



*An Innovative Independent Middle School
Where Students Thrive*

**Student and Family Handbook
Academic Year 2023-2024**

Please note: *The Beech Hill School Student & Family Handbook* is accurate at the time of production and is subject to change without notification. If you are uncertain about or unable to find a policy, procedure, or practice please contact the Head of School, Rick Johnson. In addition, The Beech Hill School would like to acknowledge that it is a time-honored tradition amongst schools to share information. This handbook was created with the assistance of many individuals and institutions.

Section 1: Who We Are

Where Students Thrive

The Beech Hill School is an innovative, independent school where students thrive. Students thrive at The Beech Hill School because they “get to” participate broadly in a unique community dedicated to growth, challenge, and support. While not always easy, the students and the faculty believe deeply that being a member of The Beech Hill School is an opportunity, whereby coercion and force are not present. In short – we are a community that thrives because we “get” to think, to work, to play, to explore, to lead, and most of all to grow – in a safe and nurturing environment.

Vision

The vision of The Beech Hill School is to develop intellectually curious and capable young adults who will become contributing citizens and informed decision-makers.

Mission

- Creating a safe, nurturing, and enriching learning environment
- Balancing a traditional, rigorous academic curriculum with a rich extracurricular program
- Utilizing a progressive, student-centered pedagogy
- Valuing and implementing meaningful assessment which guides instruction
- Embracing appropriate technology
- Expecting both students and faculty to be members of a collaborative learning community guided by shared purpose
- Endeavoring to extend learning beyond the classroom
- Being governed by an Honor Code, dependent on respect, responsibility, integrity, and honesty.
- Attracting, hiring, retaining, and developing exemplary teachers
- Supporting, encouraging, and expecting faculty to learn and grow in their own discipline and teaching practice
- Building a strong family-school partnership
- Celebrating differences and achievements
- Learning from, and persevering through, setbacks

Non-Discrimination Statement

The Beech Hill School welcomes students of any race, color, religion, nationality, disability, or ethnic origin. The school does not discriminate in its hiring, admissions policies, financial aid policies, educational policies, or the administration of school-related programs or activities on the basis of race, color, religion, nationality, gender, disability, or ethnic origin. The Beech Hill School is an equal opportunity employer.

The Foundations of Community

Middle School is a time of transition, when young adolescents move past the concrete schemas developed as children and develop the framework for the ways they will interact with the world as adults. Thus, we feel that we are actively creating foundations for achievement. For this reason, The Beech Hill School has developed a framework for which we approach The Beech Hill School experience, called *The Foundations of Community*. It is built upon four critical elements: **Respect, Engagement, Aspiration, and Perseverance.**

<p>Respect We understand that protecting and promoting the physical and emotional health of ourselves and others is paramount in creating community. We embrace and celebrate the diversity of the world in which we live.</p>	<p>Engage We understand that learning is a vigorous and active pursuit. We relish the opportunity to participate in activities that will challenge us intellectually, physically, and spiritually.</p>
<p>Aspire We understand that it is always possible to improve our communities and ourselves. We achieve a sense of purpose through the creation of ambitious and meaningful goals.</p>	<p>Persevere We understand that life presents many challenges. We work persistently and thoughtfully through real and perceived barriers to successfully overcome obstacles.</p>

Students at The Beech Hill School are expected to live by and embrace these ideals. Our students are developing their understanding of these elements and may not fully actualize these ideals at all times. Therefore, policies and practices have been developed to reinforce these principles and to ensure that our community standards accurately reflect our acceptance of these ideals.

Faculty and Staff

Name (date of hire), Primary Title, Education	Contact Information
<p>Richard “Rick” Johnson (2011) Head of School BA - Hamilton College MALS – Wesleyan University</p>	<p>rjohnson@thebeechhillschool.org Cell – 724-0434</p>
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Debbie Fries (2013) – Master Teacher Mathematics BS – Syracuse University M.Ed. – Rutgers University	dfries@thebeechillschool.org
Michael Arruda (2015) English Language Arts BA/BS – Boston University M.A.T – Boston University	marruda@thebeechillschool.org
Mark Holt (2018) 5 th Grade Teacher BS – Keene State College	mholt@thebeechillschool.org
Liz Fortier (2020) Administrative Assistant Spanish BA – New England College	office@thebeechillschool.org
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Unity Dienes, PhD (2023) Social Studies BA – Harvard College MA, MPhil, PhD – Yale University	udienes@thebeechillschool.org
Judith Marklin (2023) Director of Outdoors, Science BA – Houghton College MA – The University of the South	jmarklin@thebeechillschool.org

Board of Directors

Emily Ricard, **Founder**, P'23, P'24 –
Concord, NH - **Emeritus**

Robert Csendes – Bedford, NH
Richard Johnson, **Head of School**,
P' 19, P' 21 – Concord, NH

Elizabeth Bozek, **Chair** – Concord, NH

Margret Martin – Wolfeboro, NH
James Newsom – Hopkinton, NH
Elizabeth Velez – P'21, P'24, -
Northfield, MA

Parents' Association

Since the founding of The Beech Hill School, the partnership between the school and its families has been at the very core of all we do. Every family is important, and each plays a role in the development and sustainability of our community. In 2014, Stephanie Lesko, P'15, became the first leader of the BHS Parents' Association (BHSPA) and initiated planned ways that parents augment regular school programming. Since that time, a number of parents have helped to grow, and following COVID, to regrow this group. In the end, the current Parents' Association is a dynamic group that coordinates its efforts with the Head of School to support the students and faculty at BHS.

Section 2: Daily Business

Attendance

Learning and growth at The Beech Hill School is not a passive endeavor. Consistent attendance must be a priority for students and families. Occasional illness is unavoidable, and ill students should remain at home. If a student must miss instructional time, teachers and administrators may provide assistance for those students. However, it is the student's responsibility to follow up with his/her teachers and determine a schedule for make-up work. The Beech Hill School will monitor student attendance. If absences are affecting performance, parents will be informed and consulted. If a student misses more than six (6) days in a trimester, for any reason, the Head of School may communicate with the family. The school and family may coordinate a plan of action to address the issue. In the event that a student has missed a significant number of classes, it is possible that they receive a grade of UA, which means Unable to Assess. Depending on the circumstances of the absences, tutorial services independent of The Beech Hill School may be required at the expense of the family. The grade of UA will be changed once the teacher has enough information to gauge a student's understandings and/or processes.

