



# 2024-2025 Student/Family Handbook Table of Contents

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# NOTICE OF NON-DISCRIMINATION

Brownell Talbot College Preparatory School does not discriminate on the basis of race, color, religion, gender, gender identity, age, disability, marital status, sexual orientation or based on any other status protected under local, state, and federal law, in admission or access to, or treatment of employment or educational programs and activities. Any person having information or inquiries regarding any such discrimination is directed to contact the Head of School, in writing at 400 N. Happy Hollow Blvd, Omaha, NE 68132 or by telephone at 402.556.3772.

Any person may also contact the Office for Civil Rights, U.S. Department of Education: by email at [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov); by telephone at 816.268.0550; or by fax at 816.268.0599, regarding complaints of discrimination based on race, color, religion, gender, gender identity, age, disability, marital status, sexual orientation, as well as complaints concerning the denial of access or other discrimination against Boy Scouts or other youth groups.

## OVERVIEW

### Mission Statement

Brownell Talbot College Preparatory School. Every student. Every mind. Every heart. Known. Inspired. Challenged.

### Vision

A compassionate community of diverse learners empowered and determined to reach their unique potential and positively impact the world.

### Core Values

**Integrity:** We believe in doing the right thing; we show integrity by keeping commitments and telling the truth, even when it's not easy.

**Compassion:** We believe in considering the unique needs of others; we show compassion by seeking to understand with genuine care, building a sense of belonging for everyone.

**Respect:** We believe in treating everyone with dignity; we show respect by valuing ourselves and others through our words and actions, and by taking great pride in our school.

**Responsibility:** We believe we are capable; we show responsibility by meeting expectations, finding solutions, and giving our best to each other.

## Portrait of a BT Graduate

The value of a BT education is demonstrated in the young adults our students become during their time here. The school's focus is on mastery and personalization of the following competencies so that, as students go beyond our campus, they are prepared to effectively collaborate with and lead people from different national, linguistic, and cultural backgrounds in Omaha and abroad. A BT education provides a distinct and enduring advantage in college and within the competitive global economic environment.

### A balanced person

I seek meaning and purpose in my existence.

I am motivated to explore my interests, passions, and moral purpose. I seek out opportunities to serve others, the community, and the world. Because I know myself and I am curious about my world, I am prepared to identify an impact only I can make, and I will make it. I strive for balance in my life, knowing it will benefit my personal well-being and the ways in which I am able to contribute to the world.

### A respectful relationship builder

I have a strong sense of identity and understand the importance of my role in the world.

Who I am, my story, is unique. I am shaped by where I come from and the path I have chosen. I have value and so do my ideas. I have a voice and I am motivated to share what I know with others. I am proud of who I am.

I am an individual, but I am not alone. Just as I have value, I recognize that all humans have value and I am curious about others. I know that I don't have all the answers, and I know the convergence of thoughts and experiences generates the best ideas. I believe the diversity of human experience is its strength.

### A compelling communicator

I am an effective communicator.

In every interaction, I am aware that the process of communication engages the ears and eyes first, seeking to fully understand the words and movements of others. Experiences with those different from me only enhance my ability to communicate and tell my story. Understanding that conflict and disagreement are inevitable, I have the skills to facilitate fair, peaceful, and successful resolutions. I am thoughtful, compassionate, empathetic, and effective in my communication.



## **A contributing citizen**

I share a duty of stewardship for the world I inhabit

I am a global citizen. I know my daily actions can and do make an impact and my influence begins with my family, school, and local community. I lead by example in caring for the natural world and for humanity. I am an advocate for myself and for others, speaking up for my own rights and the rights of others.

## **An innovative creator**

I am a creator, imagining new futures.

I am proud of what I know and willfully acknowledge there is much I don't know. I am continually learning and perceiving the world in new ways, finding hidden patterns to make connections between seemingly unrelated subjects. I make decisions, solve problems, and take appropriate risks when information is incomplete or not yet known. I am not afraid to fail and view it as an opportunity to learn; understanding that creativity and innovation is a cyclical process of small successes and frequent mistakes. It allows me to reflect and find new ways to approach old problems. I believe in my ability to grow and learn.

## **A rational problem solver**

I investigate complex problems using a wide range of evidence to generate solutions.

I research, identify and analyze patterns of relevant information in order to make sound judgements and decisions based on effective reasoning. I can apply system-thinking processes and logic to ideas in order to improve and maximize creative efforts. I demonstrate inventiveness in work and understand real-world limitations that exist, but persist to develop relevant and concrete solutions.

## **History**

Brownell Talbot was founded in September 1863 by the Rt. Rev. Joseph Cruickshank Talbot, D.D., then the Episcopal Bishop of the Northwest. It was his desire to bring cultural and educational opportunities to the daughters of the pioneers while sparing them the long journey to eastern boarding schools.

As a girls boarding school, Brownell Talbot was originally named Brownell Hall. Bishop Talbot named the school for the Presiding Bishop of Connecticut, Thomas Church Brownell, whose parish provided a large portion of the funds needed to purchase the school's first home.

In 1868, Brownell Hall held the first commencement exercise in the state of Nebraska when it conferred diplomas upon Nebraska's first high school graduates.

The original Brownell Hall was located three miles north of the city of Omaha in Saratoga Springs, now 24th Street and Grand Avenue. The school moved twice before relocating in 1923 to its present site at the intersection of Underwood Avenue and Happy Hollow Boulevard.

In 1952, the decision was made for Brownell Hall to become coeducational, and boys were enrolled in the Talbot School for Boys, named for the founder of Brownell Hall, Bishop Talbot. The school was called Brownell Hall-Talbot School for Boys until 1963, then renamed Brownell Talbot.

In 1967, Brownell Talbot became independent of the Episcopal Church. While steeped in the Episcopal Christian tradition, Brownell Talbot is now a place where faculty, staff, students, and their families come from a wide variety of religious backgrounds. Yet, the core values of this Christian tradition remain an important part of the identity of the school. Therefore, students attend Chapel once a week as part of their moral character education.

Brownell Talbot is Nebraska's only coeducational, independent college preparatory school for students age 3 through grade 12.

# **TRADITIONS**

## **Colors**

Blue and Gold

## **Seal**

The Brownell Talbot seal is a triangle in a circle surrounded by the words "Brownell Talbot 1863." Inside the triangle are the Latin words "Fides," "Scientia," and "Fortitudo," which translate to "Faith," "Knowledge," and "Strength."

## **Fight Song**

On to victory, on to victory, is our Raider cry.

On forever, Brownell Talbot, loyal 'til we die.  
(GO TALBOT!)

Through our effort and our teamwork pride will carry through.

Brownell Talbot at the top salute to you. (BIG BLUE!)

## **Mascot**

Raiders

## **Hymn**

Lord, Thy strong sons pray Thee, Let us one and all  
Grow in strength and virtue at our Maker's call.  
Like the plants that flourish at Thy glorious will,  
Make us grow in honor, and true faith instill.

Refrain:

Lord, Thy strong sons pray Thee, Let us one and all  
Grow in strength and virtue at our Maker's call.  
Lord, Thy daughters pray Thee, Make us one and all  
Like the polished corners of the Temple wall.  
Keep us firm and steadfast where Thou bidst us stay,  
Valiant in endurance, ready to obey.

Refrain:

Lord, Thy daughters pray Thee, Let us one and all  
Grow in strength and virtue at our Maker's call. Amen

## Prayer

Almighty God, we entrust all those who are dear to us to Your never-failing care and love, for this life and the life to come; knowing that You are doing for them better things than we can desire or pray for. Be light to guide us, courage to support us, and love to enfold us, now and always. Amen

# PRINCIPLES OF PARTNERSHIP FOR BROWNELL TALBOT FAMILIES

At Brownell Talbot we believe that a positive partnership with the school and students' parents or guardians is essential to the fulfillment of the school's mission.

All parent participation is designed to serve the school's mission, vision, and goals. Some examples of parental involvement are:

- Keep in contact with your child's teachers concerning their progress.
- Attend Parent/Teacher Conferences.
- Bring to the teacher's attention any problem or condition that might affect your child's overall achievement or behavior.
- Assist in the classroom when needed.
- Read the weekly Buzz to keep informed of school happenings.
- Participate in BTPA, the school's parent organization, which offers opportunities for all parents to join and to serve on committees.
- Remain subscribed to and read emails from the school.
- Participate in The BT Fund, the school's annual giving campaign.

Parent involvement does not extend to all areas of school life. All parents have enrollment contracts with the school that the school honors by delivering the educational program as promised. Individual parents or groups of parents do not change the

school program, hire and fire teachers, or monitor other people's children. Those matters are handled by the school's faculty and staff under the oversight of the division-level Deans and the Head of School.

If a parent or guardian of a child enrolled at BT conducts themselves in a manner that is in violation of the policies of the school or which is detrimental to any student, teacher, staff member, or administrator, the parent or guardian may be asked to refrain from attending school functions or to withdraw their child/children from the school.

We recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved. To realize the most effective partnership we expect that all parents and guardians will:

### **Fulfill responsibilities as defined by the school.**

- Understand and support the school's policies and procedures.
- Provide a home environment that supports positive attitudes toward the school and reinforces the school's core values of respect, responsibility, integrity and compassion.
- Honor financial commitments to the school, whether required or voluntary, in a timely fashion.
- Support the school through volunteerism and attendance at school events including actively participating in educational opportunities for parents.

### **Participate in the establishment of a home-school relationship built on communication, collaboration, and mutual respect.**

- Treat each member of the community with respect, assume positive intent, and maintain a collaborative approach when conflicts and challenges arise.
- Seek to resolve problems and secure information through appropriate channels (i.e teachers, Dean, Assistant Head of Academics, Head of School - in that order).
- Understand that the school is only authorized to discuss your own child's situation with you and not the issues or experiences of another student.
- Share with the school any religious, cultural, medical, or personal information that the school may need to best serve your child and the school community.
- Respect the school's responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- Understand the school's disciplinary philosophy and process and recognize that its authority in disciplinary matters is final.

- Understand and support the school's technology policies.

### **Share in the school's vision.**

- Support the mission of the school.
- Be supportive of the school's commitment to a diverse and inclusive community.
- Not share the school directory, class rosters, or personal information about families with other individuals or groups and ONLY use such directory information for school and school-related purposes.
- Acknowledge that the payment of tuition is an investment in the education of the child, not an investment of ownership in the school.

Please note: Student enrollment at Brownell Talbot is governed by the Enrollment Agreement that is signed by parents/guardians. This handbook sets forth expectations regarding a student's enrollment but does not supersede the Enrollment Agreement and does not constitute a contract between Brownell Talbot and families or students. Brownell Talbot reserves the sole right to modify, suspend, interpret, or cancel in whole or part at any time and with or without notice any of the published or unpublished school policies or practices. Furthermore, circumstances may arise that are not addressed by these policies or practices or that require a different result. The Head of School may in their sole discretion waive or revise any provision of this handbook at any time with or without notice.

## **COMMUNICATIONS**

### **General Information**

The relationship between the school and families is important to student success at Brownell Talbot. Students' teachers serve as the primary link between families and the school and strive to foster regular communication, mutual trust, and support with students and families. Teachers will share their preferred method of contact and make every effort to respond within 36 hours. If you need immediate assistance, contact the appropriate administrative assistant.

Effective communication requires an exchange of information between home and the school. Keeping the school informed about changes in the family, student's special interests, concerns about peer relationships, study habits, and what the student reports about the school experience are helpful in improving advisors and teachers' understanding of, and success in working with, each student.

### **Parent/Teacher Conference Days**

Parent/Teacher Conferences are scheduled with teachers at least twice each year. The school will

contact parents with schedule information. Parents should be available for conferences on designated parent conference days. Parent/Teacher Conferences are vital to student success. This is not a school break; it is a chance to deepen your partnership with teachers to discuss progress and plan for learning. Please sign up early for your preferred time slot as rescheduling may not be available.

### **Veracross, Google Classroom, and Seesaw**

Veracross is the school's primary information database. It contains student's schedules, comments, grades, and absence reports as well as the school directory and school calendar. Some Middle and Upper School teachers also utilize Google Classroom for sharing information and assignment submission.

Additionally, in Lower School, teachers and students communicate and share work examples through Seesaw, which captures their learning in real time.

### **Email**

All Brownell Talbot faculty have school email addresses (firstname.lastname@brownell.edu). Teachers will share their preferred communication methods at the start of the school year. Please keep in mind that teachers are engaged in teaching throughout the school day and often cannot respond to urgent or time-sensitive email messages. They make it a practice to check email messages at least once every workday, but parents should contact the appropriate head of each division if an immediate response is required.

#### **Email can be useful for:**

- Staying in contact with your child's teacher about school-related matters.
- Clarifying school event dates or schedule-related questions.
- Scheduling appointments to discuss concerns or sensitive matters in person.
- Reporting of absences, changes in transportation, or after-school plans.

#### **Please do not use email for the following:**

- Non-Brownell Talbot matters.
- Sensitive or confidential matters that should be discussed in person.
- Asking for grades or comments.

We value open communication between parents and teachers as it fosters a strong learning environment for your child. To ensure clear and productive communication, we kindly request that all emails to teachers be professional in nature.

## Voicemail

Most faculty and staff members have a phone extension and voicemail, but teachers generally cannot answer the phone or respond to messages during the school day. Teachers are expected to check their voicemail at least once every workday. Other faculty may do so less often. Please do not use voicemail to leave urgent, time-sensitive, or confidential messages.

We value our communication with parents and see our work together as an important collaboration. It is best to begin with your child's teacher if a concern arises. Please do not hesitate to ask your child's teacher if you are unsure of what communication method is best.

## Website

Brownell.edu offers families quick access to important information related to school life. Click the "BT Families" button, which is featured on every webpage, to visit the Raider Resources section. Here you will find quick links to all school-related portals and frequently referenced material like uniform dress code, lunch planning, supply lists, handbooks, and calendars.

## School Closings/Notifications

Any changes to regular hours at Brownell Talbot will be announced using the following methods:

- School Messenger. Families who have primary phone numbers entered in their child's Veracross record are automatically subscribed to School Messenger messaging system to receive phone alerts. **Families have the option to opt into receiving text alerts by texting "Y" to 67587.**
- Local news channels
- Brownell.edu
- BT social media

Announcements will specifically refer to Brownell Talbot. No announcement is made if Brownell Talbot is open as usual. Families may keep their students out of school if they feel that conditions warrant.

If weather conditions make it necessary, a late start or early dismissal may be used to save educational time while keeping students and staff safe.

- BT may implement a 10:00 am late start for all students in Early Years - grade 12.
- Doors will open at 9:45 am to allow students to enter campus buildings.
- Lunch will be served as normal.
- Classes that occur from 8:00 am to 10:00 am on a late start day will not be rescheduled.

If classes are dismissed early, faculty and staff will remain at school until all students are gone. Weather

permitting, students living in the neighborhood will be allowed to walk home if someone is there to meet them. Every consideration for the safety of each student will be given concerning canceled classes or early dismissal of school because of weather conditions.

## Grievance Policy

For issues relating to students, a family's first point of contact should be the student's teacher or advisor, followed by the appropriate Dean or Assistant Head of Academics and, as a final resort, the Head of School. Our school leaders maintain an open door policy to discuss issues that cannot be resolved at the classroom level. Student who feel they have not been given due process in the classroom or concerning violations of school policies should observe the following guidelines:

- The student and/or parent/guardian should first schedule a meeting with the teacher of the class/activity involved. Most issues should be resolved at this level.
- If the explanation provided by the teacher is not satisfactory for the student and/or parent/guardian, they should then meet with the appropriate Dean or Assistant Head of Academics to discuss the situation.
- If meeting with the appropriate school leader does not resolve the situation, the student and/or parent/guardian should meet with the Head of School to discuss the previous two meetings and why the student and/or parent/guardian is still not satisfied with the situation.

## ADMISSION AND TUITION

All candidates for admission - including siblings of current and former students, children of alumni, faculty and staff - are welcome to apply for admission and follow the admission procedures. The Admission Office schedules visits for prospective students year round. Applicants may be required to visit campus and participate in parent and student interviews. Please contact the Admission Office for application materials.

### Tuition Assistance

All tuition assistance applicants must file the Parents' Financial Statement (PFS) with the School and Student Service (SSS) on a yearly basis. Copies of the PFS, tax returns and other paperwork must be submitted to the Admission Office. Tuition assistance forms will be sent to current recipients. Families who do not submit the required information in a timely manner may receive a reduced award or may not receive consideration for tuition assistance.

Applications for assistance exceed what the school can support, and there are limited funds available for families who do not receive assistance at the outset. When making awards, the school attempts to fund as much of a family's demonstrated need as possible, but available funds often fall short of this goal. There are times when the school may not be able to offer any support, despite clear evidence of need.

## **Enrollment**

### **Re-enrollment**

To ensure a space for the following year, families must complete the re-enrollment process and comply with the terms and conditions on the Brownell Talbot Enrollment Form. Brownell Talbot reserves the right not to re-enroll any student.

In order to return for the following year, students must remain in good standing (academically and behaviorally). The school reserves the right to place conditions on, or to rescind, a student's re-enrollment if, in its sole judgment, the school determines that the student is not in good standing.

### **New Student Late Enrollment**

New students who enroll after September 30 will be charged a prorated tuition based on the month they begin classes. Contact the Business Office for more information.

### **Withdrawal Policies**

The policies that govern a student's withdrawal are stated in the Enrollment Agreement. A significant portion of the school's costs are committed at the beginning of the school year based on student enrollment. As set forth in the Enrollment Agreement, by enrolling a student at Brownell Talbot, the parent or guardian accepts the obligation for full payment of tuition and other charges for the entire academic year unless withdrawn by the deadline. Upon request of a school administrative unit, and with written permission from the respective family, Brownell Talbot will release copies of all student records for a student transferring from Brownell Talbot to the school administrative unit.

### **Residence of Students**

The school assumes that its students are living with a parent or legal guardian. If that is not the case, it is the responsibility of the family to notify the appropriate school administrator, including when a student is temporarily placed in the care of another person (e.g. parents are out-of-state for vacation or business). Students must live with a person who is deemed by the school to be responsible for the student at all times.

## **Parents in Conflict**

Brownell Talbot's primary responsibility is the well-being of its students. The school strives to be a place where children can function comfortably without the stress of family conflict. When parents are in conflict, it is the policy of the school for administrators, faculty, and other employees not to be involved, as witnesses or otherwise, unless required by law. Unless Brownell Talbot receives a court order or written instructions signed by both parents to the contrary, the school's customary practice is to share all reports and information to and discuss billing information with both parents and list both parents in the School Directory (if contact information has been provided) and will include step-parent information as provided by the spouse of the step-parent. Except in highly unusual situations or by court order, the school will not honor the request of one parent to withhold information from the other or to not list one parent/step-parent in the directory. Parent/Teacher Conferences will be scheduled for both parents together unless both parents and the school agree that separate conferences would be preferable, or if the school determines it is in the best interest of the child to do so. The school will not take part in legal proceedings between parents or other family members unless required by law.

## **ACADEMICS**

Each school has academic policies and guidelines specific to its students. These policies and guidelines can be found in each school's section of this handbook.

### **Assessment Policy**

Assessments are intentional learning activities that provide feedback on students' learning in order to evaluate, reflect, plan, and monitor student progress. Assessments are used to guide curricular programs and gauge school performance year to year.

Assessment outcomes guide all members of the learning community toward high levels of achievement in all disciplines and enhances student's learning. Assessments will focus on the school's emphasis on critical thinking and passionate learning. Assessment policy allows for flexibility, reassessment, and adjustment to ensure that assessments support learning and contribute to an environment where students are intrinsically motivated to advance their intellectual growth.

### **Summative Assessments/Tasks**

Summative assessments/tasks provide for culminating feedback of student learning based on established learning standards. These are frequently referred to as assessments OF learning.

Summative assessments/tasks may take the form of:

- Projects.
- Extended written responses, essays, and research reports.
- Chapter, topic, or end-of-unit tests.
- Performance-based assessments (for example, fitness testing, safety testing, and musical performances).

