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PURPOSE OF STUDENT AND FAMILY HANDBOOK

This handbook is intended to communicate our policies and procedures to you in order for you to better understand how Bosque School operates. This handbook is for information only and its contents should not be interpreted, and are not intended to create contractual rights, expressed or implied. The information contained in this handbook applies to all students of the school uniformly and supersedes all prior policies and procedures. All students are subject to the policies outlined in this handbook, except as otherwise provided under individual agreement. Bosque School reserves the right to modify, supplement, or rescind from time to time any of the policies, practices, and benefits described in this handbook as it deems appropriate in Bosque School’s sole discretion with or without notice. Nothing in this handbook is intended to result in non-compliance with applicable laws or regulations. If there is a conflict between this Handbook and any federal, state, or local law or regulation, the law or regulation will govern.
Welcome to the Bosque School Student and Family Handbook. We hope that you find it helpful and informative. Please understand that no handbook can be inclusive nor can it address every situation. It is neither a contract nor a legally binding document. On the contrary, a handbook can provide some specificity, but like so much else we do at Bosque, we hope it provides a teaching tool that will help you, students, to make good decisions that conform to the norms of our community.

The writing of this handbook is grounded in our core values of scholarship, community, and integrity. Our primary, but certainly not our exclusive, goal is to design learning experiences that inspire you to explore challenging concepts and ideas and to be daring in your pursuit of deep understanding.

In addition to our aspirations for you as students, we highly value your role as a member of the Bosque community. Consequently, this handbook provides guidelines on how you should conduct yourself with “staffulty”, as well as with your fellow students. Again and again, we hear that a defining characteristic of Bosque, that differentiates us from other schools, is our commitment to community; as a result, you should understand that with the privilege of playing a role in this community comes the responsibility to act in a way that supports everyone here and allows each individual to maximize their potential.

Finally, you can only fulfill your potential as a student and as a participant in this community when you act with integrity at school, at school-related activities, and in your personal life. We believe that you know the difference between right and wrong, but all too often, you may be faced with the temptation to make a short-term decision that might hurt you in both the short and long term. In addition, you may encounter situations where you are genuinely confused as to which choice to make when confronted with alternatives that may appear to be equally compelling. We hope that this handbook gives you guidance, but if you are unsure, please ask for help just as you would if you did not understand something in one of your classes.

We are fully aware that adolescents, like the rest of us, will make mistakes, and in fact, learning from even difficult experiences is an integral component of growing into self-confident adults who have a consistent and clear moral compass. This handbook provides you with the norms and rules of Bosque School to guide you in becoming strong students, caring members of our community, and young adults who act with integrity at school and in the world-at-large.

Sincerely,

Jessie Barrie

Jessie Barrie, PhD
Head of School
FUNDAMENTAL BELIEFS

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

Academic Mission
At Bosque School, we design learning experiences that inspire students to explore challenging concepts and ideas and to be daring in their pursuit of deep understanding. Our academic program is grounded in inquiry and prizes curiosity, creativity, and critical thinking. Decisions of content and pedagogy reflect the diverse and changing world in which we live and offer a pathway to discover individual passions and how to live ethically in the world.

Core Values
At Bosque School, we instill a philosophy of lifelong learning. We believe in learning while abiding by our core values of scholarship, community, and integrity.

Scholarship
We encourage a lifetime of scholarship, drawing on multiple disciplines and taking a critical and inquisitive approach to learning. We challenge students to discover their passions, ask questions, and find solutions to problems.

Community
We build a strong sense of school community at Bosque. From the small details of daily school life to large events, every effort is made to maintain the integrity of the school community and the values articulated here.

Integrity
We hold Bosque students, faculty, and staff to the highest standards of honesty and integrity—a crucial element of civil interaction—and we encourage students to lead with compassion.

NON-DISCRIMINATION POLICY
Bosque School does not discriminate on the basis of race, gender, religion, national origin, sexual orientation, or disability in the administration of its educational program, admission, financial aid policies, athletics, or other school policies. All students are afforded the rights, privileges, programs, and activities generally accorded or made available to students of the school.

Board of Trustees Diversity, Equity, and Inclusivity Statement
In its commitment to Bosque School’s core values of scholarship, community, and integrity, the Bosque School Board of Trustees envisions a diverse, equitable, and inclusive educational community where students, teachers, and families engage with one another in mutually respectful discourse and dialogue. In its belief that a diverse, equitable, and inclusive school provides a rich and challenging academic environment that prepares students for college and participation in a globally interconnected world, Bosque aspires to have a population reflective of the community.
As an academic institution, Bosque School encourages academic exploration and the freedom of expression and thought. To prepare students for the world of college and beyond, the Board encourages Bosque leadership to provide all teachers with access to the most contemporary and evidence-based educational models that promote the development of wisdom in all students in the areas of diversity, equity, and inclusivity. This includes fostering in all students some of the following skills:

- An ability to critique arguments rather than people
- An acceptance of having ideas critiqued by others
- An ability to develop curiosity toward evidence that belies statements made by others and the ability to research this using contemporary technology;
- A habit of seeking out alternative viewpoints rather than listening exclusively to those with whom one agrees; and,
- A willingness to consider multiple perspectives when forming an opinion.

In our coming from a variety of backgrounds, we recognize the complexity of issues around diversity, equity, and inclusivity, and all of us, students, faculty/staff, families, and trustees are learning together. We commit to this work while recognizing that it can be difficult; we strive to be constantly improving while acknowledging that we are a learning institution with children and adults in different places on this journey. In its desire to ensure that Bosque is a community where all students have equal opportunity to flourish, Bosque School will not tolerate discrimination on the basis of race, gender, sexual orientation, physical and mental abilities, religion, ethnicity, socioeconomic status or political affiliation. Bosque School encourages and expects all members of the community to demonstrate respect for individual differences inherent in a diverse community.

It is the strongly held belief of the Bosque Board of Trustees that by creating a community where diversity, equity, and inclusivity are considered fundamental to a well-educated person’s being, the school offers students the best preparation possible for the world they will inhabit in college and beyond.
ATTENDANCE

School Day Schedule
The doors to the school open at 7:30 a.m. and school begins promptly at 8:00 a.m. on Mondays, Wednesdays, Thursdays, and Fridays. Students dropped off prior to 7:30 a.m. will not be supervised by the school. On Tuesdays, school begins promptly at 9:00 a.m., a delayed start to accommodate morning faculty meetings. Students may still be dropped off at 7:30 a.m.; however, middle school students need to check in to the supervised Before Care program which is located in the gym. Bus morning pick-up times are consistent Monday - Friday.

School ends at 3:20 p.m.

- **Middle school students** who are not picked up by 3:30 p.m. and are not engaged in after school practices, rehearsals and games will be sent to the supervised After Care program, typically held in room M16. Refer to After Care in General Information section of this handbook for more details.

- **Upper school students** on campus after 3:30 p.m. who are not engaged in after school practices, rehearsals and games will not be supervised by the school.

Absence/Late Arrival/Leave Early
Bosque School expects its students to be present and punctual for all classes, meetings, rehearsals, practices and other appointments. Students should arrive in time to go to their lockers and check in with advisors before 8:00 a.m.

Students who are ill should not be sent to school. A student too ill to attend classes at the start of the school day is expected to remain at home for the entire day and not participate in after school activities. A parent should notify the school office (505-898-6388) no later than 8:00 a.m. whenever a student will be absent due to illness or any other reason.

If a student is reported absent by a teacher or staff member, and we have not received notification from a parent/guardian, an administrative assistant will call a parent/guardian to confirm the student’s absence and reason. Absences are typically excused for illness, religious observations and family emergencies. Whenever possible, teachers, advisors, and the applicable administrative office should be notified well in advance of foreseeable absences.

Time spent out of class, regardless of the reason, affects student performance and may have a negative impact on the student's evaluation and grade. Excessive or patterns of tardies and absences, excused or unexcused, will be addressed by the appropriate Division Head. Responses to excessive tardies and absences may include morning detention, in-school or out-of-school suspension, compensatory work for classes missed, conferences with families, teachers, and administrators, and the loss of ability to earn course credit. See the following policies for further information:

Tardy Policy
The Division Head or relevant Dean will confer with a student and their parents if a tardiness problem develops. Excessive tardies may result in disciplinary action. A tardy of 20 minutes or more is considered an absence.
Middle School Attendance Policy: Five whole day absences OR five absences of the same class in a semester warrants a call or email home by the Grade Level Dean as a check-in. During this check-in, the dean and parent will discuss how the student can make up missed work, if necessary, and the dean will try to find out why the student is missing so many classes. Eight whole day absences OR eight absences of the same class in a semester will initiate a parent meeting with Head of Middle School, the grade level dean, and the student’s advisor to develop a written plan to address missed work approved by the student’s teachers, parents, and division head.

Upper School Attendance Policy: A student who misses 8 classes per subject within a single semester may be placed on academic probation, regardless of whether those absences are excused or unexcused. This status may require a written plan to address missed work approved by the student’s teachers, parents, and the Head of Upper School. Failure to fulfill an approved plan may result in loss of academic credit for that semester. 12th graders on academic probation may lose their senior privilege.

- Upper school students who plan visits to colleges and universities must have advance approval from the Head of Upper School if the visits conflict with school. Students are encouraged to plan college visits during the summer, vacations, or Winterim to minimize absences from classes. Students are allowed five excused absences each academic year for visits to colleges and universities. Absences, such as vacations that do not coincide with school holidays, may result in compensatory assignments.

Medical Leave
Bosque School recognizes that, at times, students are subjected to more serious and longer term illnesses, conditions or circumstances that preclude the student’s attendance at school. When that happens, the school or the family may initiate discussions with the student, the student’s parents, the relevant Division Heads, and other relevant administrators that may result in separating the student from school for their own welfare or for that of the student body. Once the terms of the separation are made, the school will make reasonable efforts to support the student and to allow them to continue to maintain their status as a student at the school by supplying essential assignments and general guidance. However, the school does not accept responsibility for the day-to-day instruction of the student while away from campus, nor does it guarantee continued enrollment for the student.

Leaving Campus During the School Day
Bosque School is a closed campus and students are not permitted to leave the school grounds during the day unless the student’s parent or guardian has provided specific written or verbal permission to the Bosque School administrative offices, specifying the time during which the child will be absent and the child’s destination.

- Middle school students are not allowed to leave unless accompanied by a parent or other duly authorized adult. This includes leaving campus after school and returning for an after-school activity. When a parent or guardian comes to pick up their student during school hours, the parent/guardian must sign the student out in the Middle School office or, in the absence of someone there, the Schoolhouse front desk. Upon return, parents must sign students back in at the same office.
- **Upper school** students who drive and need to leave school for a doctor's appointment or some other pressing engagement, must sign out at the Schoolhouse front desk and the Administrative Assistant or the Head of Upper School must have verbal confirmation from the student's parent or guardian. After a doctor’s visit, a student should return with a doctor’s note and turn it in at the Schoolhouse front desk when signing back in with the Administrative Assistant.

- **Upper School students who arrive at school after 8:00 a.m. or leave before 3:20 p.m.** must sign in or out at the Schoolhouse front desk.

Parents should not excuse students from any part of the school day except for appointments that cannot be scheduled at another time or for emergencies. Open blocks for upper school students (including lunch) and activity blocks are meant to be used for time with peers on campus, studying, meeting with teachers, or participating in group activities. Therefore, students who are not on campus during these times are not fulfilling their responsibilities as Bosque students. Except as described above, and with the exception of seniors with privilege, once students arrive at school, they are not allowed to leave campus until school ends at 3:20.

**Consequences:** Student safety is our highest priority, and we can fulfill our responsibility only if students act responsibly. The first time a student leaves campus without permission, that student will serve detention. A second violation will likely lead to one day of in-school suspension. With any subsequent violation of this policy, the student will be subject to more serious disciplinary responses, including suspension of driving privileges to/from school and/or out-of-school suspension.

