

FENN

PARENT AND STUDENT HANDBOOK

2019-2020

Dear Fenn Parents and Guardians:

As we embark on the 2019-2020 new school year, please note that Fenn provides to parents and students two key publications: The Fenn School Parent and Student Handbook and The Fenn School Directory. Each publication will serve as a definitive source of information for most essential aspects of Fenn School life. The Handbook and Directory are in printed form and mailed to all families. The Handbook is also available online to Fenn families.

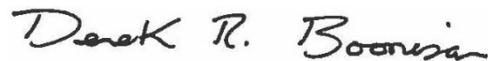
As you will see, the Fenn School Parent and Student Handbook contains school policies and procedures as well as other essential information regarding the mission, program, events, schedule, and organizational structure of Fenn. The Fenn School Directory is the official source for Fenn family contact information, the listing of Fenn families by town, and Fenn personnel contact information, complemented by key information excerpted from the Handbook.

The Fenn Handbook and Directory merit careful review by both new and returning students and their parents. Please be certain to spend some time acquainting or reacquainting yourself with the information offered within each publication.

I offer my special thanks on behalf of the Fenn community to Lauri Wishner, Fenn's Registrar and Secondary School Counseling Office Manager, whose diligence and hard work as editor of each publication have ensured their high quality.

Please be sure to also read carefully our weekly edition of the *Friday Fenn* distributed online. This separate weekly publication serves as a complement to the Handbook and Directory, listing in detail the upcoming events of each school week throughout the year and providing essential information and commentary from administrators, faculty, parents, and students. Your weekly reading of the *Friday Fenn* will ensure that you remain current with Fenn School life as it is lived in its vital and varied forms across the year.

With best wishes for the new school year,

A handwritten signature in black ink that reads "Derek R. Boonisar". The signature is written in a cursive style with a large, stylized 'D' and 'B'.

Derek R. Boonisar
Headmaster

FENN NON-DISCRIMINATION POLICY

The Fenn School was founded in 1929 to educate boys and to promote their personal growth and character development. It is the policy of The Fenn School to maintain a school environment that is free from unlawful discrimination and to conduct its educational practices, admissions program, financial aid policies, and athletic and other school-administrative programs solely on the basis of an individual's merit, qualifications, and abilities. The Fenn School does not discriminate on the basis of race, color, national or ethnic origin, citizenship, genetic information, religion, creed, sexual orientation, transgender status, or disability.

A NOTE REGARDING THE GUIDELINES AND POLICIES CONTAINED WITHIN THIS HANDBOOK

Occasionally the exigencies of school life warrant the addition to or revision of school policies or guidelines during the course of the school year and after the publication of the Handbook. The Fenn School reserves the right to make necessary changes to any school policies during the course of the school year. Revisions of or additions to policies will take precedence over the prior policies or guidelines printed in the current edition of the Handbook and will appear in the updated version on Fenn's website.

PROPER USE OF INFORMATION IN THE HANDBOOK AND DIRECTORY

All information contained within the Handbook and Directory, including but not restricted to names, addresses, phone numbers, and email addresses of students and parents, is strictly for school-related use. The use of this information for business purposes or for solicitation by political or non-profit organizations is prohibited. Requests for use of this information must be directed to the Office of the Headmaster.

TABLE OF CONTENTS

<i>The Meaning of Sua Sponte</i>	5
Mission Statement and Philosophy	6
Diversity.....	7
Gender Identity	7
Board of Trustees	8
ADMINISTRATIVE AND SCHOOL	
POLICIES AND PROCEDURES	12
Transportation.....	12
Parking.....	12
Drop-Off/Pick-Up Procedures	14
School Buses.....	16
Schedule.....	17
Extended Day Program.....	18
No School Announcements/ Snow Emergencies/Early Dismissal	19
Campus Evacuation Plan	20
Attendance	22
Hold Harmless/Fenn Health History Form	24
Health Care, Allergies, and Illness	24
Admissions	27
Enrollment Standing	28
Payment of Tuition	28
Financial Aid.....	29
School-Parent Partnership.....	31
Communication.....	31
Use of Students' Images	35
Clothing and Appearance.....	35
Textbooks and Supplies	36
Fenn School Store.....	36
Lost and Found	37
Fundraising Initiatives within the Fenn Community.....	37
PROGRAM POLICIES AND PROCEDURES.....	40
Course Program Requirements and Revisions.....	40
Good Academic Standing	41
Citizenship	41
Citizenship Grades.....	42
Anti-Bullying Policies and Procedures	43
Academic Honesty	43
Technology Use at Fenn	44
Homework	46

Grading Procedures	47
Honor Rolls.....	50
Graduation Requirements	51
Summer Work.....	52
Tutoring	53
Library	55
Summer Reading	56
Secondary School Counseling	57
Faculty Advisors	57
Advisor and Class Assignments.....	58
Arts at Fenn.....	59
Sports at Fenn	64
Informational Events.....	68
Special Events.....	69
Student Activities.....	71
Headmaster’s suggested guidelines for parents hosting off campus parties	73

THE MEANING OF SUA SPONTE

Since its founding, Fenn has emphasized the School motto, Sua Sponte, which is interpreted to each student as meaning that he, and he alone, is ultimately responsible for his own education.

The following description was written by the founder, Roger C. Fenn, who was Fenn's Headmaster until 1960.

In 1928-1929 when the original concept for The Fenn School was crystallizing in the minds of the founders, a mental mining operation was begun in search of a motto for the school. Sua Sponte was suggested by my father, Dean William Wallace Fenn, and promptly accepted.

Applied to school life, the motto means that you can lead a horse to water, but you cannot make him drink. You cannot pour education into a child as you pump gasoline into a car, and you cannot provide him with athletic victories merely by your ever-so-skillful coaching; the job itself is up to him.

The founder's original concept may be further clarified in the light of his having included in the School seal not only the motto but also a picture of the statue of the Concord Minuteman. When the Minuteman left his plow and shouldered his gun, he showed his determination to take into his own hands the responsibility for his own government and that of his people.

Each boy receives guidance and support in accepting a continuing and growing responsibility to himself, to his fellow students, to his school, and to the larger community.

FENN SCHOOL MISSION STATEMENT

The Fenn School seeks to prepare boys for a lifetime of learning, leadership, and integrity by offering a broad and challenging educational program in a personal community that honors diversity. Inspired by the ideals of honesty, respect, empathy, and courage, and guided by the motto, *Sua Sponte*, each boy is challenged to accept responsibility for himself, for his own education, and for the well-being of others.

FENN SCHOOL PHILOSOPHY

The Fenn School embraces the following principles as fundamental to educating boys in their elementary and middle school years:

- A school specifically dedicated to teaching boys in their elementary and middle school years has the unique ability to provide a program that empowers boys to discover their talents, to develop their intellectual curiosity, to establish their essential academic skills and knowledge, and to define their moral character.
- A nurturing school community that is inspired by care offers a singular opportunity for boys to thrive and grow in personal confidence as they prepare to embark upon their adolescent and secondary school years.
- An understanding of gender-related cognitive, academic, emotional, social, leadership, and character developmental needs of boys, along with a recognition of their differences as individuals, informs development of the School's educational program.
- A challenging program of substantial breadth and depth in academics, the arts, and athletics, taught with versatile methods of instruction to boys of strong intellectual ability, high academic potential, and varied learning styles, best serves our students' learning in the present and the future.
- Shared values of honesty, respect, empathy, and courage provide the moral underpinnings of our school community and offer an ethical context for shaping the individual character of each boy.

- A range of opportunities for boys to care about and for others by investing their time, effort, and resources in community service and philanthropic activities serve as a central aspect of educating boys to become ethical, effective, and empathetic leaders in their communities and the world.
- An inclusive school community that recognizes, respects, and celebrates the world's human diversity, including differences in culture, race, religion, gender, ethnicity, economic class, and sexual orientation, best educates and prepares boys for success in leadership and in life.
- Our motto, *Sua Sponte*, challenges boys to accept responsibility for their own learning and lives and instills their obligation to help ensure the well-being of others.

DIVERSITY

The Fenn School is committed to achieving diversity and inclusion in its curriculum, its community, and in the life of the school. We believe that a critical component of elementary and middle school education is the opportunity to learn in a safe environment, with and from a variety of people and perspectives. We strive to create an inclusive community in which every member finds the opportunity to succeed and to excel, regardless of culture, ethnicity, race, religion, economic background, sexual orientation, transgender status, or physical and learning differences. Further, we expect all community members to apply our ideals of honesty, respect, empathy, and courage in their day-to-day interactions.

GENDER IDENTITY

In the admissions process, any student who identifies and lives as a boy is welcome to apply to Fenn. If an enrolled student begins to explore their gender identity or expression, or identifies as transgender, gender non-conforming, or non-binary while at Fenn, the School is committed to partnering with the student and family to best support the needs of the student. In its communications, facilities, and other aspects of its campus, programs, and school life, Fenn will continually strive to maintain a safe and welcoming environment for all members of the community.

THE FENN SCHOOL BOARD OF TRUSTEES
2019-2020

James G. Kitendaugh – Chairman
Ana Martinez Aleman – Vice Chairman
Lisa M. Scopa – Treasurer
Carol C. Moriarty – Clerk

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H. Chandler Manly '06
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James F. Remington '84
Genesis Royal-Langham
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Richard F. Connolly, Jr.
Frederick H. Lovejoy, Jr. '51
Kevin R. Parke

Honorary Trustee

Walter W. Birge III

Headmaster Emeritus

Gerard J. G. Ward H'18

Fenn's 26-member Board of Trustees defines and supports the mission of the Fenn School and ensures that important decisions are consistent with Fenn's philosophy and help to achieve the School's objectives. Board members are volunteers who serve for a three-year term, which is renewable. The Board is comprised of current parents, parents of alumni, Fenn alumni, and professional educators. The President of the Parents Association and the President of the Alumni Association serve on an *ex officio* basis. The Headmaster is also an *ex officio* member. The composition of the Board reflects a careful balance of the professional expertise and personal perspectives that best serves the needs of the School.

The responsibilities of the Board of Trustees include establishing policy, hiring and evaluating the Headmaster, assessing the performance of the School, and planning for its future. The Board is also charged with assuring the School's compliance with all applicable laws and regulations and is accountable for Fenn's financial condition and physical plant. The implementation of policies and plans developed or affirmed by the Board is the responsibility of the Headmaster and the School's Faculty and Administration.

The Board does not involve itself in the day-to-day activities and operations of the School, nor does it serve as a conduit for communication between families and the School, which is the responsibility of the Headmaster, other school leaders, and the faculty and staff.

The Fenn Board of Trustees is organized into standing committees that work to ensure that the Board meets its fiduciary responsibilities and achieves its goals. Board committees for the 2019-2020 school year are as follows:

Buildings and Grounds Committee – This committee is charged with ensuring that Fenn's physical plant is safe, in compliance with all codes, and adequately meets the needs of the School. It also is responsible for monitoring plant maintenance and repairs and planning for renovations and new construction projects.

Committee on Diversity, Enrollment, and Financial Aid – This committee is responsible for supporting diversity, enrollment efforts, and financial aid needs at Fenn, consistent with the School's mission statement. The committee makes policy recommendations in these areas and promotes understanding and education on these subjects among trustees and the wider Fenn community.

Advancement Committee – This committee oversees the fundraising and alumni activities of the School in partnership with the Fenn Advancement

Office. These activities include the Annual Fund, Capital Campaigns, Major Gift Campaigns, Alumni Affairs, and other advancement efforts.

Faculty and Staff Committee – This committee is made up of Trustees and members of the Fenn faculty and staff. It serves as the liaison between the Board and the faculty and staff, and works on selected issues of mutual interest.

Finance Committee – This committee is responsible for ensuring the sound financial condition of the School. In conjunction with Fenn’s Assistant Headmaster for Finance & Operations and Headmaster, the Finance Committee prepares the School’s annual budget for approval by the full Board and reviews monthly operating results. The committee also authorizes and reviews the yearly audit of the School’s financial condition prepared by an independent, certified public accounting firm. A subcommittee oversees Fenn’s investments through the selection of professional investment managers and the periodic review of investment performance.

Committee on Trustees – This committee is responsible for identifying, cultivating, and recruiting qualified individuals to serve on the Fenn Board of Trustees and orienting and integrating them into the Board and its work. In addition to overseeing the trustee selection and orientation process, this committee also conducts the annual Board and Head of School evaluations and reviews Board governance issues.

An Executive Committee of the Board’s officers and committee chairs meets periodically to plan and coordinate the work of the Board and its committees.

ADMINISTRATIVE AND SCHOOL POLICIES AND PROCEDURES

TRANSPORTATION

Carpool Drop-Off/Pick-up Procedures, Fenn Transportation Program, and Concord Transportation

Parking: Fenn has two parking lots, one adjacent to Jeff Adams Way, the School's entry drive (the upper lot), and a second on Carr Road beyond the Farm House (the lower lot). Fenn maintains short-term parking spaces in the drop-off and pick-up area at the Campus Green. These spaces are for short-term parking for visitors and people with disabilities. If the upper parking lot spaces, including spaces on the loop road by the fence, are full, please use the lower parking lot. ***Parking is not allowed on Carr Road, in "Admissions Visitor" spaces, in the front circle, in handicap spaces, or in any spaces designated as no parking or no standing, unless otherwise directed by Fenn staff.***

Entrance to Campus:

Cars entering Fenn's campus must use Jeff Adams Way, the School's entry drive (located just north of Carr Road), on the north side of the campus at all times. This entry applies to all faculty, staff, parents, and visitors at all times.

ALL cars must come to a complete STOP at the STOP sign at the end of Jeff Adams Way, the School's entry drive, before turning onto Carr Road.

Carr Road is used for entry and exit by residents of Carr Road's private homes at all times of day. Please come to a complete STOP and obey Fenn's portable traffic signal, remaining stopped on red and checking both ways for active traffic before proceeding onto Carr Road on the yellow.

You must stay RIGHT when travelling on Carr Road because Carr Road is a two-way road.

General Traffic Procedures:

1. All drop-off and pick-up of students by parents must occur strictly in the drop-off and pick-up area adjacent to the Connolly Dining Hall and Campus Green. ***Pick-up and drop-off are not allowed on Monument Street, Carr Road, Red Coat Lane, or in the front circle.*** This applies to all days, to all Lower and Middle School students and to Upper School students on Tuesdays.