Leave of Absence

A student who must be absent from school for a significant period of time (longer than 10 days) for medical or personal reasons may be placed on a leave of absence. In order to be placed on a leave, the Head of School and the family of the student must meet to discuss and agree on the circumstances and requirements of the leave. In this situation, the student is still enrolled and attending The Beech Hill School, however for specified and documented reasons, is unable to attend classes. The completion of academic work for a student on a leave of absence is coordinated and supervised by the student's advisor. Depending on the length of time away from school, tutorial services independent of The Beech Hill School may be required at the expense of the family. In most cases, a written agreement documents the School's approval of leave and the expectations for the student and the family during the course of the leave of absence.

Notifying School of Absence and Lateness

If a student is going to be absent or arrive late, we ask that families notify the school via e-mail at **office@thebeechhillschool.org**. In the case of illness, providing the reason will help us keep the community healthy and alert us if "something is going around." If a student is absent for five (5) or more consecutive days for illness, a doctor's note may be required to return to class and school activities.

Early Dismissal

If a student will need to be dismissed early, please notify the school by e-mailing **office@thebeechhillschool.org**.

Arrival and Departure Procedures

Classes begin at 8:30am, and students may arrive beginning at 7:30am. Students should not arrive at school prior to 7:30am, as the school will not be open. Classes end at 3:15pm, and students will pack up and leave immediately following. Students are expected to be picked up between 3:15pm and 3:30pm. Students not picked up by 3:30 will be automatically enrolled in an after-school program, and the student's account will be charged accordingly.

When dropping off and picking up students, families should utilize the circular drive. The circular drive is only to be used for active loading and unloading. If a parent or guardian intends on leaving their car for a period of time, he/she should park in the lot.

At the end of the day, students will be released to the care of their parents/guardians, or other approved individuals. The school should be notified of any exceptions in advance by e-mail to the address office@thebeechillschool.org.

Extended Care Program (ECP)

The class day starts at 8:30am and concludes at 3:15pm. Students are allowed to arrive at school as early as 7:30am and may stay at school as late as 3:30pm. The Extended Care Program (ECP) is available for families that need care for their children after 3:30pm. ECP begins at 3:30pm and concludes at 5:30pm. Families who do not pick up their students by 5:30pm will be charged a late fee per instance after a warning. During ECP, students are supervised in an unstructured manner. While at ECP, students are expected to abide by the same community standards and expectations that apply during the class day. Breaches of expectations during ECP or at any time when a student is on campus outside of regular school hours will be treated in the same manner as during the school day.

ECP is a fee-for-service program and is charged per family, not per student. The fee structure is as follows:

Unlimited ECP for the entire year per family	\$1200
ECP for a single day per family	\$15
Late Fee per instance (after a warning)	\$25

Structured Study Hall (SSH)

As discussed later in *The Handbook*, homework and homework completion is an important part of The Beech Hill School experience. To support students and families, The Beech Hill School offers a fee-for-service structured study hall (SSH) on Wednesdays from 3:30pm to 4:30pm. The study hall will be administered by a member of the BHS community, and a rigorous study environment will be maintained. The program charges per individual use, not per family, and all students are expected to be

picked up by 4:40pm. Students that stay beyond 4:40 will be enrolled in ECP for the day and charged accordingly. Structured Study Hall costs \$10 per use per student. Students that stay for ECP following Structured Study Hall will be charged an additional \$10, unless they have already purchased the Unlimited ECP package; there will be no additional charge in that case.

Snacks and Lunch

The Beech Hill School recognizes the necessity of healthy nutrition to encourage uninterrupted and enhanced attention and learning. There will be two specific times during the day when students can eat, providing nutrition for the body and the mind.

- During the mid-morning advisory period, all students are encouraged to bring a healthy snack. At times, advisors may provide a snack for the advisory group.
- Students must bring their lunch. A refrigerator and microwave are available for students to store and heat their lunch.
- Water is available throughout the day. Students must bring their own cups and/or water bottles (labeled with their name).
- Students are expected to bring their own silverware, cups, and the like, as these are not readily available at school.

Families will be responsible for daily lunch and snacks that will satisfy their child's nutritional need. The staff at The Beech Hill will be mindful of and attend to plans for students with specific nutritional needs or food allergies.

School Communication

The Beech Hill School aspires to have an individual available to answer phones throughout regular school hours. However, there are times when an individual may not be able to immediately answer a call. For immediate assistance, or for general questions during school hours, call the school office at (603) 715-5129. Teachers do not have individual voice mailboxes, however there is a general voice mailbox on the main line that is checked daily.

The preferred mode of communication, however, is e-mail. Questions and concerns should be directed to office@thebeechhillschool.org. This email address is checked regularly, and comments, questions, and concerns will be forwarded appropriately. Additionally, all of our teachers have e-mail and are expected to check it regularly. It is fair to expect a response to an e-mail within 36 hours.

We ask that parents refrain from calling students during the class day. If a student must speak with their parents or guardians during the school day, they should contact their advisor, a teacher, or an administrator. Once permission is granted, a student may call from the front office.

In case of an emergency, and the main line goes to voicemail, please feel free to call or text Rick Johnson on his cell phone, (603) 724-0434.

The Update

The school publishes a weekly bulletin, *The Update*, for BHS families. The purpose of *The Update* is to provide a snapshot of all things BHS. It will be emailed each Sunday morning as this is commonly a time when families pause to plan and reflect on their week ahead. It is intended to be simple - yet informative - a place to check in and be sure you are in the know. Parents are expected to read *The Update*.

Inclement Weather

Poor weather conditions may require the school to delay opening, to dismiss early, or to be cancelled altogether. If there is a weather-related delay or cancellation, information will be emailed to families and, in most cases, announced on WMUR. We are unique in that our families and students have very different sets of circumstances regarding transportation. Therefore, we may not always follow the decisions of other schools or SAUs.

The Beech Hill School's students come from a wide geographic range and safety is always our primary concern. Therefore, we ask that families use their discretion on days when weather makes travel unsafe. In those situations, please be sure to communicate via office@thebeechhillschool.org so that we are aware of the situation and the student will not be in attendance. In those cases, absences will be excused, as safety is our primary concern.

