



Student/Parent Handbook

Main Building: 433 West End Avenue, NY, NY 10024
Tel: 212-497-6500 Fax: 212-497-6530

Robert L. Beir Building: 160 West 74th Street, NY, NY 10023

www.calhoun.org

Did You Know?

Calhoun's Mascot: Cougar
School Color: Dark Green

***This handbook does not create any contractual rights.
Calhoun reserves the right to change the policies in this handbook at any time.***

Table of Contents

Calhoun’s Mission	5
Progressive Education	5
Statement on Diversity	5
Best Practices in Cultural Awareness & Sensitivity at Calhoun	6
Community Service Learning	6
Attendance Policies & Procedures	7
School Hours and Schedule	7
Attendance & Dismissal Guidelines	8
Illness and Attendance	10
Lice Policy	10
Student Medications	10
Managing Student Medications During Overnight Trips	11
Temporary Elevator Passes for Medical Reasons	11
Field Trips	10
Board of Health Guidelines	11
Academic Support	11
Cluster System	12
Cluster Advisor	12
Counseling	12
MS/US Grade Deans	13
Learning Specialists	13
College Counseling	13
Language Waiver Criteria	13
Peer Leadership & Mentoring	14
Summer School Policy	14
Tutoring Policy	14
Tutoring: Private After-School Music Lessons	15
Evaluation & Reports	15
Grading System	15
Anecdotal Process	16
Student Recognition & Alert Forms	16
Reports & Conferences	16
Academic Policies / Upper School	18
Graduation Requirements	18
Physical Education	18
Community Service	18
Course Expectations	19
Academic/Social Probation	20
Early Graduation Policy	20

Student Responsibilities & Policies21

 Responsibilities of Students 21

Policies & Standards of Behavior..... 21

 Absences, Lateness, Leaves 21

 Academic Honesty 21

 Alcohol, Drugs & Smoking..... 21

 Athletic Center Use 21

 Building Care & Maintenance 22

 Cell Phones..... 22

 Dress Code 22

 Dress/Physical Education 22

 Elevator Privileges..... 22

 Food Beyond the Lunchroom23

 Free Periods, Signing Out, and Out-of-Building Privileges23

 Fundraisers & Bake Sales23

 Games/Electronics 23

 Participation in School Activities – Making Choices 23

 Personal Possessions 23

 Private Parties/Outside Activities 23

 Respect..... 24

 Recycling & Sustainability Practices24

 Stealing or the Possession of Weapons..... 24

 Safety in and around the School Buildings 24

 Supervision & Dismissal, After Hours 24

Disciplinary Action & Procedures25

 Middle School 25

 Upper School..... 26

Programs/Services for Students & Parents28

 After-School Programs..... 28

 Summer Programs 28

 Athletics 28

 Clubs..... 29

 Community Service Opportunities..... 29

 Domestic Exchange/Travel 29

 Library Resources..... 29

 Lunch Program 30

 Messages & Telephone Use for/by Students 30

 Public Transportation for Students 30

 Student Working Papers 31

Communications.....31

 Calhoun Website31

 Email and E-Newsletters 31

 School Phone Directory 31

 Emergency Communications 32

Community Events & Involvement..... 32

 Parents Association..... 32

 Performing Arts Center..... 32

All-School Policies..... 32

 Harassment Statement & Policies 32

 Non-Discriminatory Policy 34

 Alcohol & Students 34

 Allergy Policy 35

 Communicating in Cases of Divorce or Separation 36

 Childcare During Evening Programs..... 36

 Fundraisers & Bake Sales 37

 Computers/Best Practices and Acceptable Use..... 38

 Internet Social Networking –Acceptable Use Policy..... 39

 Privacy in Social Media 40

 School Mailing Lists - Acceptable Use Policy 40

 No-Smoking Policy 41

 Personal Safety & Building Care 41

 Private Student Social Events 41

 Substance Abuse Policy..... 42

 School IDs 43

 Visitor Policy..... 43

Educational Philosophy & Community Life

Calhoun's Mission

Calhoun inspires a passion for learning through a progressive approach to education that values intellectual pursuit, creativity, diversity and community involvement.

Progressive Education

Calhoun's philosophy of teaching is based on three core principles that draw on the work of such educational theorists as John Dewey, Jean Piaget, Jean-Jacques Rousseau, Eleanor Duckworth and Lucy Sprague Mitchell.

- 1) Teaching and learning begin with the needs, interests, questions and diverse life experiences of the individual student, who works to create a meaningful understanding of self, community and the world.
- 2) Students learn by doing: by constructing knowledge; by collaborating with administrators, faculty and staff in the real work of the school; and by engaging as citizens to promote social justice and democracy within the school and the world beyond it.
- 3) Teachers and students work together to create a dynamic learning community grounded in cycles of inquiry and action, and focused on the processes and the products of learning and living. Simply stated, people learn best through experience and discovery. At Calhoun, the purpose of education is for students to develop their critical thinking skills and to become thoughtful participating citizens in their communities.

Statement on Diversity

The Calhoun School is committed to promoting and preserving a community that values and celebrates diversity by cultivating an appreciation for different races, ethnic groups and cultures. Each student's sense of dignity can best be developed when the educational system itself places value on the differences and similarities among people. To that end, it is our goal that the composition of the student body, the teaching faculty and the Board of Trustees be a reflection of the rich portraiture that characterizes the population of New York City.

The firm resolve to realize this goal must manifest itself on a daily basis as part of the foundation for decision-making by the Trustees, school administrators and teaching faculty with regard to curriculum, professional development, parent relations and admissions policies.

In accordance with Calhoun's commitment to a diverse community, those involved in the process of accepting students or hiring faculty, staff or administrators will make every effort to create and sustain racial and economic diversity at Calhoun. The intent of this statement is to remind all of us in the midst of our many competing values to make this a priority.

Best Practices in Cultural Awareness & Sensitivity at Calhoun

Calhoun strives to practice cultural awareness and sensitivity at all times, both inside and outside of the classroom. Our mission is centered around the intentional inclusion of, and respect for, diversity in all its manifestations within and beyond the reaches of our community. This practice includes, but is not limited to, all aspects of school-wide programming and events. In our attempt to embrace both the richness of cultural diversity, as well as the need to uplift and respect that diversity, we request that in planning programs and events, community members exercise awareness and take precautions to avoid themes that may misrepresent, co-opt, or otherwise unintentionally offend or disrespect the experiences of any cultural group or identity.

Community Service Learning

Community involvement is an essential part of the Calhoun mission and its progressive approach to education. Our core principles speak to the importance of diverse life experiences to create meaning of self, community and the world. Students learn by doing and by engaging as citizens in the world beyond the school. Through our curriculum and programs, Calhoun works to make our mission and principles come alive by acting on our values to promote social justice and democracy.

In each division of Calhoun, age-appropriate programs involve the students in projects that are meant to expand self-confidence, utilize skills and problem-solve, teach understanding and respect, and encourage students to become valuable members of the community. While students from every division are engaged in school-directed servicelearning activities, Upper School students are required to do a minimum of 60 hours of community service on an individual level, in and outside of school. At least 30 of the 60 hours must be earned outside of the school community. The organization or cause must be nonprofit and it may not be a paid job. All service performed both in and outside of school should be documented on a Calhoun community service evaluation form, letter or email from the agency supervisor in order for the work to be credited. All documentation should be given to the Director of Community Service immediately following the completion of the service work. The requirement is due by the end of spring break in the senior year. Upper School students have opportunities to engage in community service on a personal level by volunteering at any of Calhoun's affiliated organizations or participating in Community Action course electives.

Calhoun believes that social action and justice is an important aspect of the curriculum. As activists working to transform society, Calhoun teachers and students work in partnership with local agencies and institutions and create relationships that expand our understanding of the world. By engaging in real world issues and making our learning visible to the public, Calhoun students become part of a global conversation, and therefore active, responsible participants in a democratic society. The effect of Calhoun's mission and practice is that our students more fully understand the impact of their actions on the multiple communities in which they live.

Attendance Policies & Procedures

School Hours and Schedule

For the year's schedule of vacations and closings, log in to the **school's website calendar**, at www.calhoun.org/my-calhoun-calendar.

Hours & Closings

Half-Day 3's	8:45 - 12:00
Full-Day 3's	8:45 - 2:30
4's	8:45 - 2:30
K and 1 st grade	8:30 - 2:45
2 nd grade	8:30 - 2:45
3rd - 5th grade	8:30 - 3:00
6th - 8th grade	8:30 - 3:15
9th - 12th grade	8:30 - 3:15

*There is 8am drop-off care available for 3's-2nd graders at 74th Street.
Doors open at 7:30am at 81st Street for 3rd-12th graders.*

Half-Days

During the school year, there are a few early dismissals before holidays; see the website calendar for all dates and dismissal times. Please make a note of these dates, as well as school closings. Also note that ASP and afternoon yellow school bus service are not available on half-days.

Vacation Days, Special Closings

Vacation days, early dismissals and special school closings for report writing and faculty professional development are indicated on the website calendar. There are often additions as well as changes in school and student events, so it is imperative that parents check the online calendar regularly, and consider uploading the dates to personal devices so changes will automatically appear.

Unexpected & Weather-related School Closings

In cases of extreme weather or other unexpected emergencies, Calhoun will send a simple, recorded message to the phone numbers of every parent/guardian when there is an unexpected closing due to weather or emergency. **Be sure the school has all of your current phone numbers—cell, home and/or work—to get emergency closing messages**, and keep the school informed of changes in your contact information (including email) or family situations by sending changes to familyupdates@calhoun.org.

Attendance & Dismissal Guidelines

Reporting Illness & Absences

Parents should notify the school by 9am to report the absence of their child or to report that your child will be late to school. 81st Street parents should email attendance@calhoun.org by 9am, and 74th Street parents should call the school by 9am. This is to ensure the child's safety. The School Office staff makes daily follow-up calls to parents concerning unaccounted-for student absences.

81st Street Dismissal: Please email attendance@calhoun.org to notify the office of any early dismissals that are unaccompanied by a parent/ guardian. If the office does not receive notification, staff will call to confirm.

Lower School—Early Childhood (3's-2nd Grade)

Arrival: All 3's and 4's children are escorted to and picked up from their classrooms. Kindergartners, 1st and 2nd grade students may go upstairs by themselves or be brought to their classrooms at drop-off, but they are dismissed from their classrooms in the care of the designated parent/caregiver in the afternoon.

Dismissal: All Lower School children must be dismissed on Calhoun premises to a family member or adult caregiver designated by the family. Parents indicate at drop-off time who will be picking up their child(ren). If there is a mid-day change in plans, the parent must call and notify the School Office. Students are dismissed in their classrooms, where they can be picked up by their parent and/or caregiver. In addition to the daily drop-off information, the Lower School requires a "Dismissal Information" form on file for each child, submitted at the beginning of the school year.

Lower School—Elementary (3rd-5th Grade)

Arrival: Students should arrive between 7:30am and 8:30am. If arriving before 8am, students may go to the Commons for Early Morning Drop-Off, where they will be supervised by a Calhoun faculty member from 7:30-8am, free of charge. Those students are then escorted upstairs at 8am, when the 2nd floor officially opens. Cluster meetings and the start of the academic day begin promptly at 8:30am.

Lateness: Lower School students arriving after 8:40am must sign in at the front desk.

Dismissal: All 3rd-4th graders must be dismissed on Calhoun premises to a family member or adult caregiver designated by the family (unless they are signed up for ASP—at which point the child will be escorted from their cluster area by a member of the ASP staff). Students are dismissed in their classrooms, where they can be picked up by their parent and/or caregiver. Parents indicate at drop-off time who will be picking up their child(ren). If there is a mid-day change in plans, the parent must call and notify the School Office. In addition to the daily drop-off information, the school requires a "Dismissal Information" form on file for each child, submitted at the beginning of the school year. If a student is leaving school before regular dismissal hours, a parent or caregiver must come to the school office to sign the student out.

