



**Horace Mann School
Family Handbook**

September, 2020

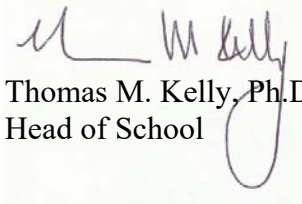
September 8, 2020

Dear Parents and other Guardians,

While it is a privilege to welcome everyone to another academic year at HM, I do so with the understanding that the school's policies and procedures will require some adjustments (both minor and major) as we respond to daily COVID-19-related data. Even the potential need to toggle between in-person and online instruction will require ongoing adjustments to how we regulate life at HM. Notwithstanding the fact that the Enrollment Contract determines the relationship between the school and each family, if a change in policy or procedure is necessary, you will either read about it in our reopening plan shared earlier via email, or through supplemental communications from the school. We did not endeavor to update this year's Handbook beyond those policies that change annually or other programmatic changes unrelated to the COVID-19 pandemic.

As always, please pay special attention to our critical care policies beginning on page 75 and ending on page 91, and in Appendix 2.

Much love to everyone,

A handwritten signature in purple ink, appearing to read "M Kelly", is written over a light green rectangular background.

Thomas M. Kelly, Ph.D.
Head of School

Horace Mann School ("Horace Mann" or the "School") encourages parents and students to consult the *Horace Mann School Family Handbook* ("*Handbook*") for guidance regarding School rules, regulations, policies, procedures, and expectations. Parents and students should keep in mind, however, that the School is a vital, constantly changing entity, evolving as circumstances require. Accordingly, the School may modify its procedures and expectations from time to time. Changes to specific School policies, rules, and expectations need not be in writing or incorporated into this Handbook to be effective.

The terms and conditions of the Enrollment Contract signed by each Horace Mann School family (see Appendix 1) determine the relationship of that family to the School.

Horace Mann School recognizes the diversity of religious traditions represented among the students of the school and the value such diversity adds to the educational program. As such, the School respects the religious practices of its students and is committed to providing reasonable accommodations for religious obligations. If an accommodation is believed necessary, students and/or parents should speak with the employee responsible for each class or program.

The *Handbook* is published only for the use of the Horace Mann School community. It is School policy that for privacy, safety, and business reasons, we do not distribute the *Handbook* to anyone for commercial purposes, nor do we permit its use by anyone within the Horace Mann School community for any other purpose not approved by the School. Inquiries regarding the use of the *Handbook* should be directed to the Head of School.

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Introduction to the *Horace Mann School Family Handbook*

The *Handbook* sets out for parents, guardians and others responsible for Horace Mann School students (hereinafter referred to as “parents”) the values, programs and policies of Horace Mann School. The *Handbook* is part of our ongoing effort to foster a healthy partnership with parents, based upon our mutual interest in the educational and personal development of children while they are students at our school. This introductory section of the Handbook describes our partnership in terms of what parents can expect of Horace Mann, what Horace Mann as an institution expects of parents, and the expectations of students.

The Core Values, on which all of Horace Mann School’s expectations are founded, are:

- The Life of the Mind;
- Mature Behavior;
- Mutual Respect;
- A Secure and Healthful Environment; and
- A Balance between Individual Achievement and a Caring Community.

The Mission Statement of Horace Mann School

Horace Mann School prepares a diverse community of students to lead great and giving lives. We strive to maintain a safe, secure, and caring environment in which mutual respect, mature behavior, and the life of the mind can thrive. We recognize and celebrate individual achievement and contributions to the common good.

--revised by the Curriculum Council, Fall, 2008

Appropriate Parent Expectations of the School

With regard to **The Life of the Mind**, the School will strive to:

- provide knowledgeable, enthusiastic, talented faculty to teach a challenging, college-preparatory curriculum;
- implement a program that goes beyond academics to nurture the emotional, artistic, athletic and creative capacities of each student;
- hold students to high standards while providing them with support as they face the challenges and difficulties of learning and development; and
- foster the life of the mind in a manner that respects and encourages intellectual diversity and divergent points of view.

With regard to **Mature Behavior**, the School's faculty, staff and administrators will strive to:

- act in a trustworthy, professional manner towards students and parents;
- hold students to a high standard of ethical behavior and provide appropriate discipline when such standards are violated;
- provide students with well-trained and enthusiastic counselors and advisors who will help them develop an appreciation of the importance of balance, limits and self-discipline in their lives; and
- promote behavior in and outside of school that reflects age-appropriate maturity.

With regard to **Mutual Respect**, the School will strive to:

- teach respect and require appropriate behavior among students, between students and teachers and among adults in the larger community;
- communicate clearly to parents and students the School's policies on academics, athletics, behavior, student health and safety, and provide clear, timely and honest information

about their children in an atmosphere of care and concern for the welfare of students;

- build a community characterized by respect and support for the intellectual, cultural, religious, racial, economic and other differences among us; and
- promote equal opportunity for students as they pursue their interests within the classroom, on the athletic field, in extra-curricular activities and elsewhere in the School community.

To promote a **Secure and Healthful Environment**, the School will strive for:

- a safe physical environment;
- an environment free from physical and verbal harassment and a community that encourages diversity of thought, word and action; and
- a healthy balance between school-related activities and restful recreation, including instruction in all Divisions about health, nutrition and sleep.

To support a **Balance between Individual Achievement and a Caring Community**, the School will strive to:

- relate the concerns and realities of the larger world to the subject matter taught in the classroom in a manner that promotes learning as a pleasurable, life-long endeavor;
- handle disciplinary matters in a manner consistent with School policy and the interests of the greater community, while maintaining tact, civility and care for the individuals involved;
- help students at all levels to understand the importance of the communities they inhabit—family, classroom, School, neighborhood and the larger world—while providing meaningful opportunities to serve those communities; and
- encourage students to build a positive identification with the School that makes being a part of Horace Mann a source of personal and collective pride for them and their parents.

Appropriate School Expectations of Parents

With regard to the **Life of the Mind**, the School expects that parents make every effort to:

- support the School's intellectual values at home;
- understand that the curriculum and its requirements are determined by the faculty;
- encourage students to meet their teachers' expectations by doing their own best work on all assignments and not by making inappropriate use of tutors, family help or internet resources;
- support the School's policies on academic integrity; and
- help to develop reasonable expectations for their children, celebrating children's strengths while helping them improve in areas of weakness.

With regard to **Mature Behavior**, the School expects that parents will make every effort to:

- maintain open lines of communication with teachers, team leaders, and administrators;
- be honest in all dealings with the School;
- respect the School's rules, particularly with regard to the school calendar and the need for children to be in school regularly and on time;
- respect faculty professionalism, judgment, and commitment to their children's education;
- expect a reasonable, not inordinate, amount of a teacher's or administrator's time; and
- model mature behavior for children.

With regard to **Mutual Respect**, the School expects parents make every effort to:

- respect and support the School's commitment to a broad and diverse student body and faculty;
- maintain an up-to-date awareness of the School's policies.

- treat faculty members, staff, and administrators with respect for their time and commitments outside of school, understanding that it is inappropriate to call or send e-mails in the evenings or on weekends
- listen and respond constructively to faculty and administration comments and criticisms regarding their children;
- be aware of the School's organizational structure and chain of command; provide teachers and advisors with the information necessary to be aware of and solve problems before referring the matter to supervisors; and
- maintain an up-to-date awareness of the School's policies by reading carefully the Family Handbook, as well as other School publications.

To provide a **Secure and Healthful Environment** for children, the School expects that parents will make every effort to:

- ensure that their home environment is appropriately safe;
- encourage healthful eating, sleeping and exercise as part of childhood development;
- try to minimize family and school-related stress;
- communicate significant changes in family relationships and medical conditions to appropriate administrators and faculty members;
- be aware of and involved in their children's activities in and outside the home.

To help our students achieve a **Balance between Individual Achievement and a Caring Community**, the School expects that parents will make every effort to:

- support and encourage their children's community-related activities as well as their individual achievements;
- not tolerate behavior that unfairly advances the interests of one child over another, such as cheating, plagiarism, stealing or lying;
- encourage respect towards friends, both old and new; and
- encourage their children's development of pride in themselves, their friends and the school community.

Appropriate School Expectations of Students

With regard to the **Life of the Mind**, the School expects that students will:

- be curious and value learning as a life-long endeavor;
- do their best to meet the expectations established by their teachers;
- always do their very best work;
- always do their own work; and
- support the intellectual efforts of friends and colleagues.

With regard to **Mature Behavior**, the School expects that students will make every effort to:

- let their teachers know if they need help with school work or with any problems that arise at school;
- be honest and sincere;
- respect and do their best to follow the School's rules;
- strive for self-esteem and confidence;
- follow the positive examples of their parents and teachers;
and
- take responsibility for their actions and accept the intended and unintended consequences of those actions.

With regard to **Mutual Respect**, the School expects students to:

- treat members of the faculty and fellow students in a respectful and civil manner;
- listen and respond positively to constructive criticism from teachers and parents;
- show respect, care, and concern for all members of the Horace Mann community and

- be open to learning about the cultural differences and traditions of others in and outside of the Horace Mann community.

To provide a **Secure and Healthful Environment**, the School expects that students will make every effort to:

- come to school well-rested and prepared to contribute to activities and classes;
- ask their teachers for help if they need it to deal with stress;
- help to keep the school environment clean and safe for everyone;
- help others to navigate the physical environment of the School; and
- be aware of and report any situations that might be dangerous or unhealthful for other members of the Horace Mann community.

To help our students achieve a **Balance between Individual Achievement and a Caring Community**, the School expects that students will make every effort to:

- participate enthusiastically in community as well as individual activities at school;
- encourage respect towards friends, both old and new;
- take pride in themselves, their friends and the Horace Mann community; and
- celebrate the achievements of all members of the community.

Appropriate Student Expectations of the School

With regard to the **Life of the Mind**, students can expect that Horace Mann School will strive to:

- support students' efforts to expand their horizons;
- provide a dynamic process for re-assessment and re-evaluation to support goals of Life of the Mind;
- celebrate individual curiosity and creative risk taking;
- recognize that every student learns differently, and help each student to reach the student's full potential in every subject;
- encourage students' intellectual, athletic, and creative efforts to discover their passions, interests, and;
- foster the life of the mind in a manner that respects and encourages intellectual diversity.

With regard to **Mature Behavior**, students can expect that Horace Mann School will strive to:

- promote students' developmentally appropriate concepts of self-esteem and confidence;
- support students with school work, extra-curricular activities;
- respect the spirit and intent of the School's rules and core values in order to establish a collegial environment for students, faculty, and administration;
- be open to discussion regarding problems for the betterment of the school; and
- serve as a model of mature behavior, and expect from students an age-appropriate level of maturity.

With regard to **Mutual Respect**, students can expect that the School will strive to:

- promote mutual respect and treat issues of civility as teachable moments;
- listen and respond positively to students;
- encourage safe, confidential communication between students and teachers;

- respect, affirm, and celebrate the cultural differences and traditions of all students in the Horace Mann community

To provide a **Secure and Healthful Environment**, students can expect that the School will strive to:

- understand and support students' individual time commitments and workload;
- offer practical help to manage stress;
- help to keep the school environment clean and safe for everyone;
- strive to reduce our carbon footprint; and
- investigate and mitigate any situations that might be dangerous or unhealthful for members of the Horace Mann community.

To help students achieve a **Balance between Individual Achievement and a Caring Community**, students can expect that the School will strive to:

- respect and support students' participation in community as well as individual activities at school;
- encourage students' involvement in extracurricular activities;
- value students' pride in themselves, their friends, their family, the Horace Mann community, and the outside community; and
- acknowledge and celebrate the achievements of all members of the community.

Campus Description

Horace Mann School is comprised of five divisions situated on four campuses: the Nursery Division at 55 East 90th Street in Manhattan, the Lower Division at 4440 Tibbett Avenue in the Bronx, the Middle and Upper Divisions at 231 West 246th Street in the Bronx, and the John Dorr Nature Laboratory in Washington, Connecticut.

The **Nursery Division** is located in a landmark building that was originally the carriage house of the Andrew Carnegie estate. The original three-story structure was renovated and expanded to six floors in 1961 and became the New York School for Nursery Years. In 1968, that school merged with Horace Mann to become Horace Mann School for Nursery Years, now known as the Nursery Division of Horace Mann School. In 1972, the Barnard Elementary School in Riverdale was also added to Horace Mann, which then became a co-educational nursery-through-grade twelve institution. The Nursery Division building houses classrooms for threes, pre-K and kindergartners as well as a library, nurse's office and two outdoor areas including a rooftop playground.

The **Lower Division** houses two kindergarten classes and grades one through five. It occupies the site of the former Barnard School. The main Lower Division building houses classrooms for grades one through five as well as the library, gymnasium, dining hall, arts and technology center, music room, Nurse's office, world language classrooms, literacy center, math center, science center, and administrative offices.

The **Middle Division** was formed and moved into Rose Hall in September 1999, adding grade six to the existing seventh and eighth Middle Division. Rose Hall has three floors of classrooms, teachers' rooms, and a computer center. Students in grades six, seven and eight share arts, Physical Education and library facilities with the Upper Division (grades nine through twelve).

The Middle Division and **Upper Division** share a large campus in the west Bronx. The Middle Division is housed primarily in Pforzheimer and Rose Halls and the Upper Division in Tillinghast Hall, which houses classrooms, faculty offices and computer labs. Fisher Hall includes studios for the visual arts, music classrooms, the Gallery, Sanders Recital Hall, the Cohen Dining Commons and the Berger Faculty Dining Room. The School completed construction of the new Gross Theatre, the Upper Division administrative center, and the Katz Library during 2002-03. In 2005, the new building was named Mullady Hall. Prettyman Hall (renovated 2018) is home to the Richard A. Friedman '75 Gymnasium, Steven M. Friedman '72 Gymnasium, Simon Family Fitness Center, Okin Family Athletics, Health and Physical Education Suite, the Moose Miller Room and locker rooms. Prettyman Hall is adjacent to Friedman Hall (2018), a welcoming atrium for student athletes and campus guests, and the Jeffrey H. Loria Family Aquatic Center (2018). Outdoor facilities include Alumni Field, Four Acres Field, Andrew Feinberg '96 Tennis Center and handball courts. Van Cortlandt Park provides additional space for athletics. Lutnick Hall (2018) houses the Mignone Independent Research Labs, Upper Division science laboratories and classrooms, the Olshan Great Room, the Mindich Family Campus Center and the Center for Community Values & Action.

One of the unique aspects of Horace Mann is a commitment to environmental and challenge/adventure education. The **John Dorr Nature Laboratory** is located in the towns of Washington and Bethlehem, Connecticut, two small communities in the western part of the state. The 320-acre setting of fields, streams, and ponds provides a varied terrain for students to explore different biotic communities and to engage in challenging outdoor pursuits. The physical facilities include two lodges for meetings and dining, a barn (classroom space), two cabins for sleeping, several climbing structures, and a high and low ropes course. "Dorr has a Director, Assistant Director, four resident faculty members, a full time administrative assistant and chef and nursing staff in residence any time students are at Dorr.

Part I: Academic Program

Introduction

The academic tradition of Horace Mann is one of rigor and excellence. Students are challenged in an age-appropriate manner in each division to think deeply, explore intensely, and express themselves surely in speech and writing. While the organizational dynamic of Horace Mann has been strongly division and department focused since 1887, the School now emphasizes curricular and operational coherence across “Five Divisions within One School.” The School’s divisional structure encourages team, grade level, and departmental collaboration, and the Division Heads are committed to supporting such collaboration and coordination of the curriculum across divisional lines.

The Administrative Council, which includes the Division Heads, oversees the operation of programs across divisional lines. The Council meets regularly to update members of activities in the divisions and to discuss issues of concern to the larger Horace Mann community.

Administrative Council Structure



Divisional Structure

Nursery Division

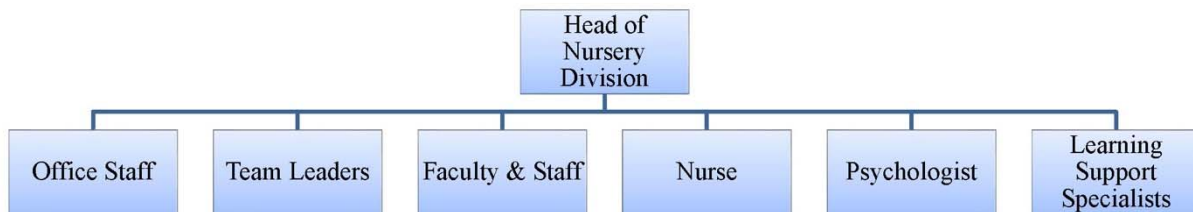
The Nursery Division has programs for Threes, Pre-K, and Kindergartners. The Threes attend school part-time, either am, pm, or full-time. The Pre-K and Kindergartners attend full-time. The focus of the curriculum is distinct for each age group. The programs support growth in all aspects of development with a focus on active learning and effective problem solving. Children are nurtured to become self-confident and capable learners.

The Threes have an integrated curriculum that helps children to grow emotionally, physically, intellectually and socially. The Threes program focuses on developing social skills. In the Pre-K Program, the focus is on teaching and reinforcing group skills. An emphasis on readiness skills for academic learning makes kindergarten a transitional year to the Lower Division.

Throughout the Nursery Division, the curriculum topics, selected by teachers and arising from the interests of the children, serve as vehicles for developing skills and dispositions. Classrooms provide a framework for learning through their organization and routines. Behavioral expectations are made clear and each group has a daily schedule. This sense of order and predictability helps children feel secure in the learning environment.

Parent involvement is an essential part of the Nursery program. Values taught at home and those presented in school are mutually respected and supported. Teachers establish a dialogue with parents so that together they share the responsibility of educating the children.

Nursery Division Structure



Lower Division

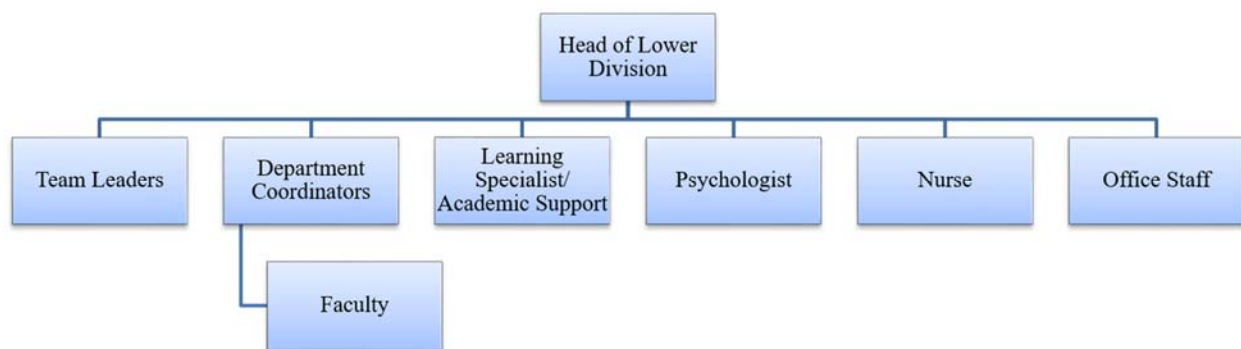
Classes in the Lower Division consist of approximately 21 children. One teacher at each grade level is designated Team Leader who is responsible for curriculum coordination, scheduling within the grade and supervision of activities. Teachers in kindergarten through grade three are responsible for instruction in all subjects. Assistant teachers are present in classes in grades one through three. Subject-area specialists in grades four and five are responsible for instruction in each of the major curriculum areas: English, Mathematics, Science, and Social

Studies/History. Children in grades four and five travel to their classes together in homeroom groups, thereby maintaining a close connection to each other and to their homeroom teacher.

Additional support comes from specialists in reading and mathematics. The program also includes development of knowledge, skills, and talents in art, music, the library, world language study, physical education, the science center, and the STEAM program.

In addition to curriculum-based field trips throughout the New York metropolitan area, students in grades two through five travel to the John Dorr Nature Laboratory in Washington, Connecticut under the supervision of the resident faculty. Fifth graders spend three days in Philadelphia, PA, as an integral part of the History curriculum.

Lower Division Structure



Team Leaders (Nursery and Lower Divisions)

Every classroom in the Nursery Division has either two or three teachers. Every child in the Lower Division has a homeroom teacher who serves as the student's family's primary school contact. In addition to this primary relationship, team leaders play an important role in the coordination of programs in the Nursery and Lower Divisions. Team leaders and classroom teachers are available to answer questions and to provide information about aspects of the child's education, ranging from curriculum to special events.

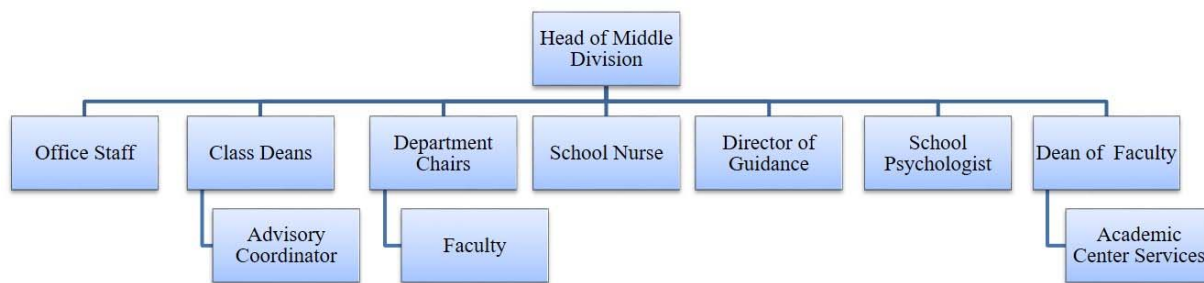
Middle Division

The Middle Division includes grades six through eight. Grade six is a point of entry to the School for 45 to 55 students each year. In the Middle Division, the academic year is divided into three trimesters. Each Middle Division student studies English, History, Mathematics, Science, French or Spanish, Computer Science, and Physical Education, with choices for Latin and Arts (visual, music, theater, and dance), and Life Skills. Each student has a unique assortment of classes and is not with the same classmates for the entire day.

Each student is assigned to an advisory consisting of 10-12 students. The advisor or co-advisor serves as the student's advisor for the duration of their Middle Division experience. The Middle Division has a variety of guidance services including an Academic Center that supports all students, as well as Math and Writing Centers that address specific deficits and/or areas of atypical strength.

There are opportunities for students in each grade to participate in drama performances and in grades seven and eight to be part of an interscholastic athletic program. Unscheduled time during the school day is included in each student's schedule for a variety of reasons: learning to manage time, meeting with a teacher for extra help, working on a group project, socializing with friends.

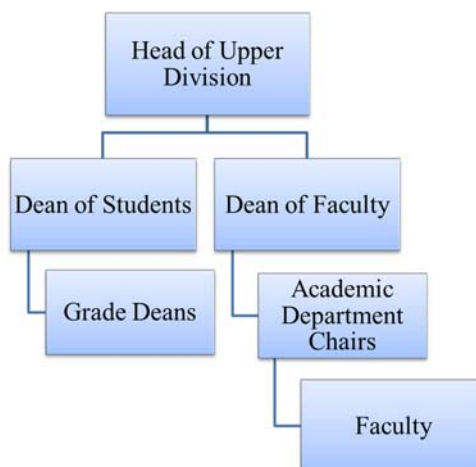
Middle Division Structure



Upper Division

The Upper Division includes grades nine through twelve. Grade nine is a major point of entry to the School, when approximately 45 to 50 new students join the Horace Mann community. The curriculum in grades nine through twelve consists of courses in English, History, Mathematics, World Languages, Science, Computer Science, Arts, Health, and Physical Education. In addition to the required core curriculum in these disciplines, the School offers a wide range of elective courses.

Upper Division Structure



The academic program for each student consists of a maximum of five full-credit courses and two half-credit courses each year. Students must take at least four full-credit courses each

year. Participation in athletics, clubs, publications and community service is also a very important part of the life of most Upper Division students.

Students must have 18 credits from full-credit courses to graduate from Horace Mann. The Upper Division's *Program of Studies* describes course requirements and all course descriptions.

- Arts: Every student is required to take a total of 2.0 credits in the Arts, with at least .5 credits in art appreciation and .5 in arts studio or performance courses. See the Upper Division *Program of Studies* for the complete list.
- Computer Science and Robotics: Every student is required to take one half-credit course at some time during the student's four years in high school.
- English: English is required in each of the four years in the Upper Division.
- World Languages: Each student must complete sequential study through the third level of Chinese, French, Japanese, Latin or Spanish. Latin and Ancient Greek are also offered as half-credit courses.
- Health: Health Education courses are required for one quarter in grades nine or ten and again for one quarter in grades eleven or twelve.
- History: History courses are required in grade nine (Atlantic World History) and in grade ten (United States History). An additional non-AP elective is required in grades eleven or twelve. Electives in History, Economics, and Political Philosophy are offered primarily in grades eleven and twelve.
- Mathematics: A two-year sequence consisting of Geometry and Algebra 2 and Trigonometry is required for all students. Elective courses include three levels of Pre-Calculus and Calculus as well as Introduction to Statistics and Probability, among others.
- Physical Education: Students must pass Physical Education in grades nine through twelve. This requirement includes certification in American Red Cross Standard First Aid with AED and Water Safety Skills. Members of athletic teams are exempt from courses in the Physical Education Department during the quarter in which they participate in a team sport.
- Science: Students are required to take Biology and either Chemistry or Physics. Electives include advanced courses in Biology, Chemistry, Physics and Environmental Science as well as specialized courses in Biology, Chemistry and Physics.
- Guidance: Ninth grade students take Horace Mann Orientation in the first part of the year. The Department of Counseling and Guidance also offers elective courses in Psychology and Ethics in School and Society.

- The Office for Identity, Culture and Institutional Equity: Students in grade eleven take Seminar on Identity in the second half of the year.
- Service Learning: Students are required to participate in school sponsored events, grade-wide activities and reflection activities.

Grade Deans/Class Deans (Upper & Middle Divisions)

Grade deans/Class deans have academic, administrative and disciplinary authority and responsibility. For the students in the dean's grade, the grade dean supervises academic counseling, course selection, resolution of course schedule conflicts, distribution of grades and academic reports, student fulfillment of graduation requirements, resolution of conflicts between teachers and students, communication among parents, teachers, advisors and students, and the administration of discipline in the Middle Division. The Middle Division deans and Division Head are charged with promoting responsible student behavior and deciding upon disciplinary actions and implementing them. In the Upper Division, disciplinary action is recommended by the Honor Council to the Division Head.

Grade/Class deans travel with their classes as they move up each year within the division, and maintain close communication with teachers about significant personal issues in students' lives when those issues have an effect on students' academic performance. When a student is absent for an extended time period due to illness, grade deans may communicate with the family and apprise teachers of the student's condition; they may also collect assignments and convey them to the absent student. Grade/Class deans refer students to the Department of Counseling and Guidance when a personal issue appears to be the source of academic distress. In the Upper Division, grade deans also oversee elections for class officers.

Faculty Advisors—Middle and Upper Divisions

All students new to the Middle Division are assigned to an Advisory where one, and in some cases two, faculty members serve as the advisor to these students. Students entering the ninth grade are assigned an Upper Division faculty advisor; whenever possible, this advisor is one of the student's classroom teachers. After the ninth grade, Upper Division students have the option to request a change of advisor. Advising groups meet with their faculty advisors to discuss academic and community issues of mutual interest. The faculty advisor plays a central role in helping the student plan their academic program and select courses for the following year. The advisor receives copies of all academic and disciplinary reports concerning advisees and is frequently consulted by grade deans when concerns about an advisee arise. In the Middle Division, students lead their own conferences with their advisor. Faculty advisors also coordinate parent conferences. Parents are encouraged to contact the faculty advisor with questions or concerns about a student's performance. Advisors will assist parents in communicating with teachers, grade deans, the Department of Counseling and Guidance and other administrators as the situation warrants. Advisors in both divisions also lead students through conversations and workshops relevant to where they are developmentally as students.

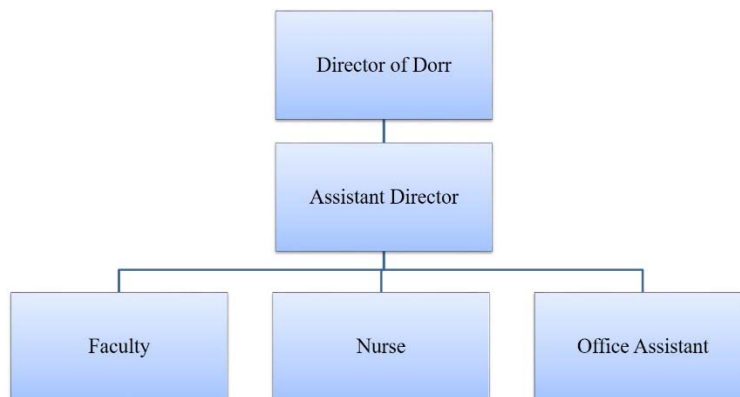
The John Dorr Nature Laboratory

The John Dorr Nature Laboratory encompasses 320 acres of land in Washington and Bethlehem, Connecticut. The original gift of this land to Horace Mann in 1964, along with subsequent generous gifts, has enabled the School to further its outdoor education and adventure-based programs.

The mandatory Dorr Programs vary in content and purpose. Each program is carefully designed by the Dorr faculty members to help students to learn about themselves, to develop a concern for others, and to grow intellectually, physically, socially, and emotionally. Age-appropriate participation in Dorr programs is integral to a student's academic program and should be considered an extension of Horace Mann with all of the requirements and expectations of the regular school program.

The fundamental principle that underscores the curriculum at Dorr is the belief that developing a sense of community within a school is essential to creating a positive learning environment. Whether it is doing "Beauty and Order" (chores), exploring for insects, studying macroinvertebrates, writing a lab report in forest health, or organizing a backpacking trip, the common thread that weaves its way through all the programs is their experiential nature and their emphasis on the cooperative aspects of living and learning, as opposed to competition and individualization. The outdoors is used as the medium through which students can explore their ideas, feelings, and relationships with others in the natural environment in new and different ways.

John Dorr Nature Laboratory Structure



Maintenance personnel at Dorr are supervised by the Director of Facilities Management and support the Dorr programs.

Course Selection

Lower Division

Student schedules in the Lower Division are determined largely through the academic activities of the grade and individual class. Course selection in the Lower Division is limited to world language in grade two, chorus in grade three, and instrumental music in grade four.

Middle Division

Middle Division students have a choice of two world languages in the sixth and seventh grades as well as a musical performance group or arts cycle. In the eighth grade, students choose from two languages, numerous art and music electives, and science electives. Students study with a variety of classmates each teaching period of the day so that they get to know all students in their grade and experience the benefit of learning in different personality, interest and talent groupings. Occasionally, a Middle Division student may advance to the Upper Division for a world language class or a mathematics class.

Upper Division

Placement in Upper Division classes is based upon the course selection process that begins in the spring of each academic year with the distribution of the *Program of Studies*. Once reviewed and approved by an academic advisor and grade dean, each student's scheduling worksheet forms the basis of the student's schedule, which fulfills graduation requirements and requests for electives. When schedule conflicts arise, students are notified during the summer to consult with their grade dean to resolve conflicts.

The course selection process does not include choosing particular teachers. Students are, however, permitted to disrequest a second course with a teacher with whom they have already studied, if an alternative teacher is available. Should scheduling concerns arise, students and parents are encouraged to consult with the grade dean.

Some Upper Division classes are designated as 400 level and (for the Class of 2021) AP courses. These courses and criteria for admission are described in the *Program of Studies*. Students enrolled in AP courses must take the AP examination, and failure to do so may result in a lack of credit for the course. Students may take a maximum of three 400 level courses in a given year.

Course Number Designations at HM

100-level Pass/fail, partial year required courses

200-level Foundational courses appropriate for all UD students

300-level Elective courses appropriate for all UD students who have taken the prerequisite foundational coursework, typically taken in 11th/12th grade

400-level Elective courses with substantial additional rigor; entry requires permission of the department.