Section 3: Community Expectations

For The Beech Hill School to be an effective learning environment, there are a number of expectations, policies, rules, and regulations that must be observed and followed on a regular basis. Once again, these rules and policies are firmly rooted in *The Foundations of Community* and have been developed so we can create a safe and enriching learning environment. It is impossible to catalog all expectations, policies, rules, and regulations in this document, and students are expected to be aware of general and specific expectations, policies, rules, and regulations that may not be explicitly stated below.

Gum

Gum is not allowed at the Beech Hill School. We ask that all members of the community refrain from chewing gum while on campus.

Dress Code

Throughout life, our students will be faced with situations when they must decide what is appropriate attire. The definition of appropriate varies with culture, geography, history, and tradition. Despite the relative nature of acceptable clothing, The Beech Hill School has a dress code that has evolved over time and hopes to prepare our students to consider how to dress. We view how one dresses as an extension of the *Foundations of Community*, based firmly in respect. As such, the dress code is not centered on conformity, but rather on manners and respect for self and others. Further, we have moved away from gender-based codes, and provide universal guidance.

Class Dress

All students at The Beech Hill School are required to wear clean clothing in good repair. Students **should** wear clothing that reflects the notion that they are engaged in a serious endeavor, akin to daily work in a professional setting. This includes a dress shirt, which includes, but is not limited to collared shirts, polos, blouses, button downs, Henleys, and V-necks. Students **should not** wear hats, athletic wear (such as mesh shorts, jerseys, T-Shirts, or sweatpants), sleepwear or lounge clothing, strapless tops, or tops with straps less than two inches wide, or apparel that reveals the midriff, buttocks, or chest. Students should not wear jeans. Please note, many leggings are designed specifically for athletics; while others are not – students may wear leggings that are not designed for athletic use. Footwear is to be worn at all times, and teachers may require closed-toe shoes at times.

Students are allowed to wear T-shirts, but they must be solid or with a pattern. Graphic T-shirts or those with slogans and the like are not appropriate for class dress. The same is true of sweatshirts. Likewise, hooded sweatshirts are **NOT** considered appropriate class dress.

Friday Dress

The Friday schedule has large blocks of time for outdoors and physical education. Rather than waste time changing and such, class dress will be relaxed, such that athletic wear and jeans are permitted, and in some cases, encouraged.

Special Dress

From time to time, we will require our students to dress in a specified manner. We might require a special mode of dress for certain field trips, special events, or days when we will host special guests. Families will be alerted in advance and reminded in *The Update*.

BHS Polo

All students at The Beech Hill School are required to purchase a polo shirt with The Beech Hill School Logo (This can be done through Lands' End). This shirt may be required dress for when we go on field trips, participate in certain events, or host guests. Families may purchase this polo in any color, but we recommend burgundy or white.

Physical Education, Outdoors, and Cold Weather Gear

There are times when class dress may be inappropriate for students to participate fully in our co-curricular offerings. Students may change in these circumstances, as they are expected to be dressed in a manner that allows them to participate completely and safely in the designated activity of the day. Likewise, students must have cold weather gear, such as hats, gloves and outer layers in the wintertime. Throughout the year, physical education and outdoor classes will brave the elements and failure to dress correctly is a safety risk. Inability to participate in any activity due to dress may negatively impact a child's Learning Process Grade. In addition, students have opportunities to participate in free play, like sledding and playing in the snow. If they are not safely equipped for the elements, students will not be allowed to participate.

Lands' End

We partner with Lands' End to provide our families an easy option to purchase inexpensive, quality clothing that meets the standards of our Dress Code. Lands' End offers a School Rewards Program so BHS can earn up to 6% back on purchases per year. Our school code is: **900183823** – and must be entered for BHS to receive School Rewards.

Technology

The Beech Hill School will reflect, to the best of its ability, the current use of technologies in instruction and in the workplace. Students will have the opportunity to develop technological skills that will deepen their knowledge in all disciplines and assist in producing high quality reflections of their learning. Teachers will integrate technology as a way to enhance instruction and student understanding.

Students have limited access to school owned computers, and we expect that students utilize their own technology as much possible. When using technology, students are expected to use it appropriately. While school administrators and faculty make every effort to be aware of students' use of technology, the students ultimately are expected to use technology responsibly and appropriately. Any violation of this expectation could result in loss of technology and other consequences up to and including dismissal.

Violations include, but are not limited to:

- Logging in or attempting to log in as another user
- Copying, altering, moving, or deleting someone else's files or programs
- Installing or removing programs without permission
- Opening files that belong to others
- Sending messages that are abusive, harassing, sexual, inappropriate, distracting, or anonymous
- Excessive use of technology, including, but not limited to excessive posting, e-mailing, and tweeting
- Using school technology for non-school related activities without permission

Recreational use of Technology

In the spring of 2013, the student body of The Beech Hill School developed and adopted the following policy regarding the recreational use of technology.

The hardware, software, and bandwidth purchased and maintained by the school is designed to augment the academic program. Recreational use of school technology would be considered any use of technology where the outcome is not directly linked to an academic or co-curricular function. This is similar in nature to the use of athletic or art supplies, in that students may use these devices for recreation, even though they were purchased for a specific use within the class day. In all situations, students should ask permission before acting and realize that the recreational use of any school property is a privilege and not a right.

A decade later, we have come to understand that technology and social media, unregulated, is unwise. Therefore, students are not allowed to use mobile and/or cellular phones during the class day. Likewise, students are not permitted to use technology of any kind during lunch, except when in the designated homework room. Students may use personal technology at their discretion, before and after school in specific areas of the school, like the student lounge and the math classroom.

Personal Technology & Electronic Devices

The Beech Hill School recognizes the significant role that technology plays in our lives. Students are required to “Bring Their Own Technology.” The use of such items, like Chromebooks, laptops, and tablets, is to assist students in the learning process. The use of electronic devices on campus is a privilege and should only be used when appropriate and with respect for others. Faculty and administration have the right to limit the use of such equipment and may take any device from a student if it is deemed a distraction or negative influence on the individual or the class. The school has a limited number of devices available for use; however, these are for work related to The Beech Hill School. They may be used for recreational purposes, as long as it is consistent with the framework of the Recreational use of Technology Policy. Personal electronic devices and school computers may be used appropriately outside the school day at the discretion of supervising adults.