### Formative Assessments/Tasks

Formative assessments/tasks provide timely and ongoing feedback to teachers and students to guide instruction. Formative assessments can be either formal or informal. These are frequently referred to as assessments FOR learning.

- Formal formative assessments are typically written documents or performance assessments (quizzes, short answer responses, and small projects).
- Informal formative assessments are part of any highly effective lesson plan (class discussions, questioning, self-evaluation, small group work, inventories, observations, and exit tickets).

### Practice Assessments/Tasks

Practice assessments/tasks are designed to provide students with additional opportunities to learn and improve on the covered material. They are informal assessments used for review and self-discovery. Practice assessments/tasks contribute points towards the grade, but at a lower weight compared to formative and summative assessments.

### Reassessment

Reassessment policy based on the following philosophical principles:

1. Growth mindset: Recognizing that learning is an ongoing process and that students can improve their understanding over time.
2. Mastery-based learning: Focusing on students' ultimate grasp of concepts rather than their performance on a single assessment.
3. Preparation for higher education: Mirroring college practices where revisions and resubmissions are often allowed, thus better preparing students for tertiary education.
4. Equity and fairness: Providing multiple opportunities for students to demonstrate their knowledge, accounting for different learning paces and styles.
5. Encouragement of self-reflection: Promoting students' ability to identify and address their own areas for improvement.

## Grading Scale (Fourth Grade, Middle and Upper School)

A (90-100); B (80-89); C (70-79); D (60-69); F (below 60)

As part of building skills, students need to *practice* and *prepare* outside of instructional time. *Practice* work may include problems, worksheets, and motor skill work, while examples of *preparation* include pre-reading, annotating, test reviews and pre-labs. We believe this work should be:

### Homework Time Guidelines

Maximum minutes per class per week, including preparation for any assessments:

- Early Years to Kindergarten: minimal or no homework. Parents are asked to read to their students for 20+ minutes each night.
- Grades 1-2: 0-20 minutes per night
- Grades 3-4: : 0-40 minutes per night
- Grades 5-6: 0-50 minutes/class/week
- Grades 7-8: 0-75 minutes/class/week
- Upper School (non-AP): 0-100 minutes/class/week
  - AP classes may exceed this maximum. AP teachers will be judicious with the workload and flexible when possible.

Homework can be practice, formative, or summative in nature.

### Late Work Policy

The Late Work Policy encourages responsible behavior and fosters accountability while providing reasonable flexibility for addressing tardiness. We value open communication between students and teachers during times of difficulty and aim to instill punctuality and responsibility in our students.

Late assignments will be marked in Veracross as follows:

- When the assignment is late, it will be marked as "NTI" (Not Turned In) in Veracross. This will also count the assignment as a zero in the gradebook.
- The student and parents will be immediately notified of the missing assignment communicated by the teacher.
- If the assignment is not turned in and communication has not been received within two weeks, the assignment will be marked as a zero permanently.
- If the assignment is late but the student has communicated with the teacher, the assignment will be marked as "INC" (Incomplete). This will continue until the assignment is submitted or the student fails to submit the assignment as communicated.



- Students cumulating four or **more NTI's or any failing grades** in all courses will have this status communicated to parents each Friday.
- Students with excessive NTI assignments due to missing class may face other consequences including removal from participation in school activities or sports.

## EXPECTATIONS

### Philosophy

At Brownell Talbot, our core values of integrity, compassion, respect, and responsibility guide our community's behavior and expectations.

**Integrity:** We believe in doing the right thing, even when it's challenging. Our community members are expected to act honestly and ethically in all interactions, whether in person or online. This includes reporting misconduct and addressing conflicts openly and truthfully.

**Compassion:** We strive to create an inclusive environment where everyone feels valued and understood. Bullying, harassment, discrimination, and retaliation have no place in our community. Instead, we encourage empathy, kindness, and support for one another's unique needs and experiences.

**Respect:** We believe in treating everyone with dignity and valuing the diversity within our community. This respect extends to oneself, others, and our shared environment. We expect civil behavior, courteous communication, and mutual respect in all interactions, including on social media and during school-related activities.

**Responsibility:** We recognize that developing socially responsible attitudes takes time and effort. While we understand that mistakes may occur, we hold ourselves accountable for our actions and their consequences. We are committed to learning from these experiences and growing as individuals and as a community.

### Rights and Responsibilities

- Education:
  - Right: Every student has the right to a relevant and engaging education.
  - Responsibility: Students must come prepared and put forth their best effort in learning.
- Safety and Security:
  - Right: Every student has the right to feel safe and secure within our school community.
  - Responsibility: Students must respect others' security and address conflicts appropriately.

- Positive Environment:
  - Right: Every student has the right to a positive learning environment.
  - Responsibility: Students must follow school behavior expectations and contribute to a constructive atmosphere.
- Respect and Social Responsibility:
  - Right: Every student has the right to expect reasonable and socially responsible behavior from others.
  - Responsibility: Students must treat themselves and others with respect through their words and actions.
- School Pride:
  - Right: Every student has the right to be part of a school they can be proud of.
  - Responsibility: Students must help maintain the campus, buildings, materials, and equipment.
- Reputation:
  - Right: Every student has the right to their good name.
  - Responsibility: Students must respect the reputation of others.

This policy applies to all school-related activities, including regular school hours, extracurricular events, school transportation, trips, and online interactions involving our school community. By embracing these values and upholding these responsibilities, we create a safe, inclusive, and positive learning environment where all community members can thrive and grow.

### Guidelines for Supporting Student Identities

Brownell Talbot is committed to providing a culture and practices that respect and value all students and foster understanding of identity and expression within the school community. We achieve this by fostering a school environment of diversity, equity, and inclusion that is free from discrimination and harassment based on race, color, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, national or ethnic origin, age, disability, veteran or military status, genetic information, mental, physical, or sensory disability, any other distinguishing characteristic, or any other legally protected status.

Every student is unique and these guidelines do not anticipate every situation that may occur.

### Privacy/Confidentiality

All persons, including students, have the right to keep aspects of their identity private at school. This

includes, but is not limited to, race, ethnicity, national origin, religion, gender identity, sexual orientation, disability status, and other personal characteristics. The school respects this right to privacy except for information that may be required by school faculty and staff for legitimate educational purposes or may be legally required.

Information about various aspects of a student's identity may constitute confidential medical or personal information. Disclosing this information without authorization to other students, their parents/guardians, or other third parties may violate privacy laws. Brownell Talbot will strive to ensure that all personal and medical information is kept confidential in accordance with applicable state, local, and federal privacy laws.

School personnel may only disclose information that may reveal aspects of a student's identity to other school personnel when necessary for the student's legitimate educational interests. Otherwise, school personnel will not disclose information that may reveal a student's personal identity to others, including parents/guardians and other school personnel, unless legally required to do so or unless the student has authorized such disclosure.

Students should be able to discuss and express their identities openly and generally to decide when, with whom, and how much to share private information. The fact that a student chooses to share aspects of their identity with faculty, staff or other students does not authorize school employees to disclose a student's personally identifiable or medical information.

When contacting the parent/guardian of a student who uses a different name or identification at school than at home (for any aspect of identity), school staff should use the student's legal name and identifiers unless the student or parent/guardian has specified otherwise. This applies to all forms of communication including but not limited to written correspondence, phone calls, emails, and in-person meetings.

Brownell Talbot recognizes that privacy and confidentiality are essential to creating a safe and supportive environment where all students can thrive academically, socially, and emotionally.

## **Race, Color, National or Ethnic Origin, and Religion**

We recognize that a student's race, color, national or ethnic origin, and religion are fundamental aspects of their identity that shape their experiences, perspectives, and sense of self. We understand that creating truly inclusive environments requires continuous learning and adaptation. We welcome

feedback from students, families, and community members about how we can better support the diverse identities within our school community.

## **Sex, Sexual Orientation, Gender Identity, and Gender Expression**

### *Privacy/Confidentiality Specific to Gender Identity*

Students should be able to discuss and express their gender identity and expression openly and generally to decide when, with whom, and how much to share private information. The fact that a student chooses to use a different name, to transition at school, or to disclose their transgender status to staff or other students does not authorize school employees to disclose a student's personally identifiable or medical information. When contacting the parent/guardian of a transgender student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student or parent/guardian has specified otherwise.

### *Names and Pronouns*

Every student will be addressed by a name and pronouns that correspond to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change their official records. If the student has previously been known at the school by a different name, the school administration will direct school personnel to use the student's chosen name and appropriate pronouns. To ensure consistency, every effort will be made to update Veracross with the preferred name and pronouns.

### *Official Records*

Brownell Talbot will maintain a mandatory permanent record that includes the student's legal name and sex assigned at birth. However, to the extent that the school is not legally required to use a student's legal name and sex on other school records or documents, the school will use the name and gender preferred by the student. Brownell Talbot is legally required to use the student's legal name and sex on transcripts and state reporting. Upon request, Brownell Talbot will use the student's preferred name and pronouns on other things like class rosters, student ID, report cards, and yearbook.

The school will change a student's official record to reflect a change in legal name or gender upon receipt of documentation that such change has been made pursuant to a court order or through amendment of state or federally issued identification. In situations where school personnel are required by law to use or to report a transgender student's legal name or sex, such as for purposes of standardized testing or to enable communications with the

student's medical provider, school personnel will adopt practices to avoid the inadvertent disclosure of such confidential information.

## **Mental, Physical, or Sensory Disabilities**

Brownell Talbot is committed to supporting every BT student through personalized attention. Students who may experience academic difficulties such as ADHD/ADD, dyslexia/dysgraphia, anxiety, or executive functioning deficits may be supported through a customized learning plan (CLP). A data-driven plan will be developed by a team including teachers, administrators, and the student's parents/guardians.

## **School Honor Code**

As members of the Brownell Talbot community, we desire to promote an environment in which all individuals can realize their greatest potential. Our Honor Code is the cornerstone of creating a supportive and nurturing learning environment for all students. Rooted in our core values of Integrity, Compassion, Respect, and Responsibility, the Honor Code guides the behavior and interactions of every member of our school community. While the specific implementation may vary across Lower, Middle, and Upper Schools, the underlying philosophy remains consistent: to foster a community where students can grow, learn, and thrive in a safe and respectful atmosphere.

Our approach to discipline is developmentally appropriate, recognizing that students at different ages and stages require varied levels of guidance and support. In the Lower School, our focus is on learning, reminders, positive reinforcement, and helping young children understand the impact of their actions. Consequences for actions may look different in a lower school environment than in an upper school environment. As students progress to Middle and Upper Schools, we gradually introduce more structured approaches that encourage greater self-reflection, accountability, and responsibility. Throughout all levels, our goal is to help students learn from their experiences and develop the skills necessary to make positive choices.

## **Bullying, Discrimination, Harassment, and Sexual Misconduct Policy**

Students of Brownell Talbot represent themselves, their families, their school, and the Brownell Talbot community. It is the intent of this Honor Code to promote responsible behavior among all students at school and in the community.

Brownell Talbot does not tolerate bullying, harassment, or sexual misconduct. It takes all such reports or complaints seriously, will investigate each

one and follows similar procedures for reporting and investigation. This includes discriminatory language based on a person's identity including sex, sexual orientation or gender identity, physical or mental disability, ancestry, national origin, race, color, or religion. This policy applies to all members or guests of the Brownell Talbot community. In addition to the consequences that a student may face under Brownell Talbot's Honor Code, any person who has bullied or harassed another or committed an act of sexual misconduct may also face civil and/or criminal liability.

## **Definition of Terms**

**Unlawful discrimination** means denying educational or extracurricular opportunities as defined under applicable law based on an individual's legally protected status including their sex, sexual orientation or gender identity, physical or mental disability, ancestry, national origin, race, color, or religion.

**Bullying** is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

**Cyber-bullying** is bullying through the use of technology or any electronic device such as telephones, cell phones, computers, fax machines, and the internet. It includes, but is not limited to, e-mail, instant messages, text messages, social media, and internet postings, whether on a webpage, in a blog, or otherwise.

**Relational aggression** is bullying that causes harm by damaging an individual's relationship or social status, also referred to as emotional bullying.

**Harassment** means oral, written, graphic or physical conduct relating to an individual's personal characteristics including, but not limited to race, color, religion, ancestry, national origin, sex, gender, age, sexual orientation, gender identity, gender expression, physical or mental disability, or veteran status, which has the purpose or effect of substantially interfering with the victim's education or employment or creating an intimidating, hostile or offensive environment. Prohibited harassment may include, for example, racist language, including coded language, euphemisms, wordplay, and other indirect forms of racial discrimination; religious or ethnic slurs; negative comments about surnames; nicknames emphasizing stereotypes; and/or the imitation of a person's mannerisms, speech or movements. What constitutes prohibited harassment by students may vary depending on their developmental age.

**Sexual harassment** is defined as unwelcome sexual advances, requests for sexual favors, sexual contact, gestures, comments or other physical or verbal conduct of a sexual nature including coded language, euphemisms, wordplay, and other indirect forms of sexual discrimination or harassment. Current law provides that such conduct is unlawful when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational benefits.
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive employment or educational environment.

**Sexual misconduct** encompasses a broad range of activities, including sexual assault, stalking, and dating violence.

**Sexual assault** is defined as having or attempting to have sexual intercourse with another individual including by the use of force or the threat of force; without consent; or taking advantage of an individual who is incapacitated or physically or mentally unable to make informed and reasonable judgments.

**Stalking** occurs when a person engages in a course of conduct or repeatedly commits acts toward another person, under circumstances that would place the person in reasonable fear for their safety or of harm or bodily injury to themselves or others; or that would reasonably cause substantial emotional distress to the person. A course of conduct refers to a course of behavior of two or more acts over a period of time. The feared harm may be physical, emotional or psychological. Stalking may involve individuals known to each other or individuals not known to each other.

**Dating Violence** includes any act of violence or threatened act of violence against a person who is in, or has been involved in, a sexual, dating or other intimate relationship with the other party. Violence can include physical violence, sexual violence, and/or emotional abuse. It may involve one act or a pattern of behavior. It may involve threats, assault, and/or property damage.

## Investigation Procedures

### *Complaints*

A student, parent/guardian, or Brownell Talbot employee who believes the student has been a victim of bullying, harassment, or sexual misconduct by a Brownell Talbot teacher, staff member, volunteer, another student, vendor, another member of the Brownell Talbot community, or visitor to the

Brownell Talbot campus should report the incident(s) to their teacher, administrator, Head of School, or any Brownell Talbot employee.

- All Brownell Talbot employees must report any such complaint to their supervisor or directly to the Head of School.
- If required under Nebraska law or Brownell Talbot policy, complaints may be reported separately to Child Protective Services under Brownell Talbot's mandatory reporting policy, but in all cases the complaint should be reported to the supervisor or the Head of School.

### **Scope**

All complaints will be investigated by the school. The Head of School will appoint an investigator who may be an individual not employed by or associated with Brownell Talbot and, in consultation with them, determine the nature and scope of the investigation.

### **Protection for the Complainant During Investigation**

When Brownell Talbot administration deems it necessary, the school will take steps to protect a complainant, which may include prohibiting or limiting contact by the accused, reassigning the accused, placing the accused on leave, or removing them from the school.

### **Confidentiality During Investigation**

Brownell Talbot will make every effort to keep names of complainants and persons accused confidential except to the extent that the release of such information is necessary for an investigation or for Brownell Talbot to fulfill its obligations under this policy or the law. However, complainants should be aware that complete confidentiality cannot be guaranteed. Brownell Talbot has an independent duty to investigate allegations of harassment, sexual misconduct, discrimination and bullying by members of its community for the safety and well-being of the entire Brownell Talbot community. Brownell Talbot recognizes that discretion is important to ensure an objective investigation, to protect the privacy of the complainant and to protect persons against whom an erroneous allegation may have been made. To that end, Brownell Talbot strictly prohibits any form of unlawful retaliation against any employee or student and encourages all witnesses to keep the information confidential to maintain the integrity of the investigation and the privacy of the parties.

### *Retaliation Prohibited*

Retaliation against any individual who reports an incident of bullying, harassment, or sexual misconduct or participates in an investigation is prohibited and Brownell Talbot will take strong responsive action if retaliation occurs.

## Consequences

If a claim of bullying, harassment or sexual misconduct against a student is substantiated, the school may impose such consequences - including detention, short-term suspension, long-term suspension, and expulsion - as it deems appropriate and the Head of School will decide whether a written summary of the investigation and findings will become part of the student's education record maintained in a file in the Head of School's office.

## Philosophy Of Student Discipline

Brownell Talbot's discipline philosophy for students is a developmental process. As an educational institution, we view discipline as a learning opportunity with a focus on restoring any harm caused. As our students progress from Early Years through grade 12, we model our core values and provide intentional instruction regarding the behavioral expectations of our community. Our students' ability to demonstrate the expectations independently grows over time. In general, we engage students in conversation, apply natural and logical consequences, and encourage both reflection and restoration. Our discipline philosophy is based on the principles of progressive and conscious discipline.

When a student's behavior causes harm (physical, mental, or emotional) or disrupts the learning environment, we are compelled to consider the safety of our community and take appropriate action. While we value families as partners in their child's education, the school plays the primary decision-making role in all disciplinary matters.

Disciplinary actions are taken in private because it is the school's longstanding practice to maintain confidentiality. Confidentiality balances our commitment to helping individuals learn from their mistakes, because we are educators above all else, and promoting a culture of open and timely discussion of important and challenging topics.

### Definition of Terms

**Short-term suspension** means the exclusion of a student from attendance for a period not to exceed five school days.

**Long-term suspension** means the exclusion of a student from attendance for a period exceeding five school days but less than twenty school days.

**Expulsion** means removal from Brownell Talbot.

**Other disciplinary action** includes, but is not limited to, in-school suspension, lunch detention, after school detention, short and long-term restrictions on a student's participation in school sponsored

activities, clubs, and athletic programs, temporary or permanent loss of privileges, student counseling, parent conferences, rearrangement of schedules, requiring a student to be in school other than regular school hours to do additional work, and requiring a student to receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent/ guardian to such counseling or evaluation.

## Prohibited Conduct

The following actions/behaviors constitute prohibited conduct and are categorized as either Major or Minor Behavior Violations:

### Major Behavior Violations

Major Infractions are serious violations that go against the principles of respect, integrity, and compassion. These acts cause significant disruption or harm to oneself, others, the school community, or school property. Consequences for major violations include detention, short-term suspension, long-term suspension, or expulsion. Examples of major behavior violations include, but are not limited to the following:

- **Illegal activities:** Engaging in any activity prohibited by the laws of the State of Nebraska or the City of Omaha that constitutes a danger to any person or interferes with school purposes.
- **Use of violence, force, coercion, threat, intimidation, or similar conduct or initiating such conduct.**
- **Bullying or Harassment:** Engaging in bullying or harassing behavior, whether physical, verbal, or electronic.
- **Intentionally making a false report:** Making false claims of harassment, discrimination, or bullying.
- **Willfully causing or attempting to cause damage to property**
- **Stealing, attempting to steal property, or possession of stolen property**
- **Possession of weapons:** Knowingly possessing, handling, or transmitting any object or material generally considered a weapon.
- **Drug and alcohol use:** Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or alcoholic liquor, or being under the influence of such substances.
- **Possession or use of tobacco products, nicotine products, vaping devices, or any similar product or look alike.**
- **Discrimination:** discrimination against any person based on race, national origin, sex, disability, age, religious beliefs, personal appearance, sexual orientation, gender, or marital status, verbal, or electronic.

- Harassment: oral, written, graphic or physical conduct relating to an individual's personal characteristics including, but not limited to race, color, religion, ancestry, national origin, sex, gender, age, sexual orientation, gender identity, gender expression, physical or mental disability, or veteran status.
- Insubordination, dishonesty, or gross disrespect: Demonstrating gross disrespect to other people in the school environment, on campus and while attending school events.
- Retaliation: Retaliating against any person for reporting or asserting a claim of harassment, discrimination, or bullying.
- Skipping class: Missing class without permission, or leaving campus without permission or without signing out at the front office.
- Plagiarism, cheating, or academic dishonesty: Any form of academic misconduct.
- Repeatedly violating any rules or expectations as outlined in this handbook.