Upper School students may be picked up on M, W, Th, and F in the pick-up area adjacent to the Connolly Dining Hall or in the upper lot between the Admissions and Alumni/Advancement buildings.

On Tuesdays, during regular dismissal time, all students, including Upper School boys, must be picked up in the pick-up area adjacent to the Connolly Dining Hall.

Parents/drivers may also park in the upper lot and walk to the pick-up area to pick up students. Lower and Middle School students will not be permitted to walk, unaccompanied, to the upper lot.

2. There is only one entrance to the drop-off and pick-up area, which is located at the crosswalk on Carr Road adjacent to the Dining Hall. There are two exits from this area. Please adhere to these restrictions.
3. Once a driver has entered the drop-off and pick-up area, she/he must follow the traffic lane, *clockwise*, along the perimeter of the lot. This lane will be clearly marked and faculty will direct drivers.
4. When in line in the drop-off and pick-up area, drivers must pull their cars up as close to the W.W. Fenn building as possible and as close to the next car in front of them **BEFORE** dropping boys off or picking them up. This will allow the maximum number of cars to occupy the parking lot to avoid traffic backup.
5. If carpooling with other families, each boy should know the family that is responsible for picking him up in the afternoon. He must be able to recognize the carpooling family's car that he will enter to avoid any unnecessary delays during pick-up.

Parents must respect faculty traffic directors and must courteously follow the faculty traffic directors' instructions in order to ensure a safe, efficient, and fair pick-up procedure.

Pick-up Procedures:

1. Parents/drivers should plan to arrive five minutes after boys are dismissed from their last class. Following dismissal from class, boys gather their bags and belongings and then are available for pick-up at the following times:
 - **Lower School - 3:50 p.m. on M,W,TH,F/ Tuesday: 12:50**
 - **Middle School - 3:50 p.m. on M,W,TH,F/ Tuesday: 12:50**
 - **Upper School - 4:50 p.m. M,W,TH,F/ Tuesday: 12:50**

Arriving closer to 4:00 p.m. (1:00 p.m. on Tuesdays) will allow parents/drivers to spend less time in the queue and still result in departure from Fenn by 4:00 p.m. (1:00 p.m. on Tuesdays).

2. Drivers must follow the usual traffic pattern by entering at Jeff Adams Way, the School's entry drive, always coming to a complete stop at the Carr Road stop sign, and then obeying Fenn's portable traffic signal, remaining stopped on red, and proceeding with caution on the green or yellow when turning onto and proceeding down Carr Road.
 - a. All Fenn-related vehicles proceeding on Carr Road must remain in the right lane given that the road is a public thoroughfare with an inbound and outbound lane that must remain open for private residents of Carr Road and their visitors.
 - b. Drivers must courteously comply with the directions of the supervising administrators and faculty on site. In order to keep the line moving, any vehicle whose student is not ready for entry may be directed to recycle onto Monument Street to re-enter at Jeff Adams Way, the School's entry drive, and return in the line for a second pass. This measure is essential to maintaining the line's movement and will require drivers' respectful cooperation.
3. Students will be ready at curbside for immediate entry into their waiting vehicles in order to keep the traffic moving. Posting a card on dashboards with the student name(s) on the card will allow us to have students waiting as the driver arrives. All students will have been dismissed promptly and directed immediately by supervising faculty to the pick-up line.

4. Vehicles will not be allowed to pick boys up anywhere on Monument Street, Carr Road, in the front circle, or Red Coat Lane. This is a safety hazard and a potential disruption of the established and necessary pick-up plan.

Any parent/driver requests for an alternate dismissal time due to unusual and unavoidable circumstances must be made ahead of time by calling the Main Office.

Any boy who is leaving campus outside of the normal pick-up time must come to the office to sign out and then wait in the office to be picked up. Parents or guardians, upon their arrival on campus, should go to the office to pick up their student. Use of the short-term parking in the drop-off/pick-up area or in the front circle is acceptable when picking up a student who needs to leave campus outside of the normal pick-up time.

Fenn Transportation Program: Fenn offers private transportation in the form of both school buses and vans to students from specific, local communities (for an up-to-date list, please visit www.fenn.org/transportation). Appropriate Fenn School behavior is expected of students at all times while riding the bus. For the 2019-2020 school year, fees are \$4305 for round-trip service and \$2970 for one-way service. Families receiving financial aid should contact the Director of Admission and Financial Aid to make arrangements.

Morning buses typically arrive on campus by 8:00 a.m. Early PM buses depart between 3:52 p.m. and 4:00 p.m., and late buses depart outside W.W. Fenn by 5:15 p.m. On Tuesdays, regular Early PM buses depart between 12:53 p.m. and 1:00 p.m. and late buses depart by 3:30 p.m. For other half-day dismissals, Fenn will communicate accordingly.

When a boy misses his bus, he should reach out to the supervising adult (coach, band director, etc.) who will then assist the boy in contacting his parents to ensure he has a safe ride home. If parents are unable to pick up their student, Fenn's Transportation Coordinator will arrange for a private shuttle home, the fee for which will appear on the parents' next invoice.

Upper School students with curricular sports requirements are given priority for seats on late buses. For students in grades 4-7, please contact the Transportation Coordinator to inquire about possible switches to late buses. Priority will be

given on a first-come, first-served basis to students with regular, long-term commitments (e.g., Middle School students playing Upper School sports).

Registration for the current school year is closed and new riders may be added only when space becomes available. Please contact the school's Transportation Coordinator with any questions, and visit www.fenn.org/transportation for more information.

Concord School Buses: For those students from Concord who qualify, the Town of Concord provides busing to and from school each day, except for days when Concord Public Schools are not in session (these days are noted on the Fenn School calendar). Buses discharge students in the front circle and pull out in the afternoons between 3:50 p.m. and 4:15 p.m., and between 12:50 p.m. and 1:15 p.m. on Tuesdays. Any boy who misses his bus should report to the Main Office immediately. Appropriate Fenn School behavior is expected of Fenn students while riding the Concord bus.

Bicycles: Boys riding their bicycles to school are expected to obey the rules of the road. **The School requires students to wear bicycle helmets while riding to and from school.** The School provides a bicycle rack for storage during the day and strongly recommends that students secure bicycles with a lock.

Roller Blading/Skate Boarding/Scooters: **Roller blading, skate boarding, and use of scooters are not allowed on campus.** Due to the safety hazards posed by a lack of paved sidewalks in the vicinity of the School, roller blading, skate boarding, and scooter use to and from home and school are not allowed.

Parent Drivers for Special Trips: Many parents help with transportation for special trips and games. The School's liability insurance does not cover drivers on these trips. Parents are urged to consult with their insurance agent to be sure that they are adequately covered.

SCHEDULE

Daily Schedule

Arrive at Fenn	8:00 to 8:15 a.m.
School day begins	8:15 a.m. <i>promptly</i>
M, W, Th, F Dismissal	3:45 p.m. (grades 4-7) 4:45 p.m. (grades 8-9) (except for interscholastic away games)
Tuesday Dismissal	12:45 p.m. (grades 4-7) 12:45 p.m. (grades 8-9 except varsity teams)
Morning Extended Day Program	7:30 to 8:00 a.m.
Extended Day Program	3:45 to 6:00 p.m. (M, W, Th, F) 12:45 to 6:00 p.m. (Tuesday)

The School operates on a seven-day rotating schedule, and each academic day is assigned a letter, A through G. Generally, classes meet for one hour, and classes are spread out across the seven-day cycle. The School calendar (both in print and online) publishes the letter corresponding to the day of the week. If school is cancelled due to inclement weather, the missed letter day is skipped for that rotation.

Lunch Schedule

Fenn is committed to a sit-down lunch. Lunch is served at separate sittings for the Lower, Middle, and Upper Schools. Students and faculty eat together, with a faculty member supervising each table. Student seating assignments change on a regular basis. In the spring and fall, weather permitting, there are picnic lunches. Lunch is not served on Tuesdays. Special announcements are made at the end of the lunch period.

Schedule for All-School Meetings and Assemblies

At All-School Meeting, held most mornings, the community comes together to celebrate milestones, discuss common concerns, and make announcements. Assemblies are devoted to performances by Fenn students, outside groups, guest speakers, or special programs. Parents are welcome to attend assemblies at 10:00 a.m. as announced in the *Friday Fenn*. Parents are especially urged to attend special assemblies involving student participation. These include the annual Geography Bee, the W.W. Fenn Public Speaking Contest, the Hector J. Hughes Extemporaneous Speaking Contest, the annual candidate speeches for

the all-school election for President and Vice President in the spring, and other events in which boys from various grades appear on the Ward Hall stage. Please watch the *Friday Fenn* for information about these events.

EXTENDED DAY PROGRAM

To accommodate parents' work schedules and other family commitments, Fenn offers an Extended Day Program, which is designed to provide students a supervised program of activities prior to and after the school day.

Morning Extended Day Program is held on the Fenn campus every morning between the hours of 7:30 and 8:00 a.m. The afternoon Extended Day Program is held on the Fenn campus four afternoons each week (Monday, Wednesday, Thursday, and Friday) from 3:45 to 6:00 p.m. and on Tuesdays from 12:45 to 6:00 p.m. The cost of the drop-in Extended Day Program is \$17 per hour. This fee will appear on parents' monthly statement.

As part of the Extended Day Program, a supervised study hall is also offered from 4:00 to 5:00 p.m. on Mondays, Wednesdays, and Thursdays, allowing boys to complete their homework in a quiet, supervised setting.

Students in grades four through seven arriving before 8:00 a.m. must report to the new gym or Fenn Library. Students may not be dropped off before 7:30 a.m. as there is no supervision on campus. Students in grades four through seven who have been dismissed and remain unsupervised on campus after 4:00 p.m. (or 1:00 p.m. on Tuesdays) must report to the Extended Day Program. Middle Schoolers who participate in Upper School sports must also sign in to Extended Day if they are not picked up at the end of sports. Extended Day check-in is at the Boll Building, Room 204. There will be an hourly charge for the Extended Day Program, and families will be billed directly. Upper Schoolers are exempt from attending Extended Day. **LAST PICK-UP IS AT 6:00 P.M. PROMPTLY. THERE IS A LATE CHARGE OF \$5 PER MINUTE AFTER 6:00 P.M.**

Extended Day in the afternoon is supervised by Sarah "Friddo" Gianfriddo. To speak with Friddo directly or to leave a message for the Extended Day Program during school day hours, please call (978) 318-3685.

To get in touch with Friddo directly during afternoon Extended Day hours of operation, please call (978) 318-3516.

“NO SCHOOL” ANNOUNCEMENTS

SEVERE WEATHER POLICIES AND PROCEDURES

Ensuring the safety of Fenn students, families, faculty, and staff during adverse weather is paramount when making decisions about school closures, delays, and early dismissals.

Policy for School Closures and Delays

In the majority of cases, Fenn will take the same action as the Concord Public Schools related to school closures and delays due to snow or severe weather. Please know, however, that Fenn *may* face circumstances that prompt us to make a different decision than the Concord Public Schools due to the significant number of students, faculty, and staff who hail from outside Concord and may be impacted by more severe weather. Such circumstances may, for example, result in Fenn closing school when Concord Public Schools has opted to only delay. It is, therefore, important that families not rely solely on weather-related decisions that are made and publicized by the Concord Public Schools.

If there is no communication from Fenn, the School will open at the normal time. If Fenn chooses to close or delay the opening of school, **this will be communicated as close to 6:00 a.m. as possible via:**

- A recorded message sent to families using our automated phone calling system, which employs emergency telephone numbers that families have provided;
- Postings scrolling along the bottom of the broadcasts and on the websites of local television stations WBZ, WCVB, and WHDH; and
- Announcements on the School phone at 978-369-5800 and on the School website at www.fenn.org.

Families should not contact faculty, staff and/or the headmaster to receive this information.

Policy for Early Dismissals

The headmaster may choose to dismiss school and/or the Extended Day program early due to severe weather conditions. Once such a decision is made, boys will be asked to contact their parents to arrange for their pick-up as soon as possible. The campus will stay open until all boys are picked up. Parents are urged to be sensitive to safety issues and to arrive at Fenn as soon as possible so that faculty and staff can also travel home in a timely and safe fashion.

At any time, parents may decide to pick up their sons early or bring them to school late because of poor driving conditions. Fenn simply asks that parents contact the Main Office at (978) 369-5800 to inform us of these decisions so that we can make note of students' whereabouts.

CAMPUS EVACUATION

The Incident Management Team or the Headmaster, with the assistance of the administrative staff, will determine the need for and form of an evacuation.

In the event of any evacuation:

- *Use building evacuation procedure, including the evacuation of all school buildings*
- *Full school attendance will be taken to determine those students who are absent/missing*
- *The Headmaster or a designated administrator will immediately contact appropriate town officials, including the Concord Police, to advise them of the circumstances of any evacuation and to enlist their assistance in ensuring student safety.*
- *A designated administrator will inform the Director of the National Historical Park of the School's need to relocate our students.*
- *Students will walk under faculty supervision to Buttrick's Mansion on Liberty Street.*

Once off-campus:

- *Nashoba Brooks will be used as a relocation and facility reunification site for students until parents are notified.*
- *School faculty and administrators carrying mobile phones will travel with the students to the National Park and will organize transportation of students to the Nashoba Brooks School in coordination with the Head of School, Danielle Heard, or her assistant.*

- *Transportation arrangements to Nashoba Brooks will be made by contacting the Concord Police Department, which in turn will arrange with the Concord School Transportation Office for the busing of students to Nashoba Brooks School.*
- *The emergency calling system, Connect 5, will be activated to call parents to request that they pick up their sons.*
- *Faculty and administrators will remain with students at the Nashoba Brooks School until they are signed out by their parents or parent designate. Division Heads will orchestrate the sign-out procedure.*
- *Sign-out is mandatory. No student is to be released without being signed out.*

In circumstances requiring less than immediate evacuation of the school campus:

- *The emergency calling system, Connect 5, will be activated to call parents to request that they pick up their sons.*
- *Any students whose parents are not reached and who remain at the school after a pre-determined period will be transported to the Nashoba Brooks School until their parents are contacted.*

For your reference and information, in addition to these Campus Evacuation procedures, Fenn has a robust Incident Management Plan which provides specific response procedures for a variety of potential events. In addition, the school trains our faculty, staff, and students to ensure that everyone understands how to respond to a particular situation. Fenn's Incident Management Plan provides procedures for an Emergency Lockdown, Shelter-in-Place, and Active Shooter Response (ALICE). If you have questions about any of these procedures, please contact David Platt, Assistant Headmaster for Finance and Operations.