Parental Contact

The advances in technology have made it very easy for parents and students to communicate in real time throughout the day. We ask parents to avoid calling, texting, or communicating with their children throughout the class day. If there is an important message that needs to be delivered to a student, please call the school directly. We understand that parents may send messages to their children via text, e-mail, or other mean throughout the day, in hope that their child will read the message in his/her free time. We ask, however, that parents refrain from engaging in “conversations,” that is, a give and take of digital messages, regardless of platform. In general, please allow your child to fully “be at school” and use the school office as the communication conduit during the day.

Section 4: Academic Information

Course of Study

Students thrive at The Beech Hill School because they are challenged and engaged by a rigorous and diverse course of study. Our curriculum is anchored by our core classes: English, Social Studies, Mathematics, Science, and Spanish. Students in all grades will participate in some combination of these classes throughout the year. The course of study is augmented by our co-curricular offerings, like Skills, Physical Education, and Outdoor Education. Finally, students are empowered to explore in our elective program, which has featured classes like MathCounts, LEGO Robotics, Yearbook, Harry Potter, Stained Glass Making, Drama, Chorus, and World War II. Student placement and progress in all classes is monitored closely, and our size allows us to fine tune offerings and the degree to which students are both challenged and supported.

For more information about specific classes and the curriculum of The Beech Hill School, please consult The Beech Hill School Course of Studies Book.

Academic Challenge

We believe that our students desire classes that are demanding and interesting. In addition, we understand that learning is not a passive activity, and we will require that students actively engage in the process. *The Foundations of Community* speaks clearly to this notion. Students are encouraged and expected to advocate for themselves, and advisors and teachers will monitor progress throughout the year. If a child feels overwhelmed or unchallenged, it is essential that the school be made aware as soon as possible. If parents have a concern regarding academic challenge, they should communicate that concern with the child's advisor.

Assessment

Students at The Beech Hill School will experience a variety of assessments designed to expose them to different test formats and to help build confidence in test taking. Formal testing will be announced and scheduled in advance, as we are not trying to “trick” our students. Students will be informed as to the format of the test and the topics that may be covered. Performance assessments will be used to measure students' ability to apply skills critically and creatively, to solve problems, and then to clearly convey their solution or opinion. Frequent and continuous formative assessments will be used by teachers to guide instruction and to provide students the opportunity to ask questions and self-assess.

In the spring, students will take a nationally normed test, like those offered by Educational Records Bureau (ERB). These tests help inform parents, teachers, and the school of student progress throughout the year. More importantly, these tests help the

school to identify strengths and weaknesses in curriculum design. Student results on these assessments will not be reflected in their term grades for their courses.

In 2019, The Beech Hill School became an officially recognized test location for the SSAT. We encourage our 8th grade students, regardless of their secondary school plans, to register for and take the SSAT in the fall. The Beech Hill School recognizes that students will encounter standardized tests, such as the SAT, as they continue in their academic lives. Therefore, we hope to prepare our students for these challenges and provide preparation as part of our program and encourage participation in testing.

Grading Policies

For students to learn, they must receive accurate feedback regarding the process and the outcomes of their efforts. Over time, schools developed easily recognizable reporting mechanisms, which attempted to create a more clearly understood metric for students and families to track progress. In general, the aggregation of all feedback into one single “grade” obscured the difference between process and outcome. To track both process and outcomes independently, we will report two distinct grades for core classes: Learning Process Grades and Learning Outcome Grades. The Learning Process Grade indicates how a student has engaged in the act of learning. The Learning Outcomes Grade indicates content understanding. These grades represent two different aspects of learning and provide our students and families a more precise indicator of the educational experience.

Learning Process (LPG):

The Learning Process Grade is a way for students to reflect upon how they have engaged as a student in a particular class. Students receive Learning Process Grades for all classes. The Learning Process Grade quantifies the following three practices:

- Students are ready to learn
- Students make every effort to learn
- Students afford others the opportunity to learn

Learning Outcomes (LOG):

In order to provide evidence of understanding, students will be required to complete a variety of assignments, quizzes, tests, and projects. The performance on these tasks help to determine the depth and quality of understanding of content material that has been covered. This is quantified as the Learning Outcome Grade.

Grading Scale

Grade	Percentage	Relative to Expectations
A Range	100-97 – A+ 97-93 – A 93-90 – A-	A work is exceptional and is considered to be far superior to the expectation
B Range	89-86 – B+ 86-83 – B 83-80 – B-	B work is good and is better than the expectation
C Range	79-76 – C+ 76-73 – C 73-70 C-	C work is sufficient and meets the most basic expectation.
D Range	69-66 – D+ 66-60 – D	D work is flawed in some way and does not meet the expectation
F	Less than 60 – F	F work is significantly flawed and clearly short of expectations

Reporting

The Beech Hill School's academic year is divided into three trimesters. Student progress is formally reported to both the students and parents at regular times throughout the year. We engender a spirit of ownership and responsibility in our students, so it is a common practice that a student's advisor will share a report with the student before it is sent home to the family. Reports vary throughout the year, ranging from a listing of the student's grades in progress, to narratives written by a student's teacher or advisor – indicating material covered, strengths, areas of concern, and ways in which that student can make improvements moving forward. At the conclusion of the academic year, families will receive a comprehensive yearlong report, that can include grades, narratives, standardized test-scores, or a report from the advisor.

Homework

The Beech Hill School is committed to providing students with appropriate, valuable, and reasonable homework.

Homework will:

- Have a distinct purpose for the teacher and the student. That purpose will be clear to the student when the homework is assigned.
- Be completed by the student unless he or she does not understand or is not able to independently accomplish the task. If this is the case, the student should e-mail the teacher expressing the difficulty so that time may be set aside to address the concern immediately.
- Provide formative information for the student and the teacher on skills recently taught or skills that need reinforcement, review, or re-teaching.

- Be used to communicate student progress to the student, the teacher, and parents and as a way to inform parents of curriculum expectations.
- Develop students' ability to think critically and to ask informed questions regarding their independent work

Academic Integrity

Academic dishonesty, which includes cheating on tests, exams or other work and plagiarism, is in direct conflict with *The Foundations of Community*. Consequently, issues of academic dishonesty are treated as a significant violation of community expectations. While there is always the potential for an honest mistake and an opportunity for learning, students that intentionally cheat will be considered a major violation of school rules.

Academic integrity will be discussed in all classes and will be explicitly taught in Skills class. It is possible that repeated incidents of academic dishonesty may lead to a student's dismissal from school.

