ShawPittman LLP
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September 23, 2003

VIA HAND DELIVERY

Mr. Geoffrey Griffis, Chairman
D.C. Board of Zoning Adjustment
Suite 210
441 4th Street, N.W.
Washington, D.C. 20001

RECEIVED
D.C. BOARD OF ZONING
2003 SEP 23 PM 1:44

Re: BZA Application No. 17022, Edmund Burke School

Dear Chairperson Griffis and Members of the Board:

At the public hearing on July 15, 2003 in the above-captioned matter, the Board of Zoning Adjustment ("**Board**") requested additional information from the Edmund Burke School ("**School**") with regard to issues raised at that hearing. In response to that request, enclosed please find:

(1) Enrollment Contract

The Edmund Burke School's Enrollment Contract for School Year 2003 – 2004, which is a requirement for all students, is attached as Exhibit A-1. As the Board can see, the Traffic Management Plan compliance is made a part of that contract as described in the testimony of David Shapiro, Head of School at the July 15th hearing. The Contract references the Edmund Burke School Handbook, which articulates, in more detail, the Traffic Management Plan, and the Handbook is enclosed as Exhibit A-2. Additionally, in order to educate, and specifically inform, the School's community with regard to the Traffic Management Plan, Mr. Shapiro sent a letter to each family in August, prior to School starting this year, indicating the scope and consequences of the Traffic Management Plan. A copy of that letter and attachment are included as Exhibit A-3.

(2) Loading Dock

Enclosed as Exhibit B-1, is a Memorandum from Bowie Gridley Architects, the Project Architect, indicating the calculation of gross floor area of the building for determining whether, or not, a loading berth is required. As you can see by eliminating, pursuant to Section 2205.2 of the Zoning Regulations, those areas that are devoted to parking and the like, the proposed building is less than 30,000 square feet which is the threshold for requiring a loading dock for a school building. As indicated in testimony, however, if the Zoning Administrator at the time of an application for a building permit deems otherwise, a loading berth is easily provided from the public alley, such alternative plan is attached hereto as Exhibit B-2.

BZA
Case No. 17022
Exhibit No. 126

Board of Zoning Adjustment
District of Columbia
CASE NO. 17022
EXHIBIT NO. 126A1

(3) Rear Yard

Opponents of the application raised an issue at the public hearing regarding the lack of the provision of the required rear yard because a future planned connection between the proposed building and the existing School building, if built, would, in the opponents' view, violate the rear yard setback requirements. The opponents, however, misconstrue the location of the proposed building's rear yard. The connection, which would require an approval from another District of Columbia agency, would take the form of a one-story bridge over a public alley. However, this Bridge is not located in the project's rear yard. The School relies on the BZA's ruling in Appeal No. 16716A ("**Sunrise Case**"). The Board requested that the School provide the Board's decision in the Sunrise Case for the record. Attached as Exhibit C-1 is the BZA's decision in that case, as well as the Memorandum from the Zoning Administrator (Exhibit C-2) that led to that appeal. Consistent with the BZA's ruling in the Sunrise case, the School's official rear yard is shown on Exhibit C-3. Exhibit C-4 is the School's analysis of the Sunrise decision as it relates to the Edmund Burke School application.

If there is any further information that the Board requests kindly have your staff contact either of the undersigned.

Sincerely,

Phil Feola

Ashleigh Dale Horne

cc: Office of Planning – Jennifer Steingasser – By Hand
Office of Planning – Steve Cochran – By Hand
DOT – Ken Laden – By Hand
DOT – Colleen Smith – By Hand
David Shapiro – By Hand

Exhibit A-1

EDMUND BURKE SCHOOL

January, 2003

SPECIAL NOTICE REGARDING REENROLLMENT CONTRACT

As of September 2003, the morning drop off plan that we launched in March 2002 will become a required component of Burke's program. The plan is a common-sense approach for morning drop off that is designed to reduce the amount of Burke traffic on Upton Street and local alleys and to offer alternative drop off locations for students coming to Burke from each direction. Alongside the school's metro benefit program and shuttle service, the morning drop off plan is one of the important ways for Burke to demonstrate its ability to be a good neighbor and model urban school.

Copies of the plan will be included in the Family Handbook and will have the same force as all other school regulations. As with all other school policies, we will inform you of any modifications or refinements in the morning drop off plan. As part of the traffic plan, the Family Handbook will include a schedule of penalties for non-compliance, ranging from meeting with the Head of School to denial of reenrollment.

EDMUND BURKE SCHOOL

2955 Upton Street NW Washington DC 20008 202-362-8882

Enrollment Contract

I hereby enroll (please print) _____

in grade _____ _____ at Edmund Burke School for the school year 2003/2004.

I. Enrollment Contract and Deposit

a) A **one-time refundable reservation deposit** of $500. is due and must be paid upon return of the signed contract. This deposit reserves a place each year in the appropriate grade for the child named above. It will be returned without interest in June of the child's senior year, or if the school is notified in writing by February 14 that the child will not be returning for the next academic year.
b) To assure your child a place in the School, please return the white and yellow copies of this signed contract, along with your reservation deposit, by **April 4, 2003. A place cannot be assured after April 1.**
c) Should your child decide not to attend Edmund Burke after submitting the enrollment deposit, this money is not refundable.

II. Schedule of Tuition and Fees

a) **The first tuition payment of $10,025, one-half of the total tuition, and fees are due on July 1, 2003.**
b) **The second and final tuition payment of $10,025 is due on December 15, 2003.**
c) Families preferring to make monthly tuition payments may participate in the Academic Management Services deferred payment plan. Under this plan, annual tuition is divided into 10 equal installments payable monthly beginning in May and ending in February. A modest fee is charged to families enrolled in the plan, as described in the enclosed brochure.
d) This contract may not be canceled after July 1, 2003, without liability for full annual tuition.
e) The School provides information about the Dewar tuition refund plan. This plan, for a reasonable premium, ensures the payment of tuition in the event of absence or separation from the School, according to the plan description.

III. General Conditions

a) Students and the person(s) signing this contract agree to abide by the School's determination as to grade, promotion, teacher assignment and rules, regulations and decisions made by the School.
b) The School may terminate this contract at any time if, in the judgement of the School, the continued enrollment of the student is not in the best interest of the child or the School.
c) The School will not re-enroll students, award diplomas, or provide transcripts for students with outstanding tuition. The School also reserves the right to deny attendance to students with past due tuition balances.
d) Student directories and other personal and private information about students and their families are confidential and restricted to school use only. Inappropriate use of school information can result in the termination of this contract.

IV. Unconditional Obligation

The obligation to pay all tuition, fees and charges for the full academic year is unconditional. The parent(s) or guardian(s) signing this contract on the student's behalf are liable for the total tuition, fees and other charges and affirm that they are financially responsible for the student. The undersigned understand that the cost of providing education is not affected by a child's failure to attend classes, and further understand and agree that no portion of such fees and charges, whether paid or outstanding will be refunded after July 1, 2003, or waived should the child withdraw, be absent or be dismissed. In the event the School engages counsel to obtain payment, the undersigned agree to reimburse the School for the cost of collection.

To hold your child's place in the School, and to indicate your agreement to the terms and conditions set forth above, please sign and return the white and yellow copies of this contract to Edmund Burke School.

Please print Parent(s) or Guardian(s) names _____ _____
custodial parent *non-custodial parent*

(s)/Guardian(s) Signature _____ _____

Address(es) _____ _____

_____ Date: _____

David Shapiro, Head of School

Exhibit A-2

EDMUND BURKE SCHOOL

2003-2004 Family Handbook

2955 Upton Street NW Washington DC 20008 202-362-8882

EBS

126

Middle School Daily Schedule

8:00-8:45am	1st period
8:45-9:30am	2nd period
9:30-10:15am	3rd period
10:15-10:55am	homeroom/assembly/ clubs/recess
10:55-11:50am	4th period
11:50-12:20pm	lunch
12:20-1:05pm	5th period
1:05-1:50pm	6th period
1:50-2:35pm	7th period
2:35-3:20pm	MS team sports

High School Daily Schedule

8:15-9:15am	1st period
9:15-10:15am	2nd period
10:15-10:55am	homeroom/assembly/ clubs/break
10:55-11:50am	3rd period
11:50-12:45pm	4th period
12:45-1:30pm	lunch
1:30-2:25pm	5th period
2:25-3:20pm*	6th period
3:20-6:00pm	HS team sports

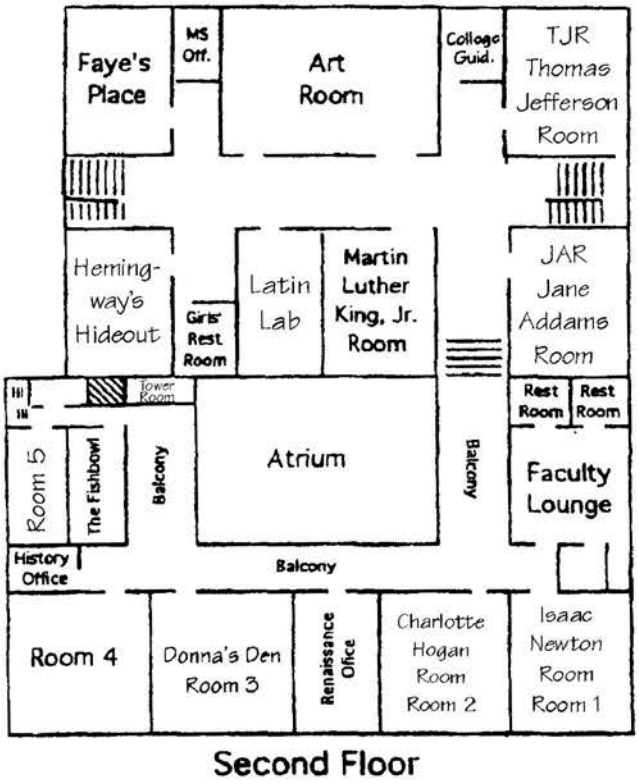
*On yellow day, there is a 2:25 dismissal for high school students. There is no 6th period on that day.

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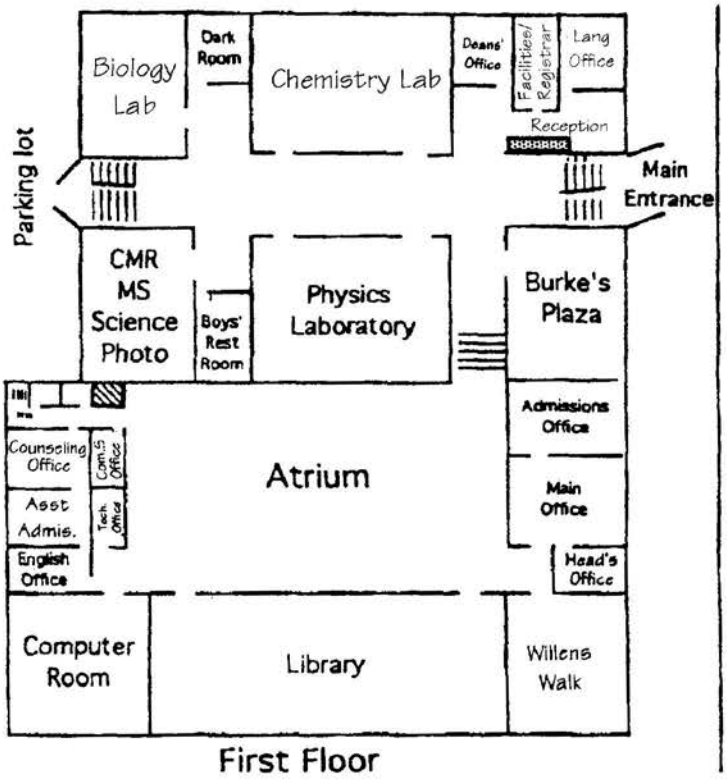
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EDMUND BURKE SCHOOL

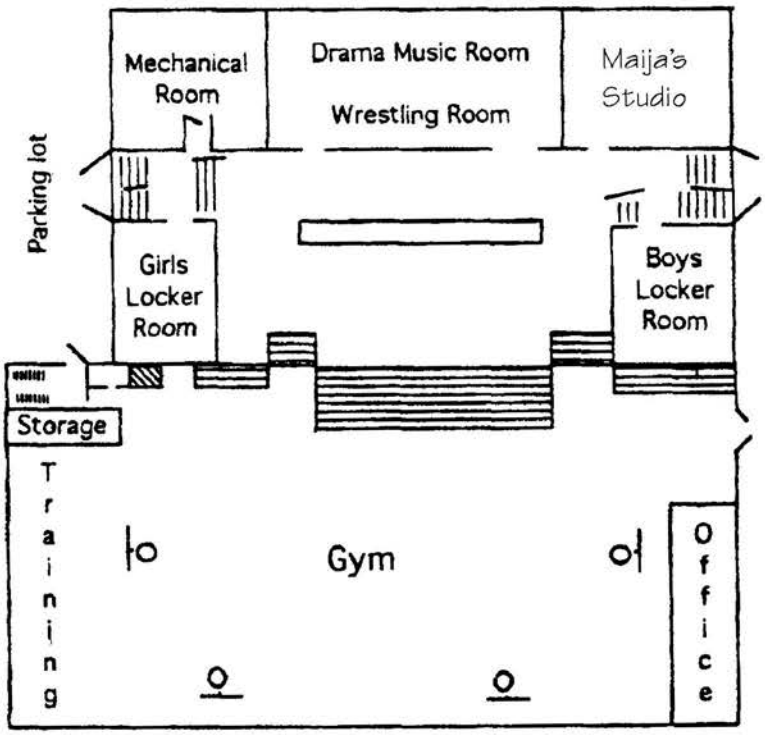
Floor Plan



Second Floor



First Floor



Basement

Message from the Head

Dear Families,

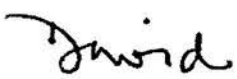
Welcome to the 2003-2004 Edmund Burke School year.