Students are generally limited to no more than 3 full-credit 400/400S level courses.

200H / 300H /400H-level Honors courses which typically move at a faster pace and cover additional material relative to equivalent non-Honors courses; entry requires permission of the department.

300S / 400S-level Seminar style courses which incorporate a significant amount of student-initiated and student-led work

Homework

Homework is assigned beginning in grade one and is an integral part of the program through grade twelve. Homework reinforces classroom lessons and activities and helps students develop a sense of responsibility toward schoolwork. In the younger grades, homework can be collaborative, and parents are sometimes encouraged to work with their children. In keeping with Horace Mann's emphasis on maintaining a high standard of academic integrity, older students are expected to complete and submit their homework assignments without relying on classmates, family members, or tutors unless they are permitted by their teachers to work collaboratively. As students progress through the grades, they will be expected to budget their time appropriately and gain greater independence in preparing their work outside of class.

Homework is not assigned over the Thanksgiving, Winter, or Spring breaks. Horace Mann School recognizes the diversity of religious traditions represented among the students of the school and the value such diversity adds to its educational program. As such, the School respects the religious practices of its students and is committed to providing reasonable accommodations for religious obligations. If an accommodation is believed necessary, Upper Division students and/or parents should speak with the employee responsible for each class or program; Middle Division students and/or parents should speak with the student's advisor with a follow up phone call or email to the grade dean. In the Upper Division, as a general guideline, the maximum time required to complete regular weekly homework assignments for a major course should be equivalent to the class time for that course for a week. Most Upper Division students have free periods during the school day during which they can begin or complete homework assignments. In both Middle and Upper Divisions, nightly homework should be assigned by 4:00 pm of the previous class day.

Library

Each campus maintains a library. In the younger grades, storytelling plays an important role in the library curriculum. As the students get older, they begin to use the library as a focal point for their class work. Professional librarians are available to assist students with circulation, research, and photocopying at the Nursery, Lower, Middle and Upper Division campuses.

In the Nursery Division, children visit the library once a week during a designated library time.

The library at the Lower Division serves as an important hub of school life and is open whenever school is in session. Children in Kindergarten through grade two may borrow books and audio books for one week; older children may borrow books for a two-week period. Summer circulation is very popular. Books may be reserved, and reimbursement is required for lost items. Payments are refunded if books are found and returned.

The newly-opened Middle Division Reading Room in Pforzheimer serves students in grades 6-8, provides books for pleasure reading, and supports assignments in the Middle Division. As in the Katz Library, materials are purchased that support the wide array of research assignments across the Middle Division curriculum. Books are also acquired to enhance the Middle Division Readers Forum. Middle Division students also take part in Mock Newbery, Battle of the Books, Lions & Cubs, a bi-annual parent/child reading club, and other reading initiatives.

The primary purpose of the Katz Library's collections, which serves students in grades 6 through 12, is to provide a broad range of materials to enrich and support the intellectual, social, and personal development of all students. Foremost are the resources that support the school's curriculum. We acquire the resources needed for specific research assignments. Much of the video and DVD collection has a curricular connection. In addition, the Katz Library has a strong fiction and graphic novel collection, designed to support student interests, encouraged by book discussion groups. The Library staff provides students and teachers with a wide range of materials of diverse appeal. Materials are available in a variety of formats and represent varying levels of difficulty and varying points of view.

Periodicals and newspapers are available in hard copy and online through the library's database portal, which can also be accessed remotely. The library's online catalog can be accessed through the school's website. Library hours are 8:15 am to 5:50 pm.

Middle and Upper Division library books and audio books circulate for three weeks and audiovisual materials circulate for three days or a weekend. Special arrangements are made for circulating reserve and reference books. Current issues of magazines and journals remain in the library; past issues circulate overnight or over the weekend. The library provides multiple copies of most textbooks used in large classes. Students may use these texts in the library, or they can be checked out overnight with permission.

We ask students to respect the community's need for a quiet and clean atmosphere where all can read and study in comfort. Students may eat and drink in the library, but they must clean up after themselves so that all spaces are ready for everyone to use. Cellphone use for phone calls is not allowed in the library. In the Katz Library there are different areas that allow for different study styles. The main area of the 2nd floor of the library is for silent, independent study. Students on the main floor of the library may work together, but loud talking should be kept to a minimum. Group study rooms, located on both floors of the library, provide students with a place where they can study together. Although students may talk here, excessive loudness may result in expulsion from the library.

The library welcomes donations but reserves the right either to accept gifts for the collection or to donate them to the Parents Association-sponsored Book Fair.

Testing

Lower Division

The Lower Division administers spelling tests beginning in grade one and continuing through the elementary years. Standardized testing begins in kindergarten. In the latter half of 1st grade and 2nd grade, teachers assess the children both formally and informally.

Teacher-created reading and math assessments are administered in grade three. These are announced approximately one week in advance and students are asked to plan their study time accordingly. Beginning in Grade Four, when teaching becomes departmentalized, students may have tests or quizzes in any of their academic subjects. These tests are coordinated by a test/quiz calendar in grades four and five.

Middle Division

Four testing days are established for each department during the ten-day cycle. No more than one pre-announced test should be given in a subject in a given week. Only one test per subject should be given in the last two weeks of a trimester. The Middle Division departmental testing days are as follows:

English	Days 1, 4, 6, 10
History	Days 1, 3, 7, 9
Mathematics	Days 3, 5, 7, 10
Science	Days 2, 4, 8, 9
World Languages	Days 2, 5, 6, 8

Upper Division

In the Upper Division, a minimum of four major assessments, each counting no more than 25% of the semester grade, are required in each course as a basis for a semester grade. To ensure that students do not have too many tests on any given day, the Upper Division Academic Departments have adopted the following schedule of testing days based on the two-week, ten-day schedule:

English	Days 2, 4, 6, 8, 10
World Languages	Days 2, 4, 6, 8, 10
Full-Credit Comp. Science	Days 2, 4, 6, 8, 10

Science	Days 2, 4, 6, 8, 10
Full-Credit Arts	Days 1, 3, 5, 7, 9
History	Days 1, 3, 5, 7, 9
Mathematics	Days 1, 3, 5, 7, 9
Psychology	Days 1, 3, 5, 7, 9
Half-Credit Courses	Days 1, 2, 5, 7, 10

In the Upper Division, teachers assign due dates for major assignments (generally worth 15% or more of a semester grade) on the above-designated days. Students will be notified of an upcoming test at least one week before the test date. This testing schedule may be modified before winter and spring breaks and semester breaks upon the recommendation of the Dean of Faculty, Dean of Students, and/or the Division Head. Teachers must give students an opportunity to review the material to be covered on a test and to ask questions. No work may be assigned over winter break and spring break, including long term projects or reading. Assessments after each break should be given with the expectation that no studying/homework will be done over the break, and should thus only cover material that has been reviewed post-break. Guidelines for papers due post-break should only be given out post-break (these papers could cover pre-break material that has been reviewed post-break). No homework on Tuesday Dec 15, due the 16th.

Return of Tests, Projects, Quizzes, and Assignments

When a teacher has given a graded assessment, no subsequent graded assessment that covers the same or similar material may be given until the previous one has been graded and returned to the students who took it on time.

Teachers may not substitute quizzes for tests. Quizzes generally are kept to 15 minutes or less and never take more than half a class period.

Grading

The assessment of student work and the assignment of grades is a responsibility entrusted to the Horace Mann faculty. Faculty members endeavor to be fair and consistent in their assessment of student work and to provide students with sufficient opportunities to demonstrate learning and progress. Parents are welcome to discuss student learning and progress with teachers, but conversations about grades should take place only between students and their teachers. Under no circumstances should students or parents endeavor to have a grade changed.

Middle Division

Early in the school year, each Middle Division teacher explains to students the method to be used in calculating trimester averages. A written explanation is handed out to students

detailing the place and weight of tests, quizzes, papers, homework, class participation and projects in their grade.

For classes in which letter grades are assigned on assessments, the corresponding 11-point scale numerical values should be used in order to average grades in the determination of trimester grades.

A+	10	A	9	A-	8
B+	7	B	6	B-	5
C+	4	C	3	C-	2
D	1	F	0		

The Horace Mann transcript offers the following guidelines for the conventional grading scale:

A+, A, A-	Outstanding
B+, B, B-	Very good to good
C+, C, C-	Satisfactory
D	Passing but marginal
F	Failing

Middle Division students receive trimester Academic Reports after the end of each trimester (see school calendar). For students receiving grades of C+ or below, an Incomplete, or where there are concerns, a narrative will accompany the grades and checklists. At the midway point of each trimester, teachers have an option to send a Progress Report for these students, as well.

Upper Division

At the beginning of the school year, each teacher is required to distribute to students a written statement of course policies, including the method to be used in calculating grades for tests, quizzes, papers, and homework assignments in the teacher's class including the relevant weight of tests, quizzes, papers and class participation. The course policy should include an indication of when major assessments are expected to occur over the course of the first semester. For the second semester, faculty should provide this information in early January, if they have not previously done so. A letter grade will be given each semester, and this grade should be calculated based on at least 4 discrete graded assessments during the semester. No single assessment should count towards more than 25% of the semester grade.

For classes in which letter grades are assigned on assessments, the corresponding 11-point scale numerical values should be used in order to average grades in the determination of semester grades.

A+	10	A	9	A-	8
B+	7	B	6	B-	5
C+	4	C	3	C-	2
D	1	F	0		

The Horace Mann transcript offers the following guidelines for the conventional grading scale:

A+, A, A-	Outstanding
B+, B, B-	Very good to good
C+, C, C-	Satisfactory
D	Passing but marginal
F	Failing

At the mid-point of each semester, teachers will provide a letter grade indicating each student's progress up to that point. This grade need not be used directly in the calculation of semester grades, and will not appear on a student's permanent transcript. Grades for each semester will appear on a student's permanent transcript, and a single "final" grade will not be calculated. Any changes to a semester grade must be made by the teacher within two weeks of the grade being sent out.

Taking a Course Pass/Fail

Students in Grades 9-12 may choose to take up to two courses (except Honors and Advanced Placement courses) on the three-point system (High Pass, Pass, Fail). Selection of this system must be made within 6 weeks of the start of the school year.

A student must receive credit for at least four full-credit courses per academic year. Credit is not given for a course in which the grade for both semesters is an F. Eighteen credits for full-credit classes, taken in grades nine to twelve, are required for graduation. Only one average course grade of D per year may be credited towards graduation. A second average course grade of D or F must be repaired in the following summer or, at the latest, in the next academic year. The first grades given will remain on the transcript, along with the grades earned when the course is repeated.

Grades of Incomplete

In the event of an extended illness or an extreme extenuating circumstance, a student may receive a grade of Incomplete for the semester. Under ordinary circumstances, and in consultation with the grade dean, teachers have discretion to set an appropriate date for the submission of work; however, as a guideline, the work missed should be completed within two weeks of the submission of semester grades. All grades of Incomplete must be accompanied by an Academic Report that specifies the reason for the grade of Incomplete, the nature of the work to be completed, and the due date for that work. In the event that students do not complete the work for which the Incomplete was given, they will receive a grade of F for the missing work and teachers will calculate the semester grade accordingly. Throughout the process of assigning and resolving a grade of Incomplete, the faculty member should keep the student's academic advisor and Grade Dean apprised of the student's progress.

In general, where there is no illness or extreme extenuating circumstance involved, a student will not be eligible to receive a grade of Incomplete.

Notice of Poor Academic Progress

When a teacher anticipates assigning a semester grade of D or F, the teacher must apprise the student's parents and the appropriate Grade Dean about the student's academic difficulty prior to the end of the semester. Such notice should take the form of an Academic Report written when the student still has time to improve the student's standing for the semester.

Dropping Courses

All Upper Division students must maintain a minimum load of four full-credit courses. Students are expected to maintain the course load that has been established for them during the first few weeks of school. Any student who wishes to drop a required or elective course, or to change from one course to another, must have the approval of the student's Grade Dean. When such permission is granted, the following guidelines will apply. These guidelines apply to both full-credit and half-credit courses.

Dropping a course

1. If a student receives permission to withdraw from a required course before the end of the 6th week of a semester, no notation will appear on the transcript.
2. If a student receives permission to withdraw from a required course between the end of the 6th week and 4 weeks before the end of the semester, a "W" will appear on the transcript.
3. If a student withdraws from a course within 4 weeks of the end of the semester, the transcript will indicate an F for the course dropped.

Changing courses

1. The deadline for changing courses is usually the end of the 2nd week of school.
2. Course changes after the 4th week may be made in special circumstances, including:
 - a. moving to a lower or higher level course in the same subject; and
 - b. circumstances deemed special by the Grade Dean.
3. Course changes will not be indicated on the transcript.
4. The semester grade should reflect achievement in the new course. The method for determining the final grade will be established at the time of the course change by the teachers in consultation with the Grade Dean and Department Chair.
5. The deadline for adding a course is the end of the 2nd week of the school year.

Seniors dropping a course

The transcript sent to colleges will show the same notations that appear on the School's record. If a course has been repeated, both grades will appear. The above policy will be communicated to students at the time course selections are made. Advisors will be asked to pay particular attention to planning programs with their 10th and 11th grade advisees in order to minimize academic problems in the junior and senior years.

Failing grades

A student may receive a grade of F in a semester for failure to complete the requirements of a course. If the average of a student's grades for both semesters is a D or F, it may be possible to repeat the course in Summer School or during the next academic year. In these circumstances, the teacher will inform the student's parents, advisor, and Grade Dean of the situation as early as possible.

Academic Reports (Progress Reports or Narratives)

Academic Reports, known as "Progs," are written for Upper Division students four times a year -- at the middle and end of each semester (see school calendar) -- for students receiving grades of C+ or below, or for students receiving an Incomplete. Teachers should also write reports on students whose performance has dropped sharply. A sharp drop is defined as a drop of one full grade (A to B, B- to C-, etc.). These reports may also be written at any other time during the school year.

Teachers are encouraged to write reports on as many other students as possible, especially students whose performance has improved significantly or students who need some encouragement. The Deans of Grades 11 and 12 may choose to share the contents of positive academic reports with the Director of College Counseling.

Academic Alert

For students in grades 9 and 10, Academic Alert is a status assigned by a Grade Dean for a specific period of time during which the student and the student's teachers are committed to being more closely in touch with one another. During Academic Alert, a student agrees to report more specifically and more frequently to their teachers, coaches, advisor, and Grade Dean about the status of their academic work. The faculty, by the same token, will take extra care to seek out a student on Academic Alert in order to support them in improving their performance, behavior, and/or achievement.

Academic Alert includes the following steps:

- Parents will be contacted by the Grade Dean, who will also notify appropriate faculty members.
- The student must report to each of their teachers about work done for each class.

- The student must report to their advisor for a conference at least once every two weeks.
- The student must report to the Grade Dean once a week.
- The Grade Dean will check in periodically with a student's teachers.
- Mandatory special help sessions must be arranged at least once each week in every course where a student is performing in the D or F range.
- The Department of Counseling and Guidance will be notified about students who are on Academic Alert as appropriate.
- The extent of an Alert period will be a minimum of one month.

Academic Probation

A student will be placed on Academic Probation if it appears possible that the student will complete the year with an F year-average in a course, two D's, or a greater number of failing or marginal grades.

Students on Academic Probation must:

- be in school from 8:25 a.m. until the official end of every school day and remain on campus throughout the day;
- attend Study Hall as required, become familiar with places to study, such as the library or a supervised study area, and avail themselves of opportunities for extra help and tutoring during free periods;
- commit to staying in close touch with their teachers and advisor;
- report to each teacher about work done for each class,
- report to their advisor for a conference at least once every two weeks,
- report to the Grade Dean every week, and
- arrange for special help at least once each week in every course in which a grade of D or F was received.

Consequences of Academic Failure

Dismissal from School in mid-year may be required by the School if specific probationary conditions set by the Grade Dean and the Division Head are not fulfilled. Dismissal from the School in mid-year may be recommended to parents when non-retention in the

following year seems likely, when full promotion to the next grade seems unlikely, or when the likelihood of better academic and personal success seems greater in a different school.

Non-retention at school or probationary status in the following year - withdrawing or conditionally withholding the student's re-enrollment contract - may be required upon recommendation of the Dean of Students, the Dean of Faculty, and/or faculty members involved, in consultation with the Division Head, when one or several of the following have occurred:

- the student has had serious academic problems (more than 2 D's or more than 1 F) for more than one semester;
- the student fails one course needed for graduation credit and chooses not to make it up in the following summer school or in the subsequent academic year;
- the student has had to make up more than two graduation-credit courses; or
- the student's teachers and/or advisor feel that the academic objectives of students can be better met at another school.

Repairing poor grades

The School will make all reasonable efforts to help its students repair poor grades.

1. A student who receives 2 D's (course average) or an F will be required to attend the subsequent Summer School term or repeat the course in the following academic year to improve the F or one of the D's. If a course is repeated, both the original and the repeated grades will appear on the transcript.
2. Only one D in a full-credit course in each of grades 9 through 12 may be counted as credit toward the 18 credits needed for graduation.
3. Repeating a course in which a D has been earned is highly recommended. This may be done either in Summer School or in a subsequent year. If a course is repeated, both the original and the repeated grades will appear on the transcript.
4. A required course that is dropped in the middle of a year must be taken again in Summer School or in a later year. If a course is repeated, both the original and the repeated grades will appear on the transcript.
5. Subject requirements should be carefully considered when addressing D's; in Mathematics and World Language courses, grades above D are required for a student to proceed to the next level of the sequence.
6. When repeating a course, a student must plan ahead carefully to be sure of completing 18 full-credit courses before graduation.

Please Note:

1. Not all courses are offered in Summer School.
2. Some departments do not permit first-time courses to be taken by students in Summer School.
3. Horace Mann does not grant credit for work completed in other summer programs.

A grade represents an evaluative communication between teacher and student. Questions regarding a grade should first be asked by the student and answered by the teacher. Parents with a question or concern about a grade should encourage their child to deal directly with the teacher. Should a question or concern remain unresolved, parents may consult the teacher and, if they still have questions, the appropriate Department Head or Grade Dean. Parents should understand, however, that in all cases, the teacher retains the sole right to assign grades to the teacher's students.

Standardized Testing

All Kindergarteners are assessed for reading readiness in the spring. During the first month of the academic year, all first grade students are given a pre-reading screening to identify specific academic needs. Children are also seen on an individual basis to pinpoint more precisely their individual early reading and pre-reading skill acquisition. A subsequent reading screening is administered to all students in grades one and two at the end of the school year.

In grades one through five, the Lower Division administers selected portions of the CTP IV standardized achievement tests. In the Middle Division, the CTP IV test battery is administered in grade six in the spring and the results are shared with parents in early September of the following year. In both Divisions, test results are interpreted and utilized by appropriate specialists in an effort to understand individual needs, measure group achievement, and inform curricular needs.

Standardized testing in the Upper Division includes PSAT, SAT I and II tests for college admission, the ACT, and the Educational Testing Service's AP tests. The Upper Division administers a practice ACT in June to the tenth grade and the PSAT in October to the eleventh grade. The School does not administer the PSAT in grade ten.

Horace Mann is a testing site for SAT I, SAT II, and ACT tests on most, but not all, of the designated testing dates. The Horace Mann calendar notes the dates of SAT and ACT testing at Horace Mann. Students are not required to take their tests at Horace Mann and non-Horace Mann students can request Horace Mann as a test venue. The Office of College Counseling provides forms and information on SAT tests to students. Students and their parents are responsible for completing SAT application forms accurately and fulfilling financial obligations to the College Board. The College Board sends score reports directly to students and also to the School. The coordinator can answer questions about late registration, standby testing status and special arrangements approved by the College Board for students with documented learning disabilities.

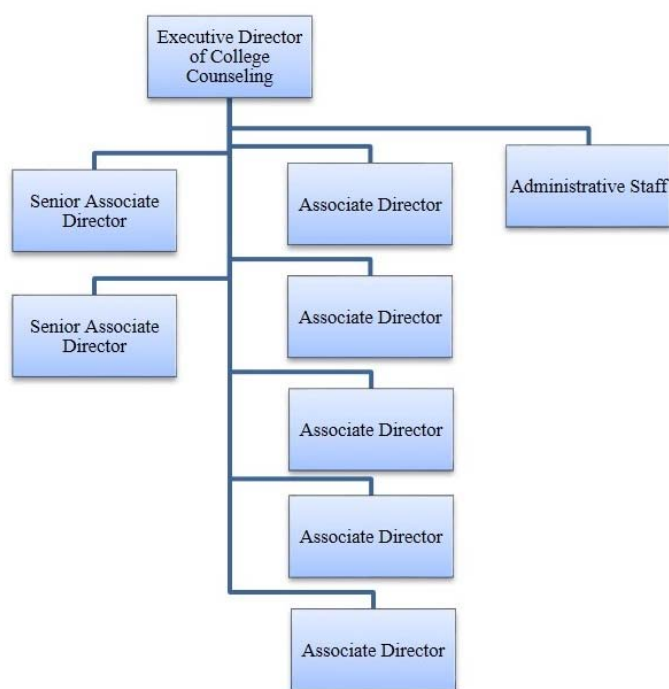
Students enrolled in an AP course are required to take the AP examination. Failure to do so may result in lack of credit for the course. Students in the Class of 2021 may register for an AP exam without being enrolled in the corresponding course. We do not administer any exams that do not correspond to an AP being taught that year. AP score reports are sent directly to students and to the School.

College Counseling

Eleventh grade students are assigned to a college counselor. Individual and group meetings for parents and students are scheduled on a regular basis. The College Counseling Office provides information and support throughout the application process. The goal is to enable students to ask the most meaningful questions about themselves and the colleges in which they are interested so that they can make the best choice possible.

College representatives visit the School to talk to interested seniors during the first few months of school. Seniors must obtain permission from the teacher whose class is to be missed and advance notice is expected. Juniors may attend these sessions only if they have no class commitments at the time of the visit.

College Counseling Office Structure



Parent-Teacher Conferences and Student Progress Reports

When parents/guardians are invited to Meet the Faculty nights, Parent-Advisor conferences, Parent Visiting Days, or meetings with school personnel, including teachers, administrators, psychologists, learning specialists, or college counselors, it is the expectation of the school that only the parents or permanent legal guardians of the student will attend these events. Outside consultants, academic advisors, siblings, and extended family should not be present, unless otherwise invited by school personnel. If parents require a translator, the school will provide one.

Attendance at theater and music performances, athletic events, or other celebratory occasions is, of course, open to anyone who would like to support our students.

Nursery Division

The Nursery Division holds two formal parent-teacher conferences each year. The fall conference in November provides parents with a chance to see their child's work and to learn about their child's adjustment to school. It is also a time for teachers and parents to share the goals they have for the child, and to discuss ways in which they can work together to help the child meet these goals. The spring conference for Threes and Pre-K takes place in May and focuses on the progress the child has made throughout the school year. This is also a time when teachers will seek information that will help them with the child's placement for the following year. Kindergarten spring conferences are in March.

Nursery Division parent-teacher conferences are attended by both the head and assistant teachers whenever possible. On occasion, a member of the Nursery Division support services team may be asked to attend a parent-teacher conference.

The Nursery Division does not issue written reports prior to or following conferences for children in the Threes or Pre-K programs. During the conferences, teachers share examples of children's work with parents as part of a discussion of the children's school experience. Parents will receive a progress report for Pre-K students at the end of the school year. Teachers complete a written progress report for kindergarten children in the fall, spring and at the end of the year.

Lower Division

In addition to regular written and telephone communications between parents and teachers, the Lower Division issues progress reports three times a year. Formal parent-teacher conferences accompany these progress reports in the fall and early spring. Parents or teachers may request additional conferences at any time, and conferences in grades four and five may be arranged with the whole team of teachers, including personnel responsible for assessing and accommodating learning differences and needs.

The Lower Division issues reports, including narratives and checklist sections, for academic and non-academic subjects. Questions about progress reports should be addressed to the classroom or homeroom teacher.

Middle Division

After the first trimester, the Middle Division schedules parent/guardian-advisor conferences and drop-in conferences with subject area teachers. Students in grades 6-8 lead their own conferences. Preparation for these conferences happens during Advisory where students begin to think about and discuss themselves as learners. There are optional parent conferences in the spring.

Upper Division

Upper Division teachers provide written comments to advisors at least two days in advance of the scheduled Advisor/Parent Conferences. Teachers write Academic Progress Reports four times a year—at the middle and end of each semester—for students receiving grades of C+ or lower, for students receiving an Incomplete for the previous or current marking period, and for students who have attendance issues. Teachers also write reports on students whose performance has changed significantly, those whose work deserves commendation, and students who need some encouragement. A copy of each Academic Progress Report written is given to the student's advisor and to the student's grade dean. The reports are then sent via email to parents. Students new to the Upper Division will receive grades and narratives on the first academic report date in mid-October.

The Role of Specialists

Specialists play a vital role in the enrichment and integration of the curriculum in the Nursery and Lower Divisions. Students in the Nursery Division have increasing contact with specialists as they move from one age group to the next. Nursery Division specialists include specialists in Music, Physical Education, Literacy, Chess and Science.

The Lower Division's specialist teachers include specialists in the following areas: Library, Music, Art, World Languages, Reading, Mathematics, Science, STEAM and Physical Education.

The Middle Division has two academic support persons who administer the Academic Center. They are available to all Middle Division students. In the middle years, students sometimes discover that they do not know how to study or make a plan to tackle their work. One or several visits to the Academic Center may help them solve this problem. The academic support persons also meet with students who have diagnosed learning differences. In addition, student support is also offered through the Writing Center and the Math Center.

In the Upper Division, the Department of Counseling and Guidance provides guidance to students on study skills as well as help for students who may be struggling with the challenges of time and task management. Help for students in Math and Science is also available.

Private teachers of instrumental and vocal music are non-faculty specialists who are given teaching space in Fisher Hall. The Upper Division schedule provides opportunities for students to meet with them for private lessons during the school day. Arrangements for scheduling and paying for lessons are made through the Performing Arts Department.

Academic Guidance

Families in all divisions are encouraged to share appropriate information about their children's progress and about concerns they may have in order to maintain a continuing and meaningful dialogue about student progress and conduct.

Nursery Division

The Nursery Division is the beginning of many families' relationship with the School. Support services specialists help build healthy and productive relationships between families and the community. The support services team is made up of a psychologist, a learning specialist, and a nurse. This team of professionals spends time with children and teachers in school by participating in classrooms, working closely with teachers on behalf of individual children, and helping to foster a strong partnership between parents and teachers.

Lower Division

In the Lower Division, the homeroom teacher functions as the leader of academic guidance for each student. When needed, the homeroom teacher works closely with the school psychologist and members of the support services team, including the learning specialist, math specialist, reading specialist, and the school nurse.

Middle Division

Class deans oversee Middle Division students' academic performance. The deans meet regularly with the teachers in their grade and keep the Head of the Middle Division informed when a student's performance has declined. In many cases, the Director of Guidance will also be informed about a student's academic difficulties. Class deans often take the initiative to inform parents about emerging patterns of decline. During the second trimester of the academic year, a student may be placed on Academic Probation. Parents will be advised that continuation at Horace Mann is in jeopardy. Enrollment contracts for the following academic year may be withheld until June for students in academic difficulty. In cases where there is serious doubt about a student's ability to continue at Horace Mann, the School may notify parents in the summer prior to the school year that there may be a meeting at the end of the first trimester to recommend that they look for another school.

Teachers calculate the final average for the year using the three trimester grades. In sixth grade, the first trimester is weighted $\frac{1}{5}$ of the final grade and the second and third trimesters are weighted $\frac{2}{5}$'s each.

A seventh or eighth grade student may carry only one running average grade of D or F into the third trimester of the student's Middle Division school year. If this student has two running average grades of D or F at the conclusion of the second trimester, a re-enrollment contract will not be issued. A sixth grade student may carry only two running average grades of D or F into the third trimester. If a sixth grade student has more than two running averages of D or F at the conclusion of the second trimester, a re-enrollment contract will not be issued. A

sixth grade student with two running averages of D or F will be issued a letter with the contract indicating that the seventh grade year is a probationary one.

Notwithstanding the criteria above, all re-enrollment contracts are issued at the discretion of the Division Head and Head of School.

Upper Division

In the Upper Division, grade deans monitor the academic performance of all students in the Grade. See the section titled Grading on page 22 for more detailed information.

Tutoring

In the various Divisions, appropriate personnel may recommend tutoring or remediation. Parents should not under any circumstances arrange tutoring during the school day. The School strictly prohibits Horace Mann faculty members from tutoring students currently enrolled in their classes. No tutoring may take place on school grounds during the school day.

Upper Division students may participate in the Middle Division Mentor program that pairs an Upper Division student with one Middle Division student. Tutoring can be a part of this relationship. Upper Division students can also serve as “Study Buddies” twice a week after school, whose role is to answer questions, help with homework, and generally support Middle Division students.

Statement by the Upper Division Faculty on Parental Help and Tutoring

The Upper Division Faculty appreciates the fact that parents want to be involved in the education of their children. Faculty members share with parents an appreciation of the firmness, patience and tact required in raising adolescent children. We know too that in a school that values intellectual challenge and hard work, it is natural and normal for students to encounter difficulty. Such difficulty is an inescapable aspect of intellectual growth.

Students should seek the help of their teachers on academic problems before going elsewhere. When students need our help, we are delighted to provide it. We recognize that there are occasions when in-school academic help might not be sufficient to meet the needs of a particular student. We suggest that parents consult with their child’s teacher and/or faculty advisor before deciding to offer the child systematic outside help. There are, we know, situations in which tutoring is not advisable. In making the decision to assist the student, parents should take the requirements and expectations of the School into account.

In teaching our students to be honest scholars, we require that students give credit in their papers and tests for any ideas they get from outside sources, including parents and tutors. It is neither appropriate nor educationally effective for parents or tutors to fix the student’s mistakes, write or rewrite all or part of an essay, solve the problem or do the homework. Students, parents

and faculty will all benefit from avoiding a dependence on tutors that reduces the value of the student's experience in the classroom.

We suggest that parents notify the Department Chair in a particular subject when a student is seeking outside tutoring in that subject. The Department Chair can act as a referral source for in-house tutors who can be members of the faculty who are not currently teaching the student. The Department Chair can also serve as a reference point for the outside tutor who might not be familiar with Horace Mann or its overall curriculum and specific course goals. A discussion of tutoring with the Department Chair should lead parents to an understanding with the School that, in the best interests of the student, clarifies the limits of legitimate assistance and identifies the type of outside help that will be most valuable to the student.

Outplacement Counseling and Expulsion

Horace Mann anticipates that every student will move from one Division to the next as long as the student's conduct and/or academic performance is/are acceptable. When problems arise, the School responds by entering into a dialogue with the parents/other guardians to determine the most appropriate course of action to support the child's development. When difficulties arise or when it is in the student's best interest to move to another school before promotion to the next grade or division, the School will so advise the parents/other guardians. The goal is for all students to be matched appropriately to their learning environment.

Nursery Division

In the Nursery Division, a child who is reaching developmental milestones, thriving in school, making friends and adjusting to the routines and culture of school life is a well-developing child. The primary school contact for parents is their child's teachers. The Division Head and support staff are considered part of the extended school team that works alongside teachers to support children to succeed in school.

In those instances where a faculty member or Division Head observes an area of concern, parents are notified and a conversation about the child begins. Parents are expected to collaborate with the school to help determine what, if any, intervention may be necessary. If parents seek outside services for their child, it is their responsibility to inform the school and to provide a release of information so that the school team may communicate directly with the outside service provider to benefit the child in school.

All children making the transition to the Lower Division are supported by open communication among Division Heads, faculty, and staff in both divisions. Sharing appropriate information about each child's progress and growth helps to support a continuing and meaningful dialogue between parents and teachers.

Lower Division

In the Lower Division, a child's progress is measured in terms of the child's social interaction, emotional well-being and academic success. Teachers continually assess progress in these areas according to developmentally appropriate milestones.