**Class Absences**
Missing classes diminishes a student's learning experience and may result in serious academic consequences. Students who miss class for any reason are responsible for making arrangements with the teacher to make up that work. Students are also responsible for taking the necessary steps to access information covered in class. Teachers are not required to re-teach material to accommodate a student’s absence. If a student knows they will be absent, these arrangements should be made beforehand. Because much of what we teach requires in-class group work and discussion, some learning opportunities will be missed and cannot be replicated outside of the classroom. It is at the discretion of the teacher how this will impact the student's overall grade. Extended vacations are greatly discouraged because it is not always possible or appropriate for teachers to assist students in making up missed work. However, in the case of an illness or family emergency, please notify the appropriate Division Head as soon as possible so that arrangements may be made. For more details, reference Medical Leave in the Attendance section of this handbook.

**Items for drop off**
If parents or guardians need to drop off items during the school day the following applies:
- **Middle school:** items for drop off should be brought to the Middle School office.
- **Upper school:** student: items for drop off should be left at the front desk in the Schoolhouse.

Students are not permitted to not wait for drop-offs from parents or guardians outside to include but not limited to, school parking lots, drop-off and pick up areas, and other outside spaces. It is
not permitted for students to have take-out food delivered to them during the school day by a friend or delivery service (such as pizza delivery or Uber Eats).

Senior Privileges
Seniors play an important role in the Bosque community. Whether they are aware of it or not, seniors serve as role models and mentors for younger students. They interact with other students in many positive ways, and we value and enjoy their presence throughout the day on campus.

We realize, though, that students at this level are seeking additional independence and taking on more responsibilities that pull them away from high school. This movement is healthy, and we have established senior privilege to recognize this normal development while still maintaining the safest environment possible for all students.

Guidelines
- After Labor Day, seniors who do not have a first block class do not have to arrive at school until their first class begins. Seniors who do not attend morning meeting because they have senior privilege, but still plan to eat school lunch, must contact the Schoolhouse front desk with their lunch order no later than 8:20 a.m. Students with a first block class are expected to arrive in time for morning meeting.
- Students using senior privilege must sign in and out with the Administrative Assistant at the Schoolhouse front desk.
- Seniors may leave school when their final school commitment of the day ends (these commitments include classes as well as advisory meetings and college seminar). Once students sign out to leave campus, the school is no longer responsible for them.
- Seniors may not come and go throughout the day. Students who wish to remain on campus to visit with friends, meet with a teacher, or otherwise participate in the community should not sign out and leave campus until they have completed everything they want to do during the school day.
- Students who have after-school commitments, such as sports or performing arts practices may leave school as noted above. These students should return to campus no earlier than 3:00 pm for their after-school activities.
- Students who abuse senior privilege by not following the guidelines above risk having senior privilege revoked, losing driving privileges, and potentially facing other disciplinary consequences.
STUDENT CONDUCT

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

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

The honor code is quite intentionally a statement of general principles and not a set of detailed guidelines or rules. It is the philosophy of the school that students should conduct themselves in accordance with such principles and not base their actions on whether or not there is a specific rule that might apply. We seek to instill in students through the honor code an understanding that if a course of conduct seems wrong it is to be avoided, even if there is no rule that specifically prohibits it. Conduct, including off-campus conduct, that interferes with or adversely affects, directly or indirectly, the health, safety, or welfare of other students, faculty, staff, or the Bosque community at-large, or which interferes with the educational process may be grounds for disciplinary action, up to and including dismissal. Upper School students may be required to appear in front of the Judicial Committee.

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

- **Middle School Consequences:** If a student is not honest in their academic efforts, it is assumed that further education on academic honesty is needed. If such examples reappear afterwards, consequences for middle school students will follow those of the Upper School.
- **Upper School Consequences:** If a student is not honest in their academic efforts, they may receive both a disciplinary and an academic response to their actions. Depending on the circumstances of the incident, other consequences may be imposed. Any subsequent example of academic dishonesty will result in a more severe penalty and may result in an appearance before the Judicial Committee, which could determine a range of responses, up to dismissal from school. One specific requirement of the honor code, which is set forth in some detail here because of its significance, is academic integrity, which requires each student to use only their work unless proper citations are made or the teacher is fully aware of a collaborative effort. The following are examples, not an exhaustive list, of violations of this requirement:
  - Plagiarism, which is the unacknowledged use of another's words or ideas, whether spoken or written, including material cut and pasted from electronic sources.
  - If another's words are used, they must be enclosed in quotation marks or set apart in a block quotation, and the source of those words must be given.
  - It is not enough to change the words of a source; credit must be given for the ideas obtained from any source.
Sources that must be credited are not simply published works but any other person or any other person's works.

Using unauthorized notes or other aids in a test, or copying from or being influenced by another student's work during a test. Unless otherwise stated in a teacher's syllabus or specific course assignment, this prohibition includes a student using course materials, such as exams, notes or essays, completed by another student who took the course in a previous year, even if that use was only intended as a study aid.

Giving unauthorized aid to another student, such as allowing another student to copy or use one's test, paper, or homework. As stated above, sharing course materials with a student enrolled in a course that they previously took is also not allowed. Students should check with individual teachers for clarity about their course policies.

Use of help on homework or a take-home test that is beyond the limits specified by the teacher.

Submitting the same work for credit to more than one teacher unless both teachers give their permission.

Beyond Bosque

Behavior of students in their lives outside of the school and school events is primarily the families’ responsibility. However, the school has a genuine interest in the effects of students' behavior upon the school community as well as the larger community. A student who is enrolled at Bosque School is a member of the school community at all times and carries the name of the school into many places and events. Therefore, the school reserves the right to take action up to and including suspension or dismissal for any violation of school rules or other actions that are considered by the administration, or by the Judicial Committee, if necessary, to be inconsistent with the school’s values and/or to be detrimental to the school and/or the school community whether they occur on or off campus. Lack of judgment, even on weekends and during vacations, can lead to a range of disciplinary responses, up to and including dismissal from school. Being a member of the Bosque community is a privilege; Bosque students are expected to use good judgment at all times.

Bullying

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

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

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

**Weapons**

Weapons of any kind are prohibited on Bosque School property including parking lots and any premises on which a school related activity is held in accordance with State and Federal Law. Weapon is defined to include any device, instrument, material or substance that is used for or is readily capable of, causing death or serious bodily injury. The possession and/or use of any item that is likely to be used in a dangerous or threatening manner or that is likely to cause injury to any person is prohibited on or near school property and at or near school events. This includes, but is not limited to, the possession and/or use of any firearm, knife, incendiary device (including matches and lighters), other dangerous items that could be classified as a weapon, or items that may be identified as weapons, such as toys.

**Dress Code**

Bosque School, in its effort to educate students and to develop good habits among them, encourages the wearing of a variety of clothing that upholds the school's commitment to respect and responsibility. To this end the following guidelines are to be observed:

- Clothing, accessories and footwear should allow students a full range of motion and allow for participation in a full range of activities, inside and outside of the classroom.
- Clothing, accessories and footwear that cause distraction to the wearer or require constant adjustment in the classroom are not in keeping with the mission of the school and are not to be worn.
- Writing, artwork or logos that contradict the school's values or are offensive are not allowed.
- Physical Education requires students to be dressed in a manner that allows for a full range of physical movement. If needed, a student may change into PE clothes and shoes for the course.
- Eye contact is important for in-school communication. To that end,
  - Middle school students should wear hats and caps only when outdoors or with the expressed permission of individual teachers.
  - Upper school students may wear hats in the building, but should check with individual teachers with regard to their classroom policy.

**Drugs and Alcohol**

This statement refers to the school day, school property or any school-sponsored activity or event at any location: The possession, use, and/or evidence of distribution or selling of illegal drugs or alcohol is forbidden. The appearance of being under the influence of illegal drugs or alcohol or of having related paraphernalia is equally serious. Any student found in violation of these rules may face consequences aimed at correcting the behavior, or potentially dismissal from school. Any student found knowingly in the company of someone committing any of these violations may also face
serious consequences. Illegal substances, which include inappropriately acquired prescription drugs or alcohol for those under the age of 21, will not be tolerated at Bosque School. Acting independently of the school administration, the upper school student government has a historical commitment to having students who attend school social events sign a pledge to uphold the school's honor code and support of the school's substance abuse policy. Furthermore, serious misbehavior involving the use of illegal drugs or alcohol that takes place outside of school can become a matter of school discipline, particularly if these behaviors threaten the safety or well-being of others. Examples of “private behavior” that could come under the scrutiny of the school include a conviction for DWI or for the possession of an illegal substance.

Tobacco and Vaping
Bosque School is a smoke-free environment. The use of tobacco products is prohibited on school property or at any school-sponsored activities or events. E-cigarettes and their paraphernalia (vaping) are also prohibited.

Searches
Student backpacks, lockers, cars, and personal belongings are subject to search by school personnel. In addition, Bosque School administration may conduct more intrusive searches including but not limited to pat down searches or requiring students to empty pockets or remove overcoats or other outer clothing, if there is reasonable suspicion that a student has violated school rules. Upon reasonable suspicion that a student is under the influence of alcohol or illegal drugs, Bosque School may require drug or alcohol testing. In addition, Bosque School may conduct random, suspicionless drug or alcohol tests, such as breathalyzer tests, on students at extracurricular activities, including but not limited to athletic events, field trips, and upper school dances.

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

If the student's concerns are responses to personal, family, or community crises or the support sought is beyond the capacity of the advisor, the advisor will help the student seek support from the Director of Student Development. If one or more students feel unfairly treated by an adult on campus, they should take that concern to a trusted teacher, advisor, or coach. The teacher, advisor, or coach will help the students address the concern about the adult with an appropriate administrator. Students should not share details with fellow students or other advisors, teachers, or coaches. The student may request a hearing with a program director, the director of student development, the head of a division, or the head of school, depending on the allegation. Any reasonable reported incident or concern will be fully investigated and, if warranted, action will be taken. Students should know that personnel matters are solely the responsibility of the administration and that confidentiality regarding personnel matters is governed by law. Therefore, any response from the administration to the student, other than that the matter has been investigated, would be inappropriate.
Student Development

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

Students and their families may contact either of the Directors of Student Development directly. Additionally, teachers or other staff may connect a student to their resources by accompanying a student to one of the Directors of Student Development or by requesting that a Director of Student Development reach out to a student.
DISCIPLINE

Most disciplinary matters will be handled informally by the individual teacher, advisor, or Grade Level Dean involved through counseling and/or discussion with the student and parents and other actions deemed appropriate under the circumstances. In cases where more formal action is required and where consequences could include detention, suspension or dismissal, the matter will be referred to the Division Head. If dismissal from school is a punishment option under consideration, the Head of School will make the decision about disciplinary action. In cases involving upper school students, at the discretion of the Head of Upper School and the Head of School, the Judicial Committee may be called upon to review the circumstances and to make a recommendation regarding discipline.

Forms of Disciplinary Action

There are several forms of formal disciplinary action that the school normally will take in connection with violations of school rules or the honor code. These are detention, in-school suspension, out-of-school suspension, probation, and dismissal.

- **Detention:**
  - **Middle School:** Middle School suspensions occur during lunch and activity blocks in and are determined by the student's advisor and/or grade-level dean.
  - **Upper School:** This consequence will be assigned to upper school students only for repeated violations of school rules and for excessive tardies to classes and other required activities, such as morning meeting, advisory, or service learning. Upper School students will typically serve detention from 7:00 a.m. to 7:50 a.m. on Friday morning in rotating classrooms. If not previously informed of the location, students serving detention should report to the Schoolhouse front desk by 7 a.m. for further directions. The decision about whether or not to assign a student detention will be made by the Dean of Students and/or Head of Upper School.