The 2003-2004 *Family Handbook* hopes to provide clear information and guidelines for common expectations and procedures so that, as a community, we can understand the school's day-to-day routines and can focus on the larger educational and moral aspirations that bring us together.

In conjunction with the *Buzz Book* (School Directory), the *Curriculum Guide*, and the School Calendar, the Handbook should give you easy access to most of the information you will need. We have tried to include information concerning the school's daily operations and policies as well as our students' academic, athletic, and extracurricular programs. Specific names, phone number extensions, and e-mail addresses are listed in the *Buzz Book*, and specific school dates and holidays are listed in the School Calendar. Please keep in mind that the handbook's alphabetized index will help you locate information even more swiftly than the table of contents. The section on "Communicating with EBS" can also be particularly helpful.

Handbooks like this one aspire to be something like the best of car owners' manuals, and often suffer the same fate. That is, despite your best intentions, I fear that many of you may not familiarize yourselves with it until you have a specific, even pressing, need. I certainly hope that the *Family Handbook* helps you to understand the workings of our car… and to get help fixing the windshield wiper should it break! But no matter how helpful it turns out to be, it can't really begin to describe the exhilarating trip we'll be taking together in our extraordinary school. Enjoy!

With best regards,



David Shapiro
Head of School

The Schedule

The Eight-day Cycle

The schedule is organized on an eight-day cycle, rather than a Monday-Friday cycle. Classes meet anywhere from two out of the eight days to eight out of the eight days. The eight-day cycle is organized by a color scheme B-R-O-Y-G-B-I-V. The color of each day is noted in the school calendar and posted daily on the easel in the front hall.

Day 1-**Bu**rgundy
Day 2-**R**ed
Day 3-**O**range
Day 4-**Y**ellow (high school early dismissal and faculty meeting)
Day 5-**G**reen
Day 6-**Bl**ue
Day 7-**I**ndigo
Day 8-**V**iolet

School Opening and Dismissal

In the middle school, the regular academic day will begin at 8:00a.m. and end at 2:35p.m. Those participating on a middle school athletic team will go to practice at 2:35p.m., while others will need to go home or wait for their ride in a designated place. The high school academic day begins at 8:15a.m. and ends at 3:20p.m. except for yellow days. On this day, classes are over at 2:25 p.m.; however, there are a number of student groups that meet at this time. Students who are not in a scheduled meeting or a study hall must leave the building by 2:45p.m. Students may return to the building at the conclusion of faculty meetings (usually 4 p.m.) or in time for their drama rehearsal or athletic team practice. High school students may arrive to school after 8:15a.m. as long as they are on time for their first class of the day and in by 10:15a.m, as homeroom and assembly are vital parts of the school day. For high school students not involved in team sports, after-school drama, or the student government, yellow days are good afternoons to schedule appointments.

Class Length

In the middle school, most classes are 45 minutes or 90 minutes in length. There is one 55 minute block each day for middle school students. In the high school, classes are 55 and 60 minutes with some classes meeting for double blocks of time.

Passing Time

There is no scheduled passing time between classes. Upon dismissal from class, students are expected to go directly to their next class.

Assembly

All-school assemblies are held in the atrium on red, green, and violet days at 10:15a.m. Assemblies are orchestrated by the Student Government and are a time for announcements, presentations, and exhibitions from members of the EBS community. At times, special outside speakers or performing groups are featured. The middle school holds monthly atrium assemblies independent from the high school. All members of the Burke community attend assemblies.

Homeroom/Grade Meetings

During burgundy, yellow, and indigo days, students gather with their advisor and advisory group. These advisory times serve a variety of purposes including: scheduled advisor/advisee meetings, advisory group discussions concerning community and world issues, informal advisor/advisee dialogue, and relaxed time in the midst of a busy morning. Every orange day, students gather for grade meetings. In the high school, grade meetings are run by the Student Government reps and the Grade Deans. In the middle school, reps work with middle school faculty to run meetings. Homerooms and grade meetings begin at 10:15a.m. and usually end by 10:35a.m. All students and advisors attend homeroom and grade meetings.

Philosophy

Edmund Burke is an independent, college-preparatory school that consciously brings together students who are different from each other in many ways. In an environment of civil discourse, Burke affords students respect for who they are, actively engages them in their own education, has high expectations for them, and gives them power and responsibility in order to advance their growth as skilled and independent thinkers who step forward to make positive contributions to the worlds in which they live. Burke fosters informed, open discussion, personal integrity, and action impelled by conscience, inspired by Edmund Burke's words: "The only thing necessary for the triumph of evil is for enough good men to do nothing."

Diversity and Community

Edmund Burke School is dedicated to providing students with a diverse and flourishing environment. We believe that such an environment will not only support the academic growth of all students but will nurture active, responsible citizens of the country and the world. We hope to offer students a school in which they feel comfortable and confident as individuals and as members of the groups with which they identify. The Director of Diversity and Community and the Board of Trustees Diversity Committee work to assure specific and action-oriented demonstrations of the school's commitment to diversity, including the recruitment and retention of a diverse faculty and student body. Parents and alumni are invited to support student activities surrounding multicultural issues, such as those sponsored by the student clubs, Imani (which focuses on issues of race and ethnicity), the Gay-Straight Alliance and Men of Color. Parents can also become involved by working with the Edmund Burke Parents Association (EBPA) in its diversity work, or by supporting student recruitment through the Board of Trustees Diversity Committee.

Teachers and Students

Burke's faculty is a highly able, dedicated, and accessible group of professionals who inspire students through their passion for learning and mastery of subject. In small classes, they offer students opportunities to balance the rewards of freedom with the challenges of commitment and responsibility. Teachers establish bonds of respect and trust with their students, employing a variety of approaches to respond to their students' needs and to foster and sustain their engagement. Some of the most significant education results from the vital human connection between teachers and students as caring individuals with complementary goals. Burke students take charge of their own learning and work hard to fulfill the School's requirements and expectations.

Questions, concerns, conversations: contacting the school

Burke welcomes civil and frank questions and expressions of concern and interest about the School and its programs. Teachers and advisors contact families directly if they have concerns about a child, and faculty and staff work hard to respond promptly to telephone calls and emails. We know that you understand the busy school day of our faculty and staff. You can generally expect to hear back from teachers within 48 hours. If you and/or your child have questions or concerns about a particular class, you should first contact the teacher. Advisors may also be helpful sounding boards or facilitators. The Head of School, Head of Middle School, Assistant Head of School, Academic Dean, and Dean of Students are always available to hear and address concerns that have not been previously resolved.

Telephone

Our telephone number is 202-362-8882. We have a receptionist answering the phones from 8:00am – 5:00pm. The school telephone system includes voice mail for all faculty and staff. You can directly access voice mail if you know the name of the teacher or you may ask the receptionist to connect you. The *Buzz Book* indicates faculty and staff voice mail extensions. Faculty generally check their voice mail once a day.

E-Mail

All Burke faculty and staff have e-mail addresses that follow the pattern:

firstname_lastname@eburke.org

Web Site

The School periodically updates our web site with pertinent information for parents and guests. The web site is www.eburke.org. Numbers of teachers have class websites that often include syllabi, assignment sheets and useful links.

Fax Number

Our fax number is (202) 362-1914.

Administration

Board of Trustees

The governance of the Edmund Burke School rests with its Board of Trustees. The Board consists of twenty-one voting members. The Board works closely with the Head of School to establish institutional policies, to develop both operating and capital budgets, to provide for the school's long-term financial health, and to provide expertise and guidance in the development of curriculum and other school programs.

Head Of School

The Head of School works closely with the Assistant Head, Middle School Head, Academic Dean, and Dean of Students but aims to avoid unnecessary hierarchy. In consultation with the community, he establishes and implements policies and practices that support and further Burke's mission. He works to be a visible and active presence in the school lives of teachers and students. He welcomes the input of all members of the community.

Assistant Head

The Assistant Head is responsible for coordinating the financial resources of the school with the requirements of the academic program and physical plant. He oversees budget policy, reviews and updates our technology plan, and coordinates the purchasing and hiring for academic departments. He is also responsible for the development of long-range strategic plans for the school in close coordination with the Board, the Head, the Middle School Head, and the other major school administrators.

Assistant to the Head of School

The Assistant to the Head of School assists the Head, the Director of Admissions, and faculty members with a wide variety of projects. She also purchases, maintains, and distributes school and office supplies; organizes parent conferences; assists in generating and mailing school transcripts and records of past students; coordinates attendance; organizes Picture Day; helps coordinate Back-to-School night, maintains confidential student files; deals with ailing students; dispenses medication; orchestrates class coverage during faculty absences.

Head of Middle School

The Head of Middle School is responsible for developing and implementing policies and programs to meet the academic, social, moral, and developmental needs of students in grades 6-8. In consultation with the Head of School, she makes decisions about hiring, curriculum development, counseling, and faculty development. She consults with the Director and Assistant Director of Admissions regarding Middle School recruitment. She works closely with the Middle School Team to evaluate the talents and needs of individual students; develop creative, effective teaching methods; communicate with parents; and foster a strong Middle School Community.

Academic Dean

The Academic Dean serves as a resource person for faculty. With the Professional Development Committee and Department Chairs, he guides professional development, including in-service programs during the academic year such as the faculty retreats, and manages the professional development budget. He helps to coordinate orientation and support for new faculty, and works with Department Chairs to help teachers develop creative, effective teaching methods. In consultation with the Head of School, the Assistant Head, Head of Middle School, and Department Chairs, he supervises hiring in the high school. He works with the school scheduler to help build the academic year schedule, and with the Dean of Students, Grade Deans, advisors and teachers to ensure that high school students have an appropriate academic program. The Academic Dean leads efforts to strengthen the curriculum through ongoing review and development, and chairs the Academic Affairs Committee.

Director of Admissions

The Director of Admissions is responsible for managing all activities and publications related to admissions. She is responsible for recruiting efforts and for applicant visits and interviews. The Assistant Director of Admissions, the Director of Diversity and Community, and an Admissions Assistant assist the Director of Admissions. All admissions decisions are made by an admissions team in conjunction with the Middle School Head, the Sixth Grade Coordinator and the Head of School.

Dean of Students

The Dean of Students works to assure the social, academic, moral and developmental progress of each student in the high school. He directs the advisor program. He works with the Student Activities Director to oversee student programs including leadership development, school trips and school social events. In consultation with advisors, grade deans, teachers and educational and psychological specialists, he monitors student behavior and academic performance, and he makes decisions concerning students with difficulties in these areas. He works with the Registrar, Assistant to the Head of School, teachers, receptionist, and advisors to monitor attendance.

Advisors

In the course of their years at Burke, most students develop strong and nurturing relationships with a number of adults. The advisory system aims to assure that all Burke students have at least one adult to specifically monitor and support their academic and social progress. Each student is assigned a faculty member as an advisor at the beginning of the year. Typically each Burke adult has 6-8 advisees. Middle school students usually keep the same advisor throughout their middle school years. In addition to serving as a homeroom teacher, the advisor oversees all areas of the student's growth, offering academic counsel and advocacy and providing an important link between home and school. Advisors meet regularly with their advisees. In addition, middle school advisors

eat lunch with their advisory group once a week in the fall and early winter.

Grade Deans

In the high school, Grade Deans work with advisory teams to support and monitor student progress and development. Grade Deans also work with student government representatives to help coordinate grade meetings, programs and activities. They work with the Student Activities Director to plan community building and other special events. Grade Deans also work with the Deans' office and the School Counselor to make decisions about student discipline and students in need of special programs.

Director of College Counseling

The Director of College Counseling is responsible for guiding students/parents through the college search and selection process, developing networks between herself, admission professionals and fellow counselors, as well as processing confidential school reports and mailing these reports to all the colleges to which a student applies. She also coordinates the college admission officer visit program and provides students with information that will assist them as they maneuver through the college search. She encourages all students to take an active role in seeking colleges that will meet their needs; empowerment and personal responsibility are central to the mission of the Office of College Counseling.

Learning Specialist and Tutor Coordinator

The Learning Specialist works with students who might have special needs and with their parents and teachers. She summarizes recommendations on student psycho-educational testing and helps advisors, teachers, parents and students use this information effectively. She administers informal diagnostic testing to students who are having difficulties or whose classroom performance raises questions about their learning styles. She also advises individual students on reading strategies, time management, organization, planning projects, etc. As Tutor Coordinator she maintains a list of possible tutors who can work with students in or out of the school at parents' expense.

School Counselor

The School Counselor works directly with students on issues of concern to them and is also consulted by teachers, advisors, and administrators when concerns arise about a student. The part-time counselor is available for consultations with parents and participates in the development of various programs and workshops for students, parents, and teachers on topics related to adolescent development.

Director of Facilities

The Director of Facilities is the point-of-contact for issues, concerns, and/or complaints about the building, equipment, systems operation, safety, and security. He is responsible for school-owned and rental vehicles, equipment rental for school functions, and Metro fare cards for field trips. He manages the clean-up crews and directs clean-up where needed. He is responsible for negotiating with outside groups for school space. He selects vendors; coordinates maintenance actions and repairs; and orders parts, equipment, and supplies. He manages the school Lost and Found. He reviews the fire evacuation plan and conducts fire drills.