Warning and Probation

The school will make students and families aware of situations when expectations are not being met. Work that consistently does not meet expectations would lead the school to question the appropriateness of that student's enrollment. In the case that our students are not making the desired academic progress, their assessments will reflect this situation. At the conclusion of a trimester, any student that has a grade in the D or F range for a Learning Outcome, or 2 grades of D or F for Learning Process grade will be considered for warning or probationary status. The faculty will make a recommendation to the Head of School to place a student on warning/probationary status. Ultimately it is solely the Head of School's decision to place a student on warning/probationary status.

The warning and probation system alerts both the student and the family that performance has not been consistent with The Beech Hill School's expectations and must change moving forward.

Academic Warning

When a student is placed on Academic Warning, the student, parents and the advisor will meet with the Head of School to discuss the student's situation. A student will remain on Academic Warning until the status is reviewed at the conclusion of the following trimester. If the situation has improved, the student will be removed from warning status. If the situation has not improved or has become worse, the student will be placed on Academic Probation.

Academic Probation

When a student is placed on Academic Probation, the individual's place at The Beech Hill School is in jeopardy unless there is positive change in outcomes and/or attitude. At the conclusion of the trimester after a student has been placed on probation, the Head of School will meet with the student, the parents, and the advisor to review the trimester. If the situation improves, the student will be moved to Academic Warning. If the situation has not improved or become worse, the student will likely be required to separate from The Beech Hill School.

Section 5: Major School Rules & Policies

General Expectations

The Beech Hill School clearly articulates its values in *The Foundations of Community*. In order to create a strong partnership with students and families, we expect an attitude of cooperation and respect in regard to these ideals. While we believe that students at The Beech Hill School value their place in this community, research and understanding of development informs us that adolescence is a time of change that can involve behaviors that do not meet expectations, decision making that is not fully grounded, and habits of mind or action that are not always consistent with the needs of oneself or others. When this happens, students are made aware of their breaches of expectations and may find themselves the recipient of disciplinary consequences that can range from a warning to dismissal from school. Like the perseverance shown in the classroom, we expect students that violate community standards will aspire to improve and to initiate a process to change negative behaviors based on their experiences.

This handbook attempts to clarify the expectations for The Beech Hill School students and families. In the case where the handbook does not specify a specific behavior or action, it does not constitute approval, nor is the school limited to the narrow guidelines of this document. Any action deemed to violate the respect or safety of a community member will be viewed as inappropriate. A student may be subject to disciplinary consequences for behavior not mentioned explicitly in the handbook, ranging from a conversation to dismissal.

Significant Violations

As stated in *The Foundations of Community*, all members of the Beech Hill School community will treat themselves and others with respect. Students that knowingly jeopardize the safety, well-being, or general welfare of themselves or others may be dismissed without any prior warning. Examples of significant violations are, but not limited to:

- Possession of firearms, knives, explosives or any other weaponry
- Use or threatened use of a weapon
- Violations of the Anti-Harassment, Hazing, and Bullying Policy
- Violation of the Alcohol and Substance Policy
- Physical Altercations
- Theft
- Leaving Campus without explicit permission
- In or around the Beaver Pond without explicit permission
- Blowing the air horn, pulling fire alarms, or any false signal of emergency

Non-Compliance

As a part of the learning and maturation process, students at The Beech Hill School will engage in behaviors that do not meet the expectations, norms, or ideals of the community. As proscribed in this Handbook, and as practiced daily, faculty and staff at The Beech Hill School will reflect to students inappropriate, improper, unsafe, and/or unwelcomed behaviors and expressions. The Beech Hill School expects that when a student is made aware of inappropriate, improper, unsafe, and/or unwelcomed behaviors and expressions that they will do their best to address the issue and to avoid making the same mistake in the future. Research and understanding of adolescent development informs us that change and growth will not always take hold immediately. In fact, real growth and development takes time and patience. However, in the case that a student is willfully non-compliant and/or establishes a pattern of non-compliance with expectations, norms, or ideals of the community, that student may find themselves the recipient of disciplinary consequences that can range from a warning to dismissal from school.

Reach of the School

Once students have enrolled at The Beech Hill School, they are considered members of the school community and are responsible for their actions regardless of location, form, or intent. Further, students can be held accountable for information, pictures or other electronic medium that is publicly displayed or accessible. Thus, the Beech Hill School reserves the right to discipline a student for an act committed while not under the school's supervision. In addition, students may be held responsible for acts committed prior to enrollment, if these acts were not disclosed at the time of enrollment. Such acts will be evaluated at the sole discretion of the Head of School, and the Head of School reserves the right to deviate from the regular disciplinary process as may be deemed necessary under the circumstances. Some examples of acts which may have disciplinary ramifications at The Beech Hill School, including dismissal, are violations of any local, state, or federal laws, underage purchase, possession, distribution or consumption of alcohol or controlled substances, or misuse of computers, the Internet, or other communication devices (regardless of location of action) which do, or could, have an impact on the welfare of any member of The Beech Hill School community or the reputation or functioning of The Beech Hill School.

Child Restraint and Seclusion Policy

The Beech Hill School does not permit faculty or staff to seclude or restrain students. Deviation from this policy is only permitted regarding immediate physical safety of students and/or faculty.

Anti-Harassment, Hazing and Bullying Policy

Bullying, including cyberbullying, hazing, or harassment of any kind is not tolerated at The Beech Hill School. Any student found to have engaged in bullying, hazing, or harassing shall be subject to appropriate disciplinary actions, which can range from a formal warning to dismissal. In addition, the school may be bound by local, state, or federal laws, or school policy, to report such actions to the appropriate authorities.

Bullying and Cyberbullying

Bullying occurs when a student is the target of negative actions usually in the form of intentional, repeated, hurtful acts, words, or other behaviors such as:

- Intimidation such as name calling or threatening
- Social alienation, such as shunning
- Physical or psychological aggression
- Specific comments and hurtful words aimed at harming another

Cyberbullying occurs when the same criteria for bullying occurs through the means of electronic devices or through the internet.

Any student who believes that he or she has been the victim of bullying or cyberbullying shall report the incident(s) to the Head of School or his or her advisor.