- **In-School Suspension:** An in-school suspension requires that a student come to school but be separated from the school community, providing an opportunity for the student to reflect on the events that led to the suspension. The student will not be permitted to participate in any extracurricular activities, including athletics and drama, for as long as the penalty remains in effect. An in-school suspension is treated as an excused absence; the student will complete all academic work assigned or due during the suspension with no academic penalty.

- **Out-of-School Suspension:** Suspensions will be assigned for relatively serious violations of specific school rules, for seriously inappropriate conduct, or for repeated infractions. During an out-of-school suspension, the student may not be present on the campus and may not participate in any school activities. Students will have the opportunity to complete major assignments. However, it is possible that the student's grades in the missed classes may suffer since the learning experience of the classroom cannot be easily re-created. The decision on whether or not to suspend a student will be made by the Head of Upper School or the Head of Middle School, as appropriate, after consultation with relevant parties.
- **Probation**: A student may be placed on *disciplinary probation* as a result of violating the rules of student conduct or the honor code. Students who are placed on probation must not be involved in further disciplinary problems during the period of probation. Additional infractions while a student is on probation may result in suspension or dismissal. The appropriate Division Head will determine when a student is to be placed on and removed from probation. If a student does not fully meet the terms of probation, the student’s contract will be withheld for the next school year.

- **Dismissal**: Dismissal will be assessed for infractions that are considered so serious that the continued enrollment of the student at the school may not be in the best interests of some or all of the other students, may undermine the academic or social environment and/or values of the school, or may damage the reputation of the school. These cases may be referred to the Judicial Committee for review and recommendations. The determination of whether dismissal will be considered as a possible form of disciplinary action will be made at the discretion of the student's Division Head. Students can be dismissed for inappropriate behavior that takes place on- or off-campus and during or outside school hours.

**Upper School Judicial Committee**

The Judicial Committee is a group of students, faculty, and administrators who hear major disciplinary cases involving upper school students. Committee hearings may be called in those circumstances where a serious violation of the school’s code of conduct may have taken place. The committee hearing the case is composed of student members of the Judicial Committee, and members of the middle school and upper school faculty and staff. Hearings are chaired by the Head of Upper School, and the Head of School is present at all hearings. In some circumstances, the Head of Upper School and Head of School may decide to convene an adults-only Judicial Committee hearing to address issues of a highly-personal nature.

The student(s) appearing before the committee will be afforded the opportunity to be accompanied at the hearing by a faculty supporter who acts not as a representative, but as a moral supporter for the student(s). The student(s) is also allowed in the hearing to hear a presentation of facts regarding the alleged infraction, and will be afforded the opportunity to present additional and/or rebuttal facts. After committee discussion and likely further questioning of the student(s) involved, the Judicial Committee will come to consensus on a recommendation regarding the consequences deemed appropriate to the circumstances. They will then recommend a decision to the Head of School. Parents are not allowed inside Judicial Committee hearings, though they are welcome to wait with their child outside the hearing room.

Juniors and Seniors are eligible to serve as members of the Judicial Committee. Typically, students serve two year appointments as Judicial Committee members, applying at the end of 10th grade for a limited number of seats the following year; and, in some cases, rising 12th graders may apply for vacant seats on the committee.

**Disciplinary Notifications to Colleges**

It is the school’s policy to disclose all incidents of discipline that result in a suspension of any length of time, when the colleges ask for such information. (Note: Most college applications now ask of students and/or counselors whether a student has ever been suspended or expelled from school.) Incidents of
discipline that result in less than a suspension are not considered to be a major disciplinary action and thus are not disclosed.

While disciplinary cases are in process, no disclosure will be made.

If a suspension should occur after applications are sent to the colleges, we will report information to the college(s) to which a student has applied or deposited, if the college(s) at any point in the application process asked about incidents of discipline.

Our obligation to report incidents to a college ends on the day of graduation.

If after applying to a college, a student’s enrollment at Bosque School changes to a less than full-time status, we are obliged to report such changes to the student’s colleges.
ACADEMIC PROGRAM

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

Middle School Academic Expectations

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

Refer to the Bosque School Curriculum Guide for more details.

Upper School Academic Course Load and Requirements for Graduation

Freshmen and sophomores must take six required academic classes, unless unusual circumstances exist and approval is granted by the Head of Upper School. Juniors must take at least six courses, with a minimum of five academic courses. Taking six academic courses the junior year is highly recommended. Each senior must take six total courses with a minimum of five academic courses. In addition, seniors must also successfully complete the Senior Thesis.

Independent study courses do not qualify as an academic course; any course scheduling arrangements that deviate from the basic requirements must be approved in advance by the Head of Upper School.
In summary, to graduate from the upper school, a student must successfully complete the requirements set forth below. (One credit is equivalent to a yearlong course.)

<table>
<thead>
<tr>
<th>Required Academic Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>3*</td>
</tr>
<tr>
<td>The Arts</td>
<td>2 (either visual or performing)</td>
</tr>
<tr>
<td>Math</td>
<td>3*</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>History/Humanities</td>
<td>4</td>
</tr>
<tr>
<td>Spanish</td>
<td>2**</td>
</tr>
<tr>
<td>Latin</td>
<td>2**</td>
</tr>
<tr>
<td>PE/Health</td>
<td>2***</td>
</tr>
</tbody>
</table>

In addition, students must fulfill the Winterim program and the Service Learning requirements each year.

* Students must take a fourth credit of either math or science during their senior year. Please note that UNM requires 4 years of high school math for applying students including and beyond Algebra 1.

** Language requirements are sometimes modified for students who enter Bosque School after their freshman year. Other languages studied outside of Bosque School may not be substituted for Spanish or Latin.

***The upper school Physical Education classes are offered when sufficient numbers of students require a non-sports PE option. They focus on lifelong activities and a healthy lifestyle. Bosque students also have the opportunity to receive Physical Education credits through Bosque-sponsored athletic teams. Students will receive ½ credit for any sport participation in a season. The sport-specific coach will determine whether the student has completed the necessary criteria to receive the participation credit. Students may also earn PE credits through approved outside athletic activities (see page 15 for details); or, in some cases, approved participation in Bosque musical theatre productions (inquire with the Performing Arts Director for more information).

Refer to the [Bosque School Curriculum Guide](#) for more details.

**Academic Evaluation of Students**

Students at Bosque School receive feedback in a variety of ways outside of the classroom. Conferences with both teachers and advisors complement written reports and provide an opportunity for students and parents to discuss a student's growth and areas of challenge. In addition to discussion of an individual's intellectual growth, the conference provides an opportunity to discuss personal and community concerns. The simplest and preferred way to set up a conference is to contact advisors by email. Addresses are available from the [Bosque School website](#). Often teachers are busy working with
students and cannot reply to messages before a break in their schedule, which may not be until the end of
the school day or even the next day.

- **Middle school:** students are provided with learning goal reports along with detailed rubric
  information on their progress rather than a course grade. There are advisory conferences and/or
  progress check-ins scheduled four times a year. Parents of middle school students will be
  contacted by a teacher in any classes in which the students are struggling or have experienced a
  significant academic decline.

- **Upper school:** grades are sent home four times during the year—at each mid-term and at the end
  of each semester. Upper school grades are accompanied by written comments at the fall and
  spring mid-terms. Mid-term reports are intended to inform families about student progress, in
  general, and particularly when students are struggling or at risk of failing a course for the term.
  The conferences and comments are meant to help students see and understand that their
  education is a continuous internal process and not one measured solely by external symbols.

Upper school letter grades follow these number ranges:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Number Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>An A+ is given when a student clearly exceeds all the academic requirements and expectations of a course.</td>
</tr>
<tr>
<td>A</td>
<td>93-100 %</td>
</tr>
<tr>
<td>A-</td>
<td>90-92 %</td>
</tr>
<tr>
<td>B+</td>
<td>88-89 %</td>
</tr>
<tr>
<td>B</td>
<td>83-87 %</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 %</td>
</tr>
<tr>
<td>C+</td>
<td>78-79 %</td>
</tr>
<tr>
<td>C</td>
<td>73-77 %</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 %</td>
</tr>
<tr>
<td>D+</td>
<td>68-69 %</td>
</tr>
<tr>
<td>D</td>
<td>63-67 %</td>
</tr>
<tr>
<td>D-</td>
<td>60-62 %</td>
</tr>
<tr>
<td>F</td>
<td>0-60 %</td>
</tr>
</tbody>
</table>
**Accommodations**

Parents of students who seek reasonable adjustments to Bosque School programs for the purpose of accommodating disabilities and learning differences, or who have medical needs, such as the administration of medication for which they seek the school’s assistance, should contact their child’s advisor. The advisor will consult the Directors of Student Development, Learning Specialists, Division Head, Medical Reserve Corps, and Grade Level Dean(s) and/or Academic Dean, as appropriate, to design and implement appropriate accommodations.

**Advisory Program**

Each student is assigned to a faculty advisor who is the primary line of communication between parents and the school. Students check in with advisors first thing each morning, and meet with them regularly. Advisors provide a first contact for students who have questions, seek guidance or direction in school matters, or need an advocate. Advisors monitor the progress of their advisees in numerous ways by speaking with other faculty members, reading notes and reports submitted by teachers, talking with parents and keeping track of the students' overall status in academic and social matters. Advisors also encourage their students in a variety of activities and are available for consultation with parents.

- **Middle School**: In middle school, students have a different grade-level advisor each year, which allows for advisors to support students as they progress through the grades.
- **Upper School**: The upper school advisory is structured such that each student has a single advisor for all four years of high school. This system facilitates the process of building strong relationships between the advisor, student, and parents and helps establish consistent and effective communication through all four years of upper school.

**Upper School Course Requests and Placement for Students**

In the upper school, we are strongly committed to a core curriculum that is challenging and engaging, and that prepares students to pursue more advanced courses in a subject area. We also want students to make healthy and developmentally appropriate choices when deciding which courses and how many to take. As freshmen and sophomores, students are focused on developing strong foundations in core subject areas, time management and study skills. Juniors and seniors have more course options and may choose to 'double up' in departments where electives offer more choices, such as science, math, English, history, and the arts.

In those courses where the previous year’s content and skills are critical to a student’s success in subsequent courses, such as Spanish, Latin, and math, a student’s placement is dependent upon the department leader’s approval. The final decision about a student’s placement rests with the Head of Upper School, in consultation with the appropriate department leaders and teachers.

**Add/Drop Policy**

The following guidelines apply for a student to add or drop a course:
● Students may drop a course without penalty within a week of the end of the first grading period in mid-October.

● Students may not drop a graduation requirement except for truly exceptional circumstances and only with the approval of the Head of Upper School. In most cases, when a student encounters difficulty meeting a graduation requirement, with the approval of the Head of Upper School, a student may postpone completing a graduation requirement. Students who have not completed their graduation requirements by the end of 12th grade will not be issued diplomas or final transcripts until doing so. This may significantly impeded their matriculation to college/university.

● After the first grading period in mid-October, a student may withdraw from a course – except a course needed for graduation – with the approval of the Head of Upper School, but the course will officially be documented on the student’s transcript as a “Withdraw.”

● For semester-long courses, a student may drop these courses without penalty within a week after the mid-semester grading period in October or March.

● Students may add a course within two weeks of the beginning of the year for a full year course or within two weeks of the beginning of the semester for a semester course. Because it is challenging for any student to catch up with a course’s content after missing the first two weeks of class, especially since the class time cannot be replicated, students cannot add a course after this two week period, unless there are exceptional circumstances. Then, the student must have the approval of the Head of Upper School, in consultation with the advisor and the teacher, to add a course.

Pass/Fail Option

Although discouraged and usually discounted among college admissions’ officers, there are some situations or circumstances when a 12th grade student might benefit from being graded in an academic course with a pass or fail option. Consistent with our mission to provide a deep rather than a broad curriculum for our students, the school prefers to have a hard working senior remain in a challenging academic course (to learn the skills and content from that course) rather than have the senior drop the course because of the student’s concern that they might earn a grade lower than a C-. However, we may only grant this option in exceptional circumstances and after all other solutions have been exhausted. Some additional guidelines are:

● Only 12th grade students may request this option, except in extraordinary cases and these unique cases must be approved by the Head of Upper School.