High School Registrar and Testing Coordinator

The High School Registrar ensures that accurate and complete transcripts are prepared for each high school student. Working with the Grade Deans and the advisors, she tracks the progress of students to ensure that they will meet the school's graduation requirements. In addition she evaluates the transcripts from other institutions to determine what credits Burke will recognize and monitors the progress of students doing independent, out-of-school work to ensure the school has documentation for what they have done. She also works with teachers to ensure that incompletes are resolved. As Testing Coordinator, she schedules PSAT and AP tests and certifies that students with documented disabilities are granted appropriate recommendations for standardized tests. Finally, she works with the assistant to the Head of School and Dean of Students to monitor attendance.

Scheduler

The Scheduler builds the school's master schedule in the spring and summer. He then makes appropriate changes, if the schedule permits, during the school year. Balancing the many demands of Edmund Burke's curriculum requires trade-offs and compromises. However, the scheduler tries to accommodate as many special requests as possible. Parents who have scheduling questions or concerns should NOT contact the scheduler directly, but rather contact their children's advisors, the Academic Dean, or the Head of Middle School.

Technology Director

The Technology Director does both long-range planning and short-term trouble-shooting. He creates and maintains many of the school's academic databases, including alerts, report cards, transcripts, and admissions.

Academic Affairs Committee

The Academic Affairs Committee includes all Department Chairs, the Head of Middle School, the Technology Director, the Librarian, the Diversity Director, and the Director of Community Service. The Committee, chaired by the Academic Dean in consultation with the Head of Middle School, meets regularly to discuss academic issues, to undertake curriculum review and development, to advance teaching practice, to review the progress of hiring, and to administer programs that cross departments. Academic Affairs meetings are open to all faculty.

Edmund Burke Parent Association (EBPA)

EBPA includes all parents of current students and provides support, guidance, and knowledge in a variety of areas to the community as a whole. They welcome new parents, plan school and class parent meetings, organize seminars and social events, plan the annual Holiday Party and assist Admissions and the work of various other school administrative offices. For more information, please see the Parent and Alumni Participation section of the Handbook.

The Business Office

The Business Office (located at 4201 Connecticut Avenue NW, suite 406) handles all financial matters for the School. The Business Manager and Business Officer pay the bills, collect the tuition, manage the payroll and benefits for staff and faculty, prepare tax and financial reports, and do all of the necessary accounting. This office works with the Finance Committee on the Board of Trustees to prepare the budget for the coming year, and provides the records and information for the annual audit.

The Development Office

The Development Office organizes a variety of programs and activities that promote the institutional advancement of Burke which includes coordinating alumni-related events and activities, all School fund raising programs and activities that support the Annual Fund, as well as all capital and endowment funds, and publications both for current families as well as the larger Burke community. There are many opportunities for parent volunteer involvement in the Development efforts of the School, and volunteers are welcome and encouraged to participate!

Annual Fund: The Annual Fund plays a vital role in helping to support the School's yearly operating budget and relies on parents, grandparents, alumni, parents of alumni and friends for voluntary contributions to meet annual fund raising goals. Major Annual Fund initiatives include a schoolwide pledge drive in the fall and an auction in the Spring. All contributions to the School are tax-deductible for income tax purposes.

Building for the Future: Pending city approval for a new building addition, the School will complete a capital campaign to fund the new building. Special gifts and pledges to support the building fund are typically made over a three-year period. The additional building will provide new space in which the School's programs can grow, while maintaining the intimacy of Burke's educational experience.

Endowment and Planned Gifts: Edmund Burke welcomes planned and deferred gifts that would provide for the long-term health and benefit of the School in later years such as bequests, life insurance policies, charitable gift annuities, and other income and trust options.

Publications and Communications: Edmund Burke publishes the *Burke Mark*, a semi-annual magazine for the wider Burke community of current families as well as alumni, grandparents, parents of alumni, former faculty and friends. A monthly *Update* is sent to all parents of current students, including a monthly calendar of events and other important schedule and sports information. As the School becomes more reliant on the value of timely email communications with current families, email messages containing important current school-related information will frequently be sent to all families on the class listservs from the Head of School or from Burke News to supplement the monthly *Update* mailing. The School also publishes an Annual Report on giving and a 12-month school calendar.

Communicating with EBS

- Always take a look at the index of the Family Handbook which directs you to a good deal of information, and consult the Curriculum Guide.
- It's generally helpful to start with the person most directly involved with the question you have; if the question is about your child, it's likely that the person to call is your child's advisor or teacher rather than your child's Grade Dean, Dean or the Head of the Middle School.
- It's always helpful to keep your child's advisor informed.
- You can generally expect to hear back from the person you contact within 48 hours.

Whom Do I Call for What in the Middle School?

I have a question/concern about my child's performance and/or what's going on in a particular class:

Student ➔Class Teacher ➔ Advisor and/or Head of Middle School

I have a question/concern about my child's feelings/behavior/interaction with peers at school:

Student ➔ Advisor ➔ Head of Middle School ➔ School Counselor

I *have a question/concern about learning issues or academic accommodations in general:*

Learning Specialist ➔ Head of Middle School

My child has a question about...:

It's generally good to help your children ask their own questions.

I have a question/concern that defies these guidelines:

Your child's advisor or the Head of Middle School can help you figure out whom to call

Sample questions and the person to ask:

How is the curriculum for a given grade level or discipline designed?

Monica Miracky, Head of Middle School

Can my child really complete all her homework during the school day?
Your child's advisor
How was a particular class text chosen?
The class teacher
How can I get involved in my child's service learning program?
Amy Sobel, Director of Community Service
Are my child's writing skills adequate for the demands of Burke's high school?
Your child's English and history teachers; Monica Miracky, Head of Middle School
Does my child seem to have any friends at school?
Your child's advisor

Whom Do I Call for What in the High School?

I have a question/concern about how my child is achieving and/or what's going on in a particular class:
Student ➔ Class Teacher ➔ Department Chair ➔ Academic Dean ➔ School Counselor/Learning Specialist
I have a question/ concern about how my child is feeling about school/ behaving at school/interacting with peers:
Student ➔Advisor ➔Grade Dean ➔ School Counselor and/or Dean of Students
I have a question/concern about academic requirements or procedures:
Student ➔ *Curriculum Guide* and *Family Handbook* (with student) ➔ Department Chair (if question is specific to a department) ➔Grade Dean ➔Academic Dean
I have a question/ concern about non-academic school policies and procedures:
Student ➔ Family Handbook (with student) ➔ Grade Dean ➔ Dean of Students
I have a question/concern about learning issues or academic accommodations in general or with reference to my child:
Family Handbook ➔ Learning Specialist ➔ Academic Dean
I want to express appreciation for the progress my child is making and/or the comfort and excitement s/ he's feeling:
The person most directly responsible ➔ Advisor ➔ Grade Dean ➔ Dean of Students or Academic Dean
My child has a question about...:
It's generally good to help your children to ask their own questions
I have a question/concern that defies all these guidelines:
Grade Dean/Dean of Students/Academic Dean can help you figure out whom to call

Sample questions and the person to ask:

What is the thinking behind the 9th grade history sequence?
Ann White, Head of History Department
How does the English Department make its curriculum inclusive?
Robbie Murphy, Head of the English Department
How was a particular class text chosen? How are class texts in a department generally chosen?
The class teacher; The Department Chair
How can I help my child chose a course load appropriately challenging and that will be helpful for admissions to college?
Nigel Hinshelwood, Academic Dean; Kenya Smith, Director of College Counseling
What are the criteria teachers are using when they make their recommendations about what courses a student should take?
Department Chairs; Nigel Hinshelwood, Academic Dean
How can I enable my child to receive the accommodations he/she needs to be successful?
Cynthia Chase, the Learning Specialist; the advisor; the teacher
What are the goals of the advisory system?
Jeremy Edwards, Dean of Students
How is my child faring in the advisory group?
My child's advisor

Academics and Student Support Services

For the most part, this section describes general and academic procedures and requirements. The curriculum is described in detail in our Curriculum Guide.

Goals

At the heart of the academic measurements described in this section is our keen interest in developing students' independent and creative thought, willingness to accept intellectual risks and challenges, solid work habits, and cooperative, positive approaches to learning. While these attributes cannot always be precisely quantified, we prize them and work energetically to foster their development. There is no doubt that they bring with them academic achievement and satisfaction.

Assessment

A variety of measures, including projects, essays, presentations, portfolios, quizzes and tests are used to teach students and assess their progress. All teachers try to announce tests, papers, and major projects at least three days in advance. Middle school teachers try to coordinate their major assignments. A student should have no more than two major tests or one test and one paper or major project scheduled for the same day. Students should talk to their teachers ahead of time (the day before the assignment is due is often too late) if they need an extension because they have too much scheduled for the same day.

Advisory System

In the course of their years at Burke, most students develop strong and nurturing relationships with a number of adults. The advisory system aims to assure that all Burke students have at least one adult to specifically monitor and support their academic and social progress. Each student is assigned a faculty member as an advisor at the beginning of the year. Typically, each Burke adult has from 6-8 advisees. Middle school students usually keep the same advisor throughout their middle school years. In addition to serving as a homeroom teacher, the advisor oversees all areas of the student's growth, offering academic counsel and advocacy and providing an important link between home and school. Advisors meet with their advisees regularly and during scheduled homerooms. In addition, Middle School advisors eat lunch with their advisory group once a week during the fall and early winter.

Questions, Concerns, Conversations

Burke welcomes civil and frank questions and expressions of concern and interest about the School and its programs. Teachers and advisors contact families directly if they have concerns about a child, and faculty and staff work hard to respond promptly to telephone calls or requests for meetings. If you and/or your child have questions or concerns about a particular class, you should first contact the teacher. Advisors may also be helpful sounding boards or facilitators. The Head of School, Head of Middle School, Assistant Head of School, Academic Dean, and Dean of Students are always available to hear and address concerns that have not been previously resolved. The School directory (Buzz Book) indicates faculty and staff voice mail extensions. All Burke faculty and staff have e-mail addresses that follow the pattern: firstname_lastname@eburke.org

High School Graduation Requirements

The following courses must be taken in grades 9-12:

- English: Four years.
- History: Three years, including U.S. history.
- Mathematics: Three to four years; if only three, trigonometry must be included.
- Science: Three years, including biology.
- Foreign Language: Three years of the same foreign language. French, Latin, and Spanish are offered.
- Arts: Six trimesters of art electives, including three trimesters of visual arts and three trimesters of performing arts. This requirement begins with the class of 2006. All others are required to complete six trimesters irrespective of distribution.
- Values: One trimester each year
- Senior Seminar: One trimester, senior year.
- Physical Education and Health: Nine trimesters of physical education and/or team sports and two trimesters of health. In the 9th grade, health and values are combined into a single trimester course.
- Community Service: Sixty hours total; a minimum of fifteen hours each high school year.

Students are expected to have successfully completed the equivalent of twenty-one full-year courses for graduation. Students who have received waivers for any distribution must still accumulate 21 total credits for graduation.

Students who transfer into Edmund Burke School after ninth grade may be subject to different requirements

Community Service Program

Volunteerism provides students with the opportunity to expand their life experiences through interaction and involvement with others of different circumstances and backgrounds. In seeking to help others, students can develop a sense of personal responsibility, increased self-esteem and a clearer sense of identity. They are exposed to new educational and career opportunities and are challenged to a broader perception of the world and their role in its future. Participation generates in student volunteers a sense of community and personal responsibility for the welfare of others that we hope will remain an ongoing motivation throughout their lives.

The service learning program in the middle school is founded on the belief that students gain and give best through service projects that possess two particular characteristics: 1) the projects stem from a unit of study or course work within the curriculum; 2) the projects lead small groups of students to work regularly over a period of several months with the same service organization, learning about its mission, getting

to know its staff and clients and helping to perform important work in the community. 6th grade students work with an environmental group to help maintain our local streams and rivers; 7th grade students work with Food and Friends to help prepare and deliver meals to people living with HIV/AIDS and other life-threatening illnesses; and 8th grade students conduct an oral history and book-making project that leads them to help people living in nearby homes for the elderly.

Edmund Burke School's Community Service Director coordinates all high school student community service work. The minimum requirement for graduation is 15 hours of community service in each of the four high school years. The Community Service Director helps to guide each student to find the best possible placement to match their interests with community needs, and approves and monitors all placements. Students are encouraged to accumulate a significant number of their community service hours with the same organization or agency if possible, in order to maintain continuity and reap the maximum personal benefits from a project. Each student meets individually with the director in order to explore his/her interests and the vast number of service opportunities available.

In addition to the graduation requirement, both middle school and high school students participate in additional school-sponsored community service projects, including classroom projects and an annual Community Service Day.

It is our hope that as the years go on and service learning programs become more and more integrated into Burke's curriculum, an hourly documentation of service will become unnecessary. Service will be an integral component to each student's education at Edmund Burke School. As students graduate from our school their service experiences will help them to better understand the world and their place in it.

High School Course Load Requirements

Ninth through eleventh grade students are expected to take five academic courses plus a combination of p.e., athletics, visual and performing arts, values and health courses each term. Except in rare circumstances, seniors are expected to take at least five courses for credit during each trimester.

