

# The Roxbury Latin School

## Student & Parent Handbook

*Fall 2020*

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## Preface

**P**LEASE NOTE: *Some school policies and procedures, as described in this Handbook, have been temporarily suspended due to the altered “schoolscape” necessitated by the COVID-19 pandemic. Without deleting text that describes policies and procedures which apply under normal school conditions, major changes have been included as addenda in the relevant sections and so-indicated in bold type with asterisks. Text describing procedures temporarily suspended have been bracketed [ ] and “greyed out.” In the event that we are able to resume full, on-campus learning at some point this fall or later, the “greyed out” policies will then be reinstated.*

*Roxbury Latin may, at its sole discretion, add, revise, and/or delete school policies before, during, and after the school year. The school will endeavor to announce changes in policies, but it reserves the right to alter its policies at any time without prior notice.*

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This *Handbook* is written for the entire school community, including parents. It is published and distributed to members of the Roxbury Latin community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the school. Students and parents should all read and be familiar with the contents of the *Handbook* in order to know and understand our community expectations. While policies in this *Handbook* will generally apply, the school may take actions that it determines to be in the best interests of the school, its faculty, and its students. This *Handbook* does not limit the authority of the school to alter, interpret, and implement its rules, policies, and procedures, before, during, and after the school year. This *Handbook* is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between Roxbury Latin and any parent, guardian, or student affiliated with or attending the school.

A boy's presence in the school signifies his acceptance of and willingness to abide by all the policies set forth in the *Handbook*, and as they may be revised from time to time.

In enrolling or re-enrolling their sons each year, parents sign a statement expressing their acceptance of the school's policies as contained in the *Handbook*.

***Non-Discrimination Policy.*** The school admits qualified students of any race, color, national or ethnic origin, ancestry, religion, sexual orientation, mental or physical disability, or any other status protected by applicable law, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, national or ethnic origin, ancestry, religion, sexual orientation, mental or physical disability, or any other status protected by applicable law in the administration of its admission, scholarships, and loans, and its educational, athletic, and other programs.

***Accreditation.*** Roxbury Latin is accredited by the New England Association of Schools and Colleges.

***Governance.*** The final authority on all matters of school policy rests, by charter, with a self-perpetuating Board of Trustees. The Headmaster is appointed by the Board to implement its policies and direct the school's operations. He is free to consult faculty, students, and parents

as he makes the decisions for which he is responsible, and to delegate particular kinds of decisions to individuals and groups within the school. He alone, however, is responsible to the Board for the effects of all decisions made within the school, whether by others or by himself.

For a list of the school's current Trustees, please visit the school's website.

## *I. Standards & Procedures*

A. *Fundamental Standards.* People cannot live and work together unless they agree on certain basic standards. The Roxbury Latin School is a community. To remain a member of the school, a person must agree to and abide by certain fundamental principles:

- Honesty is expected in all dealings.
- Members and guests of this community are to be accorded respect and courtesy at all times.
- Diligent use of one's talents is an expected commitment in all school endeavors.
- Private and public property are to be treated with care and with respect.
- School appointments are firm obligations.

While the school's standards are primarily applicable to the conduct of students while they are at school or participating in school-sponsored activities, the school expects students to live by these standards at all times. If the school believes that a student's conduct in his own community or elsewhere has been harmful to others or to the school's reputation, it reserves the right to take appropriate action, including disciplinary action.

B. *Further Expectations.* The standards set out above are "lowest common denominator" standards. One of the strengths – and challenges – of an independent school is that we are able to set distinctive expectations. That "everyone else is doing it" need not be a compelling argument in determining the tone of school life. In establishing school standards we do not seek to emulate a social "norm"; rather, we seek to create a school community that aspires to the highest ideals:

- Commitment to something more than one's own self, including involvement in the life and activities of the school community.
- The willingness to put the best interests of the community ahead of one's own.
- The courage to face derision in standing for what is highest and best in human life and society.

The school reserves the right to terminate its association with a boy if, in its considered judgment, the boy's association with the school is no longer desirable for him or for the school.

C. *Some Practical Applications.*

1. *Attendance and Absences.*

- a. *\*\*\*Families must complete the health check questionnaire each morning before sending their sons to school. These will be evaluated by the school nurse. Boys who do not pass the health check may not come on campus, although if they are well enough, they should attend their classes remotely.*

*When a boy arrives on campus, he should go directly to his first period class in the "neighborhood" of the school building in which it is scheduled, entering through the designated door from outside and following the indicated access route. Lockers will not be used this fall, so boys should bring what they need with them for the day.*

***Boys are not expected at school before their first period class, and they are strongly discouraged from arriving early.***

[Boys should go to their homeroom if they have arrived at school by 8:05. The bell rings to begin homeroom at 8:15; boys are marked late for school if they are not present at the bell. Boys must be present on time for all scheduled events of the school day. Boys are encouraged to be at school no later than 8:10 so that they have time to go to their lockers or attend to other business before going to homeroom. Boys who arrive at school after 8:20 must sign in with Mrs. Maguire at the time of their arrival – before going to class or to Hall. A boy who arrives late and neglects to sign in can expect disciplinary action. When a boy is ill or otherwise unable to come to school, it is the parent's obligation to call the school Nurse no later than 8:45 a.m. A boy may not call himself in sick. Parents of a boy who is ill during the midyear or final exam periods are asked to call or email the Associate Headmaster, Mr. Pojman, who will facilitate arrangements for make-up exams.]

All-school assemblies (“Halls”) are held frequently. Many of these are devoted to the opportunity to watch other members of our community perform. Frequently, we are also fortunate to be able to welcome visiting speakers and performers.

***\*\*\*As they were last spring, Halls will be streamed by “webcast” this fall so that boys who are at home may participate; even boys who are on campus will watch them from their classrooms.***

[Every student is expected to attend Hall and to sit with his classmates – and to exemplify mature, supportive, and appropriate audience behavior throughout the lecture or performance.]

- b. [In general, boys who are well enough to attend classes are well enough to participate in all school activities, including athletics. Boys excused from participating in a practice for medical reasons are still expected to attend the session, unless excused by the coach.]
- c. A student who is absent for the academic day may not attend afternoon or evening school activities, including athletic practices or contests, rehearsals, or meetings of clubs or extracurricular organizations.

***\*\*\*Students who are at home for remote learning may not come to school for afternoon activities, including athletics.***

[A student who, for whatever reason, arrives at school after 10 a.m. must be cleared by Mr. Sugg before he will be allowed to participate in afternoon or evening activities, including athletic practices and games, play rehearsals and performances, and concerts.]

[In very special cases the Headmaster will consider in advance a request to participate in an athletic contest or other school event from a boy who has been absent from classes that same day.]

- d. *Lateness to School.* Work Squad will be given to any boy who misses a class or misses a Hall due to tardiness or an unexcused absence.

*\*\*\*Likewise, boys who are at home during their “remote weeks” are expected to be signed into Zoom on time for their classes. They can expect to be marked late or absent and penalized if they are tardy or missing.*

Chronic lateness will be dealt with by the classmaster and Dean of Students. A boy who accumulates 5 lates will be assigned one hour of work squad. After a boy accumulates 9 lates he will be given an additional hour of work squad. His parents will receive an email informing them that if he accumulates 12 lates during the school year, he will be assigned 8 hours of work to be done during a faculty meeting day. He may also lose his off-campus privileges for a period of time.

Should the above measures prove ineffective, individual cases of chronic lateness may be dealt with by the Discipline Committee.

- e. *Excused absences.* The school will not allow any aspect of its program – including athletics and rehearsals – to be marred by absences for reasons other than sickness. Dental and other medical appointments should be made so as not to interfere with school commitments.

Requests for exceptions to this policy should be made in writing to Mr. Sugg as far in advance as possible. In general, the school will not excuse boys for family and other trips while school is in session. In rare instances the school will consider excusing a boy for very special reasons – such as a single special event like a confirmation or a graduation – if the request is made well in advance in writing.

*\*\*\*While participation in after school activities is optional this fall, boys who have signed up to participate in sports or activities are expected to follow through on their commitment. If they have a reason for missing a rehearsal, meeting, or practice, they should discuss this with the coach or activity advisor ahead of time.*

[In the case of missing athletics only, requests should be presented to Mr. Teixeira in writing well in advance. Requests should not be made to individual coaches unless a boy is on a varsity team.]

[Requests to miss play or music rehearsals should be made to Mr. Nelson or Mr. Opdycke.]

Boys are responsible for informing their teachers of any excused absences – as far ahead of time as possible.

- f. *Missed work due to absences.* Students who are absent from school are responsible for consulting the class syllabus, verifying assignments, and obtaining class notes from their classmates. It is the student’s responsibility to take the initiative to see

his teachers – if at all possible, before the end of his first day back – in order to schedule make-up quizzes and tests. A boy’s advisor can be a helpful resource for managing make-up schedules in the case of untimely or extended absences.

***\*\*\*All class assignments and other resources and links are posted for every class on boys’ uRL pages; they should routinely consult those pages in order to stay abreast of class expectations even if they miss school.***

2. *Driving and Parking.* Driving to school and parking on the school premises are privileges. In order to retain these privileges a student must abide by the following regulations:

- All automobiles must be registered with the Dean of Students.
- The school expects that all laws and regulations of the Commonwealth of Massachusetts will be adhered to by all student drivers.
- All driving on the school’s property will be done slowly (never over 15 m.p.h.) and carefully, including on Quail Street. Students must be courteous at all times to the school’s neighbors, and drive with extra caution on St. Theresa Avenue and all neighboring streets. Students and parents are not permitted to access the Roxbury Latin campus via Bogandale Road and the access connected to it, including on weekends. The primary entrance to the campus is via the entrance on St. Theresa Ave. The secondary entrance (from Spring Street) is generally open for drop-off to the Indoor Athletic Facility and as an exit from the parking lots adjacent to Schoolhouse Field.
- Students are permitted to park only in the parking lot at the end of Quail Street, or, when weather permits, in the upper parking lot off of Quail Street. Students are never permitted to park in the lot near the St. Theresa entrance to the school, in either of the two parking lots adjacent to O’Keefe Field and the IAF, or in the lot at the end of Bogandale Road, even during “off hours” or on weekends. This includes Glee Club concerts and plays when students are called early for pre-production rehearsals and warm-ups. Violators may lose their driving privileges.

Parking by students is not permitted on neighborhood streets. Entrance to Quail Street is only through the gate on St. Theresa Avenue. The rear access road leading from behind the Field House to Quail Street is never to be used by students or parents as either an entrance to or an exit from the student parking lot or Quail Street.

g. *Pick-up and drop-off of students.* At the start and end of the school day, the school’s main entrance and front circle are likely to be congested. We need the cooperation of parents in order to ease traffic flow: Parents who are picking up their sons at the end of the school day (or who are dropping them off before school) should avoid blocking the entrance to the school; they should not stop halfway through the gate. Parking (or even prolonged standing) anywhere in the front circle (or bus lane) is never permitted. The front circle is for immediate pick-up or drop-off only. Parents who anticipate having to wait any length of time for their sons to emerge from the school are asked not to wait in the front circle; rather, they should pull into an open space in the school’s main parking lot. Their sons should be told to look for them there.

Parents and students are asked to follow a “one-way” pattern when entering the campus: When approaching the school they should avoid coming up St. Theresa Avenue. Rather

they should take LaGrange Street to Redgate Road to St. Theresa Avenue and then left into the entrance to the school. When exiting the campus, they should take a right onto St. Theresa Avenue and then left onto Howitt Road back to LaGrange Street.

- h. *Bus Ridership.* We expect that proper behavior will be maintained by all students riding buses, whether they be taking the “Boston Bus” in the morning or afternoon or to or from athletic contests or other school events. The same principles of behavior that prevail on campus extend to school buses and other modes of transportation to and from school-sponsored events.
- i. *Rideshare Services.* Parents should be aware that many rideshare companies, such as Uber, have policies that prohibit transporting unaccompanied minors. The school will not take responsibility for calling car services for students.
- j. *After School Hours.*  
**\*\*\*The class day is over at 2:10; optional after-school activities, including athletics, are finished by 4 p.m. Students are expected to leave campus at the end of their last school commitment. In rare cases when boys cannot leave or be picked up by 4 p.m., the Dean of Faculty, Paul Sugg, should be consulted. No students will be permitted to “roam” the building after hours.**

*Once a boy has finished his classes – and if he has no after school commitments – he is free to leave for home and is encouraged to do so, even before the end of the regular academic day.*

[Students who remain in school at the end of the school day to study may do so in the IDEA Lab (when there is an adult present) and also the Student Center until 6:00 p.m. All other classrooms and the Refectory are off limits to students unless they are under the supervision of a teacher.]

- k. *Leaving Campus.*  
**\*\*\*Off-campus has been suspended for all students this fall or as long as we are following hybrid/concurrent protocols during the pandemic.**

[With the permission of their parents and of the school, boys in Classes I and II may be granted off-campus privileges – that is, they may leave campus after homeroom between the beginning of the first period and the end of the school day as long as doing so does not interfere with their regular school commitments. In order for Class I and II students to participate in the off-campus program, they must receive written parental permission via a form distributed to boys in homeroom at the start of the school year. When granting this permission, parents must specify what sort of transportation their son is allowed to use.

Boys in other classes do not have off-campus privileges.

Boys with off-campus privileges who intend to leave campus must sign out individually using the sign-out book in Mrs. Maguire’s office; they must also give their destination, time of departure, and estimated time of return. When returning, they must sign themselves in. No student may sign out (or sign in) another student.



[A student who has off-campus privileges may sign out and go home after his last school commitment. Students who have left the campus after their last appointment are considered to have gone home.]

No boy [in Class III and below (nor any boy in Class I or II who has not been granted off-campus privileges)] may leave the campus from the time he arrives until he goes home – that is, not before the end of the class day or the conclusion of athletics or rehearsals (whichever comes last) – even though he may have no specific appointments at school. Any student with a legitimate reason to leave early may do so only with the explicit permission of Mr. Sugg or Mrs. Maguire, who will notify a parent. This rule applies to all school-related activities, such as games and rehearsals, including on the weekends.]

- l. [*Returning to school after athletic events or other off-campus events.* Boys must return to school on the school bus or van following athletic events and other off-campus activities unless they depart with their own parent(s). Other boys may leave with a specified driver if they have given their coach written permission – including sending an email – from their parents to do so. If the ride is not there by the time the team is ready to depart, the boy will be required to ride the team bus back to school.]
- m. *Snow.* The school meets as usual on snowy days, except when a rare announcement is made to the contrary on the school's website. In addition, all families will receive a telephone call from the school's automated phone notification system.

Should the announcement indicate a late start rather than a cancellation, the school day will begin one hour later than usual, [with Homeroom at 9:15 a.m.]

A student is expected to make every responsible effort to attend school, leaving home early, if necessary, to arrive on time. If it is unsafe to travel, a boy should remain at home until conditions improve. He should come to school when it is possible and safe to do so, even arriving late if necessary.

The school assumes no responsibility for any accidents that may occur *en route*.