● This option cannot be used for a core course requirement, except in extraordinary cases.

● A student must have a grade lower than a C- to apply for the pass/fail option or there must be other exceptional circumstances. The Head of Upper School will consult with the student's teacher to assess whether the pass/fail option is warranted. The decision to grant the option will be made on a case-by-case basis. As a guideline, students who are not working to their full potential, including not turning in work, missing classes, etc. will likely not be granted this option.

● Students are allowed to use the pass/fail option for one course during their four years of upper school. If a student for some unusual reason is granted the option in 9th, 10th, or 11th grade, they cannot use that option again the senior year.

● A student must apply for the pass/fail option with the Head of Upper School no later than one week after the first grading period in mid-October. The pass/fail option will not be granted after this time period has elapsed, unless there are exceptional circumstances.
Course Failures
If an upper school student fails a course that is required for graduation, or does not complete a course due to disciplinary reasons (i.e. temporary dismissal or extended suspension), that course must be successfully completed the following year at Bosque School or completed through work approved in advance by the Head of Upper School.

Academic Warning and Academic Probation
When the quality of a student's work slips below acceptable standards, that student may receive an academic warning. In discussions among the student's advisor, the appropriate Division Head, and the family, a plan for improvement will be devised. If the student is unable to improve to an acceptable level in the time allotted by the improvement plan, the student will be placed on academic probation, and continued enrollment at the school may be in jeopardy. In general, if a student does not meet all the terms of probation, the school reserves the right to withhold a student’s contract for the next school year.

Open / Study Blocks
The most successful upper school students utilize their open/study block time effectively. During the week, most upper school students will have approximately 3 to 5 hours free during the school day to complete their work. Of course, some students need some time to relax in the middle of a busy academic day, and they can do this during their free/study time. Nevertheless, we recommend that they use this time to prepare for classes or to seek help from a teacher.

Study Hall
In order to provide additional academic assistance to upper school students, we provide supervised study halls during the week. 9th grade students are required to attend one full block of study hall in their 8-class rotation for the first eight weeks. After a successful first half of the semester, most freshmen will be allowed to opt out of study hall; those needing more structured study time will remain. 10th, 11th, and 12th grade students who need structured time to focus on their coursework or Senior Thesis may be placed in a study hall. Faculty and deans review student progress regularly and may place a student in a study hall if a clear need for such structured time arises at any point during the school year. Parents can expect communication home from a grade level dean or advisor at such a point, clarifying the reasons for this and steps a student needs to make to improve their academic progress and be released from a study hall assignment.

Independent Study - Courses
In rare circumstances and with the approval of the Head of Upper School, a student may elect to take, with a current upper school faculty member, an independent study course not offered as part of our normal course offerings. In addition to the requirements established by the faculty member, the student will be required to meet with the teacher at least once each week and successfully complete all assignments and exams, including a final exam or its equivalent, to receive credit. Such courses do not count toward the required number of academic courses students must take each year.

- Independent Study - Performing or Visual Arts
  Upper school students may petition the Performing Arts or Visual Arts Department Leader and the Head of Upper School to request up to one credit for substantial commitments to a performing or
visual arts outside of Bosque School. At least one credit (of the two total arts credits required to graduate) must be earned from Bosque programs.

- **Independent Study - Physical Education**
  Students may have the ability to receive credit for an outside activity not available to our student body (i.e. dance, equestrian activities, gymnastics, etc.). The outside activity has to take place in a controlled setting under the supervision of qualified instructors. **The student must apply for the outside credit and get the approval from the Athletics Director in advance.** 50 plus hours will allow the student to earn ½ a credit per semester. All school-sponsored and outside of school activities must follow the philosophy and guidelines of Bosque School. All students are required to earn at least two PE credits in order to graduate, whether through school-sponsored activities, approved outside endeavors, or taking PE courses at school.

**Non-Bosque Courses**
Only under exceptional circumstances can Bosque students take courses at other institutions to fulfill Bosque graduation requirements. If a student must retake a Bosque class, they likely will be asked to take a summer course elsewhere to fulfill that class requirement. The student may also be required to repeat that course at Bosque during the next academic year. Students in a semester or year-long study abroad program or other pre-approved absence from Bosque School may be allowed to transfer courses taken at those institutions to fulfill their academic requirements at Bosque. Seniors may enroll in a course or courses off-campus during their senior year; however, these courses must not interfere with or replace the required courses seniors must take while at Bosque School.

**Dual Credit Courses**
Bosque currently has a memorandum of agreement with the University of New Mexico (UNM) and Central New Mexico Community College (CNM) allowing Bosque students to take college-level courses offered by these institutions for college credit. All general fees and tuition for these courses will be waived for students who qualify; however, the student is responsible for the cost of textbooks, other instructional supplies and for course-specific fees, such as lab and/or computer fees. For more information, please see the Head of Upper School.

Before enrolling in any off campus course, students must have the approval of the Head of Upper School. If a student is required or chooses to enroll in a course at another institution, whether during the summer or during the normal school year, the grade earned in that course will not be calculated into the Bosque School grade point average. Only courses completed at Bosque School will appear on the Bosque School transcript, except in an exceptional circumstance pre-approved by the Head of Upper School. Otherwise, the student should request an official transcript from the non-Bosque institution, which will be placed in their permanent record file. That non-Bosque record will be copied and attached to the Bosque transcript when it is sent to colleges or other institutions. It is possible that colleges may require students to have such outside transcripts sent directly to them from the granting institution, and it is the student’s responsibility to assure that such records are sent, if needed.
Study Abroad and Other Alternative Study Programs

For some students, a semester or a year of study abroad or in another alternative study program is an opportunity to increase one’s skills and become fluent in a foreign language, experience a different culture, and to grow as a person. Often students return to Bosque School with a set of experiences and skills that enhances our community. When it is in the best interest of the student, therefore, Bosque School supports students who are interested in this option. Because such experiences often require Bosque to waive certain graduation requirements or accept credits earned while studying abroad in lieu of Bosque coursework, students wishing to pursue this option should be aware of the following:

- A student must apply with the Head of Upper School for a study abroad or other alternative program no later than the first week of February, the spring semester prior to the academic year of the student’s proposed absence from Bosque School. The Head of Upper School will review all applications.
- Upon completion of the application, the student and their parents or guardians will schedule a meeting with the Head of Upper School to discuss the proposed program.
- In order to qualify for study abroad or other alternative program, Bosque students must be in good behavioral and academic standing and may not be on contract hold for any reason at the time of application.
- For most study abroad programs, additional language study is often needed in preparation for the program. This likely will require the family to arrange additional language preparation outside of school.
- To assure quality of instruction, the school prefers that students enroll with an accredited study abroad or alternative program. The school recommends that the student and their family research the different programs available in order to find the best fit for the student and their specific needs/goals, and be in close communication with the Head of Upper School as soon as they begin considering an unaccredited program (before applying).
- A student participating in a study abroad program or other alternative program must have the courses they will enroll in during the time away from Bosque School approved by the Head of Upper School prior to beginning the program. Depending on a student’s course selection and course options, a student may have to fulfill their Bosque graduation requirements during summer school or take additional classes on their return from a study abroad or other alternative program.
- A student may only participate in a study abroad or other alternative program once as an upper school student. The school prefers a student use this option during their junior year. The program must be completed within one academic year. For students who choose a semester study program, the school prefers that the student do so during the second semester of the academic year in order to reduce the difficulty of transitioning back into academic life at Bosque. Upon completion of the program and the student’s return to Bosque, the student must arrange for official transcripts from the school they attended be provided to Bosque School, complete an evaluation of the program (submitted to the Head of Upper School), and may be asked to make a presentation about his or her program to other Bosque students.

Upper School Grade Reporting

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

**Student Records**
Student records are confidential and include all records pertaining to a student’s academics, discipline, attendance, grades, health records, and other records of any type that are maintained by Bosque School. Student records do not include notes or records that individual school personnel may maintain for their own use (such as a teacher’s day-to-day notes), are kept in the sole possession of the maker, and are not accessible to other persons. A student’s parent or legal guardian has the right to inspect the student’s records upon request of an appointment to do so. For the purposes of this policy and for the purposes involving the exercise of parental rights, generally Bosque School will treat each child’s parent and/or a person acting in the capacity of a parent the same. Absent a court order restricting a parent’s right to participate in their child’s education, Bosque School will assume that all parents (including non-custodial parents, step parents, foster parents, or third parties who serve as a primary caretaker and fulfill the role of a parent) may exercise parental rights. Upon the student’s eighteenth birthday, the parental rights identified herein transfer to the student.

**Transcripts**
Grades earned in Bosque’s upper school are reported to colleges and other institutions on Bosque School official and unofficial transcripts. Students wishing to report credit for courses not taken at Bosque along with their Bosque transcripts must arrange for official transcripts from those other institutions to be sent directly to the Bosque School registrar. Bosque School will not report another institution’s grades on Bosque School transcripts; however, we will include copies of transcripts from other schools as attachments. Colleges/universities may not accept such attached outside transcripts as 'official,' and it is the student’s responsibility in such circumstances to see that such outside official transcripts are sent directly to colleges/universities when needed. Bosque School will only report official grades after the first midterm. If a student needs grades reported to an outside party before the first midterm, we will report those as grades in progress. After the first midterm, grades for the most recent grading period will appear on an official transcript. If an outstanding balance is owed for tuition, or for any other reason, transcripts will not be released until the balance is paid in full.

**Student Recommendations**
See the College Counseling Handbook for guidelines related to letters of recommendation.

**Extra Academic Help and Tutoring**
We have designed the upper school schedule with free/study blocks so that students can seek out a teacher’s help whenever both are free at the same time. Students can also find extra help during activity block when available and not in conflict with other commitments. If your student needs more help with an academic subject than we can reasonably provide, we may recommend hiring a tutor. This recommendation will only be made after all internal resources have been utilized.

Bosque School’s Learning Center provides support for 6th - 9th grade students in need of extra academic assistance. Please see Middle School tutoring policies (below) for more information. Currently employed Bosque teachers are not allowed to be paid tutors for a Bosque student. Parents/Guardians.
**Bosque School Tutoring Policy**

At Bosque School, we are here to work in partnership with you and your child to provide the best education and school experience possible. With regard to a student’s academic progress, we believe we have created a strong, challenging curriculum in all subject areas. For some students, there will be times when they struggle with a topic or concept and need assistance beyond what is provided to help them fully understand that material. There are a number of options available to a student in this situation, but the first step should be to meet with the teacher for one-on-one discussion of the material. Whether figuratively or literally, all Bosque teachers have an open door policy and will be available to their students when their schedules permit.

In most circumstances, meeting with teachers should be sufficient for addressing the needs of a student. However, there are times when more support is needed and we have systems in place to help accommodate those needs:

- **Advisor:** as the student’s main advocate here on campus, the advisor is in the position to provide and coordinate support for a student. The advisor can work with the student on issues of organization and general study skills. Additionally, the advisor will help coordinate communication between the student and other members of the school community.

- **Scheduled Office Hours:** (Upper School Only) teachers have scheduled office hours at least twice a week, falling during open blocks and/or flex block. All students are welcome to utilize this time as needed; however, those students whose progress in the subject indicates that they need extra support may be scheduled into these office hours. As mentioned earlier, students should not hesitate to schedule meetings with individual teachers during shared open blocks whenever they feel the need for additional support.

- **Peer Tutors:** in certain cases, more advanced students, typically juniors and seniors, can provide extra support for a student in a specific discipline. In consultation with the student, their parents and the student’s advisor, peer tutoring sessions may be arranged in collaboration with the teacher and the learning specialist to find the best match possible and to provide guidance to the student and their peer tutor.