### Minor Behavior Violations

Minor Infractions are often related to the area of responsibility. Examples include, but are not limited to the following:

- Disruptions: talking out of turn, using electronic devices without permission, running in the hallways, making unreasonable noise, or other disruptive behaviors
- Tardiness: Arriving late to class.
- Failure to comply: Not following the reasonable directions of teachers or school staff.
- Inappropriate language: Using unkind, hurtful, or curse words (racist and sexist language are considered major behavior violations)
- Pass misuse: Using hall passes inappropriately.
- Loitering: Staying in areas without a reason or permission.
- Violation of Internet Responsible Use Policy: Misusing school internet or violating computer use agreements.
- Inappropriate displays of affection: Showing too much affection in public.
- Unauthorized selling: Selling items without permission.
- Dress code violations: Not adhering to the school's dress code.

## Consequences and Disciplinary Actions

### Discipline Approach

Each division has outlined the disciplinary actions in accordance with developmental appropriate progression. This approach allows for appropriate

responses that may include increased consequences, intervention strategies, and restorative practices.

### Parental Involvement

When your child is involved in any type of disciplinary action, you will be contacted by your child's teacher or appropriate Dean. Parents/guardians are encouraged to talk to their child's teacher if they have questions or concerns.

### Supporting Students

Discipline alone does not change student behavior. To help students learn and grow, we will use the following strategies:

- Restorative Practices: Helping students understand their actions and make things right.
- Behavior Interventions and Supports: Providing support based on each student's needs.
- Social-Emotional Learning (SEL): Teaching skills like empathy, self-control, and making good choices.
- Counseling and Support Services: Offering help to students who need extra emotional or behavioral support.
- Family Engagement: Involving families in the discipline process and providing resources to support positive behavior at home.

By combining clear expectations, consistent consequences, and supportive interventions, Brownell Talbot aims to create a safe, respectful, and nurturing environment for all students.

### Procedures

The administrator or designee will conduct a reasonable investigation of the alleged Prohibited Conduct, examine the facts and circumstances, contact law enforcement as required by law, and cooperate with any law enforcement investigation. The student will be given an opportunity to present their version of the situation. Administrators will consider all information brought forth and make a determination on the appropriate disciplinary action based on the severity and extent of the Prohibited Conduct. The administrator or designee will notify the student's parents/guardian of the alleged behavior violation and the reasons for disciplinary action.

### Short-Term/Long-Term Suspension

The administrator or designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be assigned only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.



An administrator will send a written statement to the student and the student's parent/guardian describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken. The administrator or designee will make a reasonable effort to hold a conference with the parent/guardian before or at the time a student returns to school after a suspension. At the time of the suspension, the student and parent/guardian will be provided with information regarding any opportunity to complete class work (including examinations) missed during the short-term suspension.

## Expulsion

For certain serious offenses a student will be permanently removed from Brownell Talbot. Situations that will result in suspension but are not limited to the following:

- The knowing and use of force in causing or attempting to cause serious personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person.
- The knowing and possession, use, or transmission of a dangerous weapon, other than a firearm (as defined in 18 U.S.C. 921) on school grounds, at a school sponsored activity or athletic event, or in a vehicle being used for a school purpose will be expelled from school.

## School Activities

During any time period that a student is excluded from school due to short-term or long-term suspension, the student will be prohibited from attending any extracurricular activities and from participating in any school-sponsored activities, clubs, and athletic programs. Other disciplinary action may also be imposed in the form of additional restrictions (beyond the length of the suspension) on the student's participation in school-sponsored activities, clubs, and athletic programs if administrators feel it necessary to aid the student, further school purposes, or prevent interference with the educational process.

## Behavior on Social Media

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums. The school's policy includes, but is not limited to, the following:

- Parents/guardians and students in all grade levels using any social media forum or any form of electronic communication must, at all times, demonstrate respect for the members of the school community (including all students and personnel).

- Parents/guardians and students must not breach confidentiality, defame, or make threats to any person in the school community.

Instances of proven and intentional breach of the above will result in sanctions that may include suspension or expulsion of students from the school. Brownell Talbot does not tolerate any form of defamation or intentional harm practiced through social media forums.

## Academic Honor Code

The pursuit of knowledge in an academic community brings students and faculty together in an association of shared rights and responsibilities. Central to this association is an atmosphere of mutual trust and high ideals of honesty and integrity. Brownell Talbot articulates these ideals in its Academic Honor Code.

Brownell Talbot has a long, respected history of moral and ethical commitment to integrity. This integrity presumes that all members of our community consider themselves responsible for upholding these ideals while striving for excellence in their individual disciplines.

Brownell Talbot students respect shared intellectual property and resources, complete and submit their own work, and observe the stated and implied rules governing honest academic achievement. Examples of honor code violations include, but are not limited to, lying, cheating, plagiarizing, using AI-generated content without citation, stealing, violating another's property, misrepresenting another's work as their own, violating stated and implied rules of honest scholarship and academic conduct, or facilitating others' dishonesty.

Some examples of cheating include, but are not limited to, copying another student's work, asking or revealing the contents of a quiz or test before all students have had an opportunity to take it, or copying text material without proper documentation. Plagiarism, using another's work without proper documentation, is cheating. AI-generated content should always be cited as such and only used with the permission of the instructor. Any violation of this guideline will be considered a violation of the Academic Honor Code.

Each school has an Academic Honor Code policy specific to its students. These policies can be found in each school's section of this handbook.

## Dress Code Violations

The purpose of the dress code is to allow students to focus on the importance of academic achievement and individual character rather than social and economic differences or competition introduced by changing fads and styles. Brownell Talbot's dress

code policy expectations are gender neutral.

Students are expected to adhere to the dress code. In case of violations, parents/guardians may be notified and expected to arrange for appropriate clothing. Dress code violations will result in a behavior point. Students may be asked to surrender the non-compliant uniform item and pick it up at the end of the school day. Faculty and administration will render the final decision on the interpretation of the dress code and personal appearance.

Each division has a dress code policy specific to its students. These policies can be found in each division's section of this handbook.

## Illegal Substances

Brownell Talbot is committed to the promotion of healthy living and to the safety and well-being of its students. The consumption of alcohol by anyone under the age of 21 is prohibited by law. State and federal laws also strictly prohibit the use and possession of illegal drugs or controlled substances. Brownell Talbot abides by these laws. Therefore, students may not use, possess (in any amount), sell, distribute, or be under the influence of alcohol, illegal drugs, CBD, Delta-8 THC, or controlled substances (for which the student does not have a prescription or uses in a manner inconsistent with the prescription), or unauthorized inhalants at school, on school property or in the immediate vicinity or at school-related functions. Possession, transfer, or sale of drug paraphernalia is also prohibited.

Whenever school personnel reasonably believe that this policy may have been violated, the school may conduct a search of school property - including lockers, desks, private vehicles on school property, or students and their backpacks, bags, purses, coats, and other items of personal property. The school may also test students for drug or alcohol usage and may require any student suspected of violating this policy to submit to a screening test at school or immediately proceed to a testing center chosen by the school with the full report sent immediately to the appropriate Dean or Assistant Head of Academics. Testing will be done at the expense of the parents/guardians, and parents/guardians will be notified of the test results. Refusal to submit to such a test will result in immediate disciplinary consequences.

Realizing the seriousness of the problem of alcohol and drug abuse/misuse, our school has drug/alcohol intervention strategies in place. Intervention may be mandated through disciplinary action or voluntary, brought to the attention of the school counselor by the student seeking voluntary assistance, or by other parties concerned about a student's welfare.

Any student who violates this policy is subject to

disciplinary consequences and possible criminal prosecution. All violations of this policy are considered serious. Consequences may be, but are not limited to:

- Evaluation by a physician or professional counselor, coordinated through a BT school counselor.
- Mandated alcohol/drug intervention.
- Education concerning alcohol and other drug issues.
- Restrictions from participating in extracurricular activities.
- Disciplinary probation\* (ranging from one semester to three).
- Suspension (short-term or long-term).
- Expulsion.

*\*Disciplinary probation means that a repeat of the violation that caused the student to be placed on probation could result in the student's dismissal. In addition, any violations of other policies will also be considered very serious and may result in the recommendation that a student be suspended or expelled.*

## Violation of Municipal, State, or Federal Laws

Engaging in any other activity forbidden by law, whether or not found guilty in a court of law, or where such activity constitutes a danger to others or interferes with the school's purpose and reputation will result in disciplinary action. This policy includes actions taken off school grounds and at non-school activities.

# SAFETY

## Comprehensive Safety Plan

The School Safety Team consists of several administrators and staff, led by the Director of Facilities and Campus Safety. The team meets regularly to review and update the current plan. A copy of the Crisis/Safety Plan is on file in the Head of School's office.

## Safe2Help NE Hotline and App

Safe2Help NE is a school-related tip management system that allows students, families, faculty, and staff to instantly relay and submit secure and anonymous safety concerns to a 24/7 staffed crisis center, the school, law enforcement agencies, and crisis counselors. Information shared from the student or community member can be related to harmful, dangerous, or violent activity that is directed at the school; students, faculty, or staff members; or the threat of these activities. Some of these activities range from violence, suicide, weapons, domestic violence, inappropriate relationships, illicit drug use, threatening behavior, bullying, cyberbullying, self-harm, and other acts of victimization that impact students in

Douglas County.

The crisis center is housed with the Boys Town National Hotline. Tips can be submitted via the Safe2Help NE website (Safe2HelpNE.org), calling, 531.299.7233, or through the mobile app. The tipster can opt to two-way dialogue with the staff or crisis counselors as well as upload images or video to pass along information. The tip is triaged by trained staff or crisis counselors and forwarded to local law enforcement if immediate action is necessary to protect lives. Safe2Help NE will use the most accurate information and respond with the most effective intervention strategies to provide help when needed.

## Mandatory Reporting Procedures - Harm, Abuse, Neglect

Brownell Talbot believes in and supports the rights of all children to live and grow in a nurturing environment. The safety and well-being of every Brownell Talbot student is the school's primary concern. Any parent/guardian, student, or member of the Brownell Talbot community who is concerned about the safety or well-being of a student should immediately contact their child's teacher or the Head of School.

Brownell Talbot teachers, administrators, and coaches are mandated reporters under state law and must report if they have a reasonable suspicion that a child (under the age of 18) has been or is likely to be abused or neglected as defined by state law. Brownell Talbot requires all other employees and volunteers as a matter of school policy to follow the same reporting procedures. Nebraska law defines abuse or neglect as any threat to a child's health or safety by physical, mental, or emotional injury, sexual abuse or exploitation, deprivation of essential needs or lack of protection. Employees are required to take an online mandatory reporter training course.

The school will notify the Child Protective Services (CPS) when there is reasonable cause to suspect a child has been or is likely to be abused or neglected. The school also cooperates with CPS, the police, and/or agencies investigating allegations of child abuse or neglect.

## Suicidal Ideation

If a *Brownell Talbot employee* suspects a student is suicidal, they will escort them to a counselor.

If a *counselor* is told by a student that they are **currently suicidal** and have a **plan to follow through**:

- The counselor will call the parent/guardian to pick up their student and take them to the emergency room.
- In the event the parent/guardian cannot be reached, a school representative will take the

student to the emergency room.

- At the request of school administration, the parent/guardian must submit documentation\* to the school following this assessment that includes diagnosis and recommended treatment plan.
- Please see the section titled *Ongoing Support for Our Students* for next steps to meet the needs of the student upon re-entry to school.

If a *counselor* is told by a student that they are **currently suicidal**, but **do not have a plan to follow through**:

- The counselor will call the parent/guardian and provide resources for the parent/guardian to assist the student in receiving a psychological evaluation.
- The school requests the parent/guardian consult a mental health professional that is not a family member to assess the need for treatment within 24-48 hours.
- At the request of school administration, the parent/guardian must submit documentation\* to the school following this assessment that includes diagnosis and recommended treatment plan.

If a *counselor* is told by a student that they **have felt suicidal in the past** but **don't currently feel suicidal**:

- The counselor will call the parent/guardian and recommend they consult a mental health professional that is not a family member to assess the need for treatment.
- At the request of school administration, the parent/guardian must submit documentation\* to the school following initial treatment that includes diagnosis and recommended treatment plan.

## Self Harm

If a *Brownell Talbot employee* suspects a student is or has been engaging in self-harm, they should inform the counselor.

If a *counselor* suspects or confirms that a student is or has been engaging in self-harm:

- The counselor will call the parent/guardian and recommend they consult a mental health professional that is not a family member to assess the need for treatment.
- The counselor will provide resources for the parents to contact.

## Abuse/Harm/Neglect

If a *Brownell Talbot employee* suspects abuse/harm/neglect, the staff member will call Child Protective Services (CPS).

- The Brownell Talbot employee will inform the appropriate Dean and/or the Assistant Head of Academics and the counselor.
- If needed, a counselor or administrator will coach the staff member and be present while the call is made.

*IMPORTANT: If a student shares information that will constitute a call to CPS, the student should be spared from additional interviews from other Brownell Talbot employees. The students should only have to tell their story once to an adult in the school.*

## **Seclusion and Physical Restraint Policy**

Seclusion and physical restraint are behavioral interventions, not educational techniques. They are limited to extreme circumstances and situations that necessitate their use to protect the safety of the student, other students, faculty, staff, and property. This policy does not cover physical interventions that a student's healthcare provider has indicated are medically necessary for the treatment or protection of the individual.

### **Seclusion**

Seclusion is a last resort emergency safety intervention that provides an opportunity for the student to regain self control. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from leaving and which provides for continuous adult observation of the student.

A room or area used for seclusion must not be locked, must not prevent the student from exiting the area should staff become incapacitated or leave that area, and must provide for adequate space, lighting, ventilation, viewing, and the safety of the student.

### **Physical Restraint**

Physical restraint involves direct physical contact that prevents or significantly restricts a student's movement. Restraint is a last resort emergency safety intervention to prevent or stop students from harming themselves, others, or property. Restraint is an opportunity for the student to regain self-control.

## **Guidance and College Counseling Program**

Students at BT have access to the school counseling team; the school counselors provide the opportunity for connection with all students through classroom lessons, small groups, and one on one solution-focused brief counseling.

The Early Years counseling guidance curriculum uses Kimochis to discuss students' emotions and choices. The Lower, Middle, and Upper School counseling guidance programs encompass social/emotional learning through the utilization of RULER. Students and teachers are educated on and employ RULER's anchor tools: charter, mood meter, meta-moment, and blueprint. Through RULER, students are able to

recognize, understand, label, express, and regulate their emotions, which enhances a positive emotional climate in our school.

The college counseling curriculum is designed to help each Upper School student take full advantage of the educational, extracurricular, and personal opportunities afforded by the school. With solid college counseling, each student will be ready at the appropriate time to make wise decisions on gaining admission to the colleges and universities of his or her choice. Throughout the Upper School program, students are educated on the long-term impact of early educational decisions and are encouraged to keep all their educational options open until they are ready to make an informed choice. In Upper School, students meet with the college counselors in seminar-style small groups to discuss topics appropriate to the students' needs at each grade level. The curriculum aligns with the American School Counselor Association Mindsets & Behaviors for Student Success, which provides standards for college and career readiness in kindergarten through grade 12 students. BT's curriculum provides an opportunity to explore the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social/emotional development.

## **Ongoing Support for Our Students**

The counseling department is willing to partner with private mental health practitioners regarding students who regularly receive counseling or therapy. Parents/guardians are asked to sign a Release of Information form in order for the counselor to communicate with the outside agency.

If a student receives professional care outside of school that takes them out of their normal school routine for a period of time, parents/guardians are asked to inform the school prior to the student's re-entry to the school day. Based on the student's needs, a plan for support will be developed.

If a student has received professional care, is still suicidal, and/or possibly poses a risk to themselves during the school day, administration will determine which staff are directly involved with the student (including the counselors) and will inform those individuals about the student's plan for safety at school.

## **Family Partnership**

Brownell Talbot seeks to collaborate with students and families to best support the mental and emotional health of our students. If students require additional support outside of the school resources, school counselors want to partner with outside agencies to best meet the needs of each individual.

If the requests of the school go unanswered, the student will not be able to return to school until the student's mental and emotional needs are met with proper treatment.

## **Parking and Traffic Guidelines**

Student drop-off and pickup are very busy and congested times of the day. Please exercise special caution during these times and follow these rules: drive slowly, don't use cell phones, leave home in plenty of time, don't idle your vehicle while parked or waiting in line to pick up students, don't block driveways or park too close to intersections, be respectful of our neighbors, and only drop off or pick up at the locations identified.

Happy Hollow Circle Drive and Underwood Circle Drive are student drop-off/pickup areas. Parents/guardians who find it necessary to leave their cars during drop-off or pickup time should use designated parking spots in the upper or lower lots. Handicap accessible parking is designated and available any time in the Underwood Avenue parking lot and the Happy Hollow Circle Drive.

Upper School students may park on campus. See the Upper School Parking and Traffic Guidelines in the Upper School section of this handbook.

## **Security Systems**

Campus is monitored by exterior closed-circuit cameras. Exterior doors are electronically controlled. These doors are unlocked at scheduled times for pickup and drop-off.

## **Photo ID Access Cards**

The security system for Brownell Talbot has made the school identification card a mandatory student item. Students in grades 5-12 are given an access card with photo ID at the beginning of the school year. Students must carry their cards to allow them access to the school buildings between 7:00 am and 4:30 pm. In addition to serving as an identification/access card, the card is used for lunch purchases.

Lost cards must be reported to the main office so the card can be disabled, preventing unauthorized access to the buildings. Since these cards are individualized and important for security at the school, the cost of replacement for a lost card is \$25.

## **Valuables**

We recommend that students not bring valuables or carry large amounts of money to school. All valuables should be kept under lock in either a regular locker or a physical education locker. Students must exercise caution in securing laptops, iPads, and other accessories. Students may ask a school staff member to hold items until the end of

the day. The school is not responsible for valuables left in vehicles.

## **Pet Guidelines**

Pets are generally prohibited in public interior areas of the school, including Worthington Dining Hall, James Middle and Upper School Library, Scott Gymnasium, and Swanson Auditorium, as well as the playground, and Skutt Field. Students should not bring pets to campus without prior permission. These guidelines do not apply to service animals working with students, parents, employees, or visitors with disabilities.

# **SERVICES**

## **Health Services**

Brownell Talbot is committed to the healthy development of the whole person: mind, body, and spirit. The effectiveness of Brownell Talbot as an educational community depends, in part, on the physical and mental health of its individual members. Our faculty are invested in creating a nurturing environment that both teaches and helps students to develop healthy attitudes and behaviors. It is also important to discourage and, to the best of the school's ability, prevent behaviors that have a detrimental effect on health and development. At Brownell Talbot, we:

- Work in a partnership where all members of the community share in promoting and maintaining good health.
- establish a climate of trust, honesty, and caring in which wellness is a priority.
- Nurture positive self-regard for self, others, and community.
- Offer educational programs to all segments of the community that enhance awareness of physical and mental health issues and provide the information and skills necessary to make sound decisions and access adequate support when needed.

Brownell Talbot recognizes that students and their families may have physical and mental health-related issues and will strive to assist them fully at these times, recognizing that the student and family bear the primary responsibility for managing support and treatment. Brownell Talbot's assistance may include referrals to outside professionals. Brownell Talbot reserves the right to request further health information from the student's health providers and ask for direct contact with such providers in order to make the best possible plan for the student's educational program. Brownell Talbot understands the need for confidentiality and does not divulge confidential information about a student or their family unless an individual's actions or psychological

/emotional state are deemed injurious to themselves, to others, or as required by law.