Fifth grade students are escorted by a teacher to the lobby for dismissal. Fifth graders may not remain at school after 3:30pm unless they are in ASP or working with a teacher. Parents may send a caregiver or require their child to stay at school until picked up, but that is a family arrangement. Fifth graders must sign out in the school office if leaving before regular dismissal time; the school must also have consent from a parent or caregiver. Calhoun is not responsible for fifth grade students following dismissal, unless they are engaged in an official school activity – after which they will be dismissed from school premises without conditions. [*Also see Supervision After Hours.*]

Middle School (6th-8th Grade)

Arrival: Middle School students arriving between 7:30am and 8:00am should go to the Commons; they are NOT permitted on the Middle School floor until 8:00am. Cluster for Middle School students begins promptly at 8:30am. To

have time to settle in, students should aim to arrive 10 minutes earlier than the start of cluster, at which time attendance is taken.

Lateness: Students arriving after 8:30am must sign in at the front desk. Cluster teachers record absences and lateness; arrival at school later than 11:00am is recorded as an absence for the day in the school attendance roster. Excessive lateness may jeopardize a student's academic standing. In cases where a student has been late or absent five times, a Student Alert Form (SAF) will be sent home. Where there is a pattern of lateness emerging, parents will be contacted. Students chronically late will be subject to clear and defined consequences, to be determined upon review by the faculty and the Division Director.

Dismissal: Middle School students may not remain at school after 3:30pm unless they are in ASP, on an athletic or intramural team, or working with a teacher (exception: athletic home games). Parents may send a caregiver or require their child to stay at school until picked up, but that is a family arrangement. Middle School students must sign out in the school office if leaving before regular dismissal time; the school must also have consent from a parent or caregiver. Calhoun is not responsible for Middle School students following dismissal, unless they are engaged in an official school activity – after which they will be dismissed from school premises without conditions. [*Also see Supervision After Hours.*]

Upper School (9th-12th Grade)

Regular and consistent attendance and punctuality are critical components of Calhoun's Upper School community. Students are encouraged to participate in the extracurricular life of the school and as such, they must learn to balance course-based field trips, performing arts commitments, school-organized community service activities, leadership conferences, school athletic events and similar activities.

Students must swipe in with their Calhoun IDs at the front desk if they arrive late. Subject teachers record absences and tardy arrivals. Because absences and tardiness affect the quality of student participation and work, excessive lateness or absence in a course may mean that grades will be lowered or credit not given. A record of student absences and lateness is part of the official school transcript. A student who arrives after the start of classes but within a window of 15 minutes will be issued a late warning. After 15 minutes, the student will be marked absent for the class meeting. Students leaving before regular dismissal must sign out in the school office, so long as prior notification has been given to advisor or school office.

Parents, cluster advisors and appropriate administrators will be notified of students who have accrued three absences and/or four latenesses in a marking period. A student who accrues four absences or more and/or four latenesses or more in a marking period may be subject to having a lowered grade in the course.

Students with five absences in a mod will be required to participate in a meeting with their parents, cluster advisor and other appropriate teachers or administrators. This will put them in jeopardy of not receiving credit for the course. Any decision to lower a student's grade in a course or to not grant credit as a result of repeated absences will be made in consultation with the Upper School Director.

Students who are absent from all or most classes on the day of an extracurricular activity (athletic, arts, or other) may not participate in that activity. If a student misses part of a day, they may participate only if they have arrived for school by 10:30am. Exceptions to this policy may be made only in unusual circumstances and with the prior approval of the Upper School Director.

Illness and Attendance

If your child has a fever, is vomiting or has diarrhea, please do not send them to school until they are symptom-free for at least 24 hours without the use of medications.

We ask that you notify the school nurse to report a medically diagnosed contagious infection. Please notify the school nurse immediately if you suspect your child to have any contagious disease, including but not restricted to virus, flu, strep throat or any other illness.

Please email to notify the school of any absences or lateness.

74th Street: attendance74@calhoun.org

81st Street: attendance@calhoun.org

To contact the school nurse:

Lisa Moldowsky, lisa.moldowsky@calhoun.org

Lice Policy

Parents are also asked to periodically perform home checks, talk to their children about lice prevention, and encourage them not to share brushes, combs, hair accessories, helmets or hats in order to reduce the potential spread of lice.

Calhoun performs three checks annually following the long holiday breaks for the entire Lower School. In addition, clusters or grades are checked if there is a high volume of cases reported.

Please follow the following procedure if you discover live lice or nits on your child's head:

1. Contact the school nurse at 212-497-6561 or lisa.moldowsky@calhoun.org
2. If a student is found to have a case of live lice while at school, they will be sent home, and are asked not to return until after treatment and clearance by either a lice removal agency or the school nurse.
3. When a case of lice is reported, the cluster families will be notified and are highly encouraged to perform a home check.

Student Medications

Medical permission forms, available from the MAGNUS website and linked on the Parent Portal, should be completed every year before school begins. All medications must be delivered by the parent to the school nurse in their original containers. At the end of the school year, parents must retrieve leftover medications before the last day of school

81st Street parents/guardians must fill out and have signed by a primary care provider the *Permission to Dispense Medication* form in order for the school nurse to administer over-the-counter or prescription drugs during the school day. The form is on the Magnus Health site, linked on the Parent Portal. Calhoun employees are not permitted to give medication to students.

74th Street parents/guardians have the option to fill out the *Dispensing Medications: 74th Street Permission* form, accessed from the Magnus Health site (linked on the Parent Portal).

Managing Student Medications During Overnight Trips

For LS and MS students, all prescription medications will be held and administered by the staff member in charge of the cluster. US students will pack and carry their own medication.

If your child requires prescription medication on an overnight trip, fill out the online Overnight Medication Form (located on the Parent Portal under Forms & Documents). For questions or problems, please contact the school nurse.

Temporary Elevator Passes for Medical Reasons

81st Street students requiring temporary passes to ride the elevator during the school day will be issued a pass at the discretion of the school nurse. Documentation from the treating physician may be required stating the dates the pass is needed.

Board of Health Guidelines

Parents must call the school immediately to report a medically diagnosed communicable condition. Adhering to the BOH guidelines regarding restriction of children from school due to health concerns is for the protection of your child and the entire Calhoun community

<i>Illness</i>	<i>Restrictions and/or Exclusion Period</i>
Fever/ Diarrhea/Vomiting	Children must be symptom and fever-free for 24 hours without medication before returning to school
Other Conditions	Children should remain out of school until they are free of symptoms, lesions, drainage or blisters

Immunization Policy

Calhoun's immunizations policy follows guidelines of the Department of Education and Department of Health and Mental Hygiene (DOH), which requires all students to be vaccinated at specified ages. Religious exemptions must be submitted in writing by parents, signed by Head of School and submitted/approved by the DOH.

In the event of an outbreak of measles, mumps, chicken pox, polio, diphtheria, whooping cough or Rubella, unvaccinated students must remain home for a period determined by the Department of Health.

Field Trips – Participation

A number of field trips are scheduled during the school year. In order for students to participate, parents must complete the **online** Field Trip Permission, which is included with online Back-to-School forms [see Medical Forms & Permissions/Magnus]. The online Field Trip Permission gives permission for field trips of a “general nature.”

Lower School trips for 3's-2nd grade students may require additional parental permission forms, sent home before each trip.

Separate permission forms are required for OVERNIGHT trips for 4th-12th graders; these forms are available on the Parent Portal under DOCUMENTS/(Division). Permission forms may also be required for special excursions for 3rd-12th grade students—outside of school hours, outside the Borough of Manhattan or on special transportation. Upper School students going on field trips must accept responsibility for checking with teachers before and after the trip to determine what work was missed and how it will be made up. Upper School trips will not be scheduled for the two-week period prior to the final exam period.

Academic Support

Cluster System

A cluster consists of a group of students and a teacher who acts as a cluster advisor. Because it is a home base for announcements, attendance and some group activities, it is the responsibility of the cluster advisor to attend cluster every day, even when multiple clusters meet together. The cluster advisory system provides students with at least one teacher who has a thorough knowledge of their strengths, weaknesses and personal growth. It enables each student to have at least one adult advocate in the school; a person who can champion the student's cause in student-teacher, student-administrator, and student-student interactions, when appropriate. It gives each parent a teacher to contact when there is a school-related problem. Emphasis in cluster is on the individual relationship between the cluster advisor and the student, and on group cohesiveness. Ideally, the cluster group should be a building block for spreading feelings of community, loyalty to the school and concern for one another.

Cluster Advisor

Calhoun's small classes enable faculty to become intimately familiar with each student's academic strengths and weaknesses, as well as each individual's social and emotional development and well-being. Calhoun encourages this relationship between students and teachers by formally assigning each student a "cluster teacher" or "cluster advisor." In the Lower School 74th Street (3's-2nd grade), the advisor is the child's head teacher. Students in 3rd, 4th grades and 5th grades are assigned one of their subject area teachers as an advisor. In Middle and Upper School, students may submit a request for any teacher as their advisor; the Division Director will make the final decision based on input from the student, advisor and counselor.

The cluster teacher/advisor is readily available to parents as well as to students. Prior to the opening of the school year in September, every family, from preschool through 12th grade, is invited to meet individually with the student's teacher/advisor to discuss the upcoming year, personal goals or concerns. These individual conferences with the advisor take place again at report writing time and more frequently if requested by the school, student or parents. As liaison between students and teachers as well as parents and teachers, the cluster advisor is a crucial component of Calhoun's educational program.

Counseling

Calhoun has full-time, in-school counselors who work with students, faculty and parents, dealing with students' emotional, academic and learning issues. The counselor acts as a facilitator, arranging appropriate forms of support as needed. Intervention on the part of a counselor can be requested by parent, student, teacher or Division Director.

MS/US Grade Deans

Grade Deans in Middle and Upper School divisions add another layer of individual attention for students and their families. The Deans “travel” with their grade, taking on the role of communications liaison between students/parents and their cluster advisors, subject teachers and division administrators. Grade Deans also provide support and direction for all areas of student life, including the coordination of grade trips and events, while attending to the academic and social/emotional well-being of students as they move through the divisions.

Learning Specialists

A Learning Specialist in each division works to ensure that students with special learning needs receive support and resources. They serve as the primary liaison for learning issues with parents, cluster advisors, peer tutors, in-house tutors, outside tutors, evaluators and other professionals who are working with students. Psychoeducational assessments and requests for extended time and other accommodations are evaluated and interpreted by the Learning Specialists in collaboration with other school administrators. Likewise, the Learning Specialists provide ongoing training and professional development to Calhoun faculty members, assisting them to serve all students and their various learning styles. Any student (regardless of whether they have been diagnosed with a learning disability), parent, teacher or administrator may request the assistance of a Learning Specialist in helping a student to meet his or her full academic potential.

College Counseling

The goal of Calhoun’s College Counseling program is for students to attend the college or university best suited to them. The counseling process is designed both as an individualized and group experience. Juniors and seniors attend college seminar classes and also meet individually with their counselor throughout junior and senior year. In addition, the College Counseling Office hosts a variety of evening programs for students and families, starting with a Standardized Testing Q&A Night for sophomores and culminating in a Financial Aid Workshop for seniors. Calhoun’s College Counselors maintain communication with a broad array of colleges and universities and coordinate visits to Calhoun with representatives from over 80 schools every fall. Equally important, the counselors have the opportunity to become familiar with each and every Calhoun student, guiding them through the process with their strengths in mind and their interests at heart.

Language Waiver Criteria

Middle School students with language-based learning disabilities (as identified through a neuropsychological evaluation) may be exempt from the world language requirements. The exemption is subject to annual review and upon admission to the Upper School.