During first, second or third grade in those rare instances where there is a pattern of learning/instructional, behavioral and/or social/emotional concerns that suggests that a child may be unable to continue at Horace Mann, the parents may be advised that the following year's contract will be the final contract. The faculty and Division Head will discuss with the family the ongoing propriety of the placement.

The division will begin to identify a child as "at risk" if the child is not making satisfactory academic progress. This can occur in both academic and nonacademic areas alike. Areas of concern are raised first at parent-teacher conferences. Families are expected to follow the recommendations made by the educational team at Horace Mann. Written communication to families may include a letter of concern, a letter of probation or a letter indicating that a contract will not be issued for the following year.

If a student has not developed the skills and work habits necessary to keep up with the student's academic work, the school may choose not to permit the student to advance to the next grade. In addition social interaction and emotional well-being may be taken into consideration.

All children making the transition to the Middle Division are supported by open communication between Division Heads and support staff in both divisions. Sharing appropriate information about each child's progress and growth helps to support a continuing and meaningful dialogue between parents and teachers.

Middle Division

In the Middle Division, a child's progress is measured in terms of the child's academic success, organizational skills and citizenship in the community. Teachers, advisors and deans continually assess progress in these areas.

When a student is struggling academically, including identification by two or more letter grades of C- or lower and teacher-written academic reports, parents/guardians and teachers meet to discuss ways to intervene. Meetings may include the advisor, a member of the student support team (from the Academic Center or Guidance & Counseling Department), and class dean. Recommendations may include classroom interventions or other suggestions to improve academic performance as well as outside services secured by parents/other guardians. Families are expected to follow the recommendations made by the educational team.

In the Middle Division, a student whose conduct in class keeps a teacher from teaching or other students from learning, as well as a student whose conduct in the community at large, including issues of academic integrity, interferes with the successful experience of others, will be counseled out of Horace Mann. Before this result is reached, the school will place the student on

citizenship probation and attempt to remedy the situation by assisting the student. A serious infraction of school rules or expectations at any time during the school year may result in expulsion.

If, by eighth grade, a student has not attained a level of maturity necessary to keep up with the student's academic work and has not developed an appropriate work ethic, the school may choose not to permit the student to progress to the Upper Division.

All students making the transition to the Upper Division are supported by open communication between Division Heads and support staff in both divisions. Sharing appropriate information about each student's progress and growth helps to support a continuing and meaningful dialogue between parents and teachers.

Upper Division

In the Upper Division, a student's progress is measured in terms of academic progress, behavior, and citizenship. Concerns are often first identified and raised early in the student's ninth grade year. When a student is struggling academically, the student progresses from Academic Alert to Academic Probation as outlined above. The School can dismiss a student mid-year when the student fails to fulfill specific probationary conditions set by the grade dean. The Head of the Upper Division may also counsel parents to withdraw the student at mid-year when it is unlikely that Horace Mann will retain the student for the following year or permit promotion to the next grade level.

The Head of the Upper Division may withhold a contract for the following year based upon the recommendation of the grade dean. Such steps are more likely when a student has had serious academic problems (more than two letter grades of D or more than one letter grade of F) for more than one semester; when a student fails a course needed for graduation credit and does not make it up within the subsequent academic year; when a student has had to make up more than two graduation-credit courses, or when the student's teachers and faculty advisor feel that the student's academic objectives can be met better at another school.

In the Upper Division, a student whose conduct in class keeps a teacher from teaching or other students from learning, as well as a student whose conduct in the community at large interferes with the successful experience of others, will be counseled out or may be dismissed mid-year.

Dismissal, withdrawal or the withholding of a contract represents the most serious final consequences of academic or other disciplinary processes. Prior to such action, the parents and the School will have engaged in correspondence, meetings, and a plan for remediation. The School reserves the right to terminate a child's contract based on the unacceptable behavior of a parent as outlined in the Enrollment Contract. This unfortunate situation occurs when a parent's conduct in the community interferes with the teacher's ability to teach other students and to offer others a successful experience at school.

Right to Appeal

In all instances in which a Division Head has determined that a student will be dismissed or will not be issued a contract for the following year, the family has the right to appeal the decision to the Head of School, whose decision is final.

Co-Curricular Offerings

Events that take place outside of school hours bring adults and children together for a shared experience. The Nursery Division holds an annual Book Fair, Pajama Party, Curriculum Celebration and a Spring Fling with the Lower Division, and offers an after school robotics program for kindergarteners. Lower Division activities include school-wide events such as the Arts Festival, Spring Fling, chorus, band, orchestra and Book Fair.

Middle Division students may choose from among several publications and activities. Students create clubs that meet during the lunch period or after school, supervised by a faculty advisor. Students also participate in Middle Mania, a series of multi-grade academic and field day competitive events. The entire Middle Division also attends weekly assemblies and goes on numerous grade-level field trips.

For Upper Division students, the last period of the day on Mondays and Thursdays is set aside for clubs, meetings and other activities. The clubs and activities program represents one of the many special dimensions of the Upper Division. Our clubs, each of which has a faculty advisor, are listed in the current directory. Co-curricular involvement encourages leadership, cooperation, innovation, financial management, refinement of writing and editing, public speaking and strategic planning skills.

Field trips relating to curricular content are another important part of the Upper Division's co-curricular program. Upper Division teachers make use of New York City's unique cultural resources. Trips are clearly related to the subject being taught.

Physical Education & Health

Physical Education is an important part of each Division's curriculum requirements. The Nursery Division program provides a positive, safe learning environment that contributes to the acquisition and development of movement skills. The curriculum is based on the three fundamental movement skill categories: manipulative skills, non-manipulative skills and locomotor skills as well as the three movement concept categories: where the body moves, how the body moves, and in what relationships the body moves. Two main goals for the Nursery Division movement program are to connect classroom curriculum seamlessly to movement experiences and to generate enthusiasm among the school community related to movement and healthy choices.

The Lower Division offers Physical Education three or four times per week at all grade levels. Swimming instruction begins in grade one. The Department of Physical Education coordinates the Physical Education from kindergarten (in the Bronx) through the Upper Division.

Grades seven and eight take Physical Education together four days per week and grade six has Physical Education during another period of the school day for five periods in a ten-day cycle. Upper Division students take Physical Education for five periods in a ten-day cycle. Members of athletic teams are exempt from this requirement for the quarter(s) coinciding with the team season. Students receive a letter grade in Physical Education for each quarter. The grade at the end of the year that appears on the student's permanent record is P or F.

Upper Division students who fail a quarter of Physical Education must attend two Physical Education classes in the next quarter. The department may choose to prohibit participation on athletic teams in the quarter following a failing grade in Physical Education. Seniors who fail Physical Education for the year may make up the failure during the summer.

The Upper Division Health Education curriculum provides an interactive forum to understand health and wellness. As students acquire knowledge and obtain skills, they gain the self - confidence and the sense of responsibility necessary for making decisions that affect their quality of life. The curriculum includes research, role-playing, lectures, hands on activities, projects, movies and interactive discussions. The skills the students learn form a basis for exploration into areas of human sexuality, mental and emotional health, relationships, substance use, misuse and abuse, stress, diseases and disorders, nutrition and eating disorders, depression and anxiety.

Athletics

Athletics helps students to develop both a healthy self-concept and a healthy body. Athletic competition also encourages all students—spectators as well as participants—to develop pride in their school. Horace Mann fields teams at the Varsity level, JV (junior varsity) level, and MS (Middle Division). Students or parents should contact the Director of Athletics regarding the schedule of tryouts and practices for a particular team.

Fall Trimester

Boys Cross Country V, MS
Girls Cross Country V, MS
Girls Field Hockey V, JV, MS
Boys Football V, JV, MS
Boys Soccer V, JV, MS
Girls Soccer V, JV, MS
Girls Tennis V, JV, MS
Girls Volleyball V, JV, MS
Water Polo V, JV

Winter Trimester

Boys Basketball V, JV, MS
Girls Basketball V, JV, MS
Boys Fencing V, MS
Girls Fencing V, MS
Boys Swimming V, MS
Girls Swimming V, MS
Boys Squash V
Girls Squash V
Boys Indoor Track V
Girls Indoor Track V
Boys Skiing V
Girls Skiing V
Wrestling V, JV, MS
Table Tennis V
Crew MS

Spring Trimester

Baseball V, JV, MS
Golf V
Boys Lacrosse V, JV, MS
Girls Lacrosse V, JV, MS
Softball V, JV, MS
Girls Outdoor Track V, MS
Boys Outdoor Track V, MS
Girls Rugby V
Boys Tennis V, JV, MS
Ultimate Frisbee V, MS
Boys Crew V
Girls Crew V
Boys Volleyball V, MS

Student athletes are required to abide by a code of conduct and training rules. As a member of the Ivy Preparatory School League, Horace Mann strongly supports the League's Spectator Code of Behavior Ethics. This Code, which applies to parents as well as to students, requires all spectators to encourage all athletes; avoid actions that offend visiting teams or individual players; show appreciation of good play by both teams; learn the rules of the game to be more intelligent spectators; treat visiting teams in a manner in which they expect to be treated; accept the judgment of coaches and officials; encourage other spectators to participate in the spirit of good sportsmanship; and be positive.

Please refer to the Attendance section for information regarding attendance requirements for interscholastic athletics.

Performing and Visual Arts

In the Nursery Division, art is a form of expression that is present in all of the children's learning. During weekly studio sessions children explore a variety of natural and raw materials. The studio teachers encourage learning through investigation and discovery.

As students progress to the Lower Division, the Arts experience divides into Arts-based activities that occur once or twice a week. Chorus is available beginning in grade three, and

instrumental music is available beginning in grade four. Both of these programs are showcased at the annual Arts Festival. There is no fee for instrumental music instruction in the Lower Division, but children are responsible for providing their own instruments.

In the Middle and Upper Divisions, Arts courses are required, and they can involve homework including rehearsal time, project work, and independent research. Most Middle and Upper Division Arts classes meet for five periods every two weeks, although advanced classes and performing groups may meet four or five times weekly.

After-School Programs

While the Lower Division does not offer regularly scheduled after-school programming, there are times when special opportunities are made available for select cohorts of students to remain after school. Those opportunities are announced by the School and/or the child's teacher.

In the Middle Division, the Homework Center, which is supervised by Horace Mann teachers, is open on Monday, Tuesday, Wednesday, and Thursday afternoons from 3:30 pm - 5:45 pm. Students may drop in to work any time during that period. The Center is a quiet place for completing homework that provides access to textbooks, materials, and computers as needed. A snack is provided at 3:30 pm.

In the Upper Division, many activities require students to remain after school. Sports, clubs, publications, performing arts rehearsals and performances and accessing the Academic Center or meeting with teachers, advisors and deans occur after school hours.

Community Service and Service Learning

Center for Community Values and Action

The Center for Community Values and Action (CCVA), founded in 2006, takes a leading role in connecting Horace Mann School to the wider community and in developing service-learning programs. The CCVA's mission is to "connect education, ethics and action." For more information, please email servicelearning@horacemann.org, and visit the CCVA website at <http://www.hmccva.org>.

Nursery Division

The Parents Association Community Service Committee plans and organizes community service projects for the Nursery Division. A faculty liaison works closely with the parents to identify meaningful and age-appropriate activities. The Nursery Division holds several drives each year to collect food, books, and baby supplies and equipment for donation to local organizations.

Lower Division

Service Learning is an important element of the Lower Division program. Students are encouraged to think about themselves as members of a larger community within Horace Mann School, in our neighborhood, and in the greater metropolitan area. Opportunities are provided for students to engage with other students, teachers, parents and administrators in different areas of community service, including the All-School Service Learning Day.

The Lower Division partners with a variety of community organizations, including the Kingsbridge Heights Community Center. Within the Division, older children serve as buddies for younger students in a variety of activities including the annual Halloween parade, Thanksgiving Communal Meal, kindergarten Applefest, and reading partners.

Middle Division

Sixth grade partners with the Mercy Center for a winter and a spring service activity. In seventh grade each advisory completes a service activity that connects them to the greater New York City community. Students in seventh grade partner with outside organizations including the NY Common Pantry's Bronx location. Eighth grade students have an individual service learning requirement - either two "out-of-school" activities (activities that take them off campus and into the community) or one "out of school" and one "in school" activity (activities that are hosted or can be completed on campus). Eighth graders who are registered for the Service Learning Elective, when offered, will complete their requirement through this course. Only activities that are organized and chaperoned by Horace Mann School count toward the requirement.

Upper Division

In the 2020-2021 academic year, the Upper Division requirement will be grade-wide Service-Learning Days. The dates for each grade are as follows:

Grade 9: Thursday, November 19, 2020
Grade10: Thursday, May 12, 2021
Grade 11: Thursday, January 21, 2021
Grade 12: Thursday, March 4, 2021

Attendance is required of all students for their Grade's Service-Learning Day, as a graduation requirement.

In the fall, the CCVA will be reaching out to the HM community for Committee members from each grade to plan and implement the grade-wide Service-Learning Days, and the individual activities within each Day.

Service-Learning Team and HM 246

The Upper Division Service-Learning Team and HM 246 continue to be the flagship service-learning programs at HM. Emails on these programs, which we anticipate will operate virtually, will be sent at the beginning of the school year. For more information, please contact the CCVA at servicelearning@horacemann.org.

Summer Programs

Horace Mann operates two summer programs and hosts a third that cumulatively enroll more than 700 students: the June Program, Summer School, and Summer on the Hill.

The June Program is open to students from the Nursery through Upper Divisions. The June Program bridges the part of the gap between the end of the school year and the start of summer. It also gives children who will be new to the School or on a new campus the next fall a chance to become familiar with the facilities and faculty and to meet new friends.

The Summer School offers a number of courses, many taught by Horace Mann faculty, for Upper Division students from Horace Mann and other schools.

Summer on the Hill is an enrichment program for over 200 intellectually talented students in grades three through eight from public and parochial schools that is hosted by Horace Mann School. Summer on the Hill is funded entirely by private donations to the program, and does not charge tuition. A talented faculty and mentors from Horace Mann and other schools offer a six-week program of academic and arts classes as well as sports and recreation. The program also includes a Saturday component during the academic year.

Part II: Community Ethics

Overview

Horace Mann is a secular institution that draws students from a substantial number of different religious and non-religious affiliations. The School actively encourages the development of individual student ethical frameworks based upon two principles: respect for others and responsibility for individual actions and decisions.

Horace Mann teachers and administrators expect students and their parents to interact with them in a spirit of respect consistent with the Five Core Values. They can also expect faculty and administrators to take responsibility for the fair and timely implementation of the policies and guidelines enumerated in this Handbook.

Horace Mann's Mission Statement explicitly states that the School "prepares a diverse community of students to lead great and giving lives." Each student is encouraged to strive for self-esteem and confidence and to be respectful of others. In addition, students learn that they must be responsible for their actions and for the decisions that they make."

Students come to school to learn. Their behavior in school must support their own learning and the learning of others in the Horace Mann community. Behavior that disrupts the classroom or the life of the School violates the principle of respect for others and will subject the student to disciplinary action. All adults in the Horace Mann community assume responsibility to respond rapidly, maturely and effectively to misbehavior by students.

Respect for Others

In all circumstances, students must conduct themselves in a manner that is conducive both to their own learning and to the learning of others. The School will function successfully only if everyone has good manners, shows respect for one another, and considers the feelings of others in speech and in action. Any student violating school rules regarding respect for others is subject to discipline up to and including expulsion.

Violence and Intimidation

One way Horace Mann students show respect is by creating an environment that is free from violence or intimidation. Students have a right to expect personal safety at school, during School-sponsored activities and when traveling on school buses. Perpetrators of physical violence or intimidation will be subject to disciplinary action, up to and including expulsion. Students also must comply with the School's policy on Harassment and Bullying. (See page 75.)

In keeping with the School's policy of maintaining a safe and secure environment, Horace Mann prohibits students from possessing any sort of weapon at School or during school-sponsored trips and activities. Please refer to the Weapon Free Policy on page 61.

Respect for Property

Students have a right to feel secure about their personal belongings while at school, traveling to and from school on a school bus or participating in a school-sponsored trip. At the same time, the School has the right to expect that students will assume an age-appropriate level of personal responsibility for the security of their belongings. Please note that the School is not responsible for theft, loss, or damage to student property.

The School expects all students to respect school property and the property of others. Damage, defacement or littering of school buildings and grounds is prohibited. Students are responsible for reporting theft (or the witnessing of a theft) to a Public Safety Officer or grade dean as soon as possible after the event.

Students who steal, damage, or deface property demonstrate extraordinary disrespect for fellow students and the community in general. Any student found to have stolen, damaged, or defaced the personal property of another member of the Horace Mann community is subject to disciplinary action, up to and including expulsion.

Horace Mann students also are expected to respect school property by refraining from vandalism. Any student found to have damaged or defaced property such as desks, walls, hallways, lockers, etc. or the personal property of another member of the Horace Mann community, is subject to disciplinary action, up to and including expulsion.

Off-Campus Conduct

Horace Mann believes that student conduct while in school, on school grounds, or at school-sponsored activities directly represents our mission and fundamental values. Accordingly, all such conduct is subject to school policy and discipline. We urge all members of our community to honor the School's mission and to support the School's fundamental values in their private lives as well. As the *Handbook* makes clear, we view conduct outside of school or school-sponsored activities as the responsibility of parents and students. While the Head of School, the Division Heads, Deans, and Guidance Counselors are available to advise students, parents, and other members of the community on conduct that affects Horace Mann's mission and values, it is not the policy of Horace Mann to monitor or regulate private conduct that does not involve the School unless it has an impact on either the good name of Horace Mann School or serves to substantially disrupt the teaching and learning taking place within the walls of the School. This policy also applies to student computer and Internet use off campus.

Teacher Recognition

The School prohibits individual gifts to teachers. The Parents Association has traditionally conducted an annual Holiday Gift Fund Drive and all Horace Mann parents are invited to contribute. The proceeds of the fund are divided among the entire Horace Mann faculty and staff. In the Lower and Nursery Divisions, children are encouraged to express their appreciation or affection for a teacher with a handmade card or picture. In the Upper Division, students recognize teachers annually with dedications and appreciations in the yearbook.

Lower Division Expectations -Code of Conduct

The Lower Division has partnered with the Yale Center for Emotional Intelligence to enrich our commitment to the social emotional learning of our students. Building on the research based RULER program, teachers and students actively engage, value, and live the four components of this program. The RULER skills include: Recognizing emotions in oneself and others, understanding the causes and consequences of emotions, labeling emotions with accurate words, expressing emotions differently depending on context, and, regulating emotions with helpful strategies.

As a community, we encourage children to be on time, to take responsibility for their own belongings, to walk carefully in the public areas of the school buildings and to respect the importance of other people's belongings. The School will notify parents about serious or ongoing problems and, when necessary, may ask them to intervene.

Parties and Gifts

One way that Horace Mann students show respect for others is by treating each other with sensitivity, including during happy events such as parties. The School recognizes that birthdays are important events in the lives of children. In the threes program the children bake a treat and have a monthly birthday celebration with their classmates and teachers. In Pre-K and Kindergarten, birthdays are celebrated by sharing a treat provided by the family. Parents come to school, and often the family donates a book to the classroom library. In the Lower Division, children may celebrate their birthdays in school, provided that all class members are equally included.

The School prohibits students or their families from distributing invitations to private or commercial parties during school and discourages private parties, except on weekends. The School also discourages students from bringing gifts to School. Horace Mann School does not permit private bus or van services to pick children up from school for private events.

Academic Integrity

Academic integrity refers to the expectation that a student will function at a high level of independence in completing and submitting schoolwork. Unless assignments are specified as collaborative endeavors, they are to be done by the individual student. Academic integrity also refers to a clearly understood set of behaviors that apply to writing assignments, oral presentations, homework, in-class assignments and all assessments. Expectations regarding academic integrity are communicated to students by faculty and administrators at the beginning of each school year. A student who adheres to such standards will experience pride in their accomplishments while striving toward original thinking.

Cheating can occur in many contexts: having someone else do a student's work; taking someone else's work and passing it off as one's own; knowingly allowing one to see another's work; or, copying or allowing someone to copy test responses. As students move through the grades, Horace Mann expects them to gain more sophisticated skills for attributing sources and developing a better understanding of plagiarism. Any misuse of reference material—print,

electronic or otherwise—may constitute cheating. While taking a test, cheating occurs when a child takes answers from another student, from a cheat sheet or from information written on the student's clothing or body. Cheating also occurs when a student uses body motions to share answers on a test and, unless a teacher clearly approves, when a student submits work done previously for another course or in another grade.

When addressing ongoing abuses of academic integrity in young children, it is especially important to try to get to the root of the child's problem. Parents may be called in to discuss the situation. It might be advisable to initiate an evaluation and, in some cases, therapy to deal with the underlying issues. Formal consequences will be decided on an individual basis in consultation with, and at the discretion of, the Head of the Lower Division.

Middle Division Discipline

In the Middle Division, students are engaged through Advisory in a process to fully understand the expectations around Digital Citizenship and Academic Integrity. Each student is required to sign an agreement that is submitted to the Middle Division Office. Additionally, expectations for behavior are discussed on an ongoing basis in Assembly, grade-level meetings led by Deans, and Advisory. There are a range of responses when students violate our community standards of acceptable conduct including: a reprimand; loss of free periods or other privileges; a conference with parents/other guardians; up to and including suspension, probation and expulsion. The frequency and seriousness of the violation will play a significant role in the discipline administered. In some cases, counseling will be part of the disciplinary process. The class deans, in consultation with the Head of Middle Division, are responsible for deciding disciplinary consequences. Discipline is intended to be a thoughtful opportunity for learning and potentially repairing harm for any student. Although the School sometimes follows a plan of progressive discipline and Restorative Practices, the School also reserves the right not to do so in appropriate cases.

Students in the Horace Mann Middle Division are expected to uphold the qualities of honesty, respect for others and responsibility. These qualities are also embodied in the Horace Mann Middle Division's Academic Integrity and Digital Citizenship agreements and are the standards by which behavior shall be judged.

Horace Mann Middle Division Statement on Academic Integrity

March 1, 2012, revised July 7, 2016

Each student of the Horace Mann Middle Division is expected to uphold the five core values with a spirit of responsibility and respect. To that end, this statement describes what it means to have academic integrity in the Middle Division.

Individual Work

- All work submitted must solely be the product of a student's own thinking and learning.
- A student must not submit the work of another student or adult.
- When work is included from other sources, these sources must be cited.
- When using other sources, a student must not change a few words and submit the work as the student's own.
- A student must not share a completed assignment with another student unless otherwise instructed.
- A student's completed work must not be compared with another student's work with the intent of making changes or corrections to the completed work unless otherwise instructed.
- A student may use online dictionaries but must not use a translator to write a paragraph or essay, for example in a world language.

Collaborative Work

- When completing collaborative projects, a student is expected to follow the guidelines given by the teacher so that the student is responsible for the student's portion of the work.
- When completing a science lab report, information or data is shared but the analysis must be the student's own work.

Tests and Quizzes

- A student is expected to follow the guidelines given by the teacher when preparing the student's own study guide for tests and quizzes.
- During a quiz, test or final exam a student must not give, ask for or receive answers.
- A student must keep the student's own eyes on the student's own paper or computer screen.

- When a student is given the opportunity to complete a take-home test or quiz the student should neither give nor receive help on the assignment. All work must reflect the student's own effort.
- A student must not discuss a test after the student has taken it until permitted to do so by the teacher. This includes the difficulty or ease of the test as well as the questions and topics covered.

In addition, for the well-being of the Middle Division community

- Pressuring another student to share the student's own work is prohibited.
- A student is encouraged to report an incident of cheating that is witnessed.

When a student allegedly fails to comply with the Middle Division Policy Statement on Academic Integrity, the following people will meet to discuss the incident: the student, Middle Division Head, Class Dean, advisor, and the teacher in whose class the alleged breach was committed. The adults will then meet with the student and the student's parents after determining the appropriate consequence.

I, _____ (printed name) have read and understand the content of this statement.

_____(signature)

_____(date)

Reporting Incidents of Bias

If students experience any harassment or bullying by any other member of the community (e.g. students, faculty, staff, consultants, or volunteers), on the basis of any aspect of their identity – including but not limited to race, ethnicity, religion, gender, sexuality, socio-economic status or (dis)ability – or any other basis, they should immediately report the incident to a trusted adult, who is then obliged to bring the incident to the Middle Division Head.

The incident will be investigated according to our Harassment/Bullying Policy and will lead to consequences appropriate to the nature of the incident.

Upper Division Code of Conduct and Discipline

The major disciplinary rules of our School derive from our values and mission and represent the expected standards of student behavior in the Upper Division at Horace Mann. When a student violates one or more of these rules, the student is subject to our disciplinary procedures. In general, Horace Mann is a “two-strike” school in regard to serious disciplinary

offenses. First offenses which in our judgment are of a particularly serious nature, however, may incur the most severe penalties, including suspension or expulsion.

The rules and procedures described below are meant to apply under most circumstances. Experience has shown, however, that occasionally situations arise which may require immediate and non-standard responses from the Division. For this reason, we reserve the right to deal with instances of behavior we regard as inappropriate, anti-social, or contrary to our core values in a way that seems to us timely, efficient, and in the best interests of all members of our community. This document does not prevent the Upper Division of Horace Mann School from altering its procedures to suit unusual or changed circumstances.

Major disciplinary offenses include the following:

- Academic dishonesty, including such offenses as cheating on tests, plagiarism, inappropriate copying of the work of others, and passing off the work of others as one's own;
- Bullying, fighting, or hazing, including such offenses as intimidating, coercing, or harassing other members of the community, or seeking to cause the embarrassment or humiliation of others, whether in person or by using electronic media;
- Acting dishonestly, including willfully misrepresenting one's whereabouts or intentions, misusing or falsifying school documents, or lying;
- Behaving in a way that is dangerous and compromises the safety of oneself or others, including tampering with fire alarms or possessing any type of weapon or other hazardous material;
- Purchasing, using, possessing, or distributing alcohol or any illegal drug, or being under the influence of illegal drugs; possessing paraphernalia associated with illegal drug use; distributing prescription drugs to others;
- Stealing, appropriating, or destroying the property of others or of the School;
- Behaving in a way that violates community norms in relationship to inappropriate displays of affection or sexuality;
- Using language that attacks or dehumanizes others on the basis of race, ethnicity, religion, gender, sexuality, socio-economic status or (dis)ability. Examples of such language include but are not exclusive to the "n-word." Such words evoke a long history of violence and dehumanization and cannot be used even ironically, even when quoting, or even in "friendly" or "joking" contexts. This rule applies to all Upper Division students and employees and applies in electronic contexts (e.g. texts and social media posts) as well as in-person.

- Breaking any local, state, or federal law, no matter where the offense occurs;
- Acting in a way which jeopardizes the welfare or impugns the good name of Horace Mann School, whether or not the student is on school grounds or is under the immediate supervision of the School at the time of the offense;
- Breaking the Acceptable Use Policy in relationship to computers;
- Repeated violations of school rules such as those pertaining to attendance, or repeated violations of the behavioral expectations of the School.

In addition to these rules, all members of our Middle and Upper Division community are expected to abide by our Community Norms and Values:

We ask students, faculty, staff, and invited guests to read the guidelines below and to keep them in mind as they speak with the members of our school community, in large or small groups, in assemblies, classes, or extracurricular meetings.

We ask members of our community and invited guests to consider the School's five core values:

- The Life of the Mind
- Mature Behavior
- Mutual Respect
- A Secure and Healthful Environment
- A Balance Between Individual Achievement and a Caring Community

The complex and nuanced work in our classes might necessitate encounters with language we otherwise deem unacceptable, as well as linguistically, thematically, and conceptually challenging ideas, texts, and viewpoints. Horace Mann values the intellectual independence forged by engaging difficult ideas from a broad range of perspectives. At the same time, we ask that all speakers, including students, faculty and guests:

- Avoid gratuitous profanity, blatant sexual references, and language of a racist, homophobic, or sexist nature in our assemblies or other group gatherings.
- Provide a clear context for material that can provoke strong personal reactions from students in our classes.
- Refrain from calling out particular students or adults in the community for criticism. While teachers dealing with student misbehavior may direct students to correct their behavior, they may not discuss other students in the school in public settings. Students concerned about any rules or policies of the school should raise these concerns with adults in a respectful manner. Faculty members should direct any concerns to their Department Chairs, Dean of

Faculty, or Head of Division. Visitors should avoid public statements about individual members of the community.

- Avoid shaming. No one speaking in a group meeting of any size should allow members of the community to feel ashamed, bullied, isolated, or excluded.

When participating in difficult conversations, we recommend that you also keep the following community norms in mind in order to encourage a productive, respectful conversation.

- Be an active listener, using empathy, respect, trust, and support.
- Build a conversation, not a debate.
- Speak honestly from your own perspective and experience.
- Listen carefully without defensiveness and judgement.
- Refrain from interruption.
- Remain open-minded.

The rules stated above are not all-inclusive. Students may be disciplined for common sense violations of community values and expectations other than those enumerated above.

Disciplinary Responses

With the exception of expulsion, the disciplinary responses of the Division are intended to help the student become a better citizen of the Horace Mann community. Depending on the specific circumstances of the offense, disciplinary responses may be combined. For example, a student may be prohibited from going on a trip and may also lose their off-campus privileges.

In circumstances it considers appropriate, the Division may report incidents of student misbehavior to the police. The Division may also require drug testing or counseling.

Disciplinary responses include but are not limited to the following:

- Warning and admonition: This response includes a conference with the student and the student's parents as well as a letter in which the student is notified of the nature of the misconduct and is put on notice that future such offenses will result in more serious disciplinary action.
- Loss of a specific privilege: This response may prohibit the student from being in a specific place, such as Katz Library, Prettyman Gymnasium, or the Cohen Dining Commons; it may bar the student from participation in a specific activity such as going on a school-sponsored trip, functioning as a Student Ambassador, or representing the School at a public function.
- Loss of off-campus privileges: This response means that students must sign in at the beginning of the day and sign out at the end of the day, and they must attend Study Hall when not in class, at lunch, or meeting with a teacher. This

consequence may be imposed for as long as seems appropriate, given the nature and context of the offense. In most cases, loss of off-campus privileges lasts for a period ranging from one day to two weeks.

- **Disciplinary probation:** This response may be imposed in any disciplinary case and may be combined with other responses, such as the loss of off-campus privileges or suspension from school. “Probation” means proving: students on probation must demonstrate through their actions that they are prepared to behave as responsible citizens of the school community and that they are able to function without disciplinary restrictions.
- **Suspension from school:** This disciplinary response requires students to remain away from school grounds for a specified period of time. The terms under which the student is to return to the community are defined in meetings and communications with the student and the student’s family.
- **Expulsion:** This disciplinary response, the School’s most serious, separates the student from Horace Mann.

Disciplinary Procedures—The Honor Council

Violations of major school rules will be judged by the Honor Council. The Honor Council consists of the following nine members: the Dean of Students; four faculty members elected by the faculty; and four student members chosen from a list of applicants. There are two student and two faculty alternates. The alternate members will replace either a faculty member or a student member who is unable to attend meetings of the Honor Council. At the will of the Dean of Students, the Honor Council may meet without the full complement of members. Members of the Honor Council serve at the pleasure of the Dean of Students.

The Honor Council meets after the offense has been reported to the Dean of Students. It is responsible for determining the truth of the allegation or allegations against the student and for recommending to the Head of the Upper Division an appropriate disciplinary response. The Council hears statements from those involved in the offense and will call upon the student in question to supply an account of their behavior. The student will be informed of the alleged rule-breaking before the Honor Council calls that student. The student who is alleged to have committed an offense is encouraged to have a faculty member, such as the student’s Advisor or another faculty member of the student’s choosing, attend the Honor Council meeting. The faculty member called by the student will not, however, be present while the Council deliberates. The Honor Council may call upon other community members in its deliberations. The rules of evidence do not apply to the disciplinary process. No outside representatives of the student whose behavior is under disciplinary review, such as parents or lawyers, may participate in the process. Appeals of Honor Council decisions will be heard by the Head of the Upper Division only when there is new evidence bearing on the matter that was not previously available to the Council.