- 3a. **\*\*\*Neighborhoods.** *Each grade level is assigned to a specific area ("neighborhood"). All classes will take place in the classrooms in that assigned area. Boys will eat lunch in the classrooms where they were located during 3rd period. Lunches will be brought to them by the food service staff. Science classes will take place in the Bauer Science Building; boys will move to and from their science classes and back to their neighborhoods by designated routes. Likewise they will move to and from outdoor activities (e.g., PE classes) by assigned routes.*
- 3b. **\*\*\*Free Time and Movement through the School.** *Due to safety concerns and the need to maintain social distancing and contact tracing, free time will be limited and monitored. Students will be assigned to open classrooms during their free periods, and they will not be permitted to move to other areas of the building without a specific reason to do so and without supervision. Boys must wear masks and maintain six foot distancing at all times. The Student Center, Library, and Study Center are not*

*open to students except when being used for classes. Usual gathering spaces within the building, such as the Bernstein Tea Room, “Bomb Shelter,” individual conference rooms, and the Classical Study are also off limits. Use of the athletic facilities, including fields, tennis courts, and the IAF will be limited, as well. Students may not use those facilities without permission from Mr. Teixeira.*

[At Roxbury Latin, unlike at many other schools, boys may use their free time as they wish, knowing that they are expected to arrive for class on time and well-prepared. Boys are encouraged to use the Study Center or any of the Conference Rooms, when available, for individual work or for group study or conversation. Any open classroom is available, as well – at the discretion of the teacher who “lives there” and abiding by his or her preferences. Boys are also encouraged to use some free time to relax or recreate, chatting with friends, for example, shooting baskets in the gym, or going outside for some fresh air. The tennis courts and Indoor Athletic Facility are off limits during the academic day and after school unless they are being used by a team or a group of students under a coach’s supervision.]

4. ***Student Lockers and Valuables.*** ***\*\*\*Lockers will not be available to students until which time as we are able to return to normal school protocols. Boys should keep their belongings with them, including valuables.***

[Each boy is assigned both a personal locker and an athletic locker at the start of the year. All lockers are the property of the school and are subject to search and inspection. In order to keep common areas clear and clean, all private property – e.g., jackets, books, notebooks, etc. – should be kept in personal lockers. All athletic equipment – gloves, athletic shoes, caps, etc. – should be stored in athletic lockers, not in foyers and hallways.]

5. ***Group Study Spaces Available to Students.*** In general, the Classical Study and Conference Rooms are available for small group study throughout the day, unless they are needed for academic classes or designated meetings at the discretion of the faculty.

These spaces must be treated with respect. Proper decorum is expected at all times; no rough-housing, loud conversations, or inappropriate behavior will be tolerated. The Instrumental Room is not available as a student gathering space.]

6. ***The Library, Study Center, Student Center, and Conference Rooms.*** Many schools require students to report to study halls during their free periods. At Roxbury Latin we encourage students to use their unstructured free time responsibly and, for the most part, as they wish. The Library, Study Center, and Student Center provide spaces where boys can use their free periods for silent or group study; for conversation with friends, individually or in small groups; as places to do homework, write papers, or do online research; to check email or to message friends; to play chess or cards or, within certain limits, computer games; or simply to read or relax.

Each space is intended to foster some aspect of these activities. The Library is for silent study. Use of electronic devices is limited to academics only. The Study Center is a prime space for group study and collaboration. Academic pursuits take priority

over all other potential uses of the room, including the two Conference Rooms. **The Student Center** is intended for relaxation and conversation – for casual social interaction between and among students. Think of it as a place for *us* rather than for *me*.

The faculty trusts that Roxbury Latin boys will embrace in spirit, and for the benefit of all, the intended uses of all three facilities as described above. We hope, therefore, that it is not necessary to lay out an oppressive list of rules governing or defining student behavior or misbehavior.

However, some common sense guidelines will avoid confusion, misunderstanding, and misuse as regards the use of any of the three spaces:

- Ultimate authority for setting and maintaining the standards for the use of all these facilities lies with Mr. Heaton, Mr. Hiatt, Mr. McLaren, Mr. Piper, and Mr. Poles. Respect for the adults in charge – and for their “judgment calls” – is a given.
- Making phone calls is never allowed.
- No food and drink may be brought in or consumed at any time.
- No activities or behavior will be tolerated that disrupt the civil atmosphere of the facilities or that interfere with other students’ ability to use them as intended.
- Students who are disruptive or uncooperative can expect to be asked to leave, even without a warning. Chronically uncooperative students can expect to be banned for a lengthy period of time or even permanently.
- Students are asked to police themselves (and each other). If these facilities are going to work as intended, everyone must take responsibility for their successful operation – by discouraging and even stopping behavior in others that disrupts an environment of productive work, by working together to ensure that all who use the spaces do so with proper decorum, and by preventing a handful of people who cannot or will not comply from ruining things for everyone.

Specifically:

- There is to be no talking in the Library. Boys are asked to respect the need for some students to study in complete silence, even if they themselves do not find this to be a necessity.
- The use of cell phones for any purpose is not allowed in the Library. Chrome-books are available for student research and paper writing.
- The Chess Table is not to be used as a study space; it is reserved for intentional match play. It is relatively fragile. Do not sit on it!
- The computers located in the alcove behind the fireplace in the Study Center are for individual work, with one student per computer. Language and music students needing to use computers to listen to class assignments or to record for them take precedence over other users.
- Due to the peculiarities of the schedule, many boys are free during certain blocks, especially, for example, during the B and G blocks. There is a tendency to “overload” these facilities (and the Student Center) during these blocks. Boys should not enter the room if there is no seating available, and overflow crowds may be asked to leave. As always, students are expected to be cheerfully cooperative.
- The Student Center is a community space – for casual conversation and socializing, primarily. Headphones – which are inherently isolating – are therefore not permitted.
- No one class or group within a class “owns” the Student Center; it is open to,

- and intended to be used by, any and all students.
- No feet on the furniture.
- Rowdy behavior – wrestling, shouting, launching projectiles, for example – is an obvious “no go.”
- No stretching out on the sofas (or on the floor) for a snooze.
- Do not move the furniture. Do not remove or rearrange the cushions.
- The use of personal electronic devices – laptops, Chromebooks, iPads, or cell phones – is acceptable, within reason. However, any technology, including texting, that interferes with conversation is not reasonable, nor is high decibel level game playing.

7. ***Lunch and Food. \*\*\*Students will be eating lunches in classrooms. No food will be served in the Refectory. Students will have the opportunity to choose their lunch entries for the week from a select menu provided by Sage dining. Students who have special dietary needs should make those known so that they can be accommodated if possible. As a rule, boys may not bring lunch from home. If, however, there is a particular reason why a family may wish to provide a lunch from home, they should contact the school for guidance.***

***At no time may boys order food from outside vendors to be delivered to the school.***

[Consideration for others and cooperation are essential if a community is to function effectively. In practice, this requires both a willingness to put the needs of others before our own and the determination to reign in our “baser” desires. Cutting the food line, “hoarding” food (e.g., taking multiple portions of ice cream and desserts – one ice cream or dessert is the rule), and abandoning trash and trays are examples of putting oneself first. Such behavior is anti-social and will not be tolerated. Every student has the responsibility to help keep the Refectory clean. A boy should not leave the Refectory without disposing of waste – his own or other people’s – on the way out.

Similarly, respect for others is a basic expectation. It goes without saying that the kitchen staff – as well as boys in Classes II and III who are monitoring the food line and/or who on the daily “Crumb Crew” – should be treated with courtesy at all times. Any action or attitude that would seem to presume that they are there “to serve me” is inappropriate and runs contrary to the values of the school.

Use of the Refectory as a study space during off-hours during the academic day is encouraged; students have found it to be an inviting and convenient place for group study.]

8. ***Food.*** Eating may take place only in the Refectory or in the foyer outside the Palaistra; no food is to be consumed elsewhere in the building at any time (including the lower corridor leading to the Evans Choral Room) except as noted below:
- Food from the vending machines, located in the lower corridor outside the locker room, is to be consumed only in the area around the machines themselves, in the locker room, in the area at the top of the stairs, or outside the school buildings.
  - Before evening or weekend rehearsals or productions, when the school’s regular eating areas are not available, students may eat in the Drama Room or Instrumental Room if given permission by Mr. Nelson, Mr. Piper, or Mr. Opdycke. At no time is food or drink permitted anywhere else in the Smith Arts Center.

- Boys may not bring food to school to sell for profit to other students. Likewise, food must not be ordered from off-campus vendors to be resold to schoolmates at a profit.
- The school's food service provides a variety of lunch choices that are more than adequate to meet anyone's dietary needs or preferences. Therefore, we discourage boys from going out for lunch. However, those with off-campus privileges who choose to go out to lunch (or to go off-campus for food at any other time) may not bring back food into any space (e.g., the Student Center or any classroom) other than the Refectory.]
- Ordering food (e.g., pizza and subs) from outside vendors to be delivered to school is not permitted during the academic day. Students may, however, order food after school to serve as a snack or dinner if they are staying for late afternoon and evening rehearsals and activities. Food may be eaten only in designated areas, as dictated by the faculty in charge of that activity – but never in the Smith Theater.

9. \*\*\**The Fitness Center. The Fitness Center in the Indoor Athletic is closed until further notice.*

[The Fitness Center in the Indoor Athletic Facility is open to all students if a member of the faculty or the strength and conditioning coach is present. *Boys are not permitted to use the Fitness Center unsupervised.*

The following rules, which are common sense guidelines, apply to all students in the Fitness Center.

- Misuse of the machines in the Fitness Center is dangerous to users. Machines may be used by a student only if he understands how to use them and if he uses them carefully. The school assumes no liability for injuries which boys may incur while using these machines.
- A student may not use the room unless an adult is present.
- There is to be no horseplay, and music is allowed only after school ends, at moderate volume.
- Boys should return weights and equipment to their appropriate places and should wipe down machines after use.
- Shoes and appropriate gym attire must be worn; no food or drink (except bottled water) is allowed.

Violation of any of these rules may result in loss of the privilege to use the Fitness Center, in addition to other disciplinary consequences.]

10. *Locked Doors and Closed Spaces.* For security reasons certain outside doors will be locked after school hours or even during the school day. Students must never prop open locked doors. Boys who try to get into locked doors by continuously yanking on the door's hardware do progressive damage to the door which results in the need for our Buildings and Grounds staff to replace that hardware – at considerable expense and inconvenience.

When, for whatever reason, a space is marked closed – with a locked door, a sign indicating the closure, and/or any other clear indication that it is off limits, temporarily or otherwise – there is absolutely no excuse for entering that space. For

example, the Bernstein Tea Room is occasionally closed in advance of special events or receptions.

#### D. *Community Expectations.*

1. *Academic Honesty and Plagiarism.* Academic training generally can be described as a process in which individuals become acquainted with, and then participate in, the intellectual flow of the culture at large. Critical to this process – and to a school’s measurement of it – is that clear distinctions be made between one’s own composition and research and that of others. The same is true of test and quiz answers.

Academic honesty is an indispensable assumption of the entire system of open discussion and free inquiry that is part of the search for the truth. Without the assurance that everyone is speaking for himself in good faith – that no one seeks to gain credit for himself through someone else’s thought or expression – these vital intellectual processes are undermined. Likewise, if a student plagiarizes, he is also cheating himself of essential educational training: the whole process of thinking an issue through and dealing with it on his own.

Plagiarism is the presentation, in any written or spoken assignment, of ideas or sequences of words or symbols that are known to have been originated by someone else, as if they were the student’s own. Plagiarism is a severe form of academic dishonesty and raises serious questions about the intellectual and personal integrity of the person who commits it.

Plagiarism and other varieties of misrepresenting one’s own efforts (cribbing, copying, etc.) are unacceptable and will not be tolerated.

Like printed articles and essays, material available on the Internet may not be presented as one’s own work. It is the student’s responsibility to know the guidelines.

The following scenario may serve as a caution: When you sit down at your computer to write a school paper, you are always just a click away from a vast variety of relevant sources and sites, critical articles and academic essays. Mostly, you pull up some of those sites just to get started, to stimulate or confirm your own thinking; you certainly do not intend to make use of the actual ideas or words. But in the pressure or haste of the moment, the ideas on the screen can seem so sensible, the phrasing so perfect, that you find them almost irresistible, and suddenly – a cut here, a paste there – they are part of your paper. It is all so easy and natural that it hardly seems necessary to acknowledge your debt. However, just as if you were borrowing ideas and phrases from a book or magazine article, you must acknowledge and attribute anything you find on the Internet – from formal critical essays to casual opinions of bloggers.

*Proper and inappropriate collaboration.* While many teachers allow and even encourage collaboration on homework and out-of-class assignments, there is a line that must not be crossed. A recent statement drafted by the Student Disciplinary Committee and read in homerooms may be clarifying: “Recently, an incident occurred involving two older boys. One boy copied a significant portion of a writing homework assignment from his unwitting classmate, who had only intended to offer help. Now is

*also an opportune time to review the potential pitfalls of collaboration on homework. The DC urges all students to be review the homework policies set forth by their teachers in each class in order to provide clarity as to what is acceptable and what is not. We, as students, need to take full responsibility for understanding, with total clarity, where the line is for the homework in all of our courses. In many cases, working together with classmates is permissible and even beneficial. While it is respectable to help classmates to understand concepts and to bolster their comprehension, there are inherent risks. One should not provide merely the correct response, and carelessly allow the friend to take advantage of his work. This sloppiness undermines the value of his own effort, and opens the possibility of a more serious problem. Even though this misdeed happened on a homework assignment, the fundamental transgression is still academic dishonesty. All work turned in to a teacher, worth any perceived value or weight, should be the honest work of the student responsible for it. Any unattributed exception is plagiarism, plain and simple. We recommend the conscientious use of moral discretion in these situations, in an effort to avoid compromising one's integrity, both on the giving and receiving ends."*

***\*\*\*Students should be aware that taking tests and quizzes – and even composing essays for in-class writing assignments – during Zoom sessions may provide powerful temptations to cheat. Use of outside sources or engaging in chats with other students while taking tests or quizzes is prohibited unless specifically permitted by the teacher. Be sure that you know what is allowed and what is not before you begin the test or quiz. If in doubt, ask your teacher for clarification.***

Acts of plagiarism and academic dishonesty can bring severe penalties, including dismissal from the school. A student should be aware that any paper he submits may be subject to review by screening software.

Plagiarism can be avoided by: Thought and organization in the preparation of written assignments, to avoid confusion between the student's original thoughts and those taken from others.

Proper attribution of thoughts and phrases taken from other sources acknowledges, in a footnote or textual note, one's debt to another's work. The following debts must be acknowledged: statements taken verbatim from an outside source, including websites; statements not quoted exactly but paraphrased – i.e., ideas, opinions, or thoughts that have been merely reworded relative to the original text – and ideas, opinions, or thought processes derived from any outside source. Any book, article, speech, website, or other outside source used in connection with a particular assignment must be acknowledged in a note or bibliographic entry – even if the student does not believe that he has borrowed specific words, facts, or ideas. Attribution of information taken from a website should include a complete URL address or other identifying information.

If material appears in a student's work that has been copied, paraphrased, or derived from another source and not properly attributed, it will be regarded as having been plagiarized.

Students should be aware the papers can easily be run through a Google scan. Such a scan will likely identify paragraphs, sentences, and even phrases lifted from the Internet without attribution.

If a student finds himself unprepared for a test or quiz, or delinquent in the preparation of a written assignment, he should describe his situation in a timely fashion to his classroom teacher, his advisor, or his classmaster. It is always better to admit a lack of preparation than to cut a corner by cheating.