## Health Forms

All health forms are available through the school's website. Parents are required to complete health forms annually for their child(ren) prior to the opening of school. Information about medication, allergies, restrictions to physical activities, and additional pertinent health information should be reported on this form and updated throughout the year as necessary. In addition to medications a student takes at school, parents should list medications not taken at school so that the school or emergency responder has full medical information in the event of an emergency.

Immunization records are required by law for new students and for certain other students and must be completed and returned to the main office.

Health history, medical release forms, and documentation of immunization compliance must be completed and received by the school before a student will be allowed to participate in any aspect of Brownell Talbot's program, including pre-season sports and classes.

## Immunization Records

[Nebraska law](#) requires that students be up to date with the following vaccines for school entry. All children entering school, including those in BT's Early Years program, must have had a series of:

- 4 doses of DTaP, DTP, or DT vaccine
- 3 doses of Polio vaccine
- 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age
- 3 doses of pediatric Hepatitis B vaccine
- 1 dose of MMR or MMRV given on or after 12 months of age
- 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted.
- 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age

All children entering school at the kindergarten level or above must have had the following:

- 3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday
- 3 doses of Polio vaccine
- 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age
- 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month

- 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.

All children entering grade 7 must have had:

- All the kindergarten requirements
- One dose of Tdap

All children entering grade 12 must have had:

- All Kindergarten and grade 7 entry vaccines
- Two doses of MCV4 (one dose if the first one was on or before their 16th birthday)

### OR

- Medical exemption for one or all vaccines.
- Laboratory evidence of immunity to specific diseases or reliable history of disease documented by a physician or other primary care provider.

Each immunization entry must include the vaccine type, date administered and the name of the provider.

Parents of new students who do not have a record of immunizations at the time of registration are allowed 90 days from the date of school entry to present one. The record must be signed by a physician or other health-care clinician. According to state law, no child may enter school without proof of immunizations after the 90-day period unless:

- The parent submits a physician's statement that immunization against one or more of these diseases is medically inadvisable, otherwise known as a medical exemption. The child must meet the immunization requirements for those diseases not covered by the statement.
- Students who are not immunized against a disease (with a medical exemption on file) may have to be excluded from school in certain circumstances or when there is an outbreak according to law. Depending on the nature of the disease, exclusion may last for several weeks.

## Medications

**All medications, whether prescription or over the counter, must be left in the office.** Families must send the medication in its original container along with a signed note stating when the student is to take the medicine. Students should bring their medicine, including over-the-counter medications, to the main office before the beginning of school. With the exception of students who use an EpiPen or an asthma inhaler, students must not carry medicine with them. Students should never give medicine, including inhalers, to other students. These rules are enforced for the health and safety of all.



## School Nurse/Health Screenings

The school nurse is on campus one day a week. The nurse is available to answer questions regarding health issues. On days the school nurse is not on campus, questions should be directed to the appropriate administrator. School health screenings are provided to assist families in identifying potential health problems. Annual health screenings include height/weight for all Lower and Middle School students and vision and hearing screenings for kindergarten - grade 4, 7, 10, and new students. Students may be screened upon the request of a parent/guardian or teacher at any time. Families will be notified if additional screening is recommended. Hearing tests are performed for students whose previous year's records indicate a need for rescreening.

## Life-Threatening Food Allergy Policy and Procedures

Brownell Talbot is dedicated to meeting and supporting the needs of students with life-threatening food allergies. Brownell Talbot provides a nut-safe environment. Reasonable measures are taken to ensure that students can function in a safe and comfortable school environment.

### New Students

A coordination of efforts with the student's teachers, administration, and the student's parents/guardians is essential.

**Student's parent/guardian:** Prior to the first day of school, the parent/guardian of a new student with life-threatening food allergies must communicate in writing, using the school's Student Health Update form, the details of their student's allergic condition. The parent/guardian must provide to the school written information about "safe and unsafe" foods.

**School nurse:** The school nurse is responsible for creating/maintaining a file on the student and ensuring that the Emergency Response Team is aware of the student's health needs and is educated in recognizing the signs and symptoms of an allergic reaction/anaphylaxis and responding to it.

**School Deans and Assistant Head of Academics:** Before the start of the school year, the school leadership team informs faculty about the specifics of the student's food allergies and what to do in case of an emergency should food allergy symptoms appear and implements procedures designed to maintain the student's safety.

**Classroom teacher:** During the year, the classroom teacher is responsible for making sure there is good communication about the student's food allergy issues with the other students' parents/

guardians and appropriate faculty and staff. The teacher provides daily assistance to the student (as appropriate to the student's age) about safe food choices and enlists the support of classmates to maintain a safe school environment for that student. The teacher also makes sure that the student's food allergy concerns are successfully managed during special events and field trips.

**Director of dining services:** The director is responsible for creating a nut-safe food menu and clean dining room. The director must inform the dining hall staff of school policy.

**Administrative assistants:** The administrative assistants are responsible for collecting all health forms and, along with the school nurse, documenting the emergency health information. As overseer of the infirmary, the administrative assistants are trained in emergency response procedures.

**Substitute teachers:** Substitute teachers are educated about the special food allergy concerns prior to their involvement at break or lunch.

## Returning Students

Prior to the first day of school, relevant school staff will review the current status of the student's food allergy and the school's management plan and will evaluate the need for any management plan modifications for the upcoming year. The school nurse will inform the student's new teachers.

## Student Accident Insurance

Every student enrolled at Brownell Talbot is covered by a student accident policy underwritten by Ameritas. The annual cost for this protection is included in student fees.

This plan covers medical expenses resulting from an accident up to a maximum benefit of \$50,000. Benefits are provided on an excess-only basis. This means the Brownell Talbot plan will pay benefits not payable under any other insurance program that covers a student.

This insurance protects students while:

- Attending regular school sessions.
- Participating in or attending school-sponsored and supervised extracurricular activities.
- Practicing or competing in school-sponsored and supervised interscholastic sports.
- Traveling directly to and from school for regular school sessions and while traveling to and from school-sponsored and supervised extracurricular activities in school-provided transportation.

This policy also covers participation in all interscholastic high school sports.

## Before/After School Supervision

Each school has policies for before and after school supervision for its students. These policies can be found in each school's section of this handbook.

## ACTIVITIES

Each school offers a variety of activities, with coordinating policies and guidelines, in which students can participate. Activity policies and guidelines can be found in each school's section of this handbook.

## ATTENDANCE

At Brownell Talbot we place high value on student engagement in the classroom. Regular classroom attendance is essential to student success. Students are expected to be in attendance every day of the academic year, attending all classes and required activities. All classes begin at 8:00 am. Lower School classes end at 3:15 pm, Middle School and Upper School end at 3:40 pm. Seniors who qualify for open campus privileges may leave campus at approved times (see Senior Privileges in the Upper School section of this handbook).

When students are absent, they are limiting their ability to do their best in both their classes and extracurricular activities. When at school, students must attend class unless they have permission to be absent from their teacher or an administrator.

The school calendar is designed to allow generous vacation time. Beginning vacations early or resuming school late creates a hardship on both students and teachers. Individual participation in each day's class is essential for successful achievement. Vacations other than those designated by the school calendar are strongly discouraged.

Students and parents/guardians are expected to ensure prompt, consistent attendance at school. If a student is absent from school due to illness, a parent should email the office before 8:30 am, that day. If students are absent for two or more days, they may need to confirm that they have all their assignments and know what work they have missed. Students should refer to the course syllabus, Student Portal, or contact their teachers directly. If additional assistance is needed, students should consult with their advisers for help. We are especially concerned if students' absences, for illness or other non-school sponsored activities, cause them to fall below the 85 percent class attendance level. Therefore, at mid-term, and the end of each semester, the school will compile attendance records and provide a copy of the records to the appropriate administrator.

The administrator will forward any concerns to the

student's teacher/adviser/House dean. Within one week, the concerns will be reviewed and decide the terms the student must follow for the successful completion of any classes involved. The administrator may also determine additional consequences, which could include the lowering of the student's course grade.

If deemed necessary by the school, an attendance contract will be implemented. Students who feel they have extenuating circumstances may appeal the action to the Head of School.

In order to assist parents and students in maintaining their attendance, Brownell Talbot uses a tier-based intervention system, outlined below.

### Tier 1

Tier 1 interventions apply to all students. These are "best practices" when it comes to attendance on a day-to-day basis. Interventions include:

- Phone calls to parents of absent students the day of the absence.
- Positive notes to absent students.
- House Points.
- Re-entry plans for students gone >3 consecutive days.
- Advanced planning for students with anticipated absences.

### Tier 2

Once a student has been absent for more than 10% of the school year, they move to Tier 2 interventions. While still largely non-punitive, these are more intensive.

- Begin Data-Based Intervention Process.
- Parent/guardian meeting.
- Placement in study hall.
- Check-in and check-out.
- Weekly student meetings.

### Tier 3

Once a student has been absent for more than 20% of the school year (or a designated number of tardies), they move to Tier 3 interventions.

- Detention.
- Suspension.
- Contract Hold.
- Medical Leave.

### Illness

Students should not come to school if they exhibit any of the following symptoms:

- A fever of 100.4 degrees or higher.
- Vomiting within the last 24 hours.

If the student has taken medicine to reduce a fever of 100.4 degrees or higher, the student may be asked to go 24 hours without medication or fever before returning to school.

## Signing Out

Students must sign out at the front desk in the main office immediately before leaving campus. If they return that same day, they must sign in upon their return. Incorrect information on the sign-out sheet or failure to sign out may be construed as an unexcused absence with resulting consequences.

## Eligibility For Extracurriculars

To be eligible to participate in an extracurricular activity, students must be in school by 10:05 am and attend all of their classes on the day of the scheduled event, unless an excused absence has been approved by the Activities Director or administrator prior to that day. In addition, students must be in good standing in Not Turned In's (NTI), tardies, grades, behavior points, etc. These activities include practices, rehearsals, games, speech and debate competitions, academic competitions and performances. Medical appointments (with a confirmation note from the doctor's office) are excused and students may participate in their activity. If your child misses any school because of illness, injury or extra rest, they will not be eligible to participate in that day's practices and contests.

In order to receive an exemption for a tardy or early dismissal, the Activities Director or administrator must be contacted prior to 9:15 am on the day of the activity. The Activities Director and administration will review each request and will consult with the appropriate coach or activity sponsor. Exemptions will only be granted after careful review and only in extraordinary cases.

# SCHOOL UNIFORMS

The school uniform policy prepares students for life beyond the classroom where a certain degree of formality is necessary in order to reflect, in attire, the professional expectations of the workplace. Our uniform policy promotes these goals by reducing competition between students based on the style and expense of their clothes. The uniform policy also encourages individual expression based on character, personality, and special talents, rather than on the superficial basis of clothing and accessories.

Students must maintain a neat and clean appearance at all times. Appropriately sized uniforms must be properly worn throughout the school day. Shirts must be tucked in as required and all clothing must be in good repair. Items of apparel or accessories not included in the official description of the dress

requirements are not allowed. This includes oversize clothing or styles of clothing that do not fit properly.

Each division has school uniform guidelines specific to its students. These policies can be found in each division's section of this handbook. The administration will render the final decision on the interpretation of the dress code and personal appearance.

## Clothing Suppliers

DiGiorgio's Custom Sportswear, 14111 Q Street, Omaha, 402.894.5627, [www.digiorgios.com](http://www.digiorgios.com)

School Uniforms by Tommy Hilfiger, Online Store, [globalschoolwear.com](http://globalschoolwear.com), BT School Code BROW03, 1.877.825.2860

## Gently Worn Uniforms

Gently worn uniform clothing may be purchased from the Brownell Talbot Parents Association (BTPA) during periodic sales. All uniform donations are welcome. BTPA will advertise specific donation dates throughout the year.

## Clothing Identification

All clothing should be carefully tagged with name tape or have the student's name written on the label with indelible ink so that lost items may be returned.

## Hair/Appearance

In keeping with the guiding principles described above, extremes in hairstyles or accessories that could potentially disrupt the learning process are discouraged and will be addressed individually when necessary. A member of the school leadership team may ask a student to modify hairstyles or to change/eliminate apparel or accessories when such choices are determined to be excessive, distracting, or unsafe.

When extremes occur, administrators will meet with the student's family to determine a path forward.

## Out-of-Uniform Days

Out-of-uniform days will be designated for a variety of reasons. Criteria for participation and the dress code for the day will be communicated to families and students ahead of the day. Out-of-uniform days may be the whole school, by division, or by grade level.

Examples of out-of-uniform days include but are not limited to Spirit Days, Valentine's Day, St. Patrick's Day, Gala events, BT Fund celebrations.

The following are acceptable to wear on out-of-uniform days.

**NOTE: If the item is NOT listed below, it CANNOT be worn on out-of-uniform days.**

### **Bottoms:**

Non-uniform pants, jeans, or shorts that are in good repair and of acceptable length including:

- Athletic shorts and pants
- Leggings
- Yoga pants

### **Tops:**

*Spirit Day (NOTE: The Brownell Talbot top must be the clearly visible outer layer of clothing and must be easily identifiable as an approved shirt/sweatshirt)*

- Regular uniform polo shirts (long-sleeve or short-sleeve).
- House T-shirts and/or sweatshirts specific to the student's assigned House.
- Brownell Talbot T-shirts (approved team or club designed shirts promoting a Brownell Talbot activity purchased through the team/club and school).
- Brownell Talbot sweatshirts (approved team or club designed shirts promoting a Brownell Talbot activity purchased through the team/club and school).

*Valentine's Day*

- Red, pink, purple, or white non-uniform shirts or tops of acceptable length and style (no inappropriate language or symbols).

*St. Patrick's Day*

- Green non-uniform shirts or tops of acceptable length and style (no inappropriate language or symbols).

*Gala Events, BT Fund Celebrations, and Other Approved Days*

- Non-uniform shirts or tops of acceptable length and style (no inappropriate language or symbols).

### **Footwear:**

- Loafers, dress shoes, or athletic shoes.
- Shoes with an open toe and a closed back or strap, such as sandals.

The administration will render the final decision on the interpretation of the dress code and personal appearance.

## **TECHNOLOGY**

Brownell Talbot uses technology to create a world-class, unique, and rigorous learning environment for students that affords increased opportunities to attain challenging educational experiences. Students are empowered to think critically, communicate effectively, solve problems creatively,

and become actively engaged in a lifelong learning process. International real-time video conferencing, integration of social media, and access to global resources enlarge Brownell Talbot's world.

Please keep in mind that access to technology and the school network is a privilege that is conditioned upon student compliance with the current Responsible Use policy (detailed below). Maintaining a productive computing environment is a cooperative venture. Successful delivery of quality services depends on individual users acting responsibly.

### **Laptops and iPads**

All Middle School students are responsible for bringing fully charged iPads to school each day, taking their iPad to all academic classes, and storing their iPad in the school-issued case. Should an iPad need to be removed from the case for any reason, it is to be done by a member of the Technology Department. All educationally required apps will be installed by Brownell Talbot. Required apps are not to be removed by students. From time to time, the school may add apps for academic use. iPads that are damaged or in need of technical support should be taken to the Technology Department immediately.

Upper School students are required to purchase a laptop computer in ninth grade or when they join BT. The Technology Department configures and supports only the school-selected laptop models. Loaners will not be made available for use if a student chooses to purchase another model. In addition, students who choose not to purchase the recommended model are responsible for acquiring and configuring their laptops with required course software.

### **Loaners**

The school will provide a loaner laptop computer to the student only in the event that a laptop purchased through the school needs repair. The student agrees to be financially responsible for any and all accidental damages or loss, including theft, to a loaner laptop computer and its accessories they are in the possession of the student. The student agrees to use a padded carrying case to protect the loaner laptop. Further, the school-purchased laptop warranty does not cover damage to or loss of a school-owned loaner computer in a student's possession.

The student agrees not to sell, lease, or otherwise grant anyone rights to the loaner computer or the software. The student shall adhere to the school's rules and regulations governing the Responsible Use policy. The student has the responsibility to back up personal files and personal software applications not

otherwise installed on the laptop. In the event of a “crash,” the school is not liable or responsible for the loss of data or applications. All costs and charges related to damaged or lost loaners and accessories are charged to the student’s school account per the Laptop Loaner Agreement.

## Usage Rules

In addition to the computer network and Internet rules, the following regulations apply specifically to student laptop use:

- The school strongly recommends that students take great care when loading any additional software on their laptops. There is a risk that any new material might carry harmful viruses.
- There shall be no copyright law violations related to installation of software on a student’s device. If you have any questions about what constitutes a violation, contact [techteam@brownell.edu](mailto:techteam@brownell.edu). The simplest rule to follow is that software you have not purchased should not be installed on your laptop.
- Students may not make sound or video recordings without the consent of all those who are being recorded.
- Sound must be turned off, except when it is being used as a part of a class.
- If the system “crashes” because of the installation or download of additional software or files, the system administrator will attempt to backup all personal data files but is not responsible for lost personal files. The laptop will then be re-imaged back to the original specifications. Bookmarks, downloads, and student-installed software will be lost.

## Responsible Use Policy

The Technology Department shall implement, monitor, and evaluate electronic media resources for instructional and administrative purposes and shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the school.

## Access and Use

Access to the school’s electronic communications system(s) is a privilege, not a right. All users who access and use the Brownell Talbot network are required to acknowledge receipt of and confirm understanding of all administrative regulations governing use of the system(s) and will agree in writing to comply with such regulations and guidelines. Noncompliance with applicable regulations will result in disciplinary action consistent with the school’s policies and regulations.

Brownell Talbot offers Middle and Upper School students and all faculty and staff access to the

school computer network for personal productivity applications, email, and Internet access for school work and enrichment activities. All students and staff will be enrolled in the Casper system, which provides access to network certificates, installation of licensed software, and access to campus printers.

Students are required to maintain responsible/appropriate behavior on the school computer network just as they are in a classroom or a hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to email and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world.

The unparalleled storehouse of valuable information and resources the Internet places on a person’s computing devices also comes with the availability of a relatively small amount of material that may not be considered to be of educational value or appropriate in the context of the school setting. As with any medium of communication or expression, we believe the school must work with our students’ families to support and reinforce their values. Doing so best serves students and helps them grow in discernment, personal responsibility, and ethical conduct.

## Monitored Use

All students using the school’s wired and wireless network are required to log in using their assigned domain username and password. Computer use, email transmissions, and other use of the electronic communication systems by students, employees, and any person who is using the school’s network shall not be considered confidential and may be monitored and/or recorded at any time by designated staff to ensure appropriate use for educational or administrative purposes. The school reserves the right to examine student laptops and iPads to verify they are not being used in violation of school policy.

## Online Behavior

In alignment with the Student Behavior Expectations section of this handbook, the school will not tolerate any form of defamation or intentional harm practiced through the use of, but not limited to, any Brownell Talbot hardware, software, email, network, or Internet system. In addition, students are prohibited from using personal electronic communication devices for defamation or intentional harm, whether on campus or off. Violating Brownell Talbot’s policy constitutes immediate revocation of all email, network, and Internet system privileges for a period of time

commensurate to the offense committed. Instances of proven and intentional breach of the above will result in sanctions that may include suspension or expulsion of students from the school. Brownell Talbot does not tolerate any form of defamation or intentional harm.

## Internet Safety

Brownell Talbot monitors:

- Student access to inappropriate materials, as well as to materials that are harmful to minors.
- Student safety and security when using electronic communications.
- Unauthorized access, including hacking and other unlawful activities.
- Unauthorized disclosure, use, and dissemination of personally identifiable information regarding students.

## Computer Network and Internet Use Rules

All users are expected to abide by the generally accepted rules of network etiquette. Individual users of the school computer network are responsible for their behavior and communications over that network. It is presumed that users comply with school standards and honor the agreements they have signed.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. While users' files will not be examined without good cause, users should not expect that files stored on the school's computers are private. Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio, and other potentially offensive media.

## Individual User Responsibilities

The following standards apply to all users of Brownell Talbot's electronic communications systems. Users who violate these standards may be subject to disciplinary action in accordance with Brownell Talbot policies and regulations.