ATTENDANCE

Each student is expected to attend school every school day unless he is ill. Exam days, the Cultural Arts Festival, Field Day, Prize Day, and Graduation are considered school days. All boys, therefore, are required to be present at these events. If a student is ill, his parents **must** call the Main Office to report this illness by 9:00 a.m. at (978) 318-3680 or by email to attendance@fenn.org. *If a student cannot attend school for any other reason, permission needs to be obtained from the appropriate Division Head.* Students who arrive late and are not able to meet with their advisor for attendance should fill out the “Sign In” book in the front office. They may then proceed to class.

Students are not allowed to leave the campus prior to check-out time without permission from school staff. Any boy who is leaving campus outside of the normal pick-up time must come to the office to sign out and then wait in the office to be picked up. Parents or guardians, upon their arrival on campus, should go to the office to pick up their student. Use of the short-term parking in the drop-off/pick-up area is acceptable when picking up a student who needs to leave campus outside of the normal pick-up time.

The Fenn School strongly discourages a student’s missing class time, tests, and team games for doctor’s appointments or school visits during the secondary school placement process. While missing some school time during the secondary school placement process is inevitable, the School discourages excessive absences for this reason. A student is ineligible to play an athletic contest if he has been absent from a majority of his classes on the day of the game or match, unless his absence has otherwise been approved by his Division Head. Failure to sign in or out may result in disciplinary action.

Fenn urges families to avoid taking their sons out of school for family vacations or business. However, if unavoidable circumstances dictate a boy’s absence, the family must seek permission from the student’s Division Head and the Director of the Academic Program and must inform the boy’s advisor. If such advance planning is not done, a teacher may not be able to assign credit for missed work. In the instance of an extended absence, the student is personally responsible for acquiring his assignments and for making up his missed work. In instances of discretionary absence, teachers will provide assignments in advance only if feasible, and teachers will not provide tutorial make-up work upon a student’s return to school.

In all instances, a student is responsible for consulting www.fenn.org (commonly referred to as MyFenn) for his assignments and/or contacting classmates to

obtain assignments missed because of absence for any reason. After receiving the assignments, a student may contact his teacher for any needed clarification. All missed work must be completed as soon as possible on a schedule determined by each of the student's teachers.

If a student misses more than 15 school days during the course of one academic year, his absences could prevent his completion of the educational program of the School and his receiving a Fenn diploma. In such cases, the School may require consultation with the student's attending physician and reserves the option of requiring the student to complete additional academic work (during the year and/or the summer) or to repeat the grade. The awarding of a Fenn diploma is based in part upon a student's attendance at school at a level that is deemed acceptable by the Headmaster. Chronic absences and/or tardiness for reasons other than health may also prevent a student's successful completion of the School's educational program and his receiving a Fenn diploma.

Student Leaves of Absence: Parents requesting a leave of absence for their son must apply to the Headmaster. Student leaves of absence for any extended period of time are not granted automatically; factors considered include the nature of the student's proposed educational program while on leave, the ability of the School to place him in appropriate academic courses upon his return to Fenn, and, in the case of a full academic year's leave, the School's financial ability to replace the lost tuition revenue due to a student's leave of absence.

Religious Holidays: As an independent school that is not affiliated with a religion, Fenn remains in session during religious holidays. In its practices, however, the School supports families' observance of religious holidays in multiple ways. First, Fenn will not administer any significant academic assessments (quizzes or tests), assign major project due dates, or introduce new material on Yom Kippur, the first day of Rosh Hashanah, the day after the first evening of Passover, Good Friday, and the Monday after Easter Sunday. Fenn's athletic department will also avoid scheduling interscholastic competitions and other special events on the evening and first day of significant Jewish holidays and Good Friday.

Additionally, Fenn will accommodate individual requests for waiving or deferring homework assignments, extending due dates for assignments, and granting a student's absence for the observance of other religious holidays. In these instances, parents should notify their son's advisor regarding any needed accommodations for their family's observance a week before the specific

holiday so that the advisor can inform the boy's teachers, who will plan in advance with the advisor and the student the necessary academic accommodations.

Appointments: The School urges parents to arrange medical and other personal appointments after school hours. If a student must leave school for an appointment, an email should be sent to the Main Office that morning (attendance@fenn.org), and the student must fill out the "Sign Out" book in the Main Office when leaving campus and when he returns, if not leaving for the day.

HOLD HARMLESS/FENN HEALTH HISTORY FORM

The *Hold Harmless/Fenn Health History* form is part of the online electronic signature program. This form needs to be filled out every year before a student may attend classes. The School will not be held to the terms of any Hold Harmless Agreement individually revised by a parent or guardian

HEALTH CARE, ALLERGIES, AND ILLNESS

Parents of new students must submit completed medical forms. In addition to the *Hold Harmless/Fenn Health History* form, required forms include an *Annual Physical Examination* form and an updated *Immunization Records* form. Forms must be completed and signed, without revision, in order for a student to be enrolled at Fenn.

The *Annual Physical Examination* form, including immunization record, must be completed by the child's physician and sent to the Administrator of Health Services for all students. Massachusetts Law requires new students to provide this documentation prior to the beginning of school. According to requirements of the New England Preparatory School Athletic Council (NEPSAC), of which Fenn is a member, a student is not allowed to participate in the athletic program until the Administrator of Health Services has received this form.

Parents are expected to use the space available on the online *Fenn Health History* form to comment on their son's general health and known allergies, to share special instructions for their child's care, and to provide contact information for their child's physician, dentist, and emergency contacts. **Please include any history of concussions or other significant medical history.** Parents are asked to be as specific as possible when providing information on

this form as this information will accompany students on field trips and sporting events away from Fenn's campus and will be consulted in instances where urgent care is necessary. Parents are also encouraged to electronically sign and give permission for the Administrator of Health Services to treat the student with over-the-counter medications, including acetaminophen, ibuprofen, and Benadryl.

Massachusetts Department of Health regulations also require *Medication Permission* forms to be submitted to the Administrator of Health Services for students who will be taking medication at school for 10 or more consecutive days. A student may not keep medication in his possession at school unless arranged in advance with the Administrator of Health Services. All medications a student needs to take during the school day must be given to the Administrator of Health Services in the **original bottle** with the prescribed instructions. Please note that controlled substances such as stimulants and certain pain medications must be transported by an adult to the Health Office. No more than a 30-school-day supply will be accepted. The Administrator of Health Services must have the signature of a parent and a parent's written permission before administering any medication, even acetaminophen. Noon-time medication is generally not given on Tuesdays or any other half-day school days. All of a student's medication must be picked up at the end of the school year; otherwise it will be discarded.

Illness: If a student becomes ill during the day, or in the event of an accident, the Administrator of Health Services will telephone his parents or the emergency numbers. If no family member can be reached, the *Health History* form allows the School to dismiss the student to an authorized individual or to obtain medical assistance. Fenn appreciates a parent's supportive and prompt response when these situations arise.

If in the judgment of the Administrator of Health Services or consulting physician, a student's physical condition constitutes a danger to the health of other students, the School may require a medical leave until the student has recovered from his illness. All cases of contagious disease in the family or any exposure of a student to a contagious disease should be reported to the Administrator of Health Services.

There are times when a student should remain home for his own welfare and for the protection of other students and staff. The following criteria may be used to determine when a child should remain at home:

- Has a cold in the contagious stage (first 3-5 days)

- Sore throat and swollen neck glands accompanied by a fever
- Earache, red eyes, or drainage from eyes
- Undiagnosed rash or skin eruptions
- Tonsillitis or any communicable disease
- Fever over 100° during the past 24 hours
- Vomiting or diarrhea within the past 24 hours
- Head lice (until treated and all nits are removed)

Sports Waivers: If an Upper School athlete is too sick to attend a majority of his classes, he will not be allowed to participate in sports that day, whether a game or practice. **If a student is to be excused from sports for a day, a note from a parent or a physician is required for the Health Office.** Sports Waiver forms are issued by the Administrator of Health Services. If a student is to be excused from sports for more than three days due to illness or injury, a physician's note must be provided to the Health Office. **A final note from the student's physician for clearance to return to sports after an extended illness or injury is required by the Health Office. Students may not return to sports without this physician clearance.**

Field Trips: All medication, health enhancers, herbal remedies, vitamins, etc. must be delivered to the Administrator of Health Services with written permission for faculty to administer, at least three school days prior to the trip.

Allergies: Prior to supplying food for group consumption please check with the teacher or coach regarding allergies.

The School, with the advice of the Administrator of Health Services and Fenn's consulting physician, will carefully consider requests from parents to make reasonable accommodations regarding food and other possible allergens due to a student's allergies, which must be documented by his physician. Judgment regarding possible accommodations rests solely with the School. Requests for accommodations should be directed to the Administrator of Health Services. Due to the many factors beyond Fenn's control, the School does not take responsibility for food allergens or other allergens to which students are exposed off-campus, including during field trips and events at parents' homes.

Nut-Safe Policy: In order to maintain a safe and comfortable environment, The Fenn School is a nut-safe campus. Every reasonable effort will be made not to provide peanut or tree nut products in the kitchen or dining hall. We ask for parents' help in providing daily snacks brought from home that do not contain

peanuts or other nut products. The safest snacks are unopened, pre-packaged products that conform to a nut-free list, which is available from the Administrator of Health Services. The School requests that snacks provided for the class on special occasions also conform to these guidelines. If you have any questions, please feel free to contact the Administrator of Health Services.

More detailed health guidelines are available upon request from the Health Office.

ADMISSIONS

The Fenn School was founded in 1929 to educate boys and to promote their personal growth and character development. It is the policy of The Fenn School to maintain a school environment that is free from discrimination and to conduct its educational practices, admissions program, financial aid policies, and athletic and other school programs on the basis of an individual's merit, qualifications, and abilities, and in consideration of the School's broader need to compose a student body that is balanced in terms of boys' talents, backgrounds, and a variety of qualities and characteristics to assure that its mission is carried out.

In addition to looking closely at the profile of each applicant for admission to determine the strength of candidacy and potential match with the School, Fenn seeks to honor existing affiliations with the School and ensure that the School remains open and inclusive to mission-appropriate boys from the larger community.

In an effort to manage the increasing complexity of balancing the consideration of boys with admissions preferences and those without, Fenn will give weight in the regular fourth grade admissions process to mission-appropriate boys who are brothers of current or past Fenn students, sons of Fenn alumni, sons of members of the Fenn faculty/staff, students at Nashoba Brooks School, and students representing diversity in its many forms. At this large entry point, the number of seats available allows the School to accept well-matched boys with admissions preferences, with the knowledge that there are still a large number of openings remaining for students without any of these affiliations.

In other entry points (Intensive Literacy Program and grades 5-8) where there are fewer openings, these noted priorities influence our decisions, but to a more limited degree. The School retains flexibility in the application of the relative weights of these factors, depending on the composition of each class. Admissions preferences at these entry points may not be weighted to the same degree as they would in the larger pool of applicants to regular fourth grade. At

these other entry points with fewer seats, the School will maintain a balance between accepting boys with admissions preferences and accepting a broad array of other boys from the community at large, thus enhancing the School's ability to create an optimal learning environment for all of our students.

We realize that many Fenn parents and alumni wish to have all of their children receive the benefits of a Fenn education. As a result of the ever-increasing number of boys with admissions preferences who are hoping to attend Fenn, we encourage parents not to wait until grades 5-8 to apply to Fenn, but to apply their sons for grade four, where their chances of admission will be maximized.

The Fenn School does not discriminate on the basis of race, national or ethnic origin, religion, sexual orientation, or physical disability. As an independent school, Fenn selects students for admission, seeking to enroll boys who are best matched, in the judgment of the School, with Fenn's educational mission and programs.

ENROLLMENT STANDING

Once a student is enrolled at Fenn, he must successfully meet the established standards of the School with regard to proper behavior and successful engagement with and completion of the educational program. If it is determined by the School that a student is not successfully meeting these standards, the Headmaster will counsel the boy's parents to enroll their son in another school, which may be done at any point during the course of the school year or at its close.

As stated in the subsequent section of this Handbook, entitled "The School-Parent Partnership," a parent's behavior toward the school can affect his or her son's enrollment status.

The School remains the final judge in determining a boy's enrollment at Fenn.

PAYMENT OF TUITION

The tuition schedule and schedule of fees is published each year in early spring and included with enrollment agreements.

Fenn currently has three tuition payment plan options for families:
Pay 100% of the tuition by July 1, or to pay 50% due July 1, and 50% due October 1, or to pay over 10 months, designed to be complete by February 1.

All tuition payments are managed via a third-party tuition management system. Please contact the Business Office if you have questions regarding these payment plans.

All accounts must be paid in full in order for students to graduate or for school records to be released. A student with an unpaid balance from the previous school year will not be permitted to commence classes until the balance is paid in full.

It is understood that students are enrolled for the entire school year. The fact that school fees are paid in installments does not constitute a fractional contract. If, subsequent to July 1st of any year, a student is absent, withdrawn, or dismissed from the School, the obligation to pay the tuition continues as though the student were in fact still enrolled for the entire year. In view of this unconditional obligation, a Tuition Refund Plan is available, under which there is an opportunity to insure fees (prepaid and due) in the event of absence or separation according to the terms of the policy. The Tuition Refund Plan informational brochure is provided with the enrollment agreement; the plan is strongly recommended for all families.

FINANCIAL AID

Families who come to Fenn receiving financial aid must reapply for an award each year through the Admission and Financial Aid Office. Application information may also be accessed in the Admissions section on www.fenn.org. The School makes every effort to provide a consistent award based on a family's annual demonstrated need. However, the amount of tuition assistance granted by Fenn may vary from year to year as a result of changes in the School's or a family's individual financial circumstances. Families should anticipate that their available funds for educational expenses will be expected to be divided evenly amongst all children in the family who attend tuition-charging institutions, including colleges. Fenn expects that all parents make earnest efforts to obtain employment in order to pay for as much of tuition as possible before applying for financial aid. This requirement may be waived if there are extenuating circumstances such as, but not limited to, a parent having a debilitating illness.