Upper School students who experience great difficulty with the three-year language requirement due to a severe learning disability may apply for a waiver. The application for a waiver must be accompanied by an evaluation from an established and state-licensed diagnostician (PsyD or PhD), describing the nature of the disability and stating that the student’s disability would prevent him or her from being successful in a foreign language. Each application is reviewed on an individual basis. The final decision rests with the Upper School Director in consultation with Calhoun’s Learning Specialist.

Peer Leadership & Mentoring

The Peer Leadership Program follows a model that was developed at the Princeton Leadership Center and is directed by the Upper School Dean of Students. The program, which has evolved and changed over the years to meet the needs of the Upper School's incoming first-year class, trains seniors to lead small group discussions in the 9th grade Life Skills course and helps 9th grade students adjust to their new environment in the Upper School.

There are many factors that go into selecting Peer Leaders. Not only is the school looking for students with strong individual leadership qualities, but also for students who have the ability to work in a group. Interpersonal skills as well as intrapersonal skills are extremely important. Ideally, the program seeks students who are people of character, who have been seen as consistently active, all-round role models, and who display a capacity for discretion and openness in working appropriately with groups of young students with diverse interests. As part of the Peer Leadership training, basic counseling skills are developed, including attentiveness to the needs of groups, empathy, and the ability to listen and support others. The capacity to offer feedback and receive guidance is also promoted.

Peer Leaders are asked to set an example and represent the school in a positive manner. The school selects individuals who are appropriate in their behavior inside and outside of Calhoun. A selection committee reviews the individual student applications and faculty recommendations. Every year, the committee has more qualified applicants than it can include, but it has a commitment to other leadership opportunities for those who are not selected as Peer Leaders; club leadership, peer mediation, teaching assistantships, peer tutoring and mentoring in the Middle School.

Summer School Policy

If a student wishes to enroll in a summer school course for credit rather than enrichment, the student must obtain permission from the Division Director prior to enrolling for the course. Credit assessment is determined by the Division Director in consultation with appropriate academic departments. Under most circumstances, summer school courses are taken to make up a course that a student has failed. They are not meant to replace regular Calhoun courses that are needed for graduation.

Tutoring Policy

It is the school's intention to meet the educational needs of each of its students. Children experiencing academic difficulty can expect to receive extra attention from faculty. If the needs of a child exceed the school's resources, however, tutoring will be recommended.

Cooperation between the school and outside professionals is essential. Calhoun teachers may not suggest tutoring to parents without first consulting the Division Director and Learning Specialist. When tutoring begins, a meeting between the Learning Specialist, teacher and tutor is requested to discuss the child's program. Regular communication between the parties is expected. With parental permission, written progress reports will be sent directly to the tutor by the school.

Students or parents who secure the services of a tutor without the knowledge or recommendation of the school are requested to inform the Learning Specialist that this arrangement has been made. It is important that there is close communication between the school and the tutor.

Calhoun teachers may not be hired as paid tutors for Calhoun students or advisees. In unusual circumstances, exceptions may be granted at the discretion of the Division Director. Even in the case of such an exception, students

may not be tutored by Calhoun teachers during the school day (as defined by the contractual agreement). With the approval of the Division Director, Calhoun teachers may be available to tutor students in other courses or during the summer months. When a Calhoun student is tutored over the summer by a Calhoun teacher, that student must be tested for a grade and placement in that subject by another Calhoun teacher or the Division Director, prior to the opening of school in September. Parents are encouraged to talk to their child's Division Director and the Learning Specialist for recommendations.

Private tutors may not use Calhoun buildings to tutor Calhoun students or any other clients, both inside and outside the school day, unless the tutoring has been arranged by the school itself.

Calhoun premises, including and particularly the library, are not available for outside tutors to meet with Calhoun (or other) students either during or after school hours unless the school has explicitly recommended the tutoring and approved the use of a Calhoun space.

Tutoring: Private After-School Music Lessons

Teachers are not permitted to invite students to take private After-School music lessons. If a student or parent approaches a faculty member requesting private music instruction, the faculty member must direct the student's parent/caregiver to the Director of Music, who will coordinate registration for private music lessons. Teachers are prohibited from offering private music lessons on- or off-campus without the knowledge and involvement of the Director of Music.

Evaluation & Reports

Grading System

Lower School

At mid-year, a comprehensive report is completed for each Lower School student, detailing all areas of development, including personal, social, physical and cognitive development. An end-of-year report is completed at the end of the school year, as well.

Middle School

Comments are used on Middle School reports to assess student growth, performance and cognitive progress. All reports will include a description of the course, the student's work and engagement with the material, and constructive suggestions for the future.

Upper School

Letter grades are used to evaluate scholastic progress throughout the Upper School. In those few courses in which a different reporting pattern may be used, students will be informed in advance of the procedure used by the teacher. Letter grades and comments are used to indicate cognitive progress on Upper School reports and transcripts; numbers are used to indicate affective performance.

Two basic dimensions of a student's educational development are evaluated: the cognitive and the affective. Criteria for evaluation of cognitive development are defined by each department with the expectations made as age-appropriate as possible. Criteria for evaluation of affective performance are the same for most departments and reflect organization, motivation and commitment.

Self-evaluation is a process in which students are sometimes asked to complete a written assessment of their performance in particular classes. These may be reviewed with the cluster advisor.

A+ 98-100	C 73-76
A 93-97	C- 70-72
A- 90-92	D+ 67-69
B+ 87-89	D 63-66
B 83-86	D- 60-62
B- 80-82	F 0-59
C+ 77-79	

Anecdotal Process

Regularly scheduled faculty meetings provide a forum for discussion regarding the progress of students. At these meetings, teachers review each student’s current performance in courses, and their social and emotional development in the context of that student’s history at Calhoun, and overall strengths and weaknesses. These anecdotes assist faculty advisors in making specific recommendations to the students, their parents and teachers on such issues as scheduling or program adjustments, outside tutoring or counseling support, limits on certain school privileges, the need for close monitoring of progress, or advice on how best to help that particular student. Probation may also be considered.

Student Recognition & Alert Forms

Student Recognition Forms (SRFs) are mailed to Middle and Upper School parents to recognize student strengths and improvements as well as outstanding contributions to the community.

Student Alert Forms (SAFs) are sent to alert parents regarding a student's misconduct or failure to meet appropriate academic expectations. After two SAFs, the student will receive a warning and meet with the Dean of Students. Additional disciplinary action may be taken if problems continue. *[See Disciplinary Action & Procedures]*

Reports & Conferences

Families begin every school year with a one-on-one conference with their child's advisor/teacher, prior to the beginning of school. This gives the student a chance for a personal introduction while at the same time affording parents and students the opportunity to ask questions, discuss concerns and understand expectations. Calhoun encourages a partnership relationship between parents, students and the school. Teachers and parents establish ongoing lines of communication—by telephone, email or in person—throughout the year.

Lower School

In addition to the initial back-to-school meeting, additional parent/teacher conferences are offered during the school year and more often if requested by either teachers or parents. A comprehensive report is completed at mid-year, and an end-of-year report in June. All reports are posted online.

In addition to formal conferences, parents are encouraged to call or email teachers and/or arrange for meetings at any time during the year, as the need arises. There are additional opportunities to talk to teachers on a daily basis, at arrival and dismissal times.

Sept.	Initial Parent/Cluster Advisor/Student Conference
Nov.	Parent/Cluster Advisor Conferences
Jan. – Feb.	Comprehensive mid-year Progress Report; optional conferences
May	Parent/Cluster Advisor Conferences
June	End-of-Year Report (K-4th grade); End-of-Year Letters (3's-4's)

Middle School

Parents have individual conferences with their child's cluster advisor and, if necessary, with subject teachers, at least two times a year and more often if requested by either teachers or parents. At the end of each trimester, comprehensive reports are completed for each student; these narrative reports describe the student's academic, personal and social development. A summary progress report is completed at the end of the year. All reports are posted online.

Sept.	Initial Family/Advisor Conference
Nov.	Interim Reports from each subject teacher; Parent/Subject Teacher conferences
Dec.	First Trimester Progress Reports
Feb.	Parent/Subject Teacher Conferences
April	Second Trimester Progress Reports
June/July	End-of-Year Progress Report

Upper School

There is an initial parent/advisor student conference before the school year begins. Parents receive reports from each of their student's teachers at the end of each of the five mods. Since teachers communicate with parents regularly under the five-mod system, reports are more succinct. For classes that meet over three mods, narrative comments are offered at the end of the first and third mods. All reports are posted online.

Academic Policies / Upper School

Graduation Requirements

Minimum requirements and guidelines for credit provide a framework that a student should use to plan their curriculum program. The expectation for graduation is that a student will present a fully balanced program each year, under the direction and approval of the cluster advisor and the Upper School Director.

The Upper School assesses academic credits by counting each **mod** as **1 credit**. To qualify for a Calhoun diploma, students must successfully complete a minimum of the following:

English	12 Credits (12 Mods)
Social Studies	12 Credits (12 Mods)
Mathematics	9 Credits (9 Mods – 3 years incl. geometry)
World Languages	9 Credits (9 Mods - in a single language)
Science	9 Credits (9 Mods – incl. physics, chemistry, biology)
Fine Arts	9 Credits (9 Mods)
Physical Education	8 Credits (2 per year)
Life Skills	1 credit
Workshop/Junior Project	1 credit (2 Mods)
Internship/Senior Project	4 credits (1 Mod)
Community Service	60 hours (no credits)

All students take at least four classes per module, 20 per year. In addition, they take PE and may opt to take performance music classes.

Physical Education

Each Calhoun student is required to complete at least two credits a year for a total of at least eight credits for graduation. Students can accumulate credits in three different ways:

1. Successfully complete a physical education class (.5 credit).
2. Successfully participate on a Calhoun school athletic team (1 credit).
3. Successfully participate on an *outside* athletic activity.* A student participating on an *outside* athletic team must meet the minimum time requirement of four hours per week and 20 total hours per module (.5 credit).

*All *outside* activities and athletic teams MUST receive approval by both the Director of Athletics and Upper School Director prior to the start of the respective module.

Community Service

In addition to the 74 credits required for graduation, the Calhoun School requires that students who entered Calhoun at 9th grade complete a minimum of 60 hours of (non-credited) community service prior to graduation (visit the Community Service page of the website for ideas). For further information about the program or for students to schedule an appointment, contact the Director of Community Service.

- At least 30 hours of the required 60 hours of service must be performed at an outside agency. Students entering Calhoun after the 9th grade are required to complete a proportion of the hours of service (10th grade = 45 hours; 11th grade = 30 hours; 12th grade = 15 hours).
- The Community Service can take place during community service elective courses, free periods, after school, on weekends and over the summer.
- The service must not involve any form of monetary compensation (except for travel expenses, if provided).
- Students may choose the type of service they prefer and the times they wish to serve, as long as the choices are appropriate for the community agency. In order to assure proper credit for service work, the placement must be approved by the Director of the Community Service Program and must be at a non-profit organization.
- Students are evaluated by the community agency on the basis of regular attendance, cooperation, responsibility, initiative and the quality of work with the agency staff and clients. A report on community service is included in a student's final progress reports at the end of each mod.
- Students should report any problems with their community service placement to the Director as soon as possible. The Director will assist students in resolving the problems.

Course Expectations

Incompletes

Incompletes may be given when a student is missing a discrete piece of work required to finish a course. Students will have no more than **two weeks** from the end of the mod to complete the outstanding work at which time a grade will be assigned. Teachers should indicate the incomplete in the grading system and write a comment detailing the outstanding work and what remains to be done. They should also notify the Upper School Director, the Associate Upper School Director, and the student's advisor of the incomplete.

Once the incomplete is made up, the teacher should email the final grade and a new comment to the Upper School Director and the Associate Upper School Director. The report will then be sent to parents and the advisor. Grades of "INC" not revised in the prescribed time will be recorded as a final grade of "F."