The Head of the Upper Division is the person finally responsible for disciplinary responses to major infractions of the rules of the School. The Head of the Upper Division decides the disposition of individual disciplinary cases. The Head of the Upper Division or the Dean of Students will contact the parents of the student whose behavior is under disciplinary review.

In unusual cases of violation of major school rules, the Head of the Upper Division may individually decide the appropriate response, in consultation with the Head of School. Such an unusual case would be one in which there is an immediate danger to the well-being of students or others on the campus.

Disclosing Disciplinary Responses to Other Institutions

In cases involving suspension or expulsion from the School, the student is expected to report the disciplinary action to colleges and/or to other secondary schools to which the student may be applying. In this case, Horace Mann will assist the student in writing the appropriate explanatory letter. The policy of the School is to report all such cases to colleges, other secondary schools, or educational programs to which the student has applied when, in the judgment of the School, it would be unethical or unprofessional not to do so, or in response to a request from the institution in question.

Reporting Incidents of Bias

If students experience any harassment or bullying by any other member of the community (e.g. students, faculty, staff, consultants, or volunteers), on the basis of any aspect of their identity or any other basis, they should immediately report the incident to a trusted adult, who is then obliged to bring the incident to the Upper Division Head.

The incident will be investigated according to our Harassment/Bullying Policy and will lead to consequences appropriate to the nature of the incident.

As a reminder, the Upper Division prohibits using language, images, or any social media postings that attack or dehumanize others on the basis of race, ethnicity, religion, gender, sexuality, socio-economic status or (dis)ability. Examples of such language include but are not exclusive to the “n-word,” homophobic slurs, and misogynistic attacks. Such words evoke a long history of violence and dehumanization and cannot be used even ironically, even when quoting, or even in “friendly” or “joking” contexts. This rule applies to all Upper Division students and employees and applies in electronic contexts (e.g. texts and social media posts) as well as in-person.

The Honor Code

All Upper Division students at Horace Mann are bound by the Honor Code, which was initiated and passed by students. We require that all Upper Division students and their parents sign the Honor Code as a condition of their presence in our community.

The Horace Mann Upper Division Honor Code 2020-2021

All students and their parents are required to read and sign the Honor Code and return it to their advisors at the first meeting in September.

- 1) As a student at the Horace Mann School, I will not lie, cheat, plagiarize, or steal.
- 2) My work will be exclusively my own unless a teacher instructs me to collaborate with others.
- 3) I will not give inappropriate assistance to another student.
- 4) I will not take unfair advantage of the work or ideas of others.
- 5) I will oppose all instances of academic dishonesty.
- 6) I will respect the trust placed in me by the school administration and faculty and by my peers.
- 7) I have read the section on Plagiarism and Cheating in the *Family Handbook* and understand the rules put forth by the Horace Mann community.
- 8) I realize that if I break any of the above rules, I will be subject to the procedures outlined in the section on Plagiarism and Cheating in the *Family Handbook*.
- 9) I understand that as a Horace Mann student, if I am accused of breaking the Honor Code, I will have the right to voice my point of view with the Honor Council.

I have read these rules and hereby agree to abide by them at all times.

Signature

Date

Print Name

Grade

A Note to Parents:

The Honor Code was developed by the Horace Mann Governing Council in October of 2000. The Council, made up of faculty and student representatives, approved the Code in November of that year. The Upper Division administration has consequently adopted a policy that requires students to sign the Honor Code each academic year. The governing Council amended the Honor Code with the addition of provisions 7-9 in the fall of 2004.

The Code's provisions are consistent with existing regulations. We believe that the Code's clear and explicit formulation of the rules and the fact that students initiated the writing of the Code make this policy an important initiative.

Plagiarism and Cheating

Plagiarism consists in appropriating the thought or work of another person and passing it off as one's own. Plagiarism is an act of intellectual theft and dishonesty. Like all such acts, it subverts the values and purposes of our school, which is to provide an education for our students in an atmosphere of love of learning, honest scholarship, and mutual respect. Plagiarism and other forms of cheating demean the honest work of others and undermine the necessary trust between students and teachers and among the students themselves.

Cheating, which includes such acts as stealing examination questions or answers, looking at someone else's paper during a test, or providing answers to another student, is similarly subversive of our School values.

Teachers and academic departments are responsible to define the terms of academic honesty in their classes. Once teachers have discussed school policy with their students, however, students must assume responsibility for their own actions. Neither ignorance, nor haste, nor carelessness, nor the pressure of other commitments is an acceptable excuse for plagiarism or cheating.

Disciplinary responses to violations of school rules in regard to plagiarism or cheating are as follows:

- ***First offense:*** Teachers are obliged to report incidents of cheating or plagiarism to their Department Head and/or to the appropriate Dean. If it is determined through the disciplinary procedures of the School that an incident of plagiarism or cheating has occurred, the student receives a double "F" on the assignment. This designation shows both that the particular assignment has not been satisfactorily completed and that a disciplinary consequence has been imposed. The double "F" will then become part of the student's semester record in the course and will be averaged into the semester grade. The student will also be placed on probation.

At the time of the first offense, the student is expected to reveal previous or contemporaneous instances of cheating or plagiarism. Such instances will be punished as part of the first offense only if they are acknowledged at the time of the first offense. If a previous or contemporaneous instance of plagiarism or cheating is not acknowledged at this time and is discovered later, it will count as a second offense. Any retroactive grade changes that a faculty member wishes to make as the result of such a disclosure must be completed in consultation with the appropriate Dean.

- ***Second offense:*** The second instance of plagiarism or cheating is considered a much more serious offense than the first. The student will receive the double "F," as described above, and in almost all cases will be suspended. The second offense may occur in a different class from the first, and may have occurred before the first offense, if the student has not acknowledged it as described above.

- ***First offense for a senior:*** The first offense for a senior will be considered a much more serious offense than for underclassmen. The School's expectation is that seniors understand what constitutes academic dishonesty and should know how to prevent such instances from occurring. The first offense of academic dishonesty for a senior may be reportable to all colleges to which the student is applying or has applied. Additionally, the student will receive the double "F" as described above.

Using Cell Phones and other Technologies at Horace Mann School

The use of cell phones, cell phone cameras, cell phone voice recorders and iPad voice recorders and cameras are not permitted in classrooms, bathrooms or locker rooms. When entering any of these areas, students must turn off their cell phones and/or iPads, and put them away, unless instructed otherwise by the faculty member in charge. Getting or receiving calls during class is strictly forbidden, as is the taking, sending, or receiving of audio and/or video recordings or text-messages, or use of the cell phone for any other purpose. Students who do not follow this reasonable rule subject themselves to the disciplinary procedures of the School.

For these same reasons, and subject to these same consequences, students are prohibited from using cell phones in the Recital Hall in Fisher Hall, and in Gross Theatre in Tillinghast. Students are prohibited from taking pictures by any means while in the locker rooms.

Where cell phones are permitted, we expect that they will be used with politeness and good taste, in accordance with the core values of our school. Cell phones should not be used in such a way as to intrude upon the intellectual work of other people at our school or to affect its calm and orderly social life. Students must be obedient to requests by faculty, staff, and administrators that they cease using their cell phones. Students who do not obey these reasonable requests subject themselves to the disciplinary procedures of the School.

Middle Division Acceptable Use Policy

We believe that the use of electronic devices by Middle Division students should:

- enhance, not interfere, with the learning of the individual student;
- enhance, not interfere with the learning of other students and the instruction efforts of teachers;
- never be used to cause harm to another student or any adult member of the community.

Devices include, but are not limited to cell phones, ipads and tablets, Apple watches or similar, gaming devices, and laptops. Therefore we ask that students observe the following rules when it comes to using devices:

1. From 8:20 or when students "cross the threshold" and enter a school building (whichever comes first), all personal devices should be put away.
2. Devices should be off or set to "Do Not Disturb" throughout the day.
3. Devices are not to be used during the day unless in an office - in the presence of and with permission from an adult.

4. A teacher may ask students to leave their devices with the teacher before going to the bathroom, getting water, taking a test, etc.
5. Devices can be taken out after dismissal when students have left the building.
6. Devices in the Academic Center, Writing Center, Math Center, Reading Room, and in classroom sets will only be available for academic use.
7. A student may not take pictures or record video or audio in the classroom without the permission of a teacher.
8. A student may never take pictures or record in the locker rooms or bathrooms.
9. A student may not take pictures or record another student or teacher without the permission of that person.
10. Electronic devices may be used in classes for academic use with permission of the classroom teacher or as permitted by an accommodation given by the Disabilities Committee. Even though a teacher may permit laptops for academic use, a student will not be permitted to use a laptop for test-taking purposes unless the student has been granted an accommodation or the teacher has decided to allow all students to take their tests on computers.

In keeping with all Middle Division policies, all Horace Mann School disciplinary and other rules, including those that govern respect for others, respect for property, academic integrity, harassment, and appropriate content apply to the use of electronic devices. A student is expected to demonstrate appropriate behavior at all times.

If a student uses an electronic device inappropriately, that student is subject to all of the consequences listed in the student handbook as well as a prohibition of bringing any electronic devices to school. The student's dean will determine the consequences in each case.

Upper Division Cell Phone Policy

The Upper Division is aware of how reliant our students are on electronic communication. We ask, however, that Upper Division students pay particular attention to the following rules:

1. Cell phones may not be out for any purpose in Gross Theatre or the Recital Hall, unless the student has secured permission of the adult in charge.
2. Students may not take pictures or record video or audio in the classroom without the permission of a teacher.
3. Students may never take pictures or record video or audio in the locker rooms or bathrooms.
4. Students may not take pictures or record another student or teacher without the permission of that person.
5. Students may never text or post images, video, or audio recordings of any members of the school community without the permission of those people.

Violations of these rules will result in consequences ranging from the confiscation of the phone to disciplinary action.

Additionally, in order to foster a more collegial culture at the school, Upper Division students and faculty are strongly discouraged from using their phones in the hallways of Tillinghast, Pforzheimer, Fisher, or Lutnick Halls, and along the outdoor pathways connecting these buildings. If students need to make calls or send texts, they should do so from Olshan Lobby, or from the Olshan Great Room in Lutnick Hall. The expectation at the school is that when students are moving between classes, they are aware of their classmates and teachers and are interacting directly with them. Students may use phones and other technology in the Cohen Dining Commons, but throughout the school they are encouraged to make in-person interactions their priority. Students should expect to be reminded of these expectations.

Building-Related Conduct for All Divisions

Students may not run in classroom buildings.

The School prohibits unauthorized entry into or use of buildings and facilities. The School also prohibits remaining in the buildings after dismissal without adult supervision.

The School issues photo-identification cards to Middle and Upper Division students at the beginning of the academic year. Students assume responsibility for having their identification cards available for presentation upon request by a Horace Mann School faculty or staff member.

Tobacco, Nicotine, Alcohol, Drugs, and Gambling

The possession, use, sale, purchase or transfer of drugs, alcohol or tobacco products is forbidden on school property, in the immediate neighborhood of the School, while on school-sponsored trips and activities or on the John Dorr campus. This includes the possession/use of e-cigarettes (sometimes referred to as hookah pens, cloud pens or vape pens) is now added to the listing of offenses in the Family Handbook which result in disciplinary action, up to and including expulsion. "Electronic cigarette" means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other similar substance, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under another product name or descriptor.

The need to use prescription drugs during the course of the school day or on an overnight school trip is to be monitored and administered by school personnel, unless otherwise specified by the nurse in charge. Unless otherwise specified by the nurse in charge, students should not carry prescription drugs on their person; any and all prescription drugs should be turned over to the nurse or the teacher in charge as soon as the student arrives at either the start of the school day or at the beginning of the trip. For school events that extend beyond normal school hours and/or routines, the teacher in charge will share additional information on the handling of prescription drugs. The option to 'self-carry and administer' applies only to Upper Division students and is awarded at the discretion of the Upper Division nurse and only after a student has certified he, she or they can correctly and comfortably care for themselves. The School recognizes that there might be circumstances under which a student in another division may be certified to carry and administer a particular medication. This decision, again, is at the School's discretion. A parent/guardian sign-off is required for any student found capable of carrying and

self-administering a prescription drug. At no time should a student be approved to either carry but not administer or administer but not carry. The 'self-carry and administer' designation requires approval for each trip/event and for each medication.

The sale, purchase or transfer of prescription drugs, is prohibited on or off campus and at school events and will result in expulsion of anyone caught doing so.

The School also prohibits gambling. Such activity is subject to disciplinary action up to and including expulsion.

Cafeteria Behavior

Good cafeteria behavior is another aspect of respect for school and colleagues. In all divisions, students are expected to:

- Remove garbage from the tables, including anything left by others;
- Sit only on chairs, one student per chair, and keep feet off the tables;
- Keep the aisles free of chairs or book bags;
- Do not steal food from the cafeteria;
- Refrain from noisiness in conversation or in the use of cell phones; and
- Cooperate with the cafeteria staff, supervising teachers, and students.

Weapon Free Policy

Statement of Policy

Horace Mann School (the "School" or "Horace Mann") is weapon-free. In order to ensure a safe school environment for students, staff, and the community, and in compliance with New York's Penal Law, no student or nonstudent (including parents, visitors, employees, and volunteers) shall possess (whether concealed or otherwise), use, or distribute a Weapon (as defined below) when in a School Location (as defined below) except as provided in this Policy.

Furthermore, the School will not provide storage of any kind for firearms or any other weapon.

For the avoidance of doubt, this Policy applies to parents, volunteers, visitors, employees, or other adults, even if such individuals are legally authorized to carry a concealed weapon. Such individuals may not carry such weapon to any School Location and the School will not provide storage for such weapon. The only exceptions are set forth in Section III.

Definitions

- A “Weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; arrows; and objects that have been modified to serve as a weapon.
- "School Location" includes any School building or grounds, locations of School activities or trips, School buses or School vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

Exceptions

This policy does not apply to:

- Law enforcement officers on campus acting within their official capacity; or
- Horace Mann's Public Safety Officers as approved by the Head of School.

Consequences for Violations

- Students – Students will face discipline up to and including expulsion, in accordance with the School's regular disciplinary procedures. The School may also notify police or other law enforcement in the School's discretion.
- Employees – Employees will be disciplined, up to and including termination of employment for violation of this Policy. The School may also notify police or other law enforcement in the School's discretion.
- Other Nonstudents – Any nonstudent (including but not limited to parents, visitors, members of the public) who violates this Policy will be barred from future entry to School Locations, and the School may separate the enrollment of the student associated with the nonstudent parent, visitor, etc. The School may also notify police or other law enforcement in the School's discretion.

Student Responsibilities – John Dorr Nature Laboratory

All Horace Mann regulations apply at the John Dorr Nature Laboratory and on the way to and from John Dorr. The John Dorr faculty, however, feels that the development of an individual's sense of what is reasonable behavior is not achieved by a listing of directives and prohibitions. Students must learn to consider a variety of possible actions; the faculty on campus must serve as models and facilitators; and the students must assume responsibility for their choices. While the John Dorr faculty hopes to create an environment that encourages self-expression, it should not be done at the expense of the dignity and personal well-being of others.

One of the goals of the John Dorr program is to explore with students the proper norms of behavior. All discussions of behavior among faculty and students must begin with a common ideal. That ideal is, if not shared by students initially, at least known to them as the foundation on which the philosophy and the goals of the John Dorr program rest. That foundation is the belief that being a positive, energizing, caring force in relationships is the highest and most important gift we can offer one another.

Some behavioral problems must be dealt with at the time of their occurrence by the teachers present at John Dorr. It may be appropriate to discuss such problems with the entire group, members of the group or a specific individual. The purpose of the discussion is to help students to be aware of the ramifications of their actions, explore alternatives and understand the consequences of any repeated behavior. The consequences may be student-initiated or faculty-imposed. Not all actions by students may warrant this approach. Some behaviors may be more onerous than others and deserve a spontaneous reprimand by the teacher present.

Attendance

The principles of respect for others and responsibility for individual actions also apply to school attendance. Horace Mann School's policies regarding absences, attendance and dismissal are intended to ensure the safety of students, employees and visitors. Students benefit when instruction is sequential and uninterrupted. Students also show respect for teachers by coming to school on time and attending all classes, and parents show respect for the School by helping students meet this expectation.

The School discourages outside appointments for students during school hours. When such appointments are unavoidable, parents must give the School advance notice by phone or with a note to the attendance secretary. The student must sign (or, in the case of the Nursery and Lower Divisions, be signed) in and out. At no time should parents or students assume that it is appropriate for students to miss any portion of the school day or overnight trips to the John Dorr Nature Laboratory for outside activities without the express consent of the Division Head and Head of School to do so.

While absences for short-term illnesses and the occasional appointment are understandable, we are a School that values a student's consistent participation throughout the year. The School reserves the right to cancel any student's enrollment contract wherein the

cumulative number of late arrivals, early dismissals and absences, excused or unexcused, is deemed counterproductive to the teaching-learning experience. Absences during any given school year may preclude a student from being promoted to the next grade level and, in some cases, may preclude the issuing of an enrollment contract for the following year. Promotion and the decision to issue an enrollment contract are at the sole discretion of the School.

In those instances wherein a serious, long-term medical concern presents for an enrolled child, the child's parents are to contact their child's Grade or Class Dean or Division Head for further guidance. Additional information can be found in the Medical/Psychological Leave section of this *Handbook*. Please consult the Upper Division portion of this section for additional information about absences and the awarding of credits.

Horace Mann School recognizes the diversity of religious traditions represented among the students of the school and the value such diversity adds to the educational program. As such, the School respects the religious practices of its students and is committed to providing reasonable accommodations for religious obligations. If an accommodation is believed necessary, students and/or parents should speak with the employee responsible for each class or program.

Nursery Division

The Nursery Division classroom arrival begins at 8:40 am. The School expects children to be in their classrooms and ready to start the school day by 9:00 am for full-time students and 8:45 am for the morning Threes. (12:15 pm for the afternoon Threes class) Dismissal is between 2:50 pm and 3:00 pm, Monday through Friday. Dismissal for the morning Threes is at 11:30 am.

Lower Division

Lower Division teachers are available in their classrooms beginning at 8:20 am. Classes begin at 8:40 am. The Lower Division regularly dismisses students at 3:15 pm Monday through Friday.

Middle Division

In the Middle Division, classes begin at 8:25 am and all students are expected to remain at school from the time of their arrival until dismissal at 3:15 pm. Parents/Guardians who require exceptions must make written requests to the Middle Division Office and students must sign out in the office before leaving.

Note: For students in Nursery, Lower and Middle Divisions, a student who is leaving early or who is ill must be picked up by a parent or an adult designated by the parent. During school hours a student cannot be dismissed via Uber or any car service in the absence of an adult in the Uber other than the driver.

Upper Division

Upper Division classes begin at 8:25 am daily. Dismissal is at 3:50 pm on Monday and Thursday and 3:15 pm on Tuesday, Wednesday and Friday.

Absence/Lateness: When a student is absent or late from school, a parent or guardian must report the reason for the absence by telephone to the Attendance Office before 10:00 am.

Signing out: A student may not leave school before the end of the student's last class unless a note has been delivered or a call has been made to the Attendance Office from a parent or guardian stating the reason for the early dismissal. The student must then **SIGN OUT** at the Attendance Office before leaving.

All absences and lateness will be recorded as unexcused unless the above procedure is followed.

Unexcused Absences and Lateness

Any student who was absent from a class and was not excused will be notified through the student's Horace Mann e-mail account and asked to explain the absence immediately.

- For the first unexcused absence, the student will spend two periods in Study Hall.
- For the second unexcused absence, the student is required to spend five days in Study Hall, which includes all free periods each day, with the exception of one period for lunch.
- For the third unexcused absence, the student is required to spend ten days in Study Hall, including all free periods, with the exception of one period for lunch.
- After the third unexcused absence, the student will go before the Honor Council.
- Five instances of lateness, of over ten minutes, to a class are equivalent to one unexcused absence for that class.

Unexcused absence from Study Hall is a serious matter that will be addressed by the Honor Council.

Total Absences—Excused and Unexcused

When in one semester the number of absences for any reason is equal to or greater than fifteen in any course (eight in a half credit course), a meeting with the teacher, advisor and grade dean will be called in order to determine whether credit can be given for that course. Then a meeting with the family will be called to talk about the problem and possible solution. Before credit is granted, reasons for the absences and the extent to which missed work has been satisfactorily made up must be evaluated.

Athletics

*Interscholastic athletics at the Horace Mann School is a component of the physical education program where credit is given for completion of a sport season. Therefore, all policies governing academic requirements shall be extended to athletics. **Choosing to participate on an athletic team is a personal choice requiring a full commitment and sacrifice to attend all scheduled practices and contests.*** The athletic department recognizes that each student should have the opportunity for a broad range of experiences in the area of extracurricular activities, however, students need to recognize that absences from practices will hinder skill development and physical conditioning, as well as jeopardize team unity. Time missed from practice or contest inherently will influence an athlete's performance, and potentially playing time and/or position with the team.

Athletes have a responsibility to do everything they can to avoid conflicts. This would include being cautious about belonging to too many activities where conflicts are bound to occur.

ALL absences from a practice or a contest will be recorded. Athletes and parent/guardian(s) will receive an email notice from the Attendance Office on the day following an unexcused athletic absence.

Total Absences – Excused and Unexcused

If an athlete misses a total of 3 practices or contests, for any reason, a meeting with the coach and the seasonal associate athletic director will be called to talk about the problem and possible solution.

Dismissal

Nursery and Lower Divisions

The Nursery Division dismisses students only to an authorized escort or a scheduled bus. If there is a temporary change in dismissal plans, such as a playdate with a child/ren from another family or a new person temporarily picking up, a parent must submit a signed Playdate/Temporary Pick-Up Authorization Form to the child's teachers. Parents must fill out an addendum and submit it to the office to make changes to their permanent authorized pick up list. Children will not be dismissed early to attend extracurricular after school activities.

The Lower School first dismisses students going home by bus, followed by those traveling by car. Parents should join the car line that begins at the south side of our driveway and goes down the hill toward Manhattan College. If on foot, parents should pick their children up on the patio at the entrance to the Lower Division. Children will be dismissed only to an authorized adult or student of high school age or older.

Lower Division teachers escort students to the school buses. If picked up for an early dismissal, Lower Division students should meet the escorting adult in the main office. Each child must be signed out. When a family arranges a play date with a child(ren) from another family in

the Lower Division, parents of *both* (or all) the children must submit a play date note to the children's teachers.

Middle Division

The School dismisses Middle Division students at 3:15 pm. Buses depart from Tibbett Avenue, north of 246th Street. Middle Division students may remain on campus after dismissal to work in the Homework Center, attend or participate in an athletic or performance event, to use the library or to participate in a club or activity supervised by an adult. The late bus departs daily at 6:00 pm.

Upper Division

Except for "open campus" privileges, students may not leave school before the end of their last class. The School will not dismiss students early without a parent phone call or written parental request. Upper Division buses depart from Tibbett Avenue, north of 246th Street. The late bus departs daily at 6:00 pm. Students and parents are responsible for travel arrangements after 6:00 pm.

Upper Division students may leave campus during free periods in the school day. Students assume full responsibility for their personal safety and security when they voluntarily leave campus. As they leave school during the day, students must 'swipe out' at appropriate stations on campus. The School strongly advises students to exercise caution if they go off-campus. The School also urges students not to drive their cars during the school day. Upper Division students may remain on campus after dismissal only for an athletic event, to use the library, or to work on an activity supervised by an adult. The late bus departs daily at 6:00 pm. Only students participating in faculty-sponsored after-school activities such as newspaper activities and performing arts rehearsals may remain on campus after 6:00 pm. Students and parents are responsible for travel arrangements after 6:00 pm.

Lateness

Nursery and Lower Divisions

Children in the Nursery and Lower Divisions are expected to be on time. Parents who drive their children to school must drop them off with ample time to make the transition into school. Lower Division students who arrive at school late for any reason should check in with the main office before going to their classrooms.

Middle Division

In the Middle Division, unexcused lateness, including lateness that is the result of oversleeping and missing the school bus or other scheduled transportation will be recorded on student report cards. Middle Division students who are late must also swipe their ID cards outside of the Public Safety desk in Rose Hall and sign in at the Middle Division Office to

receive a “late slip” for admission to class. It is a student’s responsibility to make up work following lateness. Unexcused lateness to class may affect a student’s grade.

Upper Division

When a student arrives at school later than the start of the student’s first class, a parent or guardian must report the reason for the lateness to the Attendance Office. The student must also sign in at the Deans’ Office immediately upon arrival at school.

Attire

The School expects students to dress appropriately for school and for the season.

Young children need clothing that is comfortable and conducive to active and messy play. Lower Division children should not wear specialized sports attire such as biking shorts, running shorts, tank tops and mesh shirts. Young children should wear clothing that is easy to fasten, allowing for the greatest self-sufficiency. Pants with elastic waists or those that do not require a belt are easiest for children to manage independently. Parents should discourage children from wearing hanging jewelry, slip-on shoes, high platform shoes, long skirts or dresses and full skirts that might get caught on climbing equipment.

Children in the Nursery and Lower Divisions use the stairs throughout the school day. Closed shoes or sneakers are best for climbing, running and negotiating stairs. Nursery and Lower Divisions children go outdoors every day unless it is extremely cold or wet. Children should have appropriate outer garments for up to 45 minutes of outdoor play. Children must wear snow pants and boots when there is snow. Hats, gloves and warm footwear are also important winter wear.

The Lower Division has the following additional clothing guidelines:

- Children should wear sneakers, closed shoes, or sandals with heel straps. Shoes should close securely with ties, buckles, or Velcro and stay on a child’s feet when walking or running. Children should not wear flip-flops, crocs, or sandals without heel straps.
- Children should not wear spaghetti-strap styled tank tops or strapless tank tops.
- See-through mesh shirts and short shorts are not appropriate school attire.
- Students should avoid very short skirts and very long skirts that they could trip on.
- When choosing t-shirts, please make sure the phrases and logos are suitable for school.

In the Middle and Upper Divisions, students are expected to come to school wearing clothing that is neat, clean, in good repair and appropriate for the school day. Shoes need to be

appropriate for the stairs. Hats may be worn to and from school, but not in gymnasiums or theaters and may be worn in class only at the discretion of the teacher.

The Middle and Upper Divisions do not impose a formal dress code. Students, however, are expected to dress in a way that is respectful of the core values and academic purposes of the School. At special occasions, students are expected to dress in accordance with the formality of the event. Excessively revealing shirts or shorts are not permitted; T-shirts with inappropriate images or messages are not permitted. Students who are not properly dressed may be given school clothes to wear, asked to change clothes, or sent home. Students who repeatedly disrespect the expectations of student dress are subject to the disciplinary procedures of the School.

Transportation

School Bus Conduct

Students are expected to maintain standards of good behavior on regular buses to and from school and on school-sponsored field trips.

- Students must be ready for pickup at their assigned departure time.
- Students must wear seat belts and must wait until the bus is stopped before unfastening their seat belts and leaving their seat.
- Students must remain seated properly in their own seats, not hanging out of windows or blocking aisles.
- Throwing objects inside or outside of a vehicle is strictly forbidden.
- Conversation inside the vehicle must be kept at a moderate level.
- Physical aggressiveness in any form will not be tolerated.
- Students may not engage in verbal abuse, teasing, or taunting.
- Younger children are expected to keep their belongings to themselves.
- Neither food nor drink is permitted in any of the vehicles.
- In the Nursery and Lower Divisions, special dismissal arrangements (play dates, etc.) must be made in advance and in writing.
- Contracting for private, on-campus bus pickups is strictly prohibited.

Lower Division Transportation Rules

The Lower Division has a developmentally appropriate supplement to the Bus Conduct rules noted above, including some overlap:

- All children are expected to be ready for pickup at the assigned departure time. Vehicles cannot wait for anyone without inconveniencing the entire route.
- Seat belts must be fastened for the entire duration of the trip. Children should wait until the bus is stopped before unfastening their seat belts.
- Children must remain in their own seats for the entire bus ride.
- Throwing objects inside or outside of a vehicle is strictly forbidden.
- Children are not to speak to people outside the bus or to yell out the windows.
- Conversations inside the vehicle should be kept at a moderate level.
- Physical aggressiveness in any form will not be tolerated. This includes pushing, shoving, tripping, and fighting.
- Children are not to engage in teasing or taunting of any kind.
- Children are expected to keep their belongings to themselves.
- Seating on the bus is at the discretion of the driver.
- No inappropriate use of mobile devices.
- No videotaping or taking photos on the bus.
- Neither food nor drink is permitted on any of the vehicles.
- All playdates must be arranged in advance and require written instructions from a parent.
- Children must be met by an authorized adult.

Driving and Parking Rules for Upper Division Students

Incoming seniors may apply for permission to park within the vicinity of the campus. Students must complete the parking application and upon approval, a parking decal will be issued.

Students will be permitted to park adjacent to Four Acres Field and the north side of West 246th Street (upper Division side) between Cayuga Ave. and Tibbett Avenue. It is important to carefully read NYC Street Signs and to be in compliance with any identified restrictions in the area.

The Director of Public Safety and Horace Mann Public Safety Office staff will monitor student driving and parking behavior. The Director of Public Safety may recommend suspension or revocation of parking privileges based upon reports by Public Safety officers of unsafe driving, illegal parking or other disciplinary violations involving motor vehicles, the Dean of Students may suspend or revoke at will a student's parking privilege. The School assumes no liability or responsibility for any injury, vehicle damage or any other damage incurred or caused by students who drive themselves to School. Driving to school and parking in designated areas are privileges, not the inherent right of any student.

Parking for Parents and Visitors

Parking is at a premium throughout the campus. Public Safety staff is available at all locations to direct traffic and to manage access to the school property.

The Fieldston Community is a private community located within the confines of New York City. Only community members are authorized to park on the private streets. Violators will be towed at their own expense. If you are not sure of where to park, it is important to ask Public Safety officers for appropriate parking directions

Note: We are authorized to use Fieldston Streets, for **visitor parking only**, for ten (10) of our large events each school year. The authorized parking area for those events are located on the north and south sides of West 246th Street between Tibbett Avenue and the Fieldston Road Circle. Public Safety officers will give appropriate directions.

Nursery Division

The curbside in front of the Nursery Division must be kept clear to ensure the safe arrival and departure of all children.

Lower Division

The parking area must be kept clear to ensure the safety of Lower Division students. The School has limited visitor parking. Children may be dropped off and picked up on the school side of Tibbett Avenue only.

Middle and Upper Divisions

The Middle and Upper Division campus has limited visitor parking.

Computer Use

For children in the youngest grades, the Computer Science and Robotics Department's goal is to make sure that all students become familiar and comfortable with available technology. For grades four and five, the Department strives to provide a broad range of cross-curriculum projects.

In the Middle Division, Computer Mastery classes are taught in each grade to insure that each student possesses relevant computer skills throughout their middle division years. These emphasize the value of computers and technology in all academic disciplines as tools for learning. In the Upper Division, a range of introductory and advanced opportunities in computer applications and Computer Science are offered. Each student in the Upper Division is required to enroll in one computer course in the student's four years of high school.

Privacy

The School does not guarantee the privacy of its computers, any personal computer used at school, or their related systems. Students waive any right to privacy when using school computers, personal computers used at school, and their related systems. The School and its authorized representatives may review and disclose all the information that students maintain in its computers, personal computers used at school, or their related systems, whether or not such information relates to the School. Horace Mann's policy regarding off-campus conduct applies to student computer, electronic mail and Internet use at home and elsewhere.

Reporting Violations

In addition to the general rules regarding respect for the property of the School and others, Horace Mann prohibits "hacking" and creating or forwarding computer viruses. Any student who becomes aware of misuse of the Computer Systems should report the matter to their grade dean.