Families who come to Fenn without receiving financial aid should assume that they will not receive financial aid in future years unless there is a significant change in the family's financial circumstances. Such a change must be documented via three years of past IRS 1040 forms. Significant changes may include, but are not limited to, job loss, income decline, and additional children in tuition-charging schools. Current families who demonstrate significant need

in their financial circumstances will receive priority in the allocation of financial aid over incoming families.

Financial aid awards are based on the decision made by the Financial Aid Committee, which is chaired by the Director of Admission and Financial Aid. This committee maintains strict confidentiality throughout the financial aid process. Decisions are based upon a family's tax returns, the report received from School and Student Services (SSS), and all other confidential information in a family's financial aid folder. Financial aid is awarded strictly on the basis of documented need. Fenn does not award merit scholarships.

At this time, funding is available for other ancillary needs beyond tuition assistance, including but not limited to, school-based tutoring, curricular trips, the Transportation Program, the Extended Day Program, Parent Association events, and iPads. Funding for these expenses is allocated at the same percentage as is tuition assistance for each individual family, and in some cases, these items are provided at no charge, depending upon family financial circumstances and the School's judgment. Families who receive tuition assistance and would like to request help with any of these other expenses may place a confidential call to the Director of Admission and Financial Aid.

When parents are separated, divorced, or never married, the assets of both original parents (by birth or adoption) are considered. Both the custodial and non-custodial parents must file the Parent Financial Statement (PFS). Supporting documents, including tax returns, are required from all parents, including current spouses (stepparents) of each original birth or adoptive parent. If a parent has remarried, the current spouse's information and support document are considered pertinent and are to be included in the application.

The Fenn School will not be bound by any divorce agreement specifying a parent's responsibility for education expenses since Fenn was not a party to the agreement nor was Fenn represented at the hearing. Likewise, The Fenn School cannot be bound by the assertion that one parent has disclaimed responsibility for the student.

The Fenn School considers the obligations of the parents to their new family situations in determining the award, but will not become involved in allocating the award on a proportional basis to the families involved. The responsibility for all communications and payments ultimately lies with the custodial parents. In cases where one parent has had no contact with the student for more than seven years, the requirement that both parents apply for assistance may be waived. The

guiding principle is ‘lack of contact,’ which must be documented by the custodial parent.

In cases where the involvement of the non-custodial parent is not in the best interest of the student, (child abuse, incest, spousal abuse, addiction) the requirement will be waived upon receipt of acceptable documentation from a disinterested third party.

THE SCHOOL–PARENT PARTNERSHIP

The School assumes primary responsibility for a boy’s academic education and works earnestly to reinforce the ethical and moral upbringing that a boy receives at home. Fenn regards the education of its students as a true partnership with parents, necessarily characterized by a mutual respect for the respective complementary areas of expertise and knowledge of teachers and parents. This constructive, mutually respectful, and supportive relationship between home and school is essential to a boy’s success at Fenn and to the broader realization of the School’s mission and educational program. In light of those needs, Fenn continually encourages and strives for open, constructive communication between parents and the School.

In the instance of a parent or guardian who is antagonistic toward or disrespectful of the School’s established educational program, its behavioral or academic standards, or its considered judgment and efforts with his or her son, Fenn reserves the right to decline the renewal of the enrollment contract of that parent’s or guardian’s son. Substantive discussion and communication between parents/guardians and School would, of course, occur before the School reached such a decision, given Fenn’s abiding desire to resolve differences between parents and the School.

COMMUNICATION

For the sake of a Fenn student's education and the effective functioning of the School, it is imperative that the channels of communication between boys and their teachers and among parents, faculty, and staff be open, frank, cordial, and frequently used. The following guidelines are provided regarding communication channels at Fenn.

Student and Faculty:

Each student has a faculty advisor who is concerned with his academic, artistic, athletic, and personal development at Fenn. His advisor will assist the student in setting and pursuing goals and will coordinate communication among the School, student, and parents during the school year.

Parent and School:

A parent's first line of communication with the School is through the student's advisor. The advisor schedules parent conferences twice a year. As the need arises, advisors may include particular teachers or Division Heads in these conferences. Parents may also call or email teachers directly at the School to ask questions and share concerns. In instances where the concern is academic in nature, and a parent needs to go beyond conversation with the classroom teacher, the parent is encouraged to contact the appropriate Academic Department Chair and, then, if necessary, the Director of the Academic Program. In instances where the concern is social in nature, and a parent needs to go beyond conversation with the advisor, the parent is encouraged to contact the appropriate Division Head.

The School discourages the informal, unscheduled "parking lot" conference with faculty or administrators. Such communication is usually not useful either to parents or to faculty and can often lead to misunderstandings, often because the teacher or advisor may not be properly prepared to discuss a boy's progress in detail.

School and Parent:

The School provides parents with information to help develop additional insights into their child's educational and personal development. Parent conferences and other programs such as Back-To-School Nights, New Parent Dinners, and Parent Coffees sponsored by the Parents Association help to clarify our plans and our expectations of each other, and provide forums for discussion.

Communicating with Families in Cases of Divorce or Separation:

Believing that a child's educational experience is enhanced through active parent participation and partnership, Fenn seeks to facilitate communication with all parents in the case of divorce or separation. Absent a court order to the contrary, and regardless of which parent signed the enrollment contract, all parents will be entitled to receive normal school mailings (i.e., grades, teacher comments, all-school email) and to visit a child on school grounds or during school-sponsored events or trips. It is the parents' responsibility to provide

record of court orders or up-to-date contact information for all parents. Access to a student's official school file shall be restricted to the parent(s) who formally enrolled the child in the school by signing the enrollment contract. Broader access may be authorized by the signing parent. In responding to communication (e.g., email) from one parent, the school cannot take responsibility for including other parents. In such cases, the parents involved are encouraged to communicate between themselves. Given the unique legal situation of each family, the school may make exceptions to this policy (e.g., to comply with a court order).

The Parents Association:

The Parents Association serves as a primary link between Fenn families and the School. Every Fenn parent is a member of the Parents Association. The Parents Association arranges social functions and educational programs for Fenn families, conducts fundraising activities to benefit the School, and assists with general school activities. Officers of the Parents Association are elected in the spring. Parents are actively encouraged to attend school events and to participate in the activities of the Parents Association.

Parents Affinity Group for Diversity and Inclusivity (PADI):

This group seeks to provide a safe environment where parents and guardians of underrepresented students come together in fellowship and community building. Members of this group are from many racial, ethnic, and religious backgrounds and a variety of family constellations. PADI members affirm and create an atmosphere of support, and the group also provides the opportunity for formal or informal discussions on race, class, power, and school culture from the perspective of underrepresented voices.

PADI meets at least three times a year to check in and affirm that the School community fulfills those aspects of its mission statement that seek to maintain a safe and inclusive atmosphere for all students regardless of ability, race, class, religion, sexual orientation, and/or gender identity.

CONTACTING THE SCHOOL

Fenn School employees may be reached through their direct dial number or their email listing, or in the case of an urgent matter, through the Main Office. To facilitate communication, those contacting the School are asked to observe the following:

To Reach Faculty, Staff, and Administration: Parents wishing to speak with a member of the faculty, staff, or administration should leave a voice mail message or send an email to the individual. Faculty members strive to respond to inquiries as soon as possible, often within twenty-four hours. Faculty, staff, and administration email addresses and direct dial listings can be found in the Directory and on the website.

No faculty home phone numbers will be provided by the office. Faculty also cannot be reached during school vacation periods. Faculty or administrators may provide their own home phone numbers to students and parents at their discretion. This option is an individual choice of a faculty member or administrator and is not an expectation of the School.

To Reach Students: Parents wishing to contact their child during the day should contact the receptionist in the Main Office with the message. During the school day, messages are normally delivered to students at lunchtime. Therefore, messages for students should be given to the receptionist ***before lunch***. Please limit student messages to essential information and requests.

Phone Use by Students: School phones should be used by students with the permission of the office staff. Students may use mobile phones during school hours only with permission from a teacher and only to call home to arrange for transportation after dismissal. Parents should refrain from texting to or calling their son's mobile phone or iPad during the school day.

WEEKLY EMAIL NEWSLETTER

The School's weekly email newsletter is the *Friday Fenn*. Look to it for timely information about events at or involving Fenn. Items should be submitted to parents@fenn.org. *Friday Fenn* is not published during school vacation weeks or during summer vacation.

Please note the following guidelines for submission:

- **The deadline for submissions is Wednesday at 4:00 p.m.**
- Submissions must include date, time, place, and contact person.

POLICY FOR USE OF STUDENT'S IMAGE AND/OR REPORT OF ACHIEVEMENTS FOR SCHOOL PUBLICITY AND SOCIAL MEDIA PURPOSES

For purposes of communicating and marketing in Fenn brochures and publications, on social media sites, and in press releases, Fenn frequently takes photos of students and/or interviews students and uses quotes from the interview. With their son's enrollment at Fenn, parents grant permission for the student's photograph or appearance on a video, and his narrative, quotes, or artwork to be used in ways that enhance the profile of the School on any of these media. **Any restrictions parents wish to place on such use must be delivered in writing to the Headmaster's Office.** If such restrictions are not received, the School assumes that parents have released it from, and indemnify it against, any and all claims for invasion of privacy and/or defamation arising from publication of any photograph, name, and/or likeness of a student.

CLOTHING AND APPEARANCE

It is a principle of The Fenn School that the school setting warrants attire that reflects and sets the tone for an appropriate seriousness of purpose and respect for the school community. A boy's clothing and general appearance should strike the proper balance between individual comfort and choice and appropriate respect of community standards. **Neatness, respectfulness, and cleanliness are the definitive standards for dress at Fenn.**

Shirts with collars are required and should be worn tucked in at the belt. Shirt collars must always be visible. Hooded sweatshirts are allowed with a collared shirt underneath. Soccer shirts, athletic team shirts, bowling shirts, and work shirts, with or without collars, are not allowed. Collars are defined as folding; mock turtlenecks are not allowed. Pants should be tailored, with a zipper and a hem. Cargo pants or shorts must be neatly tailored and not unduly baggy. Fatigue pants are not allowed. Jeans or sweatpants of any color are not allowed. Pants must be worn at a proper height at the waist. Tailored shorts (*no sports shorts*) are permitted in hot weather. Socks and proper shoes, athletic or otherwise, are required at all times. Sport coat and tie are required dress for concerts, graduation, and similar events. Hats may be worn only out of doors.

Each student is required to supply his own personal and athletic clothing and footwear. Sneakers with non-marking soles are required for athletics in the winter term.

Extreme styles of personal appearance including ostentatious clothing, jewelry (including earrings or other jewelry for body piercing), or extreme hairstyles are not allowed. Longer styles of hair must be worn so that a boy's face is not obscured. Judgment regarding these matters rests solely with the Headmaster and faculty.

TEXTBOOKS AND SUPPLIES

Fenn supplies most textbooks and most of the consumable materials (paper, folders, binders, etc.) a boy will require for his academic work. Some paperbacks and consumable materials become the student's personal property, but all textbooks remain the property of the School. If a student loses a book, he is responsible for the full cost of replacing it.

Because many teachers have specific recommendations about the materials needed for their classes, the School suggests that parents and students wait until each class has met once before purchasing school supplies. A boy is expected to supply his own #2 pencils and, in the Middle and Upper Schools, his own blue or black ballpoint pens. In the Middle and Upper Schools, students are required to bring with them a school-approved iPad loaded with the required apps. Specific information regarding minimum requirements for student iPads as well as the list of required apps can be found on Fenn's website at the following link: www.fenn.org/technology.

Students should bring sports clothes on the first day of school. All personal athletic equipment and clothing should be clearly marked with the student's name.

FENN SCHOOL STORE

The Fenn School Store is a convenient place for boys to purchase healthy snacks during recess. Pretzels, various chips and crackers, and juice drinks are available. Boys use cash to buy their snacks. The most expensive item, however, is under a dollar, so boys do not need to bring large amounts of cash to school. The Store is managed by seventh and ninth grade students with the supervision of a faculty advisor, and the funds raised go to support charitable causes selected by the Student Senate.

LOST AND FOUND

Lost and found articles are kept in the Athletic Department Office and are displayed every few weeks. Unclaimed articles are then sent to charity. **Parents are asked to put their son's name in all clothing he wears or brings to Fenn.**

FUNDRAISING INITIATIVES WITHIN THE FENN COMMUNITY

Fenn strives to teach and support an understanding of the importance of service to others and philanthropy among its students. The School is also sensitive to the fact that there are a great many worthy causes and organizations that seek support from students and adults in the Fenn community, and that our collective resources (time, money, etc.) are finite. As a result, we work carefully to manage the number and scope of those efforts.

Fenn seeks to avoid possible situations in which any members of the community feel discomfort if they are not able to or interested in supporting a particular cause or effort. We respect that individuals have legitimate reasons for supporting certain causes as well as for choosing not to participate in others.

Fenn endorses student-run initiatives when managed correctly. On-campus initiatives that encourage boys to commit their own money (earned through jobs, allowances, etc.), effort, and time are encouraged because such efforts help teach valuable lessons about philanthropy and making a personal commitment to a worthy cause. However, Fenn discourages initiatives that imply or suggest that a boy simply ask his parents for money to donate to a particular cause as the positive lessons are greatly diminished without the boy's personal effort and initiative. Fenn's management of fundraising efforts is also intended to avoid making parents feel undue pressure to participate or that they are continually being solicited.

To assist us in fostering a positive and healthy atmosphere around fundraising and service efforts, the School requests that any members of the Fenn community who are considering conducting a drive to raise funds or goods first speak with the appropriate person, as noted below:

- Fundraising efforts that are to be run by and among the students must first be reviewed and approved by the Student Senate Advisor and the respective Division Head.

- Parents who wish to organize and execute a fundraising initiative on campus and/or among the Fenn community must first speak with Fenn's Director of Advancement.

We also ask that faculty and staff do not solicit goods or money from parents, students, or fellow employees without first speaking with Fenn's Director of Advancement.

PROGRAM POLICIES AND PROCEDURES

COURSE PROGRAM REQUIREMENTS AND REVISIONS

A student's continuation at Fenn and his being awarded a Fenn diploma at the close of grade eight or nine are contingent upon the student's successful completion of the course program stipulated by the School for each year of his enrollment.