*The Benefits and Limitations of Google Docs.* What follows is a consolidation of statements prepared by Student Disciplinary Committee representatives regarding cases involving plagiarism of a shared assignment using Google Docs:

*It is important to recognize that it is not only when surfing through websites that you can run into tempting opportunities. With new technologies such as Google Docs it is becoming increasingly easy to share work with others in a way which can be constructive in group work but also overly inviting when individual work is at hand. You must keep in mind that sharing your work with others may put them at risk of using your original thoughts and making them their own; alternatively they may share with you work which will increase the temptation of your using their ideas in your own work. When you collaborate with friends, you have to be aware of the extent of their involvement in your work and ideas. The Student Handbook lays it out clearly: "If material appears in a student's work that has been copied, paraphrased, or derived from another source and not properly attributed, it will be regarded as having been plagiarized."*

*While the Internet is an extraordinary tool when it comes to research, it is important that you be clear about the rules of an assignment and the limitations which your teacher may put on Internet usage, specifically concerning Google Docs. Do not let yourself be in any way unclear on the rules of the assignment. It is always best to be aware of the limits on permissible sharing even if it means contacting your teacher the night before to ask clarifying questions. Allowing yourself to be unclear about the guidelines of acceptable use leaves you vulnerable to misinterpretation of the teacher's intentions, leading you to overstep the bounds of your assignment. If in doubt, ask for clarification. Ask for an extension if you are pressed for time and the temptation to take shortcuts arises. Your integrity and character are at stake every time you give way to that temptation. No grade is worth harming your reputation.*

## 2. Academic Policies and Considerations.

- a. **Deadlines for papers and other academic commitments are firm.** Legitimate excuses for lateness may be considered if presented well in advance. A boy who finds himself unable to meet a deadline should seek the advice and help of his teacher, advisor, or other faculty member, but he should not absent himself from school. No senior may begin his Independent Senior Project until he has successfully met and completed all academic requirements.

If a teacher agrees to accept a student's paper by email or through Google Docs, it is the student's responsibility to make certain that he uses the correct email address and link.

- b. **College visits for Class I.**

**\*\*\*It is unlikely that colleges will welcome students for on-campus visits this fall, and few, if any, college officers will be coming to Roxbury Latin for in-person information sessions. Mr. Walsh and Ms. Reynolds will be informing boys about how to manage the application process in this revised landscape.**



[Seniors are encouraged to visit colleges in the fall. Three October Mondays have been specifically designated for this purpose; students should plan visits accordingly. If such visits are impossible because of athletic commitments, or the inability to get an appointment, boys may take time away from school by requesting a “College Exeat.” No more than two days in succession may be missed. Before permission will be granted by either Mr. Walsh or Ms. Reynolds a boy must present a plan whereby he will attend to missed commitments (e.g., rehearsals, practices, or meetings); likewise he must arrange with his teachers to make up any missed academic work. He must also bring a letter of permission from his parents.

All of these requirements must be met for requests to visit colleges in April, as well. A senior will not be granted an *Exeat* in April if he has not met his ISP requirements, including submission of ISP proposals and all steps leading up to final approval of his project.

The College Office reserves the right to deny any request for an *Exeat* if it is deemed unnecessary or inappropriate, or if the boy has not shown adequate evidence that he will be able to meet his school commitments or to make up his work.

- c. ***Students should keep an up-to-date electronic copy of major papers and assignments, including science laboratory reports.*** Since most students now produce written assignments using Google Docs, it is easy to produce a backup copy in the event that the printed copy of the paper, assignment, or report should become lost after it has been turned in.
- d. ***Advanced Placement Exams.*** Students enrolled in an AP course are required to take the corresponding AP examination in May. Students who are sick for an examination or who miss an exam for any other reason will automatically be enrolled in the make-up examination at their expense. Members of Class I must pay for AP exams before leaving for ISP.

***Guidelines for attending meetings with college representatives at school.*** College admission representatives from a number of schools schedule visits to Roxbury Latin during the fall term. These meetings are coordinated through the R.L. College Guidance office. A boy in Class I may sign up for a meeting with the approval of his college advisor. However, he is limited to no more than three college meetings that require him to miss a class. Requests for an exception to this guideline must be made to, and be approved by, his college advisor.

If a boy plans to attend a meeting that requires him to miss a class, he is responsible for notifying his teacher at least a day ahead of time that he will be absent. Of course, with the approval of the College Guidance Office, boys are free to attend any college meeting that occurs during their free Blocks.

## E. *Community Norms.*

1. ***The Use of Drug, Alcohol, and Tobacco.*** A student who uses drugs, alcohol, or tobacco risks hampering his ability to develop his intellectual skills and inhibiting his physical, emotional, and social growth. Use of drugs, alcohol, or tobacco is clearly

at cross-purposes with school life.

Roxbury Latin's drug and alcohol policy could not be clearer: The school will not, under any circumstances, tolerate the purchase, possession, transporting, use, or consumption of alcoholic beverages or illicit drugs, including tobacco and tobacco-related products (including e-cigarettes and vaping) on campus or at any school-sponsored activity (specifically, Roxbury Latin dances, Glee Club tours, Model UN conferences, or trips which occur either during the school year or during the summer).

We will not tolerate violations of this policy or accept excuses such as "I only had a sip," or "I only tried it once."

Violation of this policy will result in severe disciplinary action.

Smoking cigars may have become "fashionable" at certain celebratory gatherings elsewhere, but doing so is inappropriate at any Roxbury Latin event, including Graduation.

There will be many situations – when parents are not present – in which boys are put under enormous pressure to use alcohol, drugs, or tobacco. It is critical that, before boys find themselves in such pressured situations, they have thought through with their parents how they will react.

Unsupervised adolescent parties are a notorious source of trouble. Students should understand that they have little or no control over events that are likely to occur at such parties. They would be well-advised to avoid unsupervised parties or to leave immediately if they discover, upon arrival at a gathering, that adults are not present.

Students should be aware that when they are present at events or gatherings hosted by other schools – for example, at school dances or proms (including after-prom parties) – they are directly or indirectly representing Roxbury Latin and are therefore subject to school policies and rules.

Students must also be aware that they represent Roxbury Latin – directly or indirectly – at any public or private event which they attend. The school reserves the right to discipline students whose conduct outside of school is incompatible with the school's basic standards or who tarnish their own or the school's reputation by their actions.

While it is not our intention to monitor students in all of their off-campus activities, the school may take disciplinary action, including suspension or dismissal, in response to inappropriate conduct occurring outside of campus.

The school and its faculty cannot accept responsibility for parties given after plays, games, or in any other circumstances away from the school's campus.

2. ***Computing and Internet Acceptable Use.*** The use of technology resources at Roxbury Latin is a privilege which is provided at the school's sole discretion. Roxbury Latin makes computing equipment, network resources, and the Internet available to students, faculty, and staff in order to support the academic, research, and business needs of the school community. These will supersede all other uses.

The Internet allows nearly instantaneous access to all kinds of information; many points of view are represented and expressed by those who use the Internet. The school is committed to providing access to this network of information and ideas, and expects those who use it to demonstrate the same discretion, respect, and honesty that mark participation in all aspects of Roxbury Latin life.

Students are expected to remember that any exchange of information within this community must be made in line with the school's standards of behavior. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the school, whether linked to the school's network from in school or from a remote location or not at all, or using their own personal computers or communication devices on or off campus, students are expected to comply with this Acceptable Use Policy and any applicable policies and procedures as long as they are enrolled at the school, as set forth in this Handbook and as further described below.

The school has explicit guidelines for using computers and other electronic devices, both on and off campus, using the school's network, and accessing the Internet, to which the school expects students and parents to adhere. The examples below are just examples and are not an all-inclusive list of requirements and possibilities.

Students may:

- use technology for school work or class projects and assignments, at the teacher's discretion;
- access the Internet to enrich learning related to school work; and
- use technology in ways that support the academic program.

Students may not:

- post personal contact information about themselves or other people;
- access or try to access network resources not intended for them;
- share their passwords or others' passwords with anyone;
- alter electronic communications to hide their identity or impersonate another person;
- communicate with or make plans to meet a stranger in person;
- use inappropriate language or images, including memes, in email, web pages, videos, social networking sites, or other forms of electronic communication;
- be disrespectful by sending or posting derogatory material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method;
- engage in cyber-bullying, harassment, or sexting, in violation of the school's policies prohibiting bullying, harassment, hazing, and discrimination and related policies as stated in this Handbook;
- send unsolicited mail or spam – the sending of chain letters or gratuitous electronic mail to groups or lists whose membership is not known, or for purposes of annoyance or malice is prohibited;
- access inappropriate information on the Internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material;
- plagiarize printed or electronic information – students must follow all copyright, trademark, patent and other laws governing intellectual property;
- install or download software on to school computers from the Internet, home,

- or by any other means;
- connect any video game console to any classroom projector or projection equipment without the specific permission of the technology staff or faculty;
- create or use a mobile hotspot on the school campus;
- remove any school-owned computer equipment (including, but not limited to, network cables and keyboards) from the school without express permission;
- store personal files on the network, except in their own network user account—any information that a student leaves on a school-owned device may be deleted at any time, with or without notice;
- use cell phones or other personal electronic communication devices during classroom time, without the express permission of the teacher;
- disclose confidential or proprietary information related to the school or recklessly disregard or distort the truth of the matters commented on;
- access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission;
- use the network for illegal or commercial activities;
- vandalize, steal, or cause harm to the school's equipment, network, or services (including, but not limited to, uploading or creating viruses, attempting to gain unauthorized access, changing hardware of software settings, or changing online materials without permission);
- deliberately disrupt or attempt to disrupt the software or hardware of the school network;
- use any VPN or proxy service while on the school's network

Students should understand that:

- the use of inappropriate language, harassment, and disrespectful comments in email, texting or a chat room, or on a website or social networking site from either inside or outside the school, and whether during the school day, after hours, or during vacation time, as long as a student is enrolled at the school, is prohibited;
- there is no guarantee of privacy associated with their use of the school's technology resources. Students should not expect that email, voicemail, or other information created or maintained on the school's network, school-issued devices, or school-administered services (even those marked "personal" or "confidential") will be private, confidential, or secure. The school has the right to access and monitor both student-owned and school-owned computers and communication devices connected to the school's network. Each student consents to the school's right to view and/or monitor the school's network and all of its associated accounts; and they will be held accountable for unattended accounts, and for use of their computer or communication device, if such equipment is left unattended and/or used by another individual;
- if a student damages the hardware or software of any school-owned technology, he and his parent/guardian may be responsible for paying for the repair or replacement of that technology.

The school may:

- access, view, monitor, and track any information or communication stored on or transmitted over the school's network, on or over equipment that has been used to access the school's network, or school-issued devices, or school-administered accounts and services, and under certain circumstances, it may be required by law to allow third parties to do so. In addition, others may inadvertently view

messages or data as a result of routine systems maintenance, monitoring, or misdelivery;

- restrict the material accessed and not permit computers to be used for anything other than educational purposes.

1. **Security.** Security on any computer network is a high priority, especially when the system involves many users. Students must notify a member of the Information Services department if they identify a security problem. Students should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the school's network.
2. **Reporting Violations.** If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another school community member's use of technology, the student should report his concerns to his advisor or to a member of the Information Services Department. Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the school may initiate or assist in the prosecution of any such violations to the fullest extent of the law.
3. **Sexting.** The school prohibits students from using technology devices (whether owned by the student or the school, whether through use of the school's network or outside of the school's network, and whether used on or off campus) to send or create any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity (commonly known as "sexting"). Massachusetts law prohibits anyone (regardless of age) from disseminating obscene or pornographic images of minors, and the school may contact law enforcement should any student violate this policy.
4. **Social Media.** The school understands the desire of students to use social networking websites, Internet bulletin boards, blogs, chat rooms, and other online resources or websites (e.g., Instagram, Snapchat, Facebook, Twitter, Pinterest, Shutterfly, Wikipedia) collectively referred to as "Social Media." Whether or not a student chooses to use Social Media is a decision the student should make in consultation with the student's parents. However, to the extent that students, parents, or members of the school community represent the school to each other and to the wider community, participation in such Social Media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the school. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand before participating in Social Media. With the foregoing in mind, the school encourages students and parents to create an atmosphere of trust and individual accountability when accessing Social Media and the school's network. Students are expected to comply with the policies outlined in the school's *Acceptable Use Policy* regardless of whether they are using school-provided equipment or their own personal devices.
5. **Pornography.** The viewing, possession, distribution, or sale of pornographic materials of any sort – including computer-generated material – is strictly forbidden on campus or at school activities or events off campus.

6. **Responsibility for Property.** Any boy involved in damage to property is expected to report that fact to an adult so that the cause of damage will be known and repair or replacement be undertaken. If damage occurs to property while on a school-sponsored trip off campus, the students involved are expected to explain the circumstances to the faculty chaperones in a timely and forthright manner.
7. **Email.** The school provides students with email accounts which should be used only for school-related communication (e.g., contacting and receiving information from teachers, submitting homework and assignments, transferring files to and from school, etc.). Students are expected to comply with the policies outlined in the school's *Acceptable Use Policy* when using their school-issued email account. While we realize that students are more inclined to communicate with each other by texts rather than by emails, the faculty still depends on email to communicate with students. Therefore, it is important that students check their R.L. email accounts regularly, at least once a day.

**Class-wide or school-wide emails.** Sending emails to large groups of recipients is not permitted unless the message and recipients are explicitly reviewed and approved by the Classmaster. If a message is approved, all recipients should be "BCC"ed in order to minimize the ability to "Reply All."

**Emails to Faculty.** [Students should avoid sending emails to faculty in place of a face-to-face conversation, which is almost always preferable. For example, a request for a letter of recommendation should always be made in person, not by means of an email.]

**\*\*Remote learning has made it necessary for students and faculty to communicate by email more frequently than under normal circumstances. Still, students must be respectful of teachers' private time and should limit email correspondences to school- and afternoon hours as much as possible. Students should make certain that the tone is not presumptuous or demanding. They should also be considerate of a teacher's needs by allowing for a reasonable response time. Zoom calls have also become part of the norm – for classes, certainly, but also for extra help sessions and even advisor meetings. Although there may be exceptions, students should expect that Zoom calls will be scheduled at the mutual convenience of the teacher and student before 5 p.m.**

8. **Cell Phones and Other Electronic Devices.** The impact of electronic devices on all of us is of continued concern and interest to the faculty as we evaluate the potential advantages and even the drawbacks of incorporating technology and electronic devices as an integral part of school life. We have never banned cell phones completely at Roxbury Latin, choosing instead to try to educate our students about proper use of these ever-advancing devices. To that end, we have found it necessary to alter or refine our expectations regarding phones (and other portable devices such as iPads and laptop computers, including Chromebooks). Therefore, our policy concerning the use of technology – and of technological devices specifically – is evolving, and it will be updated and revised on a regular basis, even, perhaps, at some point during the school year, and any such changes will be clearly communicated.

Cell phones, particularly with advances in "smart phones," are powerful devices

that can provide important information and connectivity when used responsibly. Unfortunately, they also have the capacity to become somewhat addicting and, in the process, contribute to stunted social interactions with one's peers.

We also believe that cell phones potentially interfere with the educational process and project an image of "anti-sociality" that runs counter to our values and goals. When misused they represent a threat to healthy social interactions. It is our firm conviction, therefore, that the culture of community greatly cherished at Roxbury Latin must not be undermined or compromised. The school's cell phone policy strives to retain our community ethos while allowing reasonable use of these devices.

Students and faculty recognize the need for proper balance in any Roxbury Latin boy's use of such devices. Our policies concerning cell phones and other electronic devices are intended to help students to maintain that proper balance.

What follows are the general guidelines and principles which are at the heart of our philosophy as regards the place of electronic devices in school, independent of the specifics of their use and misuse:

[Boys in Classes VI and V will not be allowed to use their cell phones for any reason until the end of the academic day. Cell phone use during the day is at odds with the larger goals of community building and academic commitment crucially developed during a boy's sixth and fifth years. Boys are encouraged to leave their phones at home unless there is a compelling reason to bring them to school (such as unusual communication needs or a specific academic purpose). Boys will be provided a secure place to store their phones during the day if they choose to bring them to school. Parents are expected to communicate transportation plans for the day, including pickup times, before their son leaves the house in the morning so that phone calls from school can be avoided.]