All school disciplinary and other rules—including those that govern respect for others, respect for property, academic integrity and harassment—apply to student use of school computer hardware and software, Internet, electronic mail and related resources and to the use of personal computers while at school.

Horace Mann complies with all existing copyright and computer use laws by providing legally owned copies of all software for student use. Students may not violate trade secret and copyright laws by unlawfully copying or distributing copyrighted material such as software, database files, or music.

Middle Division Computer Use Agreement

In the Lab

- I will not bring any food or drink into the computer room
- I will work quietly and I will not disturb others in the room.
- I will not touch anyone else's computer, mouse or keyboard.
- I will not connect, disconnect, move or adjust any equipment.

In the Library

- I will not play any games on the computers in the library.
- I will not use personal e-mail except with permission from a librarian.

Using the Computer

- I will not tell anyone my network or e-mail password or give anyone access to my files.
- I will not ask for or attempt to discover anyone else's password or attempt to access anyone else's files.
- I will not copy any software or run any software the School has not provided for my use.
- I will not print more than two copies of any document. I will use a copier (not a printer) to make multiple copies.
- I will not use a computer to plagiarize work of any kind.
- I will play only approved games during posted game periods.

Using Electronic Mail and the Internet

- I will use the e-mail system carefully and responsibly. I will not post messages that are insulting, demeaning, offensive or inflammatory.
- I will show respect for others in all of my electronic communications, whether posted in public conferences or sent by private mail.
- I will not post any messages in a public conference until I have read all of the messages already in that conference.
- I will use the Internet for educational purposes and my use will comply with all school rules of conduct.
- I accept responsibility for any abuse or misuse of my network or e-mail account.
- I will be aware of and comply with all posted and published rules of personal conduct and computer use.
- I understand that if I break this agreement, I may lose my computer privileges and I may be subject to additional disciplinary action by the School.

Lower Division Acceptable Use Policy for All Technology and Mobile Devices

The adults at Horace Mann understand and celebrate that media and technology are a huge part of children's lives. We embrace technology and as technology changes, adults and children need to learn together about new possibilities and concerns. We want to help you learn and grow safely while we continue exploring the many ways that technology can help or harm our relationships with each other. We know that mistakes can happen and that they are part of growing up, so we ask that above all, kindness and responsibility come first in all you do at Horace Mann. We are committed to supporting your healthy use of technology for learning and growth, and our goal is to teach all our children to be safe, kind, and responsible digital citizens.

All students agree to the following:

- I will keep myself safe online by only sharing personal information like my name, address, age, location, and passwords with my teacher and/or my parents.
- I agree to tell my parents and/or teachers if I see something online that is inappropriate or makes me feel upset, sad, or uncomfortable.
- When possible, I will ask my teacher and/or parents for permission before viewing anything online or on someone else's mobile device. When this is not possible, I will think carefully before viewing anything online.
- I will not be hurtful to anyone online, by using my computer, phone, iPad, or any other mobile device. This includes sending inappropriate or unkind text messages, pictures, or videos.
- All mobile devices will remain in my cubby, locker, or backpack during the school day.
- I will not take or post online photos or videos of anyone at any time without their permission.

Lower Division parents and students are required to review and sign this policy each year.

Student Harassment/Bullying Policy

Students have the right to feel safe and respected, and to work and learn in an environment that is free from harassment/bullying. This policy applies to all campuses of the School, all school-sponsored and affiliated trips and events, on transportation to or from School or a School-affiliated event, and to the use of communication devices, whether School or student owned. It applies to harassment/bullying between students, and between Employees/Other Adults (as defined herein) and students. In addition, the School reserves the right to discipline those in the School community who engage in harassment/bullying of other School community members at any location or time, if such harassment/bullying causes a substantial disruption to the school community. This, even if inappropriate speech or behavior originates off-campus, if it comes to the attention of School staff, appropriate action will be taken to maintain a safe and respectful learning environment at the School. With respect to interaction between a School employee and students, this Policy applies at all times and all locations.

For purposes of this policy, the term "Employee" includes all individuals employed by the School including but not limited to teachers, administrators, and staff, including full and part-time athletic department staff. "Other Adults" include volunteers, employees of a contracted services provider, parents and legal guardians of School students, and visitors to the School. The School prohibits all forms of harassment/bullying as defined herein, whether such harassment takes the form of physical, verbal or electronic interaction. Prohibited behavior includes those commonly recognized as bullying, hazing, sexual harassment, and sexual assault. All are prohibited by this Policy.

Definitions of Harassment/Bullying

Harassment/Bullying is the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (A) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (B) reasonably causes or would reasonably be expected to cause a student to fear for the student's physical safety; or (C) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (D) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse's effects might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, other physical characteristics, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. Prohibited conduct includes, but is not limited to: epithets, slurs, quips or negative stereotyping that relate to any of the categories above. This list is not all-inclusive. Other unwelcome acts of an offensive nature may also constitute harassment/bullying.

Harassment/Bullying includes sexual harassment and sexual assault. Sexual harassment may include unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Examples of the type of behavior that may constitute sexual

harassment include demands for sexual activity; sexual flirtations, advances or propositions; sexual innuendoes or suggestive jokes; comments of a sexual nature to describe an individual or an individual's body; unwelcome physical contact such as touching, pinching or brushing the body; any type of coerced sexual activity including sexual abuse; displays of sexually suggestive objects or pictures; obscene gestures or materials, spreading rumors of a sexual nature, leering, making sexual gestures simulating sex acts or sexual contact. This list is not all-inclusive. Other unwelcome acts of an offensive nature may also constitute sexual harassment/bullying. Sexual harassment can occur between individuals of different genders or individuals of the same gender. Sexual harassment may be found in a single incident or in a series of incidents. It can involve a one-on-one situation or a group situation. Both adults and children can be harassed or be the harasser. Sexual assault includes intentional physical contact with a sexual or intimate part of the body without consent. It includes various forms of sexual intercourse, as well as lesser forms of sexual touching. Sexual or intimate body parts include, but are not limited to, breasts, buttocks, genitals and upper thighs. Lack of consent occurs when one is physically forced or verbally intimidated into doing something sexual, or submitting to a sexual act, or when one has explicitly indicated a lack of consent, or when the circumstances make it clear that consent has not been given. It can also occur when someone is too intoxicated to say "no" or resist, or has fallen asleep and can therefore not consent. In addition, it may occur in other situations in which someone is deemed to be physically or mentally incapable of giving valid consent, whether due to the use of intoxicants or any other reason. In addition, lack of consent occurs when one of the persons involved in the sexual act is under 17 years of age. Children under 17 in the State of New York cannot legally consent to having sex or sexual contact with an adult. Therefore, any sexual contact between a student under 17 and an adult is a crime that will be reported to the police. Any sexual or romantic conduct between a School employee and a student is expressly prohibited and is considered sexual abuse by a staff member. Please refer to the protocol on reporting child abuse of students by staff on page 84.

Harassment/Bullying includes hazing. Hazing may include any activity expected of someone joining a group, grade, or the school itself, or expected of someone to maintain status in a group, grade, or the school that humiliates, degrades, or risks emotional and/or physical harm to the individual or the Horace Mann community, regardless of the individual's willingness to participate, and regardless of its intended result or effect.

Harassment/Bullying may include certain components:

- Intentional. The bully means to hurt your child, it is not an accident.
- Harmful. Bullying can cause physical and/or emotional harm.
- Repetitive. Not usually a one-time occurrence; children are often targeted due to the fact that the bully thinks they won't take action against them.
- Imbalance of Power. The bully usually has a source of power over the child they choose to bully. It can be age, size, strength or social status.
- These components need not be present for harassment/bullying to occur.

Students and parents should be aware that there are different types of harassment/bullying. The most common are:

- Physical threats such as hitting, shoving, spitting or punching
- Verbal bullying such as name calling, threats, spreading rumors or lies
- Social exclusion that purposely leave the child out of activities, team sports, birthday parties.
- Cyberbullying that occurs through a cell phone or internet.

Other examples may include, but are not limited to:

- Hazing
- Pushing, elbowing, poking, tripping, sitting on, kicking, or hitting
- Threatening another with physical harm
- Damaging, hiding, taking of property
- Calling someone offensive or demeaning names
- Making jokes involving offensive stereotypes
- Texting, whether individually or as a group, offensive, demeaning, embarrassing, or threatening comments or images
- Creating fake web pages or fake profiles or assuming another's identity in any social media context to create content likely to cause embarrassment or concern
- Spreading hurtful rumors verbally or on-line

The School requires all members of the Horace Mann community to report all incidents of harassment/bullying, regardless of who the offender may be. The School will take prompt, reasonable action to prevent, investigate and remedy harassment/bullying. Reports should be made as soon as possible following an incident(s) so such violations can be effectively investigated and addressed. However, there is no time limit on when such a report may be made, and whenever it is made, it will be fully investigated and addressed to the best of the School's ability at the time.

The School's Administrative Council is responsible for receiving, responding to and investigating harassment/bullying complaints with coordination and direction provided by the Head of School. In addition to the Administrative Council, complaints under this policy can be made to the Chair of the School's Board of Trustees or the Chair of the Audit Committee (each, a "Designated Trustee") in accordance with the procedures set out in the School's Whistleblower Protection Policy (Appendix 2 of this Handbook). If a complaint is brought to a member of the School's Administrative Council under this policy, the member of the School's Administrative Council must alert the Head of School. Additionally, if a complaint is brought to a Designated Trustee in accordance with the procedure set out in the Whistleblower Protection Policy, the Designated Trustee will notify the Head of School. A list of members of the School's Administrative Council and the names of the Designated Trustees can be found in this Handbook and in the online and printed Directory. If a student reports an incident of harassment/bullying to a faculty or staff member with whom they feel comfortable, such faculty or staff member is

required to bring such a complaint immediately to a member of the School's Administrative Council.

The School will not retaliate against any individual who submits a complaint under this Policy in good faith, or who assists in providing information about a complaint or participates in an investigation pursuant to this policy. The School will take disciplinary action against anyone (including but not limited to the accused individual, as well as their friends and anyone else in the School community who might retaliate on the accused's behalf) who retaliates against a person who makes a report pursuant to this policy. Prohibited "retaliation" includes threats, intimidation, harassment, and any other adverse action threatened, expressly or impliedly, or taken against anyone who reports a violation or suspected violation of this policy or who participates in an investigation of a complaint.

Reporting Harassment/Bullying by Students

Any student who believes that the student has been or is being harassed/bullied by a student or who has witnessed an incident of harassment/bullying by a fellow student should take the following steps to report the incident:

- Speak to the offender directly, if comfortable doing so, and request that the harassment/bullying stop. Please note that although Horace Mann School believes that many disagreements among students can be successfully resolved by both parties focusing on Horace Mann School's Core Values of mutual respect and mature behavior, in instances of harassment/bullying, including sexual harassment, reports must be made to a faculty or staff member with whom the student is comfortable (such individual will then report to a member of the Administrative Council), a member of the School's Administrative Council, or to a Designated Trustee.
- If the student is uncomfortable with speaking directly to the person or if the harassment/bullying does not stop, report the incident to a faculty or staff member with whom the student is comfortable (such individual will then report to a member of the Administrative Council), a member of the School's Administrative Council, or to a Designated Trustee.

Any Employee or Other Adult who believes that a student has been or is being harassed/bullied by another student, has witnessed an incident of harassment/bullying by a student, or has been told by a student that the student has been or is being harassed/bullied by another student must:

- Report the incident to a member of the School's Administrative Council; or
- Report the incident to a Designated Trustee.

Reporting Harassment/Bullying By Employees or Other Adults

Any student who believes that the student has been or is being harassed/bullied by an Employee or Other Adult or that the student has witnessed an incident of harassment/bullying by an Employee or Other Adult, must take the following steps to report the incident:

- Report the incident to a faculty or staff member with whom the student is comfortable (such individual will then report to a member of the Administrative Council); or
- Report the incident directly to a member of the School's Administrative Council; or
- Report the incident to a Designated Trustee.

Any Employee or Other Adult who believes that a student has been or is being harassed/bullied by an Employee or Other Adult, has witnessed an incident of harassment/bullying by an Employee or Other Adult, or has been told by a student that the student has been harassed/bullied by an Employee or Other Adult must promptly report the incident to a member of the School's Administrative Council or to a Designated Trustee.

Romantic or sexual relationships between Employees or Other Adults and students are expressly prohibited. Such relationships are considered sexual abuse and should be reported as indicated in the protocol on reporting child abuse of students by staff. Please refer to page 84.

Nothing herein is intended to prohibit or discourage any student, Employee, or Other Adult from reporting outside the School to law enforcement in the event they believe a crime has been committed. Individuals may, in addition to participating in the School's complaint procedure herein, pursue the individual's rights with an outside agency, governmental entity, or legal counsel.

Investigations

After receiving a complaint, the Head of School, member of the School's Administrative Council, or a Designated Trustee will determine whether further investigation is required. A prompt, thorough, and impartial investigation will ensue by a member or members of the Administrative Council, a Designated Trustee, outside counsel, or an independently appointed investigation firm. The investigation may include interviews of the complainant, the alleged offender and others. It may also include other methods, such as viewing emails, text messages, photographs and social media pages. The investigator may ask the alleged offender to respond to a complaint in writing. Employees, Other Adults, and Students are under a duty to cooperate in any investigation pursuant to this Policy. The reporter, the subject of the report, and any other individuals who the investigator chooses to question will be advised of the prohibition against retaliation for making a complaint and cooperating in an investigation.

The School will attempt to protect the privacy of the individuals involved during any investigation, restricting related information on a "need to know" basis. Although the School cannot guarantee confidentiality, Horace Mann School will not reveal the name of a person who complains about harassment/bullying without that person's permission, whenever possible.

Discipline

If the School determines that this policy prohibiting harassment/bullying has been violated, the School will take disciplinary action against the offender. Such action may include, but is not limited to: a verbal warning to the offender and referral of the case to the School for regular disciplinary procedures. Discipline may include, but is not limited to, suspension or expulsion for students, and, for Employees and Other Adults, probation, suspension or termination of employment if applicable. If the offender is not a School student or Employee, the School will follow-up with other remedial action to ensure that the harassment/bullying ceases. The Guidance Department also receives notice of all cases involving harassment/bullying by students and may require counseling when appropriate. In addition to disciplinary action with regard to the perpetrator, the School will consider what, if any, remedial measures should be taken with regard to the School as a whole to prevent similar offenses from occurring in the future.

If any Employee, Other Adult, or student fails to report when they believe that a student is being harassed/bullied, when they have witnessed an incident of harassment/bullying pursuant to this policy, or when they have been told by a student that the student has been or is being harassed/bullied, or any Employee, Other Adult, or student who fails to cooperate in an investigation of an allegation pursuant to this policy, such individual may be subject to discipline.

Employees, Other Adults, and students may not knowingly or maliciously accuse another person falsely of harassment/bullying. Anyone who knowingly or maliciously makes a false report pursuant to this policy is subject to disciplinary action.

Recordkeeping

The School will maintain records of complaints of harassment/bullying, any subsequent investigation, and disciplinary action if applicable. Access to these files is strictly limited.

Training

Horace Mann offers instruction and training to all members of the School community on issues of harassment/bullying and the School's related policies. This training generally occurs through meetings, workshops and videos. The School also notifies all incoming students and employees of this policy as well as all Other Adults who will interact with students. In addition, all members of the School's Administrative Council and the Designated Trustees receive training about identifying harassment/bullying and applying the appropriate investigative and remedial techniques.

Designated Trustees and Members of Administrative Council

The following trustees and employees are primarily responsible for receiving, responding to, and investigating harassment/bullying complaints under the direction of the Head of School.

Designated Trustees

Laurence Grafstein
Robert Owens
Mariko Zeitlin

Marinés Arroyo
Jason Caldwell
Gordon Jensen
Adam Kenner
Javaid Khan

Deena Neuwirth
Canh Oxelson
Melissa Parento
Markell Parker
Candice Powell-Caldwell

Administrative Council

Thomas M. Kelly
Robert Annunziata

Jessica Levenstein
Michael McCaw
Lisa J. Moreira

Glenn Sherratt
Edward L. Sinclair, Jr.

Note: Contact information for the Designated Trustees can be found in the School's Whistleblower Protection Policy provided in Appendix 2 of this *Handbook*. Contact information for School employees can be found in the School's online or printed directory. In addition, school personnel can be reached by contacting the switchboard operator at (718) 432-4000.

Mandatory Reporting Procedures for Child Abuse and Maltreatment by Parents and Legal Guardians

Under New York State Social Services law and the Family Court Act, all school officials must report suspicions of child abuse and maltreatment when they have reasonable cause to suspect that a parent or legal guardian of a child coming before them in their official or professional capacity has abused or maltreated the child. School officials include but are not limited to, teachers, coaches, guidance counselors, school psychologists, school social workers, school nurses, and administrators.

Mandated reporters at the School are not required to seek the consent or approval of their supervisor or anyone else at the School before making a call to the State Central Register of Child Abuse & Maltreatment (the "SCR"). The School's Administrative Council, deans, guidance counselors, social workers, and psychologists are all available, however, to support, consult, and collaborate with the mandated reporter throughout the process of making a report to the SCR, including providing assistance in determining whether a concern is reportable.

The law provides that a mandated reporter who has reasonable cause to suspect abuse or maltreatment as described herein and in the law must *personally* make a report to the SCR, and notify the Head of School that a report has been made.

Definitions:

An "abused child" is a child less than 18 years of age whose parent or other person legally responsible for the child's care:

- 1) Inflicts or allows to be inflicted upon the child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ, or
- 2) Creates or allows to be created a substantial risk of physical injury to such child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ, or
- 3) Commits a sexual offense against the child or allows a sexual offense to be committed. Such sexual offenses are described in the New York State Penal Law and include but are not limited to sexual misconduct, rape, criminal sexual act, forcible touching, persistent sexual abuse, sexual abuse, aggravated sexual abuse, course of sexual conduct against a child, female genital mutilation, facilitating a sex offense with a controlled substance, promoting prostitution, incest, or allowing a child to engage in a sexual performance (pornography).

The term injury includes but is not limited to bruises, welts, broken bones and other serious injuries, injuries which cause or would be likely to cause protracted impairment of physical or emotional health, and injuries which create a substantial risk of or cause death.

A "neglected child" is a child under 18 years of age whose physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of the child's parent or other person legally responsible for the child's care to exercise a minimum degree of care:

A) in supplying the child with adequate food, clothing, shelter, education, medical, dental, optometrical or surgical care, though financially able to do so or offered financial or other reasonable means to do so: or

B) in providing the child with proper supervision or guardianship, by:

1. unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the infliction of excessive corporal punishment; or
2. by misusing a drug or drugs; or
3. by misusing alcoholic beverages to the extent that the individual loses self-control of the individual's actions; or
4. by any other acts of a similarly serious nature requiring the aid of the Family Court; or

C) by abandoning the child.

Procedure:

- A mandated reporter who has concluded, based on what the mandated reporter has observed or been told, combined with the mandated reporter's training and experience, that the mandated reporter has reasonable cause to suspect that harm or imminent danger of harm to a child could be the result of an act or omission by the child's parent or other person legally responsible for the child, must report their suspicions to the SCR.
- **The toll free mandated reporter hotline for the SCR is 1-800-635-1522.** The mandated reporter should ask the SCR specialist for the "Call I.D." number assigned to the report they made if a report is registered.
- In addition to the requirements of New York State law as set out herein, certain School employees, volunteers, and other adults are Required Reporters (as defined in the School's Policy on Mandatory Reporting of Child Abuse of Students by School Employees, Volunteers, or Other Adults in an Educational Setting) of child abuse in an educational setting under the New York State Education Law. Additionally, the School expects all employees, volunteers, other adults, and students to report any incidents of child abuse even if they are not considered mandated reporters under the relevant laws.

- The Head of School or the Head of School's designee must be notified, either in consultation before a call is placed, or promptly thereafter.
- The Head of School and the Head of School's designated representatives are responsible for subsequent information and follow-up necessitated by the call.
- The Head of School or the Head of School's designee will decide if, and by whom, the student and/or family may be contacted prior to or following the report.
- If the reporter, the Head of School, or the Head of School's designee believes that the release of the child to the family will place the child in imminent danger of harm, an immediate call should be made to 911, so that the police can ensure the safety of the child.
- If a child lives in a state other than New York, the mandated reporter should make a report to the SCR as outlined above, but should also notify the Head of School or the Division Head who will determine if an additional report must be made in the other state.
- Within 48 hours after the call to the SCR, the Head of School, Division Head or a designated representative must prepare a written report using form LDS-2221-A.
- If after a report has been made to the SCR regarding a specific child, any further information that leads a mandated reporter to have reasonable cause to suspect further or continued abuse, maltreatment or neglect of the same child, another report must be made to the SCR, following the same guidelines.
- The School will cooperate with law enforcement and child protective services in any investigation related to child abuse and maltreatment under this policy. Such cooperation includes but is not limited to permitting a student to be interviewed at the School and complying with all requests for records made by local Child Protective Services when such records relate to a report made under this policy, and when such requests for records are made in writing. Parental consent is not required.
- Unaccepted Reports: If the report to the SCR is not accepted, the reporter shall document the date and time of the call, as well as the name and telephone number of the SCR staff person who took the call. A copy of this information should be placed in the child's confidential record.

Failure by mandated reporters to report reasonable suspicions of abuse and maltreatment is punishable as a Class A misdemeanor which can result in a penalty of up to a year in jail, a fine of up to \$1,000, or both. Failing to report may also result in a civil lawsuit for monetary damages. Additionally, such failure is a violation of School policy and therefore will subject a mandated reporter to discipline up to and including termination.

John Dorr Nature Laboratory ("Dorr")

School employees at the Dorr campus are also considered mandated reporters of abuse and neglect under Connecticut law.

- Dorr employees must report or cause a report to be made when, in the ordinary course of their employment or profession, they have reasonable cause to suspect or believe that a child under the age of 18 has been abused, neglected or is placed in imminent risk of harm. Connecticut requires reports of abuse perpetrated by any party, including persons who were not parents or guardians of the child. This includes situations when the alleged

perpetrator is a school employee (note that any allegations of abuse by a school employee must also be reported under the Policy Regarding Abuse of Students by School Employees).

- Definitions - Child abuse occurs where a child has physical injury inflicted upon the child other than by accidental means, has injuries at variance with the history given of them, or is in a condition resulting in maltreatment, such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment. Child neglect occurs where a child has been abandoned, is being denied proper care and attention physically, emotionally, or morally, or is being permitted to live under conditions circumstances or associations injurious to the child's well-being.
- Mandated reporters at Dorr must report orally to the Department of Children and Families' (DCF) hotline or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected and must submit a written report within 48 hours of making the report. The mandated reporter must also notify the Head of School (unless the Head of School is the object of the allegation).
- The Connecticut DCF call line is **1-800-842-2288**. The Head of School will decide whether to make a report to the New York SCR in addition to DCF.
- The Head of School or the Head of School's designee will decide if, and by whom, the student and/or family may be contacted prior to or following the report. If the reporter, the Head of School, or the Head of School's designee believes that the release of the child to the family will place the child in imminent danger of harm, an immediate call should be made to 911, so that the police can ensure the safety of the child.

Any School employee at any Horace Mann campus who is not a mandated reporter pursuant to the law must report any suspicions of child abuse and neglect under this policy to the employee's supervisor. The supervisor must bring the report to the Head of School or the Chair of the Board of Trustees. Any members of the Horace Mann community who are non-mandated reporters, including parents and students, may make a report of child abuse or maltreatment by calling the New York State general public hotline at: 1-800-342-3720 or in Connecticut to the DCF call line at 1-800-842-2288.

As provided by law, the School will not take retaliatory personnel action against any employee who believes that the employee has reasonable cause to suspect that a child is an abused or maltreated child and then makes a report to the SCR or to DCF in accordance with the law.

All School employees will receive periodic live training as part of their employment with the School.

The mandatory reporting procedures for child abuse and maltreatment set forth in this policy apply at all School campuses, as well as off-campus for school-sponsored trips, extra-

curricular activities, and events. If you have any questions about this policy, please contact the Head of School.

Policy on Mandatory Reporting of Child Abuse of Students by School Employees, Volunteers, or Other Adults in an Educational Setting

Students have the right to feel safe and respected, and to work and learn in an environment that is free from abuse. The School prohibits all forms of abuse as defined herein. For purposes of this policy, the following definitions apply:

- "Employees" includes any person who receives compensation from the Horace Mann School (the "School"), or any person who has duties that involve direct student contact and either receives compensation from any contractor that transports the school's students or is employed by a contractor and placed within the school as part of a public assistance employment program. Employees include but are not limited to all teachers, administrators, and staff.
- "Volunteers" include any person, other than an employee, who has direct contact with students and provides services to the school, or provides services to any contractor that transports the school's students.
- "Other Adults" include employees of a contracted service providers who are not considered Employees of the School, parents and legal guardians of School students, and visitors to the School.
- "Educational Setting" includes School grounds, School buses or other vehicles that transport students to or from school, all extracurricular activity sites, all co-curricular sites, including field trip sites, as well as any other location where an Employee or Volunteer had direct contact with a student. Note that this definition includes any location where direct contact is made between an Employee or Volunteer and a student. Therefore, any location where an Employee or Volunteer is alleged to have abused a student will qualify as an Educational Setting.
- "Required Reporters" include the School's teachers, administrators, nurses, guidance counselors, psychologists, social workers, board members, licensed and registered physical therapists, licensed and registered occupational therapists, licensed and registered speech pathologists, teacher aides, resource officers, bus drivers or other school personnel that are required to hold a teaching or administrative license or certificate.

Definition of Abuse

"Abuse" shall mean any of the following acts committed by an Employee, Volunteer, or Other Adult against a child in an Educational Setting:

(a) acts that create a substantial risk of physical injury to a student; (b) acts that inflict physical injury to a student; (c) acts that qualify as child sexual abuse prohibited by the New York Penal Laws, including but not limited to sexual touching, sexual assault and sexual intercourse with a student under the age of 17; or (d) sending or showing, or attempting to send or show, a student

“indecent materials” as defined by the New York Penal Law, including but not limited to materials that depict human genitals and sexual conduct.

Notwithstanding the foregoing, any sexual or romantic conduct between a School Employee, Volunteer, or employee of a contracted service provider who is not considered an Employee and a current School student, even if the student is 17 or older, and even if consented to or welcomed by the student, is strictly prohibited and will result in dismissal of the adult involved.

Procedures for Reporting

The School requires all Employees, Volunteers, Other Adults, and students who receive an oral or written allegation of child abuse in an educational setting to submit a report. All reports should be made to the Head of School in accordance with the below procedure. If the alleged abuser is the Head of School, reports should be made to the Chair of the Board of Trustees.

Required Reporters must report by promptly completing a Child Abuse in an Educational Setting Confidential Report of Allegation. This form is available from any employee or member of the Board of Trustees. In particular, copies of this form can be picked up at the School psychologists' offices, the School nurses' offices, the offices of School Division Heads, or the Head of School's Office. The Required Reporter must personally deliver a copy of the written report to the Head of School (or the Chair of the Board of Trustees if the Head of School is the alleged abuser). Note that Required Reporters must report if an Employee or Volunteer of any school (even if not Horace Mann School) is alleged to have abused a student in an educational setting.

School bus drivers and other employees of a person or entity which contracts with the School to provide transportation, who receive an oral or written allegation that a child has been subjected to child abuse by an Employee or Volunteer in an Educational Setting, shall promptly report or cause a report to be made to his or her supervisor employed by such contracting person or entity. The supervisor must then promptly complete the form attached hereto and must personally deliver the report to the Head of School.

Other Employees (that are not Required Reporters under the law), Volunteers, Other Adults, and students must immediately take one of the following steps to report the incident:

- Notify, verbally or in writing, the Head of School immediately.
- Report the incident to the Chair of the School's Board of Trustees or the Chair of the Audit Committee (each a "Designated Trustee") in accordance with the procedures set out in the School's Whistleblower Protection Policy (Appendix 2 of this Handbook); or
- Report the incident to Laura Kirschstein, Esq. of T&M Protection Resources LLC at (212) 916-8852 or via email at lkirschstein@tmprotection.com.

If a report is brought to a Designated Trustee or to Laura Kirschstein, Esq., it will then be brought to the attention of the Head of School (who must also notify the Board of Trustees). If

the Head of School is the subject of the allegations, the Board of Trustees should be notified directly.

After the Head of School receives the written report of child abuse in an educational setting and determines that there is reasonable suspicion to believe that an act of child abuse occurred, the Head of School must:

- (1) Notify the child's parent(s)/guardian(s) that an allegation of abuse was made and provide them with a written statement setting forth parental rights, responsibilities and procedures;
- (2) Where the source for the report is someone other than the victim child or parent/guardian, ascertain from the person making the report the source and basis for such allegation;
- (3) Forward the report to the appropriate law enforcement authorities, which shall include the New York City Police Department and/or the Bronx County District Attorney. Where the alleged incident of abuse has occurred in a location other than Bronx County, the appropriate law enforcement authorities in that location will also be notified.

Upon receiving a complaint or report under this Policy, the Head of School must alert the School's Board of Trustees. Additionally, when the Head of School forwards a written report of child abuse to law enforcement authorities, the Head of School must also refer the report to the Commissioner of Education where the alleged abuser holds a certification or license issued by the department. If the alleged abuser is an employee or volunteer of a different school than Horace Mann School, the written report of allegations must be promptly forwarded by the Head of School to the school administrator of the alleged abuser's school.

To the extent the School conducts its own investigation of a complaint brought under this policy, care will be taken such that the School's investigation is separate from any investigation by law enforcement and that the School's investigation does not interfere with the investigation by the authorities.

Immunity and Penalties

Any Required Reporter, Volunteer, or a supervisor who is employed by a person or entity that contracts with the School to provide transportation, who reasonably and in good faith makes a report of child abuse in accordance with New York Education Law 23-B, will have immunity from any civil liability which might otherwise result because of his or her actions.

Willful failure of a Required Reporter to prepare and submit a written report of an allegation of child abuse or the willful failure of the Head of School to submit a written report of child abuse to law enforcement as required, may be a Class A misdemeanor. Additionally, failing to report may result in a civil penalty or a civil lawsuit. Such failure is also a violation of the School's policy and therefore may subject an individual required to report under this policy to discipline up to and including termination. Failure to report by Employees (who are not Required Reporters under the law), Volunteers, or Other Adults may subject such individual to

discipline including but not limited to termination of employment for Employees, termination of the relationship with the School or other remedial action in the School's discretion for Volunteers or Other Adults.

The School will not retaliate against any person who submits a report under this Policy in good faith, or who assists in providing information about a report or participates in an investigation pursuant to this Policy.

Records and Confidentiality

Written reports pursuant to this policy, materials and photographs related to child abuse reports generated by schools are to be treated confidentially, and may not be disclosed except to law enforcement authorities investigating the abuse, under express legal authority or in response to a subpoena. Unauthorized, willful disclosure can constitute a misdemeanor offense.

If a written report of child abuse does not, after investigation, result in a criminal conviction of the alleged abuser, then the report must be expunged from any record kept by the School within five years from the date the report was made.

Mandated Reporting of Child Abuse and Maltreatment by Parents and Guardians

If there is an allegation of abuse by a parent or legal guardian with respect to their own child, the School's Mandated Reporting Procedures for Child Abuse and Maltreatment will also apply. This policy can be found on page 79.

Other Prohibited Conduct

Studies have shown that certain adults "groom" children over a period of time to target them for potential sexual abuse. Accordingly any act of abuse that occurs within 4 years of a student's attendance at, or graduation from, Horace Mann is prohibited by the School and will result in dismissal of the adult involved even if it does not qualify as Abuse under this Policy. Any abuse by an Employee, Volunteer, or Other Adult against a minor anywhere, including but not limited to a visitor to our campuses or a School-sponsored or affiliated trip or event, a sibling of a School student, etc. is further problematic. Additionally, any abuse by an Employee, Volunteer, or Other Adult against a current student at any primary or secondary school (even if the student is 17 or older, and even if consented to or welcomed by the student) is problematic and may result in dismissal of the adult involved even if it does not qualify as Abuse under this Policy.