- The systems may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by Brownell Talbot policy.
- Users may not use another person's ID or password.
- Users shall maintain electronic information in accordance with established guidelines.

- Users may not upload programs to Brownell Talbot's systems without appropriate authorization.
- Users may not knowingly bring prohibited materials into Brownell Talbot's electronic communication systems.

Any action or communication that would be considered inappropriate in any other setting is equally inappropriate on the computer, the computer network, and the Internet. Administration and faculty will deem what is inappropriate use. Inappropriate use of school computer systems may result in some or all of the following consequences:

- Suspension of access privileges.
- Revocation of access privileges.
- Disciplinary action.
- Legal action if school authorities deem necessary.

The network administrators may close an account at any time, as deemed necessary.

## Student-Owned Mobile Device and Smartwatch Policy

All Students are prohibited from using cell phones and smart watches on campus between the hours of 8:00 am and 3:40 pm. Any violation of this policy will result in the confiscation of the device for the remainder of the school day. This aligns with our whole child philosophy to engage students throughout the school day.

- **Minimizing Distractions:** Cell phones are a significant source of distraction in educational settings. Students often text, game, shop, or browse social media during class time, which detracts from their focus on learning and disrupts others' learning environment. The school can create a more conducive environment for academic concentration and productivity by implementing a no-cell phone policy.
- **Promoting Face-to-Face Interaction:** Excessive cell phone use can hinder students' interpersonal communication skills. By restricting cell phone usage during school hours, teachers can encourage face-to-face interaction among students, fostering better communication skills, empathy, and social development.
- **Enhancing Classroom Engagement:** Students who constantly check their phones are less likely to actively participate in classroom activities and discussions. A no-cell phone policy can promote greater engagement in lessons, as students are encouraged to pay attention, take notes, and participate in class without the distraction of their devices.
- **Reducing Cyberbullying and Misuse:** Cell phones can be used as tools for cyberbullying, spreading rumors, or sharing inappropriate content among students. Student cell phone use is generally not



regulated by the school's content filters, as most students do not connect their phones to the school wifi. Students can also use their cell phones as hotspots for their computers to circumvent the content filtering. Implementing a no-cell phone policy can help mitigate these negative behaviors, creating a safer and more respectful school environment.

**• Improving Mental Health and Well-being:**

Excessive cell phone use has been linked to various mental health issues, including anxiety, depression, and sleep disturbances. By limiting cell phone usage during school hours, educators can support students' mental well-being and promote healthier habits, such as face-to-face interactions, physical activity, and mindfulness.

**• Encouraging Responsible Technology Use:**

By setting clear boundaries around cell phone usage, Brownell Talbot can help students develop healthier habits and a sense of responsibility when it comes to technology use. Students learn to prioritize academic tasks and engage with technology in a constructive manner outside of school hours.

**• Preparing for Real-world Situations:** While cell phones are prevalent in modern society, there are many contexts where their usage is restricted or inappropriate, such as during meetings, exams, or professional settings. By enforcing a no cell phone policy, we will prepare students for similar expectations in college, the workplace, and other formal settings.

**• Promoting Academic Integrity:** Cell phones present opportunities for academic dishonesty, such as unauthorized communication during exams, taking pictures of assessments for classmates or accessing online resources for assistance.

**Cell Phone and Smartwatch Prohibited Hours**

From 8:00 am to 3:40 pm, students are not allowed to use cell phones or smartwatches on campus.

**“See it - Take it” Policy**

If a student is caught with a cell phone during prohibited hours, it will be confiscated for the day.

**Phone Retrieval**

Confiscated phones will be taken to the front office. Students can retrieve their phones after school or, when leaving early, from the Dean of Upper School, Dean of Middle School, or the Assistant Head of Academics.

**Encouraging Phone Shutdown**

Students are encouraged to turn off their phones when handing them over to faculty members.

The school's aim is not to access the content on students' phones.

**Artificial Intelligence Responsible Use Policy**

Artificial Intelligence (AI) offers valuable learning opportunities, but it's crucial to ensure its use promotes academic integrity and fosters critical thinking skills.

**Acceptable Use of AI as Learning Tools:**

AI can be a valuable resource for enhancing learning. Students may be granted permission to use AI for:

- **Research:** AI-powered search engines can help gather information and identify credible sources. Engaging in discussions about AI's limitations and potential biases.
- **Practice:** AI tutors and practice problems can reinforce concepts and identify knowledge gaps.
- **Organization:** AI-powered calendars and study planners can improve time management and organization. Utilizing AI for brainstorming ideas or generating outlines (with proper citation for generated content, if applicable).
- **Accessibility:** AI tools like text-to-speech and speech-to-text can assist students with learning differences.
- **Personalized learning/tutoring:** AI-powered platforms can adapt to individual learning styles and pace, suggesting resources, providing tutoring and activities that cater to student needs.
- **Writing Feedback:** AI writing assistants can provide suggestions on grammar, clarity, and sentence structure.
- **Image Development:** AI tools can be used to generate creative content, but copyright laws must be respected (see below).

**Unacceptable Use of AI:**

- **Plagiarism:** Submitting AI-generated content as one's own work without proper citation is a serious academic offense and will be reported to the Honor Council.
- **Cheating:** Using AI to gain an unfair advantage on tests or quizzes is strictly prohibited.
- **Misinformation:** Critically evaluate all information, including AI-generated content, for accuracy and potential bias. Any misinformation will be considered a serious offense.
- **Assessments:** Employing AI tools to answer test questions or complete quizzes without independent problem-solving.
- **Homework:** Programming AI to automate tasks or provide answers to any assignment or assessment.
- **Copyright Infringement:** Using AI to generate content that infringes on existing copyrights is prohibited. This includes using copyrighted images or text prompts that would result in derivative works.

**Transparency and Citation:** When using AI-generated content, students should:

- Disclose the use of AI in their work.
- Properly cite the source according to school guidelines.
- Ensure the AI tool they use allows for commercial-free or educational use of the generated images.
- Focus on understanding the AI's output and integrating it with their own analysis.

### **Ethical Decision-Making with AI:**

Students are expected to use AI responsibly and ethically. This includes:

- **Understanding AI Limitations:** AI tools are not perfect and can generate biased or inaccurate outputs.
- **Prioritizing human judgment:** AI should supplement, not replace, critical thinking and independent learning.
- **Avoiding AI deception:** Do not use AI to create content that misrepresents information or authorship.
- **Understanding Deepfakes and Misinformation:** AI can be used to create realistic looking videos or audio recordings that are manipulated. Students should be aware of deep fakes and critically evaluate the information they encounter online.
- **Promoting fairness and inclusivity:** Be mindful of potential biases in AI tools and strive for inclusive outcomes.

**Moderate Use:** In some cases, teachers may designate assignments with moderate AI use. This means students can leverage AI for specific parts of the assignment, as defined by the teacher.

- **Teacher Defined Use:** The teacher will clearly outline which aspects of the assignment allow AI assistance and which require independent student work.
- **Focus on Originality:** The core content and conclusions of the assignment should be the student's original work, demonstrating their understanding of the topic.

**Restrictive Use:** For certain assignments, particularly those emphasizing complex, critical thinking skills, teachers may designate restrictive AI use. This means students cannot use AI for any part of the assignment, including:

- Writing.
- Math problems with answers.
- Any other type of use that would provide answers.

Restrictive use ensures students engage in the entire process independently, fostering critical thinking and analysis of the subject matter, keeping "humans in the loop."

### **Copyright**

Copyrighted software or data may not be placed on any system connected to Brownell Talbot's systems

without permission from the holder of the copyright. Only the owners or those individuals the owners specifically authorize may upload copyrighted material to the systems.

### **Disclaimers of Liability**

- Brownell Talbot shall not be liable for the users' inappropriate use of the school's electronic communication resources, violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users.
- Brownell Talbot shall not be responsible for ensuring the accuracy or usability of any information found on the Internet.
- The Technology Department will oversee Brownell Talbot's electronic communication systems.
- Oversight of the posting of official Brownell Talbot campus or division/department materials on Brownell Talbot's electronic communication systems will be the responsibility of the appropriate administrator.
- Brownell Talbot's systems will be used only for administrative and instructional purposes consistent with Brownell Talbot's mission and goals.
- Brownell Talbot's system is provided on an "as is, as available" basis.
- Brownell Talbot does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected.

### **System Access**

Any system users identified as having violated Brownell Talbot's Responsible Use policy will be subject to disciplinary action consistent with Brownell Talbot policies and regulations.

### **Vandalism**

Any malicious attempt to harm or destroy Brownell Talbot equipment or materials, data of another user of Brownell Talbot's systems, or any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to compromise, degrade, or disrupt system performance may be viewed as violations of Brownell Talbot policies and administrative regulations and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.

### **Forgery**

Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy, or modify the email of other system users

or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited.

### **Limitation, Termination, and Revocation of System User Access**

Brownell Talbot may limit, suspend, or revoke a system user's access to Brownell Talbot's systems upon violation of Brownell Talbot policy or administrative regulations regarding responsible use of technology.

### **Warning**

While Brownell Talbot makes every possible effort to ensure system users are not given access to inaccurate or objectionable material, system users and parents of students with access to Brownell Talbot's electronic communication systems should be aware that use of the system might provide access to other electronic communication systems in the global electronic network that may contain inaccurate or objectionable material.

### **Email**

All students have email addresses assigned to them with the following naming convention: firstname.lastname@brownell.edu. (For example: the email account of a student named Brenda Brownell would be [brenda.brownell@brownell.edu](mailto:brenda.brownell@brownell.edu)). For students in Early Years - grade 4, it is strictly for use in managing student information internally. For students in grades 5-12, they are assigned email accounts and expected to correspond with faculty, staff, and students by the guidelines provided in this section.

## **LOWER SCHOOL**

Great beginnings are a fundamental focus of the Lower School program. Students in Early Years - grade 4 thrive in a safe environment that engages and challenges them in learning and activity each day. Teachers encourage students' passion for learning using a blend of teaching methods and materials, in small groups and collaboration, and using integrated technology. Children synthesize and apply their knowledge through authentic and meaningful experiences that are both intellectually stimulating and developmentally appropriate.

Building the confidence for future academic success in college and life begins in Lower School. Through successes and challenges, teachers guide students to better understand their personal learning styles, while developing compensatory strategies. Critical thinking skills are fostered by encouraging students to problem solve in and out of the classroom daily.

## **ACADEMICS**

### **Grading Scale**

#### **Early Years**

Students are formally assessed two times a year in areas of development.

#### **Kindergarten - Grade 3**

Students are evaluated using qualitative measurements. Grade level objectives are assessed and reported two times a year.

#### **Grade 4**

Students are evaluated using qualitative and quantitative measurements. Grade level objectives are assessed and reported two times a year.

A (90-100)—Excellent

B (80 - 89)—Very Good

C (70 - 79)—Satisfactory

D (60 - 69)—Improvement Needed

U (below 60)—Unsatisfactory

Assessment of work habits and social development are designated as:

O—Outstanding; S—Satisfactory; N—Needs Improvement.

### **Academic Honor Code**

The school's general Academic Honor Code policy can be found on page 21.

### **Parent/Teacher Conferences**

Formal conferences take place at least two times a year. These conferences give parents/guardians the opportunity to visit with each student's teacher. Parents/guardians will be notified to schedule a conference with the teacher in advance of conferences. Parents/guardians needing a special time slot may notify the classroom teacher. Lower school conferences are in-person only. This time is set aside for parents and teachers to communicate learning progress and goals. We respectfully request parents make every effort to attend the conferences during the time allotted.

### **Progress Reports**

Progress reports are made available online. Students in Early Years receive a progress report at the end of the year. Students in kindergarten - grade 4 receive progress reports two times a year. Unless there are extenuating circumstances, all homework, tests, quizzes, and written reports must be completed by the end of each reporting period.

## Standardized Testing

Brownell Talbot administers standardized tests at different times of the school year. The purpose of these tests is to measure the proficiency of our students in a variety of academic skills. The results are used by the school to analyze the school's curriculum as it relates to said skills and to evaluate the progress of student performance.

## BEFORE/AFTER SCHOOL SUPERVISION

Students EY - grade 1 should be dropped off and picked up in the Happy Hollow Circle Drive students in grades 2 - grade 4 should be dropped off and picked up in the Upper Circle Drive. Teachers escort their classes at dismissal. Students are required to inform their teacher when their rides have arrived and must receive teacher permission to leave. Parents/guardians of all students who have not been picked up by 3:30 pm will be notified by the school office. Students who will not be picked up regularly by 3:30 pm must be registered for Raider Zone.

Brownell Talbot's after school extended care program, Raider Zone, is licensed by the state of Nebraska. The program is staffed with experienced personnel and is designed to complement the regular school day and is available to students in Early Years - grade 8. The program includes structured and free time, as well as a light snack. As required by the Nebraska Department of Health and Human Services, adults who are approved to pick up a student from Raider Zone but are not that student's parent/guardian are required to show identification at pickup.

You can reach the Director of Auxiliary Programs at 402.556.3772 ext. 1023.

## POLICIES SPECIFIC TO LOWER SCHOOL

### Philosophy of Discipline

Our discipline philosophy is based on the principles of progressive and conscious discipline. We focus on teaching and learning from mistakes, with an emphasis on understanding and fixing any harm caused. We value working with families to support our students.

Through our social emotional curriculum and learning, we teach our students an awareness of their body that empowers them. It then equips students with practical skills to manage our thoughts, feelings, and actions. This helps children become more integrated, enabling them to learn and use problem-solving skills. This understanding underscores the

importance of building our school on the core principles of safety, connection, and problem-solving.

## Actions and Consequences in Response to Behavior Violations

The Assistant Head of Academics (or their designees) are responsible for overseeing the Lower School's response when students do not meet the school's expectations. The Head of School may be consulted in any situation and may act in place of the Assistant Head of Academics.

Most minor violations will be resolved by the student and faculty member immediately involved, who may also consult with the student's teacher, Assistant Head of Academics or others as necessary. More serious violations and/or an accumulation of minor violations will usually be handled by the Assistant Head of Academics who will, whenever possible, speak with the student, and who may consult with the student's teachers, advisor, parents/guardians, school administrators, Head of School, and professional consultants retained by Brownell Talbot, although they are not required to do so before deciding on the appropriate response. Every student is treated as an individual. Decisions about actions taken will be handled in a confidential manner when possible.

The school may decide that any one or more than one consequence is appropriate in any given case and may impose these consequences in any order it deems appropriate. These are not cumulative and may be imposed regardless of any previous consequence that may or may not have been taken with respect to a particular student or any other student who may have committed the same violation. Brownell Talbot reserves the right to impose consequences other than those listed.

## Brownell Talbot School Honor Code Lower School

Brownell Talbot Lower School Honor Code

### Core Values

At Brownell Talbot, we believe in the core values of Integrity, Compassion, Respect, and Responsibility. These values help us create a loving, safe, and supportive environment where everyone can learn and grow.

### Behavioral Expectations

All students are expected to follow our core values and classroom rules. Teachers will explain what is expected in their classrooms. If a student's behavior disrupts learning or breaks school rules, it will be addressed through our discipline policy.

## Understanding Behavior Violations

See page 19 for a list of major and minor behavior violations.

### Major Behavior Violations

Major Infractions are serious behaviors that can hurt others or cause significant disruption.

### Minor Behavior Violations

Minor Infractions are less serious but still important to address. They often involve not following rules or being responsible.

### Discipline Approach

Discipline will be handled in a way that helps students learn from their mistakes. The consequences will depend on how serious the behavior is and how often it happens.

### Consequences for Major Infractions

- First referral: Meeting with the Assistant Head of Academics and parents and a loss of privileges.
- Additional referrals may include more serious consequences like suspension.

### Consequences for Minor Infractions

- First referral: Verbal reminder, time-out, and a note home to parents.
- Additional referrals: Time-out and a meeting with the teacher and parents to discuss further actions.

### Specific Consequences

- Time-out: Time spent in a quiet area to think about behavior.
- Loss of privileges: Losing the ability to participate in certain activities.
- Meeting with teacher or Assistant Head of Academics: Discussing behavior and how to improve.
- Suspension: Time away from school for serious infractions.

### Parental Involvement

When your child is involved in any type of disciplinary action, you will be contacted by your child's teacher or the Assistant Head of Academics. Parents/guardians are encouraged to talk to their child's teacher if they have questions or concerns.

### Supporting Students

To help students learn and grow, we will use the following strategies:

- Restorative Practices: Helping students understand their actions and make things right.

- Positive Behavior Interventions and Supports (PBIS): Providing support based on each student's needs.
- Social-Emotional Learning (SEL): Teaching skills like empathy, self-control, and making good choices.
- Counseling and Support Services: Offering help to students who need extra emotional or behavioral support.
- Family Engagement: Involving families in the discipline process and providing resources to support positive behavior at home.

By combining clear expectations, consistent consequences, and supportive interventions, Brownell Talbot aims to create a safe, respectful, and nurturing environment for all students.

The school's general Honor Code policy can be found on page 17.

## Late Arrival

It is very important that students arrive on time for school. **EY - Grade one students arriving late should go directly to the main office in Raiderville. Students in grades 2 - 4 should go directly to the main office.** Excessive tardies may result in parent/guardian communication. **On the fifth tardy**, a letter will be sent home reminding parents/guardians that students are required to be on time for school. **On the 10th tardy**, parents/guardians will be required to have a conference with the Assistant Head of Academics.

## Absences/Makeup Work

Illness, verified by a parent/guardian, physician, or school nurse, is considered an excused absence. Parents/guardians must notify the main office before 8:45 am to report the student's absence. **Students must be fever-free for 24 hours before returning to school.** During an absence due to illness exceeding one day, parents/guardians may pick up homework after 12:00 pm.

## Student-Owned Mobile Devices

Lower School students should not bring mobile devices of any kind, including cell phones and smart watches to school. The school accepts no responsibility for the loss or damage of devices. Should a student bring a mobile device to school, the device should be kept inside the student's backpack and locker during the day. Lower School students using unauthorized devices during the school day or during Raider Zone will have those devices confiscated. Confiscated devices must be retrieved from an administrator. The school reserves the right to examine mobile devices to verify it is not being used in violation of the school's Responsible

Use policy.

See page 32 for the school's general student-owned mobile devices policy.

# LOWER SCHOOL UNIFORMS

## Formal Dress

*Note: Early Years students do not have a formal dress uniform.*

- Shirt: solid white long- or short-sleeve oxford or dress shirt.
- Pants: solid navy dress pants.
- Jumper: Brownell Talbot plaid jumper. Jumpers must be an appropriate length for a school environment.
- Socks and hosiery: solid navy blue or white socks, tights, or leggings. Leggings are for under the jumper or skirt, not to be worn individually.
- Sweater: solid navy long-sleeve sweater or sweater vest (monogramming/logo optional). V-neck, crewneck, or cardigans are acceptable.
- Shoes: black, brown, or navy dress shoes. Shoes must have a flat sole.

## Daily Wear

Formal dress options are acceptable and:

- Shirt: solid white long- or short-sleeve polo knit shirt with collar (monogramming/logo optional). Uniform shirts must be tucked in.
- Pants/shorts: solid navy uniform pants. Navy Bermuda style shorts may be worn in the fall and spring.
- Sweater/sweatshirt: solid navy or gray long-sleeve pullover or cardigan sweater; solid navy or gray sweatshirt; or any "official" Brownell Talbot sweatshirt from the Raider Market store, Raider Market online, or Booster Club. **Sweaters and sweatshirts DO NOT replace the required polo shirt.**
- Skirts/skorts: skirt or navy uniform skorts. Skirts/skorts must be an appropriate length for a school environment. Early Years students may also wear a navy jumper.
- Socks and hosiery: Solid socks. Navy or white tights or leggings. **Note, a skirt or skort is required with tights and leggings.**
- Shoes: must be worn at all times and be complementary to the uniform. Athletic shoes (no solid neon colors) or plain black or dark brown leather dress shoes (solid colors, no patterns) are allowed. No snow/water boots, moccasins, sports sandals, flip-flops, slides, slippers, clogs, Crocs, or similar styled open-back/open toed shoes. No

roller skate shoes are allowed. No blinking lights. If snow/water boots are brought for outside play, an appropriate pair of shoes must also come to school for use inside the building.