***\*\*\*Due to the altered school environment this fall, cell phones of boys in Class VI and V will not be collected at the start of the day. While there may be times at which boys in Class VI and V will be allowed to use their cellphones during the academic day, that use must be confined to academic purposes. Game playing, texting, phone calls, etc., will not be allowed. If a boy abuses this policy, he can expect to have his phone confiscated.***

***\*\*\*All forms of cell phone use are forbidden in classrooms during class periods unless explicitly allowed by a teacher. Teachers maintain the right to exercise their "local option" as regards the use of such devices during classes, in classrooms, or in public spaces overseen by them.***

Cell phones and electronic listening devices may not be used in homeroom. Homeroom is a time for class socializing and community, and phone use is antithetical to that goal.

Use of cell phone (i.e., phone calls, texting, game playing, or Internet searches) is not allowed in the school hallways (including doorway alcoves leading to the outside) at any time. The "Bombshelter" at the base of the main stairway is a de facto hallway.

Use of cell phones or other electronic devices is forbidden in that space.

The only interior spaces in which cell phones may be used to make phone calls are in the basement corridor and athletic wing spaces (including the Tea Room and Palaistra).

During the period between homeroom and the last block of the school day, no cell phone use will be allowed in the Courtyard, under the arches between the Bauer Science Building and the Jarvis Refectory, or on the “Helicopter Pad” – that is, in any location which is in public view.

In the Study Center, adjoining Conference Rooms, and the Student Center, use of electronic devices must conform to an expectation that such use will not make noise or produce distraction of any kind. Phone calls are never allowed. Since renovation and reimagining of these spaces are ongoing, students should expect revisions of policies regarding use of electronic devices throughout the school year. Any such updates will be communicated clearly in homeroom.

The use of cell phones for any purpose is not allowed in the Library. Chromebooks are available for student research and paper-writing.

Phone calls are not allowed in the IDEA Lab. Game playing is prohibited unless the game is being written and tested as part of a class or teacher-approved project.

[No use of cell phones – phone calls, texting, game playing, or Internet searches – is allowed in the Refectory during any lunch period (including the turnover period between lunches). In short, cell phones must be in pockets and out of sight during the entire 4th period. However, use of cell phones, except for phone calls, is allowed outside of lunch periods when the Refectory is open, as long as such use does not become a nuisance.]

A student who violates either the letter or the spirit of this policy can expect a “one and done” response to infractions, that is, to have his cell phone, computer, iPad, or listening device confiscated on a first offense (usually through the end of the day). Repeat offenders may lose the privilege of using their electronic device(s) for a longer period of time or even permanently.

9. ***Dress Code and Grooming.*** Students are expected to adhere to the dress code from their arrival on campus until they depart for the day. This includes during midyear and final examinations. The school’s dress code is informal and students may exercise considerable freedom in how they dress, but dress and grooming may not slip below a minimal standard.

***\*\*\*Students in remote learning are expected to be dressed respectably and well groomed during Zoom classes: presentable shirt, no pajama tops, no hats or hoods.***

We realize that styles change. As a faculty we endeavor to accommodate appropriate changes in fashion. However, assessing acceptable Roxbury Latin dress and grooming will always require judgement calls by the faculty as a group, and even by individual



teachers in certain circumstances and settings. We will set clear guidelines about what is and what is not acceptable, and we will communicate any specific policy changes in the course of the year – through homeroom announcements, for example. Boys are asked not to play the “But he/she said it was OK…” game when told that a particular item of clothing or style of grooming is unacceptable.

What follows are our basic expectations:

- Students must be clean, well-groomed, and shaved. Beards must be neatly trimmed.
- Worn-out and torn clothes are not acceptable.
- Students must wear shoes (no sandals), and socks must be visible.
- Shirts must have collars and must be tucked in.
- No garments with hoods, including hooded sweaters.
- Quarter zip garments (Patagonia, Nike, Vineyard Vines, and R.L. garb sold by the Parents Auxiliary, etc.) are in compliance with the dress code. The fabric is not relevant to the question of compliance. Wool, cotton, nylon, and fleece are all fine.
- Any apparel advertising sex, drugs, alcohol, tobacco, and similar subjects is unacceptable at all times.
- Outerwear (sweatshirts, coats, full zip jackets – regardless of the fabric) may not be worn inside the building; a sweater is an appropriate alternative. Outerwear, including sweatshirts, should not be carried around inside the building between classes. Outerwear should be placed in lockers or bookbags and not left on benches or in any other public spaces. Sweatshirts may not be “half worn” – that is, “arms only.”
- Athletic/gym shorts may not be worn anywhere in the school building outside the athletic wing during the school day. A boy exiting the locker room after practice who is heading directly out of the building may do so wearing his athletic apparel; however, if he is intending to stay (e.g., for a rehearsal or a meeting, or to go to the Student Center or Library), he must change back into his regular school attire.
- Caps may be worn inside only in the Gordon Field House, Palaistra, and the Hennessy Rink. Caps are not to be worn in the Smith Theater, including during theatrical productions.

On designated occasions, jackets, ties, long pants, and dress shoes are worn by all students from their arrival at school through the end of classes.

10. ***Gambling.*** The school prohibits gambling of any kind, including gambling over the Internet.
11. ***Inappropriate Items/Weapons.*** Possession or use of fireworks (including firecrackers), a firearm, a pellet gun, a knife, or any other dangerous weapon is prohibited. Any knife other than a pocket or penknife may be considered a dangerous weapon. No facsimile of a weapon – possessed or electronically sent – is permitted. Certain types of knives, including, but not limited to, switchblades, double-edged knives, dirk knives, or any knives with a detachable blade, and fireworks are illegal in Massachusetts.
12. ***Search of Lockers and Personal Belongings.*** The school may conduct a search of a student that is reasonable in scope, and/or a search of the student’s belongings,

including personal items, such as bags and backpacks, personal electronic devices, and other effects if the school suspects a student may be violating the law or violating a school rule or code of conduct. Lockers are the property of the school. Students exercise control over their lockers from other students, but not from the school and its officials. As a result, the school leadership, as well as law enforcement officials, may search lockers to ensure school safety and students' welfare, including, without limitation, to determine if students are harboring stolen property, weapons, or illegal or dangerous substances. The school and law enforcement officials may seize items that may jeopardize the safety of others or property, or constitute a health hazard.

## II. *Interpersonal Student Relationships*

The school is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to, others. All members of the school community play important roles in maintaining these standards and intervening, as appropriate, when they witness behavior that conflicts with community standards.

We expect all members of the school community to treat others with civility, respect, and dignity and to interact (whether in person or electronically) politely and appropriately. Before acting, students should give careful consideration to how their communications – whether through words, appearances, actions or otherwise – may have an impact on others. All students are valued members of the school's community, which presents unique opportunities to develop lasting partnerships with peers, faculty and staff. We strive to help students develop such close connections. However, we expect these relationships to be appropriate and healthy. We endeavor to promote this through education, modeling, and intervention.

With these goals and interests in mind, as well as the legal requirements of the Commonwealth of Massachusetts, the school has established policies to help students manage these interpersonal relationships safely and appropriately. Students and parents/guardians are encouraged to communicate with the Headmaster, Dean of Students, advisors, and/or any member of the faculty or staff with any questions or concerns regarding these policies. The school believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

*Sexual Intimacy and Consent.* We recognize that sexuality is a normal part of human nature, and its discovery is often a part of adolescence. However, any level of sexual intimacy can bring with it physical, psychological, and emotional challenges that can be overwhelming to students. It is imperative that students understand and appreciate that certain sexual activity may violate the law. Consent must be the basis for every sexually intimate encounter. Consent means the voluntary, positive agreement to engage in specific sexual activity. However, as described below, certain circumstances may make it impossible for a person to legally give consent.

- By Massachusetts law, there can be no consent to sexual intercourse, oral sex, or any penetrative act if the individual is under age 16.
- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated (whether due to drugs, alcohol, or some other condition).
- Consent cannot be obtained by threat, coercion, or force. In other words, if threat, coercion, or force is used, any “agreement” does not constitute consent.
- Consent may be withdrawn at any stage during an encounter.
- Consenting to one behavior does not obligate a person to consent to any other behavior.
- Consenting on one occasion does not obligate a person to consent on any other occasion.

Communicating consent means:

- The person is legally capable of giving consent.
- An ongoing verbal interaction, taken one step at a time, to an expressed and honest “yes.”

- Asking permission to engage in specific activity and to progress to new, different or more intimate activity – regardless of who initiated the contact.
- Being clear about desires and expectations.
- A clear “yes.” The absence of “no” should not be understood to mean that there is consent.
- Remaining open to and respecting another’s expression of disagreement to engage in a particular activity. “No” means “no” in any sexual encounter.

The school prohibits and may be obligated to report sexual activity that violates the law, including rape, sexual assault, and statutory rape. Sexual activity, of any and all kinds, is prohibited between any student or applicant and any school employee.

*Bullying, Harassment, Discrimination, Hazing, Sexual Assault and Sexual Harassment.* The school does not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault, and sexual harassment (collectively referred to as “interpersonal misconduct”). We are committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the community.

It is the policy of The Roxbury Latin School that all faculty, staff, students, guests, and visitors have the right to a school environment which is free of bullying, harassment, or hazing. Violations includes ethnic, racial, or religious slurs or epithets, sexual advances or conduct, and verbal or physical conduct that denigrates an individual’s beliefs or background. A boy should report an incident of harassment, bullying, or hazing to the Dean of Students or the Headmaster for investigation. Where a violation of this policy is found, appropriate disciplinary action will be taken.

*Racial remarks or derogatory references to one’s religious affiliation or sexual orientation, either specific or general, are contrary to the school’s values and will not be tolerated. Self-justifications like “I was only kidding,” “He doesn’t mind,” or “Everybody says that” are never acceptable excuses for inappropriate comments made to or about others. Students engaging in such anti-social behavior can expect a strong disciplinary response.*

A recent transgression resulted in a severe disciplinary response and the following statement composed by the Student Disciplinary Committee and read in homerooms:

*“The Disciplinary Committee finds it appropriate to explain its stance on the use of derogatory language. It is never acceptable to use any word that demeans the race, ethnicity, gender, religion, or sexual orientation of others. Derisive terms, by insulting an aspect of one’s identity, undermine the respectful and inclusive culture that we demand from all members of the community. This kind of language is never productive, and has no place at our school.*

*It is possible, however, to reconcile the damage caused, and it is imperative that we allow mistakes like these to guide all of us, especially those of us who have made these mistakes, in striving positively for an environment that is truly inclusive. When a member of the community makes an honest and contrite effort to improve, we need to extend forgiveness to allow him to move on from his mistake.”*

1. **Bullying.** Bullying is the use of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, by one or more students or members of

the faculty/staff directed at a target that causes physical or emotional harm to the student or damage to the student's property; places the student in reasonable fear of harm or damage to his property; creates a hostile environment for him at school; infringes on the rights of the student at school; or materially and substantially disrupts the educational process or the orderly operations of the school.

2. *Cyber-Bullying.* Cyber-bullying is bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes, but is not limited to, the creation of a web page or blog in which the creator assumes the identity of another person, and/or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person, or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying.
3. *Harassment or Discrimination.* Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of creating an intimidating, hostile, or offensive environment; interfering unreasonably with a student's academic performance; or creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

*Sexual Harassment.* Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the school or being present at school-sponsored activities.

*Sexual Assault.* Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent.

In accordance with the school's mission, values, and standards of conduct, it has, at times, supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, our standards may be stricter than the law and we may impose discipline accordingly. The school's efforts to enhance its protection of students in no way expand an individual's rights under the law and other applicable laws may supersede this policy. Further, the school may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

Chapter 269 of the Massachusetts General Laws addresses the issue of hazing quite specifically. It reads, in relevant part, as follows:

*Section 17:*

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

*Section 18:*

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

*Section 19:*

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges or applicants has received a copy of sections seventeen and eighteen,

and that such group, team or organization understands and agrees to comply with the provision of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents, and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Massachusetts law and the Massachusetts Commissioner of Education now require that each Roxbury Latin student (including officers or captains of each team, student club, group, or organization at Roxbury Latin) acknowledge in writing that he has received, understands, and agrees to abide by these Anti-Hazing Statutes. Every student will therefore be required to sign such an acknowledgement.

*Reporting Complaints.* A student who is the target of bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the school, is strongly encouraged to report the matter promptly (either orally or in writing) to the Headmaster, or to any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask an advisor, another adult, or a classmate to help. Oral reports made to a member of the faculty/staff will generally be put in writing.

With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home. When making such outreach, students may share as little or as much information as they would like.

Parents/guardians of a student who is the target of interpersonal misconduct, or of a student who has witnessed or otherwise has relevant information about such misconduct, are urged to immediately notify the Headmaster, the Associate Headmaster, the Dean or Assistant Dean of Students, or any member of the faculty or staff. Furthermore, any parent/guardian who has witnessed interpersonal misconduct, or has relevant information concerning such an incident or any incident of retaliation, are strongly encouraged to contact one of these administrators immediately.

The school urges students and parents/guardians not to make anonymous reports. Although

there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report.

*Follow-up Investigation.* The school cannot promise absolute confidentiality to those reporting bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, as there may be a need to share information during an investigation or otherwise; however, the school will disclose such information with discretion, on a need-to-know basis.

If or when a complaint is brought to the attention of the Headmaster, an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors), and to prevent disruption of the learning environment while the investigation is undertaken. The school may use strategies, such as increased supervision, stay-away mandates, and personal safety plans, as may be appropriate to prevent further misconduct, witness interference, and/or retaliation during the course of and after the investigation.

The Headmaster or others appointed by him will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s) and any other witnesses or parties who have information relevant to the alleged incident.

The school neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The school will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Upon completion of an investigation, the Headmaster will determine whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented. At the discretion of the Headmaster, the Disciplinary Committee may be convened to investigate and make recommendations. The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in restriction, disciplinary notice, mandatory counseling, suspension, separation, dismissal and/or any disciplinary action deemed appropriate by the school.

The school will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation, and to report the results of the investigation. Parents/guardians of the target(s) will generally also be notified of any action to be taken to prevent further acts of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation. In all situations, the amount of information shared by the school may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigation processes.

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under Massachusetts



law to DCF, law enforcement, or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, the school may notify local law enforcement or other government agencies. If the school receives a complaint involving students from another school, the school may notify the appropriate administrator of the other school so that both may take appropriate action.

*Child Abuse and Neglect Reporting.* The school is committed to the highest standards of care for our students, and seeks to ensure that our students are protected from inappropriate or hurtful actions by adults responsible for their care, as well as by anyone else who may mistreat a student. In accordance with Massachusetts law, all school employees are required to report suspected abuse or neglect of any student under age 18.

### III. Disciplinary Guidelines

These Guidelines are based on the school's philosophy and principles regarding good character, and reflect our commitment to providing a safe and healthy environment for students. The school strives to promote effective and caring communication among faculty, students, and parents that supports students in their personal growth and provides room for a boy to make mistakes and learn from them. The guidelines in this section apply to all conduct by students, whether on or off campus, as long as they are enrolled at the school.

Roxbury Latin boys are expected to show respect for each member of the school community. The faculty seeks to help students learn how to manage their behavior effectively and deal with difficult situations constructively. The goal is to help each boy to understand what type of behavior is expected from him and to learn to assume responsibility for his actions.

*The Discipline Committee.* The Discipline Committee generally deals with disciplinary incidents which might involve suspension or dismissal (*e.g.*, lying, cheating, stealing, drinking, drugs). Its members will be: The Dean of Students (Chairman), the Assistant Dean of Students, the Associate Headmaster, the classmaster of the boy in question, the boy's advisor, the Headmaster (not voting), and an elected representative from each of the six Classes. (Each Class will also elect an alternate to serve in the event that its representative cannot attend.) The absence of any faculty members of this group shall not invalidate the proceeding. Student and faculty witnesses may be invited to attend all or part of the proceedings. No other persons – including parents or other representatives, such as counsel – may take part in the proceedings of the Discipline Committee.