Discipline

If it is determined that the School's policy prohibiting abuse has been violated, the school will take disciplinary action against the offender. Such action may include but is not limited to probation, suspension or termination of employment. [Even if law enforcement does not proceed with an investigation or does not criminally prosecute the individual accused of abuse under this policy, the School may take disciplinary action based on its own investigation and determination.]

Employees, Volunteers, Other Adults, and students may not knowingly or maliciously accuse another person falsely of abuse. Anyone who knowingly or maliciously makes a false report pursuant to this policy is subject to disciplinary action.

While the School recognizes that its ability to discipline certain Other Adults including parents or visitors may be limited, the School expects such individuals to comply with this policy and will explore remedial action if it is found that such individual violated this policy.

Training

Horace Mann School offers instruction and training to all members of the School community on issues of abuse and the School's related policies. This training generally occurs through meetings, workshops and videos. Copies of the School's critical care policies for students are distributed on an annual basis to all families as part of this Handbook. In addition, the School also notifies all students in grades 4, 6, and 9, and new employees of this policy. The School also notifies Other Adults who may interact with students about this policy. In addition, all members of the School's Administrative Council and the Designated Trustees receive training about reporting abuse and applying the appropriate investigative and remedial techniques.

Fingerprinting

In connection with the School's commitment to student safety, all employees must undergo fingerprinting as part of the criminal background check process. In addition, all volunteers who will have direct and regular contact with students must also undergo fingerprinting.

Arrest Reports

Any employee, volunteer, or employee of a contracted service provider who is arrested or charged with any crime by any local, state, federal, or foreign entity while working for the School, must promptly notify the Head of School of such arrest or charge.

Part III: Counseling and Guidance/Support Services

Overview

The Department of Counseling and Guidance/Support Services plays an important role in all Divisions of Horace Mann. The Department's aim is to support individual students in their academic programs and in their personal growth. Because Horace Mann is committed to the development of the students as educated, committed and caring human beings, the Department maintains close connections to the Academic Departments and the extra-curricular program.

The areas of professional expertise represented in the Department of Counseling and Guidance/Support Services include psychologists, social workers, guidance counselors, school nurses, reading specialists, Learning Specialists, speech pathologists and college counselors. The Department works closely with Team Leaders and homeroom teachers in the Nursery and Lower Divisions and with class deans, advisors and division heads in the Middle and Upper Divisions. The School utilizes a team approach to student issues in each Division in an age-appropriate manner. In all Divisions, the Department of Counseling and Guidance/Support Services is involved in receiving and responding to requests for accommodations for student learning and other disabilities. Horace Mann has a separate policy on disabilities that is set forth in this *Handbook*.

Whereas the terms "counseling" and "advising" are used interchangeably in the Nursery and Lower Divisions, there is a distinct difference between the advisor program and the counseling program in the Middle and Upper Divisions. Students at these levels are assigned a faculty advisor with whom they meet regularly. The advisor oversees all aspects of the student's program and monitors the student's overall academic and personal progress.

Support Services Team (Nursery and Lower Divisions)

In the Nursery Division, a psychologist, two learning specialists, and a nurse comprise the Support Services Team. The team's role is to support the faculty's development of classroom strategies that effectively meet the needs of individual children and the group. Members of this team may be asked to address concerns related to a particular child's potential for success in school and to participate in discussions about appropriate accommodations for students. All members of the team are available for consultation and for supportive intervention. Students in need of more intensive support are also treated by outside specialists. The Support Services Team maintains close contact with all professionals working with a particular child or family.

In the Lower Division, the psychologist and the support services team coordinator arrange counseling services. Where appropriate, continuing any services provided in the Nursery Division, the Lower Division provides a comprehensive annual reading assessment for students in grades one through three. The Support Services Team works with parents whose children need outside psycho-educational or neuropsychological evaluations. It also is involved in any disability accommodation process. Lower Division personnel include a school psychologist, a team of reading and learning specialists, a math specialist and the school nurse. Instruction and

remediation are provided through the literacy center and the math center. The nurse maintains close contact with other Support Services members and also communicates with the Food Services Department.

Departments of Counseling and Guidance (Middle and Upper Divisions)

The Middle Division Director of Counseling and Guidance works with two academic support persons to provide academic support services to all Middle Division students. The Academic Center is open for the full day, and students may stop in and use the facility during any free periods or lunch. Students may also make appointments to work individually with the support persons.

The Middle Division has two fulltime school psychologists who works with students whose social or emotional concerns intersect with the academic program. The psychologists make referrals for learning evaluations and outside counseling as needed as well as crisis intervention assistance. The psychologists counsel families and faculty through challenging situations.

The Upper Division's Director of Counseling and Guidance oversees the work of a staff that includes psychologists and a learning specialist. The Upper Division advising program includes a grade nine orientation course in the first part of the year.

Counseling Services, Outside Referral and Crisis Intervention

The Department of Counseling and Guidance provides counseling services, including individual and family consultations with a focus on school-related issues. Such issues include academic and personal difficulties when they intersect with the educational program. The Department actively collaborates with teachers and other school personnel when adjustment of academic requirements or other individual consideration is appropriate.

When personal psychotherapy or counseling is indicated, the Department may suggest that the student receive outside professional assistance. Although the choice of an outside professional is up to the family, the Department maintains networks of qualified professionals to assist them. The Department staff maintains contact with parents and professionals working with students, obtaining consent to speak with professionals outside the school when appropriate.

In addition to regularly scheduled counseling and consultation, the Department of Counseling and Guidance is available for crisis intervention assistance. The Department has developed policies for acute situations that require immediate response and close collaboration among the School, parents and outside professionals.

Protecting the health and well-being of all students is of utmost importance to Horace Mann School. The board has adopted a suicide prevention policy that will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes.
2. Each division with the school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school-employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as: The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), www.suicidepreventionlifeline.org or The Trevor Lifeline – 1.866.488.7386, www.thetrevorproject.org
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help for any reason.
6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
7. For more detailed information, please see Horace Mann School's full suicide prevention policy in Appendix 3.

Policy on Disabilities Including Learning Differences and Requests For School-based Accommodations

Horace Mann School seeks to educate and nurture students and help them fulfill their potential. This statement provides the framework for the Policy on Disabilities.

Virtually every school population, including Horace Mann School's, includes students with disabilities, including learning disabilities. Horace Mann School has developed this Policy to explain how it defines disabilities and how it assists students who have them. The School's Policy is predicated on the notion that our community should be sensitive to disability issues while maintaining the School's high standards. We believe that responding to a student's disability is a community concern and an important issue in contemporary educational theory and practice.

What is a Disability?

It is important to note that the School's Policy does not apply unless a student has a limitation that is a "disability" as defined below, and in compliance with the Americans with Disabilities Act, as amended, as well as any applicable New York state and local laws. The School may not accommodate certain learning differences, medical conditions, and other restrictions or impairments that do not meet the definition of a disability. It also is important to note that the School evaluates each student's situation and all requests for accommodation on a case-by-case basis, using a deliberative and collaborative process that is responsive to the unique experiences of each student.

Disabilities can be either physical or mental impairments. To be disabled for purposes of the Policy, all of the following criteria must be met:

- the student must have a physical or mental impairment;
- the impairment must substantially limit one or more major life activities of the student; and
- the student must be otherwise qualified to meet school standards with or without reasonable accommodation.

Physical impairments include physiological disorders and conditions, cosmetic disfigurement, or anatomical loss. The physical impairment must affect one or more body systems such as neurological, musculoskeletal, special sense organs (e.g., vocal cords, soft palate or tongue), respiratory, cardiovascular, reproductive, digestive, genitourinary, hematic, immune, circulatory, lymphatic, skin, and endocrine systems. Simple physical characteristics such as left-handedness or the color of one's eyes, hair, or skin are not physical impairments.

Mental impairments include mental or psychological disorders, such as emotional or mental illness and organic brain syndrome. Specific learning differences or disorders, such as attention deficit disorder and attention deficit hyperactivity disorder only sometimes meet the

definition of disability under the Policy. Disadvantages attributable to environmental, cultural or economic disabilities that do not otherwise meet the definition of disability are not disabilities, nor are common personality traits such as poor judgment and quick temper.

A student with poor eyesight does not have a disability if the student can cure the problem by wearing eyeglasses or contact lenses. Otherwise, the determination of whether an impairment substantially limits a major life activity is made without regard to the ameliorative effects of mitigating measures such as medication or hearing aids.

A disability also must substantially limit a major life activity. Major life activities include such activities as: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A determination regarding the existence of a "substantial limitation" is made by comparing the person contended to be disabled to most people in the general population, not the population of students attending highly selective and rigorous schools like Horace Mann School. Disabilities are assessed by comparing to most people in the general population, the condition under which the individual performs the major life activity; the manner in which the individual performs the major life activity; and/or the duration of time it takes the individual to perform the major life activity, or for which the individual can perform the major life activity.

Making a Request for the Committee on Learning and Other Disabilities to Review a Purported Disability and Subsequent Accommodations

Students, parents and caregivers should direct requests for accommodations for the purported existence of a disability to the **Committee on Learning and Other Disabilities** (also known as "the Committee"), which is chaired by a Psychologist and also includes other members of the Horace Mann School community, such as members of the Department of Counseling and Guidance, Support Services personnel, the student's Division Head, the student's Grade Dean and, when necessary, the School Nurse. The Committee may request the input of others, such as medical experts or school faculty members. The Committee, or a subset thereof (e.g., a divisional sub-committee), as determined by the Chair of the Committee, considers all requests for disability accommodations. Requests to teachers, administrators or individual members of the Department of Counseling and Guidance/Support Services will be directed to the Committee. No person or entity other than the Committee is authorized to grant accommodation requests.

Horace Mann School considers all reasonable accommodations for students' disabilities and assesses requests for accommodations on an individual basis and most commonly accommodates students' learning disabilities by granting extended time on tests and quizzes and by permitting the use of specialized equipment, such as a laptop computer. Except in the most unique circumstances, Horace Mann School does not grant more than time-and-a-half, readers (an individual who reads to the student), or examinations or quizzes being completed over multiple, consecutive days. To do so would significantly erode the School's rigorous educational program. A student must be otherwise qualified to meet school standards with or without reasonable accommodation, and requests for accommodations of such intensity may be inconsistent with this requirement.

A balanced liberal arts curriculum at Horace Mann School includes instruction in a foreign language and the belief that fluency in a second language is important in our multicultural world. Except under unique circumstances, Horace Mann School does not exempt students from the study of a foreign language.

Providing Proper Proof of the Purported Existence of a Disability and Need for Accommodation

For Horace Mann School to consider any request for a disability accommodation, it must receive from the requesting student, parent or caregiver appropriate medical, psychological, and educational documentation in support of the existence of a disability. The determination as to whether or not a disability exists, for purposes of this Policy, rests solely with the Committee and not with the individuals performing evaluations requested by the Committee. Depending upon the circumstances, the Committee may require the parents or caregivers to provide additional information regarding the purported disability.

The Committee often requires students to undergo testing to establish the existence and extent of a disability. For example, the Committee generally requires a full psychoeducational evaluation for learning disabilities, as well as hearing tests, physical agility tests and vision examinations in certain circumstances. In some instances, the School may require testing by a neurologist or an assessment by a board-certified psychiatrist, and still in others, projective testing may be warranted. The School will consider reports and evaluations regarding student disabilities and accommodations only from accredited professionals with the appropriate level of expertise who have actually performed the evaluation or examination. Reports and evaluations submitted to the School must be on letterhead, typed, dated, and signed. The student's Division Head or their designee will be responsible for collecting and submitting relevant School records. Any reports to the Committee should address only issues relevant to the purported disability and subsequent request for accommodation.

Determining the Appropriate Accommodation, if a Disability Exists and Impacts on a Major Life Activity

If the Committee finds evidence of a student's impairment impacting a major life activity and the Committee reaffirms that the student is otherwise qualified to meet School standards with or without reasonable accommodation, it will assess whether any accommodations are appropriate, including a review of any accommodations recommended as part of an evaluation. Deciding what accommodations are reasonable and necessary is an interactive, cooperative process among School personnel, the student, and the parents of the student. As stated earlier in this policy, the School does not guarantee that it will implement a parent's, physician's, or outside evaluator's recommendations or agree with the finding of an impairment impacting a major life activity. The Committee will, however, discuss whether a disability exists and, if so, any accommodations available to the student.

To assist in evaluating the appropriate accommodation, the Committee usually asks parents to sign a Statement of Informed Consent detailing the extent and limits of the

confidentiality of the student's request for an accommodation and/or classification as learning disabled. On behalf of each student, the Committee also often sends a letter to the applicable teacher(s) informing the teacher(s) of the evaluation. The Committee then may ask the teacher(s) involved to attend a meeting to review the data, to make suggestions, and to strategize.

The Committee considers many factors when deciding whether and to what extent Horace Mann School should accommodate student disabilities. These include:

- the appropriateness of the requested accommodation;
- available alternatives;
- whether the requested accommodation unduly burdens the School;
- whether the requested accommodation fundamentally alters the School's mission or program; and
- whether the requested accommodation presents a direct threat to the health and safety of the student or others within the Horace Mann School community.

There are several possible outcomes following the Committee's review of an individual student. They are as follows:

1. After a thorough review of the information presented, the student is not found to have a disability for purposes of this Policy and the subsequent request for accommodation is denied. While school-based accommodations are not granted, there may be building-level tactics and strategies appropriate for further discussion. In some cases, a student's struggle may raise questions about the appropriateness of the student's continued placement at Horace Mann School. Under these circumstances, the Committee will refer their findings to the student's Dean and building Psychologist for follow up with the Division Head and the student's parent or caregiver.
2. After a thorough review of the information presented, the student is found to have a disability pursuant to this Policy. However, after engaging in an interactive process with the family, the Committee determines that there are no available reasonable accommodations to appropriately address the disability to enable the student to access the learning environment. While school-based accommodations are not being recommended, there may be building-level tactics and strategies appropriate for further discussion and, in some instances, the need for outside support: learning, therapeutic, and/or psychopharmacological, including a possible medical withdrawal. Under these circumstances, the Committee will refer their findings to the student's Dean and building Psychologist for follow up with the Division Head and the student's parent or caregiver.
3. After a thorough review of the information presented, the student is found to have a disability for purposes of this Policy and awarded school-based accommodations, deemed

appropriate by the Committee, in keeping with this policy, and monitored through either the Academic Center in the Middle Division or the Test Center in the Upper Division.

Once a student is provided an accommodation under this Policy, it is important to note that the use of the approved accommodation is not optional. Students either use their accommodations or lose their accommodations, they may not selectively use them. When a student chooses not to use their accommodation consistently, the School is unable to monitor whether or not the accommodation continues to be appropriate from one month to the next, and even year to year, or whether additional or alternative support is necessary.

Given the deliberative and interactive nature of the accommodations process, making decisions regarding accommodations can be time-consuming. The School, therefore, urges students and parents to request accommodations as soon as possible – even over the summer, so that there is sufficient time to review the request, assess the student's needs, to evaluate the School's ability to meet these needs, and, when applicable, to institute the accommodation.

Once a student receives an accommodation for a disability, it is the student's and the student's parents' responsibility to follow up with the Committee about changes to the student's disability status, outside supports or interventions linked to the student's accommodations, or the ongoing need for accommodation. In particular, parents are responsible for promptly submitting the materials necessary to conduct the reevaluation of any disability previously approved by the Committee. The Committee reviews the appropriateness of ongoing accommodations annually.

Reporting Accommodations to The College Board (PSAT, SAT, SAT Subject Tests, AP) or ACT

The School is not responsible for obtaining accommodations for students who take national standardized tests such as the PSAT, the SAT, SAT Subject Tests, AP Examinations, or the ACT. Furthermore, the School will not support requests for accommodations that it does not offer through the Committee review process. The Department of Counseling and Guidance in the Upper Division has the forms that must be completed by parents or caregivers to request such accommodations. On such forms, the School will remain neutral and will check the appropriate boxes (whether or not accommodations were awarded by the School and, if so, which ones), attach any requested documents (i.e. a current psychoeducational evaluation or other assessments) and sign the form. If a parent or caregiver is interested in sending additional documents, that is their choice.

Procedures Regarding Learning Differences, Learning Disabilities and Other Disabilities

Overview

Horace Mann School enrolls students who have learning differences, learning disabilities and other disabilities. It is the School's philosophy to place learning differences —regardless of whether they rise to the level of a disability—in the context of the broad-based, rigorous, but

individualized educational experience that it encourages of all of its students. It is not consistent with the School's philosophy to lower academic or disciplinary standards to accommodate a student's learning difference, learning disability, or other disability.

Referral

Learning differences, learning disabilities and other disabilities can be identified at various stages in a child's development. In some cases, they are identified prior to entrance into Horace Mann School or at a time of transition between Divisions. When a student undergoes an evaluation for learning or other issues prior to entry to any Division, parents of the incoming student should schedule an appointment with the appropriate Psychologist in the new Division.

It is Horace Mann School's policy that individual faculty members not recommend evaluations to individual students or parents. Rather than basing recommendations for evaluations on their individualized experiences with students in class, faculty members instead consult with the Psychologist or another member of the support services staff, request that the student and family do so, or both. There are many possible reasons for learning or other school-related difficulties; the existence of a learning disability is only one.

For parents of students who have been experiencing learning or other school-related difficulties and are considering further evaluation and assistance, the School recommends that they take the following steps:

1. Parents who have concerns about their child's educational achievement and possible learning or other school-related difficulties should make an appointment with the Psychologist or other member of the support services staff in the student's Division. At this meeting, the parents will be informed about the procedures involved with evaluation and classification of learning or other disabilities, as well as services available at Horace Mann School.
2. Parents may select a private evaluator of their own, consult with their child's pediatrician, or request a list of private evaluators used by other families and known to Horace Mann School. The provision of a list of possible evaluators by Horace Mann School does not imply any endorsement of the evaluators by the School or any agreement by the School to be bound by the recommendations, policies or procedures of the evaluators.

Although nothing prohibits parents from seeking an evaluation without involving the School, Horace Mann School discourages this practice. While Horace Mann School understands that some parents hesitate to discuss evaluation and learning issues openly with school officials before receiving results, Horace Mann School strongly believes that the best evaluations are done when information from the School is part of the process. In our interaction with all participants in the process, the School is committed to maintaining the applicable professional standards of confidentiality and informed consent. Moreover, as noted above, the School will not accommodate any disability without first obtaining appropriate medical or psychological information, such as an evaluation and a diagnosis, and review by the Committee.

Obtaining an Evaluation

Horace Mann School requires a psychoeducational assessment before a student may be considered for accommodations. Financial need should not interfere with the ability of a student to receive a high quality evaluation for learning disabilities. Parents are entitled to an evaluation conducted by their local school district's Committee on Special Education at no cost. Parents interested in pursuing an evaluation through their local public school district are encouraged to contact the school district's central office for additional information. In addition, Horace Mann School psychologists may have names of individual practitioners who offer a sliding scale fee structure, as well as the contact information for university clinical services at a substantially reduced cost.

Professionals conducting such assessments and rendering diagnoses must have appropriate credentials. The School may require that a student who has never been evaluated for learning or other disabilities be tested only by persons with appropriate professional credentials. The following professionals are generally considered to be qualified to conduct either complete evaluations or portions of an evaluation or supplemental evaluations: licensed clinical, educational, school or counseling psychologists; licensed speech and language, occupational and physical therapists, licensed teachers of the visually impaired and hard of hearing, and neuropsychologists. In some cases, it may be appropriate to include assessments performed by a student's pediatrician, a psychiatrist, or other relevant specialties within the medical profession. An assessment that employs diagnostic terminology, but that has been conducted by someone lacking the appropriate credentials is not acceptable. Ethical standards in all applicable professions require that individuals not function outside their areas of competency. We therefore expect and require that a professional with expertise in the specific area of evaluation conduct any assessment. In addition, Horace Mann School employees do not formally evaluate Horace Mann School students for the possible presence of a disability.

The School requires all reports regarding learning and other disabilities to be on letterhead, and to be typed, dated, and signed. The School will not accept reports that skip pages or wherein sections have been blacklined. Reports forwarded to the School should address only issues relevant to the student's educational program and planning. Parents should be mindful that, in all of the School's Divisions, providing reasonable accommodations is based upon an individualized assessment of the current impact of the student's disabilities on the student's academic performance. Finally, the School requires re-evaluation of all middle and secondary school students with diagnosed specific learning or other disabilities every three years.

The Assessment Report

A comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview and assessment of aptitude and academic achievement. The evaluator should provide a summary of the following:

- a description of the presenting problem(s);
- developmental history;

- relevant medical history including ruling out a medical basis for the present symptoms;
- academic history including results of prior standardized testing, reports of classroom performance and behaviors including transcripts, study habits and attitudes, notable trends in academic performance and post-psychological and educational evaluations;
- relevant family history, including primary language of home and the student's current level of fluency in English;
- relevant psychosocial history; and
- psychological, psychiatric and/or medical assessments that would rule out alternative or coexisting emotional, behavioral, neurological and/or personality disorders which may impact the individual's learning, along with a history of relevant medication and current use.

Individual "learning styles," "learning differences," "academic problems" and "test difficulties or anxieties," in and of themselves, do not constitute disabilities that require accommodation. Furthermore, the reality of being enrolled in a fast paced, academically rigorous independent day school does not compel the school to offer students accommodations "to do well;" this Policy and the law are designed to provide equal access to qualified students with a disability, not to ensure success or a particular outcome. Evaluations must rule out alternative explanations for problems in learning such as emotional or motivational problems that may be interfering with learning, but do not constitute a disability. In addition, the psycho-educational (or neuropsychological) evaluation for the diagnosis of a specific learning disability (including ADD or ADHD) must provide clear and specific evidence that a learning disability does or does not exist.

A diagnostic summary based on a comprehensive evaluation provides a necessary component of the report. This summary should include:

- documentation that the examiner has ruled out alternative explanations for academic problems such as poor education, poor motivation and/or study skills, limiting cognitive strategies, emotional problems, attention problems (not neuropsychologically based) and cultural/learning differences;
- an indication of how patterns in cognitive ability, achievement and other cognitive functions underlying the academic skills have been used to determine the presence of a learning disability or other disability;
- an indication of the substantial limitation to current learning presented by the disability and the degree to which it affects the individual in the learning context for which accommodations are being requested; and

- an indication as to which specific accommodations are believed needed and how the effects of the specific disability are mediated.

Requests for Temporary Accommodations

Horace Mann School recognizes that, similar to students with disabilities (as defined by the American's With Disabilities Act), students with minor temporary injuries, recovering from surgery, or with short-term medical conditions may need accommodations to access classrooms, course resources, and/or campus facilities. Temporary impairments may include, but are not limited to: broken limbs, hand injuries, concussion, or other short-term impairment while recovering from surgery or medical treatments. In the case of a concussion, parents/guardians are directed to also pay close attention to the section titled 'Concussions' within this policy.

Missing a few classes or deadlines because of acute illness, such as the flu, does not require formal accommodation and students should be able to work directly with their Class Dean, Advisor and/or current teachers to get back on track. School personnel are, however, always here to consult or support any student in their medical and/or academic recovery.

In rare circumstances, a temporary condition might have effects that are not permanent but are serious and long-standing. A long-standing condition may be considered a disability. Accommodation requests for long-standing physical conditions should be made under the regular accommodation request process. Please consult either the *Family Handbook* and, in particular, the Policy on Disabilities Including Learning Differences and Requests For School-based Accommodations, or contact the psychologist in any division.

Depending on the nature of the temporary impairment and supporting documentation, the most common accommodations for which students may be approved include, but are not limited to:

- Extended time for the purpose of test taking
- Use of a scribe
- Access to a word processor
- Permission to use the elevators on campus
- Exemption from physical education classes

Any and all accommodations awarded on a temporary basis must be initially approved by the Division Head, the Class Dean, and a psychologist, as well as reviewed biweekly for continued eligibility by the Division Head, the Class Dean, and a psychologist. The awarding of temporary accommodations is not intended to be permanent or for the duration of an academic year. Students requiring accommodations beyond thirty (30) school days from the date of initial approval are to be referred to the Division Head and the Head of School for further review. In some instances, the School may find that the student is not qualified to attend school and move forward with placing the student on a medical leave.

With the awarding of temporary accommodations, the School reserves the right to restrict a student's participation in other aspects of the School's academic and co-curricular programs. The

awarding of temporary accommodations will be called into question by the School if it is brought to the School's attention that the student is participating in activities outside of school hours that the School has deemed inappropriate or unhealthy during school hours.

To be considered for temporary accommodations, parents/guardians should follow the procedures as outlined below:

- Because temporary accommodation needs can be urgent and documentation comes in many forms, parents/guardians should be in touch directly with the Grade Dean or the psychologist if questions or urgent needs present.
- Complete the 'Request for Temporary Accommodations – Form' at the end of this policy and return it to the Division Head in charge.
- Provide documentation from a treating medical professional stipulating expected temporary limitations, anticipated recovery time, and recommended accommodations. Forms submitted without required medical documentation will not be reviewed.

Completed requests for temporary accommodations will be reviewed within two school days by the Division Head, the Class Dean and the psychologist. The parent/guardian will be informed via email as to whether or not temporary accommodations are awarded and, if awarded, the extent and nature of the accommodations. It is the responsibility of the Class Dean to notify the student's teachers of the existence of any temporary accommodations and to monitor student functioning in consultation with the psychologist and other members of the school community where appropriate.

Concussions

Horace Mann School recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activity and can have serious consequences if not managed carefully. Therefore, Horace Mann School has adopted the following guidelines to support the proper evaluation and management of head injuries.

A concussion is a mild traumatic brain injury. A concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from one concussion to another will vary. Avoiding re-injury and over-exertion until fully recovered are the cornerstones of proper concussion management.

While Horace Mann School employees exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, athletic trainers and nurses receive annual training to recognize the signs, symptoms and behaviors consistent with a concussion. Concussion information is also available on the Horace Mann School athletic website and is provided as part of the permission slip for participation in interscholastic athletics.

The School's N-12 coordinator of anything having to do with a concussion is Mrs. Amy Mojica. Mrs. Mojica is the School's principle certified athletic trainer and the coordinator of the School's concussion management program; she can be reached at amy_mojica@horacemann.org or at (718) 432-3812. Mrs. Mojica will assist parents/guardians in the process of handling a

concussion within the context of School and interscholastic athletics. At times, Mrs. Mojica may request that additional documentation be completed for review by the Concussion Management Team and later (or even simultaneously) by those responsible for the review and awarding of temporary accommodations.

Any student exhibiting signs, symptoms or behaviors associated with a possible concussion while participating in a school-sponsored class, extracurricular activity, or interscholastic athletic activity will be removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The School Nurse or certified athletic trainer will notify the student's parents or guardians and recommend appropriate monitoring to the parents or guardians.

If a student sustains a concussion at a time other than when engaged in a school sponsored activity, the School expects the parent/guardian to report the condition to the School Nurse or certified athletic trainer so that the school can support the appropriate management of the condition.

Upon verification that a concussion exists, the student shall not return to school until authorized to do so in writing by an appropriate health care professional. While a family's choice of health care professionals may authorize a student's return to the school, the School retains the authority to determine the extent of that student's return to school and the student's participation in academic courses as well as any interscholastic athletic or co-curricular activities. The School's primary concern is the student's return to regular levels of academic functioning before any other considerations take place. In some instances, the extent of the student's needs following a concussion may warrant a medical leave.

Upon being cleared by the parents'/guardians' healthcare provider to return to school, and by the School to participate in academic, interscholastic athletic and/or co-curricular activities, any student who continues to have signs or symptoms upon return to activity must be removed from the activity and reevaluated by their health care provider.

The Horace Mann School Concussion Management Team (CMT) has developed regulations and protocols to guide the return to activity. Members of the CMT may include the Head of School, the Director of Athletics, Health and Physical Education, a nurse, a certified athletic trainer, a division head, a psychologist, a class dean (where appropriate) a student's advisor (where appropriate) and the School's physician.

To recover, cognitive rest is just as important as physical rest. Reading, texting, testing, participating in any number of the school's co-curricular activities - even watching movies - can slow down a student's recovery. The student should stay home from school with minimal mental and social stimulation until all symptoms have resolved. Notwithstanding the Return to Learning (RTL) and Return to Play (RTP) guidelines as set forth below, students identified with a concussion may need to be considered for temporary accommodations as described earlier in this policy.

Return to Learning (RTL) – 48 Hour Rule

Students who experience a potential head injury are required to stay home from school and not participate in any aspect of school activities for 48 hours. This required respite allows the school's concussion management team (CMT) to receive physician notes and feedback from the parents to create an academic plan for the student's re-entry – if necessary, all while providing cognitive rest for the recovering student. Forty-eight hours is defined as two full school days regardless of interruption by weekends or holidays.

Because **delayed onset** of symptoms during the first 24 to 48 hours is possible, parents should closely and periodically monitor the student during this time. Ideally, students should be symptom free before RTL commences since activities that require concentration and attention may exacerbate post-concussion symptoms and delay recovery. However, in some instances, some students may be able to return to school with temporary accommodations and/or modification to one's program in place. Students who remain symptomatic for a prolonged period of time or require temporary accommodations beyond thirty school days may require a medical leave.

Day One of 48 Hours

At home, the student should be kept home from school on total bed rest with no (or very limited) television, video games, texting, reading, homework, or driving. Parents/guardians should consult a physician if student is symptomatic. Parents/guardians need to keep lines of communication open with the CMT and share all information available from the physician, personal observations and student's current status.

At School, the CMT will convene and begin to consider possible and temporary accommodations based upon the submission of a completed request for temporary accommodations form. In some instances, the determination for temporary accommodations may need to wait for the student's return to school.

Day Two of 48 Hours

At home, between periods of rest, the student may engage in light mental activity such as light reading or television, as long as these activities do not provoke symptoms. Parents/guardians will be contacted by a member of the CMT for an update of student's status and to inform them of any decisions made by the School in terms of temporary accommodations, including whether or not the student is fit to return to school after the 48 hours.

At School, the CMT will continue to deliberate whether or not temporary accommodations are appropriate, and, if so, determine the nature of the accommodations. At this time, additional medical information may be requested.

Return to Play (RTP) – Student with a Concussion

Upon the School's acceptance of the written medical release/clearance for the student to return to school, and the School's determination that the student is appropriate to return to interscholastic athletic participation, the student may begin a graduated return to practice protocol and competition supervised by a certified athletic trainer, school physician, or school nurse. The following steps shall be followed:

- Step 1: Completion of a full day of normal cognitive activities (school day, studying for tests, watching practice, interacting with peers) without reemergence of any signs or symptoms. If no return of symptoms, next day advance.
- Step 2: Light Aerobic exercise, which includes walking, swimming, and stationary cycling, keeping the intensity below 70% maximum heart rate. No resistance training. The objective of this step is increased heart rate.
- Step 3: Sport-specific exercise including skating, and/or running; no head impact activities. The objective of this step is to add movement.
- Step 4: Non-contact training drills (e.g. passing drills). Student may initiate resistance training.
- Step 5: Following medical clearance (consultation between school health care personnel and student-athlete's physician), participation in normal training activities. The objective of this step is to restore confidence and assess functional skills by coaching and medical staff.
- Step 6: Return to Play (RTP) involving normal exertion or game activity.

Note that a severe concussion, or a concussion resulting in long-standing physical or mental impairment may be a disability requiring accommodation under the School's Policy on Disabilities Including Learning Differences and Requests For School-based Accommodations.

Student Threats to Others/Severe Psychological Difficulties

One of Horace Mann's Core Values is "A secure and healthful environment." Our policy regarding students who possibly endanger others, or express other severe psychological disturbance, reflects our adherence to this value. We rely on collaboration between families, outside professionals and ourselves to insure that the student obtains the necessary care and support. This policy is also intended to cover severe psychological difficulties that may not include overt expressions of threats of harm.