## Outerwear

Students may wear a coat between buildings. Coats and jackets are to be removed after entering a classroom, the dining hall, or any other instructional space.

Any decision regarding the acceptability of school uniform items will be at the sole discretion of school administration.

See page 29 for the school's general school uniforms policy.

# LOWER SCHOOL ACTIVITIES

Students in Early Years through grade 6 compete through the Brownell Talbot Youth Sports Organization (BTYSO). BTYSO teams are focused on three important principles: fun, personal development, and skill development.

Students will have the opportunity to play team sports in a way that builds skill, confidence, and sportsmanship. BTYSO develops every player regardless of ability in a fun environment and students learn life lessons in good sportsmanship and exhibiting a positive attitude.

## Fall Sports

Soccer (Early Years - grade 2)

Flag Football (Early Years - grade 6)

Volleyball (grades 3-6)

Swimming (kindergarten - Upper School)

## Winter Sports

Basketball (Early Years - grade 6)

Swimming (kindergarten - Upper School)

## Spring Sports

Soccer (Early Years - grade 6)

Swimming (kindergarten - Upper School)

Softball

Baseball

# BROWNELL TALBOT MIDDLE SCHOOL

The Middle School environment lends itself to personal growth and exploration. Classrooms are rich in academic history and provide students and faculty the ability to thrive in a challenging learning environment that encourages self-discovery and responsibility.

The Middle School curriculum is one that is focused on departmentalization while realizing the need for students to have strong relationships with their peers and teachers. The learning skills of collaboration, alternative assessment, and problem solving are integral components of the Middle School program. Teachers assist students in the development of effective study skills, organizational techniques, and time management. Students utilize a combination of traditional learning methods while incorporating technology tools and techniques into their daily practice.

## ACADEMICS

### Grading Scale

A (90-100); B (80-89); C (70-79); D (60-69);  
F (below 60)

### Academic Eligibility

Students must maintain passing grades and less than 5 unexcused NTI's (Not Turned In assignments) total to participate in contests, plays, or athletic events. Failure to do so may result in a suspension of participation in practices and events. In order to regain eligibility, students must show improvement. Evaluation of improvement will be done on a weekly basis.

### Academic Honors

The Head of School's List for Middle School is based on the student's achievement each semester. This designation is given to students in grades 5, 6, 7, and 8.

The Head of School's List (Summa Cum Laude):  
All "As"

The Head of School's List: All "As" and "Bs"

### Academic Honor Code

The pursuit of knowledge in an academic community brings students and faculty together in an association of shared rights and responsibilities. Central to this association is an atmosphere of

mutual trust and high ideals of honesty and integrity. Brownell Talbot articulates these ideals in its Academic Honor Code.

Brownell Talbot has a long, respected history of moral and ethical commitment to integrity. This integrity presumes that all members of our community consider themselves responsible for upholding these ideals while striving for excellence in their individual disciplines.

Brownell Talbot students will respect shared intellectual property and resources, complete and submit their own work, and observe the stated and implied rules governing honest academic achievement. Violations of this policy include but are not limited to lying, cheating, plagiarizing, stealing, violating another's property, misrepresenting another's work as their own, violating stated and implied rules of honest scholarship and academic conduct, or facilitating others' dishonesty.

### Cheating

The possession, receipt, use, or solicitation of unauthorized materials, information, notes, study aids, or other devices in any academic exercise constitute cheating. This definition includes unauthorized communication of information before, during, and after an academic exercise.

Further clarification includes, but is not limited to, the following:

- Falsifying or cheating on a report, a paper, an exercise, a problem, a test or examination, a project, a term and/or research paper, or a computer project submitted by a student.
- The use of unauthorized aids (e.g. crib sheets, answer keys, discarded materials, another's assistance on a take-home exam, etc.).
- Copying from another student's work.
- Unauthorized use of books, notes, or other outside material during closed-book exams.
- Soliciting, giving, or receiving digital, written, visual, or similar communication contrary to the principles of academic honesty.

Furthermore, cheating includes facilitating academic dishonesty.

### Plagiarism

Plagiarism is the taking of another's ideas and information and presenting them as if the ideas and information were one's own. Doing so is "intellectual theft" and, in some cases, a violation of copyright law.



## *Consequences for Plagiarism and Cheating Infractions*

Infractions of the Academic Honor Code pertain to cheating and plagiarism as defined in this document. Consequences will be administered according to the type and frequency of infraction and may include one or more of the following:

- First offense
  - The student is required to re-do the assignment with a grade reduction of one to four letter grades.
  - One to three day supervised detention.
  - A conference with the student, the parent/guardian, the Dean of Middle School, and the Assistant Head of Academics.
- Second offense
  - The student is required to re-do the assignment with a grade reduction of one to four letter grade
  - One to five days of supervised detention or suspension (in-school or out-of-school depending on the circumstance).
  - A mandatory conference with the student, the parent/guardian, the Dean of Middle School, and the Assistant Head of Academics.
- Third Offense
  - Any or all consequences listed for the second offense.
  - A recommendation that may result in expulsion.

The school's general Academic Honor Code policy can be found on page 21.

## **Parent/Teacher Conferences**

Formal Parent/Teacher Conferences take place twice a year. The initial conference is held in the middle of fall semester. The second conference is held in the spring semester. These conferences give families the opportunity to visit with each of the student's teachers. It is highly recommended that students attend conferences with their parents/guardians.

In addition to the formal conferences, parents/guardians are welcome to schedule individual meetings with teachers concerning their student's progress. Parents/guardians are asked not to drop in unscheduled before or after school as teachers are busy preparing for or wrapping up the day. Your cooperation and support in this area is appreciated.

Parent/Teacher Conferences may be held virtually.

## **Report Cards**

Report cards for students in grades 5-8 are made available online after each semester. A student progress report will be posted on Veracross near the midpoint of each semester. Unless there are extenuating circumstances, all homework, tests, quizzes, and written reports must be completed by

the end of each grading period. Parents have access to see current grades for all classes through the Veracross portal at any time during the semester.

## **Standardized Testing**

Brownell Talbot administers standardized tests at different times of the school year. The purpose of these tests is to measure the proficiency of our students in a variety of academic skills. The results are utilized by the school to analyze the school's curriculum as it relates to said skills, for the purpose of placement in certain courses and to evaluate the progress of student performance.

## **Before and After School Supervision**

For families who need to drop off Middle School students before 7:45 am, they need to register (paid enrollment) in BT's extended care program, Raider Zone. This program allows families to drop off students as early as 7:00 am. Students participating in Raider Zone need to report to their designated location upon arrival.

Enrollment in Raider Zone also allows students to stay at school as late as 6:00 pm. Raider Zone is dedicated to homework, a light snack, and free time in the dining hall. Weather permitting, students will go outside during free time. Any Middle School student on campus after 4:00 pm who is not involved in a school-sponsored activity must be registered (paid enrollment) for this program. Once the school activity ends, students must report and sign into Raider Zone until they are picked up.

Brownell Talbot's extended care program is licensed by the state of Nebraska. To register, please visit [brownell.edu/BTbeyond](http://brownell.edu/BTbeyond). The Director of Auxiliary Programs can be reached at 402.556.3772 ext.1023 should you have any questions.

## **Middle School and Upper School Honor Code**

### **Core Values**

As members of the Brownell Talbot community, we are committed to upholding the core values of Integrity, Compassion, Respect, and Responsibility. These values guide our actions and interactions within the school community.

### **Behavioral Expectations**

All students are expected to conduct themselves in a manner that reflects Brownell Talbot's core values at all times. Teachers will publish specific expectations for their classrooms. Behavior that disrupts the learning environment or violates school policy will result in behavior referrals, categorized as either Major or Minor Behavior Violations.



## Understanding Behavior Violations

See page 19 for a list of major and minor behavior violations.

## Discipline Approach

Disciplinary actions will be based on the severity and frequency of infractions. The language used will emphasize “may” rather than “will” to allow for discretion.

## Consequences for Major Behavior Violations

Consequences for major violations may include, but are not limited to, any of the following, depending on severity:

- Student and parent conference with the Dean of Middle School
- Detention: lunch detention or after-school detention
- Saturday School
- Suspension: in-school or out-of-school suspension
- Restriction: loss of privileges for extra-curricular activities
- Student and parent conference with the Dean of Middle School and the Head of School
- Recommendation for expulsion

## Consequences for Minor Behavior Violations

Consequences for minor violations may include, but are not limited to, any of the following, depending on severity:

- Verbal warning (conference with the teacher or Dean of Middle School)
- Behavior notification sent to student and parent
- Student and parent conference with the Dean of Middle School
- Detention: lunch detention or after-school detention
- Saturday School
- Suspension: in-school or out-of-school suspension
- Restriction: loss of privileges for extra-curricular activities
- Student and parent conference with the Dean of Middle School and the Head of School
- Recommendation for expulsion

## Specific Consequences

- Detention: Students assigned detention will receive a discipline notice detailing the infraction and its consequences.
- Restriction: May include removal from leadership positions, loss of extracurricular activities, mandatory study hall, or loss of off-campus privileges.
- Time in office: Time spent in the office for reflection

and restorative reflection or restorative practices.

- Saturday School: On-campus detention from 8:00 am to 12:00 pm for working on assignments or performing community service.
- Suspension: In-school and/or out-of-school suspension based on the severity of the infraction.
- Expulsion: Permanent removal from Brownell Talbot for severe or repeated violations.

## Parental Involvement

Parents/guardians are encouraged to contact their student’s teacher with questions or concerns first. If additional information is needed, they can contact the Dean of Middle School.

## Reporting and Transparency

Brownell Talbot will report any academic or behavioral misconduct resulting in disciplinary action requiring time away or removal from school premises to colleges and high schools if specific requests for information are made. Students are expected to answer related questions on applications truthfully and transparently.

## Philosophy of Discipline

Brownell Talbot’s discipline philosophy is developmental, focusing on teaching and learning opportunities with an emphasis on restoring any harm caused. The school values family partnerships but retains the primary decision-making role in all disciplinary matters.

## Investigation Procedures

Complaints of bullying, harassment, or misconduct will be investigated thoroughly. The school will take steps to protect complainants and maintain confidentiality during investigations. Retaliation against individuals who report incidents or participate in investigations is strictly prohibited.

## Supporting Students

To ensure we are supporting students effectively, Brownell Talbot will implement the following strategies:

- Restorative Practices: Encouraging students to reflect on their actions, understand the impact on others, and engage in restorative conversations.
- Behavior Interventions and Supports: Using a multi-tiered system to provide targeted support based on individual student needs.
- Social-Emotional Learning (SEL): Integrating SEL into the curriculum to help students develop essential skills such as empathy, self-regulation, and responsible decision-making.
- Counseling and Support Services: Providing access to counseling and support services for students in

- need of additional emotional or behavioral support.
- Family Engagement: Actively involving families in the disciplinary process and providing resources to support positive behavior at home.

## Conclusion

Frequent and consistent disregard for school rules and policies will result in increasingly severe consequences and will be considered in evaluating a student's continued enrollment at Brownell Talbot. The administration reserves the right to assign consequences based on the best interest of the school and the safety of the community.

## Late Arrival/Class Tardy

Attendance is checked at the beginning of each class period. Arrival to class after the tardy bell has rung for that period and before half the period has elapsed is considered tardy. Students tardy to school must sign in at the main office and receive an admit slip from the administrative assistant. Each tardy will result in a minor referral. School work missed for tardies must be made up (see Absences/Makeup Work section). Missing more than half of a class period may be considered an absence. Excessive tardiness will result in disciplinary action.

## Summary Of Consequences For Violating Attendance Rules

The following consequences will apply to students who earn more than two tardies each mid-semester:

- Fourth unexcused tardy: lunch detention, parents/guardians notified.
- Fifth unexcused tardy: after school detention and parents/guardians notified.
- Continued unexcused tardy: administrative review and possible expulsion.

Students who cut class or do not attend chapel will, in addition to the academic consequences outlined by the teacher, receive:

- First offense: after school detentions and parents/guardians will be notified.
- Second offense: one-day in school suspension and parents will be notified.
- Third offense: administrative review and possible expulsion.

## Absences/Makeup Work

Illness, verified by a parent/guardian, physician, or school nurse, is considered an excused absence. Parents/guardians must notify the main office before 8:45 am to report the student's absence. Students must be fever-free for 24 hours before returning to school.

During an absence due to illness exceeding one

day, parents/guardians may pick up homework after 12:00 pm. Assignments will also be available in Veracross. Students may request extra help sessions upon their return to school.

Work missed during an absence must be made up. It is the student's responsibility to schedule makeup work with the teacher. The student is allowed the same number of days to make up work as the number of days absent. For example, if a student is absent for two days, upon return, two days are given for makeup work. In the event of a long-term absence, the appropriate school administrator or designee will assist in arranging an appropriate schedule for makeup work. If the schedule for makeup work extends beyond the end of the grading period, a mark of incomplete is given. Work not submitted by the end of the established makeup schedule will result in a failing mark.

## Unexcused Absences/Makeup Work

Failure to obtain approval and/or failure to bring a note from parents/guardians prior to an absence (in the case of illness, following the absence) will result in an unexcused absence.

Cutting class is a serious offense and will result not only in an unexcused absence but in other disciplinary action as well. Leaving campus without permission at any time during the school day is a serious offense, which will be addressed by school administration and may result in a suspension. Improper sign-out or failure to sign out may be considered an unexcused absence (see the Signing Out section).

Makeup work for unexcused absences is addressed as follows:

- It is the student's responsibility to obtain and complete within the designated time frame all the material of the class missed.
- It is not the teacher's responsibility to repeat material missed nor is the teacher expected to tutor the student. Extra help sessions are not provided.
- Homework grades for any missed classes will drop at least one grade level, but not more than three. Students may receive a failing grade on tests given during the time of the unexcused absence.
- Parents/guardians will be notified of unexcused absences.

## Student-Owned Mobile Devices

From 8:00 am to 3:40 pm, the use of cell phones and smartwatches is strictly prohibited on campus. Middle School students must store cell phones, locked, in their locker during the school day. Students using unauthorized devices during instructional time will have those devices

confiscated. Confiscated devices must be retrieved from the Dean of Middle School at the end of the school day. The school reserves the right to examine electronic communication devices to verify the device is not being used in violation of the school's Responsible Use policy. Students who need to call a parent/guardian must do so from the main office.

See page 32 for the school's general student-owned mobile devices policy.

## Locks, Lockers, and Locker Rooms

Middle School students are assigned book and physical education lockers. School locks are issued at the beginning of each year and are the only locks to be used. Lockers are to be kept locked. Students should not give their locker combinations to anyone. There is a \$10 replacement charge for a lost lock. Lockers are school property and should reflect proper school decorum.

With respect to all restrooms, locker rooms, or changing facilities, students will have access to facilities.

Any student who is uncomfortable using a shared gender-segregated facility, regardless of the reason, will, upon the student's request, be provided with an appropriate alternative. This may include, for example, the addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule.

# MIDDLE SCHOOL UNIFORMS

See page 29 for the school's general school uniforms policy.

## Formal Dress

- Shirt: solid white long- or short-sleeve oxford dress shirt. A tie is encouraged but is not required.
- Pants: solid gray dress pants. Students must wear a dark belt.
- Skirt: Brownell Talbot plaid skirt. Skirts must be an appropriate length for a school environment; skirts should be no shorter than fingertip length when standing.
- Blazer: solid navy blazer is required.
- Socks and hosiery: solid socks, tights, or leggings must be worn. Note, a skirt is required with tights and leggings.
- Shoes: solid black, brown, or navy dress shoes. Shoes must have no more than a 1½ inch heel.

## Daily Wear

Formal dress options are acceptable and:

- Shirt: solid navy or light blue long- or short-sleeve polo knit shirt with collar and school logo. Uniform shirts are required and must be tucked in.
- Pants/shorts: solid navy uniform pants. Navy Bermuda style shorts may also be worn. A black or brown belt must be worn if pants/shorts have belt loops.
- Skirts/skorts: plaid uniform skirts or skorts. Skirts/skorts must be an appropriate length for a school environment; skirts/skorts should be no shorter than fingertip length when standing.
- Sweater/sweatshirt: solid navy or gray long-sleeve pullover or cardigan sweater; solid navy or gray sweatshirt; or any "official" Brownell Talbot sweatshirt from the Raider Market store, Raider Market online, or Booster Club. **Sweaters and sweatshirts DO NOT replace the required polo shirt.**
- Socks and hosiery: solid socks or black or navy tights or leggings. Note, a skirt or skort is required with tights and leggings.
- Shoes: must be worn at all times and be complementary to the uniform. Athletic shoes (no solid neon colors) or plain black or dark brown leather dress shoes (solid colors, no patterns) are allowed. No boots, moccasins, sports sandals, flip-flops, slides, slippers, clogs, Crocs, or similar styled open-back/open toed shoes. No roller skate shoes are allowed. No blinking lights. If boots are brought for outside play, an appropriate pair of shoes must also come to school for use inside the building.

## Outerwear

Students may wear a coat between buildings. Coats and jackets are to be removed after entering a classroom, the dining hall, or any other instructional space.

## Physical Education

T-shirts and shorts for fifth through seventh grade students are provided and laundered at school. Students must provide their own socks and shoes. On days when students swim, they need to bring a swimsuit and towel.

Eighth grade students are permitted to bring their own PE clothing. Any decision regarding the acceptability of school uniform items will be at the sole discretion of the school administration.

# ACTIVITIES

## Philosophy

Students are encouraged to participate in extracurricular activities. Students learn about the individual program, develop skills, experience working and competing with teammates, and participate in competitive situations.

Brownell Talbot is a member school of the Nebraska School Activities Association (NSAA). NSAA governs all contest rules and regulations for certain middle school activities. Rules and regulations can be found on the NSAA website at [www.nsaahome.org](http://www.nsaahome.org).

All students are permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Brownell Talbot will follow the policies of NSAA regarding participation of students in interscholastic athletics in a manner consistent with their gender identity.

For certain sports, seventh and eighth grade may have “A” and “B” teams. These are formed in accordance to the individual’s grade level, ability, and commitment. Each student is provided with a meaningful opportunity to participate in competitive situations. Meaningful participation does not mean equal playing time; rather, it means providing students with the opportunity to further their learning and development in a competitive situation.

## **BTYSO (Grades 5-6)**

Students in Early Years through grade 6 compete through the Brownell Talbot Youth Sports Organization (BTYSO). BTYSO teams are focused on three important principles: fun, personal development, and skill development.

Students will have the opportunity to play team sports in a way that builds skill, confidence, and sportsmanship. BTYSO develops every player regardless of ability in a fun environment and students learn life lessons in good sportsmanship and exhibiting a positive attitude.

### **Fall Sports**

Flag Football  
Volleyball  
Swimming

### **Winter Sports**

Basketball  
Swimming

### **Spring Sports**

Soccer  
Swimming  
Softball  
Baseball

## **Policies and Guidelines (Grades 7-12)**

Before participation on any team is permitted, all students who wish to participate and their parents/guardians shall receive a copy of the Activity Policy and Guidelines Agreement indicating that they have

reviewed and understand all policies and guidelines. The parent/guardian and the student must sign this agreement.

## **Code of Ethics**

Students must adhere to the following code of ethics:

- The use of drugs, alcohol, tobacco, or other related products is strictly prohibited.
- Be sincere and loyal to the team, school, and coach.
- Show respect and cooperate with all teachers, coaches, and sponsors.
- Create, maintain, and promote the elements of good sportsmanship.
- Set a positive example in school, at home, and in competition.

## **Sportsmanship**

Good sportsmanship is expected from all Brownell Talbot students, families, and spectators. This demands responsible actions on the part of all participants. To promote sportsmanship, one should observe the following guidelines:

- Accept seriously the responsibility and privilege of representing your school and your fellow students. Display positive actions publicly at all times.
- Cooperate with officials, coaches, and fellow participants to conduct a fair contest.
- Respect the judgment of contest officials, abide by the rules of the contest, and display no behavior that detracts from the spirit of good competition.
- Shake hands and compliment your opponent after the contest.

