School, the Judicial Committee can be called upon to review the circumstances and to make a recommendation regarding discipline.

FORMS OF DISCIPLINARY ACTION

There are five forms of formal disciplinary action that the school normally will take in connection with violations of school rules or the honor code. These are campus duty, 6:45 a.m. detention, in-school detention, out-of-school suspension, and dismissal.

- **Campus Duty:** Campus duty is typically assigned for relatively minor violations of specific school rules or other minor disciplinary infractions. It takes place after school for middle school students, during lunchtime and during free blocks for upper school students and consists of the offender completing work in and around the school that will be a benefit to our community.
- **7:00 a.m. Detention:** This consequence will be assigned to upper school students for repeated violations of school rules or for violations that require a response other than campus duty. They will spend from 7:00 a.m. to 7:55 a.m. on Friday morning in a supervised classroom. The decision about whether or not to assign a student to come to school at 7:00 a.m. will be made by the Head of the Upper School or the Assistant Head of Upper School for Students after consultation with all relevant parties. This consequence is used as an option in the upper school only.

- **In-School Detention:** An in-school detention requires that a student come to school but be isolated from the school community. The student will not be permitted to participate in any extracurricular activities, including athletics and drama, for as long as the penalty remains in effect. Students serving in-school detention will do academic work assigned by their teachers as well as reflect on the event(s) that led to the detention.
- **Out-of-School Suspension:** Suspensions will be assigned for relatively serious violations of specific school rules, for seriously inappropriate conduct, or for repeated infractions. During an out-of-school suspension, the student may not be present on the campus and may not participate in any school activities. Students will have the opportunity to complete major assignments. However, it is possible that the student's grades in the missed classes may suffer since the learning experience of the classroom cannot be easily re-created. The decision on whether or not to suspend a student will be made by the Head of the Upper School or the Head of the Middle School, as appropriate, after consultation with relevant parties.
- **Dismissal:** **Dismissal will be assessed for infractions that are considered so serious that the continued enrollment of the student at the school may not be in the best interests of some or all of the other students, may undermine the academic or social environment and/or objectives of the school, or may damage the reputation of the school. These cases are referred to the Judicial Committee for review and recommendations. The determination of whether dismissal will be considered as a possible form of disciplinary action will be made at the discretion of the student's division head. Students can be dismissed for inappropriate behavior that takes place either on- or off-campus and either during school time or not.**

JUDICIAL COMMITTEE

At the beginning of each year, the school selects a number of faculty members to serve on the Judicial Committee. At the end of the previous school year, a group of nine juniors and seniors are selected by a faculty panel to serve on the Judicial Committee. Upper school students will not serve on a Judicial Committee when a middle school student faces the JC. The Assistant Head of School will chair any hearings. The appropriate division head will present the relevant facts to the Judicial Committee. The student will be afforded the opportunity to hear the presentation of facts regarding the alleged infraction. The student will then be afforded the opportunity to present additional and/or rebuttal facts, and then the student will be excused. The Committee, within its discretion, may solicit and/or allow the presentation of information from other persons, including but not limited to the student's advisor.

After discussion, the Judicial Committee will formalize a recommendation regarding the consequences deemed appropriate to the circumstances. The Head of School can endorse or adjust these recommendations.

NOTIFICATION OF COLLEGES

It is the school's policy to inform colleges of all disciplinary actions greater than a 2-day suspension taken by the school.

PROBATION

A student may be placed on *disciplinary probation* as a result of violating the rules of student conduct or the honor code. Students who are placed on probation must not be involved in further disciplinary problems during the period of the probation. Additional infractions while a student is on probation may result in suspension or dismissal. The appropriate division head will determine when a student is to be placed on and removed from probation. If a student does not fully meet the terms of a probation, the student's contract will be withheld for the next school year.

SAFETY

ANTI-HARASSMENT POLICY FOR STUDENTS

Bosque School is committed to creating and maintaining an educational environment in which all individuals are treated with respect and dignity. It is the policy of Bosque School that any form of harassment or discrimination, on the basis of race religion, creed, color, national origin, ancestry, marital status, sexual orientation, gender identity, disability, medical condition, age and gender is prohibited. Bosque School is committed to maintaining its environment free of any such harassment and discrimination.

Harassment includes intimidation or abusive behavior toward a student that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the Bosque School's programs.