When a threat or incident comes to the attention of a staff member, the safety of the student and the community is primary, and a report should be made immediately to Horace Mann Office of Public Safety, the Division Head and/or Upper Division Dean of Students, and the Department of Counseling and Guidance.

- Where possible, the student in question should be told of the concern of the staff member and of the need to take action to assure the safety of the student.

- A student who has expressed ideas or intent regarding harm to others and whom a teacher or staff member feels is in any immediate danger of inflicting harm should be kept under continuous adult supervision until the Department of Counseling and Guidance, the nurse, or other appropriate personnel can be reached to assume supervision of the student. Where appropriate, the police or other authorities may be contacted.
- The Head of the student's division and/or the appropriate dean will be informed and will be involved in the overall handling of the situation.
- Parents will be notified as quickly as possible.
- Policies relating to specific actions (such as transportation to a health care facility) are delineated in the pamphlet on emergency policies available from the Department of Counseling and Guidance)

The School does not conduct psychiatric evaluations, including evaluations of risk and danger and severity of psychiatric disturbance. In the event of expressed ideas involving risk of harm to others, receipt of a statement from a psychiatrist or psychologist confirming that the student has undergone such an evaluation is a requirement for re-entry into school. Ultimately, Horace Man School decides whether and when a student is qualified to return to school.

If the evaluation that the School accepts includes a recommendation for ongoing psychotherapeutic services, the family must provide appropriate and ongoing certification of such treatment. The School must be informed of any change in the treatment.

Please refer to Appendix 3 on page 128, the School's Suicide Prevention Policy, for detailed information about how the School handles student threats to self.

Medical/Psychological Leave

There are times when medical and/or psychological difficulties make it impossible for the student to participate in the school program for an extended period of time. At such times, a Medical/Psychological Leave may be appropriate.

A Medical/Psychological Leave is an excused absence from school due to a physical and/or psychological cause that prevents the student from participating in the educational program for an extended time but is not judged serious enough to require the student to withdraw from school.

The need for Medical/Psychological Leave will be certified in writing by an appropriate practitioner (M.D. for medical conditions, a psychologist or psychiatrist for psychological conditions) for the particular illness or other cause. However, the Head of School reserves the right, as per the enrollment contract, to remove any student for any reason who presents as a disruption to the learning of themselves or others.

Medical/Psychological leaves are granted at the discretion of Horace Mann School. Such leaves are not granted for indefinite periods. A leave shall be granted or denied by the Division Head in consultation with the Head of School. Also the return of any student following a leave will be determined by the Division Head in consultation with the Head of School, and the School will require proof, to its satisfaction, that the student is ready to resume normal, day-to-day functioning. For additional information specific to attendance, please see the Attendance section of this *Handbook*.

Part IV: Health and Safety

Physical Exams

All students are required to have an annual physical examination. The School mails health forms to parents in the spring and parents must return them to the nurse of the Division in which the child is enrolled before beginning the school year. Forms for students who participate in pre-season training for athletics must be on file before the start of training. Horace Mann School requires that all student athletes receive cardiac screening effective for the 2018-19 academic year to be eligible for participation. The School may prohibit students from attending classes or otherwise participating in school events until they have returned their health forms. The School strongly recommends annual eye and dental examinations.

As the School relies on the information contained in student health forms in medical emergencies, it is essential that parents update these forms throughout the course of the school year. It is equally important that parents inform Horace Mann of any special health concerns, including food and other allergies. Parents also should inform the School of medication that students take at times other than during school hours, so that the School has this information in case of emergency.

Medication

The School must have written permission for students to receive prescription and over-the-counter medication during school hours. Permission forms are available through the nurse in each Division.

All medications, including over-the-counter medications, are to be kept in the Nurse's office, unless an Upper Division student has been certified to carry and self-administer a specific medication. (See page 58.) All medications must be stored in pharmacy bottles or containers labeled with the doctor's name, the medication and the directions for dispensing the medication. Over-the-counter medications need to be in the original containers. Only the nurse or faculty from the John Dorr Nature Laboratory is authorized to dispense medication, except in the event of an emergency. The John Dorr Nature Laboratory has a separate medical form that explains the School's rules when asked by parents to dispense medication(s) at the Nature Laboratory.

Health Information and Referrals

The School understands the importance of obtaining the informed consent of parents in accordance with the law, before providing medical treatment to students. At the same time, parents recognize the value and importance of students' feeling free and comfortable in consulting with Horace Mann teachers, counselors or staff about matters of personal concern to them. Accordingly, by signing the enrollment contract, parents acknowledge and agree that there may be times when students ask teachers, counselors or staff for information or referrals relating to physical, mental, sexual or substance-use health issues, and when such information and referrals do not constitute "health services" under the law, school staff may provide such

information or referrals to students without informing parents or obtaining parental consent. The School reserves the right to provide information to parents or seek parental consent whether or not legally required to do so.

School Expectations for Parent/Guardianship Presence

It is the expectation of the school that one or both parents, or a permanent legal guardian, will be in residence with their children during the school year. If parents or guardians need to travel briefly, the school expects that another adult will be living in the home with students for the duration of the parents' or guardians' absence. Parents/Guardians must inform the appropriate nurse in their children's division at least 48 hours prior to the change in supervision, whenever possible, and provide contact information both for the parents/guardians and for the adult in charge during their absence.

Contact information for the school nurses:

- Nursery Division: Irene Pinzon, irene_pinzon@horacemann.org, (212) 369-4600, ext. 43
- Lower Division: Lisa Pflug, lisa_pflug@horacemann.org, (718) 432-3353
- Middle/Upper Divisions:
 - DeAnna Cooper, deanna_cooper@horacemann.org, (718) 432-4112
 - Nancy Jensen, nancy_jensen@horacemann.org, (718) 432-4113

Emergency Procedures

The School will contact 911 in life-threatening emergencies. Students, faculty and parents should be aware of the procedures identified for each campus for all other emergencies. Each classroom and common area contains a first aid kit, a comprehensive emergency procedures booklet, and a yellow, house-in-place bucket. In addition, all School buildings are outfitted with Automated External Defibrillators (AEDs) and emergency Epi-Pen stations. Parents wishing to view the School's emergency procedures booklet should contact the Director of Public Safety at (718) 432-4125.

All Divisions have full-time Public Safety personnel and a nurse on site during the school day. One of these individuals will be contacted as soon as an emergency occurs and the School will contact parents as soon as possible. When parents are not available, the School will contact a designated alternate emergency contact.

The School has an evacuation plan that will be implemented by Public Safety personnel, faculty, and other staff if necessary.

Campus Security – Office of Public Safety

Horace Mann School Office of Public Safety personnel are present on all campuses when School is in session and during special and evening events. A 24-hour Office of Public Safety staff on the Bronx campus patrols buildings and surrounding grounds. Uniformed Public Safety officers direct traffic during arrival and dismissal and are also available to assist with parking during special events. All visitors to the campuses must report to the designated office or Public Safety booth, state their business, and be issued a visitor's pass, which shall be displayed at all times while on campus.

In the event that any member of the Horace Mann community encounters an emergency on campus, a Public Safety officer can be reached at any time by dialing x3911 on a campus phone or (718) 432-3911 from any other telephone.

Fire Drills/Lockdown Drills

Each Division holds fire drills and lockdown drills at regular intervals. The School expects all children, students and adults to evacuate buildings in an orderly manner, following guidelines identified for the specific location. Teachers give instructions as needed and students are expected to move quickly and quietly to the designated assembly area. On the Middle and Upper Division campus, where a fire drill/lockdown drill involves more than a thousand students, it is especially important to maintain virtual silence inside and outside the buildings being evacuated.

Weather-Related School Closing Information

The Head of School, in consultation with the Transportation Coordinator, the Director of Facilities Management, the Director of Public Safety, and the bus companies that serve Horace Mann School, decides when to close school. Parents are notified through an automated telephone and email notification system. The School's main website www.horacemann.org is programmed with a school closing announcement.

Parents are responsible for keeping their phone and email listings with the School updated.

Lockers

Students in grades four and five are assigned lockers for the purpose of putting away their coats and book bags first thing in the morning. Students return to their locker to pick up cold weather clothing for Physical Education class, for outdoor recess and at the end of the school day.

In the Middle Division, each student is assigned a hall locker and a gym locker. It is the responsibility of the student to secure both of these lockers at all times.

In the Upper Division, each student is assigned a gym locker. Any student who wishes to have a hall locker must submit a request online using the Locker Request Form on the Student Life Haiku.

Hall lockers are for books and personal items. Gym and hall lockers are the property of the School and are not private. The School may, in its sole discretion, open and search the contents of students' gym or hall lockers at any time to ensure compliance with school rules, for maintenance, or for any other reason deemed appropriate by school authorities.

Each Division has a lost and found area. Students should report personal losses to the appropriate office.

Supervision of Students on Campus

The safety of all children and students at Horace Mann is a top priority. The Nursery Division teachers closely supervise students. In the other Divisions, the School gives students increasing responsibility and freedom to move around the campuses independent of adults.

Nursery Division

Nursery Division students are the responsibility of parents and caregivers during student drop off and pick up. It is very important that students stay with parents and caregivers on the staircases, in the elevator and in the hallways. Dismissal is an especially busy time in the lobby. Close parental and caregiver supervision is the best way to ensure that every child leaves the building in the care of an authorized adult. Nursery Division students are always under the supervision of a teacher during the school day.

Teacher Escorts in the Nursery and Lower Division

Teachers escort children in kindergarten through grade three to all activities, including on-campus activities in Riverdale and off-campus Physical Education classes for kindergartners. Horace Mann gives students in grades four and five increasing independence when walking from class to class during the school day. Under no circumstances are Lower Division students permitted to leave the Lower Division campus without the direct supervision of a teacher or another authorized adult.

Middle Division

Although the Middle Division shares a campus with the Upper Division, it provides different "off-campus" privileges. Middle Division students may not leave the campus during the school day.

Field Trips

Field trips are a vital part of all Divisions' academic programs. In the Nursery and Lower Divisions, parents complete an online permission form for each trip, giving a child permission to participate. Parents are notified of scheduled field trips as they occur during the school year, and, except for special circumstances, the School expects all students to participate.

In the Middle and Upper Divisions, students are responsible for having a parent fill out an online permission form for every field trip. Students who participate in field trips are responsible for work missed in other classes.

Student Activities and Information

Unless parents provide the School with advance written notice to the contrary, the student has parent permission: (i) to take part in any and all school activities on or off School property; (ii) to participate in School athletic activities, whether on or off School property; (iii) to attend and participate in School-sponsored trips, including the annual mandatory trips to John Dorr Nature Laboratory in grades 2-8; and, (iv) take transportation in connection with (i) - (iii) above, including buses chartered by the School, taxicabs, subways, or vehicles driven by employees or representatives of the School or parents of other students. Parents acknowledge that participation in Student Activities may be dangerous and may involve many risks to the Student and the student's property.

As parents, you understand and agree that the School is not an insurer of the safety of the Student, and cannot be held responsible for any liability that may occur during or in connection with the Student Activities. You acknowledge that the extent of adult supervision during Student Activities may be less than it is during an ordinary day at the School, and that there may be times during certain Student Activities in which students may be unsupervised. You acknowledge that the Student suffers no condition which restricts the student's participation in Student Activities, or you agree to provide details of such restrictions in advance of any Student Activities.

Parents will complete and promptly return to the School any requested additional permission slips, releases and/or medical information forms regarding the student.

Non-School Trips and Activities

Horace Mann students sometimes are invited to participate in trips or activities such as ski trips, foreign travel, and weekend activities that are sponsored by individual members of the faculty, commercial entities or by other third parties. Although the School, in its sole discretion, may permit the posting of advertisements and the distribution of information related to such events and programs, the School disclaims any responsibility for them. Such activities are wholly voluntary and families should not construe the posting or distribution of related information on school premises as an endorsement of the program. The School makes no representations or warranties with respect to trips and activities that it does not sponsor. Parents or students who are unsure whether a trip or program is school-sponsored should contact the respective Division Head.

Food

Nursery and Lower Divisions

The Nursery and Lower Divisions provide lunch and snacks to all students. Both Divisions provide a main entrée designated each day. The Lower Division dining hall also has a daily salad bar available. In addition, the Lower Division food program offers bagels, sandwiches and fruit as alternatives, and at the Nursery Division, whole wheat bread, turkey, cheese and yogurt are provided as alternatives. Drinks include juices (at Lower Division), milk and water.

Children in the Nursery and Lower Divisions may not bring food to school, except for birthday treats. The Nursery Division is “nut aware,” which means that the School does not intentionally use peanuts, tree nuts, or nut products in food preparation, but it cannot guarantee that some commercial items were not prepared in facilities also processing other nut related products. Parents are required to refrain from including nut products in brown bag lunches or treats that children may bring to their classes from home. Food and beverages are not allowed on school buses.

When sending in birthday treats, parents should provide only enough for the children in the homeroom. Such food must not contain nuts, nut oil or any nut products. For children with summer birthdays, treats may be brought in near the end of the year or for a “half-birthday.” Birthday celebrations are limited to one occasion per year per child, and must first be cleared with the homeroom teacher.

Middle and Upper Division

Middle and Upper Division students select food from the Cafeteria and various vending machines. Students generally should restrict eating to the Cafeteria and outdoor areas. Upper Division teachers may occasionally give specific students who do not have a scheduled free period for lunch permission to eat in the classroom. Food is not permitted in the Recital Hall or Gross Theatre.

Food Allergies

While the School may endeavor to assist in dietary matters insofar as set forth below, it is the responsibility of parents, not of the School, to insure that students conform to any dietary restrictions and avoid any foods to which they may be allergic.

Horace Mann is not “nut free.” Although the menus in the Nursery and Lower Divisions are intended not to include peanut butter, peanut oil, or nut products, the School does not guaranty that the menus are “nut free.” The Lower Division does make available individually wrapped sandwiches containing peanut butter, prepared by food service employees with utensils used only for that purpose.

The School expects students with nut and other food allergies at the Lower Division and older to monitor their own food choices, under an age-appropriate level of supervision by school

personnel. Parents should direct requests for special accommodations regarding students' nut and other food-related allergies to the Learning and Other Disabilities Committee. The Lower Division has a full time nutritionist who works with food services, families, and children with allergies and dietary needs.

The School informs teachers and other staff of students' food allergies as needed to provide appropriate care and guidance, taking into consideration students' ages and their ability to self-monitor. Students possessing Epi-Pens prescribed by a doctor are required to have a duplicate pen at school or on their person depending upon the Division. The School also has generic Epi-Pens available in various locations. However, these Epi-Pens are not intended to replace Epi-Pens prescribed by a doctor.

Parents must provide the appropriate nurse in the division with accurate and timely information about students' food allergies. Parents also must include such information on students' annual physical examination forms.

Part V: Administrative Services

Admissions and Financial Aid

Inquiries about the Horace Mann Admissions process should be directed to the Admissions Office at (718) 432-4100.

Horace Mann supports a program of need-based Financial Aid. Parents receiving Financial Aid can expect to continue to receive assistance at comparable levels each year that they remain at Horace Mann, if their financial situations do not change. Parents, however, should expect to pay a portion of any tuition increase. Both custodial and non-custodial parents are required to complete an application for a student to receive and remain eligible for Financial Aid.

Parents interested in applying for Financial Aid should call (718) 432-4100 to request application materials. Parents should keep in mind that Horace Mann does not provide full scholarships; all parents pay some tuition for their child or children to attend. Applications for current parents are available in October each year and they are due by November 15. Horace Mann does not provide merit-based scholarships. The School makes Financial Aid decisions annually. Parents must re-apply each year to continue to receive support. Late applications will be considered only if funding is still available.

The Lynn and Lizzie Koch '05 Student Assistance Sunshine Fund ("SAF") and other sources provides a limited amount of additional financial support for transportation, books and related school activities. For more information about the SAF or the Financial Aid process, please contact the Financial Aid Office at (718) 432-4101.

Business Office

The Business Office provides information about tuition plans and tuition insurance plans available through approved providers. It also makes information available to parents about transportation services available through approved private contractors. The Business Office monitors student tuition accounts and implements the policies delineated below.

The language in the Enrollment Contract between parents (or other signatories to the Enrollment Contract) and Horace Mann identifies many important obligations and undertakings that define the business relationship between parents and the School.

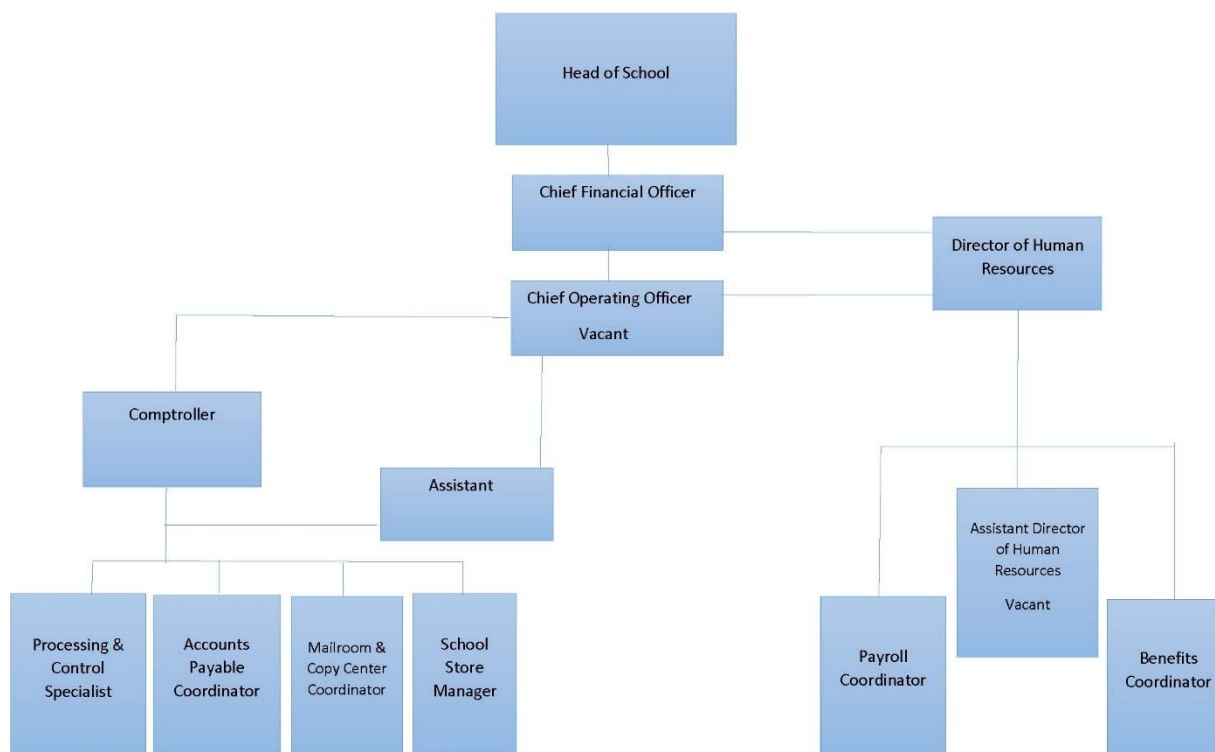
Compliance with School Rules and Regulations/School's Rights Reserved

Parents understand that by signing the School's Enrollment Contract, they agree to cooperate fully with the School and to comply with all rules and regulations of the School. Parents further acknowledge and agree that the student agrees to comply with all rules and regulations of the School, and further agrees to comply with all directives of School administrators, faculty, and staff. Parents acknowledge and agree that the School has the right to

discipline, suspend or terminate the enrollment of any student at any time at the School's sole discretion. Such discipline, suspension or termination may result where:

- a student fails to abide by the rules and regulations of the School;
- the School determines that a student's conduct or performance demonstrates an unwillingness or inability to be productive within the School community;
- a parent, guardian, or other individual closely associated with the student fails to cooperate with the School or fails to abide by the rules and regulations of the School;
- the School determines that the continued attendance of a student in the School is not in the best interests of the student or the School;
- the School determines that the continued involvement of a parent or guardian with the School is not in the best interests of the student or the School;
- the parent or guardian is delinquent with respect to any financial obligation to the School including but not limited to any payment due (i) on behalf of the Student, (ii) on behalf of another Student currently or previously enrolled at the School, and (iii) on a pledge or gift, etc.

Business Office Structure



Development Office

Philanthropic support of Horace Mann within the financial capability of each individual provides the sustenance that nourishes our students' growth, allowing Horace Mann to continue as one of the nation's preeminent independent schools. The philanthropic generosity of each member of the Horace Mann community is crucial to the School's academic vision.

Annual Fund

The Annual Fund is the school's yearly campaign to raise funds in support of the daily operations budget and is the cornerstone of Horace Mann School's Development Program. Gifts to the Annual Fund are truly powerful investments that ensure HM's ability to remain one of the top independent schools in the nation and provide critical dollars that make up the difference between tuition revenue and the actual cost of educating each of our students.

Annual Fund contributions are restricted to enhancing academic and co-curricular programming, attracting and retaining the best and brightest faculty and staff, providing financial aid for an economically diverse community of students, and maintaining our four campuses. In addition, strong philanthropic support of HM allows us to restrain tuition growth each year. It is our hope and expectation that all members of our community will share this responsibility and choose to support Horace Mann School at whatever level they are comfortable. Every gift, regardless of the amount, is valued and appreciated.

Capital Campaigns

All independent schools are required to raise capital funds for projects that are beyond the scope of their daily operations budget, for example, updated facilities or endowment enhancement. It is typical for a school to launch a capital campaign every five to eight years. While strong support of any capital initiative is crucial to the long term, academic and financial well-being of Horace Mann School, the Annual Fund remains our top philanthropic need. Contributions to a capital campaign should be considered as a donation made in addition to maintaining one's current Annual Fund support.

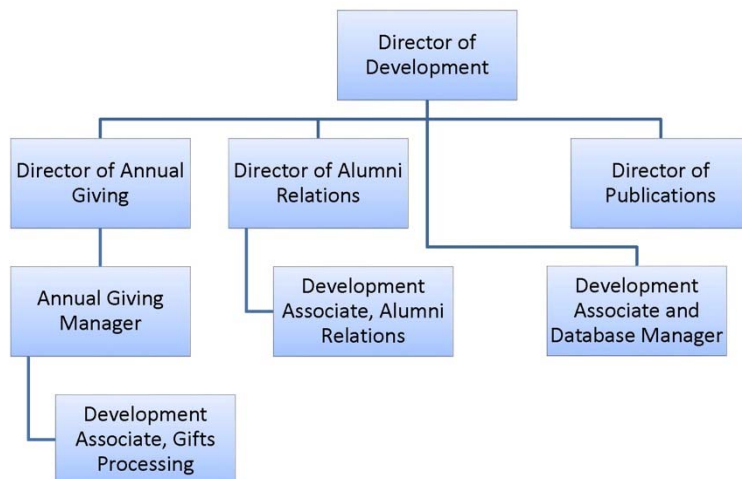
In keeping with the School's tradition of continuous innovation and commitment to progress, in September of 2016 we launched *HM in Motion*, an ambitious \$100 million facilities campaign to address the ongoing need for reenvisioned facilities supporting science, student life, athletics, physical education and health and wellness. These well-planned and carefully constructed facilities, which opened to our students in September of 2018, have already demonstrated lasting benefits, cultivating excellence in both teaching and learning and contributing to the richness and relevance of each student's journey through Horace Mann School.

While originally scheduled to close in June of 2020, we have decided to keep the campaign open until we can find an appropriate time to celebrate *HM in Motion's* historic achievements. Now is the time to join our growing roster of campaign supporters. Your participation in this important effort sends a powerful message that you believe in the School's exceptional programmatic offerings and in HM's continued leadership in education for years to

come. Each gift, regardless of size, helps to ensure that this effort will be fully funded thereby allowing the School to remain fully focused on providing a world-class education.

It is only through a true community effort that we can achieve all of our goals. For more information or to support this important initiative, please contact Melissa Parento, Director of Development, at (718) 432-3456.

Development Office Structure



Master Calendar

Horace Mann provides up-to-date online calendars at www.horacemann.org. The All-School calendar shows school-wide events and closings. The Divisional calendars show events specific to each division.

During the summer, families will receive a printed calendar from Horace Mann which lists school closings and major events. As this is printed well in advance, some dates may be subject to change. The online calendars provide the most current information.

Parents Association

From the time a student enrolls, the student's parents and/or guardians are members of the Horace Mann Parents Association. Membership dues are listed as a separate item on the tuition bill and are used to support the activities of the Parents Association.

The purpose of the Parents Association is to enhance and support the cooperative efforts of the students, the administration, the faculty and the parents to foster the well-being and advancement of Horace Mann, and to support fundraising activities for the School. Notices of

meetings and other affairs sponsored by the Parents Association appear in the school calendar or on the Horace Mann website, www.horacemann.org.

The Parents Association strongly believes in the active participation of its members. All are encouraged to volunteer for committees, as well as other jobs. There is an important place for every parent or guardian who wants to be involved. Those who participate invariably find that their time spent, no matter how great or limited, is very well spent.

Sustainability Policy

As members of a caring community, we at Horace Mann School strive to use the resources of the Earth responsibly. We work to acquire the habits of thoughtful stewardship of the environment. We educate ourselves about the global costs and consequences of our actions. We endeavor to work across the community to develop practices that will contribute to a more healthful future.

Culture and Community

Introduction

Our commitment to fostering great and giving lives of students, families, alumni, faculty, and staff includes serious and persistent efforts toward sustainable living.

Attention to the environment and sustainability is consistent with the school's core values. Horace Mann School works to include these considerations in every aspect of its culture and to instill awareness of them in each member of the community. This awareness includes considerations for local and global wellbeing, and will cultivate decency, quality, and mutual respect for all other human beings and living creatures.

Inclusion and Participation

All constituencies in the Horace Mann School community are encouraged to contribute thought and action to sustainability challenges in the communities to which we belong. We include sustainability and care for the environment among the core issues such as discrimination, equality of opportunity, citizenship, social equity, and cultural and spiritual awareness that inspire members of our community to take positive and constructive actions.

Pedagogy

Horace Mann School supports Nursery through Upper Division curricula that teach eco-literacy across disciplines and encourages our students to become ambassadors for sustainability. We provide curricular, extra-curricular, and service learning activities that allow understanding of the complexity of environmental challenges.

Local Well-Being

Collaborating with parents, local businesses, schools, and community groups, we regularly engage in activities that promote sustainability.

The Global Dimension

Horace Mann School nurtures global consciousness and accepts responsibility for promoting sustainability. As a school, we participate in many activities linking us to the wider world. We extend this ethos throughout the School in our determination to move toward a healthier, safer, more inclusive and equitable society.

Best Practices

Food and Drink

We acknowledge that healthful eating helps to improve student, faculty, and staff health, concentration, and learning. Where possible, all food and drink is produced locally and chosen with consideration for the agricultural practices used in its production.

Energy and Water

We are conscious of the need to conserve energy and water and the School promotes methods to encourage efficiency in these areas. We continuously monitor energy use and develop ways of reducing consumption.

Travel and Traffic

Horace Mann School promotes transportation to and from school that minimizes negative environmental impacts and reduces emission levels and congestion. We continue to urge an end to auto and bus idling in compliance with New York State law and to encourage the use of public transportation, car-pooling, walking, and cycling.

Purchasing, Consumption, and Waste

Horace Mann School gives priority to considerations of environmental impact in all purchases and contracts with vendors. We strive to choose products that are both functional and environmentally sustainable. We factor in the long-term and far-reaching environmental impacts of our consumption. We establish guidelines for the correct and safe disposal of all waste, and we reuse or dispose of old equipment in an ecologically sound way. The School strives to reduce, reuse, and recycle and has a policy of printing only when necessary. Equipment and lights are switched off when not in use.

Facilities Management

The School addresses environmental concerns in all maintenance, construction, refurbishing, and landscaping decisions, including regular review of performance and conservation practices. We consider biodiversity and habitat preservation as we make decisions about our future.

Monitoring, Transparency, and Accountability

Sustainability planning, implementation, and review are ongoing processes that require the education and participation of the community. We establish organizational structures to enable this process. Administrative leadership directs and facilitates our commitment. The effective communication of annual goals and objectives helps us to advance the efforts of the School.

Appendix 1: Horace Mann Enrollment Contract

Student ID # _____

HORACE MANN SCHOOL 231 West 246th St., Bronx, NY 10471 ENROLLMENT CONTRACT FOR 2020/2021

Due Date _____

Last Name of Student	First Name	Middle Initial	Grade (2020/2021)
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Annual Tuition, Enrollment Charges, and Fees

Pursuant to this Enrollment Contract (the "Contract"), I/we, the undersigned, hereby assume financial responsibility for the enrollment of the above student (the "Student") in HORACE MANN SCHOOL (the "School") for the year 2020/2021 at the Annual Tuition and Fees, as detailed below. All payments due under this Contract must be paid from a personal account. Payments from a business or professional account are not acceptable. The School, in its sole discretion, may demand that amounts due under this Contract be paid from a personal account owned by one of the undersigned.

Obligation for Full Year

I/we understand and agree that this Contract is for the full academic year. The obligation to pay tuition and fees is unconditional and cannot be apportioned or mitigated. If I/we submit a deposit and notify the School in writing of a withdrawal prior to May 1, 2020, I/we will forfeit the nonrefundable deposit (which I/we agree is liquidated damages and not a penalty), but will be released from the remainder of the contract obligation. If I/we notify the School in writing of a withdrawal between May 1 and June 15, 2020, my/our financial obligation will be for 60% of the tuition plus the non-refundable deposit. I/We acknowledge and agree that the expenses of the School do not diminish with the departure of the Student either prior to or during the course of the academic year, and that this Contract is made for the entire school year and is budgeted accordingly. The School will not make any deductions, omissions, or refunds for absence, withdrawal, suspension or termination of enrollment, or for any other reason, whenever they may occur after June 15, 2020.

Annual Tuition and Enrollment Charges - Payment Plan Options [You must select one.]

☐ **Check here for One (1) Payment Plan.**
Payment in full, as reflected in the "Total Charges" amount at right, must be submitted to the Business Office by the contract due date noted above.

Charges:	Annual Tuition
Tuition:	
Total Charges:	The total charges for payment made by credit card under the One (1) Payment Plan will be _____ because of a credit card processing fee of 2.85%.

☐ **Check here for Three (3) Payment Plan.**
The 1st Payment (the Deposit) must be submitted immediately following this contract. Visit "enrollwithsmart.com" to enroll with SMART Tuition ("ST") to pay the "ST Total" shown in the box to the right.

SMART Tuition charges a 2.85% processing fee for

Charges:	Annual Tuition	1st Payment (Tuition Deposit)	Two (2) Payments as follows:	Two (2) Payments with 2.85% credit card processing fee:
Tuition:			6/1/2020 12/1/2020	6/1/2020 12/1/2020
Total Charges:		The deposit payment made by credit card under the Three (3) Payment Plan will be _____ because of a credit card processing fee of 2.85%	ST Total	ST Total

credit card payments.
The payments shown in
the column reflecting
credit card fee
payments are inclusive
of this fee.

☐ **Check here for
Ten (10) Payment
Plan.**

The 1st Payment (the
Deposit) must be
submitted immediately
following this contract.
Visit
"enrollwithsmart.com"
to enroll with SMART
Tuition ("ST") to pay
the "ST Total" shown
in the box to the right.

SMART Tuition
charges a 2.85%
processing fee for
credit card payments.
The payments shown in
the column reflecting
credit card fee
payments are inclusive
of this fee.

Fees

Fees will be billed
separately in June.

Fees paid by credit
card will incur a credit
card processing fee of
2.85%. The payments
shown in the column
reflecting credit card
payments are inclusive
of this processing fee.