Adding/Dropping Courses

With permission from the Academic Dean, advisor, and teacher, a high school student may drop a course. The course may be dropped during the first five days of the trimester for a 1- or 2-trimester courses or during the first ten days of school for a year-long course. A course dropped after this period will generally appear on the student's transcript with the notation WP (withdrew passing) or WF (withdrew failing). Except in unusual circumstances, credit is not given for full-year courses that are not completed. Students must continue to attend their original classes until course changes have officially been made. Students are expected to replace any dropped courses with others if the "drops" put the students below the minimum course load requirement. Parents should contact their child's advisor, the Head of Middle School, or the Academic Dean if they have scheduling questions or concerns.

Field Trips

Many of Burke's courses take advantage of the rich and varied educational opportunities available in the District and Greater Washington. Field trips are scheduled as the nature of the subject matter in particular courses dictates. These class trips are usually mandatory. Most class-related trips are held during school hours, and the cost of most trips is included in the tuition. Some field trips (e.g. theater trips) and voluntary trips involve an additional payment. The trip coordinators inform parents in writing of the costs and arrangements for trips.

Homework Policy

Students should expect to have homework every day in most if not all subjects. Teachers usually provide weekly (or longer) assignment sheets. Middle school teachers post assignment sheets on the web and coordinate assignments with one another when feasible so that due dates vary. Students should see their teachers or advisors if they need help organizing and completing their work in a reasonable amount of time, usually up to two hours for sixth graders, three hours for seventh and eighth graders, and four hours for high school students daily.

Free Periods and Study Halls

It's important for students to develop work and study schedules that make the most sense for them. At school, there are a variety of legitimate ways to spend non-class time, including studying, doing homework, meeting with teachers and advisors, socializing and relaxing. Students need to spend a healthy portion of their non-class time at school studying and doing homework.

Middle school students who have missed homework may be assigned to work with a teacher at lunch or after school. High school students in academic difficulty may be asked by their teachers and/or advisors to stay after school for extra help or to make up missing work. Athletes and drama students with late practices may be required to attend special after-school study halls.

Extensions or Late Papers

Extensions are given when a student has been ill. Students should see their teachers to determine the revised due dates. Late papers should be handed directly to the teacher; teachers are not responsible for papers left on their desks or in their mailboxes.

It is the student's responsibility to get work in on time. Teachers should not have to nag or give reminders. It is also the student's responsibility to see teachers to make arrangements for extensions for late work and make-up tests and quizzes.

Tutoring and Special Needs

Edmund Burke's Learning Specialist informally evaluates students who may have special needs and suggests appropriate learning and teaching strategies to them and to their teachers. She also is available to advise during the admissions process. The School does not provide full-scale psycho-educational evaluations but will recommend qualified outside professionals who do this. For those students who require

tutoring, the School maintains a list of possible tutors who can work with students in or out of the School at the parents' expense. The student's advisor works with the teacher and parents to help set up a tutor. Since there is limited space at School, these sessions often need to occur after school.

Academic Accommodations Policy

Edmund Burke School's mission is to consciously bring together students who are different from one another in a variety of ways and help them take responsibility for their own education. We recognize that some students may need academic accommodations in order to be successful learners. Edmund Burke seeks to sustain the integrity of its academic programs while providing the kinds of accommodations that can be of real benefit to students working toward academic success.

Edmund Burke has a Learning Specialist on staff. In consultation with teachers, parents and students, she assists the school in determining what accommodations are most appropriate for individual students, and helps set up a process for monitoring their progress once accommodations have been put in place.

The following procedure is typical when academic accommodations are put into place for a student at Edmund Burke:

1) A student who may need accommodations is referred to the Learning Specialist by advisor, teacher, administrator, parent or student.

2) The Learning Specialist gathers information from a variety of sources such as discussions with parents, student, teachers and advisor, classroom visits, and assessments (report cards, alerts, educational testing). She draws up a plan for academic accommodations, including the student's responsibilities and a timeline for review. The plan is communicated to teachers and entered in SWANS (database information for teachers concerning how to best support students with learning differences, including whatever accommodations are in place for them).

3) The advisor coordinates reviews to determine the effectiveness of the plan, and, with the Learning Specialist and others, may suggest alternative strategies. Students who are unable to succeed at Edmund Burke even with academic accommodations may be counseled to seek a more appropriate school placement. Copies of all modifications to the academic plan, including the discontinuation of accommodations, are placed in the student's file. The Grade Dean or Middle School Head ensures that plans for accommodation are passed on to the next year's Grade Dean to be distributed to advisors and teachers.

Academic accommodations Edmund Burke may offer include:

- extra-time for in-class tests, essays and other classwork or assignments
- providing alternatives to copying from the board or taking extensive notes
- specified seating
- classroom use of computers or calculators
- the use of books on tape
- taking a course on a pass/fail basis
- a waiver of academic/graduation requirements

School Counselor

The school counselor works directly with students on issues of concern to them and is also consulted by teachers, advisors, and administrators when concerns arise about a student. The counselor is available for consultations with parents. She also participates in the development of various programs and workshops for students, parents, and teachers on topics related to adolescent development.

Peer Counseling

A number of students from grades 10-12 are formally trained as peer counselors. Their services are made known and available to the student population. Peer counselors begin the year working as supports to students new to the Burke community.

Back-to-School Night

Back-to-School Night is held in early October of each school year to give parents a chance to put faces to the names of their children's teachers and to get a general idea of the content and expectations of their children's courses. Each teacher has ten minutes per class to indicate the course's theme and to relate a few important points. Some teachers leave most of the time for questions; some give typical problems or quizzes; others stage dramatic activities to capture the essence of their course!

Alert Forms

Alert forms are sent out three times in the fall and winter trimesters and twice in the spring. Teachers use these forms primarily to point out areas of academic and/or behavioral concern although they also take the opportunity to praise improved performance. At other times, when they feel concerned, teachers and advisors telephone parents. Please feel free to call or e-mail teachers or advisors for further information at any time during the year. The School Directory (Buzz Book) indicates faculty and staff voice mail extensions. All Burke faculty and staff have e-mail addresses which follow the pattern: firstname_lastname@eburke.org

Family Conferences

Individual conferences are scheduled in the middle of the fall trimester after alert forms have been sent out. Families are encouraged to call the Assistant to the Head to arrange for an appointment with their children's advisors and/or teachers at this time, or at any time in the year. The School Directory (Buzz Book) indicates faculty and staff voice mail extensions. All Burke faculty and staff have e-mail addresses which follow the pattern: firstname_lastname@eburke.org

Report Cards

Report cards are sent home at the end of each academic trimester. Sixth grade students receive assessments in narrative form. Students in grades 7 – 12 receive letter grades and narrative evaluations. Parents living apart may request that they each receive a copy of their child's report card. Final report cards are not sent out until all bills, lab fees and library fines have been paid and uniforms have been returned.

Grading

When letter grades are given, teachers use the following guidelines, taking into account students' developmental needs:

A+ to A- (100-90): outstanding achievement and effort

B+ to B- (89-80): strong effort and achievement

C+ to C- (79-70): satisfactory performance

D+ to D- (69-60): weak performance

F (59 or below): unsatisfactory performance

Course Credit

At the beginning of courses, teachers will notify high school students of the academic requirements and expectations, including whether they must pass a year-long cumulative exam and/or the third trimester in order to earn credit for a year-long course. Consistent and punctual attendance is always necessary to earn course credit. If a High School student does not pass a course during the regular school year, he or she is expected to make up the credit (often in summer school) to meet the graduation requirements. If a middle school student does not pass a course, summer school may be required at the discretion of the Head of Middle School. Students are not allowed to advance to the next level in math or language courses unless they have at least a C- average. Those earning lower than a C- must do appropriate summer work to be prepared for the next level course.

Other School/Independent Study Credit

With prior school approval, high school students may take academic, art, or PE courses for credit at other schools or may pursue one independent study course per trimester under the supervision of a faculty member. Students must submit a "Petition to Receive Academic Credit" two weeks prior to the start of the trimester for which they wish to receive credit and at the end of the trimester must submit an official transcript or evaluation form to receive credit.

Credit for Transfer Students

Transcripts of transfer students are evaluated to determine the credit to be awarded and the Burke courses needed to satisfy our graduation requirements. Certain requirements may be waived if they would present an undue hardship for transfer students. Transfer students are tested in foreign languages and math to determine the appropriate placement and may be asked to repeat courses if they do not seem ready for the next level at Burke.

Incompletes

Report card evaluations recording an incomplete contain the specific assignments, tests, labs, etc., required to complete the course, as well as the due dates for those assignments. In addition, the report card indicates what grade the student will receive if the assigned work is not completed by the due date. Incompletes generally must be made up within the trimester following their receipt.

Honor Roll

Honor Roll recognizes students who have received grades of B- or better in all academic subjects. In courses graded on a Pass/Fail basis, students must receive a Pass in order to be eligible for the honor roll. Students taking graded courses on a Pass/Fail basis are not eligible for the honor roll. Students with incompletes are disqualified unless the incomplete is due to extended illness or emergency. Students who have been on the honor roll for the entire preceding year are recognized on the Year Honor Roll posted each fall.

Academic Probation

Students who have failed courses or whose grades do not indicate satisfactory academic commitment may be placed on academic probation. In most cases, the Academic Dean or the Head of Middle School, along with the Dean of Students, Grade Deans and advisors meet with these students and their parents to create individual plans for improvement which are then reviewed and assessed periodically. At the end of the probationary period, the school reviews the student's performance and decides to end probation, extend probation, or dismiss the student.

Standardized Tests

PSAT/NMSQT: The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test is administered in October to sophomores and juniors at Burke.

College Admissions Testing: The Director of College Counseling provides students with information about dates and applications for college entrance tests including the SAT I, SAT II, and ACT. Students are encouraged to take the SAT I and SAT II Tests in the spring of their junior year and again in October, November, or December of their senior year. Registration deadlines and test dates for the current year are posted on the bulletin board next to the Counseling Office.

Accommodations for Standardized Tests: Students who have a formal educational plan at Burke receive accommodations at the school because of their documented disability. They may apply to the College Board receive similiar accommodations, including extended time, on standardized tests. You should see the Learning Specialist or Registrar to make arrangements for testing accommodations no later than early spring of ninth grade.

Advanced Placement Exams: These are given over a two week period early in May. Burke students take AP exams in English, French, Spanish, Latin, Calculus, Biology, Chemistry, Physics, Statistics, and U.S. History; art students submit a Studio Art portfolio. (Some courses may not be offered every year if there is insufficient student demand.) The results are mailed to the students in July. Students with grades of 3, 4 or 5 (on a scale of 1-5) may earn college credit for their High School courses, though colleges vary in their policies on this issue.

College Guidance

Edmund Burke is a rigorous, innovative and supportive place to learn. The college counseling program is rooted in the belief that all students should be encouraged to maximize their strengths, explore their interests and challenge themselves. It is the goal of the college counseling office to acknowledge, value and serve the diverse needs of our students. It is our belief that there are a number of colleges and universities that will serve the needs of our students and challenge them appropriately. The role of the Office of College

Counseling, then, is to support and guide students through their college search and selection process.

Extensive college counseling begins in February of the junior year with College Night for Juniors. In this forum, students are encouraged to start thinking about their interests, talents and challenges. They are also encouraged to investigate colleges and universities via the internet, Burke college library, or campus visit. Students also receive the Edmund Burke Family College Counseling Guide. It is important that students review this guide, as well as parents, so that students can take some ownership in the process. From March through May, the Director of College Counseling will meet with families. These meetings are collaborative in nature. Students are required to submit a short survey of their interests before this meeting.

In the fall, Senior College Night takes place the third week of September. This meeting focuses on preparing the best overall application package and understanding the selection and evaluation process. Students are encouraged to attend an essay writing workshop during the fall. If requested, the Director of College Counseling reviews student essays. She writes the school report (a confidential letter of recommendation that discusses the student's achievements and interests) and submits it along with the student's transcript and other information as required to the colleges to which the student is applying. Students are expected to contact other recommenders (teachers, supervisors, advisors) to secure additional letters of recommendation. Students should supply these recommenders with stamped addressed envelopes. These recommendations should be mailed directly to colleges and universities. Also in the fall, college representatives from across the nation visit Edmund Burke to talk with juniors and seniors. Interested students should sign up for these visits in the college counseling office a day in advance and ask permission from their teachers.

School Facilities

Library

The library and its resources are available to every member of the Burke community. The library offers a place for both individual work. A successful and peaceful working environment depends upon the responsible cooperation of all users. Eating and drinking are not permitted in the library, except during special events. Use of library computers follows the acceptable use policy (page 31).

The library's collection comprises nearly 10,000 books. The library subscribes to newspapers and magazines and maintains a videotape collection. In addition, the library subscribes to several on-line databases that students can access through either the school's computers or from home. Reference books and periodicals are generally reserved for use in the library itself unless the librarian extends specific permission otherwise. Teachers reserve books on occasion in the library to facilitate universal access for a particular class. The library maintains a copy machine for student use.

All students should become familiar with library procedures. The librarian collaborates with other teachers to teach information literacy. The librarian helps individual students navigate the research process and find materials as needed. Students check out their own books and are expected to return them after one month. All materials are expected to be returned in the state in which they were borrowed. Final grades are not sent to those who have overdue books or fines.

The Burke library participates in the Metropolitan Washington Independent School Library Association (MWISLA) which, among many things, promotes the sharing of resources. The library welcomes donations as well as input about new acquisitions from the wider Burke community.