Bosque School recognizes that harassment may take many forms, including, but not limited to:

- Verbal conduct such as epithets; jokes based on ethnicity, religion, race, gender, sexual orientation, or other protected basis; derogatory comments; slurs; or unwanted sexual advances, invitations or comments;
- Visual conduct such as derogatory posters, cartoons, drawings or gestures, unless used for legitimate academic purposes;
- Physical conduct such as assault, blocking normal movement or interference with work because of gender, disability or other protected basis;
- Threats and demands to submit to sexual requests;
- Hazing, including demeaning or humiliating acts as a condition of membership or initiation to an activity, club team, group or class;
- Bullying, including the use of threats or acts to intimidate, insult, demean or embarrass others; and
- Retaliation for having reported the harassment.

Harassment and discrimination are prohibited in Bosque School's environment and in other school-related settings such as field trips, extracurricular activities, and other off-campus school-related activities.

Reporting: Any person who feels that he or she has been the subject of discrimination or harassment, or has information that another person has been the subject of discrimination, should bring the matter to the attention of the Bosque School administration. All incidents of known or suspected discrimination and harassment should be reported, either in writing or orally, to a division head, the Director of Student Development, or the Assistant Head of School.

Investigation: Reports of discrimination will be promptly investigated, which investigation will typically include the gathering of information from involved students and/or school staff.

Confidentiality: All reports of discrimination and investigations will be kept confidential, subject to such disclosure as is necessary for purposes of investigation and resolution.

Resolution: Resolution procedures may vary depending upon the nature, frequency, and severity of the incident. Resolution procedures may include, without limitation, directives to stop the offensive behavior, mediation, counseling, education, and/or disciplinary action up to and including expulsion. The persons involved will be notified of the resolution.

Retaliation: Retaliation against persons who report discrimination or harassment, or who participate in the investigation thereof is prohibited and retaliatory acts may warrant additional disciplinary action.

BUS RULES

The following rules apply to all students and their families regarding bus transportation safety:

- Parents/guardians should not leave the pick-up area until students are safely on the bus.
- No late pickups. Once the bus doors have closed, they will NOT re-open, even if you are pulling into the parking lot. Please understand that we must stay on schedule.
- Students must listen to and follow the directions of the driver at all times. Parents or guardians will be called by the Assistant Head of Middle School or the Assistant Head of Upper School for Students about any disruptive or disrespectful behavior on the bus. Initial and continued disruptive or disrespectful behavior may lead to appropriate sanctions, including discontinuation of bus riding opportunities.
- The afternoon bus will leave the school promptly at 3:30. Middle School students who are not on the bus at that time, will be sent to Aftercare until they can be signed out and picked up.
- Parents and guardians must agree that they will always have someone available to pick up their children in the afternoon when dropped off at Hoffmantown Church. The bus will not be returning to campus, and there will not be a school employee on the bus to wait with the children.

CRISIS MANAGEMENT PLAN

The Bosque School Crisis Management Plan is written, disseminated, and discussed to help members of the community:

- Understand which emergency situations warrant attention as a crisis on the school campus or affecting the entire school community.
- Review procedures that need to be followed in the event of a crisis.
- Know and remember key staff members whose efforts will help all members of the community in time of crisis.
- Know and understand the communication procedures that will be used in identifying, responding to, and recovering from crises.

The Crisis Management Plan calls for adhering to the following general procedures:

- Report any concerns about a crisis situation to the appropriate administrators.
- Confirm knowledge of situations only from previously determined media resources (official email, phone, and text messages; radio and television announcements; approved recorded messages on the school phone system).
- Follow procedures prescribed for general situations and specific occurrences (evacuation, lockdowns, traffic patterns, alternate transportation, etc.)
- Observe responsible and appropriately responsive demeanor in supporting on- and off-campus personnel who are addressing the crisis situation.

DROP-OFF AND PICK-UP

Vehicles dropping off or picking up students must use the designated drop-off/pick-up location in front of the Middle School Administration Building and the New Upper Schoolhouse. Parents are asked not to drop off or pick up students in the North parking lot (behind the gym and science building) unless cars are parked in designated parking spaces. Students may leave or enter a vehicle on the curb side only when the vehicle is adjacent to a curb or from either side when parked in a designated parking space. All persons driving a vehicle on the campus are urged to use extreme caution and follow designated speed limits.