Late Work Extensions

Students are expected to plan their time in order to meet specific deadlines for assignments, tests and projects.

- Teachers may reserve the right to refuse all extensions for a particular test or paper. The refusal to grant an extension will be specified by the teacher when the assignment or test is announced. Under these circumstances, assignments completed and turned in late will receive lowered cognitive grades or no credit at all.
- An extension of a deadline may be granted only if a student makes a request for additional time at least two days before the due date of the assignment. Under these circumstances, the teacher and the student should agree upon a new deadline. If the student meets the new deadline, the cognitive grade on the assignment will not be lowered. If the student does not meet the new deadline set for late work, a cognitive grade of "F" may be assigned in Upper School courses.
- If a student with special needs requires additional time to complete specific types of tasks (e.g., timed tests), parents or students should contact the advisor, the subject area teacher, and the Division Director to schedule a conference. If any student repeatedly turns in late work or neglects to complete assignments, a conference will be set up with the advisor, the subject area teacher, the student, the parents and the appropriate Division Director to determine the cause of the difficulty.

Academic/Social Probation

Calhoun attempts to support students who are experiencing difficulty meeting the school's academic or affective expectations in a variety of ways. Students who experience significant academic, social or emotional difficulty may be placed on probation during the course of the school year. Factors contributing to the placement of a student on probation might include, without being limited to, the following:

- Persistent problems in meeting academic standards or deadlines (see "Academic Probation" under Upper School Academic Guidelines and Policies)
- Persistent absences from or lateness to school or to classes
- Repeated inappropriate behavior in school
- Significant violation of school rules and procedures

The terms of a student's probationary status will include the identification of the problem, requirements of probation, the period of time for which the probation is to last, and the consequences of failure to meet the terms of probation. Requirements of probation might include, but are not limited to, the following:

- Meeting certain academic standards, e.g., grades
- Attending school and classes on time
- Substantiated and valid reasons for being absent
- Doing extra work in courses
- Restriction to the building during the school day
- Limitation of extracurricular activities
- Class make-up time

The terms of probation will be decided by the appropriate Division Director and will be presented to the student at a scheduled meeting, the student's parents having been informed beforehand of the general topic of such meeting. After such meeting, the Division Director will send the student and the student's parents a letter stating the terms of probation. In addition, a list of students on probation and the particular terms applicable to them will be regularly distributed to appropriate faculty and administrative members, including the Head of School.

If, in the judgment of school administrators, Calhoun seems not to be an appropriate school for a student, whether or not the student is on probation, the Division Director must notify both the student and the parents, in writing. A final decision to advise or require a student to leave the school will be made by the Division Director and the Head of School and confirmed in a letter from the administration. [See *Disciplinary Actions & Procedures*]

Early Graduation Policy

A student who wishes to graduate early must inform the school of his or her intention no later than the end of the sophomore year. This policy applies only to college-bound students. The strength and completeness of a student's academic record determines eligibility for early graduation. Evidence of superior scholarship is an essential consideration. The decision regarding early graduation will rest with the Division Director and the Head of School.

Go to Calhoun's website at www.calhoun.org/upperschool for more information on college counseling, courses, enrichment and co-curricular programs.

Student Responsibilities & Policies

Responsibilities of Students

A Calhoun student is responsible for:

- Learning to recognize one's own learning style and to express it productively within the school environment
- Being considerate of and courteous towards others
- Helping other students where possible, fostering a cooperative and supportive learning atmosphere
- Sharing in group responsibilities
- Initiating conferences with faculty members and with other students when necessary
- Learning to make appropriate use of time and space
- Using, caring for, and replacing materials and equipment properly, whether the property of the school or of individuals; this includes observing rules for responsible use of computers, Internet access, the school's network and other technology. (Parents and/or students will be charged for replacement and repair of any materials or equipment lost or damaged through negligent behavior.)
- Knowing requirements and expectations of the various subject areas
- Attending classes, meetings, seminars and cluster conferences promptly and properly prepared, with the necessary materials and with necessary assignments completed
- Knowing the rules and regulations of the school, including the general responsibilities included in this handbook

Policies & Standards of Behavior

Absences, Lateness, Leaves

Cutting classes, leaving the building without a pass, unsupervised athletics activities, and excessive lateness are all subject to disciplinary action. Upper School students must swipe their Calhoun ID cards at the front desk whenever leaving the building during the school day. This is critical, as we must know where students are in case of a fire or other emergency.

[Also see Attendance & Dismissal Guidelines]

Academic Honesty

Because Calhoun values integrity in learning and the discovery of one's own voice in thinking and writing, academic honesty is expected of all students. Violations are subject to disciplinary action. All assignments, regardless of their size and scope, should be completed with academic honesty in mind, along with the standards set by teachers at the beginning of each semester/mod. Students who submit work that is not their own or those who knowingly participate in another student's violation of this policy will be subject to disciplinary procedures.

Alcohol, Drugs & Smoking

The use of cigarettes (including e-cigarettes, Hookah Pens, and/or vaping products, etc.), or the possession, sale, distribution, or use of alcohol, or of non-prescribed or illicit drugs during school hours (including lunch), or during any school-sponsored activity in or beyond the school building is prohibited. Students who smell excessively of tobacco may be sent home to change their clothes at the discretion of the Division Director, the Associate Division Director or the Dean of Students. Violation of this rule may lead to probation, suspension, or expulsion from the school. *[See Calhoun's policies on Smoking and Substance Abuse]*

Athletic Center Use

Students playing in the gym or weight training center may do so only with adult supervision and the permission of a

member of the PE staff. Equipment may be used only with permission of a PE staff member.

Building Care & Maintenance

- **Vandalism or writing graffiti** on school property are subject to strong disciplinary action (extended probation, suspension or expulsion).
- **Flyers** in the lobby and hallways may be posted **ONLY ON BULLETIN BOARDS**. Specific bulletin boards are allocated in both buildings for event announcements. Other locations for flyers are at the discretion of the school administration.
- **Clean-up:** Common areas should be kept neat and orderly. It is the responsibility of all students and adults to share in this effort. Each cluster group is responsible for keeping its area tidy.

Cell Phones

Upper School: Upper School students may not use or check cell phones during class time, Town Meetings or other school programs. During these times, cell phones should be turned off and put away. Students who do not follow these rules will have their phones confiscated. Teachers will give the phones to the Division Director to be picked up by the student at the end of the school day. If this occurs more than once, the Division Director may require a parent to be present to pick up the phone. Cell phones should remain “off” during all ASP classes and after-school music lessons, as well.

Lower & Middle School: Students may not use cell phones at any time during the school day, on or off school grounds, to make calls, text, or take photos. Cell phones should remain “off” during all ASP classes and after-school music lessons, as well. Students who do not adhere to this policy may have their cell phones confiscated until the end of the day. [See *Messages & Telephone Use for/by Students*]

Dress Code

Calhoun does not have a detailed dress code. We expect that all students will dress in a way that is appropriate for a school setting and that their choices respect Calhoun's intent to sustain a community that is inclusive of a diverse range of identities. Students who make inappropriate or insensitive choices will be expected to reconsider. Calhoun's expectations for appropriate dress encompasses the understanding that gender expression is not binary, that racial and cultural influences may inform students' choices, and that individual self-expression is a natural and important part of human development.

Dress/Physical Education

All students are required to wear sneakers and appropriate clothing for PE classes, as designated by the PE teacher(s). An extra pair of sneakers kept in the locker is helpful.

Elevator Privileges

Seniors have the privilege of using the elevators. Use of the elevators by 3rd-11th grade students without a pass or adult supervision is strictly prohibited until after 3:45pm. Abuse of this rule will be regarded as a serious infraction.

Exceptions:

- **In cases of injury**, the school nurse will issue an elevator pass to a student for one day. To receive an elevator pass for one week, a parent's note must be submitted. Documentation from the treating physician may be required stating the dates the pass is needed.
- **Middle School:** Middle Schoolers may use the elevator to carry lunch food for club/class activities if there are four or more students involved, so long as they have the required pass from a teacher.
- **Upper School:** Ninth through 11th grade students attending official lunch-time meetings may ride the elevator if they are carrying plates of food.

Food Beyond the Lunchroom (81st St.)

At 81st Street, a continental breakfast is available for students and employees beginning at 8am; lunch service begins at 11am. Students can have lunch or food in their classroom areas only if it has been approved by their supervising teacher or division director. No eating is permitted in the lobby, library or theater. If students or employees want to eat somewhere else, they may bring their own dishes or request that the food be served on disposable dishes .

Free Periods, Signing Out, and Out-of-Building Privileges

Ninth and tenth graders may not have more than three free E-blocks per rotation. All students must sign out with their full name, clearly indicating their grade and where they are going. Ninth and tenth graders may sign out of the building for up to 40 minutes. Students who regularly need to be outside of the building for longer period of times must inform their advisor and get permission from the Dean of Students.

Fundraisers & Bake Sales

Fundraisers and bake sales must be connected to an academic class or sponsored by a club or special course. Exceptions may be granted for similar endeavors, such as prom fundraisers, at the discretion of the Director of Community Service. [See *Fundraiser & Bake Sales Policy & Procedures*]

Games/Electronics

- US: Gambling, electronic games and music devices in classes will not be tolerated. Repeat offenders will be subject to disciplinary action.
- MS: Personal electronics—including laptops, iPads and smartphones—are not permitted in school except for class-related work and with the express permission of each teacher. If evidence of misuse is found, Middle School students risk having their devices confiscated. Playing cards may be played on division floors only before 8:30am, during lunch times and after 3:15pm.
- LS: Electronic or Internet games may only be played under the supervision of a teacher.
- ASP: Personal electronics—including laptops, iPads and smartphones—are not permitted during ASP classes.

Participation in School Activities—Making Choices

Calhoun offers a multitude of in-school activities, clubs, trips and special off-site opportunities beyond the daily academic schedule. The programs include Model UN, sports teams, theatrical and musical programs, clubs, in-school and outside workshops and conferences, etc. These are all exciting programs and we encourage our students to discuss their interest with their advisors and engage in opportunities in which they have sincere interest.

Personal Possessions

Middle and Upper School students are provided lockers for their personal possessions. All valuables must be kept locked in designated lockers, and no personal items should be left on floors at any time. Students must not share their locker combinations with others, and they should not solicit another student's combination. Students should also not stick items on the outside of lockers or write on them. Any personal items left on the floor, including backpacks and bags, will be collected by maintenance, and students will have to reclaim them after school from the 9th floor office. School officials may enter a school locker to search for materials or substances that may be deemed harmful to persons or the school community.

Private Parties/Outside Activities

Calhoun respects the privacy of students and families and, in general, does not attempt to police outside activities. However, students and families may not present private events as official school functions. Parents and students will be notified of school events through the daily announcements and mailings from the school administration. Parents are encouraged to call each other to make sure that private social activities—whether in homes or rented spaces—are supervised by responsible adults. In any outside event where students are identifiable as Calhoun students, they represent the rest of the Calhoun community and should be mindful of that fact. Certain behaviors at

private functions could lead to school discussion and review. *[Also see Private Student Social Events]*

Respect

Behavior that impinges on the well-being of others or violates the rights of individual members of the community will not be tolerated.

Recycling & Sustainability Practices

Calhoun is committed to sustainability and encourages recycling and other green practices. Trash should be deposited in the appropriate trash can. In the Commons at 81st Street, there are separate containers for compost, trash and recycling.

Stealing or the Possession of Weapons

Stealing or possession of weapons on school property or during school activities is subject to strong disciplinary action (extended probation, suspension or expulsion).