Any student, family member, or spectator ejected from a contest will sit out the next scheduled contest and be subject to any other discipline as set out by the rules of Brownell Talbot.

## **Practice Attendance**

Students are expected to be at all practices at the times and places designated by the coach/sponsor. A student in school on the day of practice must have prior approval of the coach to be absent from practice. Students missing practice or arriving late to practice for any reason may be subject to disciplinary actions as set out by the coach. Habitual or excessive absences will result in suspensions from contests, loss of letter, or dismissal from the team.

- Excused absences include illness or an emergency situation. Excused absences (for practices only) with prior approval of the team coach include doctor appointments, approved school-related activities, and college visits.
- Unexcused absences include, but are not limited

to, staying home, sleeping too late, personal appointments, and family vacation.

When school is in session, players must report to school by 10:05 am in order to practice that day. Players serving in-school or out-of-school suspensions will not be allowed to practice.

## **Contest Attendance**

Student athletes are expected to attend all contests in their specific activity, whether participating or not, unless prior permission is granted by the coach. The coach must be notified as far in advance as possible when a student is to be absent from a contest. On a contest day, students must report to school by 10:05 am in order to compete unless prior approval by the coach/sponsor and administrator is given. A player serving an in-school or out-of-school suspension the day of the contest is not eligible to participate that day. Failure to attend contests may result in loss of letter or dismissal from the activity.

## **Training**

Players are expected to maintain good physical conditioning. Proper diet, rest, and exercise are necessary for good performance. In keeping with this philosophy, students should adhere to dietary suggestions provided by their coach or sponsor.

Substance abuse is highly detrimental to the health and performance of a student. Therefore, in addition to the rules regarding drugs, alcohol, tobacco, or other related products stated in the Student Expectations section, the following regulations apply:

- Students smoking cigarettes or using any tobacco or related products will receive contest suspensions. The coach/sponsor or administrator will determine loss of letter or dismissal from the activity.
- Players using alcohol or illegal drugs will result in contest suspensions and loss of letter at a minimum. The coach or administrator will determine dismissal from or retention on the team.

In or out of season, including summer, Brownell Talbot participants in extracurricular activities are expected to abide by these policies with regard to alcohol, drugs, tobacco, and related products. Brownell Talbot does not support or encourage performance enhancing drugs or supplements of any kind.

## **Preseason Training**

Students are expected to participate in preseason training when it is required for maximum performance in their respective activity, which is invaluable for safety and skill development. Students having an extenuating circumstance that prohibits

them from participating in preseason training, must inform the coach prior to this training period, and eligibility for the activity will be determined. If a student is participating on another Brownell Talbot team during preseason training, the coaches and student will determine an appropriate preseason training program. Preseason training includes, but is not limited to, summer team camps, strength and conditioning training, and individual camps.

## **Uniforms**

Players will adhere to Brownell Talbot rules and guidelines with regard to proper uniform wear. In addition, players will not wear distinctive clothing, which sets them apart from other team members. Uniforms will be issued to players before the first contest. Student athletes are responsible for the care and maintenance of all school-issued uniforms and equipment. Student athletes agree to return all uniforms and equipment in good condition within one week of the end of season. The Business Office must receive payment for lost uniforms. The replacement cost of the specific uniform or equipment will determine the amount owed to the school.

## **Other Attire**

Coaches will provide guidelines on proper attire during home or away contests. Only prior approval by the coach will allow the students not to follow these guidelines.

## **Travel**

Transportation is provided by Brownell Talbot for most contests. Students participating will travel on the bus or in the school vehicles to the event. Students may ride with their parents/guardians to a contest if approved by their respective coach. It is permissible for a student to ride with another adult but their parent/guardian must notify the coach in writing and receive approval before the scheduled departure time.

If transportation is not provided to contests or practices, parents/guardians must submit written permission to the Activities Director stating their child is allowed to ride with another BT student to contests and practices off campus.

Respect and sensitivity for all participants on trips will be observed. Electronics are permitted only when used with personal headsets. Loud conversations or other disruptive behavior detracts from the comfort and enjoyment of the team and will not be permitted.

## **Academic Eligibility and Responsibility**

Students are responsible for arranging their schedules to fulfill their commitment as participants

and team members. A student who leaves school early for a contest is responsible for all academic work missed, including class notes, quizzes, tests, and papers. The student must notify the coach/sponsor of any tardiness to or absence from practice due to academic reasons.

Academics are a priority at Brownell Talbot. To ensure this, Brownell Talbot has established guidelines for student participation in activities:

- Players with academic deficiencies may be withheld from competition.
- Players are encouraged to schedule tutorials as needed with teachers.

### Participation on Non-Brownell Talbot Teams

Brownell Talbot activity obligations take priority over club contests and practices. A student's commitment to the school must come first, and missing a practice or contest for a club activity is not acceptable and will be considered an unexcused absence.

### Grievance Policy

Student who feel they have not been given due process in trying out for a team, after having made the team, or concerning violations of policies, should observe the following guidelines:

- The student and/or parent/guardian should first schedule a meeting with the coach of the activity involved. Most problems should be solved at this level.
- If the explanation provided by the coach is not satisfactory for the student, the student and/or parent/guardian should then meet with the Activities Director to discuss the situation.
- If meeting with the Activities Director does not resolve the situation, the student and/or parent/guardian should meet with the Assistant Head of Academics or Dean of Middle School to discuss the previous two meetings and why they are still not satisfied with the situation.

### Dances

Seventh and eighth grade students have two dances sponsored by Brownell Talbot. These dances include a "Proper Dance" in late winter as part of their physical education curriculum on a rotating basis and a spring dance. These are scheduled by the administration.

## BROWNELL TALBOT UPPER SCHOOL

The Upper School program prepares students for the transition from the high school classroom to

the rigors of college life. Upper School students are encouraged to explore various interests, take advanced classes, and develop self advocacy and communication skills that allow them to be successful in the college environment.

## ACADEMICS

The Upper School program is rigorous, with students afforded choice within the program to take courses of particular interest. Upper School students must successfully complete 250 credits, surpassing the state requirement of 200 credits. Although Upper School students are required to meet certain minimum standard requirements, Brownell Talbot graduates typically surpass these requirements in several areas, thereby greatly enhancing their chances for acceptance and success at the college of their choice.

### Grading Scale

General and Advanced Placement (AP):

A (90-100); B (80-89); C (70-79); D (60-69); F (below 60)

### Averages (GPA)/Transcripts

All courses taken for credit are included in a student's grade point average. Grade values are as follows:

General	Advanced Placement Courses
A = 4.0	A = 4.5
B = 3.0	B = 3.5
C = 2.0	C = 2.5
D = 1.0	D = 1.0
F = 0.0	F = 0.0

Cumulative grade point averages are recalculated at the completion of each semester. Transcripts include semester grades and the semester GPA.

### Academic Eligibility

Students must maintain passing grades in order to participate in contests, plays, and athletic events. Failure to do so may result in a suspension of participation in practices and events. In order to regain eligibility, students must show significant improvement. Evaluation of improvement will be done on a weekly basis.

Students cumulating four or more NTI's or any failing grades in all courses will have this status communicated to parents, coaches, and sponsors each Friday.

Four or more NTIs still accumulated the Monday following notification will result in ineligibility from activities until they are turned in.

Students with excessive NTI assignments due to missing class may face other consequences including removal from participation in school activities or sports.

## Academic Honors

The Head of School's List for Upper School is based on the student's achievement each semester.

The Head of School's List (Summa Cum Laude):  
All "As"

The Head of School's List: All "As" and "Bs"

## Academic Honor Code

### Upper School Academic Honor Code Philosophy

The pursuit of knowledge in an academic community brings students and faculty together in an association of shared rights and responsibilities. Central to this association is an atmosphere of mutual trust and high ideals of honesty and integrity. Brownell Talbot articulates these ideals in its Academic Honor Code.

Brownell Talbot has a long, respected history of moral and ethical commitment to integrity. This integrity presumes that all members of our community consider themselves responsible for upholding these ideals while striving for excellence in their individual disciplines.

Brownell Talbot students will respect shared intellectual property and resources, complete and submit their own work, and observe the stated and implied rules governing honest academic achievement. Examples include but are not limited to lying, cheating, plagiarizing, stealing, violating another's property, misrepresenting another's work as their own, violating stated and implied rules of honest scholarship and academic conduct, or facilitating others' dishonesty.

### Academic Honor Code Policies

Definitions associated with the Academic Honor Code include the following:

#### *Cheating*

The possession, receipt, use, or solicitation of unauthorized materials, information, notes, study aids, or other devices in any academic exercise constitute cheating. This definition includes unauthorized communication of information before, during, and after an academic exercise.

Further clarification includes, but is not limited to, the following:

- Falsifying or cheating on a report, a paper, an exercise, a problem, a test or examination, a project, a term and/or research paper, or a computer project submitted by a student.
- The use of unauthorized aids (e.g. crib sheets, answer keys, discarded materials, another's assistance on a take-home exam, etc.).
- Copying from another student's work.
- Unauthorized use of books, notes, or other outside material during closed book exams.
- Soliciting, giving, and/or receiving digital, written, visual, or similar communication contrary to the principles of academic honesty.

Furthermore, cheating includes facilitating academic dishonesty.

#### *Plagiarism*

Plagiarism is the taking of another's ideas and information and presenting them as if the ideas and information were one's own. Doing so is "intellectual theft" and, in some cases, a violation of copyright law.

In defining plagiarism, the school distinguishes between note taking, inadvertent plagiarism, and malicious plagiarism.

In the case of note taking, the teacher and the student both understand that the nature of the assignment is simply knowledge acquisition and, perhaps, presentation. Using another's information in these contexts, even when used without documentation, shall not constitute plagiarism since both the teacher and the student understand that the material is not the student's own.

Inadvertent plagiarism is restricted to an obvious mistake in documentation, as when a student inadvertently includes an incorrect page number in a parenthetical reference or when the student has yet to hone his or her paraphrasing skills. Inadvertent plagiarism shall not constitute plagiarism in the formal sense of the word.

Malicious plagiarism is the intentional presentation of another's material as if the material is one's own. Because Upper School students have been instructed in how to document primary and secondary sources, they are guilty of malicious plagiarism whenever they present another's information without proper documentation. The use of even a single and particularly apt word, of a phrase, of an idea, or of a train of thought, without appropriate documentation, constitutes malicious plagiarism. However, a student who provides documentation is still guilty of malicious plagiarism

if that documentation is fraudulent or consistently careless. Those guilty of this infraction are subject to predetermined consequences of the Honor Council.

## Honor Council

### *Purpose*

With respect to academic integrity, the Honor Council will make recommendations to the Assistant Head of Academics and Dean of Upper School on all reported Honor Code violations.

### *Process*

When a faculty member determines a student has violated the Academic Honor Code, a referral to the Honor Council is submitted. Members of the administration will convene the Honor Council for further deliberation and recommendations.

### *Council Members*

Two student representatives and one alternate are selected from each Upper School grade level. Classes nominate students and the final selection is made by the Upper School faculty. Two at-large faculty members plus one alternate are selected by the Dean of Upper School. The Director of College Counseling and Guidance serves as a non-voting member of the Honor Council.

One non-voting faculty member, selected by the charged student, may attend the meeting of the Honor Council as an advocate for the student.

Confidentiality of Honor Council members is mandatory; therefore, a member who violates confidentiality will be removed from the Honor Council. Parents/guardians and other interested parties shall not attend an Honor Council hearing. A student or faculty Honor Council member may recuse himself or herself in the event of a conflict of interest. Council members serve a one-year term, during which they will meet as needed.

### *Consequences for Plagiarism and Cheating Infractions*

Infractions of the Academic Honor Code pertain to cheating and plagiarism as defined in this document and are cumulative over the four-year period of grades 9-12. Suspensions and other discipline items may be reported to colleges if specific requests for information are made on recommendation forms.

Consequences will be administered according to the type and frequency of infraction and may include the following:

- First Offense
  - A zero on the test or assignment.
  - One to three detentions.
- Second Offense

- A zero on the test or assignment.
- One to five days of suspension (in-school or out-of-school depending on the circumstance).
- A loss of free periods for 45 school days, effective from the time of acceptance or imposition of penalty. Such students will attend study hall.
- A conference with the student, the parent/guardian, the Dean of Upper School, and the college counselor.
- Third Offense
  - Any or all consequences listed for the second offense.
  - A recommendation that may result in expulsion.

The Dean of Upper School will receive the recommendation of the Honor Council, make a final decision, and notify the student and parents/guardians of the ultimate decision. A copy of all documentation shall be included in the student's permanent file. Suspensions, major infractions, and repeated disciplinary violations will be reported to colleges.

The school's general Academic Honor Code policy can be found on page 21.

## Assigned Study Hall

All ninth and tenth grade schedules include supervised study halls. Study hall assignments for students in grades 11 and 12 are based on academic performance, attendance, and behavior expectations on campus. Eleventh grade students will be assigned study hall on their schedules and may check in and out with their study hall supervisor, as long as they are meeting grade, attendance, and behavior expectations. Twelfth grade students will not have an assigned study hall on their schedule and may use that time as unscheduled, pending any academic, attendance, or behavior concerns.

Students who receive Ds and/or Fs for any semester grades or who are consistently on the NTI/Incomplete assignment record for the duration of a semester may be assigned a supervised study hall. Students may also be assigned study halls any time during the semester at the request of parents/guardians or administrators.

## College Counseling

The college counselors are available on a regular basis to students and parents/guardians. College counseling classes are scheduled for students in grades 9-12. Group activities in these classes will cover such topics as educational planning, study skills, career development, college planning, applications, scholarships, and financial aid. A college planning workshop is scheduled for juniors and their parents/guardians.



The College Counseling Department provides personal assistance with testing, admission requirements, application procedures, official transcripts, recommendations, scholarships, and financial aid. Juniors and seniors will have regularly scheduled individual conferences with the College Counseling Department throughout the year. Additional appointments may be arranged to assist students and/or parents/guardians with any needs or concerns.

## Parent/Teacher Conferences

Formal Parent/Teacher Conferences take place twice a year. The initial conference is held in the middle of fall semester. The second conference is held in the middle of spring semester. These conferences give families the opportunity to visit with each of their student's teachers. It is highly recommended that students attend conferences with their parents/guardians.

In addition to the formal conferences, parents/guardians are welcome to schedule individual meetings with teachers concerning their student's progress. Parents/guardians are asked not to drop in unscheduled before or after school as teachers are busy preparing for or wrapping up the day. Your cooperation and support in this area is appreciated.

Parent/Teacher Conferences may be held virtually.

## Course Drop/Add

Brownell Talbot offers a wide variety of course options for all students. The goal of the school is to appropriately challenge every student through various required classes and elective course offerings. Implementation of this goal requires communication between the school and student's home. Students, advisors, and parents/guardians plan together to choose courses that will best meet the needs and desires of the student, while fulfilling the graduation requirements of the school. In some circumstances, a student may begin a class and realize the situation is not appropriate for their desired educational plan at the school. The student should immediately begin a dialogue with the advisor and parents/guardians regarding possible resolutions to the situation. This may include dropping a class and/or adding a replacement class to the student's schedule.

## Drop/Add Procedure

Students must obtain a Drop/Add Form from the main office or the Dean of Upper School. The Drop/Add Form provides detailed instructions for the student to complete the form and return it to the Dean of Upper School. Please note that strict

deadlines will be enforced in the Drop/Add process at Brownell Talbot.

### *Dropping a Class*

- First semester deadline for dropping a course is the 25th day of the semester.
  - No grade is issued for the course.
  - The course is not reflected on official transcripts.
  - Any course dropped after the deadline **IS** reflected on official transcripts with "W" to indicate a withdrawal.
- Second semester deadline for dropping a course is the fifth day of the semester (although not encouraged as most classes are year-long).
  - First semester grades are reported on official transcripts.
  - No grade is issued for the second semester of the course.
  - The second semester is not reflected on official transcripts.
  - Any course dropped after the deadline **IS** reflected on official transcripts with "W" to indicate a withdrawal.

### *Adding a Class*

The deadline for adding a class is the tenth class day of each semester unless transferring within the same academic area (e.g., AP U.S. History to U.S. History).

## Semester Exams

Courses are established and credit is given on a semester basis. Semester exams are given for each academic course and may account for up to 15 percent of the semester grade. Seniors who are academically eligible and have appropriate authorization may be exempt from first semester exams.

Juniors and seniors who are academically eligible and have appropriate authorization may be exempt from second semester final exams. **Students with excessive absences or tardies (as outlined in the attendance section) will not be eligible for exemptions.**

## Exam Clearance

Before semester exams may be taken, all student charges, fees, and fines must be paid and detentions served. In addition, all overdue library books, athletic uniforms, and equipment from the previous season must be returned.

## Report Cards

Report cards for students in grades 9-12 are made available online after each semester. A student progress report will be posted on Veracross near

the midpoint of each semester. Unless there are extenuating circumstances, all homework, tests, quizzes, and written reports must be completed by the end of each grading period.

## Standardized Testing

Sophomores take a practice ACT® test and sophomores and juniors take the Preliminary Scholastic Aptitude Test (PSAT). Both the ACT® and SAT® are taken in the spring of the junior and/or fall of the senior year. Tests for AP courses are administered in the spring. Students taking any AP course are required to take the corresponding AP Exam.

## Before/After School Supervision

Upper School students who arrive on campus between 7:00 am and 7:50 am should remain in the commons area or by their lockers. After dismissal at 3:40 pm, Upper School students not involved in a school-supervised activity may remain in the James Middle and Upper School Library and commons until 6:00 pm to wait for their transportation home. Remaining on campus for socializing is not allowed. The School Honor Code policy remains in effect for all students on campus before or after school hours.

## Upper School Honor Code

### Core Values

As members of the Brownell Talbot community, we are committed to upholding the core values of Integrity, Compassion, Respect, and Responsibility. These values guide our actions and interactions within the school community.

### Behavioral Expectations

All students are expected to conduct themselves in a manner that reflects Brownell Talbot's core values at all times. Teachers will publish specific expectations for their classrooms. Behavior that disrupts the learning environment or violates school policy will result in behavior referrals, categorized as either Major or Minor Behavior Violations.

### Understanding Behavior Violations

See page 19 for a list of major and minor behavior violations.

### Progressive Discipline Approach

Disciplinary actions will follow a progressive approach, allowing for flexibility based on the severity and frequency of infractions. The language used will emphasize "may" rather than "will" to allow for discretion.

## Consequences for Major Behavior Violations

- First, and second referral: 30-minute detention.
- Third referral in a semester: 4-hour Saturday detention.
- Fourth referral in a semester: Additional 4-hour Saturday detention and a meeting with the Dean to determine further actions.
- Further referrals: More serious consequences, which may include loss of privileges, in-school suspension, out-of-school suspension, or expulsion.

## Consequences for Minor Behavior Violations

- First and second referral: Verbal warning and a note home to parents.
- Third referral: 30-minute detention.
- Fourth referral: 30-minute detention and a meeting with the Dean and Faculty to determine further actions.
- Further referrals: More serious consequences, which may include loss of privileges, detention, time out of the classroom, in-school suspension, out-of-school suspension, or expulsion.

## Specific Consequences

- Detention: Students assigned detention will receive a discipline notice detailing the infraction and its consequences.
- Restriction: May include removal from leadership positions, loss of extracurricular activities, mandatory study hall, or loss of off-campus privileges.
- Time in office: Time spent in the office for reflection and behavior correction.
- Saturday School: On-campus detention from 8:00 am to 12:00 pm for working on assignments or performing community service.
- Suspension: In-school and/or out-of-school suspension based on the severity of the infraction.
- Expulsion: Permanent removal from Brownell Talbot for severe or repeated violations.