Each student at Fenn must enroll in all of the courses prescribed by the School as the standard course schedule for the grade in which he is enrolled, or in a revised course program approved by the School. Course load and content are described in the Fenn Family Handbook and Curriculum Guides that are available online to all parents. The prescribed course program is subject to change, based on the School's mission, as needed.

Every Middle or Upper School student is required to enroll in five academic courses at Fenn each term, along with completing courses in the arts and participating in the Fenn athletic program. Every student is scheduled into the standard course program each year.

Any potential change in a student's course of study must be approved by the Director of the Academic Program. The School evaluates the merits of a requested revision in a student's studies on the basis of his specific educational needs. The School grants course of study revisions only in circumstances that serve the individual student's educational needs while maintaining the integrity of the School's educational program.

As a general rule, students are not allowed to pursue as part of their Fenn program courses that are taught by non-Fenn faculty, nor are course waivers granted to allow a student to pursue a non-Fenn course.

Questions regarding a student's course of study should be directed to the Director of the Academic Program who will consult, as needed, with other administrators to obtain the requested information or consideration.

GOOD ACADEMIC STANDING

In order to continue his enrollment at Fenn from year to year, a student must remain in good academic standing. Students in the Lower School must meet expectations in each subject area. Students in the Middle and Upper Schools must achieve grades of C- or higher in each subject with an overall yearly average of C to attain good academic standing. For any student who does not attain good academic standing by year-end, the School will review his performance and assess his potential for academic success in subsequent grades. The School will then make a determination regarding the student's eligibility to continue at Fenn in the next grade. Repeating of a grade at Fenn is extremely rare and is done only with special permission and compelling circumstances in the judgment of the School. In the rare instance of a student whose academic needs and performance indicate that he is not being well served by Fenn, the School may require a boy to withdraw from Fenn during the course of the academic year. This action would be taken only after extensive consideration of the boy's needs and thorough communication with his parents.

CITIZENSHIP

Like any community, a school functions best with a few clearly understood, essential rules. Fenn School's rules are purposely kept simple and are reviewed often with the students, both at All-School Meetings and grade-level meetings. The fundamental rules of the School are as follows:

Truthfulness and honesty in all personal and academic matters are always expected.

Responsible and courteous behavior and respect for the rights and property of others are expected at all times.

No student may leave the school grounds without faculty permission and without signing out in the Main Office.

No one may possess or use illegal drugs, liquor, tobacco, vaping devices, or any other illegal substance while at school or while participating in any school sponsored event; nor may anyone bring to school any potentially dangerous implements such as knives, firearms, or explosives.

Responsible and appropriate use of technology and the Internet are expected at all times.

A breach of these standards by a student in any degree would entail disciplinary action and could result in his suspension or expulsion from school. Beyond these basic standards, it is expected that the attitudes and actions of each member of the school community reflect positive citizenship.

When representing the School during off-campus events such as field trips, athletic contests, concerts, and dances, boys are expected to meet all school rules and standards of behavior. Each student should be aware that his actions on and off campus always reflect on his school community as well as on himself. Therefore, a student's behavior away from school can affect his citizenship status and his eligibility for enrollment at Fenn.

CITIZENSHIP GRADES

Fenn reviews the citizenship of every student during each marking period. The citizenship assessment indicates the faculty's evaluation of a student's behavior and his progress toward meeting the School's standards for proper conduct and citizenship in the community. The citizenship assessments employ the following scale:

“S” for “Satisfactory” indicates that a boy's behavior is acceptable and meets the School's expectations.

“NI” for “Needs Improvement” indicates that a boy is not fully meeting the School's expectations for behavior. Assigned by the Division Head and advisor in consultation with the faculty, an “NI” grade is a clear and succinct means of communicating to a boy that there is some aspect of his behavior, in or outside of the classroom that he must change for the better. The “NI” is assigned to a boy whose behavior is not dramatically in violation of a major behavior standard but who, nonetheless, must improve his citizenship. An “NI” is assigned to encourage him to improve his behavior.

“U” for “Unsatisfactory” indicates that a boy has failed to meet consistently or in a dramatic instance one or more of the School's fundamental standards for behavior and citizenship.

While citizenship assessments are not reported on the report cards or on a student's cumulative transcript, the School informs the boy and his parents when an “NI” or “U” assessment for citizenship is designated by the faculty. The Division Head or advisor will explain the reason for the assessment and the actions to be taken by the student's advisor, teachers, or the Headmaster. Any

boy who receives two “Unsatisfactory” citizenship assessments in a single year or two or more “Unsatisfactory” assessments over two years may be required to leave the School. In such instances, the Headmaster, the student’s Division Head, and his advisor will meet with the student and his parents to discuss the student’s behavior and enrollment status, and, in the case of continuing students, to stipulate the steps necessary for a student’s improvement and continued enrollment.

ANTI-BULLYING POLICIES AND PROCEDURES

In compliance with legislation in the Commonwealth of Massachusetts, the School has adopted an anti-bullying policy that stipulates expectations regarding student behavior, school reporting to the authorities, and other essential responses. The policy is posted on the parent portal section of Fenn’s website for reference.

ACADEMIC HONESTY

Fenn students are expected to demonstrate honesty, respect, empathy, and courage in all endeavors undertaken at school, including the completion of their academic work. In order to avoid academic dishonesty and plagiarism, students should carefully follow school guidelines for documentation of sources as well as any additional expectations that may be provided by academic departments.

The academic program at Fenn utilizes open inquiry, problem-solving, research, and collaborative group work to enhance the learning process. When working in groups, students will be directed by their teacher regarding which part of their work may be done as a group and which part must be completed individually.

A student who presents another boys’ work as his own is committing an act of academic dishonesty; a student who uses another person’s words or ideas without properly attributing those ideas to their author is plagiarizing. In each of these cases, the student would be subject to appropriate academic consequences and possible disciplinary action.

TECHNOLOGY USE AT FENN

Fenn students have many opportunities to use technology to enrich their learning. As in all areas of life at school, students are expected to demonstrate responsibility, respect, and good judgment when using technology, both on and off campus. Fenn also values highly the personal interactions between community members (teachers, staff, students, their parents, and visitors) which happen during the course of the day. Therefore, any use of technology which inhibits or prevents this interaction (walking across campus with head down reading texts, “hanging out” in public spaces with headphones plugged into one’s ears, or using mobile technology during community gatherings such as All-School Meeting) is not permitted.

In order to access technology at school, all Fenn students agree to accept the following responsibilities:

- Use technology at school for educational purposes, including only searching and viewing appropriate Internet sites. Recreational “gaming,” including fantasy sports websites, is not permitted at Fenn.
- Respect the privacy, expressions and intellectual property of teachers, staff, students, and other members of the Fenn community by not filming, photographing, or recording ANY other individual without his or her explicit permission. Permission to record another’s image must be clearly requested of that individual(s) in each instance when it might occur and must be explicitly granted in each instance. This includes but is not limited to recording a teacher’s presentation in class, a coach’s comments on the field or in the locker room, a student’s performance or presentation at school, and the many informal interactions between community members which occur throughout the day.
- Treat school-owned technology with care and leave non-approved technology at home. Personal laptops are not permitted at school without obtaining a teacher’s permission beforehand and are then only allowed for special school projects where school-owned technology is not readily available.
- Protect personal passwords and other personal and family information. Never share passwords with other students and avoid divulging personal or family information over the Internet.

- Respect the privacy of others, their passwords, and their electronic files.
- Respect copyright laws governing software and creative products such as, but not limited to, music, literature, photographs, and video.
- Communicate responsibly as a digital citizen when communicating electronically at and away from school.
 - Avoid using email, blogs, texting, messaging, chat, online gaming, social networking websites, and voicemail in a manner which harasses, threatens, or bullies another individual.
 - Avoid using mobile devices for social networking and entertainment purposes (such as instant messaging, texting, online chatting, “Instagramming,” “Snapchatting,” and “Facebooking”) during the school day.
 - Avoid knowingly or recklessly posting false or defamatory information about another individual or organization.
 - Avoid using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
 - Avoid posting any information that could cause damage or a danger of disruption to Fenn or any other organization or individual.
 - Promptly disclose to a teacher, administrator, or other school employee any message you receive from any other student that is in violation of the terms of the Responsible Use of Technology Agreement.

In the spirit of *Sua Sponte*, each division of the School has a specific policy of supervision regarding the use of technology. Together, these policies reflect the expectation that boys’ understanding of appropriate use will develop over time.

- ***Lower School*** – Students in grades 4 and 5 are permitted to use technology only with the direct supervision of a teacher.
- ***Middle School and Upper School*** – Students in grades 6-9 may exercise their judgment and are trusted to use technology appropriately for educational and course-related work or research at school without direct supervision or specific permission from a teacher.

The School also employs the use of a content filtering system for its network in order to block access to inappropriate content. No filtering system can block all inappropriate content, but Fenn believes strongly that having this system in place adds a degree of proper protection for students.

To support students in making good choices around the use of technology, especially mobile phones, parents are asked not to contact their son via his mobile device during the school day; however, if a student asks and receives explicit permission from a Fenn faculty or staff member during the day, he may briefly use his phone to access text messages or to contact a parent.

In order for a student to obtain access to Fenn's network and a network account, students are required sign a Responsible Use of Technology Agreement based on the responsibilities outlined above. Failure to adhere to these responsibilities may result in loss of technology and network privileges and/or other disciplinary action, including appropriate legal action. The School reserves the right to monitor student usage of the Internet and to review material in student files and accounts to determine whether specific uses of the network are appropriate. The most up-to-date Responsible Use of Technology Agreement can be found on www.fenn.org. Every Fenn student must sign this agreement at the start of the school year.

One-to-One iPad Program (Grades 6-9)

Fenn has adopted a one-to-one iPad program in grades six through nine in order to support efficiently and effectively Fenn's mission of promoting productive, lifelong learning. This approach is predicated upon ready, consistent access to technology which allows teachers to support students as they explore concepts and ideas; collaborate with peers, teachers, and others; communicate their insights and understanding; practice important academic skills and curate a record of their academic progress and accomplishments. Our approach also allows us to mentor our students thoughtfully in the responsible use of technology and the practice of digital citizenship. Additional information about Fenn's iPad program can be found on Fenn's website at the following link: <http://www.fenn.org/technology>.

The Fenn School Parent/Student iPad Policy 2019-2020

The Fenn School provides school-owned iPads which will be issued to each student for educational usage. As part of this program, Fenn will be asking students and parents to share in the responsibility in the care of their iPad. It is

important that parents and students understand the guidelines and procedures that comprise this policy. We ask that you review this policy with your student.

1) Your ability to use and possess the iPad is a privilege granted by Fenn and not a right. Fenn reserves the right to terminate this agreement and revoke the privilege granted at any time for any reason in Fenn's sole discretion.

2) You will comply at all times with Fenn's Responsible Use of Technology Agreement (RUTA). The school has the right to repossess the iPad if you fail to comply with the RUTA.

3) The iPad is owned by The Fenn School and a device management system will be deployed on the iPad to manage Wi-Fi, apps and general settings. Restrictions will be enabled to ensure the iPad is used for educational purposes only. Internet usage is filtered on campus.

4) Fenn has obtained Apple Care+ coverage to cover a maximum of two accidental damage incidents at a cost of \$49.95 per incident for which you will be billed to repair the iPad. On the third incident of accidental damage, Fenn will repair or replace the device and you are responsible to pay the full cost of repair or replacement. Fenn cannot accept a replacement device from parent. Fenn reserves the right to assess you all costs associated with repair or replacement as part of Fenn's standard billing procedures. Fenn's policies and procedures concerning payment of fees will apply to any billed repair or replacement costs.

5) If the iPad is lost or stolen, Fenn will replace the device and you are responsible to pay the full cost of the replacement. Fenn cannot accept a replacement device from parent. Fenn reserves the right to assess you all costs associated with replacement as part of Fenn's standard billing procedures. Fenn's policies and procedures concerning payment of fees will apply to any billed repair or replacement costs.

6) You are responsible for returning the Fenn owned iPad upon the completion of your last day of academic study at Fenn or sooner upon the request by Fenn. The iPad will not be used during the summer vacation.

7) You are responsible to return the iPad prior to graduation if your student is a graduating senior or graduating eighth grader. You are responsible to return the iPad in a timely manner. If you fail to return the iPad within seven (7) days of written request by Fenn, you will be responsible for payment of the full replacement cost of the iPad and the cost will be billed to you by Fenn.

8) In this policy, “we”, “us”, “our” means The Fenn School. “You” and “your” means Parent/ Guardian of student enrolled at Fenn and the individual student.

HOMEWORK

Homework is an important component of Fenn’s academic program. The School asks parents to help boys establish good study habits in quiet, distraction-free surroundings at home. Each student’s advisor and teachers are available to assist him and his family with suggestions about completing his assignments effectively and in a timely fashion.

The School strongly recommends restricting online social networking, television, video games, and other distractions during the school week. Placing a student’s iPad and/or computer in a common family area helps proper monitoring. Parents should also avoid involving their sons in numerous commitments outside of school (multiple sports teams, lessons, etc.). Such activities are likely to affect their son’s ability to focus on his homework; homework must remain a priority throughout the academic year.

Teachers expect that students will submit assignments on time and that they will be done neatly, completely, and accurately. Each student has a number of periods during the week at school devoted to supervised study time with his advisor or another teacher in his grade. Fenn also cedes greater responsibility for planning and using time at school and at home as a student progresses through the School. The amount of work assigned each day varies, and the homework load increases as the student moves from grade to grade. If any homework is not done or is not completed properly, teachers may keep a student after school (usually on a Tuesday afternoon) until the work is completed satisfactorily. If a student consistently experiences difficulty completing his assignments in a reasonable amount of time, he or his parents should be in communication with the student’s teacher or advisor so they can assess the situation and develop strategies which will assist the student in completing the assignments more efficiently.

When a student is absent, he is responsible for keeping up with his school work. He should get his assignments from a member of his classes or check his course pages on *www.fenn.org*. If he needs books or materials, he should ask a friend or someone from his car pool to collect them and bring them home. *The Main Office and the faculty should not be called for assignments or materials.*

GRADING PROCEDURES

At Fenn, grades are assigned in order to provide a student and his parents substantive, useful feedback on his performance. In accordance with boys' cognitive and emotional development, Fenn assigns grades differently in each division of the school. This progression of grading provides a continuum that begins with an exclusive focus on the learning process in the Lower School, introduces students to the concept of letter grades for academic achievement in the Middle School, and combines the two into one overall grade in the Upper School.