EMERGENCY PROCEDURES

Emergency Information Form: All parents must sign and submit an Emergency Information Form listing family physicians, parents' work phone numbers, and people designated as alternates for parents. A medical form must also be on file. The Consent Form authorizes the school to act for the parents in the case of an emergency. Parents must notify the school promptly of changes in telephone numbers, their student's health, and/or particular medical requirements. Trying to track down information in an emergency wastes precious time.

Emergency Situations: In the event of an emergency situation on campus, all efforts will be made to communicate directly with families by phone and email. Parents are asked not to call the school, as the incoming calls may make it difficult to communicate with emergency personnel in a timely manner. In the event of an evacuation or lockdown, families will be informed of staging locations where students can be met and picked up by parents or guardians.

EMERGENCY CARE

The school follows standard first aid principles in handling emergencies, regarding the student's safety as the first priority. Every emergency or accident is different, but in general:

- If the symptoms or injury are serious, arrangements will be made to transport the student to a hospital, where authorized personnel will be allowed to act according to the information that was provided by the parents. Efforts to contact parents will begin as soon as possible.
- If an injury does not appear to be serious enough to warrant hospital treatment but is a head or face injury, it will be treated at school and the parents will be notified as soon as possible.
- Minor injuries such as scratches, bumps, bruises, cuts and so forth will be treated at school and no parent notification will be made by the school.
- First-aid supplies are available in the office and are carried on all field trips, as are copies of the emergency medical forms.

FIRE DRILLS

The school conducts evacuation drills on a monthly basis and reverse evacuation drills semi-annually. Students are expected to proceed in a quiet and orderly fashion to the soccer field and to the classrooms, respectively. All students are accounted for during fire drills.

INSURANCE

In order to protect both the students and the school, the school's student accident insurance policy covers all students during classroom, athletic, and field trip activities. The school's policy is secondary coverage; parents' private insurance is the primary policy in the event of a school-related accident. A more detailed description is available from the school office.

In the event of a school-related injury, parents are requested to work with the office so that the claim can be initiated promptly. Written notice, completed forms, and any additional information will expedite a resolution.

STUDENT-OPERATED VEHICLES

Driving to school is a privilege, not a right. Students are expected to show respect for traffic laws and awareness of general safety principles while operating their vehicles. If a student's driving is deemed irresponsible, he or she will lose school driving privileges. One aspect of responsible driving is to offer rides only to students who have received parental permission to be in student-operated vehicles. Because this area is difficult to monitor, students are responsible for knowing who can ride in their cars and who cannot. Under no circumstances should a student ride with another student driver during the school day without formal parental permission provided to the school.

Inasmuch as the parking lots are unsupervised, students may not be in or near their cars between the time that they arrive and when they depart. The parking lot is not a place to congregate to socialize or listen to music.

GENERAL INFORMATION

AFTERCARE PROGRAM

Middle school students who are not involved in a supervised afterschool activity but who need to remain on campus beyond 3:30 must go to Aftercare, which meets in the Science Building at the north end of campus *and* in the library for those who want to study. Students will be monitored by an adult from 3:40 p.m. until 6:00 p.m. Students must sign in when they arrive and be signed out by a parent when they leave. Parents or persons designated by the parents must come to the Aftercare location or library to sign the student out. There is a separate charge of \$5 an hour for this program and times are rounded to the nearest half hour. There is an additional \$10 charge for families if the student is picked up after 6 PM; students or families showing chronic disregard to Aftercare guidelines may lose the option to participate in this program. Billing is done on a monthly basis. Interested parties may inquire at the school office. The program is run by Terry Thompson (cell: 681-3044) with the help of an assistant.

Students who are not picked from a structured activity, such as team practice, play rehearsal, etc., will be sent to Aftercare, and families will be charged for that time. Middle school students may not be supervised by upper school siblings who stay late; they must still check into Aftercare. Students who want to stay after school to watch a game must sign into Aftercare. If students play in a game on campus and decide to stay to watch a second game, they must sign in to Aftercare. They will be charged until parents sign them out. However, students who have a late game, at 4:30 for example, are welcome to stay at Aftercare until game time; there is no charge to parents for this supervision. Also if a team practice or game is canceled with less than a two-day notice, students who need to go to Aftercare will not be charged.

Our goal is to provide a safe and relaxed environment for middle school students and to keep track of their whereabouts on campus after hours. Students in Aftercare will be given a snack between 4:00 and 4:30 pm. If you know that your child will be in Aftercare until 6pm you may want to send additional food. Students may not leave Aftercare to run errands to other buildings without specific permission from the Aftercare staff.