Atrium

The atrium serves as a central public gathering place for study and quiet conversation and also serves as grade homeroom, auditorium, and theater. It is a wonderful space, particularly when the whole school gathers there for an assembly or special event. Atrium activity is meant to be relaxed and appropriate. Sleeping, eating, drinking (except water), and horseplay are not allowed. (Eating and drinking are allowed in the non-carpeted areas.) If there is any doubt in this regard, we expect that students will defer to the judgement of adults.

Balcony Area

This area functions very much like the atrium. The tower office is often reserved for tutoring, counseling and other meetings. Please be aware that voices carry greatly form the balcony .

Rooms with Computers

The computer room is equipped with 20 computers and several printers. It is available for students to do academic work. For more information on use of the technology, see the Acceptable Use Policy (AUP) on page 30. Generally, the computer room is available to students throughout the school day.

Students may not eat or drink in the computer room. If a class is meeting in the computer room, students need to request permission from the teacher to use a machine, preferably before the start of class. In general, the computer room will be closed after school. Students are responsible for following the Acceptable Use Policy (AUP) and leaving their work areas neat. Students should report immediately to the teacher in charge or Technology Director any difficulties with computer equipment. Students who abuse the privilege of using computers (by violating the AUP) may forfeit their computer access and will face further disciplinary action.

Labs

Burke maintains labs for middle school science courses and for Biology, Chemistry, Physics and 9th grade Earth, Space and Physical Science courses, where a good deal of exciting work takes place. At the same time, we need to be responsive to a number of lab-related health and safety concerns. For obvious reasons, students are allowed in labs only when teachers are present, and must obey all safety regulations at all times. Eating and drinking are not allowed, and no

one may sit on a lab table or station or handle equipment or supplies unless performing a supervised experiment. We expect students to treat lab equipment and supplies respectfully; families will be charged for replacement of equipment damaged as a result of carelessness or horseplay.

Gymnasium

Here, too, there is a particular set of safety issues. Students may use the gym and weight-training equipment only when a faculty member is present. Students wishing to use the weight-training equipment for the first time need to get permission from a PE teacher or coach. Everyone must understand—and follow—the guidelines for using weight training and other PE equipment. Sneakers must be worn on the gym floor at all times, including lunch and recess.

Lockers and PE Locker Rooms

Lockers are assigned to all students in grades 7 through 12. Students are required to have and use combination locks (no key locks). Students need to give the combinations of their personal locks to their advisors to keep on file for emergencies. Nothing may be pasted or written on the inside or outside of a locker (pictures may be taped on the inside only).

Permanent PE locker room lockers are often assigned to middle school students and to high school team members. Here too, students are required to have and use combination locks. Athletic locker combinations should be given to the Athletic Director. Other students may lock their possessions in any available locker during their PE classes. No one should leave money or valued possessions in unlocked lockers.

Lost and Found

First, of course, we hope that students will be careful with their belongings, Second, we hope that students will put their names on the inside front cover of all their books and notebooks. Having said that, valuables, books, and clothing left around the School are generally kept in the Director of Facilities' office or in the lunchroom. All students are urged to reclaim misplaced articles promptly. Items remaining unclaimed at the end of school on Fridays are placed in permanent storage until the end of the trimester when they will be put on a flee-market-like display in the Atrium. Unclaimed items are then donated to charity.

Daily Life

Transportation

Policies surrounding transportation reflect the fact that the school resides in an urban setting with the attendant parking and traffic congestion. We strongly encourage public transportation whenever possible and look to those who drive to follow our policies and procedures in order to maintain a safe and responsive environment.

Student Driving

A student is not permitted to drive to school until she/he has registered their car(s) with the school, signed the driver consent form, and displayed the Burke parking tag. Students register their cars with the Dean of Students. No student, including Zone 3 sticker cars, may park in the two-hour restricted area. This means no students should be parking in front of residences. All-day parking is available at the far end of Upton Street on the institutional side and down the hill toward the park on Tilden Street. The parking lot behind the School is reserved for staff members and handicapped students. Students may not park in the alley behind the School.

No students, including seniors, may drive or ride in any car during the school day unless given specific permission for each occasion by the Dean of Students or Head of School. Before or after school, students may stop briefly in front of the school to drop off or pick up passengers; they should not block the street or alley in the process. Students who do not adhere to the above guidelines may have their driving privileges to and from campus revoked.

Metro

Tokens and Student Fare Cards - Students who reside in the District may receive vouchers for the purchase of Metrobus tokens from Viia, the receptionist. Fare cards for the Metro subway system are obtained by the School after the proper forms have been completed and signed by the office.

Bicycles

A bicycle stand is provided near the side of the building. Bikes should be securely locked.

Visitors

Visitors may park on Connecticut Avenue between 9:30 a.m. and 4:00 p.m. and on residential streets for two hours.

Driving to School (Drop-off and Pick-Up)

The now mandatory morning drop off traffic plan is a simple common-sense approach designed to reduce the amount of Burke traffic on Upton Street and adjoining alleys by offering alternative drop off locations for students coming to Burke from each direction. While there will be a traffic officer at the school to enforce the plan, its ultimate success continues to rest on our families' understanding and willing assumption of our obligation to be part of the solution to neighborhood traffic congestion. See Appendix A for full details on the morning drop off plan.

Drop-Offs: Only carpools (3 or more students) may drop off at the school between 7:30 a.m.— 8:15 a.m. in front of the building, at the direction of the traffic officers on duty. No students should be dropped off on the opposite side of the street from the school. We encourage parents to drop off students in legal and safe areas outside of the neighborhood, such as the Veazey Terrace Pull-Off (former Kiss and Ride space) on the west side of Connecticut Avenue near the Metro or the Burke Shuttle.

Pick Ups: Pick ups at the school, again, should be done on the school side of Upton in front of the school, at the direction of the traffic officer on duty. Students are not allowed to be picked up on the opposite side of the street from the school.

Parking: Students are not allowed to park in zoned residential parking spaces. They are to park in non-zoned parking areas at the lower end of Upton and Tilden Streets or utilize the public parking garages on Connecticut Avenue. We ask that parents follow the same procedures. We are working diligently to lessen our impact on the neighborhood.

Arrival Procedures

Students who are late at the beginning of the school day must report to the Receptionist (first floor near the faculty mailboxes) to obtain a pass to enter class. A student having an early morning doctor's appointment must bring a note signed by a parent or the doctor's office that includes the time of the appointment. The student must bring this note to the Receptionist and receive a pass. This procedure also applies to appointments during the school day. Late students will not be admitted to class without these passes or a note from a teacher or administrator.

High School students with free periods at the beginning of the day may arrive after the 8:15 start time as long as they arrive in for the start of their first class or by 10:15 am, whatever comes first. Failure to do so may result in detention. Students are expected to attend all homerooms and assemblies. The administration expects these older students to be particularly responsible in ensuring a punctual arrival to their first class of the day.

Departure Procedures

If a student needs to leave school before the end of the school day, the student must first report to the main office where the Assistant to the Head will contact a parent or guardian. (A student cannot leave school early without permission from a parent or guardian.) Students must check out with the Receptionist upon leaving. All high school students are permitted to leave school after their last class unless their advisors or teachers have assigned them to study hall or wish to see them.

School Closings

Burke makes its own decisions regarding weather-related school closing and delays. The decision will be posted on the web page, local tv and radio stations and outgoing telephone message. For details on this procedure, see Appendix B: Weather-Related Closing Procedures on page 40.

Absences

Illness - calling the School: A parent must call the office before 9:15 a.m. to report that the student is ill and is not to be expected in school that day.

Illness - Physical Education: When a student is recuperating from an illness or when physical exercise is not advisable, it may be best for the student not to participate in PE class immediately upon returning to school. It's important to provide a note from a doctor to the PE instructor at the beginning of the first class from which the student needs to be excused.

Absences - Family Trips: It's important that families plan their trips to coincide with the School's vacation dates; however, if a student is to be absent because of a critical family obligation, parents must inform the Dean of Students or Head of Middle School and the advisor as soon as possible. We expect students to take responsibility to obtain assignments in advance and to make specific arrangements with their teachers regarding any upcoming assignments, projects, or tests.

Absences - College Trips: Seniors should plan college visits for the two senior college weekends in the fall. Other brief college visits are considered excused absences provided that the student has submitted a request form signed by a parent and by each of the student's teachers; this should be given to the College Counselor and advisor at least three school days before the scheduled trip.

Missed Work

Students are responsible for the work that they miss when absent because of illness, medical appointments, field trips or other reasons. If a student has been ill, the classroom teachers will decide on what extensions might be necessary. In cases of prolonged absences, the family and the student's advisor should arrange for the student to obtain the assignments, the necessary books, and class notes. Students who will miss part of a day for legitimate reasons must see each teacher whose class they will miss before they leave that day to hand in homework or make arrangements to take a missed test.

Lateness

Students are expected to arrive to school and to classes on time. We do recognize and celebrate that kids and families travel from all over greater Washington to Burke each day; however, we believe that students who are late miss opportunities to learn and interrupt the learning of others. Lateness is considered unexcused unless a parent or teacher provides a legitimate, written excuse. As there is no passing time between periods, teachers make common sense judgments about whether a student has taken longer than necessary to move from class to class. Attendance is taken throughout the day. Many Burke teachers address tardiness and absences to their classes in the ways they think are most effective and appropriate. In addition, if a high school student is late to class four times during a trimester, he/she will be required to attend afterschool or Saturday detention. If after this detention a student continues to be tardy, the School may ask the family to come in for a conference. For middle school students, the Head of Middle School contacts parents when lateness recurs. Students in grades seven through twelve who arrive late to class after lunch may lose the privilege of leaving campus at lunch time. Additionally, work missed from frequent lateness is likely to have a negative effect on a student's performance and grades.

Unexcused Absences (Cuts)

Cutting may result in : 1) lunch, after-school or Saturday detention; 2) academic penalties including a zero for the day's work; 3) a parental conference; 4) a combination of two or more of the above. The advisor, family and teachers are informed of a class cut. Students who cut a second class are usually suspended from school. Sleeping through a class is considered a class cut. Multiple unexcused absences from one class may result in the student being withdrawn from the course with a WF (withdrawn failing). Please note that drivers' education classes and driving tests are not legitimate grounds for a absence since these should be scheduled during vacation periods or on early dismissal afternoons.

Messages from Home

If it is necessary to contact a student during the school day, messages may be called in to the office. It is the school policy not to interrupt a student in class unless there is an emergency. If this is the case, please tell the office so that the student may be contacted immediately. Otherwise, messages will be posted on the easel in the front hall. It is the student's responsibility to check the easel.

Student Phone Calls

A pay phone for outgoing phone calls only is located in the basement. Credit card calls are handled and billed by an alternative long distance company which charges 2-3 times the rates of major long distance companies; avoid these costs by first dialing the 5-digit access codes of one of the major long distance companies. At times, faculty and staff will grant students permission to use school phones. Students should never use a school phone without permission from an adult. See page 23 for cell phone policy.

Medicine

To ensure students' safety and well being, all medication must be kept in the main office except in the circumstances described below. Prescribed and over-the-counter medication must be submitted to and dispensed by the Assistant to the Head of School who is in the main office. A note, signed by a parent or guardian, should accompany the medication specifying when and how much should be given. In addition, prescription medicine will need to include specific instructions from a physician. The Assistant to the Head of School will, in turn, confidentially inform the students' advisors and grade dean. Juniors and seniors who have parental consent to self medicate may do so. In these cases, parents will need to notify the Assistant to the Head of School ahead of time. The Assistant to the Head of School will confidentially inform the students' advisors and grade dean.

Injuries

The athletic office in the gym and the main office have a supply of first-aid items to treat minor scrapes and bruises. In cases of serious injury or emergency, we attempt to notify families or guardians immediately. If immediate attention is required, the School will call for an ambulance, or ask the parents to take the student to the hospital.

Crisis Plan

Copies of the EBS crisis plan are available for parents or students in the Burke library.

Living Together

One of Burke's most important goals is to help students to be rigorous, analytical, original, independent, committed, and persuasive—powerful skills for making a difference in the world. At the same time, equally important goals are to join together as a community, to affirm common principles of behavior, and to actively further their realization. All the rules in this section speak to the central need for work to assure that Burke is a safe, respectful, clean, and comfortable place to learn and grow. At the same time, we want students to know that if they are struggling with issues regarding drugs, alcohol, tobacco, food or anything else they can seek assistance from the school without fear of punishment.

Safety

Weapons, Fighting, Threatening

School must be a place that is free from violence and the fear of violence. Students may not bring weapons of any kind to school or to school activities under any circumstances. Threats of violence and physical fighting are also prohibited. Violations of this rule may result in suspension, probation, or expulsion.

Vandalism

Defacing or destroying any school or student property, indoors or out, is a serious offense. At a minimum, those who deface property must bear the expense in cash or labor for cleaning, repair, or replacement. Further punitive action is also likely to be taken.

Rollerblading and Skateboarding

Students may not ride skateboards or use rollerblades in the public streets, alleys or sidewalks around the School or in the building itself.

Health

Alcohol and Drugs

It is clear that drug and alcohol use are health hazards which are in opposition to our educational goals. Possessing, using, or selling drugs or alcohol at school or at school events/activities is illegal and is strictly prohibited. Students who arrive or leave campus or a school event and return to campus or school event under the influence of alcohol or an illegal drug will be viewed as having consumed the substance on campus. Students may not share or sell prescription drugs of any kind. Violations of the above are likely to result in long-term suspension or expulsion.