- **Learning Specialists:** are available to assist students who have a documented learning disability. The Learning Specialist also works with any student who may not have a specific disability, but who are experiencing a persistent academic challenge or show a learning difference that interferes with his or her academic success. Screening at the middle school with the Learning Specialist is available to gather additional information about the student’s learning style and possible learning difference.

We encourage families to consider the above options when a student may need academic support beyond the classroom. When concerns do arise, consulting with the student’s advisor and the Head of Middle or Upper School should be a first step, and these individuals can help create a support plan for the student.

Finally, Bosque School offers tutorial support through the **Learning Center** located in the school library. Individual and small group tutoring sessions are available with Tutor Assistants employed and trained by Bosque School for a nominal rate. Tutors provided by Bosque School have the advantage of a stronger knowledge of the school’s curriculum and much closer communication with faculty. Tutoring sessions are generally available from 2:30 through 4:30 p.m. each school day. Sessions may also be available during free blocks for Upper School Students. Once a decision to use the Learning Center
staff for tutoring, space and timing of the tutoring sessions are coordinated through the Center. Please contact Clint Montgomery for additional information.

The Tutor’s Role:
We understand that each student in a tutoring situation has different needs. Some students need assistance primarily in the area of organization, study skills or motivation; others may require more subject specific skills (e.g., math and writing). Regardless, the ultimate goal of a tutor/student relationship is to foster self-sufficiency in the student. The tutor should help the student develop strategies and skills to be academically successful; generally speaking, the tutor should not be re-teaching. To the best of their ability, a tutor should interact with the student in a way that supports and complements the content and instruction the student experiences in the classroom. We also believe strongly that the work produced by the student during a tutoring session is clearly the student’s work and in their own voice.

Additional Considerations
Guiding Principles:   Student Centered v. Tutor Centered Interactive v. Directive Tutoring
Process-Oriented v. Product-Oriented
● While a tutor’s primary responsibility is the tutoring relationship with the student and the family, there will be times when they become aware of circumstances related to the social, emotional and behavioral components of the student’s school life that are concerning. If such a situation arises, tutors should first share their concerns with the student’s parents/guardians who may then decide to contact the Head of Middle School.
● Tutors should be aware and respectful of the educational philosophy and core values of the Bosque School, as well as of the educational goals and authority of a teacher in his or her classroom.
● In seeking to communicate with a teacher, tutors must be respectful of the teacher’s time. Bosque teachers have a primary obligation of fulfilling their many duties throughout the school day and to addressing the needs of all of their students.
● If you are using a tutor outside of the Bosque Learning Center, please contact Clint Montgomery to schedule space requests

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

Winterim Program
One of many unique opportunities the school offers is Winterim. Each year, students work with teachers for a week in an experiential educational program where learning takes place outside of the classroom. Winterim programs are proposed by teachers in the fall, and students are given the opportunity to express their preferences for the programs in which they would like to participate. A variety of programs are proposed, both local and regional, which vary in cost. In a student’s junior year of upper school, their Winterim program will be covered by tuition.

Criteria for selection for a particular Winterim program include, but are not limited to, timeliness of returning the form for program selection, seniority, good citizenship and academic interests and potential. Some programs cannot accommodate the number of students who indicate a preference for
them. For that and other reasons, the school reserves the right to assign a student to a program deemed appropriate for that student even if such assignment is not consistent with the student's preferences. Winterim coordinators may also assign specific programs to students who do not register their choices on or before the due date. As part of the Bosque School academic requirements, upper school students are required to successfully complete requirements for Winterim programs. Seniors are encouraged to use the week to visit colleges or work on their senior theses. For upper school students only, a limited number of students can arrange to spend the week on a Career Exploration internship or a College Visits trip. The two programs are organized and monitored by faculty members and require students to complete and receive approval for a formal application.

Upper School Honor Roll and Year-End Awards

An upper school student must have a B+ average (3.33 G.P.A.) for the year to be on the honor roll. The honor roll is determined at the end of each school year. The only grades used to calculate the honor roll are a student’s final year-end grades. The school calculates a student’s G.P.A. using the following standard values:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The Gerald R. Ford Character Award honors the legacy of President Ford who “followed his conscience despite political cost.” It is given annually to one senior who is “good, caring, honest, and hard working.” On the rare occasion that there is a tie vote among faculty, this award may be given to more than one senior. It is the most prestigious award given by Bosque School.

The Class of 2005 Enduring Good Award is given annually to one senior who reflects the spirit of the class of 2005. That is, it is awarded to the senior who tries to conduct himself or herself in a manner that is most beneficial to the class and to the school, not necessarily because of their specific acts and achievements, but because they are a person of grace and dignity.

The Yale Book Award is given annually to one junior who demonstrates “outstanding personal character and intellectual promise.” On the rare occasion that there is a tie vote among faculty, this award may be given to more than one junior. This award honors the most exceptional student in the junior class. The school will notify Yale University of the award recipient and a member of the Yale Association of New Mexico will participate in the presentation of the award.

Academic Honors: Bosque School also recognizes three levels of academic achievement for its graduating Seniors each year. This recognition is based on a student’s cumulative grade point average over their four years of upper school classes: Cum Laude (3.3-3.69); Magna Cum Laude (3.7-3.99); and Summa Cum Laude (4.0 and above).

Re-Enrollment Contract Holds & Past Due Tuition

An enrollment contract for one school year does not guarantee re-enrollment in ensuing school years. Bosque School retains discretion to determine the conditions upon which it will renew enrollment.
contracts. Re-enrollment contracts for both middle and upper school students are issued on a yearly basis in the winter. When the faculty has concerns about a student's conduct or academic performance, or the family has fallen behind in its financial obligations, the administration may decide at its sole discretion to withhold the enrollment agreement for the following year.

- 30 day Past Due Accounts – 21% per annum (1.75% per month). Interest will be charged on a monthly basis until the account is paid in full.
- 90 day Past Due Accounts – 2% per month penalty Penalty will be added to the interest charge for a total charge of 3.75% per month.
- 120 day Past Due Accounts – account will be turned over to Bosque School’s attorney for collection.
- Interest and Penalty will continue to accrue on a monthly basis at a rate of 3.75%. Customer will be responsible for all reasonable attorney’s fees plus court cost incurred by the School in effecting the collection.
- If a tuition account is past due at the time of enrollment for the following school year then that student will not be allowed to enroll unless payment arrangements have been made with the School.
- Students with past due account balances from a previous school year of more than $200 at the beginning of the next school year will not be allowed to start school.

Student tuition accounts must be current as per their enrollment agreement or they will not be able to start a new school year, unless they have made special payment arrangements with the School.
ATHLETICS

The athletic program reflects the mission, philosophy and vision of the school and the belief that learning takes place in a variety of settings. All students are encouraged to participate. We recognize that many students have not had the opportunity to participate on competitive teams before attending Bosque, and therefore, no prior knowledge of the game is required. Coaches will focus on fundamental skills needed to be safe and successful at their sport, as well as basic rules and strategies. Playing time will be a reflection of both effort and ability, with all students who follow the stated training rules having meaningful, but not necessarily equal, playing time in regular season games. Bosque encourages all students to be involved in the athletic program. Enduring lessons and a sense of teamwork can be achieved by participating as a player, a manager, a scorekeeper or even a fan. Bosque will provide a place for all students interested in being a member of a team.

Athletic Mission

The mission of Bosque School Athletics is to strive for the highest level of personal growth and athletic excellence. To fulfill this mission, we will compete fairly and respectfully and will develop our student-athletes' skills, perseverance, and integrity.

Philosophy

Bosque School Athletics is built on participation and healthy competition so students can improve their athletic abilities, work with teammates toward a common goal, and practice sportsmanship. We believe in:

- Developing a student-athlete’s athletic skills through determination, challenge, and learning from one’s mistakes;
- Developing a student-athlete’s respect for themselves, their teammates, their sport, and their opponents by emphasizing fair play, respectful communication, and integrity; and,
- Developing a student-athlete’s self-control, humility, persistence and hard work.

Athletic Vision

To be recognized as the best program in the state that competes with class and embodies respect, responsibility, and integrity.

Athletic Teams

- **Middle School**
  - Fall: Girls' Volleyball, Girls' Cross Country, Boys' Cross Country, Girls' Soccer, Boys' Soccer, Girls’ Tennis, Boys’ Tennis
  - Winter: Girls' Basketball, Boys' Basketball
  - Spring: Girls' Track & Field, Boys' Track & Field, Baseball

- **Upper School**
  - Fall: Girls' Volleyball, Girls' Cross Country, Boys' Cross Country, Girls' Soccer, Boys' Soccer, Girls' Golf, Boys' Golf
  - Winter: Girls' Basketball, Boys' Basketball, Girls' Swimming, Boys' Swimming, Girls' Diving, Boys' Diving, Co-ed Bowling
Athletic Program Eligibility

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

- The student must be enrolled as a full time student in an eligible grade level and have the following documents completed, signed, and on file with the school before participation in practices or contests will be allowed: Emergency Information Form, Consent Form, Student Medical History Form, Concussion Form and Student Medical Exam Form. Additional forms may be required at the beginning of each season.
- All student-athletes must be in good academic standing. All athletes must satisfy the applicable academic and other requirements set by the Albuquerque Parochial and Independent Athletic League and the New Mexico Activities Association.

- **Middle School:** The middle school teams compete in the Albuquerque Parochial and Independent Athletic League (APIAL). A Bosque middle school student athlete needs to be in good standing both in terms of academics and attendance. If a middle school student is ineligible as of the end of a grading period, that student will be allowed only limited participation for the next two full weeks of school. The student may practice with the team during this time, but may not compete in games. If the student's standing has improved to the required level at the end of this two-week period, the student will be allowed to participate fully with the team. If the middle school student's grades have not improved to the above-stated standard in that two-week period, the student will no longer be able to participate on the team. Students in the 8th grade are allowed to compete at the high school level. Each athlete must fill out the application provided by the Athletic Director in order to be considered for high school play. Applications are subject to approval by a committee of faculty and administration.

- **Upper School:** The New Mexico Activities Association (NMAA) establishes minimum standards for academic eligibility for upper school students. Bosque School may impose standards that exceed those of the NMAA. A Bosque School student athlete needs to achieve a C average (2.0) overall as calculated by NMAA with no failing grades at every mid- and end-of-semester marking period. An S (satisfactory) or P (pass) will be considered a C or higher. The NMAA requires that we determine eligibility of upper school athletes using the most immediate previous grading period or the cumulative GPA from grade nine forward (which may be used only once in the high school career). NMAA does not allow for a two week "grace period" during which students have the opportunity to raise their grades. The Athletic Director will determine the eligibility of athletes with the assistance of student advisors, will report names of ineligible athletes to NMAA within five days of the end of the marking period, and has no authority to change eligibility standing, once reported, until the end of the next marking period.

- A student is eligible to participate with the grade indicated if that student is of age as of August 31 of the current school year. Sixth graders must be less than 13 years of age, seventh graders must be less than 14 years of age, eighth graders must be less than 15 years of age, ninth graders must be less than 16 years of age, tenth graders must be less than 17 years of age, eleventh graders...
must be less than 18 years of age, and twelfth graders must be less than 19 years of age. In middle school, a student may not participate in more than three seasons of a given sport and no more than a total of nine seasons. In upper school for 3A schools, the eligibility clock starts when a student enters eighth grade and runs for five consecutive years.

- Participants must demonstrate appropriate behavior during school hours and activities, including team practices, travel and contests. Inappropriate behavior, as described in this handbook and by specific team regulations, may result in suspension from a team.
- Each student must have and wear proper equipment during practices and contests. Proper equipment is specific to each sport and will be explained by the coach. Those without proper equipment will not be allowed to participate in practices or contests.
- According to NMAA policy, students are not eligible to play or practice unless they have attended at least half of the school day or 2 full class periods. For physical education classes, students are not excused for an illness or an injury to "save themselves" for any other activity including after-school practices and games. Exceptions will be made for legitimate medical and dental appointments or family emergencies. A written explanation signed by the medical professional or parent must be submitted to the coach by the student.