The Discipline Committee has three charges: to determine and review the facts of the case; to establish responsibility; and to establish a method of dealing with the person involved which will maintain the integrity and credibility of the school's standards and the long- and short-range welfare of the whole school community; and serve the well-being of the student – his ability to deal with reality, his growth as a person, and his long range happiness and welfare.

After due deliberation, the Discipline Committee makes a recommendation to the Headmaster as to how the incident should be handled. The Headmaster may also ask the faculty as a whole to review the recommendation. Though the final decision rests with the Headmaster, experience indicates that a consensus of all reviewing parties is almost always attainable.

In the event the Headmaster cannot be present for a disciplinary proceeding, the Associate Headmaster (or if he is unavailable, someone else designated by the Headmaster) will take his place and assume his authority.

In discipline cases of a less severe nature – *i.e.*, those not likely to result in a suspension – the Dean of Students may convene a subgroup of the full Discipline Committee generally comprised of the boy's faculty advisor, the classmaster, the Assistant Dean of Students, the Associate Headmaster, and the student DC representatives from the upper three grades. It, too, makes a recommendation to the Headmaster for his approval.

In rare instances, the Headmaster, the Associate Headmaster, the Dean of Students, the Assistant Dean of Students, and other members of the faculty – together – may treat a disciplinary incident as a special counseling case if, in their opinion, the regular disciplinary processes would be damaging to the student involved or to the school.

In serious disciplinary cases, the Headmaster, Associate Headmaster, or Dean of Students may suspend a boy until a final decision has been made. In the event that a Committee cannot be conveniently assembled, the Headmaster will handle the matter himself.

***Suspension and Dismissal.*** Students who have engaged in a serious act of misconduct (as determined in the sole discretion of the Headmaster, although most likely at the recommendation of the Discipline Committee) may be suspended from school, prohibited from attending all school-related activities, or dismissed from school. Such serious acts of misconduct may include, but are not limited to, the following:

- Possession or use of alcohol, tobacco, or illegal drugs
- Improper sexual conduct
- Sexual or other harassment
- Threat or use of physical violence
- Possession or use of matches, lighters, fireworks, explosives, weapons or other dangerous materials on school grounds
- Reprehensible conduct tending to reflect serious discredit to the school
- Willful destruction of property
- Stealing
- Dishonesty
- Bullying or malicious gossip
- Repeated acts of unkindness or misconduct
- Repeated classroom behavior that impedes other students' learning
- Refusal to cooperate with an ongoing investigation into interpersonal misconduct

Students who receive a suspension from school may be allowed to make up some portion of the work missed, at their individual teachers' discretion. It is the student's responsibility to discuss the particular circumstances with the student's teachers. A student who is dismissed from school will be prohibited from being on school grounds and will not receive academic credit for the time after which he is dismissed.

***Parent Involvement.*** Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having a problem with another student, parents should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a school administrator. Please speak to the Dean of Students or the boy's advisor for guidance with respect to any questions about contacting another student or parent about a school-related matter.

***Disclosure to Colleges.*** It is the school's policy to support students in reporting serious disciplinary consequences to colleges. The college counselors will generally, honestly and fully, disclose if a student has been subject to a disciplinary action including, but not limited to, suspension, dismissal, or withdrawal from the school. For students who have applied to colleges via the Common Application, they are "expected to immediately notify the institutions to which they are applying [or have already applied] should there be any changes to the information requested in this application, including disciplinary history."

The student should work closely with the college counselors to ensure that both are responding in a consistent and thoughtful manner. If a student's disciplinary status changes after the

filing of college applications, the student and counselor are obligated to inform all schools to which an application has previously been submitted or the school at which the student has submitted an enrollment deposit. Typically, the Headmaster and college counselors offer additional recommendations to support applicants who have had a major disciplinary infraction.

The student and the college counselor are expected to notify colleges within two weeks from the date of the change in status. This policy is in compliance with the National Association for College Admission Counseling's Code of Ethics and Professional Practices.

*Disclosure to Next Schools.* If a student applying to secondary school, or who has recently been accepted to attend a different school, is suspended or expelled, or experiences any significant change in status at the school after the student's applications have been submitted to secondary or other schools, it is the obligation of the student and the student's parents to contact all such secondary or other schools to inform them of the incident. The school may, in its sole discretion, also communicate with each secondary or other school regarding the situation. The school will generally work closely with students and families to support the honest reporting of disciplinary matters, in order to support student success at next schools.

## IV. School Government & Student Leadership

The final authority on all matters of school policy rests, by charter, with the Board of Trustees. The Headmaster is appointed by the Board to implement its policies and direct the school's operations. He is free to consult faculty, students, and parents as he makes the decisions for which he is responsible, and to delegate particular kinds of decisions to individuals and groups within the school. He alone, however, is responsible to the Board for the effects of all decisions made within the school, whether by others or by himself.

Within this framework, there are several ways in which students and teachers participate significantly in the process of decision making. Members of the school may have a voice in the decisions which affect them, and have the responsibility to speak up about matters which concern them.

*Student leadership.* Roxbury Latin boys have many opportunities to exert leadership – as elected officers, team captains, and activities directors, for example, but also in supporting roles, as members of teams and clubs, and as participants in community service initiatives and class-sponsored events. Several times during the year, student leaders convene to discuss their experiences and learn how to be better.

Recently, the student heads of all school teams and organizations were asked to compile their own lists of essential leadership qualities, and while each had his own “take” on what it is to be an effective leader, their compendia had certain characteristics in common, paraphrased below. The portions in quotations are condensed or slightly edited excerpts from descriptions written by individual officers, captains, or heads of activities.

### An effective leader must:

- **Be worthy of respect:** *“If you are going to be successful, you must be respected by those over whom you have authority.” “People will not follow someone they do not respect, so a leader must live his life in a way deserving of emulation.”*
- **Be decisive:** *“Don’t let the fears or criticisms of others stand in the way of making a good decision.” “You must be willing to take a risk. Consider the consequences of your decisions, but don’t be afraid to fail. Put yourself out there.”*
- **Be honest with himself and others:** *“If you make a mistake, own up to it.”*
- **Be sensitive to the needs of others and mindful of the goals of the organization versus his own:** *“Be humble. It’s not about you. Your job is to help others to accomplish something.” “Get to know your teammates individually. Help them to be their best. Work to get them on board.” “People will not listen to you if they do not believe that you have their best interests at heart.”*
- **Communicate effectively:** *“If the needs of the group are to be met, you must ensure that everyone is on the same page.” “A clear plan fosters a sense of direction and a collective feeling of purpose.”*
- **Listen carefully, even and perhaps especially to those who disagree with him:** *“Make certain that everyone’s voice is heard.” “Just because you are in charge doesn’t mean that you have the best ideas. You can always find people who agree with you, but unless someone has the opportunity to point out a flaw, you can’t fix it.”*
- **Be assertive and confident but not domineering or cocky:** *“Particularly in student organizations, the deciding factor in whether or not something happens is generally whether or not you as the leader make it happen.” “Don’t make other people’s choices, and don’t let someone else make your choices.” “Confidence is also key during rough spots or times of trouble, as it shows that you believe the group can redeem itself and rebound from setbacks.” “Remember that you*

*can't do it alone. Arrogance or a sense of entitlement can lead to a negative distance. At the end of the day you are still a member of the team."*

- **Be flexible and open to all possibilities:** *"You may have some very specific ideas about how things should go, but you will most likely find that you have to adapt them as you go. If you are too stubborn you may achieve nothing at all."* "Be willing to compromise." "Delegate."
- **Remember what's really important:** *"If there is a change that you want to see happen, it is the change that matters most, not how it happens."*
- **Never be complacent:** *"There is no such thing as perfection. Improvement is always possible."*
- **Go beyond what is required:** *"Be passionate about what you are doing so that you can energize and inspire others."* "It's not easy to keep an organization functioning well, and it takes a great deal of time and energy, but ultimately that is a leader's most important challenge." *"To have an impact, you must do more than simply maintain your organization. The best leaders are those who not only keep things running smoothly; they actually take the time to make things better."* "Have fun!"

**Being an effective member of the team.** Of course not every boy in school will be an elected leader, and even those in formal leadership positions are also members of teams or activities in which they do not hold a top leadership position. Very often, exerting leadership in a non-elected role is just as challenging – but also just as important. It takes individual leadership to make a team or activity function effectively. Doing one's part to help the elected or appointed leader to do his part benefits everyone.

A graduating senior wrote the following:

*"Contrary to popular belief, you do not necessarily need a title to be considered a leader. Often, 'formal' leadership roles such as class president or captain of a sport are limited. However, this reality should not limit you from becoming a leader yourself. During my career at Roxbury Latin, I lost more class elections than I'm willing to admit. I never excelled over my peers in any extracurricular, whether in athletics or the arts. I think this is the case for many people. There was always someone better than I was. However, I didn't let this deter me from trying out for that sports team or that role in the play. And although I was more likely the twelfth man off the bench rather than the star of the team, I still considered myself to be a leader. Be a leader in whatever endeavor you choose. Take risks. Be involved. Do new things. Don't feel as if you have to do so because you're trying to fill out a resume for college. Do it because you want to, and because it's a good time. And remember, whatever you do, do it with enthusiasm and energy. Have fun with it. If you work hard and have fun, while being a positive presence, people will recognize that and it will inspire them to do the same. In this capacity, you are a leader and formal titles will not matter."*

A. **The Classes.** A basic unit of school government is the Class. Each Class elects its own officers. Each may plan and carry out social activities. During its progress through the school, each Class accumulates a fund which is used in its Senior year for the publication of a yearbook, a graduation gift to the school, and other purposes. Each Class elects its own leaders each year to guide Class activities and to represent it in making requests to appropriate school authorities.

Class I has a special role in the leadership of the school. As individuals, its members usually serve as team captains, presidents of extracurricular organizations, coordinators of service programs, and as Big Brothers. As a group, Class I is expected to set by precept and example a positive tone for community life in the school.

B. *Class Officers.* In late May, boys in Classes VI through II elect officers for the coming year. Boys in the incoming sixie class will elect their officers in early September. The slate of officers includes, typically, a President and a Vice-President, a Treasurer, and two Representatives to the Discipline Committee (one of whom serves as an Alternate). Although the specific job description may vary, position by position and class by class, general qualifications for a class officer include the following:

- A Class officer must be willing and able to assume the role of a school and class leader, which includes setting an example for others (e.g., as someone who abides by school rules, adheres to the dress code, takes initiative, accepts responsibility, and generally sees to it that “things go better”).
- He must arrive early to homeroom so that he is present to confer with the classmaster and his fellow officers as necessary in order to organize announcements and class business well before the bell.
- He must oversee, and along with his fellow Class officers, take ultimate responsibility for all Class projects in order to ensure that they are done efficiently and well.
- A Class officer must work, by example and by his own efforts, to set a positive and productive tone for his Class; he must work toward Class unity and cohesion.
- He must be able and willing to make Class activities and responsibilities a top priority.
- He must work with his fellow officers to support and troubleshoot his Class’s in-school service project – e.g., overseeing campus-cleanups, emptying recycling bins, or cleaning the Refectory, etc.
- He must collaborate with officers from other classes to promote goodwill in the school-at-large.

Roxbury Latin is committed to community service, to helping its students appreciate the benefits – to others but also to themselves – of community awareness and outreach. Therefore, by long-standing tradition, each Class adopts an ongoing, generally year-long community service project. All boys in the Class are expected to support it, generously and cheerfully. The faculty depends upon Class officers to be moral leaders in Class service initiatives (including service-oriented fund raising activities such as Maru a Pula Day) and to work with classmasters, service representatives, and Mrs. Driscoll to encourage broad and enthusiastic involvement by their classmates. They should be among the first to “sign up,” literally and figuratively.

C. *Class Officers’ Meetings.* From time to time, according to need or desirability, the presidents of each Class meet together with the Headmaster and/or Dean of Students. Such meetings occur whenever requested by any of the involved persons.

## V. The Curriculum

A. *Academic Requirements for Graduation and Diploma.* The Trustees award diplomas upon recommendation of the faculty. The faculty reserves the right to decide, for whatever reasons it regards as valid, to recommend or not recommend a student for the diploma. Although many factors are taken into account in making this recommendation – for example, character, fulfillment of school responsibilities, and whether financial obligations have been met – the following are the minimal academic requirements for graduation and diploma.

Each student must complete, to the faculty's satisfaction, the following academic and athletic requirements. Minimally-passing grades do not guarantee that the faculty will be satisfied that a student has met these academic requirements.

**Languages:** 3 years of Latin and either 3 years of French  
or 3 years of Spanish  
*or*  
4 years of Latin, 2 years of French, and 1 year of Greek  
*or*  
4 years of Latin, 2 years of Spanish, and 1 year of Greek

Students entering in Class V or Class IV are required to complete *Latin 1-2* and *Latin 2-3*, which cover the equivalent of the first three years of Latin in two years. Students entering the school in Class III, II, or I are required to complete either *Latin 1-2* and *Latin 2-3*, or *Greek 1*.

Students who have not completed the required courses in Latin and/or Greek must continue in these subjects until they have done so. This requirement includes students entering in Class II whose Latin background does not meet the requirements for graduation.

A boy who enters the school in Class IV, although expected to continue his study of modern language (French or Spanish) at least through Class II, may be given credit (with the approval of the Director of Studies and the Chairman of the Modern Language department) for having completed his modern language requirement at the end of his Class III year.

A boy who is enrolled in and completes successfully either French or Spanish during his Class IV year may elect to take both Latin and Greek, together, in Class III in place of a modern language. A boy in Class III may also elect to take Latin and/or Greek along with a modern language.

A student entering in Class III or above is not required to take a modern language at Roxbury Latin.

**English:** *English 7* through *English 12* (or the equivalent).



**Mathematics:** Math at least through Class III.

A student who has not successfully completed the required courses in Algebra, the *Math-Science Investigations* course in Class IV and *Geometry* by the end of his Class III year must continue his study of math until he has done so.

**Science:** Two years of laboratory science from the following core courses is required for graduation: *Conceptual Physics or Honors Physics; Chemistry or Honors Chemistry; Biology or Honors Biology*. However, virtually all students elect to take two or more science courses during their last three years at the school. See Page 36, item 2, for a more complete explanation.

**History:** *U.S. History*

**The Arts:** A half course in Visual Art in Class IV, and any two of the one-semester Arts electives offered in Class III: Drama, Introduction to Watercolor, Music, Technology & Art, or Woodworking.

**Physical Education:** Either a team sport or Independent Physical Education tutorials in two of the three seasons each year above Class IV. Class IV boys must play a sport at Roxbury Latin in both the fall and spring; participation in a winter sport is optional (although the majority of boys play on a team during the winter season). Boys in Classes V and VI must participate on an R.L. team in the fall and either the winter or spring.

**ISP:** Completion – to the faculty’s satisfaction – of the Independent Senior Project by members of Class I.

If a student enters the school after Class VI, the Director of Studies, in consultation with the Director of Admission and appropriate department chairs, determines which requirements the student has met by equivalent work at his previous school and which he must still fulfill.

**B. Required Courses.** Each student is required to take five major courses each semester. Students are not permitted to take more than five major courses. As noted below, boys in Classes V, IV, and III are required to take one half-course (a course meeting less frequently and requiring less outside work than a major course) in addition to their five major courses. The required courses for each grade level are indicated below.

**Class VI:** *Latin 1*  
*Math 7*  
*English 7*  
*History 7: Roots and Shoots*  
*Natural Design: Life Science, Environmental Science,*  
*and The Art of Construction.*

**Class V:**        *Latin 2*    (Students entering Class V who have not had one year of Latin take *Latin 1-2* instead of *Latin 2.*)  
*Algebra* or, at the discretion of the Math Department, an upper level math course.