Sua Sponte grades are based on specific "Observable Learning Behaviors" and reflect the extent to which a student accepts responsibility for his own learning. *Sua Sponte* grades are assigned according to the following scale:

SS = Shows strength; **ME** = Meets expectations; **NI** = Needs improvement; **UN** = Unsatisfactory.

Academic grades are based on the work a student produces. The scale of academic grades is as follows:

A = Excellent work; **B** = Good work; **C** = Satisfactory work; **D** = Poor work; **E** = Unsatisfactory work.

A	93 and above
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	59 and below

Lower School

Lower School students receive *Sua Sponte* grades for Observable Learning Behaviors as well as for specific performance-based skills within each academic discipline.

Middle School

In Middle School academic classes, students receive both *Sua Sponte* grades and academic grades. At certain points during the year, academic grades will be accompanied by academic skills checklists and comments. Middle School students receive only *Sua Sponte* grades in Athletics.

Upper School

In each Upper School academic class, a student receives academic grades and each teacher's assessment of three Observable Learning Behaviors: preparation, engagement, and conduct. Observable Learning Behaviors do not affect the academic grade in a class. At certain points during the year, academic grades will also be accompanied by academic skills checklists and comments.

In each Upper School Arts class, a student receives an overall term grade based on the teacher's assessment of a combination of Observable Learning Behaviors and specific performance-based skills (the process is outlined in greater detail below). Students receive only a *Sua Sponte* grade in Upper School Athletics.

Upper School Observable Learning Behaviors

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Meets Expectations</i>	<i>Shows Strength</i>
<i>Preparation</i>				
<i>Engagement</i>				
<i>Conduct</i>				

Academics

- In Upper School academic classes, an average is calculated for a student's academic work. Teachers will also assess a boy on the aforementioned Observable Learning Behaviors and performance-based academic skills though there is no further adjustment of the academic grade based upon a boy's performance in these behaviors and skills.

Arts

Students receive a term grade in Upper School Arts classes.

- 75% of a student's grade is based on Observable Learning Behaviors.
- 25% of the grade represents an assessment of the student's performance on specific skills for the course.

In all three divisions, grades are assigned and report cards are mailed three times per year. Teachers write comments and complete academic skills checklists for all academic and arts courses, and advisors write summary letters. The timing and frequency of these comments, checklists, and letters vary by division. In the final trimester, teachers write comments only when there is a grade of **C- or below**, a *Sua Sponte* Grade of **Needs Improvement or Unsatisfactory**, or a significant decline in a student's performance (e.g., from **A** to **C**). All students receive a summary advisor letter at the end of the school year.

Report cards and letters and/or course comments are mailed within several weeks of the end of each trimester.

HONOR ROLLS

Lower School

As the Lower School represents a time when students and their parents are expected to focus upon each boy's acclimation to Fenn and the development of the academic skills and habits he will require for success later in his Fenn career, the Lower School faculty does not award summative *Sua Sponte* grades for each academic or arts course. As a result, boys in the Lower School are not eligible for academic or *Sua Sponte* honors recognition.

Middle School *Sua Sponte* Honors

Each term, Middle School students receive *Sua Sponte* Honors and *Sua Sponte* High Honors according to the following criteria:

- *Sua Sponte* Honors is awarded to a sixth or seventh grade student who receives a summative grade of Shows Strength in all but one of his academic classes, and all but one of his arts courses for the term.
- *Sua Sponte* High Honors is awarded to a sixth or seventh grade student who receives a grade of Shows Strength in every academic and arts class for the term.
- A student is ineligible for *Sua Sponte* honors if he receives an overall grade of Needs Improvement or Unsatisfactory in any class, including arts and athletics, during the term.

Sua Sponte Scholars

Middle School students who have achieved *Sua Sponte* Honors or High Honors each trimester are recognized as *Sua Sponte* Scholars at the end of the year.

Upper School and Middle School Academic Honors

Academic Honors and High Honors are awarded to Middle and Upper School students based on their academic term grades in each class, including arts.

Academic Honors: Each course in which an academic term grade is given is assigned 5 credits. These credits are the basis for calculating honors and high honors recognition. Academic honors are determined according to the following method:

1. Any term grade below B- disqualifies a student for academic honors or high honors.
2. For each course the student is taking, the course credit is multiplied by the number for its letter grade according to the following scale:

A	A-	B+	B	B-
1	2	3	4	5

3. Their products are added, and the total is divided by the total number of course credits for all courses graded during the term.
4. A quotient of 3.0 (B+) or lower qualifies for academic honors. A quotient of 2.0 (A-) or lower qualifies for academic high honors.

Fenn Scholars

In the Middle and Upper Schools, students who have achieved High Academic Honors each trimester are recognized as Fenn Scholars at the end of the school year.

GRADUATION REQUIREMENTS

Diplomas are conferred to members of the graduating class by the Headmaster and Trustees, with the assent of the faculty. Failing a course for the year, receiving unsatisfactory citizenship grades, not meeting attendance requirements, or having any outstanding tuition balance will jeopardize a student's graduation and may lead the School to withhold his diploma. To be eligible to receive a diploma, a student must have been enrolled at Fenn for a minimum of two complete academic school years. Exceptions to this two-year

requirement may be granted by the Headmaster based on a review of a student's academic performance, school citizenship, and record of attendance.

Diplomas for graduates are awarded with Honors and with High Honors based on two years' work: graduating ninth grade students' grades in eighth and ninth grades and graduating eighth grade students' work in seventh and eighth grades. Students who have achieved a combination of Academic Honors and/or High Honors each term for two years graduate with Honors. Students who are Fenn Scholars both years graduate with High Honors.

Eighth Grade Diplomas: All students who leave Fenn at the end of the eighth grade are awarded an eighth grade diploma at graduation. During the week of graduation there is an evening of celebration for all eighth graders and their parents. This includes both students remaining for ninth grade and those who are graduating. The celebration recognizes and honors the members of the entire class, and the Headmaster provides an individual reflection on each boy who is graduating that week. Every boy who attends Fenn remains a member of his class, regardless of when he leaves the School.

A student who is awarded an eighth grade diploma may not subsequently return to Fenn for his ninth grade year. Exceptions to this policy will be considered by the Headmaster only in the case of extraordinary circumstances.

SUMMER WORK

The Fenn School may recommend or require summer work for boys who have not adequately mastered the content or essential academic skills associated with a course. This work can help the student keep his mind engaged during the summer, and it can enable him to begin the next school year with confidence. At times, this work can be done effectively at home with someone available to check accuracy, answer occasional questions, do some quizzing, and provide encouragement and structure as needed. At other times, summer work requires a trained tutor or the student's participation in an approved summer school. The School will assist the family in identifying appropriate tutors and programs in any such instance.

In the circumstance of Fenn's recommending or requiring summer work of a student to prepare him for academic success in his subsequent grade, a school-parent conference will take place. At that time the proper information and guidance will be provided to parents so that the length, focus, and timetable of the supplementary summer instruction will be shared.

TUTORING

Tutoring at the Fenn School provides opportunities for additional academic support and skill development in the areas of reading, writing, and math. Support in these areas also incorporates executive functioning skills. Students may receive assistance in small group or one-on-one tutorials, depending on the need(s) of the student and availability of learning specialists. The goal of tutoring at Fenn is to foster self-advocacy and independence through an understanding of individual learning styles and skill development.

Referral Process for Tutoring

Parents, teachers, and advisors are encouraged to contact the Director of Learning Support Services to determine and evaluate the necessity for tutorial support. The referral process is critical in order to assess and define the needs of each student and to create the appropriate pairing with a learning specialist. Parents, teachers, and advisors are requested to bring all questions concerning possible tutorial support directly to the Director of Learning Support Services.

Upon completion of the referral process, when tutoring is deemed necessary, the student is assigned to a learning specialist and the tutorial is scheduled. Parents will receive a letter of agreement, which is an acknowledgement of the commitment on part of the student, family, and specialist in the process. In order for tutorial services to commence, a signed letter of agreement must be returned to the Director of Learning Support Services.

Tutorial Sessions

Tutorial sessions are usually scheduled for once or twice a cycle during non-academic, non-arts, or non-sports periods (i.e. study halls, help and work period, and before or after school). The sessions are 40 minutes.

Parents are encouraged to consider two tutorials per cycle throughout a complete term as the optimal model. Behavior may take six to eight weeks to change; thus, a full term of twice a cycle support should see gains more quickly than once for the same period of time.

As part of the tutorial session fee, specialists are expected to communicate with teachers and parents on an as needed basis, as well as during three formal reporting times which fall at the conclusion of each term. Specialists develop tutoring goals for each student to help guide the sessions. Additionally, if their

schedules permit, specialists will attend parent/teacher meetings, when requested by families.

If a parent wishes to initiate a change in services, whether an increase, decrease, or cessation, they should notify the Director of Learning Support Services via email. For students continuing in tutoring from one year to the next, every effort is made to keep them with the same learning specialist; however, the new school year's academic schedule may necessitate a change. If a student leaves tutoring during the year, parents are responsible for services rendered and not for those that have not yet occurred. Tutorial charges are billed monthly and will appear on the billing statement from the Fenn School Business Office. Any questions about tutorial billing should be directed to the Director of Learning Support Services.

Absences from Tutorial Sessions

Understandably, there are times when a student, or learning specialist, will need to be absent from tutoring and a summary of these possible circumstances follows.

1. Student absence due to illness or Fenn sponsored events:

Students are allowed one excused absence per term, due to illness or conflicts with Fenn-sponsored events. The learning specialist will make every effort to re-schedule the student's missed tutorial time, if at all possible. As a courtesy, we ask that parents directly notify the learning specialist, via email, when their son will be absent to allow specialists to adjust their schedule accordingly.

All subsequent absences will be considered unexcused and will be billed accordingly. Only in extreme cases (e.g. death in the family, extended illness) will additional excused absences be permitted.

Unfortunately, small group tutorials are very difficult to reschedule. Therefore, if a student is absent from a small group tutorial, parents may discuss re-scheduling for a 1:1 session, which will be billed accordingly.

The terms are delineated as follows:

Term 1: September until Thanksgiving Break

Term 2: Thanksgiving Break until Spring Break

Term 3: Spring Break until End of the Academic Year

Finally, students are responsible for attending tutorials when scheduled; learning specialists will not be responsible for finding a student if he does not arrive at his tutorial. Learning specialists, however, will make every effort to help each student remember his tutorial appointments, as we know that for some students meeting this expectation can pose a challenge.

2. Absence of learning specialist and holidays/snow days:

If a learning specialist is absent from a tutorial session, or school is cancelled due to a holiday or a snow day, another learning specialist may cover the tutorial session or the tutorial session will be rescheduled. If neither of these options is possible, then there will be no charge for the missed tutorial session.

HAMMETT ORY LIBRARY

The library program nurtures lifelong intellectual curiosity and love of story. The library's resources, teaching, and support extend beyond the library walls so the entire community can have equitable access to finding, evaluating, and using information for their educational, informational and recreational needs.

The curriculum is designed to foster empathic problem solving by using authentic, project-based research skills and explorations of multiple identities in literature. In a stimulating, risk-taking, collaborative environment students develop into critical thinkers, multimedia content creators, and avid readers.

The library is open from 7:30 a.m. to 4:00 p.m. during the week, except on Tuesday when it is open until 12:45 p.m. During this time, all students are expected to use iPads for **academic work only**. No headphones, including air pods, may be worn in the library at any time. Boys must sit at the tables on the main floor when using a device. During dismissal, there is **no** iPad use and students may only use cell-phones for dismissal issues while standing at the circulation desk. If a student violates these expectations, he will be asked to leave the device with the librarians and will be sent to the appropriate division head. He also may be at risk of losing access to the device while on campus.

The job of helping students become responsible and respectful users of a rapidly ever-evolving world of digital access and content is a community endeavor. The librarians encourage caregivers to have conversations with students about the rights and responsibilities that such tools offer. Check the library website for periodical resources around digital citizenships, and the pros and cons of

particular apps or web 2.0 programs. In addition, caregivers are encouraged to stop by the library for any further information.

All members of the Fenn community can access the library's audio, e-book, and print collections, online subscription databases, summer reading lists, and a host of other resources by visiting the library website. Many of these materials can be accessed and used on any mobile device. A number of Kindle Fires are available for checkouts for those needing such a device.

To make resources accessible to the community in an equitable manner, books circulate for three weeks and can be renewed unless requested by another patron. As a general reminder, overdue notices are sent out three times a year (November, February, and May). While there are no fines for overdue items, replacement costs will be levied for lost or damaged materials at the end of each school year. The Business Office will bill these costs directly to families.

The library's selection of materials and reconsideration policies are available upon request.

The work of the library is supported by a committed group of parent volunteers. The opportunities are as varied and as numerous as our collection. For more information check out the Parent Association (PA) volunteer page.

SUMMER READING

At Fenn, faculty members encourage boys to read during summer vacation. The Fenn School assigns summer reading for a variety of reasons. Boys often discover the pleasure of recreational reading by exploring the selections from the summer reading list. There is also no doubt that boys approach the new school year in a better state of academic readiness if summer reading has stimulated their minds. Recreational reading is also one of the most effective ways for a student to build vocabulary and to learn the skill of interpreting inferences. Finally, summer reading can provide an opportunity for family-wide conversations, and we encourage several members of the family to read the same book and discuss it.

To foster excitement about books and reading, English faculty and librarians have recommended a wide range of popular summer reads. Divisional reading lists are available online in the summer reading portion of the Fenn School Library webpage.

Please note that these lists are intended to be a suggested starting point, not an exclusive source of all reading choices. Specific questions about appropriate selections can be directed to English teachers, the English Department Chair, school and public librarians, or other parents.

SECONDARY SCHOOL COUNSELING

In the fall, families interested in applying to secondary schools meet with the Counseling Office to discuss the next educational step beyond Fenn for their sons. Families are encouraged to contact the Counseling Office to schedule a meeting prior to scheduling school tours and interviews. Whether the family is interested in an independent or public school, it is important to discuss options that are appropriate and realistic for each student. Fenn has found it best to confer in August or early in the school year, before students start to actively visit secondary schools.