Grade-Specific Athletic Policies

- **Middle School**: All students who are eligible and available to practice during the scheduled practice times may participate on our athletic teams. Students will be expected to attend practices, follow team training rules, and work consistently toward team goals during all practices and games. Team sizes will vary by sport and extra teams will be added if a coach can be found and the facilities can accommodate. Generally middle school teams practice on Mondays, Tuesdays and Thursdays from 3:30–5:00 pm. Some teams may practice on Wednesdays, as well. We recognize that sometimes students have outside commitments that conflict with practices, such as observance of religious holidays; it is the student’s responsibility to inform the coach of any anticipated absence. Students who are not able to attend practices on a regular basis should make a choice between commitment to the team and commitment to other activities.

- **Upper School**: Generally upper school teams practice on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. Practice times will vary according to available facilities and coaches’ time preference. Some teams may also practice on Saturdays. Upper school athletic teams are more competitive in nature and, therefore, a greater commitment to the team is expected. In most cases, students will try out for the teams and the players will be chosen based on ability, potential, and dedication to the team. Playing time in games will be based on ability, work ethic, and practice attendance. The amount of playing time is the decision of the coach. Players are expected to attend all practices unless excused by the coach.

Uniforms and Athletic Equipment

Students are expected to clean and return any and all issued uniforms and/or athletic equipment to the athletic department within one week of the end of the season. Failure to do so will result in a charge for the replacement of the missing uniforms and/or athletic equipment.

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SAFETY

Bosque School seeks to maintain a campus that is safe for students, employees and visitors. On a daily basis, all community members are expected to conduct themselves in ways that demonstrate our shared responsibility in ensuring the safety of all individuals on campus. Students provide an essential perspective on potential crisis management issues and are asked to report any situations or conditions that could threaten the preservation of a safe environment to a trusted adult on campus.

Students who create a threat to the safety of any individuals on campus are subject to a disciplinary response from the school. To that end, the school may place a student on temporary leave if the Administration determines that the student’s presence on campus creates a threat to student safety or the reasonable likelihood of disruption of the educational process. Examples of such situations include, but are not limited to, fighting or other conduct, either on or off-campus, that might lead to retaliation that could be brought to campus; suspicion or knowledge of student involvement in criminal activity; suspicion or knowledge of student involvement in the distribution or sale of illegal drugs; suspicion or knowledge of gang-related activity; threats (either direct or indirect) made to individuals or to campus safety; or whenever a student’s particular circumstances pose a risk of self-injury or injury to others. Temporary leave is intended to allow for a thorough investigation in support of promote student safety. Temporary leave will last for as long as the Administration deems necessary for the needs of the investigation. During the period of leave, reasonable arrangements will may be made to allow the student to continue receiving reasonable educational services, potentially including submission of homework assignments, test-taking, and access (through alternative arrangements) to instructional staff. However, the school does not accept responsibility for the day-to-day instruction of the student while away from campus, nor does it guarantee continued enrollment for the student.

In the unlikely event that a crisis occurs (fire, severe weather conditions, acts of violence, or threat of any crisis), students are expected to follow instructions from faculty and administrators and to adhere to all expectations outlined and presented in the Crisis Management Procedures Plan.

Crisis Management Plan

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

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

- **Emergency Forms**: All parents must fill out on-line forms prior to the start of the academic year which include, but are not limited to: (1) emergency information listing family physicians, parents' contact numbers, and emergency contacts and (2) student medical history and consent, which authorizes the school to act for the parents/guardians if they are not reached during an emergency. Parents must notify the school promptly of changes in phone numbers, student's health, and specific medical needs.

- **Emergency Situations**: In the event of an emergency situation on campus, all efforts will be made to communicate directly with families by phone, email, and by text message (if parents/guardians have subscribed to text messages). Parents are asked not to call the school, as the incoming calls may make it difficult to communicate with emergency personnel in a timely manner. In the event of an evacuation or lockdown, families will be informed of staging locations where students can be met and picked up by parents or guardians. It is important that all families report changes to home and mobile phone numbers and email addresses in a timely manner.

- **Emergency Care**: The school follows standard first aid principles in handling emergencies, regarding the student's safety as the first priority. Every emergency or accident is different, but in general:
  - If the symptoms or injury are serious, arrangements will be made to transport the student to a hospital, where authorized personnel will be allowed to act according to the information that was provided by the parents. Efforts to contact parents will begin as soon as possible.
  - If an injury does not appear to be serious enough to warrant hospital treatment but is a head or face injury, it will be treated at school and the parents will be notified as soon as possible.
  - Minor injuries such as scratches, bumps, bruises, cuts and so forth will be treated at school and no parent notification will be made by the school.
  - First-aid supplies are available in the office and are carried on all field trips, as are copies of the medical history and consent forms.

Fire Drills

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

Sexual Misconduct

**Respect**

One of the benefits of being a member of the Bosque School community is the opportunity to develop healthy friendships and lasting memories with a group of peers engaged in learning and growing. Our core value of community demands that we pay attention to how we treat one another at all times, both on and off campus. We are committed to creating a community where students and faculty treat one another with kindness and respect, even when navigating challenging situations. We expect students to share the responsibility for creating this supportive community by upholding high expectations for their own conduct and that of their peers.
Sexuality is an important part of adolescents’ developing identities which each person needs to navigate in their own way and at their own pace, with the support of families and other trusted adult mentors and among supportive peers. It is our goal to help students learn to recognize and develop healthy relationships.

**What Is Sexual Misconduct?**
Sexual misconduct is unwelcome conduct of a sexual nature, including, but not limited to, verbal, physical, or electronic actions that break trust and create an intimidating, offensive, hostile, or dangerous environment for any member of the community. Sexual misconduct includes, but is not limited to, forcing, coercing, and/or manipulating another to participate in unwanted sexual activity.

Sexual misconduct is prohibited on the Bosque School campus and at all school-related events, regardless of where they occur, including online.

Students represent Bosque School at all times. The “Beyond Bosque” policy will inform the school’s response to reported sexual misconduct in non-school settings.

**Consent ***
Bosque School teaches students that each person involved in a sexual encounter must verbally communicate consent clearly, voluntarily, and enthusiastically at every stage. Specifically, this means that:

- Consent is an affirmative agreement and cannot be inferred from the absence of a “no.”
- Consent to some sexual acts does not imply consent to others, nor does past consent to a given act imply present or future consent.
- Consent must be ongoing throughout a sexual encounter and can be revoked at any time.
- Consent cannot be obtained by threat, coercion, or force. Agreement under such circumstances does not constitute consent.
- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other condition.
- Consent cannot be obtained when a large imbalance in power exists between the parties.
- Under New Mexico law, persons under the age of 13 cannot legally consent, nor can persons aged 13 - 16 legally consent if the other party is 4 or more years older.

**Reporting**
Students who believe they have been victims of sexual misconduct should seek help immediately. They are encouraged to speak with their parents/guardians or a trusted adult on campus. A student in immediate danger should contact 911. Students needing medical attention for sexual assault should contact the Rape Crisis Center at 505-266-7711.

**Guiding Principles**
- **New Mexico Law:** New Mexico law requires that all adults report incidences of suspected abuse, neglect, and sexual assault of a minor (17 or younger) to CYFD or law enforcement. (This can be done by dialing #SAFE on your cell phone.) Reporting to a supervisor or school counsellor does not satisfy this legal requirement. For definitions of child abuse and other related terms under New Mexico law, see New Mexico Statutes, section 32A-4-2.
- **Caring for Individuals:** Every effort will be made to create a safe and supportive environment for the student who has been victimized. The Director of Student Development and the student’s advisor or trusted adult of the student’s choice will work together to ensure the student has the needed ongoing support.

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• **Caring for the Community:** Bosque School is responsible for the safety of the entire school community, so it may become necessary to conduct an investigation to protect the rest of the community even when a person reporting sexual misconduct would prefer this doesn’t happen. Administrators, in conjunction with the Directors of Student Development and the reporter’s advisor or other trusted adult of the student’s choosing, will weigh the individual student’s needs against the needs of the community and do their best to make a wise decision.

• **Amnesty:** Sometimes these events occur in situations where other school rules are being broken, such as at a party where students are drinking. Students who report an incident of sexual misconduct may be given amnesty for these other events.

**Getting Help Without Reporting**
The Rape Crisis Center can be reached 24 hours a day at 505-266-7711. Lists of additional resources are posted around campus.

**Reporting to Faculty, Staff, or Administrators**
- A student may report an incident to any trusted adult in the community.
- If a minor student (17 years old or younger) reports information that indicates they are being abused or have been assaulted, the faculty member must follow New Mexico law, which may require reporting the incident to CYFD or law enforcement, depending on the details of the case.
- If a student reports information that indicates that they or other students are in immediate or ongoing danger, the person hearing the report must inform a member of the Bosque administration.
- If the student reports information and names a member of the Bosque community as a perpetrator, the person hearing the report must inform a member of the administration.

**What to expect when you report an incident that happened to you**
- If you are 17 years old or younger, the adult you are speaking to will be legally required to report abuse or assault to CYFD or law enforcement.
- You will be asked to describe what happened, state where and when the event(s) took place, and identify the person or people involved, including any witnesses. You are not required to answer any of these questions.
- You can expect to have input into who is in the room when you report, including ensuring that an adult who shares your gender is present, should you wish.
- The Dean and Division Head will act quickly to investigate and react to the report.
- Concern for your safety, privacy, and full participation in the Bosque community will drive decision making.
- The school’s response to the incident will be communicated to you and your parents in a timely manner.
- A trusted adult of your choosing will check in with you following the school’s response to ensure that you are not experiencing retaliation and that you are receiving any needed support.

**What to expect when you report an incident that happened to someone else**
- You will be asked to describe what happened, state where and when the event(s) took place, and identify the person or people involved, including any witnesses.
- You can expect to have input into who is in the room when you report, including ensuring that an adult who shares your gender is present, should you so desire.
- Concern for your and the victim’s safety, privacy, and full participation in the Bosque community will drive decision making.
The Dean and Division Head will act quickly to investigate and react to the report.
A trusted adult of your choosing will check in with you following the school’s response to ensure that you are not experiencing retaliation and that you are receiving any needed support.
A trusted adult of the victim’s choosing will check in with the victim following the school’s response to ensure that they are not experiencing retaliation and that they are receiving any needed support.

What to expect when you are accused of sexual misconduct

- A student accused of sexual misconduct of another student will be afforded an opportunity to respond to the accusation, which may include telling the student’s side of the story, identifying witnesses who have relevant information, and providing additional information relevant to the accusation.
- The student will be afforded the procedures stated in this Bosque School Family Handbook, Discipline section.

Expectations of Bosque Community

- Faculty and staff are expected to follow New Mexico law by reporting, when necessary, incidents of abuse or assault to CYFD or law enforcement by calling #SAFE or 1-855-333-SAFE.
- Faculty and staff who have direct knowledge of an incident of sexual misconduct are required to report that information to a member of the administration if the perpetrator is a member of the Bosque community or if members of the community would be placed in danger by remaining silent.
- Students and parents or guardians who were witness to or have direct knowledge of an incident of sexual misconduct are encouraged to report that information to a trusted adult in the Bosque community.
- Once an investigation has begun, Bosque expects the cooperation and honest participation of all non-victim students with knowledge of the incident. Students who lie or withhold information may face disciplinary action.