Hazing

Hazing is defined as any conduct, coercion or intimidation used as a method of initiation into a group, student organization, team, or activity which is likely to endanger the physical or mental health of any student. Examples of behavior that could be considered hazing include being forced to:

- Destroy or steal property
- Use drugs or alcohol
- Be tied up, taped, or confined in a small area
- Be paddled, whipped, beaten, kicked, or beat up by others
- Consume spicy or disgusting concoctions
- Commit dangerous, painful, or embarrassing acts
- Be deprived of sleep, food, or hygiene

It is a crime to participate in any student hazing, knowingly submit to hazing, or be present at or have direct knowledge of hazing and fail to report such hazing to law enforcement or school authorities. Under the law, the implied or even express consent of any person toward whom any act of hazing is directed is not a defense to hazing.

Every member of The Beech Hill School community must report hazing to the Head of School. In addition, the School is required by law to report to the local police any hazing reported to it or of which it becomes aware.

Harassment

Non-Sexual Harassment

Harassment may occur when one tries to humiliate or intimidate, such as:

- Making racist, sexist, or ethnically inappropriate comments
- Making repeated derogatory comments
- Making cruel personal jokes
- Teasing about sexual orientation
- Spreading rumors

No one is allowed to harass on the basis of:

- Sex/gender
- Race
- Color
- Religion
- Ethnicity
- National origin
- Disability
- Sexual orientation

Any student who believes that he or she has been the victim of harassment shall report the incident(s) to the Head of School or his or her advisor.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature or related to a person's sex when:

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

Some examples of sexual harassment include:

- Sexual innuendo
- Verbal harassment, including derogatory comments or slurs
- Inappropriate comments about a person's body or appearance
- Physical harassment such as unwanted touching, patting, pinching, or physical interference with movement or work
- Visual harassment such as derogatory cartoons, drawings, posters, or graffiti

Any student who believes that he or she has been the victim of sexual harassment shall report the incident(s) to the Head of School or his or her advisor.

Reporting

As stated, every member of The Beech Hill School community must report hazing to the Head of School. In the case of harassment of any sort, individuals may attempt the following, but are not required to do so:

1. Firmly confront whoever is doing the harassing and/or offensive behavior;
2. State that his or her conduct offends, intimidates and/or embarrasses you;
3. Describe how the harassment and/or offensive behavior negatively affects your learning/work environment;
4. Request that he or she stop the conduct immediately.

If practical, a witness should accompany the individual making the complaint for the discussion. The individual is strongly advised to record a written summary of the conversation, including the date and name of anyone in attendance. In some instances, confronting the offender directly may be too intimidating or uncomfortable, particularly when the offender is in a position of authority. If an individual is too uncomfortable or intimidated by confronting the offender directly, the individual should report the information to the Head of School.

An individual who believes he or she has been subjected to conduct or behavior that is offensive or threatening, impairs morale, interferes with the work effectiveness of students or creates an unreasonable environment that is non-conducive to learning or teaching should follow this procedure:

- Contact the Head of School.
- Have a meeting with the Head of School to discuss events and get answers he or she may have regarding the complaint procedure. Individuals may decide to proceed with a formal complaint or may pursue informal resolution.

- In those instances where an informal resolution is selected, the Head of School will advise and assist the individual in resolving the matter in that fashion.
- In those instances where a formal complaint is selected, an investigation will be initiated.

The Head of School will take seriously all reports or personal observations of harassment, including sexual harassment, hazing, bullying, hate crimes, unlawful discrimination of any kind or retaliatory behaviors, and will thoroughly investigate the incident.

Investigation

Students are responsible for cooperating in any investigation of alleged harassment if requested to do so by the person conducting the investigation. All actions taken to investigate and resolve complaints through school procedure shall be conducted with as much confidentiality as possible without compromising the thoroughness of the investigation. It is the school's position that an individual making a formal complaint cannot insist on anonymity because such may impede the fairness and thoroughness of the investigation. In those instances where an informal resolution is not reached and a formal complaint is made, the Head of School will require individuals involved to submit in writing:

- A description of the incident(s),
- The name of the alleged offender(s),
- Times, locations, specific words/actions and the name of any witnesses to the incident(s).

These documents will be for the Head's own use during the investigation and are not given to the person making the complaint or to the alleged offender.

Therefore, individuals are strongly advised to record their own written notes containing the same information.

The investigator will discuss the situation with only those persons involved in or affected by the complaint and an appropriate administrative member.

Upon completion of the investigation:

- The Head of School will prepare a written report stating his/her findings.
- The person making the complaint and, if appropriate, the alleged offender shall be informed of the contents of the report.

Retaliation, Cooperation, and Coercion

Any student who prevents or attempts to prevent an individual from making a complaint of harassment (including sexual harassment, hazing, bullying, cyberbullying and hate crimes), unlawful discrimination of any kind or retaliatory behaviors or who fails to cooperate with or interferes in any way with the investigation of such a complaint will be subject to disciplinary actions up to and

including dismissal. Any student who retaliates or discriminates in any way against an individual who makes a complaint of harassment (including sexual harassment, hazing, bullying, cyberbullying and hate crimes), unlawful discrimination of any kind or retaliatory behaviors will be subject to disciplinary actions up to and including dismissal. Any student who is found to have made malicious, false accusations about an individual pertaining to harassment (including sexual harassment, hazing, bullying, cyberbullying and hate crimes), unlawful discrimination of any kind or retaliatory behaviors will be subject to disciplinary actions up to and including dismissal.

Resolution

In the event that the findings of the report indicate harassment has not occurred, the matter will be closed. If an investigation concludes that a student engaged in any of the above-mentioned conduct prohibited by school policy, that individual shall be subject to appropriate disciplinary action. Disciplinary action may include, but is not limited to, a warning, suspension, required withdrawal or dismissal from school.

Disclaimer

This policy is a guideline and is subject to change. Therefore, this policy shall not give rise to any claim against The Beech Hill School or against any person charged with responsibility, if not followed. Furthermore, no student shall have the right to use the investigator's information, whether written or oral testimony, in any future legal proceedings, and each student agrees not to seek such information to be used as evidence at a trial.

Compliance with Investigations

In order to live within the parameters of *The Foundations of Community*, students are expected to be honest in all situations, even if it may incriminate themselves or others under investigation. Dishonesty, misleading statements, or obfuscation throughout the course of investigating suspected violations of expectations is not tolerated and is considered a significant violation. In addition, students are expected to cooperate with all investigations and answer all questions to the best of their ability. If a student does not comply with an investigation or elects not to make a statement, the school reserves the right to take disciplinary actions as it sees fit.