Safety in and Around the School Buildings

- No one should congregate in the emergency exit area off of the lobby. This is a fire exit route and must be kept clear at all times.
- No sitting or running on the stairs, because of the potential for accidents.
- No running, tag games, scooters, skateboards, rollerblades, ball games, snowball throwing, etc., on the sidewalk or street bordering the school building. Skateboards, rollerblades, scooters and balls used on 81st Street or West End Avenue in front of the school will be confiscated.

Supervision & Dismissal, After Hours

Upper School students must leave the building by 5pm unless engaged in a specific project or activity supervised by a staff member.

Middle School students who are not signed up for intramural, ASP or an athletic team, or who are not working with a teacher, must leave the building at 3:30pm dismissal. There are many exciting home athletic games and evening events during the school year to which Middle School students are invited. We just ask that you abide by the following guidelines:

- Middle School students may attend athletic games by themselves; for other evening events, 7th and 8th graders may attend alone, but 6th graders must be accompanied by an adult.
- The theater balcony is off-limits to Middle School students (excluding 8th graders) unless they are sitting with parents.
- Students may not stay at school all afternoon in advance of an evening event or activity. If your child has no other option but to stay at school the afternoon before an event, you must arrange ahead of time for your child to attend Homework Club as a drop-in. You can arrange this with the ASP Director at 212-497-6501.

Disciplinary Action & Procedures

Middle School

Students in Middle School who break a specific school rule or who habitually defy the behavioral expectations set by classroom teachers will engage in a review of the problems with the division director and other personnel who may include the classroom teacher, cluster advisor or Head of School.

Student Alert Forms (SAFs) and After-School Reflections:

- If a student demonstrates inappropriate behavior (including, but not limited to rough-housing, fighting, yelling, running, physical force, inappropriate or derogatory language, inappropriate use of the Internet and/or personal electronic devices), attendance issues, punctuality, assignment completion or class preparation, a faculty member will report the behavior directly to the child's advisor via a SAF.
- After each SAF a student receives, his or her parents will be contacted by the advisor. Parents are asked to discuss the SAF with their children. Parents are asked to acknowledge receipt of the SAF by returning a signed tear-off form to Calhoun and to contact the cluster advisor or subject area teacher to discuss the problem(s) identified.
- If three reports of inappropriate behavior by a student are received by the student's advisor or the Middle School Division Director, the student's parents will be notified and the student will receive an After-School Reflection within the week.
- After-School Reflection will take place for 30 minutes after school on an afternoon to be determined by the Middle School Director and the student's parents. At Calhoun we find it important to have the consequence match the infraction so that students are given the opportunity to thoughtfully reflect on their actions and how they impact others in the community. Students will be asked to reflect on their behavior and ways that they could or should have handled the situation better either through written, discussion or action-based activities.
- If any student receives three After-School Reflections, he or she may be subject to probation or suspension.

Probation, Suspension or Expulsion

In cases involving the possibility of probation, suspension or expulsion from the school, the student and parent(s) will be informed of the concern and will be asked to meet with school personnel who will review the student's history at Calhoun, discuss the nature of the difficulties, and articulate a response. School personnel may decide upon any of the following measures, but are not limited to them:

- The Division Director, with the approval of the Head of School, may place a student on probation for a period not to exceed five school days, without the necessity of prior notice to the parent(s). During such probation the student's school activities may be restricted in such manner as the Division Director deems is in the best interest of the student and the school. Notice of the commencement and terms of such probation shall immediately be communicated to the student and parent(s). Such probation shall not be continued beyond the above period without further discussion between school personnel and the student and parent(s) within such period.
- The Division Director, with the approval of the Head of School, may suspend a student for a period not to exceed three school days in case of serious rule infractions. The student and parent(s) shall be informed immediately of the suspension. Such suspension shall not be continued beyond the above period without further discussion between school personnel and the student and parent(s) within such period.
- In the event that members of the faculty and administration determine that the probation or suspension in (1) or (2) above be continued, the Division Director will advise the student and parents of such a decision and the reasons therefore. If it is determined that in the best interests of the school, the student or other students are to be expelled, the Division Director and the Head of School shall advise the student and parents of such a decision and the reasons therefore.

- Nothing herein shall preclude the Head of School, the Division Director, the advisor, a faculty or administrative member from taking lesser disciplinary action—other than probation, suspension or expulsion—than is deemed reasonably necessary in the particular circumstances.

The parents of a Middle School student placed on probation, suspended or expelled, pursuant to the above procedures, shall not be entitled to a refund or reduction, pro rata or otherwise, of any fee or other charges paid or due for the school year in which the student is then enrolled, pursuant to contract.

Upper School

Student Alert Forms (SAFs)

Misconduct or failure to meet appropriate expectations will be handled by the faculty member who is observing the behavior. If a student's behavior is not corrected to that faculty member's satisfaction, the Division Director or Dean of Students will be notified. Parents will be consulted if a student's inappropriate behavior continues over a period of time or is serious in nature. Parents will be informed of the disciplinary action taken by the teacher and/or the Division Director.

In the Upper School, SAFs fall into two categories: academic and behavioral. An accumulation of SAFs is handled in different ways. Academic SAFs are discussed with the cluster advisor and the subject area teacher. If necessary, the Learning Specialist is consulted. Any social behavior SAFs—for improper elevator usage, cutting in the lunch line, meanness, name calling, etc.—are handled by the Dean of Students and the cluster advisor. After two SAFs, the student will receive a warning and will meet with the Dean of Students. If there are two more offenses, student may be called in to meet with the Upper School Director and/or the Review Board. Likewise, particularly serious violations of appropriate behavioral expectations may be referred immediately to the Review Board, regardless of the number of SAFs that a student may have accumulated.

Review Board

A student who breaks a major school rule or whose behavior is habitually unsatisfactory will be brought before a Review Board. The Review Board consists of faculty, the Dean of Students and the Division Director, and is chaired by the Head of School. Two students from the junior or senior class also serve as members. The selection process for student members will be determined by student government; faculty members are elected to the Review Board by their peers. Alternate students, administrators or faculty members may be enlisted by the administration if it becomes necessary to fill an absence of any member.

A student who appears before the Review Board is permitted to speak on their own behalf. The student's advisor normally accompanies the student to provide support. At the student's request, another faculty member may be selected in lieu of the advisor.

After thorough deliberation, the Review Board members make a recommendation to the Head of School who has the final decision-making responsibility. Notification of a decision is generally made by the Upper School Director.

The Upper School administration and Review Board have developed the following procedures to deal with accusations of academic dishonesty. A first offense may lead to a Review Board session or a formal meeting with the subject teacher, the student, the advisor and the Upper School Director. If the charge is substantiated, a grade penalty will be imposed, and the student may be suspended and/or asked to write about the incident. A formal letter will also be placed in the student's file warning the student that a subsequent offense will lead to a Review Board session and more severe penalties, including failing the course in which the second offense occurred. *[See Academic/Social Probation]*

Penalties levied by the Review Board may include, but are not limited to, the following:

Probation: A student brought before the Review Board may be placed on probation. The terms of probation may deny the student participation in particular activities. The purpose of probation is to monitor a student's behavior over a specified period of time. The length of the probation period recommended by the Review Board will be determined by the particulars in each case.

Suspension: A student may receive a period of suspension from school as the first formal disciplinary action. The purpose of the suspension is to give the student an opportunity to reflect and discuss with their parents the value of belonging to the Calhoun community. The student should seriously consider whether he/she can remain in the school community and meet our expectations.

Expulsion: An offense or repeated offenses of a serious nature will normally mean dismissal from the school. A disciplinary action involving a senior may result in denying participation in graduation, or in the case of serious infractions, expulsion from the school.

A student asked to appear before the Review Board will have sufficient prior notice of the hearing. A student placed on probation by the Review Board, or suspended or expelled by persons with the authority to make these decisions, will receive written notice of the terms and the basis for the decision in as short a time as possible. Notification will be sent to the parents of the student.

In cases that are extremely sensitive in nature and when confidentiality is an issue, the Head of School with the Division Director may decide to hold a closed session in lieu of the Review Board procedure.

The parents of an Upper School student placed on probation, suspended, or expelled pursuant to the above procedures shall not be entitled to a refund or reduction, pro rata or otherwise, of any fee or other charges paid or due for the school year in which the student is then enrolled, pursuant to contract.

Disclosure Policy

Many college, scholarship, summer programs and other secondary school applications ask schools to comment on disciplinary action taken while an applicant was in secondary school. Calhoun encourages all college applicants to answer those questions truthfully themselves and to demonstrate thoughtful reflection and growth.

In accordance with the National Association for College Admission Counseling's Statement of Principles of Good Practice, it is the policy of Calhoun to answer questions regarding a student's disciplinary history on college and scholarship applications. While it is the school's normal practice to disclose only when asked to do so, Calhoun reserves the right to do so in other cases. Additionally, whenever a student's academic or citizenship record changes substantially during the senior year, colleges will be notified.

In practice, it is normally the Director of College Counseling who discloses such information on behalf of the school, in consultation with the Head of School and Upper School Director. Disclosures are made for infractions committed during the student's Upper School years, which lead to suspensions, the loss of credit in courses or expulsions. Individual smaller offenses that lead to lower-level punishments are generally considered too minor to merit a full disclosure to colleges or universities. Likewise, the school does not normally disclose disciplinary actions taken by another institution previously attended by a Calhoun student. Furthermore, it is the school's practice to notify a student's parents whenever such a disclosure is made. Finally, students are given the opportunity to report disciplinary action or a decline in performance just before the school's notification. The Director of College Counseling works closely with students as they articulate their own explanation of infractions, disciplinary actions and the lessons learned from them.

Programs/Services for Students & Parents

After-School Programs

Calhoun's After-School Program (ASP) offers a rich array of activities for 3-year-olds through 5th grade and a selection of activities for 6th-8th graders that augment the school's expansive co-curricular programs. Classes are taught by teachers and professionals, many of whom are on Calhoun's faculty. Except for select sports offerings, classes take place on Calhoun's premises.

There are two semesters in ASP: fall and winter/spring. The semester schedules follow Calhoun's holiday and vacation schedule. All classes involve a fee, which reflect the frequency that the classes meet; there may be an additional charge for some ASP classes for extra materials needed. ASP classes are offered Monday through Friday. There are a number of options for families who need extended coverage, including ASP's Cub Club program and Extended Day. There is also a supervised Homework Help program for 5th-8th grade students. Among ASP offerings are athletics, STEAM, and crafts programs.

Summer Programs

calhoun.org/camps

Calhoun offers families a selection of summer programming each year. Check the website (www.calhoun.org/camps) to see details about this year's offerings.

Athletics

At Calhoun, we use sports as a vehicle to empower students with leadership skills they can use both on and off the court, field or track. For Calhoun athletes, sports are more than a sanctuary from the outside world, but a lens through which we understand our society and roles within it..

Interscholastic Programs

Calhoun's interscholastic sports program is available to students in 7th-12th grades, with as many as 25 teams fielded a year. There are opportunities for team sports as well as individual competition. Calhoun is a member of the New York City Athletic League (NYCAL). The Athletic department also offers weekend clinics, for athletes as well as casual players, at a reasonable drop-in cost.

ASP Athletics Program

Our 3rd-6th grade After School Program (ASP) is designed to build a strong foundation of brain and body skills that our student-athletes can use on and off the court. The goal of the program is to introduce student-athletes to fundamental sport and movement skills, as well as serve as an introduction to the Calhoun School Athletics Department's core values and culture.

Team Sports Policy

- Students must be in good physical condition in order to participate in competitive sports.
- All parents/guardians must complete the Athletic Permission Form for each of their children who wish to play on

any intramural or interscholastic team. This form can be found online on Magnus Health. It must be completed before the student is eligible to participate in any team activity.