*English 8*

*French 1* or *Spanish 1*

*Introductory Physical Science*

*Personal Development / Music* (a year-long half course)

*Civics* (a month long unit during May)

**Class IV:**        *Latin 3*  
*Math-Science Investigations*

*English 9*

*Western Civilization*

*French 2* or *Spanish 2*

*Visual Art* (a year-long half-course)

Students who took *Latin 1-2* in Class V take *Latin 2-3* in Class IV. Students entering in Class IV who have not had Latin previously must take *Latin 1-2*. Students entering in Class IV who have not previously completed one year of either French or Spanish must take either *French 1* or *Spanish 1*.

**Class III:**        In addition to *English 10* and two half courses in Art, boys must take four additional full courses.

Options include either:

Math    (either *Geometry*, *Geometry with Trigonometry*,  
          or *Analysis with Trigonometry*)

*French 3* or *Spanish 3*

and any two of the following:

*Latin 4*, *Greek 1*, *Physics*, *Biology*,

*Modern European History*

or:

Math    (either *Geometry*, *Geometry with Trigonometry*,  
          or *Analysis with Trigonometry*)

*Latin 4*, *Latin 1-2*, or *Latin 2-3*

*Greek 1*

and one of the following:

*French 3*, *Spanish 3*, *Physics*, *Biology*,

*Modern European History*

In addition, boys in Class III must elect two half courses (one each semester) from the following choices: *Drama*, *Introduction to Watercolor*, *Music*, *Technology & Art*, or *Woodworking*.

**Classes II and I:** All students in Classes II and I must take English and four elective courses. In choosing electives, students must observe the following requirements and limitations:

1. Each student must take *U.S. History* for one year.
2. Two core lab sciences (physics, chemistry, biology) beyond *Math-Science Investigations* are required for graduation. However, the majority of students take more than two science courses during their last three years at the school. The typical sequence is *Conceptual Physics* or *Honors Physics* in Class III followed by *Chemistry* or *Honors Chemistry* in Class II followed by *Biology* or *Honors Biology* in Class I. However, a boy who chooses not to take a science in Class III may meet his two-year requirement beginning with *Chemistry* or *Honors Chemistry* in Class II. Students may also elect *Environmental Science* (in Class I) or *Topics in Engineering and Design* in addition to, but not as a replacement for, a core course.

*Conceptual Physics* is open to boys in Class III; *Honors Physics* is open to boys in Class III and Class I. Students may request to be placed in either *Conceptual Physics* or *Honors Physics*, but final placement will be determined by the Science Department. *Honors Chemistry* and *Chemistry* are open to boys in Classes II and I. Students may request either *Honors Chemistry* or *Chemistry*, but final placement will be determined by the Science Department. *Biology* is open to students in Class I who have taken *Chemistry*; *Honors Biology* is intended for those who have taken *Honors Chemistry*. *Environmental Science* is a senior year option for those who have taken *Chemistry* in Class II. It is not open to those who have taken *Honors Chemistry*, except by permission of the Science Department; it should not be considered a replacement for *Honors Biology*. However, boys who have taken *Honors Chemistry* may elect *Environmental Science* along with *Honors Biology* or *Topics in Engineering and Design*. *Topics in Engineering and Design* is open to boys in Classes II and I. However, a boy in Class II who wishes to take the course must do so along with, but not in place of, *Honors Chemistry* or *Chemistry*. Enrollment in *Topics in Engineering and Design* is by approval of the instructor.

3. Students who have not completed the required courses in Latin and/or Greek must continue in these subjects until they have done so. This requirement includes students entering in Class II whose Latin background does not meet the requirements for graduation.

**C. Elective Courses for Classes I and II: 2020-2021.** These offerings may change somewhat from year to year.

**The Arts:** *AP Music Theory*  
*AP Art History*  
*Applied Art: History, Theory, and Practice*  
*Studio Art* (½ course)

**Classics:** *Latin 6: Petronius & Catullus*  
*Greek 3: Greek Literature*  
*AP Latin 5: Vergil & Caesar*  
*Greek 2*

<b>Computer Science:</b>	<i>AP Computer Science</i>	
<b>Modern Language:</b>	<i>French 5</i>	<i>Spanish 5</i>
	<i>French 4</i>	<i>Spanish 4</i>
	<i>French 3</i>	<i>Spanish 3</i>
<b>History:</b>	<i>AP Economics (Class I only)</i>	
	<i>AP American Politics</i>	
	<i>AP Art History</i>	
	<i>US History</i>	
<b>Mathematics:</b>	<i>Advanced Topics in Mathematics</i>	
	<i>Multivariable Calculus</i>	
	<i>AP Calculus BC, AP Calculus AB</i>	
	<i>AP Statistics</i>	
	<i>Analysis with Trigonometry</i>	
<b>Science:</b>	<i>Topics in Engineering and Design</i>	
	<i>Environmental Science</i>	
	<i>Honors Biology</i>	
	<i>Honors Chemistry</i>	
	<i>Chemistry</i>	
	<i>Honors Physics</i>	
<i>Conceptual Physics</i>		

D. *Health & Wellness (Living Healthy Lives) and Athletics.* In Class VI each student is required to take *Living Healthy Lives*. In addition, each must play on an athletic team in the fall and spring. Most boys also elect to play a winter sport, as well.

In Class V, each student must play on an athletic team in the fall and spring, and many elect to play a winter sport, as well. In Class IV each student must play on an athletic team in the fall and spring. In Classes III, II, and I each student must either play on or manage an athletic team or plan and carry out an independent physical education program (IPE) under the supervision of the Director of Physical Education, Mr. Teixeira, during at least two of three “seasons.” Boys in Classes II and III may elect to complete only one IPE per school year; they must either play on, manage a team, or make a significant contribution to the athletic program under the direction of the Athletic Council (*e.g.*, serve as an assistant coach on a lower team, contribute a prescribed number of hours to the Athletic Council, video record games, etc.) during the remaining season. Boys who manage a team should confirm the specific duties with members of the newly established Roxbury Latin Athletic Council (subject to the approval of the Director of Athletics). The guidelines for independent physical education programs are the following:

1. Each student must submit a written proposal to the Director of Athletics, Mr. Teixeira, describing his activities for his selected sports season.
2. A conference will be arranged and the proposal discussed for approval.
3. A daily record of activities will be kept by each student and submitted at a conference at the end of the selected sports season.
4. A minimum of five hours of physical activity is required each week. Activity must take place

under the supervision of the school's Strength and Conditioning Coach or the Director of Athletics. The Director of Athletics may approve off-campus IPEs in some instances.

5. The three sport season will include the following approximate dates:

- Fall: Opening day of school through mid-November
- Winter: Mid-November through the end of February
- Spring: Early March through the end of May

E. *Tutorials.* A Tutorial is an academic project planned and carried out by an individual student in Class I under the guidance of a faculty tutor. It stands as one of his five full courses. The purposes of the tutorial program are to allow students to gain experience in devising and fulfilling independent academic options, and to encourage them to investigate in a disciplined way – and with the guidance of a teacher – subjects not included in the regular curriculum. A tutorial is not meant to be a substitute for a course already offered; if the proposed syllabus closely matches that of a course offered as a class, it is not likely to be approved.

Tutorials which are completed successfully earn credit equivalent to that of an elective course, for either one semester or a full year, as the case may be. It is required, therefore, that each tutorial be planned as rigorously, executed as strenuously, and evaluated as stringently as is any regular upper level course.

Permission for a Tutorial is granted when an agreement between a student and a faculty tutor is approved by the Director of Studies and the Curriculum Committee.

To seek permission, the student needs to:

1. Obtain a Tutorial Application Form from the Director of Studies, Mr. Chappell.
2. In consultation with his proposed tutor, attach to the Application Form a detailed description of the course of study he wishes to pursue, the basis on which his work is to be evaluated (papers, tests, etc.), and his intended schedule of meetings with his tutor.
3. Secure the approval and signature of his proposed tutor and of his parents.
4. Return the form to Mr. Chappell, who will bring it to the Curriculum Committee, which will either grant approval or not. Applications for a tutorial, whether for full or half year, are due along with course sign up sheets in May before the senior year.

Evaluation of each tutorial is the final responsibility of the tutor. He is to submit a written report on the student's work at the end of each marking period, along with a letter grade.

Other rules governing tutorials are:

- a. No teacher may serve as a tutor for more than one project at a time, and with no more than two students.
- b. Tutors and students are to meet on a regular schedule at least once each week.
- c. Exceptions to the rules, deadlines, and procedures outlined above may be granted only by the Director of Studies.

F. *Academic Standards and Grades.* The school Catalogue describes the comprehensiveness of Roxbury Latin's philosophy of education. The Catalogue notes that one of the school's important goals is the intellectual growth and development of each of its students. When a mature person attempts to accomplish something, he instinctively seeks to evaluate how well he is doing it. He also usually receives – and even seeks – the perhaps-more-

objective evaluation of someone else, that he may grow from the insights and perceptions of others. Since ancient times, one of the tasks of the teacher (“master” of a subject) has been to help a student (“apprentice” seeking to gain knowledge and skill) attain a realistic perception of how well he understands what he is trying to learn.

Students are continually evaluated by many different means: by oral comments, by written comments on papers and tests, and by grades.

At Roxbury Latin, letter grades are a shorthand summation of academic evaluations. Students are given grades four times during the school year: twice in the fall semester and twice in the spring. Final grades constitute the student’s permanent academic record.

In each course the teacher tries to set appropriate standards. The faculty tries to avoid having courses which are “hard” or “easy,” either in the amount of effort expected or in the evaluation given. Inevitably, however, an individual student may find a given course “easier” or “harder” than others.

When percent averages are converted to letter grades at the end of a Marking Period, the following standard scale will be followed:

97 % - 100 %	A+
93 % - 96 %	A
90 % - 92 %	A-
87 % - 89 %	B+
83 % - 86 %	B
80 % - 82 %	B-
75 % - 79 %	C+
68 % - 74 %	C
60 % - 67 %	C-
Below 60 %	D ( <i>failure</i> )
	or E ( <i>failure, with flagrant lack of effort</i> )

Fractional grades of at least .5% will be rounded up to the next whole number grade. For example, an 89.5% or an 89.6% will be rounded up to a 90%, while an 89.4% will remain an 89%.

Pass/Fail: Seniors may have one of their elective courses evaluated on a Pass/Fail basis, if they make this arrangement in advance with the Director of Studies by mid-October, for fall electives or year courses, or by the last week of January for spring electives. At his discretion, a boy may cancel the Pass/Fail option at any time through midyear exams (or final exams for spring electives) and take a grade for the course; once having done so, however, he may not reverse his decision and restore the Pass/Fail option.

Marks evaluate achievement; they are not effort grades: Each boy is expected to work to the best of his ability. One boy may with great effort earn a C and be commended by the faculty; another may with little effort achieve a B and be rebuked by the faculty. Each student is expected to achieve as well as his individual capabilities and circumstances permit. Consistent failure to do so may result in warnings, sanctions, and even dismissal – even if his grades are not failing.

Individual faculty comments are written on each boy at the end of the first marking period.

G. *Calculator Policy.* Although the school's policy on calculators is liable to change as technology develops, our present policy is as follows: Boys in Classes VI, V, and IV should have the TI-30Xa Scientific Calculator. Boys in Classes III, II, and I should have the TI-84 Graphing Calculator.

H. *Course Registration and Program Changes.* In April each year, the Curriculum Committee announces the courses to be offered by each department for the following year. After consultation with parents, faculty advisors, and others, students who have electives register their choices both for the year courses and one semester electives. Registration for year courses and semester electives is normally considered final at this time.

The choices made at these times are usually not changed. If unusual circumstances require the dropping or adding of elective courses during the first week of either semester, students may consult with the Director of Studies. After the first week of the semester, requests for such changes must be submitted to the Director of Studies.

I. *Making up Failures.* Students who have failed courses for either semester or for the year may be permitted, encouraged, or required to make them up. At its meeting at semester's end, the faculty will determine in each case whether the student may or must make up what he has failed, and how he may do so. The student should then make specific arrangements with the Director of Studies for his make-up work and any examinations which may be necessary. If he meets the requirements set by the faculty and Director of Studies, the student's failing grade will be changed to a C-.

J. *Independent Senior Project.* Beginning in the last week of April, each boy in Class I undertakes an Independent Senior Project in lieu of his regular classes. An ISP can be a rewarding experience for a senior. It affords him, for one of the few times in his school career, the option of pursuing an area of special interest in depth and over an extended period of time. However, in order to ensure full student appreciation of the project's possibilities, there are several basic requirements and necessary limitations to which the student must adhere:

1. Independent Senior Projects are meant to be an extension – and even the culmination – of the Roxbury Latin experience and program. They are not intended as something that seniors simply “do” at the completion of classes in late April. Boys begin discussing project ideas with their faculty advisor during the fall of their senior year, or even earlier. The project must be approved by the student's parents, a small faculty committee that will review the boy's project plan, and the Directors of ISP.
2. The Independent Senior Project is expected to be a substantial undertaking, a 120 hour investment over four weeks. Provided that the project is of demonstrable merit, it need not be limited to any particular category. Emphasis is put on each boy's responsibility to devise his own plan. Past project topics have been wide-ranging, but recent projects have generally fallen into five broad categories:

- a. Volunteer work for community social service agencies.
- b. Business and political internships.
- c. Medical or scientific research.
- d. Academic or creative independent study or projects.
- e. Apprenticeships with theater or art groups.

*Under no circumstances may a boy receive pay for his efforts.*

3. Each senior must have both an off-campus and an on-campus advisor (with whom he will meet weekly) who will oversee his project during the ISP period. Faculty and students will be paired according to their mutual interest in the project. *No faculty member may advise more than two projects.* The off-campus advisor is typically an “expert” on the student’s field of interest; students are expected to meet regularly with their off-campus advisors, as well. The relationship between the student and his on- and off-campus advisors is essential to the smooth functioning of the project.
4. The student is expected to present a thorough and enlightening account of his experiences on “ISP Report Day.” At the completion of his 25 minute oral presentation, he will submit electronically a brief, but detailed, summary abstract of his project and a reflection of his experience to the Directors of ISP. Both documents are placed on file for future reference by boys considering ISP opportunities in subsequent years.
5. Failure to fulfill these minimum requirements may mean that the student has not undertaken his responsibilities in good faith. Since ISP is an important part of the school’s curriculum, such a failure would result in the student not receiving his diploma until his project has been satisfactorily completed. The Directors of ISP will determine the success or failure of a student’s project based upon the recommendation of the student’s project advisor and, if the Directors think it advisable, other faculty members who have been involved with the project.
6. Preliminary proposals must be submitted in early January. The actual date of submission will be included with the ISP guidelines distributed to seniors in the fall.
7. Final ISP proposals will be due on or before March break.
8. *A student will not be allowed to begin his ISP until he has:*
  - a. Had the project approved by the Directors of ISP.
  - b. Successfully complete all assigned academic work in all of his classes, including papers, quizzes, tests, or projects.
  - c. Paid for his Advanced Placement Exams.



## VI. *Standards & Procedures of Special Note to Parents*

Teachers and faculty advisors make every effort to keep parents informed about issues of importance concerning their sons' lives at school – for example, by means of the weekly Calendar and web postings; through end-of-term comment slips, November conferences, and spring Advisor Letters; and occasionally through special parent conferences, phone calls, or emails home.