Charges:	Annual Tuition	1st Payment (Tuition Deposit)	Nine (9) Payments as follows:	Nine (9) Payments with 2.85% credit card processing fee:
Tuition:			5/1/2020 6/1/2020 7/1/2020 8/1/2020 9/1/2020 10/1/2020 11/1/2020 12/1/2020 1/1/2021	5/1/2020 6/1/2020 7/1/2020 8/1/2020 9/1/2020 10/1/2020 11/1/2020 12/1/2020 1/1/2021
Total Charges:		The deposit payment made by credit card under the Ten (10) Payment Plan will be because of a credit card processing fee of 2.85%.	ST Total	ST Total

Fees	Fees with 2.85% credit card processing fee:
Activity Fee	
Enrollment Fee	
Parents Association Dues	
Facility Improvement Fee	

Notwithstanding the selection of any payment plan option above, I/we agree that if the Student is voluntarily withdrawn from the School for any reason, any unpaid balance will become immediately due and payable in full.

Tuition Refund Plan™ [You must select one option.]

The Tuition Refund Plan (the "Plan") provides coverage in accordance with the terms and conditions contained in the booklet available on the School website. This insurance costs \$190.00. (Fees paid by credit card will incur a credit card processing fee of 2.85%. The Tuition Refund Plan cost with processing fee is \$195.42.)

- ☐ I/We wish to enroll in the Tuition Refund Plan.
☐ I/We do not wish to enroll in the Tuition Refund Plan.

I/We understand that I/we may elect coverage under the Tuition Refund Plan pursuant to the terms set forth in the brochure issued by the underwriter. If elected above, the Plan authorizes the School to process and collect any payment directly from the Plan. I/We further understand that I/we remain responsible for any amounts not covered by the Plan.

Other Charges and Fees

In addition to the Annual Tuition, Enrollment Charges and Fees, I/we assume financial responsibility for all other applicable charges and fees such as music fees, books, school-sponsored trips, bookstore charges, lunch, etc. which will be billed by and payable directly to Horace Mann School. Checks returned or electronic payments declined by the bank will incur a \$35 processing fee.

Change in Custody Arrangements/Parent or Guardian Presence

I/We agree to notify the School immediately if the physical or legal custody or care arrangements for the student are temporarily or permanently altered. The School may, in its sole discretion, rescind the contract upon a change in those arrangements. I/we agree to provide the School with any and all relevant court documents or orders.

It is the expectation of the School that one or both parents, or a permanent legal guardian, will be in residence with their children during the school year. If parents or guardians need to travel briefly, the School expects that another adult will be living in the home with students for the duration of the parents' or guardians' absence. Parents/Guardians must inform the appropriate nurse in their children's division at least 48 hours prior to the change in supervision, whenever possible, and provide contact information both for the parents/guardians and for the adult in charge during their absence.

Fees for Third Party Legal Actions

If, as a result of the School's relationship with the Student, me/us, or any other person interacting with the School or School community by virtue of their relationship with the Student, the School or any member of the faculty or staff is required to testify, provide information for, or otherwise participate in a legal dispute to which the School is not a party, the School shall be entitled to recover from me/us the School's attorneys' fees and costs incurred in such legal action and costs incurred by the School as a result of collection of documents, coverage of staffing, or other associated costs.

Delinquent Accounts

I/We understand that payment of Annual Tuition, Enrollment Charges, and Fees is a condition of enrollment, and that the School may revoke any Contract and suspend or terminate the student's enrollment for non-payment or untimely payment. I/We further agree that:

1. If timely payment is not made, the entire unpaid outstanding balance shall bear interest from the day after the applicable due date to the date of payment in full. The rate for this late charge shall equal the lesser of 1.5 % per month, or the maximum amount permitted by law.
2. I/We am/are responsible for paying all costs of collection of delinquent accounts, including reasonable lawyer's fees, court costs, and other fees and costs allowed by law.
3. I/We authorize the School and its designees to use any business or consumer reporting credit bureau to verify and obtain background information regarding me/us and/or my/our business, and to disclose such information to the School in accordance with the Fair Credit Reporting Act.
4. If a parent or guardian is delinquent with respect to any financial obligation to the School with respect to the Student, another Student currently or previously enrolled, or with respect to a pledge or gift, the School may take action as set forth herein below:
 - No student will be permitted to enter classes in September if payments for Annual Tuition, Enrollment Charges, or Fees are delinquent before the commencement of the school term.
 - Any student for whom Annual Tuition, Enrollment Charges, or Fees are delinquent during the school year will be subject to suspension when any payment is not made pursuant to the plan of payment in this Contract.
 - Any student for whom Annual Tuition, Enrollment Charges, or Fees are delinquent will not be offered an enrollment contract for the following year and that student's place will be assigned to another student.
 - For students with delinquent or unpaid Annual Tuition, Enrollment Charges or Fees, the School may, at its sole discretion, withhold academic transcripts and other records from other schools, colleges, or employers. The School also may notify other schools, colleges and employers that School accounts are not paid in full.

Student Activities and Information

Unless I/we provide the School with advance written notice to the contrary, the Student has my/our permission: (i) to take part in any and all school activities on or off School property; (ii) to participate in School athletic activities, whether on or off School property; (iii) to attend and participate in School-sponsored trips, including but not limited to the annual mandatory trips to John Dorr Nature Laboratory in grades 2-8; and, (iv) take transportation in connection with (i) - (iii) above, including but not limited to buses chartered by the School, taxicabs, subways, or vehicles driven by employees or representatives of the School or parents of other students (collectively (i) - (iv), "Student Activities").

I/We acknowledge that participation in Student Activities may be dangerous and may involve many risks to the Student and their property. I/We understand and agree that the School is not an insurer of the safety of the Student, and cannot be held responsible for any liability that may occur during or in connection with the Student Activities. I /We acknowledge that the extent of adult supervision during Student Activities may be less than it is during an ordinary day at the School, and that there may be times during certain Student Activities in which students may be unsupervised. I/We acknowledge that the Student suffers no condition which restricts their participation in Student Activities, or I/we agree to provide details of such restrictions in advance of any Student Activities. I/We acknowledge and agree that notwithstanding the above, I/we will complete and promptly return to the School any requested additional permission slips, releases and/or medical information forms regarding the student.

I/We further agree that the School may use the Student's name, portrait, likeness, artwork, written work, or electronic media that they develop in connection with school activities or in publicizing the School, and that, except as prohibited by law, the School may use the Student's

information and records at the School's discretion.

For newly enrolled students in Grades 6-11, student participation in August/September orientation programs at Horace Mann School's John Dorr Nature Laboratory ("Dorr") is mandatory. The terms and conditions of this Contract apply to summer programming before or after classes begin and end (i.e., all Dorr programming, June field trips, etc.). Notwithstanding the foregoing, I/we understand and agree that we may be required to complete and return additional documents and/or payments for summer programming.

The Children's Online Privacy Protection Act of 1998 ("COPPA") requires that website operators acquire parental permission before collecting personal information from a child under the age of 13. While this law does not apply to non-profit institutions such as the School, it may apply to operators of some external third party online services utilized by the School. I/We agree that if the Student is under 13 years of age, I/we give the School consent to provide personal identifying information for the Student consisting of first name, last name, school email address and username to third party online services utilized by the School including Google Apps of Education and any other educationally appropriate third party services the School may add in its discretion. I/we may withdraw this permission at any time, with written notice to the School. For more information about COPPA, I/we may visit <https://www.ftc.gov/enforcement/rules/rulemaking-regulatory-reform-proceedings/childrens-online-privacy-protection-rule>.

I/we acknowledge that while the School maintains records in accordance with any applicable record retention laws, the only document the School maintains permanently for students once they have graduated from the School is the official transcript.

No Liability for Off-Campus Activities

I/We hereby release and absolve the School and its employees and agents for any claim for injury or damages arising off-campus which may arise during the course of the Student's enrollment, absent gross negligence. This provision applies to all students, including students who are permitted to leave the School campus during the school day.

Compliance with School Rules and Regulations/School's Rights Reserved

I/We understand that by signing this Enrollment Contract, I/we agree to cooperate fully with the School and to comply with all rules and regulations of the School, including but not limited to the requirement that I/we report any suspicions of child abuse, harassment, or bullying pursuant to the School's reporting policies set forth in the Family Handbook which is incorporated by reference herein. I/We further understand and agree that we will comply with the School's Weapon Free Policy (set forth in the Family Handbook) which provides, in part, that no student or nonstudent, including adults and visitors, may possess (whether concealed or otherwise), use, or distribute a weapon when in a school location, and that no storage will be provided by the School for such weapons.

I/We acknowledge and agree that the Student agrees to comply with all rules and regulations of the School, and further agrees to comply with all directives of School administrators, faculty, and staff. I/We acknowledge and agree that the School has the right to discipline, suspend or terminate the enrollment of any student at any time at the School's sole discretion. Such discipline, suspension or termination may result where:

- a student fails to abide by the rules and regulations of the School;
- the School determines that a student's conduct or performance demonstrates an unwillingness or inability to be productive within the School community;
- a parent, guardian, or other individual closely associated with the Student fails to cooperate with the School or fails to abide by the rules and regulations of the School;
- the School determines that the continued attendance of a student in the School is not in the best interests of the Student or the School;
- the School determines that the continued involvement of a parent or guardian with the School is not in the best interests of the Student or the School;
- the parent or guardian is delinquent with respect to any financial obligation to the School including but not limited to any payment due (i) on behalf of the Student, (ii) on behalf of another Student currently or previously enrolled at the School, and (iii) on a pledge or gift, etc.

Gender Diversity And Inclusion Statement

The purpose of this statement is to provide information and guidelines to ensure protection, respectful treatment, and equal access to educational programs and activities for transgender and gender nonconforming students. This reflects the School's commitment to providing a safe and supportive learning environment for all students, and to ensuring that every student shall have equal access to the School's educational programs and activities.

The School shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized by their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to preferred activities and facilities. Each person has a unique process for transitioning and the School is prepared to support this process. The School will work with the parent/guardians of a student whenever possible and appropriate, but I/we understand and agree that parent/guardian approval will not be a prerequisite for respecting a student's gender identity.

In terms of how students will be identified, School IDs, classroom and advisory lists, school email address, certificates/diplomas, announcements, communications, team rosters, school publications, yearbooks, and other site-generated unofficial records are not legal documents and will reflect the wishes of the Student. The official records will remain in the Student's legal name.

Force Majeure

The obligations of the School under this contract may be suspended immediately without notice during periods that the School must close because of force majeure events including, but not limited to, fire, acts of God, war, terrorism or threat of terrorism, governmental action, medical epidemics or outbreaks, or any other event beyond the School's control. If such an event occurs, the School's duties and obligations under this Contract may be suspended or postponed until such time as the School, in its sole discretion, may safely re-open. A force majeure event will not entitle the parent(s) or guardian to a tuition refund.

Other Terms

I/We understand and agree that, at its sole discretion, the School shall be entitled to recover from me/us the reasonable fees and expenses of the School's counsel incurred in connection with the enforcement of the terms and conditions of this Contract. This Contract and its enforcement, any controversy arising out of or relating to the making or performance of this contract, shall be governed by and construed in accordance with the law of the state of New York, without regard to New York's principles of conflicts of law. I/We further agree that this Enrollment Contract contains the entire material terms and conditions and that no others will be deemed valid unless they are contained in an express writing signed by me/us and the School.

General Release

I/We release and hold harmless the School, its trustees, administrators, agents, representatives, and employees from all claims, damages and other liability for injury to the Student or for loss of student property, where such claims, damages or other liability are not the result of gross negligence by the School, its trustees, administrators, agents, representatives, or employees.

This Contract should be signed by each person legally responsible for the Student, regardless of who in the family plans to pay the tuition. I (each parent and/or guardian financially responsible for the Student) agree to be jointly and severally liable to pay the tuition, charges, and fees described in this Contract. I/We have read this Contract and understand and accept all of its terms and conditions. My/our signature(s) below acknowledge(s) approval of these terms. I/We agree that typing my/our name(s) and clicking the "Submit" button constitute a "signature" to this Contract that is a legally binding equivalent to a handwritten signature that shall bind me/us.

By electronically signing this contract, I/We accept and agree to the conditions set forth above.

A deposit in the amount indicated above must be submitted immediately following this signed Contract. This deposit will not be refunded under any circumstances. If the School does not receive this signed document and the required deposit by _____ I/we will be subject to a \$200 late fee. At the sole discretion of the School, if I/we fail to meet this due date, the School may offer my/our child's place to another student.

Signature:	<input type="text"/>	Signature:	<input type="text"/>
Relationship to student:	<input type="text"/>	Relationship to student:	<input type="text"/>
	If no name appears preprinted above, enter 'NA' in both boxes above.		If no name appears preprinted above, enter 'NA' in both boxes above.
Date:	<input type="text"/>		
Home Address:	<input type="text"/>		

If names appear below, the persons named will receive separate copies of this electronic enrollment contract and will each be required to sign and submit their respective contract before enrollment can be processed.

☐ By clicking here, I/we understand that I/we am/are submitting my/our child's enrollment contract, but that it is not considered received and executed by the School until I/we have received an email confirmation response from the Business Office. I/We confirm that I/we have also reviewed and updated my/our child's profile information for accuracy.

Appendix 2: Whistleblower Protection Policy

Purpose

This Whistleblower Protection Policy is intended to provide Horace Mann School (the "School") trustees, officers, employees, volunteers, employees of contracted service providers, parents, legal guardians, and students (each, a "Protected Person") with an anonymous, confidential mechanism to alert the School of Concerns (as defined below), and to ensure that all information regarding Concerns received by the School is handled in a professional and thorough manner so the School can address and correct inappropriate conduct and actions. Protected Persons are expected to practice honesty and integrity in fulfilling their responsibilities and are required to comply with all applicable laws and regulations, as well as with this and other School policies.

Who Is Covered?

All full or part time School employees, trustees, officers, volunteers, employees of contracted service providers, parents, legal guardians, and School students.

The Policy

It is the responsibility of all Protected Persons to report in good faith any concerns they may have regarding actual or suspected activities which may be illegal or in violation of the School's policies with respect to, without limitation, (i) conduct that is criminal, fraudulent, or violates any law, rule or regulation of any local, state or federal government body involving the School's financial statement disclosures, accounting, internal accounting or disclosure controls, or auditing letters; (ii) misappropriation of School's funds; (iii) questionable accounting or auditing practice; (iv) other violations of the School's other finance-related, auditing, Conflicts of Interest and Document Retention policies; (v) violations of the School's Policy Prohibiting Employment-Related Harassment and Discrimination; (vi) violations of the School's Student Harassment/Bullying Policy; and (vii) violations of the School's Policy on Mandatory Reporting of Child Abuse of Students by School Employees, Volunteers, or Other Adults in an Educational Setting (each, a "Concern"). Note that certain employees, volunteers, and other adults are Required Reporters (as defined in the Policy on Mandatory Reporting of Child Abuse of Students by School Employees, Volunteers, or Other Adults in an Educational Setting) and must report using the procedures set forth in that policy and the New York State Education Law. The reporting policy set forth in this Whistleblower Policy may be used by other employees, volunteers, or other adults with concerns about child abuse.

Reporting a Concern

Any Concerns should be reported as soon as is practicable to the Chair of the Board of Trustees or the Chair of the Audit Committee (each such person, a "Designated Trustee"). Any questions with regard to the scope, interpretation or operation of this Whistleblower Policy should also be directed to a Designated Trustee. To facilitate the receipt of such complaints, the School has set up a site in its e-mail system, namely: ombudsman@horacemann.org. Either Designated Trustee who receives any such information or complaint shall forward such information to the other Designated

Trustee as well as to the entire Audit Committee. In addition, to the extent the School receives any complaints or information regarding Concerns, it shall promptly forward to each Designated Trustee any such Concerns. Any Protected Person may submit, on a confidential basis, anonymously if the person so desires, any good faith Concerns. Should an individual desire to submit an anonymous complaint, they should do so by submitting such in writing in a sealed envelope or via email to either Designated Trustee. Notwithstanding the above, complaints regarding violations of the School's Policy Prohibiting Employment-Related Harassment and Discrimination and complaints under the School's Policy on Mandatory Reporting of Child Abuse of Students by School Employees, Volunteers, or Other Adults in an Educational Setting may NOT be made on an anonymous basis.

Investigation

Following the receipt of a complaint or report of a Concern, the School's Audit Committee will (i) evaluate the complaint; (ii) commence an investigation into the allegations, if deemed necessary after such evaluation (any such investigation, a "Whistleblower Investigation"), and (iii) take corrective and disciplinary actions, if appropriate. The School's Audit Committee may seek the assistance of School employees and/or outside legal, accounting or other advisors, as appropriate, to conduct any investigation of complaints regarding financial statement disclosures, accounting, internal accounting controls, auditing matters or other violations of the School's policies. In conducting any Whistleblower Investigation, the Audit Committee shall use reasonable efforts to protect the confidentiality and anonymity of the person or persons submitting the complaint, where applicable. The Designated Trustees or the Audit Committee may not delegate the responsibility to investigate a reported Concern to an employee or other individual who is the subject of the reported Concern or in a manner that would compromise either the identity of a Protected Person who reported the Concern (where applicable) or the confidentiality of the complaint or resulting investigation. The Designated Trustees shall report to the full Board of Trustees at each regularly scheduled board meeting on compliance activity.

A Designated Trustee will acknowledge receipt of each reported Concern within five business days, but only to the extent the reporting person's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Audit Committee, and appropriate corrective action will be taken if warranted by the investigation.

Non-Retaliation

No Protected Person who (1) in good faith reports a Concern to any Designated Trustee pursuant to this Whistleblower Policy, (2) provides information, causes information to be provided or otherwise assists in any investigation, including investigations by local, state or federal government bodies, regarding any Concern, or (3) files, causes to be filed, testifies, participates in or otherwise assists in a proceeding filed or about to be filed that alleges a Concern (together "Protected Actions") shall suffer retaliation, harassment, intimidation, discrimination, or other adverse action (including, without limitation, any adverse employment action) (together, "Retaliation") as a result of engaging in such Protected Actions. Any person who Retaliates against a Protected Person for engaging in a Protected Action shall be subject to discipline, up to and

including termination, removal, suspension, or dismissal.

Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between the School and its employees. Nothing contained herein is intended to provide any Protected Person with any additional rights or causes of action, other than those provided by law.

Acting in Good Faith

Anyone reporting a Concern must act in good faith and have reasonable grounds for believing that the information disclosed may indicate a violation of law and/or ethical standards. Any allegations that prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Document Retention Policy

All written or electronic documents or other records created or received in connection with a Whistleblower- Investigation are subject to the School's Document Retention Policy.

Designated Trustees Contact Information:

Laurence Grafstein, Chair, Board of Trustees
1175 Park Avenue, New York, NY 10128
(212) 863-4815
larrygrafstein@gmail.com

Robert Owens, Co-Chair, Audit Committee of the Board of Trustees
241 Central Park West, New York, NY 10024
(917) 754-6700
rowens@owensgroup.com

Mariko Zeitlin, Co-Chair, Audit Committee of the Board of Trustees
5 Laurelwood Ct., Rye, NY 10580
(917) 885-3827
mariko@zeitlinny.com

Distribution

The School shall distribute a copy of this Whistleblower Policy to all Protected Persons.

Appendix 3: Suicide Prevention Policy¹

Purpose

The purpose of this policy is to protect the health and well-being of all Horace Mann School students by having procedures in place to help prevent, assess the risk of, intervene in, and respond to suicide. The school:

- a) recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- b) further recognizes that suicide is a leading cause of death among young people,
- c) strives to take a proactive approach in preventing deaths by suicide,
- d) acknowledges the school's role in fostering an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development; and
- e) acknowledges that notwithstanding this Policy, the school cannot always prevent suicide.

Toward this end, this policy is meant to supplement and work in conjunction with other school policies supporting the emotional and behavioral health of students more broadly.

Parent Involvement

Parents and guardians play a key role in youth suicide prevention. The School has instituted this policy along with trainings to protect the health and well-being of School students, but it is ultimately parents and guardians who must oversee their child's mental health. Parents and guardians should learn the warning signs and risk factors for suicide so they are better equipped to connect their children with professional help when necessary. Parents and guardians should take every statement regarding suicide and wish to die seriously and avoid assuming that a child is simply seeking attention.

Definitions

1. **At Risk** - A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. **Crisis Team** - A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. For the purpose of this policy, the Crisis Team at Horace Mann School will be division-specific and include the following employees: the Head of School, the appropriate Division Head, a psychologist from the division, the

Division's nurse and the School's Director of Public Safety (formerly Security). For the John Dorr Nature Laboratory, the Crisis Team will consist of the Head of School, the Director in Residence at Dorr, the UD Director of Guidance & Counseling, one of the nurses assigned to Dorr and the school's Director of Public Safety (formerly Security).

3. **Mental Health** - A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
4. **Postvention** - Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
5. **Risk Assessment** - An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, Grade Dean, or administrator). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
6. **Risk Factors For Suicide** - Characteristics or conditions that increase the chance that a person may try to take his, her or their life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment. (See Appendix A)
7. **Self-harm** - Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
8. **Suicide** - Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. **Suicide Attempt** - A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself, herself or themselves. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
10. **Suicidal Behavior** - Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. **Suicide Contagion** - The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
12. **Suicidal Ideation** - Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

Scope

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses, and at school sponsored out-of-school events where school employees are present. This policy applies to the entire school community, including employees (full or part-time), coaches, consultants, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high-risk behaviors of which the School is informed that take place outside of the school environment.

Prevention

1. **School Policy Implementation** – For purposes of this Suicide Prevention Policy, the Head of School is the school's suicide prevention coordinator. The school-wide suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school. The designated division coordinator(s) for implementing this policy is/are the psychologist(s) assigned to each division. For the John Dorr Nature Laboratory, the designated coordinator is the UD Director of Guidance & Counseling. All employees shall report students they believe to be at risk for suicide to the division suicide prevention coordinator. In the absence of the division suicide coordinator, employees should seek out any of the following: the Head of School, a school employed mental health professional, a nurse, or any member of the school's public safety (formerly security) department.
2. **Professional Development** - Employees will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention during one of the two professional development days offered at the beginning of each academic year.
3. **Youth Suicide Prevention Programming** – Developmentally appropriate, student-centered education materials will be integrated into the instructional program by division and where appropriate. The content of these age-appropriate materials will include:
 - 1) the importance of safe and healthy choices and coping strategies,
 - 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, and
 - 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

4. **Publication and Distribution** - This policy will be distributed annually to employees and be included in the *All School Employee Handbook* and the *Family Handbook*.
5. **Assessment and Referral** – When a student is identified as potentially suicidal (i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers), the student will be seen by a school psychologist assigned to the relevant division within the same school day to assess risk and facilitate referral. If no school psychologist is available, a school nurse or administrator will fill this role until a mental health professional can be consulted.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The division and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The school psychologist or division head will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with an urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve advising the parents about setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. The School will notify relevant authorities as it deems necessary (parental consent is not required).
5. The School may require written permission from the student's parent or guardian for the school psychologist to discuss the student's health with the outside mental health provider and for the outside mental health provider to share their thoughts and recommendations with school personnel. If a parent/guardian does not consent to the sharing of this information, the School will make a determination about the School's ability to support and protect the student and/or the community on an ongoing basis.

In-school Suicide Attempts

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following the school's emergency medical procedures.
2. School employees will supervise the student to ensure their safety.
3. Employees will move all other students out of the immediate area as soon as possible.
4. If appropriate, employees will immediately request a mental health assessment for the youth.
5. The school employed mental health professional or division head will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.

6. As soon as possible, and without putting the health and welfare of the student involved at risk, employees will notify or direct another employee to notify the following in order: the Public Safety (formerly Security) Office at Horace Mann School (Ext. 3911), the appropriate division-specific psychologist, the appropriate division head, and the head of school (Ext. 3880) regarding in-school suicide attempts. In each instance, school personnel should be given the name of the student (when possible) and the location of the incident.
7. The school will engage as necessary each division's crisis team to assess whether additional steps should be taken to ensure student safety and well-being and the well-being of the other students.

Re-entry Procedure

For students seeking to return to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, the division head, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school or to another, more appropriate, educational setting.

1. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from an appropriate mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated employee will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.
4. Ongoing therapy with an outside mental health professional in conjunction with meeting with a school employed mental health professional may be a required in order for a student to return to school.
5. Ongoing communication between the School and the student's outside mental health professionals may be required.
6. Ultimately, the school will make the final determination whether a student is ready and able to return to Horace Mann School.

This procedure will work in combination with the School's Medical/Psychological Leave Policy to the extent applicable.

Out of School Suicide Attempts

If an employee becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the employee will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the Head of School and/or appropriate division head.

If the student contacts the employee and expresses suicidal ideation, the employee should attempt to maintain contact with the student (either in person, online, or on the phone). The employee should enlist the assistance of another person to contact the parent(s)/guardian(s) or the police while maintaining verbal engagement with the student. Once the parent(s)/guardian(s), police or other emergency personnel have engaged, the employee should inform the school suicide prevention coordinator (head of school) and/or the appropriate division head as soon as possible. If the school employee is not able to maintain contact with the student, the employee will take the steps outlined above.

Often, family and friends are the first to recognize the warning signs of suicide and can be the first step toward helping an at-risk individual find treatment with someone who specializes in diagnosing and treating mental health conditions. If you know someone in crisis, please see the resources listed in Appendix A of this policy and/or encourage the at-risk individual to call the toll-free National Suicide Prevention Lifeline (NSPL) at 1-800-273-TALK (8255), 24 hours a day, 7 days a week. The deaf and hard of hearing can contact the Lifeline via TTY at 1-800-799-4889. If the individual is a school-age member of the community, parents and friends alike are strongly encouraged to report their concerns to the mental health professional (psychologist) in any of the divisions or the head of school by calling: 718-432-4000 and asking to speak with any psychologist or the head of school. The psychologist or head of school will work to connect with, share information with, and coordinate any school-related treatment plans with the private therapist. If a private therapist is not involved, the psychologist or head of school will work with the student's parents or other guardians on how best to explore treatment options.

Parental Notification and Involvement

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the Head of School, the division head, the division heads designee, or a school employed mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. As described above in the "for youth at risk" section, the School may require written parental permission for the school psychologist to discuss the student's health with the outside mental health provider and for the outside mental health provider to share their thoughts and recommendations with school personnel.

Postvention

1. **Development and Implementation of an Action Plan** - The crisis team in each division will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:
 - a) **Verify the death.** Employees will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious

instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian does not wish to disclose the cause of death, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

- b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of the postvention activities may be reduced.
- c) **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to employees, students, and parents/guardians with an acknowledgement that its cause has not yet been determined. The School will inform the faculty and staff members that a sudden death has occurred, preferably in a meeting. The School will write a statement for employees to share with students and their parents. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. School-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
- d) **Avoid suicide contagion.** It should be explained in the employee meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another death. The crisis team will work with faculty and staff members to identify students who are most likely to be affected significantly by the death. In the meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
- e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and employees in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs. If needed, school employed mental health workers from other divisions within Horace Mann School will be called into services in support of another division's students.
- f) **Develop memorial plans.** The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

2. **External Communication** - The division head or division head's designee will be the sole media spokesperson. Employees will refer all inquiries from the media directly to the spokesperson. The spokesperson will:
- a) Keep the Head of School and Board Chair informed of school actions relating to the death.
 - b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information. The statement must be approved by the Head of School.
 - c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available. (See Appendix A)

Appendix A – Resources for Employees and Parents

F-A-C-T-S

If you notice any of these warning signs, take action. Signs that a student may be at risk include the following F-A-C-T-S:

- **FEELINGS** like expressing hopelessness about the future, seeming sad and unhappy, being anxious and worried, or getting angry and aggressive.
- **ACTIONS** like giving away personal belongings, withdrawing from activities or friendships, doing risky, dangerous things like drinking & driving, or researching ways to die online.
- **CHANGES** in the normal mood and behavior of your student. In some ways, this may be what is easiest for you to notice. If you observe changes that concern you, reach out to others in the student's life (i.e., parents, teachers, friends, religious leaders, etc.) to see if they have also noticed changes. Also changes in friend groups.
- **THREATS** are sometimes direct like "I'd rather be dead". They can also be vague like "I just don't care about anything anymore."
- **SITUATIONS** are events that can serve as triggers for the suicidal behavior. These can include things like getting into trouble at home or school or with the law, experiencing some type of loss or facing a life change that may be too overwhelming for the student to deal with on their own.

By taking time to notice and reach out to someone you feel is at risk, you can be the beginning of a positive solution.

Source: New York State Office of Mental Health, Suicide Prevention Center New York (SPC-NY), www.preventsuicideNY.org

Hotlines

National Suicide Prevention Lifeline: The Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis or their friends and loved ones. Call 1.800.273.8255 (TALK). Callers are routed to the closest possible crisis center in their area.
<http://www.suicidepreventionlifeline.org>

The Trevor Lifeline: The only nationwide, around-the clock crisis intervention and suicide prevention lifeline for lesbian, gay, bisexual, transgender, and questioning young people, 13-24, available at 1.866.488.7386.

TrevorChat: A free, confidential, secure instant messaging service that provides live help to lesbian, gay, bisexual, transgender, and questioning young people, 13-24, through
<http://www.TheTrevorProject.org>

Risk Factors

Risk Factors for Suicide are characteristics or conditions that increase the chance that a person may try to take her or his life. Suicide risk tends to be highest when someone has several risk factors at the same time. The most frequently cited risk factors for suicide are:

- Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
- Problems with alcohol or drugs
- Unusual thoughts and behavior or confusion about reality
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, especially along with a mental disorder
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Serious medical condition and/or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective Factors

Protective Factors for Suicide are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them. Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

Note: Protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

It is important for schools to be aware of student populations that are at elevated risk for suicidal behavior based on various factors:

1. **Youth living with mental and/or substance use disorders.** While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bi-polar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are important risk factors for suicidal behavior among young people. The majority of people suffering from these mental disorders are not

engaged in treatment; therefore, school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.

2. **Youth who engage in self-harm or have attempted suicide.** Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self-harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.
3. **Youth in out-of-home settings.** Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors for suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one researcher found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.
4. **Youth experiencing homelessness.** For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder. One study found that more than half of runaway and homeless youth have had some kind of suicidal ideation.
5. **LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth.** The CDC finds that LGB youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers. The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one-quarter report having made a suicide attempt. Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. For those youth with baseline risk for suicide (especially those with a mental disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ, which elevate the risk of suicidal behavior for LGBTQ youth.
6. **Youth bereaved by suicide.** Studies show that those who have experienced suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.
7. **Youth living with medical conditions and disabilities.** A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

Guidebooks and Toolkits

“Preventing Suicide: A Toolkit for High Schools” – U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Mental Health Services <http://store.samhsa.gov/product/PreventingSuicide-A-Toolkit-for-High-Schools/SMA12-4669>

“After a Suicide: A Toolkit for Schools” – American Foundation for Suicide Prevention and Suicide Prevention Resource Center www.afsp.org/schools

“Guidelines for School-Based Suicide Prevention Programs” – American Association of Suicidology http://www.sprc.org/sites/sprc.org/files/library/aasguide_school.pdf

“Youth Suicide Prevention, Intervention, and Postvention Guidelines: A Resource for School Personnel” – Maine Youth Suicide Prevention Program <http://www.maine.gov/suicide/docs/Guideline.pdf>

“Trevor Resource Kit” – The Trevor Project thetrevorproject.org/resourcekit

“Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender (LGBT) Children” – Family Acceptance Project <http://familyproject.sfsu.edu/publications>

National Center for School Crisis and Bereavement <http://www.stchristophershospital.com/pediatric-specialties-programs/specialties/690>

Adolescent and School Health Resources – Centers for Disease Control and Prevention, contains an assortment of resources and tools relating to coordinated school health, school connectedness, and health and academics <http://www.cdc.gov/healthyyouth/schoolhealth/index.htm>

¹ This policy was adapted from the model suicide prevention policy created by the following organizations: The TREVOR Project, American Foundation for Suicide Prevention, National Association of School Psychologists, and American School Counselor Association.

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