- Students must be in good academic standing in order to participate in a game that causes students to miss academic classes.
- If a student's overall academic status becomes a source of concern, a student may be removed temporarily from participation in practices or games.
- Students must demonstrate good sportsmanship and an attitude of discipline and commitment to the team. Attendance at all practice sessions and competitive events is required.
- Students are responsible for reminding their teachers of absence due to a game and for making up work missed while participating in games. Students should speak to the teacher of a class they may be missing before the game takes place.
- All uniforms must be returned at the end of the season to avoid being billed for a replacement, which can run upwards of \$350.

Clubs

Club activities offer Calhoun students an infinite array of opportunities to explore talents and interests or to experiment in areas unknown. These activities are considered to be an integral part of school life and key to Calhoun's commitment to the academic, social and emotional well-being of our students. If there is student interest in founding a new activity, it is easy to do so by securing a faculty advisor.

Community Service Opportunities

Community Service is an integral part of Calhoun's mission, and a requirement for graduation. To help Upper School students engage in meaningful community service, the school publicizes opportunities in daily announcements and posts information on the portal of the website. For recommendations, students can also contact the Director of Community Service at 497-6508.

Domestic Exchange/Travel

Upper School students are invited to apply for one- to two-week domestic exchange program through the Network of Complementary Schools. The program is described in detail on the school's website.

Library Resources

Library resources at 74th Street and 81st Street are available to all members of the Calhoun community, including students, faculty, staff and parents. In addition to its print collections (books and magazines), the library offers audiobooks and professional resources.

Books and other materials are available for three-week loans with the option to renew as needed. Materials of great value or urgent need may have special restrictions on circulation. Library patrons are not charged fees for overdue materials but they are asked to replace any materials they lose. Books from the 81st Street Library may be checked out from 8:30am-4:00pm, Monday-Friday.

The Calhoun library subscribes to several online databases for use by the school community. These can be accessed from school or from home. Login to Calhoun's website, to your parent or student portal, for direct access to library resources,

where you'll find Calhoun's online catalog, databases and other resources. For more information, contact the library staff.

Lunch Program

81st Street: Students in 3rd through 12th grades are automatically enrolled in the lunch program. Students in 9th-12th grades may, however, leave the building during the lunch periods if parental permission has been granted and if the student is in good academic standing. Eighth graders, with permission and in good academic standing, are allowed to leave school for lunch for one designated day each week after spring break.

Lunch Menus: The two-week menu for 81st Street is listed on the school's website calendar.

Calhoun follows a "no nuts" policy. Calhoun's food service also tries to accommodate students with severe food allergies (e.g. dairy products) by specifying ingredients in menu items and often providing alternatives. *[See Food Allergy Policy]*

Messages & Telephone Use for/by Students

Emergency messages for 81st Street students should be called in to the main receptionist (212-497-6500) before 2:00pm in order to be delivered to the student. Please remember that students are prohibited from accessing their cell phones during school hours, so messages left on their voice mail may not be picked up until the end of the school day.

Use of school phone: Students may not use the school office phone to make personal calls or to make after-school play dates; these should be made from home except for in cases of illness, emergency or with permission of an administrator.

Public Transportation for Students

Students (Kindergarten-12th grade) may be eligible for a MetroCard or Public (Yellow) Bus Service if they meet certain requirements predicated on grade level and distance between home and school, as set forth by the Office of Pupil Transportation of the Board of Education.

Applications are shared each spring and should be completed as soon as possible before school closes for summer vacation. Students in 4th through 12th grades who are already enrolled in the transportation program need not reapply, but must let the School Office know of a change of address or a desire to change the mode of transportation. Second graders who have moved up from the 74th Street building and wish to continue on the Yellow Bus or receive MetroCards must reapply. Students may receive only one mode of transportation.

Damaged, lost or stolen MetroCards must be reported immediately to the School Office. They will be issued a replacement on the same day if available; if not available in the office, it could take two to four weeks to receive more. We encourage parents to discuss with their children the importance of keeping the card safe and in a special plastic cardholder to prevent scratching or bending.

Student Working Papers

Students 14 years and older who need working papers can access the instructions and the application form on the student and parent portal. These forms can be located on the portal under Forms/Docs>>US Forms. The application must be filled out by the parent/ guardian and brought to the school office, along with all of the required documentation. Once all documentation is received, the administration staff will issue the student the working paper.

Communications

Calhoun Website — www.calhoun.org

Calhoun's website offers a wealth of information and is the primary source of all school communications.

Portal Pages: The student and parent portals are password-protected areas on the website where critical information for the community is updated on a regular basis. The portal is the place to find My Calhoun Calendar, the directory, all-school and division announcements, documents and forms, student reports and profile information, and much more.

How to Log in to Your Portal Page: Navigate to “My Calhoun” at the top of the Calhoun homepage to select your Portal login.

- **Parent Logins:** Usernames are the primary email given to the school. If the school does not have your preferred email address, please send it to familyupdates@calhoun.org so it can be entered into the database. If you don't remember your personal login or username, click the “Forgot your username/password” link on the login page.
- **6th-12th Grade Student Logins:** Students are given usernames and passwords starting in the 6th grade. Usernames are traditionally in the form of `firstname.lastname##` (where ## is the last two digits of the student's graduating year); students create their own password.

Tutorials for Navigating the website: For any web or portal questions, or to set up a guided tutorial on how to navigate the website, set up mobile access, sign up for notifications, or customize your calendar, contact websupport@calhoun.org.

Email and E-Newsletters

Calhoun sends a weekly email newsletter to all community members. In addition, there are regular emails from school administrators that announce division, grade and all-school events and reminders.

Please be sure that the school has your most recent email address and contact information on file. Note that many businesses block mass emails; it is recommended that you provide the school with your personal email account if this is the case. Send changes to familyupdates@calhoun.org. Please do not unsubscribe from Calhoun email; doing so will block all email communications from the school

School Phone Directory

A completely interactive school directory with contact information for families, teachers, administrators and staff can be accessed on your portal page once you log in to the Calhoun website.

Emergency Communications

Calhoun uses a rapid communication service, which allows the school to notify all parents and caregivers via phone and email within minutes. To ensure the efficiency of this service, we ask that you keep the school up-to-date with any changes in contact information. Please email familyupdates@calhoun.org so we can update your contact information.

Community Events & Involvement

Parents Association

The Calhoun Parents Association (PA) is a vital partner in the school community. Its mission is to support the educational goals of the school, facilitate communication between families and staff, and provide an inviting and warm social environment for all members of the community. The PA leadership consists of two co-presidents, two vice presidents for each division, a treasurer and a secretary. There are cluster reps for each cluster in the Lower School, and grade reps in the Middle and Upper School. Cluster and grade reps act as communication liaisons between fellow parents and the PA. In addition, there are committee chairs for the many activities hosted by the Parents Association, from social and cultural events to workshops, fundraisers and outreach programs. Information about the PA, its committees and activities may be found on your parent portal page

Calhoun Performing Arts Center

Calhoun's Performing Arts Center partners with other departments, divisions and committees of the school to sponsor cultural programming that includes documentary films, children's theater, and music, as well as lectures that feature eminent guests discussing provocative topics of the day. Many programs are free; others are priced to be economically accessible. Some events are open to the public. Information, reservations and ticket purchases may be made online at calhoun.org/tickets.

All-School Policies

The following policies apply to all members of the Calhoun community.

Harassment Statement & Policies

Calhoun Statement against Harassment

Members of The Calhoun School are expected to treat one another with respect and care. The school has zero tolerance for any discriminating comments, treatment or conduct, particularly, but not only, if the harassment relates to religion, race, ethnicity, gender, physical disability or sexual orientation. Because the relationships between adults, between adults and students, and between students are central to Calhoun's philosophy, the definitions and policies set out below apply to us all—faculty, administration, staff, students, volunteers and anyone providing services to Calhoun—in the following situations:

- on Calhoun premises
- during off-site functions, trips, events and sporting activities

- while using Calhoun's communications and resources, such as computers, email, telephones and fax machines

Sexual Harassment

The term "sexual harassment" refers to unwelcome sexual activity, attention, or advances, requests for sexual favors, or physical and expressive conduct of a sexual nature where:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education
- submission to or rejection of such conduct by an individual is used as a basis for a promise of rewards or academic or employment decisions affecting the individual
- such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment, educational, or social environment
- such conduct has the purpose or effect of interfering with an individual's acceptance in the Calhoun community or ability to enjoy and work in an educational environment free from harassment

Sexual harassment may include a range of subtle and not so subtle behaviors, and may involve individuals of the same or different gender. While it is not possible to list all circumstances that may constitute sexual harassment, a partial list of behavior that may be considered sexual harassment include:

- verbal harassment (epithets, derogatory statements, jokes, threats, slurs, advances or propositions)
- physical harassment (touching, pinching, assault, leering, whistling, gesturing, physical interference with normal work or movement)
- visual harassment (emails, articles, posters, cartoons, photographs, calendars, drawings)

Other Forms of Harassment

Harassment directed at individuals based on race, gender, national or ethnic origin, religion, age, disability and other protected status is also unlawful and creates a hostile environment for academic and work performance.

Those engaging in harassing behavior betray the relationship of trust essential in a school. They treat others in ways that are offensive and demeaning. They misuse their authority and power. Harassment damages pedagogical, collegial, and supervisory relationships. It is not social or courting behavior; it is expressly unwanted and uninvited. It is a violation of our standards and one's personal rights, even if the victim suffers no actual loss in salary, status or academic social standing.

Complaint Procedures

When a student or employee feels he or she has been subjected to discrimination or harassment, or witnesses such behavior, she or he is urged to report the discrimination or harassment to a supervisor, cluster advisor, Division Director, or Head of School to ensure that the report will be investigated and responded to appropriately.

Please note that the complaint procedure is intended to address allegations of conduct prohibited by discrimination laws. It is not "harassment" to hold students and employees to high standards, criticize their performance or work product, or expect them to meet deadlines and expectations. Nor is it unlawful to consider factors such as ability to work with others, reliability, and attitude when evaluating merit and performance.

It may sometimes be appropriate to attempt an informal resolution of a complaint. Sometimes a person engaging in offensive conduct is unaware that the behavior is unwelcome. Calhoun encourages you to tell the offender that the behavior is unwelcome and should not continue. Informal procedures protect the privacy of the persons involved and provide the person accused with a chance to refute the accusation or, if the complaint is substantiated, to change his or her behavior. Members of the school community seeking advice should not hesitate to discuss incidents of possible

sexual harassment freely with a supervisor, Division Director, Head of School, trusted teacher, or colleague. No record should be kept of such discussions until the complainant decides to pursue formal action.

Should an informal resolution prove to be unsatisfactory to any of the involved parties, the accused would be called before a committee composed of the Head of School, Division Directors and chosen faculty (excluding the accused), which will consider evidence and conduct such further investigation as it deems appropriate. The accused may bring a representative or witnesses before the Committee. The Committee will recommend a decision to the Head of School on the merits of the complaint.

If evidence is found against a faculty member, an appeal may be made to the Faculty Concerns Committee, which will then report to the Head of School. The Head of School is the final arbiter in these matters, after having consulted with the Faculty Concerns Committee.

If evidence is found against a member of the administration, it will be submitted to the Head of School for final resolution. If the Head of School is the accused, however, the Committee will report its findings to the Personnel Policies Committee of the Board of Trustees.

In light of the personal nature of these matters and the important rights and privacy interests of all concerned, investigations of discrimination or harassment will be conducted promptly and fairly, and treated with confidentiality to the extent practical and appropriate under the circumstances. The Calhoun School will not permit anyone who objects to harassment or discrimination, reports a violation, makes a complaint, or assists in any investigation to be subjected to coercion, intimidation, interference, or retaliation of any kind. Acts of retaliation should be reported immediately, will be promptly investigated, and will be treated with the same strict discipline as would the harassment and/or discrimination itself.

Discipline

The Calhoun School considers harassment of any sort, including harassment of outsiders (during school functions and/or on school property), by any member of the Calhoun community (faculty, administration, staff and students) to be a significant breach of policy and will take immediate and appropriate corrective action against anyone who engages in harassment.