In the event that a student is involved in legal proceedings, the School reserves the right to act independently in conducting investigations and discipline that may arise out of the same circumstances. In this case, the school may require a student to take leave from school until the matter has been cleared legally. If the student remains in school, they will be required to comply with all internal investigations, and the school will make decisions independent of any other judicial body. In addition, the School will act on its

findings and make decisions in relation to its policies, expectations, and findings and may, but shall not be required to wait for the results of other proceedings prior to taking action.

Teacher Conduct

Trust is essential in the learning process, and the maintenance of that trust is critical to all aspects of The Beech Hill School. Faculty accept the immense responsibility of educating and providing a safe environment for their students and are regularly trained to discharge this obligation with professionalism, care, and integrity. In 2018, The New Hampshire State Board of Education adopted the “Guiding Principles: The Code of Ethics for New Hampshire Educators,” and The Beech Hill School endorses the promotion and practice of these principles. In the event that you have a concern regarding the conduct of faculty, staff or volunteers at The Beech Hill School, immediately contact the Head of School. If the concern is for the conduct of the Head of School, please immediately contact the Chair of the Board of Directors.

Alcohol and Substance Use Policy

The Beech Hill School believes alcohol and substance use impairs the ability to concentrate and to realize academic success. In addition, it is illegal. Therefore, the use of tobacco, alcohol, marijuana, and other illegal substances, or substance use inconsistent with its prescribed use, by students is not tolerated. The possession, use, or distribution of alcohol, marijuana or illegal substances, as defined by state and federal laws, is forbidden at The Beech Hill School or any school-sponsored event, and will likely lead to dismissal

Tobacco Policy

The purchase, possession and use of tobacco is illegal for individuals under the age of 18. Any student that purchases, possesses, or uses tobacco at any time is in violation of the law and therefore violating community expectations. Tobacco use of any kind is prohibited anywhere on school property by all individuals.

Vaporizer and Electronic Cigarette Use Policy

Use of vaporizers, vape-pens, and/or electronic cigarettes is not permitted on The Beech Hill School campus. Possession or use of vaporizers, vape-pens, and/or electronic cigarettes is forbidden by students at The Beech Hill School or at any school sponsored event. Use or possession of such items will likely lead to dismissal.

Searches

The school reserves the right to search backpacks, purses and other personal effects, including a non-invasive search of the person. The right to search extends to lockers and to cubbies. Furthermore, the School retains the right to search electronic devices, including but not limited to computers, phones, and cameras.

Disciplinary Consequences

More often than not, the students at The Beech Hill School will not violate community expectations in such a way that a disciplinary consequence is needed. Typically, students will simply need to refocus their attention or be made aware of misconduct and behaviors will change. Administrators, teachers, parents, and students collaborate to create a community, and we do not endeavor to create adversarial relationships. It is understood, however, that when students act in a manner that deviates from community expectations, there is likely to be a disciplinary consequence. Consequences are designed to help students understand their mistakes and to avoid similar acts of misconduct in the future. Consequences are not vindictive and are appropriate for the transgression. All members of The Beech Hill School faculty and administration have the responsibility of monitoring the behaviors of students and assigning consequences. Some examples of consequences are, but not limited to the following:

- *Gather*: Students may be separated from their class for a brief period of time in order to gather themselves, to reflect on their actions, and to think about ways to avoid such behaviors in the future.
- *Behavioral Reflection*: Students are required to spend 20 minutes of their lunch in the Head of School's Office, reflecting on why a Behavioral Reflection was required by a BHS faculty member. Students will be required to write about their reflections during this period.
- *Immediate Removal*: In certain cases, it may be appropriate that a student leave school as soon as possible. In these situations, the Head of School would contact parents to discuss the situation and request that they pick up their child as soon as possible. While this is a rare consequence, we expect parents and guardians to be cooperative if the need should arise.
- *Warning and Probationary Status*: This is explained in detail in other parts of the handbook. This is a clear indicator that a student is not moving in the right direction at The Beech Hill School. Additional violations accrued by an individual that is on a warning or probationary status will place that individual's enrollment in jeopardy.
- *Suspension*: If a student has had a significant violation of community expectations a student may not be allowed to participate in school for a period of time. Suspensions can be served in school, or in some cases, students may be required to stay out of school for a proscribed period of time.
- *Dismissal*: In the event that a student has violated the expectations in such a significant way, or a student has shown a demonstrated pattern of violations, they can be dismissed from school. When a child is dismissed, they are no longer enrolled at the Beech Hill School and are not welcome on campus or at school events. Tuition is not refundable in the case of dismissal.

Warning and Probation

The school will make students and families aware of situations when expectations are not being met. A pattern of behaviors that do not meet expectations would lead the school to question the appropriateness of that student's enrollment. Earlier in the Handbook, academic warning/probation was explained. When a child exhibits a pattern of behaviors that are contrary to the *Foundations of Community*, a similar system of warning and probation are utilized to alert families that a failure to change the pattern may jeopardize the student's enrollment at The Beech Hill School. The warning and probation system alerts both the student and the family that performance has not been consistent with The Beech Hill School's expectations in either the realm of academics, behavior, or both and must change moving forward.

Disciplinary/Academic Warning

After a trimester, any student that has had significant issues in either the social or academic realm may be placed on Disciplinary or Academic Warning. At that time, the student, parents and the advisor will meet with the Head of School to discuss the student's situation. A student will remain on Disciplinary or Academic Warning until the status is reviewed at the conclusion of the following trimester. If the situation has improved, the student will be removed from warning status. If the situation has not improved or has become worse, the student will be placed on Disciplinary or Academic Probation.

Disciplinary/Academic Probation

When a student is placed on Academic or Disciplinary probation, the individual's place at The Beech Hill School is in jeopardy unless there is positive change in outcomes and/or attitude. At the conclusion of the trimester after a student has been placed on probation, the Head of School will meet with the student, the parents, and the advisor to review the trimester. If the situation improves, the student will be placed on Academic or Disciplinary Warning. If the situation has not improved or become worse, the student will likely be required to separate from The Beech Hill School.

Grievance Procedure

The Beech Hill School Grievance Policy outlines the most effective way to raise concerns and deal with issues. The procedure described below should be employed by both students and parents.

1. Make an appointment to talk to the staff member with whom you have a concern or who is most closely related to your concern. To facilitate the process, let him/her know what you wish to discuss.