Responses

In choosing a response, the school will prioritize protecting the safety of the victim and the community, while providing, when possible, opportunities for the offender to learn from the mistake. Should the school determine sexual misconduct has occurred, the school’s response to the offender will include at a minimum:

- A conversation with the student offender
- Notification of the student’s parents or guardians
- Notification of the student’s advisor and teachers
- Notification, for juniors and seniors, of the teachers who are writing their college recommendations
- A letter in the student’s file and a note in the Dean’s folder documenting the incident and response
- Steps, when possible, to educate the offender to enable them to learn from the incident

Additional consequences determined by the Dean and Division Head may include:

- A Judicial Committee hearing to determine disciplinary consequences up to and including expulsion
- Removal of the offender from shared classes and activities with the impacted student

Confidentiality

Investigating an issue of harassment will often make it difficult to maintain absolute confidentiality for the reporter. Bosque School commits to keeping the reporter of sexual misconduct fully informed throughout
the process and to revealing their identity only to people who absolutely need to know in order to respond to the report.

In order to protect the entire Bosque community, students, faculty, and staff must be made aware of events of sexual misconduct and the school’s response to them.

While the school will not needlessly share information about a student who has misbehaved, creating a culture in which the community knows that sexual misconduct is never tolerated encourages future reporting and keeps our students safe.

Maintaining Appropriate Boundaries and Anti-Harassment Policy For Students

Respect
Bosque School is committed to creating and maintaining an educational environment in which all individuals are treated with respect and dignity. Any form of harassment or discrimination is prohibited.

While harassment often relies on widely embedded power differences based in race, religion, sexual identity, gender identity, sexual orientation, disability, medical conditions, or age, harassment for any reason will not be tolerated.

What is Harassment?
Harassment consists of unwanted or abusive verbal or physical behavior toward another person. A hostile environment is created either by the severity of the action or by its repetition or both. Harassment prevents a student from participating fully in Bosque School’s programs and opportunities.

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

- Verbal conduct in person or online (such as jokes, epithets, name calling, insults, etc)
- Unwanted sexual advances
- Derogatory posters, cartoons, drawings, or gestures
- Physical conduct such as blocking normal movement or unwanted touching
- Hazing, including degrading or humiliating acts as a condition of membership or initiation to an activity, club, team, group, or class
- The taking, distributing, or possessing of any pictures, images, videos, or depictions of a student that exploits their personal identity
- Bullying [also covered in the “Bullying” policy]
- Retaliation for reporting harassment.

The actions themselves constitute harassment. The intent of the harasser (“I was just joking”) does not diminish the seriousness of the action. Likewise, the response of the person being harassed (“they thought it was funny”) does not excuse the harassment. Finally, participation of the victim in similar conduct does not excuse the harassment. Harassment may also occur when students who are not the immediate targets of the harassment overhear derogatory remarks intended for another victim.

Harassment is prohibited on the Bosque School campus and at all school-related events, regardless of where they occur, including online. Students represent Bosque School at all times. The “Beyond Bosque” policy will inform the school’s response to reported harassment in non-school settings.

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In the Moment
While reporting harassment after the fact is important, the community will be best served by developing a culture in which faculty and students speak up in the moment. To this end, Bosque School conducts annual training for faculty and students. Faculty commit to addressing behavior whenever they see it and to supporting students who call out their peers.

Reporting
A student who has been harassed should, if they feel comfortable, report the behavior to a trusted adult (parent or guardian, advisor, teacher, Dean).

The adult who receives the report should notify the appropriate Grade Level Dean.

The Dean will consult with the Division Head to
- Speak to the student accused of harassment
- Determine, based on the severity of the incident, the student’s response, and their history of this behavior, the nature of further action.

The reporting student can expect that
- the trusted adult they have chosen will remain involved in guiding them through the process
- concern for their safety, privacy, and full participation in the Bosque community will drive decision making
- the Dean and Division Head will act quickly to investigate and react to the report
- the school’s response to the incident will be communicated to them in a timely manner
- the trusted adult will check in with them following the school’s response to ensure that they are not experiencing retaliation and that they are receiving needed support

Response
Should the school determine harassment has occurred, the school’s response to the harasser will include at a minimum:
- A conversation with the student
- Notification of the student’s parents
- Notification of the student’s advisor and teachers
- Notification, for juniors and seniors, of teachers who are writing their college recommendations
- A letter in the student’s file and in the Dean’s folder documenting the incident and response
- Steps to educate the harasser to enable them to learn from the incident

Additional consequences determined by the Dean and Division Head may include:
- A Judicial Committee hearing to determine disciplinary consequences up to and including expulsion
- An apology to the impacted student (if desired by that student)
- Steps to limit the harasser’s contact with the impacted student (as necessary)

The student who has harassed another student can expect
- to have a chance to explain their actions
- to be offered the opportunity to learn and grow from their mistake
- to be treated in a way that seeks to reintegrate them into the community
that additional, escalating consequences (as noted above) will occur should the behavior be repeated

Confidentiality
Investigating an issue of harassment will often make it difficult to maintain absolute confidentiality for the reporter. However, protecting the reporter’s confidentiality will supercede the accused student’s right to rebut their accuser. Bosque School commits to keeping the reporter of harassment fully informed throughout the process and to revealing their identity only to people who absolutely need to know in order to respond to the report.

In order to protect the entire Bosque community, to the degree that is possible and appropriate, students, faculty, and staff must be made aware of events of harassment and the school’s response to them.

While the school will not needlessly share information about a student who has misbehaved, creating a culture in which the community knows that harassment is never tolerated encourages future reporting and keeps our students safe.

Transportation Safety Guidelines

Student-Operated Vehicles
Driving to school is a privilege, not a right. Students are expected to show respect for traffic laws and awareness of general safety principles while operating their vehicles. If a student's driving is deemed irresponsible, they will lose school driving privileges. One aspect of responsible driving is to offer rides only to students who have received parental permission to be in student-operated vehicles. Because this area is difficult to monitor, students are responsible for knowing who can ride in their cars and who cannot. Under no circumstances should a student ride with another student driver during the school day without formal parental permission provided to the school. In as much as the parking lots are unsupervised, students may not be in or near their cars between the time that they arrive and when they depart. The parking lot is not a place to congregate to socialize or listen to music.

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

- Parents/guardians should not leave the pick-up area until students are safely on the bus.
- No late pickups. Once the bus doors have closed, they will NOT re-open, even if you are pulling into the parking lot. Please understand that we must stay on schedule.
- Students must listen to and follow the directions of the driver at all times. Parents or guardians will be called by the school about any disruptive or disrespectful behavior on the bus. Initial and continued disruptive or disrespectful behavior may lead to appropriate sanctions, including discontinuation of bus riding opportunities.
- The afternoon bus will leave the school promptly at 3:35 pm. Middle School students who are not on the bus at that time, will be sent to Aftercare until they can be picked up.
- Parents/guardians must agree that they will always have someone available to pick up their child(ren) in the afternoon when dropped off at a designated bus stop and acknowledge that they are responsible for the child(ren) after they depart(s) the bus. In the event that a student does not have someone to pick them up at the bus stop, the bus driver will return the student to campus and the student will be enrolled in Aftercare.
Insurance
In order to protect both the students and the school, the school’s student accident insurance policy covers all students during classroom, athletic, and field trip activities. The school's policy is secondary coverage; parents' private insurance is the primary policy in the event of a school-related accident. A more detailed description is available from the Business Office. In the event of a school-related injury, parents are requested to work with the office so that the claim can be initiated promptly. Written notice, completed forms, and any additional information will expedite a resolution.

The Bosque
No student may cross the ditch and/or enter the *bosque* without a teacher or staff member.
Acceptable Use Policy

This policy provides the procedures, rules, guidelines and codes of conduct for the use of the technology and information networks at Bosque School. **Any use of school technology resources must be directly related to school activities or research and be consistent with the educational objectives of Bosque School.**

Bosque School technology includes but is not limited to computers, wireless & LAN access, electronic mail, Internet access, Telephone/Voice Mail systems, printing devices and all other forms of instructional, networking and communication tools which are provided as a service by Bosque School to students.

Use of these technologies is a privilege, not a right. Students are expected to observe the following:

- All users are required to be good technology citizens by making efficient, ethical, and legal use of the computing and network resources while refraining from activities that annoy others, disrupt the educational experiences of their peers, or can be considered as illegal, immoral and/or unprofessional conduct.
- The student is ultimately responsible for their actions in accessing technology at Bosque. Failure to comply with the guidelines of technology use may result in the loss of access privileges and/or appropriate disciplinary action. Severe violations may result in civil or criminal action under the New Mexico Revised Statutes or Federal Law.

**Guidelines**

Access to computers, computer systems, information networks, and to the information technology environment within the Bosque system is a privilege and must be treated as such by all students.

1. The Bosque system will be used solely for the purpose of research, education, and school related business and operations. **The use of a school computer or school network for playing games, viewing videos, or other purposes not directly related to school activities is prohibited.**

2. Any system which requires password access or for which Bosque requires an account, such as the Internet, shall only be used by the authorized user. Account owners are ultimately responsible for all activity under their account and shall abide by this Policy.

3. All communications and information accessible and accessed via the Bosque system is and shall remain the property of the school.

4. Students will never agree to meet with someone they have met online without their parent’s approval and participation. Students will tell their teacher or other school employee about messages that makes them feel uncomfortable.

5. Do not reveal personal information of any kind, such as addresses, phone numbers, passwords, or email addresses of your own or anyone else. Students are to protect their passwords.

6. Student use shall be supervised and monitored by system operators and authorized staff. Student use must be related to the school curriculum. Bosque students are expected to avoid sexually explicit, hate-related or otherwise inappropriate material while using the...
school's computers. If an inappropriate site is accessed accidentally, it should be reported to the Technology Department.

7. Any defects or knowledge of suspected abuse in Bosque systems, networks, security, hardware or software shall be reported to the system operators.

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

Bosque School has the right to take disciplinary action, remove computer and networking privileges, or take legal action or report to the proper authorities, any activity characterized as unethical, unacceptable, or unlawful. Unacceptable use activities constitute, but are not limited to, any activity through which any user:

1. Violates such matters as institutional or third party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.
2. Interferes with or disrupts other network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses or worms, distributing quantities of information that overwhelm the system (chain letters, network games, etc.) and/or using the network to make unauthorized entry into any other resource accessible via the network.
3. Attempts to disable, bypass or otherwise circumvent Bosque School’s content filter that has been installed in accordance with the federal Children’s Internet Protection Act. This includes but is not limited to the use of proxy servers.
4. Seeks to gain or gains unauthorized access to information resources, obtains copies of, or modifies files or other data, or gains and communicates passwords belonging to other users.
5. Uses or knowingly allows another to use any computer, computer network, computer system, program, or software to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.
6. Destroys, alters, dismantles, disfigures, prevents rightful access to, or otherwise interferes with the integrity of computer-based information resources, whether on stand-alone or networked computers.
7. Invades the privacy of individuals or entities.
8. Uses the network for commercial or political activity or personal or private gain. School computers must not be used for commercial activities, product advertisements or political lobbying.
9. Installs unauthorized software or material for use on Bosque School computers. This includes, but is not limited to, downloading music, pictures, images, games, and videos from either the Internet or via portable drives.
10. Uses the network to access inappropriate materials.
11. Uses the Bosque School system to compromise its integrity (hacking software) or accesses, modifies, obtains copies of or alters restricted or confidential records or files.
12. Submits, publishes, or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either public or private. Any off-site website managed by a Bosque School student that characterizes another member of the
school community in an offensive or threatening manner or is perceived as a threat to the school will elicit a disciplinary response from the school.

13. Uses Bosque School systems for illegal, harassing, vandalizing, inappropriate, or obscene purposes, or in support of such activities is prohibited. Illegal activities are defined as a violation of local, state, and/or federal laws. Cyber-bullying and harassment are slurs, comments, jokes, innuendos, unwelcome comments, cartoons, pranks, and/or other verbal conduct relating to an individual which: (a) has the purpose or effect of unreasonably interfering with an individual’s work or school performance; (b) interferes with school operations; (c) has the purpose or effect to cause undue emotional stress or fear in an individual.