For additional secondary school information, please visit www.fenn.org/secondarycounseling.

We encourage families to schedule school visits on days that will least impact their son's academic schedule. As in the case of other absences, a student missing classes to visit schools is fully responsible for all work missed at Fenn, and he should communicate with his teachers before he visits and after he returns.

Students who apply to independent schools must take the Secondary School Admission Test (SSAT) and complete applications. Independent secondary schools notify applicants of their admission decisions on March 10. Replies to acceptances are due by April 10. Once a decision has been made, please inform the Counseling Office which school your son will attend.

FACULTY ADVISORS

The key role in planning and reviewing each student's overall program and in coordinating school, student, and parent efforts during each school year is assumed by each student's faculty advisor. The advisor serves as the conduit for communication between parents and the School and, in most situations, should be the first contact for parents. While direct calls/emails to or conferences with individual course teachers are at times appropriate, parents are encouraged to communicate initially through the advisor.

Ideally, each boy is assigned to a faculty member with whom he will have frequent contact to complement the daily scheduled meetings. Most frequently, an advisor also serves as a boy's teacher in one of his subjects. Every student has a group meeting of fifteen minutes with his advisor at the start of every day. A longer twenty-five minute advisor period is scheduled periodically in lieu of All-School Meeting. Advisors also meet individually with their advisees during common free periods and study halls as needed.

Each advisor meets regularly with his or her advisees' teachers. He or she confers with the parents of his/her advisees at least two times during the academic year, once in the early fall and again in the spring. More meetings may be held as the need arises. Advisors report home formally once each term. The advisor helps guide each advisee's program through discussing course selection and placement with the boy and his parents. Perhaps most important, the advisor can be someone whom advisees and parents come to know and trust, and with whom they can discuss whatever might arise during the school year.

ADVISOR AND CLASS ASSIGNMENTS

The School determines the proper assignment of a student to his advisor and his class sections. Department and Division Heads make the appropriate assignments based upon their assessment of the individual boy's needs and the overall composition of classes and advisor groups. While parent requests regarding their son's placement are considered in the process, the School determines a student's placement in order to serve both the individual student and the class at large. **All requests from parents regarding their son's advisor or teacher placement for the fall must be submitted in writing to the Director of the Academic Program by May 15 of the current school year. As academic sectioning will begin immediately after this date, requests submitted subsequent to May 15 may not be considered.** Requests should focus on the characteristics of the type of the teacher or advisor who would work well with their son, rather than as a request for a specific teacher or advisor (or, alternately, that their son *not* be placed with a specific advisor or teacher).

PROGRAMS

ARTS AT FENN

Lower School Arts: The Lower School Arts Program is Fenn's introduction to a six-year, sequential curriculum in the arts. Lower School students take four core arts courses in the fourth and fifth grades: Studio Art, Drama, Music, and Woodshop. All courses are offered for a semester. All of these courses are required and involve beginning to intermediate skills. They provide a solid foundation for the more advanced Middle School Arts Program.

Middle School Arts: The Middle School Arts Program continues with the four core arts classes offered in the Lower School and also includes courses in Ceramics and Photography. Students take six courses during each academic year. This complement of six required courses provides a rich background for the greater variety of courses available in the Upper School Arts Program. Middle School students receive a grade in Arts courses.

Upper School Arts: The Upper School Arts Program is a rich and exciting program, enabling students to explore, experiment, and excel in the arts. Unlike the required curricular offerings in Lower and Middle School, our Upper School students indicate their choices from a dozen courses in fine, dramatic, and musical arts. Courses routinely offered in a given year include: Painting, Ceramics, Photography, Woodshop, Drama, Theater Tech, Video Production, Music Composition, Steel Drums, Rhythm Ensemble, Dance, Sculpture, Improvisation, and Beginning Guitar. Students take one intensive course per trimester in classes composed of eighth and ninth graders. Upper School students receive an academic grade in Arts courses based on skills, engagement, preparation, and conduct.

Eighth and ninth graders are presented with sign-up sheets and course descriptions of all available offerings, and number the courses in order of their preference. Arts class assignments are made based on these sign-up sheets, with ninth graders receiving priority in class placement. First choices cannot be guaranteed, but careful records are kept throughout the year to ensure fairness to all. In order to graduate from Fenn at the end of the ninth grade year, students must complete three arts requirements: one in Fine Arts, one in Dramatic Arts, and one in Musical Arts. Students graduating as eighth graders are expected to meet two of the three requirements.

The Upper School Arts Program of electives and requirements ensures that Fenn students will have hands-on experience in a variety of art forms, while allowing them to develop real expertise in a medium they find particularly rewarding. It provides our students with a valuable broad-based arts education in preparation for their next school and for the rest of their lives.

Additional Curricular Arts Information

Fine Arts Exhibits: Fenn is proud to exhibit student work in the Kane Gallery and elsewhere on campus, selected by the Fine Arts faculty from artists in all grades. Fenn also arranges exhibits of work from visiting artists. These special exhibits are advertised in the *Friday Fenn* and provide our students and the entire Fenn Community with wonderful opportunities to view and discuss the works of talented professional artists.

Drama Performances: All students in grades four through seven participate in drama classes designed to build confidence and self-esteem, increase poise, inspire creativity, and promote effective participation in solo and group endeavors. Work culminates in class presentations to which parents are invited. Fourth graders present short plays and fifth graders perform in and work backstage for their productions. Sixth graders present scenes from *Shakespeare*. Seventh grade drama students participate in small-scene studies. Upper School students may participate in courses such as Improvisation, the Comedy, the Musical, and Theatre Tech. These classes frequently require Tuesday afternoon and occasional weekend or evening rehearsals. Performances are listed on the calendar. The dates of all these presentations are announced in the *Friday Fenn* as well as being listed on the annual school calendar. Attendance at curricular performances is mandatory for all participating students, and absences may impact a boy's grade.

Music Performances: The Lower School curriculum includes a comprehensive music education as well as participation in a choral performance. All students may also choose to participate in other instrumental and vocal performance ensembles, although students must successfully pass an audition process in order to participate in some of these ensembles. These performance classes are augmented by opportunities for students to perform in Fenn's music concerts during the year. Dates are announced in the *Friday Fenn*, email, and listed on the annual school calendar. Attendance at curricular performances is mandatory for all participating students.

Co-Curricular Arts Program

The Co-Curricular Arts Program at Fenn provides additional artistic opportunities and activities that are not part of the Fenn arts curriculum, but which provide invaluable enrichment to interested students. These special programs are scheduled, at least in part, outside the academic school day, before or after school, as well as on designated weekend days. Each program enables students to spend extra time developing skills in art forms that appeal to them. Participation is determined either by volunteering or by an audition process. Fenn's Co-Curricular Program includes the Fenn Band, small music ensembles, the Fenn Treble Chorus, the Middle School Play, and the Fenn-Nashoba Musicals.

The Fenn Instrumental Music Program: The Fenn Instrumental Music Program is a comprehensive instrumental music program consisting of a Beginning Band, Second Year Band, Concert Band (6th - 9th grade), Jazz Ensemble (6th - 9th, audition only), String Ensemble, and a variety of small ensembles. All instrumental music students are required to take private lessons. Students may elect to take lessons on the Fenn campus, with skilled professional musicians, or they may elect to take their lessons off campus. Lesson times at Fenn are scheduled in the fall. Students make a commitment to be a part of the Instrumental Music Program for the full year, and are required to attend all lessons, rehearsals, and concerts.

Beginning Band: The Beginning Band is open to students who wish to begin playing a band instrument. A demonstration of these instruments will be given during the first weeks of school. The Beginning Band is open to students in all grades and meets twice a week. It performs at the Winter and Spring Concerts.

Second Year Players: This ensemble consists of second year instrumentalists who wish to continue to develop their skills on a band instrument. This band is open to second year instrumentalists in all grades, meets twice a week, and performs at the Winter Concert and Spring Concert.

The Concert Band: The Concert Band is comprised of 6th - 9th grade instrumentalists with at least two years of playing experience. This band performs at the Winter Concert, Patriot's Day Parade, Spring Concert, and Graduation. The Concert Band rehearses twice a week and plays a variety of music, from marches to classical pieces to selections from a contemporary repertoire.

Members of the Concert Band are required to participate in the Patriots' Day Parade and must wear a navy blazer, Fenn tie, white shirt, white footwear, and white pants. White pants are fitted and sold in the spring, and other band apparel is "recycled" at the Fenn Sports Exchange held annually in early November.

The Jazz Ensemble: The Fenn Jazz Ensemble is an audition-only group for talented students in the 6th - 9th grades. It plays a repertoire which includes jazz standard, rock, and modern jazz pieces. All members of the Fenn Jazz Ensemble must audition in the fall and be a fully participating member of the Fenn Concert Band to qualify for audition. The Jazz Ensemble performs at the Winter Concert, Spring Concert, and music festivals. It rehearses once a week on Tuesday afternoons.

Small Ensembles: Small ensembles are offered at Fenn throughout the year. These groups are available at the discretion of the Arts Department Chair and rehearse throughout the year.

The Treble Chorus: The Treble Chorus is an auditioned chorus in the English boys' choir tradition. Musical selections primarily consist of folk songs and works from the great masters. Rehearsals are twice a week: Tuesday morning before school and Wednesday afternoon after school. The Treble Chorus performs at the Winter and Spring Concerts, special Fenn-related events, Homecoming, and Graduation, and at select events off campus. Boys who are accepted into the ensemble are expected to make a yearlong commitment to the group and attend all performances. Boys are required to wear a navy blazer, khaki pants, white shirt, Fenn tie, and dark shoes for performances.

The Middle School Play: The Middle School Play is a tradition at Fenn. Open to sixth and seventh graders, the cast is selected by audition. Rehearsals for this full-length play are held on Tuesday afternoons and on Mondays, Wednesdays, Thursdays, and Fridays after school in the fall or winter. Size of role determines how much rehearsal time is required. Attendance during tech week, which starts the Saturday before opening night, is mandatory for all cast and crew members. The play is performed twice, Friday evening and Saturday afternoon. Auditions and performance dates appear on the school calendar.

The Fenn-Nashoba Musicals: The Fenn School and The Nashoba Brooks School collaborate on the production of two major Broadway musicals every year. Each school hosts a separate musical, providing both the stage space and the faculty to direct the show. Eighth and ninth graders from Fenn and eighth graders from Nashoba Brooks are eligible to audition for the musicals, or

they may sign up to help on support crews. Cast members are selected by a casting committee composed of faculty members from both schools.

While routine rehearsals are scheduled during Fenn's Upper School Arts time, this activity is still considered co-curricular because of the significant after-school and weekend rehearsal time required to do the show. Size of role determines how much rehearsal time is needed by each student. Participating in a musical requires a substantial time commitment, and students are asked to review and understand the rehearsal schedule before auditioning. Attendance at all rehearsals during tech week is mandatory for all cast and crew members, and absences may impact a boy's term grade. Boys participating in the cast and tech crew do so as their second trimester Arts course, and they receive an academic grade. Performances occur at the end of the winter term; dates are posted on the website and on the Fenn calendar.

Any questions about Fenn's curricular or co-curricular arts programs may be directed to the Chair of the Fenn Arts Department.

SPORTS AT FENN

Athletic Program

The Fenn athletic program promotes athletic competence, confidence, and enjoyment for students of varying athletic abilities and interests. It stresses learning and practicing individual and team skills, and it offers a variety of individual and team activities with various levels of competition. At all levels, good sportsmanship is emphasized as the primary lesson to be learned from a well-organized athletic program.

In grades four and five the attention is focused on fun, coordination, team play, and basic skills through semi-formal games and activities. The sixth and seventh grade sports program is based on intramural competition and stresses fundamental skills and team play. In the eighth and ninth grades, competition with other schools is offered at third team, junior varsity, and varsity levels.

In the Upper School, Fenn is committed to offering a quality experience to each boy at whatever level he plays. This does not mean that he is guaranteed to make a varsity or even a junior varsity team. It is Fenn's philosophy that the quality of the boy's athletic experience is more important than the level of the team he makes. It is also Fenn's policy that a highly skilled and mature seventh grade athlete may play on a junior varsity, or sometimes, varsity team. Only seventh graders who will be significant contributors and are at the top level of a team are selected. An extraordinary sixth grade athlete whose needs, in Fenn's view, will be better met by playing on an Upper School team may have the opportunity to do so if the Fenn Athletic Committee deems it appropriate. However, such circumstances are extremely rare.

At all levels, *Sua Sponte* grades are given in sports to provide feedback on how hard a student tries, as opposed to how well he performs.

Participation on interscholastic athletic teams is a fundamental aspect of Fenn's Upper School program. Upper School students may, however, pursue a personal sports interest, known as a Sports Alternative, for one season each year with parent and School approval. The athletic interest should be one which Fenn does not already offer as part of its interscholastic program. Guidelines and applications for the Sports Alternative program are made available to students before each season begins or upon request. Each application is reviewed by the Sports Alternative Review Committee and decisions will be communicated by the Director of Athletics.

Playing Time Guidelines for Varsity, Junior Varsity, and Third Teams

Varsity: Coaches of varsity teams will determine how best to utilize their players in each game in order to be most competitive. In close games, it is possible that every boy will not play. In other games coaches have the responsibility of playing as many boys as much of the time as possible. A player's poor conduct or his absence from practice may limit his playing time.

Junior Varsity: As with varsity, junior varsity squads will be the best practicable sizes to allow quality playing time for the boys. Coaches will play every boy a minimum of approximately a quarter of each game. Having done that, a coach may play his best players in an attempt to win the game. A player's poor conduct or his absence from practice may limit his playing time.

Third Team: It is incumbent upon the School and the Athletic Director to supply enough coaches and game schedules so that the third team squads are not too large. It is the goal of the third team coaches to play every boy on their teams for approximately equal time. As is the case with varsity and junior varsity levels, a player's poor attitude or his absence from practice may limit his playing time.

All players are expected to attend all practices, games, and tournaments. See the Health Care section for the procedure a student must follow in order to be excused from athletics.

In sports that may have only one team (football, hockey, lacrosse), every attempt will be made to meet the needs of all levels of players on the team. On these varsity teams it is possible that not every boy will play in every game. When possible, additional games can be added to enhance the experience of all the players. Fenn strives for a positive overall experience for each member of the team.