2. Meet with the staff member to discuss the issue of concern. In an attempt to reach a mutually positive outcome, use the following conflict resolution strategies:
 - a. Identify the facts
 - b. Explore why the facts present a problem or concern
 - c. Share feelings
 - d. Jointly commit to future action or goals within the guidelines of school policy and values
3. If you consider the issue unresolved, communicate this to the staff member at the end of the meeting. Make an appointment with the Head of School. To facilitate the process, let him/her know the issue you wish to discuss.
4. Meet with the Head of School. A conclusion to the issue may include, but is not limited to, monitoring the situation or further discussion with people involved.
 - a. If the Head of School does not receive further correspondence regarding the issue, he/she will assume that the issue has been resolved.
 - b. If you still feel the situation is unresolved, phone or write to the Head of School again to express your concerns.
 - c. If you still feel the situation has not been resolved, contact the Chair of the Board who will try to resolve the situation in consultation with the Head of School. The Chair of the Board expects that the procedure outlined above has been followed.

If there is a situation where the student or parent feels uncomfortable meeting with the appropriate staff member, then an agreed upon mediator may be included in the discussion. Parents and students understand that the school staff has confidence that issues will be resolved confidentially at the school level using the grievance procedure. While criticism, shared appropriately and constructively, is welcomed, defamation of the school or staff undermines the trust and confidence imperative to supporting education and building positive community relationships. Repeated deviation from this grievance procedure may result in termination of enrollment at The Beech Hill School.

Learning from Others

The Beech Hill School respects the privacy of community members. However, we believe that students benefit in learning from each other. Thus, the School reserves the right to communicate within the school community any issue of discipline, including names, details, and other information for the purpose of furthering the learning experience of the students and the overall good of the school community.

Section 6: Important Information

Health Information

The Beech Hill School requires students to complete a physical examination by a licensed physician, a physician's assistant, or an Advanced Practice Registered Nurse (APRN) at the year of entry to the school. The results of this examination must be shared with the school. If, in the time that the student is enrolled at The Beech Hill School, there is any significant change in mental or physical health, the school must be notified.

Immunizations

Prior to attending, students must provide proof of meeting the New Hampshire School Immunization Requirements. A student may be exempt from an immunization if a licensed physician certifies that an immunization is detrimental to a student's health and well-being or if the parents/guardian completes a notarized form that receiving the immunization is against their religious beliefs.

Medications

The Beech Hill School understands some students may require daily medications. It is strongly recommended that families try to time administration of medications so they can be taken at home, either before or after school. However, if doses during the school day are necessary, we will follow the procedures outlined below:

- The medication must be provided in the original prescription bottle.
- Directions for administering the medication are explicit including time, dosage, and method delivery.

Students share in the responsibility for receiving their medication. The school will do its best to remind students when it is time for medication, however, the school cannot guarantee that a student will receive medication 100% of the time. In addition, the school will not be responsible for reminding parents of the need to refill medication. Only designated members of the community will provide medication, and students must acknowledge receipt of medication by signing a medication log.

Medical Emergency and Emergency Contact

All parents will be required to complete a medical information form for each child enrolled at The Beech Hill School. Staff will be trained to meet the needs of minor medical emergencies. As safety is our primary goal, we will take any report or indication of injury or suspected injury seriously. Parents will be notified immediately in the event of a medical emergency and may be called simultaneously with or after 911.

In case of an emergency where the school is unable to contact the parent or guardian, we ask that you provide a reliable alternative emergency contact. This person should be

familiar with your child's health needs and your wishes concerning emergency situations.

Communicable Disease

If your child contracts a communicable disease, we require parents to inform The Beech Hill School immediately so that we may inform the school community. HIPAA privacy rules will be respected as we do our best to take precautions and provide information to prevent the spread of disease.

Allergies

The Beech Hill School will maintain a list of students and their allergies. We will aspire to provide a safe environment that helps keep students from allergens. If a student has life threatening allergies, The Beech Hill School will collaborate with families to develop a safe environment for those students. *EpiPens*, provided by families with proper documentation, are to be kept with students to use if allergic reactions occur.

Visitors

The Beech Hill School is an open community and there will frequently be visitors on campus. These visitors can range from perspective families to educators that are observing our practices. All guests to campus must sign in at the front desk. If a student would like to bring a guest to school, arrangements can be made with the Head of School.

Field Trips

Throughout the year, there will be opportunities for students to take part in field trips of varying size and scope. If the trip is of significant distance, specific permission may be sought for the trip. For most trips, however, parents will be notified of the trip, the transportation and any other pertinent information. Following notification, parents are encouraged to follow up with any questions and/or concerns. Thus, permission will not be sought, but parents can elect to limit their child's participation on any trip, following a discussion with the Head of School. As is stated in the Enrollment Contract, we may take trips, hikes, or other excursions that are near the school and specific permission will not likely be sought. In most circumstances, students will be transported in a school owned vehicle, faculty automobiles, or rented vehicles that are driven by the faculty.

Tuition and Billing

For the 2023-2024 school year, tuition is \$18,500. There is an additional student activity fee, based on grade, as follows: Grade 5 - \$500, Grades 6&7 - \$450, and Grade 8 - \$600. This fee is used for field trips, special events, and other school related activities. Books and other incidentals will be charged to the students account and billed accordingly. Bills will be sent electronically at the beginning of the month and will come due on the 15th of the month.

Tuition Refund

Families enter an enrollment agreement with the school on a yearly basis. In that agreement, parents acknowledge their understanding of the following:

“I/We acknowledge and understand that my/our obligation to pay tuition for the full academic year is unconditional after June 15, (of the given year) and any withdrawal of a student and cancellation of this Enrollment Contract must be made prior to that date. No deduction or remission of tuition will be made by the School for any failure to attend, dismissal, or withdrawal for disciplinary action, health, academic, personal, disaster, pandemic, or other reason whatsoever. **No refunds or reductions in tuition fees can be -made.**”

Thus, not only does the school not refund tuition, but all families are obligated to pay tuition after June 15th, as mutually agreed to in the enrollment agreement.

Photography, Audio-Visual Recordings and Anonymous Data

Students at The Beech Hill School may be photographed, recorded in audio and/or video formats and anonymous data may be used for research and/or program publicity. All families have the opportunity to opt out of this agreement at the beginning of the school year and may choose to revisit this agreement at any time.

Transcripts

Transcripts may be requested by contacting the Head of School. Transcripts will be provided if a student’s account is in good standing.