14. Vandalism is defined as any attempt to harm or destroy the operating system, application software, or data. Inappropriate use shall be defined as a violation of the purpose and goal of the network. Obscene activities shall be defined as a violation of generally accepted social standards in the community for use of a publicly owned and operated communication device.

15. Violates Bosque School’s Acceptable Use Policy.

One-to-One Program for Middle School
Bosque School provides a Chromebook to every incoming Middle School student. The Chromebook is for use during school hours and are not to be taken home. Chromebooks should be returned to their advisor’s cart and plugged in for charging at the end of every day. The Chromebook will be used for the three years the student is in the Middle School. If the student continues to 9th grade at Bosque, the Chromebook will be given to the student.

Bosque will replace Chromebooks that have a manufacturing flaw or internal component failure at no charge to the family. In order to encourage greater responsibility with the Chromebooks, we are instituting a policy for financing the replacement of physically broken Chromebooks:

- 1st Chromebook - Bosque pays
- 1st replacement - Family pays 50% of replacement cost
- 2nd or more replacement - Family pays 100% of replacement cost

This policy extends over the three years the student is attending the Middle School.

Bring Your Own Device for Upper School
The upper school has a Bring Your Own Device program. Every upper school student will be required to bring a device with a keyboard that is capable of accessing the Internet and using Google Apps for Education to every class. While this type of technology access will allow for exciting, new teaching and learning opportunities in the upper school classrooms, we do not want this program to be an overwhelming financial burden for any family. Please contact your student’s advisor if you have concerns about providing a device for your student.

Bosque strongly recommends students use a Chromebook. This recommendation is based on ease of maintenance, speed, affordability, and reliability; however, a Mac or Windows laptop fulfills the requirement. Families will get better prices and be able to purchase a Chromebook that suits their needs by individually purchasing from Amazon, Best Buy, or Costco. Prices for Chromebooks on Amazon range from $130 to $1,200 depending on the size of the screen, memory, and features like a touch screen.
school has had the best experiences with Acer and ASUS Chromebooks, especially the “ruggedized” model from ASUS.

**Bring Your Own Technology (BYOT) Policy**

All personal electronic devices must be used in a responsible, and legal manner. Students using their own devices, including cell phones, are subject to the Acceptable Use Policy and guidelines.

The use of a personal electronic device is a privilege, and students may be denied access at any time. All students must comply with the following guidelines and procedures for all personal devices.

Participants:

1. Must abide by Bosque’s Acceptable Use Policy and Guidelines, and are subject to all student code of conduct restrictions and disciplinary consequences relating to use or misuse of technology.
2. Are responsible for ensuring the safety of their own personal devices. Bosque School is not responsible for the loss or theft of a device, nor are they responsible for any damage done to the device while at school.
3. Exhibiting harassing, intimidating or bullying behavior through the use of a personal electronic device are subject to discipline under the Acceptable Use Policy and the Bullying and Anti-Harassment sections of this handbook.
4. Are responsible for servicing their personal electronic devices. Bosque School will not service, repair or maintain any non-school owned technology brought to, and used at school by students.

**Personal Electronic Device/Cell Phones**

- **Middle School**: Middle school students **may not use** personal electronic devices, which include but are not limited to cell phones and Smart Watches, during the school day. We highly discourage students from having personal electronic devices at school. If brought onto campus, they must be turned off and kept in students’ backpacks. If students are seen using their devices during the school day, staff or faculty can take the phone away from the student for the day. If the student repeatedly uses the device(s) inappropriately, then parents will be notified to pick up the student’s device from the Head of Middle School. The student may retrieve the device at the end of the school day. Students are welcome to ask permission to use school phones for necessary phone calls.

- **Upper School**: Upper school students may use personal electronic devices, to include but not limited to cell phones and Smart Watches, during their free time; however, these devices may not be used in classrooms during class time (and should be turned off and stowed in students’ backpacks), unless approved by their teacher; Students are welcome to ask permission to use school phones for necessary phone calls. Faculty and staff will address violations of these expectations by warning students, removing the devices from the students, addressing the concern with families, or a combination of all responses.
Google Apps for Education

Below is the Google Apps for Education Agreement:

Google Apps for Education is available via the Internet. Known inappropriate sites are blocked at Bosque School, but there is always a chance students will be exposed to inappropriate content. School staff monitor the student use of Google Apps for Education when students are at school. Parents are responsible for monitoring their child’s use of Google Apps for Education at home. Students are responsible for their own behavior at all times.

Bosque School provides the following references regarding Internet Protection and Privacy Acts created by the Federal Government. These are to help answer any questions you may have.

Child Internet Protection Act (CIPA)-http://fcc.gov/cgb/consumerfacts/cipa.html - Schools are required to have measures protecting students from harmful images.

Children’s Online Privacy Protection Act (COPPA)-http://www.ftc.gov/privacy/coppaFAQs.shtm - COPPA limits the ability of companies to collect personal information from children under 13. No personal information is collected for commercial purposes in our Google Apps for Education domain. This permission form allows the school to act as an agent for parents in the collection of information within the school context.

Family Educational Rights and Privacy Act (FERPA)-http://www2.ed.gov/policy/gen/guid/fpco/ferpa - FERPA protects the privacy of student records and gives parents rights to review records. The School will not publish confidential records publicly. The School may publish student work and photos for public viewing but will not publish other personally identifiable information. Parents have the right at any time to investigate the contents of their student’s email account and Google Apps for Education files.

Privacy - School staff, administrators and parents all have access to student email for monitoring purposes. Students have no expectation of privacy with Google Apps for Education or on school systems.

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

Drop-Off and Pick-Up
Vehicles dropping off or picking up students must use one of the two designated drop-off/pick-up locations. Either in front of the Admission Building and Schoolhouse Building or in the North parking lot drop off lane (to the north of the gym and science building).

Parents are asked not to drop off or pick up students in the south parking lot (in front of the Middle School Building), in the parking lot immediately to the west of the gymnasium, or along the fire lane at the gymnasium, or the cul-de-sac. Students may leave or enter a vehicle on the curb side only when the vehicle is adjacent to a curb or from either side when parked in a designated parking space. All persons driving a vehicle on the campus are urged to use extreme caution and follow designated speed limits.

Middle School Beforecare Program
School begins at 9:00 am for all students on Tuesday mornings. Middle school students who arrive between 7:30 and 9:00 are expected to go to the gym for supervision. There is no charge to families for BeforeCare.

Middle School Aftercare Program
Our goal is to provide a safe and relaxed environment for middle school students and to keep track of their whereabouts on campus after classes conclude for the day. Middle school students who are not involved in a supervised after school activity but who need to remain on campus beyond 3:30 pm must go to Aftercare, which meets typically in M16. Students will be monitored by an adult from 3:30 p.m. until 6:00 p.m. Students must sign in when they arrive and be physically signed out from the Aftercare location by parents/guardians (or persons designated by the parents). There is a charge per hour for this program and times are rounded to the nearest half hour. There is an additional charge to families if the student is picked up after 6:00 p.m.; students or families showing chronic disregard to Aftercare guidelines may lose the option to participate in this program. Billing occurs on a monthly basis. Interested parties may inquire at the middle school office. The program is run by Ana Wauneka (cell: 505-331-4883) with the help of an assistant.

Students who are not picked up from a structured activity, such as team practices, play rehearsal, etc. will be sent to Aftercare, and families will be charged for the duration of their time in Aftercare. Middle school students may not be supervised by upper school siblings who stay late; they must check into Aftercare. Students who want to stay after school to watch a game must sign in to Aftercare. If students play in a game on campus and decide to stay to watch a second game, they must sign in to Aftercare. Families will be charged until the students are physically signed out by the parents or guardians in the Aftercare location.

Exceptions: Students who have a late game, at 4:30 p.m. for example, may stay in Aftercare until game time and there will be no charge for this supervision. Also, if a team practice or game is canceled with less
than a two-day notice, students who are on campus after 3:30 pm will sign in to Aftercare and the families will not be charged.

Students in Aftercare will be given a snack between 4:00 and 4:30 p.m. If you know that your child will be in Aftercare until 6:00 p.m., you may want to send additional food. Students may not leave the Aftercare location to run errands to other buildings without specific permission from the Aftercare staff.

Some upper school students, who are not engaged in a practice, meeting or rehearsal after school, choose to remain at school after hours; however, there is no supervision for upper school students after 3:20 p.m. We do not claim and cannot guarantee that there will be an adult to supervise your upper school children, except in the Aftercare location, which is supervised until 6:00 p.m. Your upper school student is encouraged to go to the library to work on schoolwork after school.

**Food, Drink and Gum**

Food and drink must remain in designated eating areas unless authorized and supervised by a teacher. Water bottles may be taken anywhere as long as they have caps. No gum is to be chewed on campus.

**Lockers**

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

**Lost-and-Found**

Personal items should be marked with the student's name. Items so marked that are misplaced by a student will be returned if and when found. Items not so marked will be placed in the school lost-and-found bins around campus. On designated days lost-and-found items are displayed in front of the library. Items that are not claimed are then donated to a charity. Students should not bring valuables, such as iPods, digital cameras, expensive jewelry, or large amounts of money to school. The school accepts no responsibility for these personal items either in their possession during the day or left at school overnight.

**Lunch Program**

Students may either bring a lunch from home or participate in the school lunch program. Students should be prepared to bring a sack lunch on science field days or scheduled field trips.

Students may eat lunch in Budagher Hall, the patio outside Budagher Hall or in Sanchez Park. Eating lunch is not allowed in any other building, including the library, except when invited by a teacher.

If parents bring lunch, middle school students may pick it up at the front desk of the middle school office and upper school students may pick it up at the front desk of the Schoolhouse.

**Telephone Use and Messages**

School switchboard hours are from 7:30 a.m. to 5:00 p.m. weekdays during the school year. If it is after-hours or the lines are busy, please leave a message on the voice mail system, which is checked

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during school hours. In case of an emergency or illness, a student may use an office telephone to contact a parent.

Visitors
Students who attend other schools may visit campus during school hours only if they have arranged an official campus visit through the Admission Office. The school cannot accommodate visitors not here on official business. Bosque students hosting friends or relatives, cannot help but be distracted from their studies and other responsibilities. All visitors must check-in at the Schoolhouse front desk.

Weather Delay or Closures
If there is a closure or delay to the school day due to adverse weather conditions, Bosque School will typically follow the schedule of Albuquerque Public Schools. When a closure or delay is confirmed by Bosque administration, Bosque School’s website will be updated and emails and text messages (if parents and guardians have subscribed to text messages) will be sent to families. Local television networks will also be notified.

If Albuquerque Public Schools cancel school for more than two consecutive days, Bosque administration will evaluate whether or not Bosque School should hold classes. Parents and guardians should use their own judgment regarding issues of safety in traveling on local roads and highways. If school is open and a student will be late or absent due to poor weather, the school should be notified as soon as possible. It is important that families report any changes to phone numbers and email addresses in a timely manner to ensure effective communication from the school.

Weather Delay Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 - 10:10 a.m.</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>10:15 - 11:10 a.m.</td>
<td>1st block</td>
</tr>
<tr>
<td>11:15 - 12:10 p.m.</td>
<td>2nd block</td>
</tr>
<tr>
<td>12:15 - 12:45 p.m.</td>
<td>MS - lunch, US - X block</td>
</tr>
<tr>
<td>12:50 - 1:20 p.m.</td>
<td>MS - Activity block, US - lunch</td>
</tr>
<tr>
<td>1:25 - 2:20 p.m.</td>
<td>3rd block</td>
</tr>
<tr>
<td>2:25 - 3:20 p.m.</td>
<td>4th block</td>
</tr>
</tbody>
</table>