We welcome parent feedback and input at any time; it is understood, however, that our common goal must be to work together to help each boy to solve his own difficulty – to support him and to advise him as he tackles the problem, but not to solve it for him. Almost without exception, our parents avoid the temptation to “jump in” with well-intentioned but misguided attempts to intervene inappropriately in their son's life at school. We are pleased and gratified that Roxbury Latin parents are eager to join us as allies as we work together to help their sons to meet squarely, and confidently, the challenges facing them. Our collective goal is to help boys to develop the skills to manage and direct their own lives, and to seek whatever counsel and help will enable them to do so.

- A. *Calling the School if a Boy is Ill or Otherwise Unable to Attend School.* When boys are ill or otherwise unable to come to school, it is the parent's obligation to call Mrs. Maguire at school no later than 8:45 a.m. A boy may not call himself in sick. Parents of a boy who is ill during the midyear or final exam periods are asked to call or email the Associate Headmaster, Mr. Pojman, who will facilitate arrangements for make-up exams
- B. *Emergency Medical Procedures.* In case a student meets with a serious medical emergency while at school, the school will attempt to reach the parents to inform them of the situation. Until a parent arrives and accepts responsibility, the Headmaster, or the person in charge of the activity, will assume the responsibility for making medical arrangements to meet the emergency. Instructions as to medical arrangements received by the school prior to the parents' arrival and acceptance of responsibility may be considered, but the school is advised by counsel that it should not be bound by those instructions.
- C. *Prescription Medications.* Prescription medication administration is under the guidelines and regulations from the Massachusetts Department of Public Health. The school must be notified of all prescription medications taken by boys during the school day, including EpiPens and inhalers. Medications taken by any student during the school day must be administered under the supervision of the school nurse, Mrs. Maguire.
- D. *Parents' Role In Alcohol/Drug Prevention.* Parents are often concerned about the use of alcohol and drugs by students and the social acceptability of its use. Parents should familiarize themselves with all school policies contained in this *Handbook*. It is irresponsible for parents to serve alcohol at adolescent parties. Faculty members will not attend any adolescent party at which alcohol is served or is available to students.

When students are left at home unsupervised by parents, there is the danger of an unexpected situation getting out of control. Aware of their responsibility and liability, parents should ensure the safety of the situation and of their home.

Parents must remember that they may face legal liability for what a minor does under the influence of any alcohol that they have served, or have allowed to be served. Parents

have no right to take on such a responsibility or exposure to risk for other parents' children. Parents who think they can monitor and control the use of alcohol served (or allowed to be served) at such a party are naive. It is often difficult or impossible to judge who has had too much to drink, or to make sure students do not drive. Numerous avoidable tragedies have resulted from parties hosted by well-intentioned parents who were fooled.

It is critical that parents set guidelines and reach a clear understanding with their sons for their sons' behavior when they are outside the school's jurisdiction. Parents need to have serious and ongoing discussions with their sons – before problems arise – about the use of alcohol. Those who do not do so court disaster and tragedy. These discussions should include “exit strategies” for boys when confronted with problematic situations, particularly group situations. Families that deny the existence of this issue invite clandestine behavior, the secreting of alcoholic beverages, lying, etc. There will be many situations – when parents are not present – in which boys are put under enormous pressure to use alcohol. It is critical that, before boys find themselves in such pressured situations, they have thought through with their parents how they will react.

The Dean of Students, Mr. Sugg, is available for consultation with parents and students on a variety of issues, including drugs and alcohol.

E. *Smoking.* Parents are reminded that there is to be no smoking by anyone at any time on campus.

#### F. *Guidance, Counseling, School Nurse*

*Faculty Advisors.* Each student has a faculty advisor. The advisor's role is to be available as an advocate and counselor to help the student deal with any problems he may encounter in his academic or personal life, to help him make the choices which confront him as he develops, and to give him support, understanding, constructive criticism, and friendship. The advisor also serves as the primary liaison with parents.

Advisors and advisees will, of course, relate to each other in different ways according to their individual styles and personalities. There are, however, several formal points of contact. At the end of each marking period, advisors are expected to review with advisees their academic records. In the fall, advisors hold a parent conference and in the Spring write a letter to each advisee's parents reporting on his overall status and welfare. Also in the Spring, students in Classes IV through II confer with their advisors about course selection for the coming years. In most cases, advisors have arrangements with individual advisees for a regular, often weekly, meeting.

The advisor-advisee relationship is officially constituted to try to make sure that at least one teacher will be closely familiar with each student's overall situation. However, students are free – and encouraged – to approach any member of the faculty who might help them in any way, or with whom they would enjoy talking.

Advisors are generally assigned to all boys by the second week of school. Each boy in Class VI (and also boys newly admitted to Class V, IV, and III) will be assigned an advisor from his teachers. Boys in Classes V through I will be assigned an advisor from a submitted list of between four to six faculty members. Each boy in Class V must select faculty who have either taught or coached him. Boys in Classes IV

through I may include any member of the faculty on their lists.. Each student submits his list of choices to the Dean of Students, and he may indicate a first choice. In consultation with the Headmaster, the Dean will assign advisors and advisees, accommodating preferences expressed by students wherever possible.

*Faculty Classmasters and Faculty Class Advisors.* Each class has assigned to it several faculty members, one to act as classmaster, one as assistant master, and the others as class advisors. Under the leadership of the classmaster, these teachers are responsible for guiding the class as it conducts its affairs and plans its activities, including a class-wide social event. They also help the class to deal with special problems affecting the group as a whole during the school year, especially problems of adjustment and social relationships within the class.

The classmaster and his/her assistant coordinate and oversee the guidance activities of all faculty advisors to boys in their class. At regular intervals, the faculty discusses the general status and progress of each student. The classmaster conducts such meetings for his/her class and is responsible to the Dean of Students for overseeing follow-up by advisors and others.

*The Dean of Students.* The Dean of Students oversees all the school's counseling and guidance activities. He is responsible for assigning advisors and advisees. He acts as resources for advisors. In conjunction with the Assistant Headmaster, classmasters, and faculty advisors, he oversees follow-up on the faculty report meetings. The Dean of Students is the chairman of the Discipline Committee. The Dean is available for direct consultation with students and parents about any personal problems students encounter at school.

*College Guidance.* The Directors of College Guidance meet with boys in Classes III through I, as appropriate, both collectively and individually to advise them on the process of college admission.

Each Fall the College Guidance Office, with input from the faculty, drafts the school recommendation on behalf of each member of the senior class.

*Learning Specialist.* Mrs. Dromgoole is available to work with students individually at school in order to help them to improve their study and organizational skills. Regular sessions are scheduled during a boy's free periods. Typically, a boy is recommended to work with Mrs. Dromgoole by his faculty advisor, one or more of his teachers, or his classmaster. Referrals to Mrs. Dromgoole are coordinated through the Assistant Headmaster, Mr. Pojman. A boy himself may make a request to the Assistant Headmaster to meet with her, as well. Upon receiving a recommendation, Mr. Pojman will discuss the merits with the boy and his parents, and he will facilitate the arrangements.

*Consulting Psychologist.* The school engages the services of Dr. Boaz Levy, who is on the staff of McClean Hospital, as its consulting psychologist. He is available to meet with a boy – with the consent of his parents – individually on-campus or at his office in Chestnut Hill. The Associate Headmaster, Mr. Pojman will coordinate the initial referral and subsequent financial arrangements.

*Academic Testing or Evaluation.* The school maintains a list of referrals for educational, intellectual, or speech and language evaluations, should parents/guardians wish to consult with the school regarding such an evaluation. Parents who need guidance in this area are encouraged to consult the Associate Headmaster, Mr. Pojman, for advice. It is recommended that the results of such evaluations be shared with school personnel so that appropriate recommendations can be implemented.

*School Nurse.* Mrs. Keri Maguire is the school's full-time nurse on campus. She evaluates students who become ill during the school day and contacts their parents as appropriate. If Mrs. Maguire is unavailable, students should see the Athletic Trainer, Misty Beardsley, or the Assistant to the Headmaster, Mrs. Driscoll, for assistance.

- G. *Transcripts.*** All requests for transcripts must be made through a written request to the Registrar, Mrs. Maguire. Under no circumstances should a faculty member or coach be asked to send a transcript, unofficial or official, to a school, team, employer, etc.

Transcript requests, along with any information to be mailed with the transcript, should be made to Mrs. Maguire at least a week in advance of the deadline. Official transcripts are not given to boys or to parents. As stated below, no year-end transcripts will be released by the school if a family has any unpaid charges or bills.

- H. *Medical Forms.*** Parents are expected to supply the school with emergency medical information. This information is entered through an on-line access program, and it must be reviewed and updated each year their son is enrolled. Directions on how to enter this information is sent in the spring. Updated information is due by August 15. To be valid, a student's physical examination must occur between June 1 and August 15. A boy will not be allowed to attend classes or to participate in school activities of any sort unless his physical exam form has been completed and returned.

**I. *Business Office Procedures.***

- The following tuition plans are available to parents:
  - a. Payment in full by June 1.
  - b. Two equal payments due June 1 and January 1.
  - c. Ten equal payments beginning May 1 through February 1.

All families must enroll with Smart Tuition for the billing of tuition and fees. Details of the plan are sent with the student enrollment contract. Smart Tuition registration rolls over from year to year.

Once the student enrollment contract is signed, the student is considered enrolled for the entire school year. Full tuition payment is required regardless of absence, withdrawal, or dismissal for any reason unless written notice is received by the Director of Admission by June 1.

A late fee of 1.5% per month (annual percentage rate of 18%) will be assessed to all overdue accounts.

Final year-end grades, comments and transcripts will not be released and no certificate of promotion or diploma will be awarded to any boy unless all charges are

paid in full. A boy will not be allowed to register or attend classes at the start of any new school year unless charges for all previous years have been paid in full. If a boy is not allowed to register or attend classes for the above reason, his parents will still be obligated to pay the full tuition for the coming year unless withdrawal has taken place by June 1 as described above.

- *The Tuition Refund Plan* is an elected plan offered through the A.W.G Dewar Insurance Company. This plan offers parents an opportunity to insure themselves against possible loss of tuition in the event of absence, withdrawal or dismissal. Details of this plan are included with the enrollment contract.
- *Personal Property Insurance.* Parents should insure any valuable personal possessions of the student with their own insurers. The school does not carry any insurance for a student's personal property.
- *Financial Aid.* Parents who wish to apply for financial aid should consult with Mrs. Karen Dinon in the Business Office and submit relevant materials in a timely manner. Boys who receive financial aid (and others who feel deserving of such support) are eligible for additional grants to support travel opportunities and other additional programs offered by the school. It is the school's goal to ensure the no boy will be denied such opportunities because of his family's financial circumstances.

#### J. *Policies and Procedures Regarding Student Health.*

**\*\*\*Medical protocols relating to will be updated as needed to conform to CDC and state recommendations. The school will make every effort to keep parents abreast of those changes and updates.**

In order to maintain a safe and healthy environment for students and staff, please do not send students to school with any of the following: fever, vomiting, or diarrhea. Students who develop a fever of 100.0 degrees F or greater, vomiting, or diarrhea will be asked to go home. Students must be symptom-free for 24 hours before returning to school. Parents are expected to notify the school if their child contracts a contagious illness such as strep throat, chicken pox, influenza, or head lice.

**\*\*\*Students who do not pass the daily COVID-19 evaluation submitted by their parents every morning via the screening app will not be allowed to attend school.**

*Health Records, Regulations, and Access.* The school requires proof of an annual physical examination from a licensed provider and proof of up-to-date immunizations for every student to be kept on file in the Health Office (please see below for a more detailed policy on immunizations). This information is entered through an on-line access program, and it must be reviewed and updated each year their son is enrolled. Directions on how to enter this information are sent in the spring. Updated information is due by August 1st.

Parents are also asked to provide the school with information about the student's physical and emotional health. The school is sensitive to the privacy of this information and is committed to protecting the confidentiality of students and their families as indicated in the "Confidentiality" section of this Handbook.

*Immunization.* In accordance with Massachusetts law, the school requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. A student with a qualified religious and/or medical exemption must provide the school with an Immunization Exemption Certification, pursuant to state law. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the school or participate in any school activities.

Students who are exempt from the state's immunization requirements for religious or medical reasons and who have provided the school with an Exemption Certification Statement may be prohibited from attending school and participating in school activities in the event of an outbreak of a vaccine-preventable disease. Students excluded from the school for this reason will not be permitted to return until the danger of the outbreak has passed; the student becomes ill with the disease and completely recovers; or the student is immunized. In determining whether there is an outbreak of a vaccine-preventable disease, the school may consult with appropriate medical professionals and/or the Massachusetts Department of Public Health.

*Communicable Illness.* The school may exclude any student who has a communicable illness or has been exposed to an infected person if the school determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student who is excluded or the welfare of the school community. In reaching the decision to exclude a student from the school, the school may consult with appropriate medical professionals and/or the Massachusetts Department of Public Health.

*Health And Safety Communications Regarding Communicable Illnesses.* If and when appropriate, the school will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the school may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. Of course, we encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

*Medications at School.* Parents are expected to attend to students' medication needs outside of school whenever possible; however, if a student must take a daily prescription medication, parents are expected to provide the school with a Permission to Medicate Form signed by the student's doctor and parent(s). The school nurse, in collaboration with the parent/guardian and the student's physician, will establish an individualized medication administration plan for any students who must take medications at school.

A responsible adult should deliver medications to the school in a pharmacy or manufacturer-labeled container. Please ask your pharmacy to provide separate bottles for school and home. Medications will be dispensed by school nursing staff or by school personnel who have been designated and trained in accordance with the school's policy regarding delegation of prescription medication administration. Medications should be picked up at the end of the school year. Any medications

left after one week of school closure in June will be destroyed.

The school nurse, in collaboration with the parent/guardian and the student's physician, will also establish an individualized medication administration plan for any student requesting medication self-administration privileges. The student will be involved in the decision-making process and the student's preferences respected to the maximum extent possible. In a collaborative effort, the school nurse together with the student, the student's parent/guardian, and physician will determine the student's understanding of the student's medication(s) and competency in the administration of the student's medication(s). Based on this determination, she will allow or disallow self-administration privileges in accordance with state and federal laws. The self-administration of medication(s) shall include self-administration while on school property or during school-sponsored trips. It is the sole responsibility of the parent/guardian to notify Mrs. Maguire in order to update the student's medication administration plan with respect to any medication(s), dosing revisions, and health status changes.

Misuse of the privilege to self-administer medication(s) will result in immediate revocation of said privilege(s). The school will not assume any responsibility for students not in compliance with this medication self-administration policy.

*Medical Leave.* A medical leave from school may be appropriate in case of serious illness, bodily injury, or mental health condition, as determined in accordance with this policy. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the school leadership; they will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at school. In the absence of a treatment plan that, in the school's opinion, meets these needs, the school may decline to grant a medical leave request, and instead require the student to withdraw.

A student's family may request a medical leave. The school requires that any request for medical leave be accompanied by sufficient supporting documentation (as determined by the school in its sole discretion) to allow the school to evaluate the leave request, including, but not limited to, at least the following information: (a) a recommendation from the student's treating medical professionals that the student would benefit from taking a medical leave; (b) a description of how the student's medical condition limits the student's ability to participate in required academic or extracurricular activities; (c) the plan for treatment of the student's medical condition; and (d) an anticipated date for the student's return.

Additionally, if in the school's judgment, a student is exhibiting symptoms or behavior that make the student unable to participate appropriately in academic or extracurricular activities without imposing an undue burden on the school's resources, the school may recommend that the student be evaluated and subsequently placed on a medical leave. The school may initiate a discussion of a leave of absence in circumstances including, but not limited to:

- When mental health or physical symptoms are or may be impeding a student from functioning appropriately academically;

- When a physical or mental health condition interferes with a student's attendance at school;
- When a student behaves in ways that may be self-destructive or dangerous to others;
- When a student is not engaged in treatment that the school has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed such treatment appropriate; or
- When a student exhibits symptoms or behavior that is of concern to the school.