Should any member of the community be found to have engaged in discrimination or harassment, he or she may be subject to disciplinary action up to and including dismissal or expulsion.

Non-Discriminatory Policy

The school is strongly committed to a policy of non-discrimination and equal opportunity, without regard to sex, race, color, religion, age, national and ethnic origin, disability, sexual orientation or marital status. All students and employees are protected from coercion, intimidation, interference or retaliation from filing a complaint or assisting in an investigation under any of the following school's policies. (*See Statement on Diversity*)

Alcohol & Students

Bulletin #144 from the New York State Association of Independent Schools (NYSAIS)

Alcohol is endemic in our society. But we are not thus relieved of the responsibility to protect our children in every way possible from its use and abuse. Yet, open houses, unchaperoned parties and innumerable enabling activities persist. NYSAIS recommends that the following legal information be published regularly in school handbooks, directories, parent

newsletters or wherever it will reach “responsible” people who, by deciding or failing to decide, make alcohol available to young people.

It is a Class B misdemeanor in New York State for a person to serve or allow to be served alcohol to persons under 21 years of age. See Penal Law Section 260.20. Penalties may include up to three months imprisonment or \$500 fine. Under General Obligation Law Section 11-100, any person who is injured by an intoxicated or impaired minor may sue whoever knowingly provided the alcohol to the youngster, for whatever damages may have occurred.

Beginning on January 1, 1990, any person who offers counterfeit identification for the purpose of purchasing alcohol can be sentenced to 30 hours of community service and/or fined up to \$100.00.

Although it is not illegal for a parent or guardian to serve alcohol at home to his or her child who is under 21, the parent or guardian may still be sued under the Social Host Law if the child inflicts injury that may be linked to such alcoholic consumption.

Allergy Policy

The Calhoun School understands the increasing prevalence of life-threatening allergies. Accordingly, the school is committed to working in cooperation with parents, students and physicians to minimize risks and provide a safe educational environment for all its students. The focus of allergy management is on prevention, education, awareness, communication and emergency response. Food Service recognizes and accommodates allergies which have been reported to the school nurse.

Goals for Allergy Management

1. To define a formal process for identifying, managing, and ensuring continuity of care for students with life-threatening allergies. This process is outlined in detail in the following document.
2. To maintain the health and protect the safety of children who have life-threatening allergies in ways that are developmentally appropriate, that promote self-advocacy and competence in self-care, and that provide appropriate educational opportunities.
3. To ensure that interventions and individual health care plans for students with life-threatening allergies are based on medically accurate information.

Identifying Children with Food Allergies

Parents of children with life-threatening food allergies (nuts, dairy, eggs, etc.) are required to provide to the school nurse an Allergy Action Care Plan, completed by the student’s physician. The plan includes written medical documentation, medications, and instructions on care in emergency situations.

The Allergy Action Care Plan information is submitted online through Magnus Health (link on Calhoun’s parent portal) prior to each school year. Information should be updated as needed, throughout the school year, and parents are asked to notify the school nurse of any changes as well.

Policies for Ensuring a Safe Community

Calhoun is a Nut-Sensitive School

- The Calhoun School Food Service Program at 81st Street does not use any nuts in food preparation.
- Students, parents and staff are not permitted to bring in any outside food that contains nuts, whether for one’s own lunch, for birthdays, holiday celebrations or bake sales, etc.

While Calhoun tries to accommodate children with these allergies by establishing these policies, the school still cannot guarantee a completely nut-free environment.

Other Life-Threatening Food Allergies

- If parents/students/staff are bringing foods into a classroom for celebrations, projects, etc., the cluster teacher must first be consulted about food allergies among students in that class.
- Food that is labeled with its ingredients and *not packaged, processed or prepared in a facility or home with nuts*, may be brought in. Any food prepared at home for bake sales must have the list of ingredients available and cannot contain nuts.
- Students should be encouraged NOT to share food, and to wash their hands after eating. This is particularly critical for young children at 74th Street, who bring in their lunch to school.
- There are products used in Calhoun's 81st food service program that contain ingredients with common food allergens, such as dairy and eggs. Chefs are available to answer questions about ingredients used in the day's meals.

Other Individual Healthcare Accommodations

In addition to having a school-wide allergy policy and protocol, Calhoun is committed to addressing the individual needs of every student with medical concerns. If deemed necessary, a protocol can be developed by the school nurse in collaboration with parents, Chef Bobo, the student's cluster teacher/advisor and a student's teaching team to identify reasonable accommodations for that child's needs throughout the school day.

Communicating in Cases of Divorce or Separation

Believing that a child's educational experience is enhanced through active parent participation and partnership, Calhoun seeks to maintain and facilitate communication with all parents in the case of divorce or separation. Absent a court order to the contrary, and regardless of who signs the child's enrollment contract or pays the tuition, it is the policy of the school to provide all parents (custodial, non-custodial, and step-parents) equal access to all official records and reports regarding their child(ren), school communications, administrators and the child(ren)'s teacher(s). It is the parents' responsibility to provide the record of court decisions and up-to-date contact information. Given the unique legal situation of each family, the school may make exceptions to this policy (e.g., to comply with a court order).

Childcare During Evening Programs

Calhoun strives to enable and facilitate parent participation in evening programming. Childcare is offered to students currently enrolled at Calhoun at the discretion of the event organizer. This benefit is structured as a supervised space for calm, quiet activity. The general guidelines are as follows:

- Families are required to RSVP by the announced deadline before the event.
- Parents can bring their child(ren) no more than 15 minutes prior to the start of an event.
- Parents are asked to help their children settle in by meeting the care provider, reviewing appropriate activity options, and providing a cell phone number on the sign-in sheet.
- Parents will be contacted during the event should a problem arise.
- Calhoun School behavioral guidelines apply during childcare hours, i.e., no running, rough play, computer use, etc.

Parents are expected to pick up their child(ren) promptly following the advertised end time of the event.

Fundraisers & Bake Sales

Fundraisers and bake sales must be connected to an academic class or sponsored by a club or special course. Exceptions may be granted for similar endeavors, such as prom fundraisers, at the discretion of the Director of Community Service.

While bake sales offer one method for raising funds, we ask students to think creatively about other types of fundraisers that will raise awareness about a cause and seek to make positive change. Fundraisers require significant thought and care, and should reflect both commitment to the cause as well as the mission and philosophy of our school. The Director of Community Service is eager to provide suggestions and assistance. Teachers and administration are fully dedicated to helping students be caring, committed citizens!

The following guidelines should be followed by students, parents and faculty/staff in planning and executing a community service fundraiser:

Planning/Scheduling Your Fundraiser

- **Students/Event Supervisors must complete a Fundraising Request Form** and submit it to the Director of Community Service at least one week prior to the requested date for the fundraiser. Forms may be obtained from the Calhoun website or from the Director. The request should include two possible dates and time, location, number of tables/chairs needed, if any; nature and objective of the fundraiser; name of organization/group to whom money is going; address (if outside organization).
- If/when fundraiser and date is approved, it will be entered in the front desk calendar, maintained by the receptionist.
- Student organizers must demonstrate commitment to following through from idea to implementation, from clean-up to counting the money raised and making the donation. The Director of Community Service is more than happy to offer support.
- All causes/organizations must be non-profit.
- Groups may collect money in an account if they plan to have more than one fundraiser, but may not raise money for their group until they have a solid plan for the proceeds, approved by the advisor and Director of Community Service.
- Healthy options should be provided in all bake sales; Chef Bobo may be able to offer suggestions. Also remember: Calhoun has a “no nut” policy. Ask the school nurse if unsure about food allergies.
- Price things fairly and do not over-charge, even though it’s for a good cause.
- Students are required to create materials to publicize their fundraiser and raise awareness about their cause.

Upon Completion of Your Fundraiser

- **Students must complete a Fundraising Completion Form**, which should be returned to the Director of Community Service along with the money raised, immediately after the fundraiser. All proceeds should be put into an envelope and labeled.
- The Business Office cannot accept coins.
- All funds will be deposited into an account with the Calhoun Business Office. Students (or faculty advisors) may request a check to be made out to the organization for which the donation is intended, by filling out a purchase order (PO). Purchase orders may be obtained from the Director of Community Service.
- Donations to organizations should be accompanied by a personal letter from the student(s) and attached to the Purchase Order.

Computers/Best Practices and Acceptable Use

[Also see Internet Social Networking - Acceptable Use Practices regarding the use of Facebook, YouTube, Twitter, Blogs and other online resources.]

Technology resources come with wonderful opportunities along with social challenges. It is important for every member of the community to understand these issues and to use these resources appropriately. Please familiarize yourself with these guidelines:

- 1. Personal Logins:** Students in the 5th through 12th grades receive a personal login to access Calhoun's network. This login is your identity to Calhoun resources. It is important to keep your password confidential and only use your own user ID and password to log into network machines.
- 2. Log off any computer** when you leave. When you leave a computer unattended and logged on, anyone may sit down and access your files and your email account.
- 3. Your Files:** All personal files must be stored on your personal network drive (tagged with your login name) or your online Google Drive; all other network drives are for shared files. Files stored in these locations allow you to access them anywhere on the school network as opposed to being limited to an individual computer. The school's network drives are backed up regularly so that they can be restored in the event of loss, corruption, etc. The Technology Department recommends students make use of their Google Drive so documents and resources are available both in and out of school.
- 4. Software Installation/Downloads:** Download, installation and removal of software to or from any Calhoun owned workstation is strictly prohibited. Any and all software changes must be approved by the Technology staff, who is authorized to evaluate, purchase and install applications for the school.
- 5. Music and other Media Storage:** Do NOT store music or other media content that is not involved with the curriculum; the Technology staff has no responsibility to backup these files.
- 6. Flash drives** are a good way to transport files, however be mindful of viruses and other harmful software! The Technology staff can only provide a best effort to support personal flash drives.
- 7. Wireless access** is available throughout Calhoun's buildings. Students must use their Calhoun username and password to join the wireless network on a personal device.
- 8. Time and Material Use:** Be considerate of other users and system resources (printer toner, paper). Time and material use limits may be imposed if problems occur.
- 9. Computer Carts:** During the school day, the laptop carts are available in the US and MS are for classroom or club use only. A teacher must check the laptops out and monitor their use. **Upper School:** The laptops are available to students for check-out and use in Homework Cafe (after school on Tuesdays and Thursdays). There are two printing stations on the fourth floor, available to students at all times. Use is limited to five minutes when someone is waiting. **Middle School:** Laptops are available only to teachers for use in classes. There is one printing station on the third floor available to students at all times. Additional laptops are available for student use in the library during the school day.
- 10. Work Priorities:** Community members should follow these courtesy guidelines to determine who has priority for computer use. These activities are listed with the highest priority first:

- Classroom Use
- Completion of course assignments by students
- Co-curricular projects/research

11. Illegal Documents: It is prohibited to transmit or knowingly receive any materials in violation of any federal or state regulation, i.e. pornography, spam or gambling.

12. Vandalizing in any way, by harming or destroying the data or hardware on any system, will be subject to disciplinary action.

13. Security of any computer system is essential. Access to electronic resources is intended for the exclusive use of authorized users. Any problems that arise from the use of an account are the responsibility of the account holder. Misuse, which may result in loss of account privileges, includes but is not limited to:

- trespassing in another's work or files
- giving out your password or the passwords of others
- attempting to log-in to another user's account
- failure to notify the supervising staff member of a security problem

14. Student/Employee Communications: Employees and students must not communicate with each other through personal cell phones, personal email, or Internet social networks. All electronic communication must be conducted only through official Calhoun lines of communication and concern school business only.