Smoking

Smoking and second-hand smoke pose enormous health risks, although smoking is seen by many as a personal right. D.C. law prohibits the sale of cigarettes to those under 18, and students are not allowed to smoke or chew tobacco. Students who are seen smoking are reported to the Head of Middle School or to the Dean of Students who decide upon the appropriate course of action, usually including parental notification and possibly further punitive action. Families who have openly discussed a student's addiction with the Dean of Students may devise a plan with the School to work with that student's addiction.

Honesty

Theft

Students need to be mindful of their belongings and take standard precautions to keep them safe. For example, the school discourages students from bringing large sums of money to school and expects students to keep valuables with them or locked in their own lockers. At the same time, everyone has the right to feel secure about his or her belongings. Stealing undermines the security necessary for us to learn and work together comfortably and productively. Students who are found to have stolen the possessions of others or of the School will face suspension or expulsion. "Borrowing without permission," is also a serious act of wrongdoing, tantamount to theft.

Academic Dishonesty

Burke places great value on the intellectual honesty of all members of the community. This handbook includes a section regarding academic integrity which speaks in some detail about the school's expectations.

Cleanliness and Tidiness

We all benefit from Burke's being a clean and tidy environment, and we all share responsibility for making that so. Burke's maintenance crew is responsible for the heavy cleaning that is needed daily, and students (and adults) are responsible for tidying up their classrooms and the hallways on which they face throughout the day. Everyone is expected to take care of the school's common areas (atrium, basement, DMR, library, balcony, computer room, bathrooms). The mantra here is "It's not mine, but I'll pick it up."

For a number of reasons, including tidiness but not limited to it, students need to be mindful of where they leave their book bags. If students need to leave their book bags at school while they participate in after-school activities, they are required to leave their book bags in their lockers, on top of their lockers, or against the brick wall of the atrium. Book bags left elsewhere seriously impede the maintenance crew's work. Those book bags left elsewhere are removed to a nearby room or office.

Behavior

Burke consciously seeks to bring together kids and adults who are different from each other in many ways, and we all deserve to be in a school community that is free from intimidation, harassment, and discrimination and in which everyone is treated with sensitivity and respect.

Vulgar language

Language should be appropriate for the school environment.

Noise

We expect and hope that Burke's halls, atrium, basement, and other lounge areas will always be filled with interested and enthusiastic conversation. We also expect that students will be alert to the line distinguishing that from shouting, overly loud conversation, and roughhousing. If there is any

doubt in this regard, we expect that students will defer to the judgments of adults.

Use of Electronic Equipment

Students are welcome to use personal stereos and CD players during lunch periods, study halls, and free periods, but they must be sure to keep the volume at a level which cannot be heard by others.

School Clothes

School clothes should be neat, clean and appropriate. Inappropriate clothing includes clothing that is designed to be erotic or suggestive of violence, clothing that reveals underwear or excessive flesh or underwear worn as outerwear, and clothing with offensive messages. Shoes are always required. Students will be required to change out of inappropriate attire. If there is any doubt in this regard, we expect that students will defer to the judgments of adults.

PE Clothes

Students must report to PE classes in sneakers or other appropriate sports shoes, socks, shorts or sweat pants, and a t-shirt or sweat shirt. After class, students should change out of their gym clothes and take a quick shower. Athletic shoes with cleats and muddy shoes should be put on and taken off outside the building.

Public Displays of Affection

Staff members will warn students when their behavior is deemed inappropriate.

Caring for the School and Neighborhood

Everybody is expected to do their part to keep the School in good condition. Each advisory group is assigned lunch detail two weeks a year during which time they empty trash, tidy up classrooms, and pick up litter outside the School. Students are also expected to be good neighbors. They should not sit on the steps of neighborhood homes or litter neighborhood property or sidewalks.

Textbook Care

Students are expected to take good care of their books. Mutilated or defaced books will be confiscated, and the student will be charged for its replacement. Some books, usually hardbound, that are used for a very short time in a course or which students will need the following year will be collected when the book is no longer necessary for the class.

Eating Areas

During the lunch period, students may eat outside or in designated areas in the building. Students are expected to clean up after themselves. All litter must be deposited in trash cans or in the appropriate recycling bins located throughout the School and in the parking lot. Except for special events, eating and drinking are never allowed in the atrium.

Locker Areas

Students should keep the areas around their lockers clean. Materials other than book bags left on top or beneath lockers will be taken to Lost and Found or discarded.

Cell Phones and Pagers

Students who bring cell phones or pagers to school must put them in their locker during the school day with the ringer off. Students may use their cell phones outside of the school building during lunch or free periods. They may use the cell phones in school before 8 a.m. and after the school day has ended.

Parking Lot

The parking lot is not a place for hanging out. No one may sit or lean on cars in the lot.

Elevator

Students may only use the elevator if they have permission from an adult.

Food

Eating or drinking is never allowed in the labs, art studios, computer room or gym.

Leaving School Grounds

Sixth and seventh graders may not leave campus at lunch or any other time during the school day unless supervised by a teacher. After giving the Head of Middle School a signed permission form eighth graders may leave campus during activities periods or at lunch on designated days. Students in grades 9-12 may leave campus during their free periods, but if they miss or are late to classes, this privilege will be revoked.

During the school day, at the times when they are allowed off campus, students must stay within the boundaries indicated on the map inside the back cover. No students are allowed to go into the surrounding apartment complexes or office buildings or onto the property of our neighbors. Students are allowed on Howard Field and Intelsat property only when accompanied by a teacher. Aside from the field, students are not allowed on Howard's campus. Additionally, please note that the "Passport Bar and Restaurant" is only open to students through phone-in, take-out orders. If a student needs to leave the boundaries during the school day, she/he must receive permission from the Dean of Students or the Head of Middle School.

Student Visitors

Students who wish to bring a visitor for part or all of a school day must receive permission from the Head of Middle School or Dean of Students **prior to** the visiting day. Visitors should sign in at the Deans' Office and attend classes with their host.

Sanctions for Infractions of School Rules

The School enforces the rules of the School by taking what it determines to be appropriate action, including the variety of sanctions below from the loss of school privileges to suspension and/or expulsion. Each case is handled individually, and we involve and keep informed the parents and advisors of students who are being disciplined.

Detention and Reparation

Infractions of school rules may result in the suspension of lunch privileges, after-school detention (beginning on the day of the infraction), and/or Saturday detention. These are study halls or work sessions. Students are required to pay for items they have damaged.

Social Probation

Students who repeatedly violate school rules are placed on social probation for periods of varying length. During this period, the student faces social restrictions appropriate to the violation and the student's progress is monitored against a specific and explicit set of expectations. At the end of the probationary period, the school reviews the student's performance and decides to end probation, extend probation, or dismiss the student. For subsequent violations, students on social probation are likely to be suspended or expelled.

Suspension and Expulsion

Repeated or particularly serious violations of school rules or grossly inappropriate behavior will result in suspension or expulsion. A suspension is a temporary loss of the privilege to attend Burke. A student who is suspended may not attend school or any school functions for the period of suspension. An unexcused absence, suspension may cause some academic suffering. Teachers will not be responsible for supplying homework assignments to students on suspension; however, if initiated by the student, arrangements can be made to make-up tests, quizzes, and labs. In the case of long-term suspensions, students may be required to enroll in their local public schools or in other school settings. The School will meet with the student and family to facilitate a positive return to school at the conclusion of the suspension.

Expulsion permanently severs the connection between the student and the school and is noted on the student's transcript.

Anti-Harassment Policies

Statement of Purpose

At Burke, we believe that all members of our community should be known and accepted regardless of race, ethnicity, region, religion, gender, sexual orientation, language, socioeconomic status, age, or disability. Our goal is to provide an educational environment that is safe and free from harassment. To that end we have committed ourselves to providing a safe and supportive environment - emotionally and physically - to our students as they address the many complex issues that attend their growth and development. We endorse the principles of student non-discrimination and are committed to making our community a place of understanding and respect. When harassment occurs, lack of intervention fosters an unsafe school climate. Students will engage in discussions about issues of equity and power with or without our participation, and if we are a part of the discussion, we can model a respectful exchange that recognizes many points of view and perspectives, and perhaps most important is based on accurate and knowledgeable information.

Anti-harassment policies are not designed to limit free and open discussion or suppress respectful thought, study, or discussion of controversial issues. The purpose of this policy is to prohibit harassment in order to assure that each member of the school community has an equal opportunity to work, learn, and develop to his or her fullest potential.

Sexual Harassment

Sexual harassment and harassment based on sexual orientation are not neutral, nor are they social or courting behaviors. They are most accurately seen as unwanted and repeated assertions of power by one individual, or group of individuals, over another. While students may not see themselves as having power over other students, power relationships do exist; for example, older students are perceived by younger students to be more powerful, and a group is perceived as more powerful than an individual. Harassment can be done by boys to girls, between boys, between girls, and by girls to boys.

Harassment includes unwanted touching in any form; sexually explicit or suggestive remarks about a person's physical attributes, clothing, or behavior; sexually stereotyped or sexually charged insults, humor or verbal abuse. Also insidious is the non-targeted use of the language of harassment. Even when not directed at a specific individual, the use of sexual stereotypes or sexually charged insults can be offensive. All these kinds of behavior may occur in private or in front of others in order to demean and embarrass. Ultimately, each student must define for him/herself when someone else has been offensive or when "teasing and joking" has gotten out of hand. The school realizes that these individual definitions can cause confusion.

The ultimate goal of this policy is to create an environment in which each student feels comfortable enough to say politely, "Please don't say that around me, I really don't like it,"or "It really upsets me when you do____. Please don't do that anymore." However, not every student in every situation can make this kind of statement.

Racially/ethnically charged language

This policy is not designed to limit free and open discussion or suppress respectful thought, study, or discussion of controversial issues. The purpose of this policy is to prohibit the use of racial/ethnic epithets in order to assure that each member of the school community has an equal opportunity to work, learn, and develop to his or her fullest potential.

The use of racial/ethnic epithets and the inappropriate use of racially/ethnically charged language is never an acceptable part of joking or familiar language. Also insidious is the non-targeted use of such language. Even when not directed at a specific individual, this kind of language is offensive. All these kinds of behavior may occur in private or in front of others to demean or to embarrass.

Implementation and Education

A. The school believes that the first and foremost response to student violations of this policy is to support the student who feels harassed and to educate through a process of informal resolution the person whose behavior was experienced as inappropriate.

B. All students will be informed of the anti-harassment policies during homeroom or general assembly in the beginning of the year.

C. The policies will be distributed to all current staff and added to the Employee Handbook, which each staff member receives in the fall of each year. The guidelines will be discussed as part of the staff orientation at the beginning of the school year.

D. The policies will be included in the Family Handbook, which is sent to parents and students at the beginning of each school year

Hearing Complaints by Students

The close and personal relationship that exists between staff and students is an important quality and strength of Edmund Burke School. If a student does not feel safe addressing the situation on his or her own, the student should feel comfortable discussing any school related concern, including harassment, with a teacher, advisor, or counselor.

A. Any student who believes that he or she has been subjected to harassment should report the conduct promptly to a trusted adult. The report can be made verbally or in writing. Working with the student, the staff member must write down the student's complaint and refer the written complaint of harassment to the appropriate administrator or the Head of School.

B. Any complaint of harassment by a student will be investigated promptly and thoroughly. The investigating committee may consist of the Head of School, the Assistant Head, Head of the Middle School, Director of Diversity and Community, Dean of Students, School Counselor and/or the advisors. The committee will consider all circumstances in determining whether the alleged improper conduct occurred and whether that conduct constitutes harassment.

C. There will be no adverse action against a student for reporting an incident, or participating in or cooperating with an investigation of an alleged incident.

D. Informal resolutions in peer-to-peer cases should be educational rather than punitive, although the student whose behavior was experienced as inappropriate may be asked to stay home from school for a short period to think about his/her language or behavior. It is important to help students who have been accused of harassment to identify with the victim and to understand the impact of their actions. Informal resolutions maintain confidentiality for both students, permit a student to admit his/her inappropriate behavior, and allow for the student to agree to change his/her actions. The process of an informal resolution would include assisting the student who feels harassed to communicate with the student in question, either in writing or in conversation. A Dean, advisor, or other trusted adult may accompany the student when he/she delivers the letter or speaks to the student in question. Cases that cannot be resolved informally or harassing behaviors that continue will result in disciplinary action.

E. The committee will prepare for the Head of the School or the Head's designee, a written report which contains a synopsis of the allegations, the results of the investigation, and a recommended disposition of the complaint. The Head, or the Head's designee, will take appropriate and prompt action.

F. Parents of all students involved in the incident will be informed of the situation and the resolution.

Disciplinary Action

Any student who is found to have committed an act of harassment as defined by this policy will be subject to remedial action including warning, counseling, social probation, detention, suspension, or expulsion. In addition, some forms of sexual harassment, such as acts of violence or abuse, may also violate criminal laws. Edmund Burke School will cooperate with local authorities in the investigation of any alleged criminal activity.

Student Organizations and Activities

Student Government

The fourteen-member Student Government, composed of a President, Vice President, and two Representatives from each grade, plays a leading role in all student activities and selects the members of the Academic Integrity Committee. The Constitution, under which the government operates, is printed at the end of the Handbook.

Student Activities Committee (SAC)

Under the aegis of Student Government, the SAC takes charge of planning and implementing a range of special student events, such as dances, poetry readings and talent shows.

Academic Integrity Committee

The Committee is composed of two seniors, one student each from grades 6-11, and a faculty advisor. The Committee hears cases involving instances of academic dishonesty where a teacher brings charges that are contested by the student. A detailed description of academic integrity rules and procedures is included in the Policies section of the handbook.