## Parental Involvement

Parents/guardians are encouraged to contact their student's teacher with questions or concerns first. If additional information is needed, they can contact the Dean of Upper School.

## Reporting and Transparency

Brownell Talbot will report any academic or behavioral misconduct resulting in disciplinary action requiring time away or removal from school premises to colleges and high schools if specific requests for information are made. Students are expected to

answer related questions on applications truthfully and transparently.

## Investigation Procedures

Complaints of bullying, harassment, or misconduct will be investigated thoroughly. The school will take steps to protect complainants and maintain confidentiality during investigations. Retaliation against individuals who report incidents or participate in investigations is strictly prohibited.

## Supporting Students

To ensure we are supporting students effectively, Brownell Talbot will implement the following strategies:

- Restorative Practices: Encouraging students to reflect on their actions, understand the impact on others, and engage in restorative conversations.
- Behavior Interventions and Supports: Using a multi-tiered system to provide targeted support based on individual student needs.
- Social-Emotional Learning (SEL): Integrating SEL into the curriculum to help students develop essential skills such as empathy, self-regulation, and responsible decision-making.
- Counseling and Support Services: Providing access to counseling and support services for students in need of additional emotional or behavioral support.
- Family Engagement: Actively involving families in the disciplinary process and providing resources to support positive behavior at home.

## Conclusion

Frequent and consistent disregard for school rules and policies will result in increasingly severe consequences and will be considered in evaluating a student's continued enrollment at Brownell Talbot. The administration reserves the right to assign consequences based on the best interest of the school and the safety of the community.

## School Honor Code

The school's Honor Code policy can be found on page beginning page 17.

## Tardiness

Attendance is checked at the beginning of each class period. Arrival to class after the period has started and before half the period has elapsed is considered tardy. Students tardy to school must sign in at the main office and receive an admit slip from the administrative assistant. Each tardy may result in a minor referral. School work missed for tardies must be made up. Missing more than half of a class period may be considered an absence. Excessive tardiness will result in disciplinary action.

## Summary Of Consequences For Violating Attendance Rules

The following consequences may apply to students who earn four or more unexcused tardies each semester:

- Detention(s), lunch detention(s).
- Make-up time for classwork/assessments.
- Scheduled/supervised study hall.
- Seniors- If excessive, unstructured time will be scheduled in study hall.
- Parent notification(s).
- Family attendance meeting.
- If excessive, ineligibility period from extracurricular activities.

Students who skip class or do not attend chapel will, in addition to the academic consequences outlined by the teacher, receive:

- First offense: two after school detention and parents/guardians will be notified. Students will be assigned to a supervised study hall, lunchroom duty, and/or restrictions for at least one week.
- Second offense: one-day in school suspension and parent/guardian will be notified. Students will be assigned to a supervised study hall, lunchroom duty, and/or restrictions for at least one week.
- Third offense: Student and parent/guardian conference with administration in addition to other disciplinary measures.

## Absences/Makeup Work

Illness, verified by a parent/guardian, physician, or school nurse, is considered an excused absence. Parents/guardians must notify the school office before 8:45 am to report the student's absence. Students must be fever-free for 24 hours before returning to school.

During an absence due to illness exceeding one day, parents/guardians may call the school office by 8:45 am for assignments and materials. Assignments will also be available on Veracross. Students may request extra help sessions upon their return to school.

Work missed during an absence must be made up. It is the student's responsibility to schedule makeup work with the teacher. The student is allowed the same number of days to make up work as the number of days absent. For example, if a student is absent for two days, upon return, two days are given for makeup work. In the event of a long-term absence, the Dean of Upper School or designee will assist in arranging an appropriate schedule for makeup work. If the schedule for makeup work extends beyond the end of the grading period, a mark of incomplete is given. Work not submitted by the end of the established makeup schedule will result in a failing mark.

For college visits, a two-week notice is requested, and absences for these visits are considered part of the 85% attendance requirement per semester. Absences due to participation in school-related activities are considered excused and do not require a note from a parent/guardian. Students who miss an assignment or exam because of a planned absence (for example, a school activity) must submit the completed work or take the exam upon their return to school.

## **Unexcused Absences/Makeup Work**

Failure to obtain approval through the Dean of Upper School and/or failure to bring a note from parents/guardians prior to an absence (in the case of illness, following the absence) will result in an unexcused absence.

Skipping class is a serious offense and will result not only in an unexcused absence but in other disciplinary action as well. Leaving campus without permission at any time during the school day is a serious offense, which will be addressed by the Dean of Upper School and may result in a suspension. Improper sign-out or failure to sign out may be considered an unexcused absence.

Makeup work for unexcused absences is addressed as follows:

- It is the student's responsibility to obtain and complete within the designated time frame all the material of the class missed.
- It is not the teacher's responsibility to repeat material missed nor is the teacher expected to tutor the student. Extra help sessions are not provided.
- Homework grades for any missed classes will drop at least one grade level, but not more than three. Students may receive a failing grade on tests given during the time of the unexcused absence.
- Parents will be notified of unexcused absences.

## **Student-Owned Mobile Devices**

From 8:00 am to 3:40 pm, the use of cell phones and smartwatches is strictly prohibited on campus. Upper School students must store cell phones and smartwatches, locked, in their locker during the school day.

Students using unauthorized devices during instructional time will have those devices confiscated. Confiscated devices must be retrieved from the Dean of Upper School at the end of the school day. The school reserves the right to examine electronic communication devices to verify the device is not being used in violation of the school's Responsible Use policy. Students who need to call a parent/guardian must do so from the main office.

See page 32 for the school's general student-owned mobile devices policy.

## **Commons**

Use of the commons and the commons snack machine is restricted to Upper School students during the school day. The commons is open from 7:00 am to 6:00 pm. Inappropriate behavior in the commons will result in loss of privileges and/or behavior referrals. All school rules that apply in the classroom are applicable to the commons area.

## **Locks/Lockers**

Upper School students are assigned book and physical education lockers. School locks are issued at the beginning of each year and are the only locks to be used. Lockers are to be kept locked. Students should not give their locker combinations to anyone. There is a \$10 replacement charge for a lost lock. Lockers are school property and should reflect proper school decorum.

## **Parking and Traffic Guidelines**

For permission to park on campus, students must register their cars with the school. A parking tag will be issued and must be displayed whenever a student parks on campus. The tag is to be displayed by hanging it on the interior rearview mirror. Replacement cost for a lost tag is \$5. Students must park in designated student parking spaces.

The safety of students is of paramount concern. Unsafe driving will result in consequences that may include a loss of on-campus parking privileges.

See page 25 for the school's general parking and traffic guidelines.

## **Senior Privileges**

Senior students are permitted certain privileges:

- Leaving campus during free periods and lunch.
- Eating lunch in the Upper School Commons.
- Exempt from exams as outlined in the "Exams" section.

If a senior is not in good academic standing and compliant with school rules, these privileges may be revoked by the administration. This includes:

- Grades of D or F in enrolled courses.
- Six tardies in a semester.
- Four assignments marked "Not Turned In" (NTI).
- In-school or out-of-school suspension.

## **SCHOOL UNIFORMS**

See page 29 for the school's general school uniforms policy.

# Upper School Uniforms

## Formal Dress

- Shirt: solid white long- or short-sleeve oxford dress shirt. A tie is encouraged but is not required.
- Pants: solid gray dress pants. Students must wear a dark belt.
- Skirt: Brownell Talbot plaid skirt. Skirts must be an appropriate length for a school environment; skirts should be no shorter than fingertip length when standing.
- Blazer: solid navy blazer required.
- Socks and hosiery: solid socks, tights, or leggings must be worn. Note, a skirt is required with tights and leggings.
- Shoes: Solid black, brown, tan, or navy leather or dress shoes (no patterns). Shoes must have no more than 1 ½ inch heel. Sperry boat shoes in the colors listed above may be worn for formal days (no patterns). No boots, sport sandals, flip flops, slides, slippers, open-toed shoes, Crocs, or similar styled shoes may be worn. Hey Dudes, Uggs, clogs or moccasins are not appropriate for formal uniform days. No roller skate shoes or shoes with blinking lights are allowed. If boots are brought for outside wear, an appropriate pair of shoes must also come to school for use inside the building.

## Daily Wear

Formal dress options are acceptable and:

- Shirt: solid dark green long- or short-sleeve polo knit shirt with collar and school logo. Seniors may also select the black long- or short-sleeve polo knit shirt with collar and school logo. Uniform shirts are required at all times and must be tucked in. Polo shirts with banded waist are allowed.
- Pants/shorts: solid khaki uniform pants. Solid khaki Bermuda style shorts may also be worn. A black or brown belt must be worn if the pants/shorts have belt loops. Corduroys and brown/tan denim style pants are not allowed.
- Skirts/skorts: plaid uniform skirts or skorts. Skirts/skorts must be an appropriate length for a school environment; skirts/skorts should be no shorter than fingertip length when standing.
- Sweater/sweatshirt: solid navy or gray long-sleeve pullover or cardigan sweater; solid navy or gray sweatshirt; or any “official” Brownell Talbot sweatshirt from the Raider Market store, Raider Market online, or Booster Club. **Sweaters and sweatshirts DO NOT replace the required polo shirt.**
- Socks and hosiery: solid socks or black or navy tights or leggings. Note, a skirt or skort is required when wearing leggings.
- Shoes: must be worn at all times and be complementary to the uniform. Athletic shoes (no solid neon colors), boat shoes such as Sperrys

or Hey Dudes, black, brown, tan, or navy shoes (no patterns) are allowed. No boots, Crocs, sport sandals, flip flops, slides, slippers, open-toed shoes, or similar styled shoes may be worn. No roller skate shoes or shoes with blinking lights are allowed. If boots are brought for outside wear, an appropriate pair of shoes must also come to school for use inside the building.

## Outerwear

Students may wear a coat between buildings. Coats and jackets are to be removed after entering a classroom, the dining hall, or any other instructional space.

Any decision regarding the acceptability of school uniform items will be at the sole discretion of the school administration.

# ACTIVITIES

## Philosophy

Upper School provides a well-rounded program of activities affording opportunity for all students. Opportunities for participation in each program vary according to the program and level of competition. At the non-varsity level, emphasis is on skills development and participation. At the varsity level, performance and team success become more primary objectives. Students will benefit from the development of physical fitness, leadership, teamwork, good sportsmanship, self-discipline, respect, and integrity.

Brownell Talbot is a member school of the Nebraska School Activities Association (NSAA) and Nebraska Frontier Conference. NSAA governs all contest rules and regulations for certain high school activities. Rules and regulations can be found on the NSAA website at [www.nsaahome.org](http://www.nsaahome.org).

All students are permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Brownell Talbot will follow the policies of NSAA regarding participation of students in interscholastic athletics in a manner consistent with their gender identity.

## Policy and Guidelines (Grades 7-12)

Before participation on any team is permitted, all students who wish to participate and their parents/guardians shall receive a copy of the Activity Policy and Guidelines Agreement indicating that they have reviewed and understand all policies and guidelines. The parent/guardian and the student must sign this agreement.

## Code of Ethics

Students must adhere to the following code of ethics:

- The use of drugs, alcohol, tobacco, or other related products is strictly prohibited.
- Be sincere and loyal to the team, school, and coach.
- Show respect and cooperate with all teachers, coaches, and sponsors.
- Create, maintain, and promote the elements of good sportsmanship.
- Set a positive example in school, at home, and in competition.

## **Sportsmanship**

Good sportsmanship is expected from all Brownell Talbot students. This demands responsible actions on the part of all participants. To promote sportsmanship, students, families, and spectators should observe the following guidelines:

- Accept seriously the responsibility and privilege of representing your school and your fellow students. Display positive actions publicly at all times.
- Cooperate with officials, coaches, and fellow participants to conduct a fair contest.
- Respect the judgment of contest officials, abide by the rules of the contest, and display no behavior that detracts from the spirit of good competition.
- Shake hands and compliment your opponent after the contest.

Any student, family member, or spectator expelled from a contest will sit out the next scheduled contest and be subject to any other discipline as set out by the rules of Brownell Talbot.

## **Practice Attendance**

Students are expected to be at all practices at the times and places designated by the coach/sponsor. A student in school on the day of practice must have prior approval of the coach to be absent from practice. Students missing practice or arriving late to practice for any reason may be subject to disciplinary actions as set out by the coach. Habitual or excessive absences will result in suspensions from contests, loss of letter, or dismissal from the team.

- Excused absences include illness or an emergency situation. Excused absences (for practices only) with prior approval of the team coach include doctor appointments, approved school-related activities, and college visits.
- Unexcused absences include, but are not limited to, staying home, sleeping too late, personal appointments, and family vacation.

When school is in session, players must report to school by 10:05 am in order to practice that day. Players serving in-school or out-of-school suspensions will not be allowed to practice.

## **Contest Attendance**

To be eligible to participate in an extracurricular activity, students must be in school by 10:05 am and attend all of their classes on the day of the scheduled event, unless an excused absence has been approved by the Activities Director or administrator prior to that day. These activities include practices, rehearsals, games, speech and debate competitions, academic competitions and performances. Medical appointments (with a confirmation note from the doctor's office) are excused and students may participate in their activity. If your child misses any school because of illness, injury or extra rest, they will not be eligible to participate in that day's practices and contests.

In order to receive an exemption for a tardy or early dismissal, the Activities Director or administrator must be contacted prior to 9:15 am on the day of the activity. The Activities Director and administration will review each request and will consult with the appropriate coach or activity sponsor. Exemptions will only be granted after careful review and only in extraordinary cases.

Student athletes are expected to attend all contests in their specific activity, whether participating or not, unless prior permission is granted by the coach. The coach must be notified as far in advance as possible when a student is to be absent from a contest. On a contest day, students must report to school by 10:05 am in order to compete unless prior approval by the coach/sponsor and administrator is given. A player serving an in-school or out-of-school suspension the day of the contest is not eligible to participate that day. Failure to attend contests may result in loss of letter or dismissal from the activity.

## **Training**

Players are expected to maintain good physical conditioning. Proper diet, rest, and exercise are necessary for good performance. In keeping with this philosophy, students should adhere to dietary suggestions provided by their coach or sponsor.

Substance abuse is highly detrimental to the health and performance of a student. Therefore, in addition to the rules regarding drugs, alcohol, tobacco, or other related products stated in the Student Behavior Expectations section, the following regulations apply:

- Students smoking cigarettes or using any tobacco or related products will receive contest suspensions. The coach/sponsor or administrator will determine loss of letter or dismissal from the activity.
- Players using alcohol or illegal drugs will result in contest suspensions and loss of letter at a minimum. The coach or administrator will determine dismissal from or retention on the team.

- In or out of season, including summer, Brownell Talbot participants in extracurricular activities are expected to abide by these policies with regard to alcohol, drugs, tobacco, and related products. Brownell Talbot does not support or encourage performance enhancing drugs or supplements of any kind.

## Preseason Training

Students are expected to participate in preseason training when it is required for maximum performance in their respective activity, which is invaluable for safety and skill development. Students having extenuating circumstances that prohibit them from participating in preseason training, must inform the coach prior to this training period, and eligibility for the activity will be determined. If a student is participating on another Brownell Talbot team during preseason training, the coaches and student will determine an appropriate preseason training program. Preseason training includes, but is not limited to, summer team camps, strength and conditioning training, and individual camps.

## Uniforms

Players will adhere to Brownell Talbot rules and guidelines with regard to proper uniform wear. In addition, players will not wear distinctive clothing, which sets them apart from other team members. Uniforms will be issued to players before the first contest. Student athletes are responsible for the care and maintenance of all school-issued uniforms and equipment. Student athletes agree to return all uniforms and equipment in good condition within one week of the end of season. The Business Office must receive payment for lost uniforms. The replacement cost of the specific uniform or equipment will determine the amount owed to the school.

## Other Attire

Coaches will provide guidelines on proper attire during home or away contests. Only prior approval by the coach will allow the students not to follow these guidelines.

Brownell Talbot encourages students participating in team activities to purchase an official travel warm-up as part of their team uniform. Team members are allowed to wear the approved travel warm-up on game/competition days (formal uniform is still required until after Chapel on Wednesdays). The following items are required parts of the travel warm-up uniform:

- An approved Brownell Talbot team shirt.
- Official BT warm-up jacket.
- Official BT warm-up pants.

- Approved athletic shoes (sneakers/tennis shoes only - NO boots, moccasins, sports sandals, flip-flops, slides, slippers, clogs, Crocs, or similar styled open back or open toed shoes may be worn).

Students without the official school approved travel warm-ups are expected to wear their normal uniform. Families experiencing financial hardship should contact the athletic department.

## Travel

Transportation is provided by Brownell Talbot for most contests. Students will travel on the bus or in the school vehicles to the event. Students may ride with their parent/guardian to a contest if approved by their respective coach. It is permissible for a student to ride with another adult but their parent/guardian must notify the coach in writing and receive approval before the scheduled departure time.

If transportation is not provided to contests or practices, parents/guardians must submit written permission to the Activities Director stating their child is allowed to ride with another BT student to contests and practices off campus.

It is the policy of Brownell Talbot to provide and maintain a safe working environment to protect our employees, students, and our community from injury and property loss while driving school vehicles. The school is committed to promoting a heightened level of safety awareness and responsible driving behavior in its employees. Our efforts and the commitment of employees will prevent vehicle accidents and reduce personal injury and property loss claims.

## Conduct

Respect and sensitivity for all participants on trips will be observed. Electronics are permitted only when used with personal headsets. Loud conversations or other disruptive behavior detracts from the comfort and enjoyment of the team and will not be permitted.

## Academic Eligibility and Responsibility

Students are responsible for arranging their schedules to fulfill their commitment as a participant and team member. A student who leaves school early for a contest is responsible for all academic work missed, including class notes, quizzes, tests, and papers. The student must notify the coach/sponsor of any tardiness to or absence from practice due to academic reasons.

Academics are a priority at Brownell Talbot. To ensure this, Brownell Talbot has established guidelines for student participation in activities:

- Players with academic deficiencies may be withheld from competition.

- Players are encouraged to schedule tutorials as needed with teachers.

## Lettering

Each coach will specify exactly how a student earns a letter while participating on a team. The student must also complete the season as a team member. Habitual absences from practices or contests or other team code violations may result in loss of a letter.

## Participation on non-Brownell Talbot Teams

Brownell Talbot activity obligations take priority over club contests and practices. A student's commitment to the school must come first and missing a practice or contest for a club activity is not acceptable and will be considered an unexcused absence.

NSAA places strict restrictions on participating on teams or in athletic contests outside of school teams during the season of that sport. A violation of this NSAA regulation will make the athlete ineligible for the remainder of the season and will cause the Brownell Talbot team to forfeit any contests in which the athlete has played. Please contact the Activities Director with questions.

## NCAA Clearinghouse

All prospective College Division I or II athletes must be certified by the NCAA Eligibility Center.

- Students should register at the beginning of their senior year.
- Students must graduate from high school.
- Please see a college counselor for more information.

## Grievance Policy

Students who do not feel they have been given due process in trying out for a team, after having made the team, or concerning violations of policies, should observe the following guidelines:

- The student and/or parent/guardian should first schedule a meeting with the coach of the activity involved. Most problems should be solved at this level.
- If the explanation provided by the coach is not satisfactory for the student, the student and/or parent/guardian should then meet with the Activities Director to discuss the situation.
- If meeting with the Activities Director does not resolve the situation, the student and/or parent/guardian should meet with the administrator to discuss the previous two meetings and why he or she is still not satisfied with the situation.

**Failure of a student to comply with the Activity Policy and Guidelines could result in disciplinary action and dismissal from the team. Coaches will communicate to students and their parents any disciplinary action resulting in the denial of a student's participation and the reasons for that action.**

## Dances

Upper School students have the opportunity for social interaction at multiple dances sponsored by the school. Upper School dances are typically open to all Upper School students. Students are allowed to bring a guest from another school. Upper School dances may include Homecoming in the fall, a mid-winter dance, and prom in the spring. Specific dress for all dances is conveyed in advance of the event to the students and parents/guardians.