This initial discussion may include, in the school's sole discretion, the student's advisor, school leadership, the school nurse, the parents, or the student, as deemed appropriate. The purpose of this initial discussion is to establish the steps that the family is taking to ensure that the student is well enough to participate fully in life at school; and the further steps that the school may require if the situation does not improve.

The school may require the family (parents and student) to enter into a medical leave agreement detailing the parameters of any leave. The agreement may include conditions and requirements for the student's return to school. While a student on leave is excused from attending class, the student must make arrangements to make up missed work either while on leave (if possible) or upon return. While the school will strive to minimize academic disruption, the school may require that a student drop a course or courses if a prolonged absence will make it difficult for the student to satisfactorily complete the requirements of the course. To return to school from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health and/or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The school may require additional evaluation by a physician or mental health consultant of its choosing. The guiding principle of re-admission from a medical leave is the school's confidence that the student can return safely; and that the student's return will not compromise the student's continued recovery, interfere with the school's ability to serve other students' needs, or place an undue burden on the school. The decision regarding any student's return to the school from a medical leave remains in the sole discretion of the school. As a corollary to this principle, a student whom the school determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or other residential-style school activities.

*Food Allergies.* Our goals are to provide a safe and respectful environment for all students, to educate the school community about the nature of food allergies, and to provide support and encouragement as our students develop good decision-making skills and learn the critical lessons of managing their allergies. We hope to foster self-confidence, self-respect, and self-advocacy in our students, and to support families as they help students learn to appropriately manage their allergies. For students without allergies, our goals are to increase their awareness of food allergies, and to encourage the development of empathy and the skills needed for them to become supportive allies for their peers. As a school, we strive to help our students graduate with the skills and confidence to advocate for their own and others' health and physical safety.



The school is committed to providing a safe and inclusive environment for all students. Mrs. Maguire will contact the parents of students with allergies prior to the start of the school year to discuss a plan of care.

In consideration of the number of students with food allergies, the school has the following guidelines for management of these allergies:

- Products containing nuts and peanuts may not be brought onto the school campus; parents baking goods for school bake sales (such as those for Habitat for Humanity) must ensure that they are nut free;
- Food prepared by the dining commons staff is nut and peanut free;
- Frequent and appropriate hand washing will be encouraged;
- For students with life-threatening allergies, the school will be provided with an Allergy Action Plan written by a primary care provider or allergist. The Allergy Action Plan needs to be updated yearly.

Successful management of food allergies is the jointly-held responsibility of the school, families, and student with the allergy. Education encompasses the entire school community including employees, parents, and students. It focuses on preventive strategies, the symptoms of anaphylaxis in individual students, and emergency care. We recognize that the management of food allergies is a developmental process, and we strive to take reasonable measures to protect our youngest students, while recognizing that students should learn to assume increasing responsibility for their own health and safety as they mature.

*Emergencies.* In the event of a serious emergency, an ambulance will be called; the student will be taken to the nearest hospital emergency room; and at least one parent will be notified immediately. Emergency situations arising on campus will generally be referred to Faulkner Hospital, which is just a few miles from the school. The school neither diagnoses nor treats injuries that occur on non-school time, but does offer temporary first aid for problems that arise during school. If a student complains of a persistent ear ache, sore throat, rashes, or joint pain, such complaints warrant a call to the student's pediatrician by the boy's parents.

**Parents are expected to keep Emergency Forms up-to-date.** Please remember, it is most important that the school have current home, work, and cell phone numbers for parents/guardians, day care providers, or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student's parent(s) cannot be reached. Like all medical forms, this information is entered through an on-line access program, and it must be reviewed and updated each year their son is enrolled. Directions on how to enter this information is sent in the spring. Updated information is due by August 1.

Parents will be notified of an illness or injury that may require follow-up medical care. A "Statement of Permission and Release Consent" form and "Permission for Emergency Medical and Surgical Treatment" must be on file for every student, allowing the school to obtain necessary medical assistance.

*Confidentiality.* Members of the school community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential

information they receive. However, confidential information may be disclosed to the Headmaster, appropriate administrators, outside professionals, law enforcement officers, parents/guardians, and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about an individual's ability to function academically, emotionally, physically, and/or mentally within the school environment; or when legal requirements demand that confidential information be revealed.

- K. *Athletics*. Students are required to have on file a medical form completed and signed by a medical doctor stating that the student is physically fit to participate in physical education classes and athletics. No student will be allowed to participate until this form is on file.

*Sportsmanship*. Athletics enhance the overall educational experience and build well-rounded students and leaders. Integrity, fairness and respect – these are the principles of good sportsmanship. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results. Sportsmanship goals include:

- Developing a sense of dignity under all circumstances;
- Respecting the rules of the game, the officials who administer the rules, and their decisions;
- Respecting opponents as fellow students and acknowledging them for striving to do their best while students seek to do their best at the same time;
- Looking at athletic participation as a potentially beneficial learning experience, whether a win or loss;
- Educating other students and fans to understand the rules of the game, and the value of sportsmanship; and
- Accepting the personal responsibility that comes with your actions on the court/field.

The school also encourages parents to act in a sportsman-like manner. As such, the school hopes parents will:

- Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;
- Encourage students to perform their best, just as we would urge them on with their class work, knowing that others will always turn in better or lesser performances;
- Participate in positive cheers and encourage our athletes, and discourage any cheer that would redirect that focus;
- Learn, understand, and respect the rules of the game, the officials who administer them and their decisions;
- Respect the task our coaches face as teachers, and support them as they strive to educate our youth;
- Respect our opponents as students, and acknowledge them for striving to do their best; and
- Remember that we would all like to be victorious in every situation we face in life, but just like in athletic competition, sometimes we fall short.

Students, parents, teachers, and coaches are all expected to refrain from:

- Use of profanity or displays of anger that draw attention away from the game;

- Booing or heckling an official's decisions, criticizing officials in any way, or displaying temper with an official's call;
- Trash talking or yelling that antagonizes opponents;
- Using verbal abuse or intimidation tactics;
- Disrespectful or derogatory yells, chants, songs, gestures, signs, posters, or banners;
- Any distracting activity such as yelling, waving arms, or feet-stomping during an opponent's free-throw attempts or other solo efforts; and
- Use of artificial noisemakers of any kind.

*Parent-Coach Communications.* As with parent-teacher and parent-advisor relations, athletics promotes the establishment of good communication between parents and coaches. It is assumed that parents and coaches will understand their respective roles in order to best support our student athletes.

*Head Injury/Concussion Policy.* A concussion is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Most athletes who experience a concussion can recover completely as long as they do not return to play or return to learn prematurely. The effects of repeated concussions can be cumulative, and after a concussion, there is a period in which the brain is particularly vulnerable to further injury. If an athlete sustains a second concussion during this period, the risk of permanent brain injury increases significantly.

As such, the guidelines outlined below should be followed to ensure that students are identified, treated, and referred appropriately, receive appropriate follow-up care during the school day, and are recovered prior to returning to full activity. For questions or concerns at any time, please contact Director of Athletics, Mr. Teixeira.

*Concussion Awareness.* Concussions and other brain injuries can be serious and potentially life threatening. If managed properly, most athletes can enjoy long careers in sports after a concussion. Research indicates that these injuries can also have serious consequences later in life if not managed properly.

A concussion occurs when there is a direct or indirect injury to the brain. As a result, transient impairment of mental functions such as memory, balance/equilibrium, and vision may occur. It is important to recognize that many sport-related concussions do not result in loss of consciousness and, therefore, all suspected head injuries should be taken seriously. Coaches, parents, and fellow teammates can be helpful in identifying those who may potentially have a concussion, because a concussed athlete may not be aware of the athlete's condition or may be trying to hide the injury to stay in the game or practice.

*ImPACT.* The school has implemented an innovative program to assist our team physician and certified athletic trainers in evaluating and treating head injuries (e.g., concussion). In order to help manage concussions sustained by our athletes, we have acquired a software tool called ImPACT (Immediate Post Concussion Assessment and Cognitive Testing).

ImPACT is a computerized exam used in many professional, collegiate, and high school sports programs across the country to diagnose and manage concussions. If an athlete is believed to have suffered a head injury during competition, ImPACT is used to help

determine the severity of head injury and when the injury has fully healed.

The computerized exam is given to athletes before beginning contact sport practice or competition. This non-invasive test is set up in “video-game” type format and takes about 20 minutes to complete. Essentially, the ImPACT test is a preseason physical of the brain. It helps to track information including memory, reaction time, speed, and concentration.

If a concussion is suspected, the athlete will generally be required to re-take the test. Both the preseason and post-injury test data is given to the family or treating physician, to help evaluate the injury. The test data will enable these health professionals to determine when return-to-play is appropriate and safe for the injured athlete.

*Signs and Symptoms.* When a student athlete sustains a concussion, the student may report one or more of the following symptoms: headache or “pressure” in head; double or fuzzy vision; dizziness; tinnitus (ringing in the ears); nausea; just doesn’t “feel right;” sensitivity to light and/or noise; feeling sluggish, foggy, or groggy; concentration/memory problems; and/or confusion, anxiety, sadness, or heightened emotions.

When a student sustains a concussion, one or more of the following symptoms may be observed in the athlete: loss of consciousness; appears dazed or stunned; moves clumsily; unsure of score, opponent, date, etc.; cannot recall events prior to incident; cannot recall events after incident; answers questions slowly; confused about what to do – assignments, position, etc.; forgets an instruction; shows mood, behavior, or personality changes.

When a student-athlete shows any signs, symptoms, or behaviors consistent with a concussion, he can expect to be promptly removed from practice or competition and evaluated by the athletic trainer and/or the student’s healthcare provider. At away events, when there is no qualified medical professional/licensed athletic trainer available, the coaching staff will typically abide by, “When in doubt, sit them out,” as recommended by the Centers for Disease Control. If any danger signs are exhibited as described above, the school will strive to contact a parent/guardian and will accompany the student-athlete to an Emergency Room by Emergency Medical Service.

*Post-Concussion – Return To Play.* The athlete must meet all of the following criteria in order to progress to activity:

- Symptom-free at rest and with exertion (including mental exertion in school).
- Within normal range of baseline on post-concussion ImPACT testing.
- Have written clearance from the appropriate health care provider.

*Medical and Other Excuses.* Any student who is to be excused from physical education or athletics must bring in a medical excuse signed by a doctor and present it to the school nurse. For the first day of an excused absence from physical education, a parent note is acceptable. For excused absences from physical education for more than one day, a doctor’s note is necessary.

*Photography at School Events and Athletic Contests.* Flash photography during any school event is not permissible, and even non-flash photography during concerts and plays must be done so unobtrusively.

Of course, parents are welcome to take action photographs at games, but they must be careful not to interfere with the referees, coaches, or players – or to be in any way a distraction. Parent photographers are asked not to request that coaches allow them to take team photos or other posed shots, either during practices or before or after games. High resolution photographs of all teams may be downloaded free of charge from the team pages on the school's website.

*Cancellations.* Please refer to the Athletic Calendar on the school's website which is updated regularly, or call the Main Office for last minute changes due to weather and daily events.

#### L. *Incidental School Policies.*

*Leave of Absence.* Should a student's extended absence from school be necessary or desired, a leave of absence may be appropriate. A leave for medical reasons will be handled in accordance with the school's Medical Leave policy in this *Handbook*. The school may recommend or grant a request for a voluntary leave of absence for other compelling reasons. The initial request for a voluntary leave of absence should be made to the Director of Studies. The school requires sufficient supporting documentation prior to the approval of any leave. The sufficiency of any supporting documentation will be determined by the school in its sole discretion.

The school makes the final determination as to whether to grant a leave of absence, as well as the duration of the leave and the conditions necessary for a student's return (including, but not limited to, whether the student must reapply for admission). Whether the period of leave is counted towards academic requirements for promotion and graduation will be determined by the school in its sole discretion.

Leaves of absence may be noted in the student's educational record, including on the student's transcript. A leave of absence will not be used in lieu of disciplinary action to address violations of the school's code of conduct, rules, or policies. Additionally, a student granted a leave of absence while on academic and/or disciplinary status may return on that same status.

Families remain financially responsible for tuition and other fees while the student is on a leave of absence.

*Student Media Information.* In order to portray its program accurately and vibrantly, the school makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the school, in a variety of media formats. Student Media Information—including student names, photographic images (for example, portrait, picture, video, or other reproductions), audio recordings of students' voices, video recordings of students, and/or reproductions of students' work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the school magazine, marketing materials, the school website, press releases, social media outlets (including, but not limited to, Facebook and Twitter), newsletters, and local newspapers.

While the school strives to abide by parent/guardian wishes, we do not guarantee incidental use of a student's name or image will never occur. Parents are asked to contact the school if they would like to opt out of the use of Student Media Information.

*Background Checks.* With student safety as a priority at the school, the school conducts state and national criminal history and sex offender registry checks on all current and prospective faculty and staff of the school who may have “direct and unmonitored access to children.”

**M. *Family Involvement.*** At Roxbury Latin, we believe that a positive relationship between the school and a student’s parents or guardians is essential to the fulfillment of the school’s mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, and open lines of communication, mutual respect, and a common vision of the goals to be achieved.

Our common goal must be to work together to help the boy to solve his own difficulty – to support him and to advise him as he tackles the problem, but not to solve it for him. Almost without exception, our parents avoid the temptation to “jump in” with well-intentioned but misguided attempts to intervene inappropriately in their son’s life at school. We are pleased and gratified that Roxbury Latin parents are eager to join us as allies as we work together to help their sons to meet squarely, and confidently, the challenges facing them. Our collective goal is to help boys to develop the skills to manage and direct their own lives, and to seek whatever counsel and help will enable them to do so.

The school understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, Roxbury Latin, at all times, may dismiss a student whose parent, guardian, family member, or other adult involved with the student, in the sole judgment of the school, fails to comply with this or any other policy or procedure of the school, engages in conduct either on or off the school’s property that could undermine the authority of the school’s administration, and/or otherwise behaves in a manner that is unbecoming of a member of the school community. The school may refuse re-enrollment of a student if the school, in its sole discretion, believes the actions of a parent or guardian on or off the school’s property make a positive, constructive relationship impossible, or otherwise may interfere with the school’s accomplishment of its mission and/or educational goals.

To assist in creating the most effective relationship, the school expects that parents will

- Support the mission of the school.
- Understand and support the school’s philosophy, policies, and procedures.
- Support the school’s disciplinary process, and understand that the school’s authority in such matters is final.
- Be supportive of the school’s commitment to a diverse and inclusive community.
- Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the school.
- Support the school’s emphasis on sustainable practices.

*Parent-Teacher Communication.* Teachers and faculty advisors make every effort to keep parents informed about issues of importance concerning their sons’ lives at school – for example, by means of the weekly Calendar and web postings; through end-of-term comment slips, November conferences, and spring Advisor Letters; and occasionally through special parent conferences, phone calls, or emails home.

*Current Family Contact Information.* Parents are expected to keep the school informed of contact information for emergency situations. If a parent is going to be away from home for an extended length of time, please leave a forwarding address and telephone number

where the parent can be reached, as well as information regarding who will be responsible for the student and how they may be reached in case of illness or other emergency.

*Multiple Households.* In order for the school to communicate most effectively with parents and support each student, teachers and administrators need to be aware of students who spend time in multiple households. Additionally, information regarding who the primary caregiver is should be communicated to the school, in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, picking up a student from school, parent involvement in field trips or other issues, the school should be informed. These situations can be stressful for parents and confusing for students, and assistance in minimizing the school's phone calls for clarification is very important. Unless otherwise specified, each parent for whom the school has current contact information will receive a copy of the student's report card as well as other informational mailings and electronic communications during the year.