Student Publications

The *Cageliner*

The journalism class is responsible for publishing the Cageliner, Burke's school paper. All students are encouraged to contribute articles.

The Yearbook

The yearbook reflects the life of the School during that year with particular emphasis on the senior class. Student photographers, artists, graphic designers, and writers contribute to the book. Students from all grades work with a faculty advisor to publish the yearbook.

The *Lit*

The literary magazine serves as a showcase for Burke writers and artists. It is published in the spring of each year.

Athletics

Potomac Valley Athletic Conference (PVAC)

Burke teams compete in the PVAC Conference, an association of twelve small independent schools. Throughout the year, coaches also schedule non-league contests, trips and tournaments.

Middle School Teams

Middle school teams meet for practice in the last period of the school day although contests are held after school. Typically, middle schoolers play soccer, basketball, volleyball, and softball. Some middle schoolers are part of high school teams in cross-country, swimming, golf, dance, track and field, wrestling, and volleyball whose practices are after school.

Varsity Teams (Grades 9 – 12)

Varsity and junior varsity teams offer students a chance to develop their skills and play competitively. Boys and girls teams are offered in soccer, volleyball and basketball. The cross-country, wrestling, and track and field teams are co-ed. There is a girls' softball team. We offer non-conference teams in tennis, swimming, golf and dance. Over half of Burke's 9th- through 12th-graders participate in the Athletics program at the varsity or junior varsity level.

Drama

Major dramatic productions are presented each trimester, typically an all-school drama in the fall, a middle school play in the winter and an all-school musical in the early spring. Drama classes in middle school and high school provide performances for assemblies and evening events.

Music

The middle school and high school choruses, which meet as a class throughout the year, perform at the Holiday Party, assemblies, and the Performing Arts Showcase, as well as outside events.

The Instrumental Music Ensembles, six Burke Bands and a Chamber Music Ensemble, which also meet as classes at both the middle school and high school level, perform at assemblies and on other occasions.

Student Clubs and Activities

Student clubs evolve in response to ongoing and changing student interests. The following have been among the most active in the recent past:

Buddy Program: The buddy program connects new middle school and high school students with trained high school peer counselors. It is coordinated by the school counselor.

Chess Club: The chess club meets periodically to practice, play, and discuss chess. The group competes against other area chess teams several times a year. Additionally, visits from local chess instructors and legends have been arranged.

Diplomacy/Games Club: Students meet informally to play challenging games of strategy.

Film Club: Students meet to watch and discuss a variety of films.

Gay-Straight Alliance: This club, founded by students in 1998, welcomes anyone interested in promoting tolerance and understanding regarding issues of sexual orientation. The club's primarily focus is to explore ways to further educate students, staff, and parents.

Imani: This club, founded in 1994, welcomes anyone interested in promoting racial and ethnic understanding in our school community. Imani meets periodically, helps plan multicultural activities, and consults with the Director of Diversity and Community.

Juice Club: "Juicers" meet periodically to create new concoctions and enjoy the old faithfuls. (No pasteurization please!)

Model U.N: Students learn about the work of the United Nations by researching the policies of a country they will rep-

resent at the Model U.N., which holds a conference each spring. Countries represented by Burke have included Oman, Zaire, Singapore, Armenia, China, Argentina, Egypt and Bahrain.

Wilderness Club: Students organize occasional weekend hikes and trips to national parks and other locations in the tri-state area.

Peer Tutoring: Any high school student in good academic standing may apply to be a peer tutor. Students who would like a peer tutor should contact their advisor.

Recycling Club: Interested students and faculty have focused upon educating the community as they lead the charge to recycle a variety of products.

French Lunch Club: Students meet periodically at lunch for the purpose of conversing in French and often partaking in fine French cuisine.

Spanish Lunch Club: Students meet periodically at lunch for the purpose of conversing in Spanish.

Leadership Program: High school students participate in evening, weekend and lunchtime seminars. Students can participate throughout their high school career.

It's Academic: The team "trains" for competition against other area schools. Competition focuses upon trivia questions relating to a variety of academic subjects.

Film Clubs: There are several film clubs with different themes. An example is the "British Film Club."

Parent and Alumni Participation

The School encourages and benefits from active parent and alumni participation, and it offers many opportunities for all in the school community to share their skills and interests. These contributions sustain and enrich the quality of the educational experience.

Back-to-School Night

Back-to-School Night is held in the first month of each school year to give parents a chance to put faces to the names of their children's teachers and to get a general idea of their children's course content and expectations. Each teacher has ten minutes per class to indicate the course's theme and to relate a few important points. Some teachers leave most of the time for questions; some give typical problems or quizzes; others stage mildly dramatic activities to capture the essence of the course.

Family Conferences

Individual parent conferences are scheduled in the middle of the fall trimester after alert forms have been sent out. Parents are encouraged to call the Assistant to the Head of School to arrange for an appointment with their children's advisors and/or teachers at this time, or at any time in the year. The *Buzz Book* (School directory) indicates faculty and staff voice mail extensions. All Burke faculty and staff have e-mail addresses which follow the pattern: firstname_lastname @burke.org.

The Alumni Association

Edmund Burke Alumni number more than 1000 strong, and counting. The Alumni Association (located in the Development Office) helps alumni keep each other and the School up-to-date through class agents, class listserves, an on-line address and news update form on the School website, regular updates in the *Burke Mark*, class reunions, and other alumni activities. Currently three alumni (graduates from 1974, 1983 and 1984) serve on the Board of Trustees and others have been guest speakers at various school events, and have served on variety of school committees and task forces. College-age alumni are encouraged to come back for homecoming and graduation.

Edmund Burke Parents Association

The Edmund Burke Parents Association (EBPA) fosters communication, cooperation, and support between parents and the School. Both mothers and fathers participate actively in this organization. EBPA is directed by an executive committee consisting of its president, vice-president, treasurer, secretary and grade representatives from each class grade. Additional parents take the lead in organizing a variety of events throughout the year. Volunteers are always welcome to assume leadership roles or to help with specific events. All parents are encouraged to participate as a volunteer in the life of the School. In the beginning of the School year, parents are asked to complete a volunteer form for the EBPA volunteer coordinator in which they identify their special interests, skills and availability and indicate the activities with which they would like to become involved which can range from chaperoning to coordinating an event to helping with class activities to guest speaking in a class to welcoming new families. A list of available parent volunteers is then compiled by the EBPA volunteer coordinator for reference and use throughout the school year. Volunteering provides a wonderful opportunity to meet other parents and faculty while at the same time providing valuable support for the School.

EBPA is also a member of Northwest Independent School Council, an organization of parent associations of Northwest, DC independent schools (including Edmund Burke, Georgetown Day, Georgetown Visitation, Maret, National Cathedral, Sidwell Friends, St. Albans and Washington International School). Members meet quarterly during the school year and share information, arrange for joint speakers, and work to establish common guidelines for such events as school dances. Parent volunteers, selected by the executive committee, also represent the School on the Parents Council of Washington, an organization of approximately forty independent schools in the Washington Metropolitan area. The Parents Council booklet *Parent to Parent* contains helpful information for families on subjects ranging from drugs to health care to peer pressure to babysitting.

Edmund Burke Parents Association Listserv Guidlines

Over the past three years an EBPA listserv has evolved as a quick, electronic means to facilitate communication among Burke parents. By last year, all classes had created their own listservs and these were compiled as the EBPA Listserv. Approximately 95% of the households participated. There has been active communication among parents via listservs and, occasionally they are used by school staff to disseminate information. While the listservs have helped to improve communication among parents, in some occasions there have been disagreements about its use, appropriateness of communication and confidentiality.

Our goal is to be sure listservs work for everyone. To this end, EBPA has created the following set of reminders, tips, and specific recommendations. In addition, we have created the volunteer position of Webmaster. This person works on the EBPA section of the EBS web site and is available to provide technical assistance to parents with listserv problems.

Tips for Use of Listservs

1. Any listserv is a PUBLIC means of communication. All users must assume that what they write will be read by all on the listserv and MAY be passed to others in the Burke community and possibly beyond. Carefully weigh what you have written before you click the send button.

- Are you sure that the information you have included is accurate?
- Are your observations appropriate for this public forum?
- If you were in a meeting, would you say out loud what you have written?

2. Assess who is the INTENDED RECIPIENT of your message. Due to the way the listservs are organized, it is easy to post a reply which goes to the whole listserv. Many times your message may be meant just for the original writer.

- Who should be the recipient of your e-mail ?
- Do all on the listserv need to receive your message? If so, use the reply button and all will receive it.
- If only one person should receive your note, use that person's direct e-mail address, not the listserv framework.
- Listserv moderators should add a phrase such as "Please to not Reply to Group" at the top of each message as a reminder.

3. The EBPA Listserv is a communication network FOR AND BY PARENTS ON ISSUES OF CONCERN TO PARENTS. In your household, please take responsibility to assure that the EBPA listserv is received and used only by parents.

4. Please RESPECT THE CONFIDENTIALLY of messages sent by others. If you believe a message posted by another parent would be of interest to someone beyond your listserv group, contact the writer and ask permission to forward the message.

Tips for Effective Communication via Listservs

1. AVOID ATTACHMENTS. Attachments are frowned upon by all listservs. They also may carry potentially harmful viruses.

2. WRITE A CLEAR SUBJECT LINE. When posting to the listserv be sure the subject line adequately describes the content of the posting.

3. POSTING OF COPYRIGHT MATERIAL. Do not post copyrighted materials, such as articles from newspapers or other publications. Instead provide a link in your message along with a summary of the article's content.

4. BE CAREFUL USING SARCASM AND HUMOR. Without face to face communications, your attempt at humor, especially sarcasm and irony, may be misunderstood.

5. USE GOOD SENSE. Some things just don't make sense for our listserv: chain letters, promotions of solicitations, personal attacks or criticism.

6. RESPONSE TIME. There is a wide variation of use of the Internet by Burke parents. Some are on-line all day at work. Others may check in on their email once a week. If the information you want to share has a short time frame, please do not assume that all listserv members will receive it immediately. Instead, consider other steps to contact them directly.

Events and Traditions

Orientation

The day before the start of classes, students come to school to meet their advisors, teachers and new classmates, to get familiar with the building and schedule of classes, and to review basic school procedures.

Special Assemblies

Throughout the year, the community comes together for a variety of special assemblies. Student artists, poets, actors, musicians, and speakers share their work with the community, and outside guests are periodically highlighted. Recent guests have included actors performing scenes from Shakespeare, writers, environmentalists, poets, world renowned violinists, politicians, and speakers on eating disorders and AIDS prevention. Special assemblies also celebrate Black History Month and Women's History Month. The middle school organizes monthly assemblies independent of the high school.

Community Building Trips

Early in the fall, students go on an overnight trip where they participate in a variety of outdoor activities designed to foster self-discovery, confidence, communication, teamwork, and leadership skills. The middle school travels together as a group, as does each separate grade of the high school. (These trips are required for all students. The only exceptions are based on medical emergencies or religious reasons.)

Additional Middle School Outings and Trips

Sixth graders spend three fall days in southern Maryland studying the Chesapeake Bay; in the spring they camp overnight at an organic farm in the Appalachian foothills of Virginia. Seventh graders take numerous day trips connected to their curriculum. Eighth graders go on two overnight trips, one in the fall and one at the end of the school year. Destinations include Harper's Ferry, WV and Camp Caleva in Darnestown MD. In addition to academic field trip to Arena Stage, the National Zoo, Smithsonian, an other museums, Middle School outings include a ski trip and day hikes.

Additional High School Trips

Junior U.S. History students have a day-long trip to an important American historical site, and sophomores visit the National Cathedral as part of their study of medieval history. Anthropology students visit the Museum of Natural History and the National Zoo. High School students also attend plays, visit museums (including the Natural History Museum and the National Zoo), and go on science field trips to the Chesapeake Bay and NIH.

Leadership Retreats

Twice annually, a group of self-selected high school students spend two days on a retreat designed to develop and foster a strong sense of community, a student support group, and practical leadership skills to better able students to lead student activities, meetings, and initiatives. The group forms a leadership team that meets periodically working with faculty and staff to develop student programs and discuss student life while also providing specific leadership development in the areas of communication, stress balance, activity organization, motivation, moral decision making and team building. The leadership team is responsible for planning and running Founders Day.

College Night

College counseling formally begins in February of a student's junior year when students and their parents attend College Night. At this comprehensive meeting, students receive packets of information and hear a review of the application process from that moment until graduation itself.

Back-to-School Night

Back-to-School Night is held in the second month of each school year to give parents a chance to put faces to the names of their children's teachers and to get a general idea of their children's course content and expectations. Each teacher has ten minutes per class to indicate the course's theme and to relate a few important points. Some teachers leave most of the time for questions; some give typical problems or quizzes; others stage mildly dramatic activities to capture the essence of the course.

Family Conferences

Individual parent conferences are scheduled in the middle of the fall trimester after alert forms have been sent out. Families sign-up for family conferences at Back-to-School Night. If unable, they should call the Assistant to the Head of School to arrange for an appointment.

Homecoming

During October, the school celebrates Spirit Week, culminating in Homecoming, a Friday of athletic contests and all-school festivities. The community makes it a particular point to celebrate and support athletic teams during this fun and festive week. On Homecoming, the school day ends early with a musical assembly and pep rally that includes brief skits from some athletic teams as well as the faculty. Afternoon activities continue at Carter Baron where soccer teams compete against area rivals, and the school welcomes back alumni, past parents, and current families to cheer on the Bengals and celebrate our school. Following the athletic contests, the Parents Association throws a barbecue for all to enjoy. Evening activities include a school-wide Homecoming Dance.