Varsity, Junior Varsity, and Third Team Sports Schedule

Home Games and Practices: All home games begin at 3:30 p.m. unless otherwise announced. All practices are over at 4:45 p.m.; students can be picked up after 5:00 p.m. During all three seasons, there are some Tuesday afternoon practices for varsity teams. The schedules for these practices will be published

on the game schedule. The athletic schedule and last minute schedule changes will be available on the Fenn website, www.fenn.org.

Away Games: Generally, away games are scheduled for 3:30 p.m. Schedules and game times will be published on the Fenn website, www.fenn.org. Teams arrive at the schools one half-hour prior to game time and return to Fenn immediately after the game. Please note that since game start times may vary due to traffic conditions, return times may also vary. **Please understand that return times for tennis, baseball, and track and field away games may be later than for other sports.**

Parents are welcome to pick up their son at an away game; a parent must be present when the game ends as coaches will not leave a boy unattended.

Fenn School faculty and staff are responsible for transporting Fenn athletes in school mini buses or school buses to and from most away games and off-campus athletic facilities.

Sports Charges, Clothing, and Equipment

The charges described below are approximate and are subject to change.

Transportation is included in tuition.

Hockey: Each hockey player is charged a \$680 fee for ice time at a nearby rink.

Tennis: Each varsity and junior varsity tennis player is charged a \$175 fee for court rental at an off-campus tennis facility.

Sports Clothing and Equipment: Each student is expected to bring all necessary sports clothing on the first day of each athletic season (including the first day of school). Sports clothing includes: sneakers and cleats, socks, tee shirt, sweatshirt or sweater, sweatpants, and shorts. A boy should also have a complete change of clothes in his sports locker or bag at school. Starting after Thanksgiving, sneakers with non-marking soles are also required in the winter term. **Students who wear glasses should use sports glasses when playing Fenn sports.**

Each student will be assigned locker space for his athletic clothes and equipment; he may bring a combination lock for his locker.

Fenn supplies equipment for grades four and five, except for hockey skates and baseball gloves. For the Middle and Upper Schools, boys are required to supply their own equipment (e.g., baseball gloves, lacrosse sticks and gloves, arm pads and shoulder pads, hockey sticks and skates, and tennis rackets). The School supplies some equipment (except for hockey and lacrosse) and uniforms as needed. Helmet and pads will be provided to boys playing tackle football.

All personal athletic equipment and clothing should be marked with the student's name.

Illness: If an Upper School athlete is too sick to attend a majority of his classes, he will not be allowed to participate in sports that day, whether a game or practice. **If a student is to be excused from sports for a day, a note from a parent or a physician is required for the Health Office.** Sports Waiver forms are issued by the Administrator of Health Services. If a student is to be excused from sports for more than three days due to illness or injury, a physician's note must be provided to the Health Office. **A final note from the student's physician for clearance to return to sports after an extended illness or injury is required by the Health Office. Students may not return to sports without this physician clearance.**

INFORMATIONAL EVENTS

School Orientation

“New Boys” Orientation (students and parents invited): Fenn’s annual meeting for newly enrolled boys and their parents is an opportunity for newly enrolled boys to meet their advisors, receive and review their schedules, and receive a general orientation and tour before the first day of school. This is also an opportunity for parents to ask questions of the returning students and faculty who attend. This orientation will be held on the first Wednesday after Labor Day in September from 3:30-6:00 p.m. The dress code is school attire.

Parent Programs

Back-To-School Nights: In the fall, Fenn holds three Back-to-School Nights, one for each division of the School. At these meetings, the School’s expectations for students and the content and requirements of the academic course program are presented to parents. In turn, parents have an opportunity to ask questions and briefly meet advisors. The quality of cooperation between families and the School is at its best when parents have the opportunity to understand teachers’ goals and the philosophy and expectations of the School in general for the year. It is important that parents attend their sons’ Back-to-School Nights.

Please see the school calendar or the website for Back-to-School Night dates.

Parent Education Evenings: The Parents Association and/or the School occasionally offer evening programs of broad or specific educational interest to parents. Topics have included departmental presentations, a curriculum overview, athletics, moral development, and boys’ development. Outside speakers are occasionally featured.

Fifth-to-Sixth Grade Transition Meeting: The rising sixth grade class (boys returning from Fenn Lower School and boys coming to Fenn in the fall) and their parents are invited to a Transition Information Evening in the Library in mid-May. The schedule for the evening includes a panel of teachers and advisors each with brief presentations about various aspects of sixth grade life, followed by a question and answer session. At the same time, the rising sixth grade boys hear from a panel of middle school students about their sixth grade experience, followed by a question and answer session. Topics addressed will

include the role of the advisor, academics, social dynamics and friendships, athletics, arts, leadership opportunities, service learning, and extracurricular offerings. It is our hope that the evening will help to familiarize boys and their families with the Fenn sixth grade experience and ease their transition into Middle School.

Ninth Grade at Fenn Night: In the fall, Fenn holds an informational evening on the ninth grade program. While the evening session is most relevant to eighth grade parents and students, parents and students from other grades are also welcome. Ninth grade faculty and administrators will present Fenn's curriculum, the history and mission of the ninth grade program, secondary school placement data, and information about leadership opportunities. Also, ninth grade alumni and their parents will present their perspective of the ninth grade year and answer questions from those who attend.

Secondary School Forum: In May, Fenn offers parents and students a special forum which focuses on the admissions process, the issue of ninth versus tenth grade applications, and the transition into secondary school. To present information and address questions which arise, Fenn assembles a panel of admissions officers from area secondary schools. Each panelist will offer a perspective that should be valuable to parents and students. Fenn's Counseling Office will moderate the discussion. Parents and students from all grades are welcome.

SPECIAL EVENTS

Grandparents' Day

The Friday before Mother's Day each spring is designated as Grandparents' Day. Students invite their grandparents to spend a morning with them at school. These special guests attend two classes with the boys, meet the Headmaster for a special assembly, and tour the campus. It is a very special day for grandparents and Fenn boys.

End-of-the-Year Events

Field Day: Field Day, at the conclusion to the academic year and prior to Graduation, is a long-standing tradition and family event. For the afternoon, the School is divided into Blue and Gold teams. Boys sign up for various track events and the winners earn points for their teams. The day culminates with a

grand relay race. Ribbons are awarded for all events, and the winning team is announced. Parents are encouraged to attend Field Day and to cheer for the boys.

Celebration of the Eighth Grade: This event is a celebration of the entire class as it is constituted in grade eight and serves as a clear affirmation of the lasting place that all students, departing and continuing, have in that class. This event is scheduled during graduation week, and invitations are mailed to all eighth grade boys and their parents. All eighth grade students are expected to attend this event regardless of whether they plan to stay for ninth grade.

Celebration of the Ninth Grade: This event takes place the evening before graduation and provides members of the senior class and their parents or guardians the opportunity to come together with each other and members of the faculty and staff for dinner and conversation as the year comes to a close. The Headmaster offers well wishes to families and the faculty members celebrate each boy with a personal send-off. The dress code is school attire.

Prize Day: Prize Day is the Wednesday before graduation. It begins at 8:30 a.m. in Ward Hall, with the presentation of special citations, as well as certain arts and academic awards. Following a short break, the School reassembles in the New Gym for the presentation of citizenship prizes, other awards, and the recognition of Fenn Scholars and *Sua Sponte* Scholars. Fenn Certificates of Attendance are awarded to boys in grades 4-7 who will not be returning the following year. School is dismissed at the conclusion of the Prize Day ceremonies (approximately 12:00-12:30 p.m.). All Fenn students must attend Prize Day ceremonies and sport coat and tie are required attire.

Graduation: Graduation is traditionally held on the Friday of the first or second full week in June. At Graduation, formal academic prizes and faculty prizes are awarded. Eighth graders who are graduating receive Fenn eighth grade diplomas. The Headmaster's reflection for each graduating eighth grade student is offered at the Celebration of the Eighth Grade Class during the week of Graduation. Fenn Graduation includes the awarding of Fenn School diplomas for ninth graders, and the offering by the Headmaster of a reflection on each graduating ninth grader. All Fenn students must attend graduation ceremonies, and sport coat and tie are required attire. Ceremonies normally conclude at about 11:45 a.m. The School is then dismissed for summer vacation.

STUDENT ACTIVITIES

Student Government

The student government, called the Fenn Student Senate, is composed of two representative senators from each grade, chosen by class elections for a half-year term. Elections are held in October and February. The School President and Vice President preside over Senate meetings with the support of the faculty advisor to the Senate and are elected by the entire school in the spring of their eighth grade year for a one-year term.

The Student Senate offers a means for students to address issues that affect each grade or the entire school openly and responsibly. It organizes service projects that benefit the school, the local community, and the national and world communities. All senators take leadership roles in encouraging their fellow students to participate in these projects.

School Trips

In late May, the fifth grade spends three days and two nights at Merrowvista, a residential camp in Tuftonboro, New Hampshire. The trip provides students a time to further connect with their classmates, to celebrate their growth and accomplishments in Fenn's Lower School, and to prepare for their transition to sixth grade.

The seventh grade travels to Washington, D.C. usually in the three days preceding spring vacation. Beyond exposing students to the historic and cultural richness of the nation's capital, this trip offers boys increased opportunity to assume personal responsibility and independence, and to deepen their relationships with classmates.

An important part of the eighth grade is the annual challenge and discovery experience of outdoor camping at Windsor Mountain in New Hampshire. This is a vigorous outdoor program focusing on personal reflection, problem solving, and group cooperation. It is scheduled during the first month of school to promote class unity.

In the ninth grade, students travel for a three-day trip to Camp Belknap in Mirror Lake, New Hampshire, where they engage in a program of individual and group challenges with a focus on leadership development. Evenings are devoted to

reflecting on their upcoming senior year experience. This experience promotes class spirit, camaraderie, and leadership.

The dates for school trips are noted on the school calendar.

Other Trips: Other special field trips occur at various times throughout the year. Information about these trips is sent home by the faculty or administration. Parents are urged to consult their insurance agent to be sure that they are adequately covered.

Fenn Social Activities

School-Sponsored Social Events: Fenn School and Nashoba Brooks School coordinate several coed events for the seventh, eighth, and ninth grades. All these events are sponsored by the Schools, requiring students' adherence to their respective school's regulations. They are chaperoned by faculty members from the respective schools. If you have any questions or concerns regarding these events, call Patricia McCarthy, Head of the Middle School, or David Irwin, Head of the Upper School.

Upper School Service and Social Activities: A variety of service and social committees are chaired by those ninth grade students who have demonstrated exceptional leadership capabilities and notable leadership interest. Other members of the ninth grade class, and in some cases eighth grade students, represent the membership of the committees and provide key participation and planning.

Other committees, such as the Class Gift Committee and the Dance/Social Committee are comprised strictly of ninth grade students. The School Store Committee is comprised of middle and upper school students.

In some years, new committees may form depending on emerging trends, student or faculty interest, or campus needs.

Private Events: Occasionally, students enjoy planning parties or events for their classmates, and they sometimes choose to hold these events on Fenn's campus. We believe these social events enrich the lives of our students, and we encourage well-planned activities. **It is important for parents to know that all student-initiated (or parent-initiated) activities held on Fenn's campus are considered private events, and are the full responsibility of the parent**

chaperones in attendance. No Fenn faculty will be present at any private event not designated as a School-sponsored event.

Any questions regarding student events on or off campus should be directed to the appropriate Division Head. Students and parents who plan events, on or off campus, should adhere to the activity guidelines available at Fenn upon request.

Headmaster's Suggested Guidelines for Parents' Hosting of Off-Campus Parties: In an effort to support our students and to ensure their safety and welfare, the Headmaster, in consultation with parents and faculty, requests that the following guidelines be respected by parents and students when hosting parties in their homes. Some of these guidelines are clearly relevant to older students.

1. Before the party, parents should:

- Establish with attendees and their parents that no alcohol, drugs, or smoking will be allowed.
- Encourage parents of guests to call ahead of time, if they wish, to discuss any concerns or questions about the nature of the party.
- Establish with guests a clear time of arrival and departure.
- Be certain to know what carpool arrangements are being made by parents of guests to avoid any delays in arranging for a guest's ride home.
- Secure from each guest's parents a telephone number at which they can be reached if they are not going to be available at home during the hours of the party.

2. During the party, parents should:

- Admit no guest who is even suspected of being under the influence of alcohol or drugs.
- Make it clear that civility and respect for all guests and proper care of the premises are expected.
- Have a reasonable adult-guest ratio, generally 1:10, to ensure a controlled atmosphere.
- Establish with guests from the outset the ground rules of the party, emphasizing their good behavior and the option of sending home any guest who does not respect the guidelines of the party.

- Provide an adult presence throughout the party, checking intermittently in all rooms to be clearly present and vigilant as host parents.
- Prohibit any inappropriate physical intimacy and avoid unsupervised circumstances that promote this behavior.
- Prohibit the use of any coarse language.
- Allow the use of only age appropriate videos and games.
- Allow for enough lighting so that undesirable behavior won't be encouraged.

Before parents either host a party or have their sons attend a party, we also encourage parents to:

- Help your sons acquire skills to assert and remove themselves if they are in an uncomfortable or inappropriate social situation.
- Work out a way in which your son can make a call to you as a parent to ask to come home if he is at a party that is not comfortable for him. It is helpful to establish a code word or code message that will allow your son to communicate with you his discomfort without having to state it directly in front of his peers.

To ensure a safe, healthy and respectful social environment for Fenn students and their friends, we encourage close and open communication and collaboration between parents and Fenn about off-campus social events. Feel free to call the Headmaster or Division Head with any questions or concerns. The School welcomes this collaboration for the sake of our students.

We reiterate that a Fenn student's behavior off campus, if it is counter to the School's basic citizenship principles of respect, responsibility, honesty and decency, can affect his disciplinary standing and his enrollment at the School.

THE FENN SCHOOL
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Concord, MA 01742
(Phone) 978-369-5800
(Fax) 978-371-7520

www.fenn.org

Office Hours
Monday-Friday
7:30-5:00

To report an absence:
978-318-3680 or
attendance@fenn.org

Health Office
(Phone) 978-318-3607
(Fax) 978-318-3507

Extended Day
978-318-3516

Alumni/Advancement
Office
(Phone) 978-318-3519
(Fax) 978-318-3527

Business Office
978-318-3524

Summer Fenn and
Auxiliary Programs
978-318-3614