15. Security/Privacy: Students should not reveal their full name, phone number, address or other contact information to anyone by email or on the World Wide Web. All electronic communications transmitted by, received from, and stored in Calhoun's system are the property of Calhoun; students and employees have no expectation of privacy.

16. Email Etiquette: Use appropriate language in all transmissions. Note that CAPITAL LETTERS imply "yelling," and irony and humor do not always come across in an email.

17. Inappropriate Email Use: Email or messaging services should not be used to harass, intimidate or otherwise annoy other users. If inappropriate use is observed, Calhoun reserves the right to view student, faculty, staff and administration email. This is because network storage areas are school property. The school reserves the right to review any files and communications on the network at any time.

18. Mass Emails: It is prohibited for students, parents or faculty to send mass emails to the addresses of community members. All mass emails go out solely through the Communications Office or through grade/cluster parents (for school business only).

Internet Social Networking–Acceptable Use Policy

Calhoun respects the right of community members (students, parents and Calhoun employees) to participate in online communities, including social networking sites such as Facebook, Twitter, Instagram, WhatsApp, texting, or to create their own personal web pages or blogs. Students who identify themselves as Calhoun students in any such Internet venue may, however, be viewed by some as representatives of Calhoun. In light of this, Calhoun requires its students, as a condition of enrollment, to adhere to the following policy when referencing Calhoun or any of its faculty, staff, programs, activities, or other students on social networking sites or any other blog or personal website. These rules are not intended to be exclusive and, therefore, may be interpreted by Calhoun to include similar rules governing the use of such Internet sites. *Violation of these policies may result in disciplinary action.*

Student/Employee Communications:

- Community members must be thoughtful and respectful in all communications related to or referencing The Calhoun School, its employees, program or other community members.
- Community members must not use profanity, obscenities or vulgar language.
- Community members must not post any comments or pictures about Calhoun or other Community members that could be considered threatening, disparaging, humiliating, demeaning, sexually suggestive or defamatory in any way.
- Community members must not use personal blogs, websites, social networking sites or texting to harass, intimidate or bully other students or employees.
- Community members must not use personal blogs, websites, social networking sites or texting to discuss engaging in conduct that is prohibited by Calhoun policies, including but not limited to, the use of alcohol or illegal drugs, abuse, or inappropriate sexual behavior.
- Community members must not post pictures of other community members on any personal blog or website without obtaining permission.
- **Community members must not use the Calhoun name, logo or any other identifying information of Calhoun in connection with any kind of postings, videos or pictures without obtaining prior permission. Requests must be submitted to the Director of Communications, at communications@calhoun.org.**

Privacy in Social Media

While many of us embrace social media, we encourage community members to respect the privacy and safety of our parents, students, faculty and staff. Accordingly, the school asks that you not post photos of parents or students with identification or tags unless you have express permission.

As an institution, Calhoun takes great pains to protect community members in social media. In public postings and on our website, we do not identify Lower or Middle School children by name when accompanied by a photo; the exceptions to this rule are postings about adult community members and Upper School students who are being lauded for some achievement or initiative. Questions may be addressed to the Head of School or Director of Communications.

School Mailing Lists - Acceptable Use Policy

In order to protect people's privacy and safety, as well as to make sure we're not collectively inundated with email and spam, the school maintains the following policy:

The school directory and email lists are to be used only for school business; they are not permitted to be used by individuals for commercial purposes, or to send out personal or political messages. All use of official lists must be approved by the Head of School.

This policy extends to individual fundraising, as well. Calhoun has many students, parents and faculty who are generous and involved in important charitable work. However, community members must not use Calhoun lists for personal fundraising projects unless the project becomes an official community service program of the school. Employees, parents and students are free, however, to send invitations, make personal appeals to individual friends in the community who they think might be interested, or post information on the school's online Bulletin Board, accessible on the website portal page.

No-Smoking Policy

In order to create an environment that promotes the health of members of the Calhoun community, smoking is prohibited at all times on school property, in school vehicles and at school-sanctioned events. Furthermore, no student is to smoke cigarettes (including e-cigarettes, Hookah Pens, vaping products, etc.) in the area from 78th Street to 83rd Street, from Amsterdam Avenue to the Hudson River; in the vicinity of the 74th Street building, from 76th Street to 72nd Street, between Broadway and Columbus Avenue.

Violation of this policy by students will result in a mandatory meeting with the school Counselor and/or the student's cluster advisor, and placement in an appropriate school-based tobacco-use intervention group.

Personal Safety & Building Care

Calhoun welcomes parents, friends and neighbors to participate in the life of the school. In order to keep our community members safe and our surroundings beautiful, we ask that our community follow these simple requests:

Dogs: Families should refrain from bringing dogs inside the building or leaving them unsupervised and tethered in front of either building.

Flyers/Posters: Flyers and posters may be posted only on bulletin boards. Specific bulletin boards are allocated in both buildings for event announcements. Other locations for flyers are at the discretion of the school administration.

Recycling: Please help by using proper wastebaskets for recycling paper, cans and bottles.

Skateboards, Scooters, Bicycles

74th Street: All strollers, skateboards, bicycles and scooters should be brought to the designated area in the lower level. They should not be left outside or in the lobby; it becomes a fire hazard, and possessions are subject to theft.

81st Street: Skateboards, scooters, etc. belonging to Lower School and Middle School students may be brought to the designated area on the 2nd and 3rd floors. *[Also see Standards of Behavior.]*

Private Student Social Events

Expectations for Middle School Families

Exclusion from private social events can cause hurt feelings and social rifts for Middle School students. We hope that parents will be sensitive to this, and ask that you help your child make a guest list that includes either the whole grade, or less than half the grade.

For health, sanitary and social reasons, birthday celebrations in classes or morning/afternoon cluster are not permitted. Instead, birthdays may be announced and applauded at Town Meetings.

Expectations for Upper School Families

Schools across the city are concerned about private parties and other unofficial gatherings at which students from our schools assemble. Although the school does not want to get into the business of policing private events, there are times when student behavior in groups after school hours may put fellow students at risk and reflect poorly on the school as well as the student. That is the point at which schools get involved.

Calhoun faculty and administration talk with students periodically about the broad principles that a number of schools have already agreed on and shared with their communities. These notions will be familiar to parents who have attended the meetings for 9th grade parents, held at the beginning of each school year:

- Parents should have information about who will be attending parties or events held at their own homes or in other places that their sons or daughters will be visiting.
- Host parents should provide details about events to the parents of those invited and, if there are any questions, parents should call the adults responsible for organizing and supervising any event attended by their sons or daughters.
- A clear ending time for private events should be established so that students know what it is in advance and it can be confirmed by host parents.
- All private functions should be supervised by host parents.
- There should be absolutely no alcohol or drugs allowed at private parties for minors. Parents who host parties that do not follow this guideline run the risk of arrest and prosecution.
- If any student attends a private event under the influence of alcohol or drugs, the host parent should contact the student's parent(s) to make sure that the student receives appropriate care.

Although Calhoun has the highest regard for the good sense of its students, we also know that events that may at first seem innocent can get out of hand if not guided carefully. As the Head of School indicated in a letter to Upper School parents in May 2004, "More and more schools around the country are making it clear that thoughtful care for all the school's children is an implicit responsibility of all parents. We are one of those schools."

Substance Abuse Policy

The Calhoun School is committed to the position that substance abuse of alcohol and drugs is unconscionable and cannot be condoned from any perspective. As a legal issue, a health problem, and a moral imperative, the use of drugs and alcohol will not be tolerated within our student community. The school's Board of Trustees and administration wish to state unequivocally that attitudes or behaviors which condone the acceptance of harmful substances, including drugs and alcohol, will not be sanctioned at Calhoun. The possession, sale or use of illegal substances on school grounds or on school time is cause for expulsion.

School grounds may be defined to include both the 81st and 74th Street school buildings. The 81st Street campus shall include the area from 78th to 83rd Streets, from Amsterdam to the Hudson River; the 74th Street campus will be defined as 72nd to 76th Streets, from Broadway to Columbus Avenue. School time may be defined as the regular school day, the time en route to and departing from school to home, any school events which may occur away from the school setting, and any school-sponsored events occurring during evenings, on weekends or on extended trips.

As an educational institution that has a responsibility for the welfare and growth of every individual student, the school has policies and procedures that respond positively to a student in trouble and that support the family to help their child. The burden of care for each individual student must be weighed against the school's responsibility to create a safe, non-threatening environment for all of its students. While we are supportive of children in difficulty, our overriding concern is the well-being of the total Calhoun community.

However, in line with Calhoun's view that responses to students should always consider the individual case, and in recognition that some misbehaviors are more serious than others (e.g., selling drugs is judged more harshly than possession), the school administration may, at its discretion, consult any party the school deems necessary and consider such factors as the following: the extent of the student's involvement with the substance in question; the student's prior history in the school and record of discipline; the attitude of the student toward the school (does he/she care about the community and express respect for the institution?); the willingness of the student to recognize the problem and to accept a treatment response; and the commitment of the parents to respond to the child's problem.

If the administration determines that circumstances warrant a response other than school expulsion, the Head of School may consider the following possibilities:

- Long-term suspension for a portion or the remainder of the school year
- The authority to require that a student enter a treatment program or engage in some form of professional counseling as a condition for remaining in school
- Expulsion with the possibility to re-enter the school in the following year, if certain conditions are met
- Social Probation: Restricting the attendance of a student to certain school events; restricting the privileges of the student (e.g., leaving school during the school day).

Nothing in these paragraphs shall be construed to afford any student a right to a second-chance review or to the participation of any person or persons in the review process. It shall be expressly understood by all students and parents that, in any given case, expediency and confidentiality may preclude an extended review and that the authority to make this decision must rest with the Head of School and the administration.

School IDs

Student ID Policy (8th-12th)

All current Upper School students (and 8th grade students after the conclusion of Spring Break, with parental consent) are issued Calhoun Student IDs. Students with ID cards are expected to scan “in” and “out” of the building at the designated areas as they enter and leave the building. Scanned data will be used for student attendance purposes and is tied to Ruvna, the school's emergency application, to account for Upper School student whereabouts during drills and emergencies. ID cards are issued to individual students; any unauthorized use of a student ID card may result in disciplinary action.

Students are expected to carry their ID cards with them each school day. Students not in possession of their ID cards will be expected to sign in at the front desk. Students who lose their card must report the loss at the front desk; a \$30 fee will be charged for replacement.

Parent & Caregiver ID Policy

All current Calhoun parents and caregivers are expected to obtain their own, personal Calhoun-issued ID **card and are expected to present and display their Calhoun ID card at all times while visiting both the 81st & 74th Street buildings**. Any parent or caregiver without their Calhoun ID will be asked to sign in as a visitor at the front desk to receive a pass.

To avoid the reissue of ID cards year after year, Parent/Caregiver ID cards will be validated each new school year with color-coded stickers. Stickers will be issued as necessary during each school year.

In the event that an ID is lost or stolen, please notify the front desk at either school, as soon as possible. A new card will be issued to replace the misplaced one and the original ID will be placed on a watch list at both buildings so that security personnel and receptionists are aware. The school's address is listed on the backside of each card, with postage guaranteed, so lost cards can easily be returned to Calhoun.

Visitor Policy

Visitors without official Calhoun IDs are required to stop at the front desk to sign in and obtain a pass.

Middle and Upper School

Friends and relatives of Calhoun students may visit once the following steps have been taken:

- Approval must be obtained from the Division Director at least one day in advance.
- Once approval has been granted, and again at least a day in advance, the student must inform the teachers of each class the visitor will attend.
- On the day of the visit, the guest must obtain a visitor's pass from the receptionist. The pass must be worn in a visible place on the visitor's clothing.

Note: The host student bears all responsibility for his or her guest during the course of the visit. The expectation is that the host will be with the guest at all times, from the moment of arrival to the time of departure.

Lower School

Student visitors are not permitted in Lower School.