International Festival: Celebrating Diversity and Community

The Burke family enjoys an evening of brilliant performances and a potpourri of foods from around the world representing the cultures of parents, students and teachers. This entertaining festival is a multi-generational celebration that honors the diversity of our community. Last year attendees danced to live music, listened to engaging poetry and storytelling, witnessed spectacular martial arts, learned about different cultures, and sampled delicious cuisine.

Community Service Day

At the end of each school year, our Community Service Director hosts a day in which the entire Burke community celebrates service. Classes are canceled and all faculty and students start the day with a fun, inspirational assembly and then take-off to service sites throughout the metropolitan area to help. This day is viewed as a celebration of service in contrast to our year-long service commitments to so many organizations.

Service Traditions

Many community service events occur annually. In the 11th grade Values course, Liberty and Justice for All?, students plan and execute three major social action, fund raising projects. In the first trimester, they organize the "Eat to Feed" project in which they solicit local restaurants to donate 10% of their gross receipts to Food & Friends. In keeping with our commitment to service learning, these students also volunteer their time at Food & Friends by preparing and distributing meals. During the second trimester a different class of 11th grade students orchestrate a talent show at the School to benefit Rachael's Women's Center, a local day shelter for homeless women. In addition, the students volunteer at the shelter and participate in Valentine's Day decoration-making and festivities for the shelter. Representatives from the shelter also participate in the talent show. The final fund raising project for the 11th grade is a middle school dance to raise money for D.C. Central Kitchen. These students also spend considerable time preparing meals at the Kitchen to better learn about the organization and their clientele. Each November, many Burke students, faculty, and families participate in the Fannie Mae Help the Homeless Walkathon; each December, the entire Burke community undertakes a major Holiday service project; in the spring, the community organizes a major service and fund raising project in cooperation with D.C. Central Kitchen; and each year we support the work of DC Scores by designing and creating their program for their annual Jamboree.

Winter Holiday Party

Parents provide appetizers and desserts and students provide entertainment for this holiday party for the entire Burke community.

ESP Exhibitions

In the spring, ninth graders present projects designed in their Earth, Space and Physical Science classes. The exhibitions are briefly on display for the school community to view, enjoy, and critique. Local scientists, many of whom have served as mentors for the projects, also assess student work.

Ski Trips

School-sponsored ski trips for high school students are planned for the three-day holiday weekends in January and February. Parents may organize day trips for middle school students. In early March, 7th and 8th graders may take an overnight trip.

Visual Arts Showcase and Performing Arts Showcase

For a week in the spring, the entire school becomes a gallery for a display of students' art. Families are invited to an opening reception. For the performing arts, the culminating event is an evening of performances that includes middle and high school music and drama groups.

Founders Day

In the spring, a day is set aside to celebrate the founding mission of the School. There is a special Founders Day assembly which highlights student, teacher, and alumni speakers. The day ends with a school wide barbecue and carnival. Founders Day is organized by the high school leadership program.

Eighth Grade Moving Up Ceremony

In May, 8th graders invite their families, friends, and teachers to an evening celebration which they plan themselves. Typically they recount high points of their middle school years, perform music and dance, read poems, distribute certificates or scrapbooks, and enjoy an array of delicious desserts provided by the 7th grade parents.

Sports Night

In the spring high school coaches, teachers, athletes, and families, celebrate the efforts and spirit of the year in athletics.

Awards Day

A series of primarily academic awards are presented at a special high school assembly held at the end of the academic year. The afternoon is primarily, but not exclusively, designed to honor seniors. An example of an award that is presented at this assembly is the Socrates Prize awarded to the senior who in the estimation of the faculty has asked the most thoughtful questions during her/his tenure.

Senior Send-Off

At this fun and festive gathering, seniors, faculty and staff share food, tell stories and reminisce with one another.

Graduation

This ceremony is planned largely by the seniors and includes student speakers and performers as well as a guest speaker who is typically a member of the extended Burke family. Graduation is followed by a reception hosted by the parents of 11th-graders for the new graduates, their families, teachers, and friends.

Policies and Procedures

Admissions Procedure

Edmund Burke School seeks students of academic promise and achievement, students who are motivated for success and prepared to work hard to take advantage of the programs the School has to offer. Students with a sense of self-challenge and personal responsibility will flourish at Edmund Burke, a school engaged in balancing the rewards of freedom with the challenges of commitments and responsibility.

Siblings of current or past Burke students are considered for admission at the same time as children of families applying to the School for the first time. Parents should submit an application by January 1 of the year prior to when they would like to enroll a sibling. We love siblings (!) and have instituted an early decision option for siblings who know that Burke is their first choice school.

Financial Aid

Edmund Burke School is determined to be financially feasible for families from a wide range of economic backgrounds and allocates upwards of 13% of its tuition revenues for financial aid. Awards are based solely on financial need and availability of funds.

Returning families who wish to apply for aid must submit the necessary forms to the Financial Aid Administrator by **February 1**.

Annual Re-enrollment

Enrollment is on a year-to-year basis, but families do not have to re-apply from one year to the next. Re-enrollment contracts are mailed in January; signed contracts are due by February 15. Withdrawals for the upcoming school year must be received by the business office by February 15 to ensure the refund of the reservation deposit

Required Forms

The following forms, mailed in early summer, must be returned by mid-August:

Medical forms

Student Health Form (all students)

Adolescent Physical Exam (Grades 7, 9, 11 plus all new students)

Immunization Certification (Grades 7, 9, 11 plus all new students)

Dental Appraisal (Grades 7, 9, 11 plus all new students)

Non-medical forms

Applications for Metrorail travel cards (D. C. residents only)

Family Information Form (all students)

Student Emergency Release Form

Academic Integrity

At Edmund Burke we place great value on the academic integrity of each individual. What follows are definitions of various types of academic fraud and a description of the process that will be followed when someone is accused. Punishments range from corrective action (redoing the work) to expulsion, with repeat offenders treated more severely.

Types of Academic Fraud

Excess Assistance with Homework

Homework done by others neither helps the student learn nor provides an accurate measure of the student's efforts and achievements. While students are encouraged to seek guidance from teachers, parents, tutors and other students, it is a violation to copy homework from others, to provide homework to be copied by others, or to receive excess assistance. At the beginning of the year, each teacher will discuss what kinds of help are acceptable.

Plagiarism

Plagiarism occurs when a writer takes the words or ideas of another and passes them off as his own. At its most obvious, plagiarism involves word-for-word copying from a source without acknowledgment. It also involves paraphrasing an author's ideas and failing to give credit for borrowed ideas or information that is not common knowledge within a given subject area. At each grade level, teachers will discuss plagiarism and show students how to give the proper credit to others. There are many gradations of plagiarism and teachers and students may need to work together to determine whether the unacknowledged borrowing was intentional.

Cheating on Tests and Quizzes

Tests and quizzes are designed to reveal how well a student has mastered the material. Students who give or gain specific information about a test are committing a serious violation. They not only misrepresent their own effort, but they also show their lack of respect for the work of others in the class.

Unpremeditated cheating involves no provable advance planning. There are three main types:

1. looking at the answers of another while taking a test or quiz,

2. asking for and/or giving oral or written information to another during a test or quiz,

3. relaying or receiving specific information about a test or quiz to others who have not taken the test.

Premeditated cheating involves advance planning and includes:

1. having access to unauthorized materials during a quiz, test, or final exam; that is, notes, hand-outs, open books, or the like. In such a case, access alone is sufficient to assume guilt; the teacher or proctor need not prove actual use of the unauthorized materials or the intent to use them

2. submitting work that is not one's own -e.g. a paper written by someone else

3. obtaining unauthorized materials about a test by theft from a teacher or student

Procedures

All academic integrity issues are first brought to the Head of Middle School or to the Deans' office (high school). The teacher will then arrange a conference with that student, his/her advisor, and the appropriate administrator as soon as possible. At the conference the evidence is presented, and the proposed punishment and/or corrective action is explained. First offenders receive an academic penalty (receiving a zero or being asked to do a make-up assignment, for example). Repeat offenders may be expelled, suspended or placed upon academic integrity probation following a family conference. Violations may be dealt with in different ways for students in different grades. Parents are always informed of academic integrity violations.

Following the original conference, the student has two choices:

a. If the student admits his or her guilt, then the teacher, in consultation with the Head of Middle School, Academic Dean or Dean of Students imposes the appropriate academic punishment and/or corrective action and informs the student's parents and advisor. The appropriate administrator writes a description of the incident, the evidence, and the outcome. This memo is placed in the academic integrity file kept by the Dean of Students.

b. If a student asserts that he or she is innocent, then the student's parents are informed, and the case is brought to the Committee, which schedules a hearing as soon as possible. The accused is informed of his or her right to invite supporting witnesses. One at a time, the accused, the accuser, and any witnesses tell their stories and answer the questions of the Committee. After they have heard all the testimony, the Committee members discuss the case in private and come to a decision. Decisions are based on a majority vote, but the Committee will try to reach a consensus in each case. The faculty advisor to the Academic Integrity Committee composes a memo or letter describing the incident and the action decided upon. After the Head of Middle School or Academic Dean and Dean of Students review and approve this, the faculty advisor sends a copy to the student's parents. The memo or letter is filed in the Academic Integrity File, kept by the Dean of Students.

Students who have observed cheating are encouraged to inform the appropriate teacher or the advisor. If they choose, they can testify at an Academic Integrity Hearing. If they prefer to remain anonymous, the teacher will make a general announcement stating that a violation has been reported involving someone in the class and reporting what measures will be taken to prevent abuses in the future. The student who allegedly violated the code will not be charged where the only evidence is such an anonymous accusation.

The Academic Integrity File

In this special file, which is not part of the regular student records, will be kept the records of each case where a student has pleaded or been found guilty of a violation of the Academic Integrity rules. The appropriate administrator must file a memo for every infraction which is not considered by the Committee in order to ensure that all students are treated fairly and that repeat offenders can be identified. The file will be cleared every year for middle school students, but the records will be kept throughout a student's high school career (grades 9-12). Information in the Academic Integrity File is confidential. No student has access to the file; teachers can review the material in the file with the Dean of Students.

AIDS and Infectious Disease Policy

The School recognizes that serious infectious diseases, such as AIDS and its related conditions, have a tragic impact on those afflicted and involve significant and sensitive issues for students, faculty and staff. The School also recognizes that both employees and students who contract such serious infectious illnesses may wish to continue their employment and education at the School. The School will take appropriate precautions to ensure that any health and safety concerns arising out of an individual's illness are managed in accordance with current medical knowledge and procedures. At the same time, the School is committed to providing a humane and supportive educational and working environment for all.

Child Abuse Policy

If you suspect that child abuse is taking place, you are urged to speak with the School Counselor, Head of School, Dean of Students, or Head of Middle School who may seek guidance from the Family Support Center. In cases of child abuse, the School is required by law to report to the D. C. Family and Social Services Office.

The guidelines on these pages are not meant to be comprehensive or universally effective; they are designed to help high school students study efficiently and effectively, but middle school students should find them useful as well. It may be helpful to review them several times during the year.

Acceptable Use of the Technology Resources

Possibilities of Technology

The technology in the Edmund Burke School (EBS) is to be used to for academic work. Technology resources supplement the library book collection with additional resources and learning activities that represent a diversity of experiences, opinions, and cultural perspectives. EBS believes that intellectual freedom and access to information are prerequisites to effective and responsible citizenship. As part of the standard library orientation and in their class work, all students will receive training on proper and effective use technology.

Expectations for Acceptable Internet Use

Because access to the Internet provides connections to computer systems all over the world, EBS faculty cannot control the content of the information obtained by students. Student use of the Internet will be supervised, but we cannot guarantee that the students will not gain access to inappropriate materials. We believe that the benefits from the valuable information resources available on the Internet far outweigh the risks inherent in the procurement of material that is not consistent with the educational goals of EBS.

Guidelines for Responsible Technology Use

Student access to technology is a privilege that carries with it various responsibilities. Students are responsible for appropriate behavior on the computers just as they are in the classroom and all other aspects of school life. If a student ignores these guidelines, privileges may be revoked and disciplinary action may be taken.

The Guidelines for Responsible Technology Use assume common sense and considerate behavior.

- Students may use the Internet for academic or personal research. They may not use it for any other purpose (games, personal email, purchasing items, etc). Academic work always takes priority.
- Students must avoid copyright infringement and plagiarism (see student handbook, p. 26).
- Students must cite every quotation and image they use, just as they would with books.
- Students must never download commercial software, shareware, or freeware.
- Students must limit all downloads, especially graphics; they take up limited server space.
- Students must print selectively to preserve printer ink. It is advised that they use the Print Preview function to make sure they know how many pages they are printing, cut and paste into another application and/or use the Green Printer, which prints on used paper.
- Students may use email or messaging programs over the Internet for academic purposes only. Students must never give out personal information—such as addresses or phone numbers.
- Students must not arrange meetings with people they have corresponded with over the Internet or in an email.

Edmund Burke School's Technology Use policy will be under constant review. Parent and student feedback is welcome. Internet access will be provided to all students unless parents specifically request in writing that their child be denied access.

Audio-Visual Equipment

Students must have faculty permission to us audio-visual equipment. This includes televisions, projection stations, radios, vcr and dvd players. Students may not bring in their portable video game systems to play at school.