Some upper school students, who are not engaged in either a practice, meeting or rehearsal after school, choose to remain at school after hours; however, there is no supervision for upper school students after 3:15. We do not claim and cannot guarantee that there will be an adult to supervise your upper school children, except in the library, which is supervised until 6:00 p.m. Your upper school child is encouraged to go to the library to work on schoolwork after school.

ELECTRONIC DEVICES

All students should be aware of the concerns of having and using electronic devices on campus. These concerns include theft of the devices, the disruption of classroom or other campus activities, and the interference of normal social interactions among students.

Middle School: Middle school students may not use personal stereo devices during the school day. We highly discourage students from having these at school. Electronic devices, such as pagers and cellular phones, also may not be used during the school day. If brought onto campus, they must be turned off and kept in students' backpacks. Students are welcome to ask permission to use school phones for necessary phone calls.

Upper School: Upper school students may use personal stereo devices during their free time; however, these devices may not be used in classrooms during class time. Electronic devices, such as pagers and cellular phones, may not be used during class time; however, necessary calls can be made during students' free time outdoors. During class time, cell phones and pagers must be turned off and stowed in students' backpacks. Students are welcome to ask permission to use school phones for necessary phone calls.

Faculty and staff will address violations of these expectations by warning students, removing the devices from the students, addressing the concern with families, or a combination of all responses.

FOOD, DRINK AND GUM

Food and drink must remain in designated eating areas unless authorized and supervised by a teacher. Students may eat in Sanchez Park, in Budagher Hall, on Leising Commons or Bell Plaza. No eating is allowed in any other building, including the library, except when invited by a teacher. Water bottles may be taken anywhere as long as they have caps. For middle school students, gum is not allowed at school anytime.

LOCKERS

Students are assigned a locker when they enroll at Bosque School. School lockers remain the property of Bosque School, and the school reserves the right to inspect them when it deems such an inspection appropriate to maintain discipline or to insure compliance with school rules.

LOST AND FOUND

Personal items should be marked with the student's name. Items so marked that are misplaced by a student will be returned if and when found. Items not so marked will be placed in the school lost and found. On designated Wednesdays of every month, lost and found items are displayed behind the gymnasium. Items that are not claimed are donated to a charity. Students should not bring valuables, such as iPods, digital cameras or

expensive jewelry, or large amounts of money to school. The school accepts no responsibility for these personal items either in their possession during the day or left at school overnight.

LUNCH PROGRAM

Students may either bring lunch from home or, beginning Monday, August 24, participate in the school lunch program. Students should be prepared to bring a sack lunch during the first week of school, on science field days, or on scheduled field trips.

STUDENT RECORDS

Student records are confidential and include all records pertaining to a student's academics, discipline, attendance, grades, health records, and other records of any type that are maintained by Bosque School. Student records do not include notes or records of individual school personnel that are maintained by the individual staff member for his or her own use, are kept in the sole possession of the maker, and are not accessible to other persons. A student's parent or legal guardian has the right to inspect the student's records.

For the purposes of this policy and for the purposes involving the exercise of parental rights, generally Bosque School will treat each child's parent and/or a person acting in the capacity of a parent the same. Absent a court order restricting a parent's right to participate in his/her child's education, Bosque School will assume that all parents (including non-custodial parents, step parents, foster parents, or third parties who serve as a primary caretaker and fulfill the role of a parent) may exercise parental rights. Upon the student's eighteenth birthday, the parental rights identified herein transfer to the student.

TELEPHONE USE AND MESSAGES

Switchboard hours are from 7:30 a.m. to 5:30 p.m. weekdays. If it is after hours or the lines are busy, please leave a message on the voice mail system, which is checked during school hours. In case of an emergency or illness, a student may use an office telephone to contact a parent.

THE *BOSQUE*

No student may cross the ditch and enter the *bosque* without an adult.

VISITATION

Students who attend other schools may visit campus during school hours only if they have arranged an official campus visit through the Admissions Office. The school cannot accommodate visitors not here on official business; Bosque student hosts, with friends or relatives, cannot help but be distracted from their studies and other responsibilities. All visitors must check in at the front office.

WEATHER AND EMERGENCY CLOSURE

If there is a closure or delay to the start of the school day due to adverse weather conditions, Bosque School will follow the schedule of the Albuquerque Public Schools. Parents should use their own judgment regarding issues of safety in traveling on local

roads and highways. If a student will be late or absent due to poor weather, the school should be notified as soon as possible.