



2023-2024
**Community
Handbook**

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Parent and Student Handbook Introduction

The Parent and Student Handbook provides detailed information about Catherine Cook School (“Catherine Cook” or the “School”), including summaries of school policies, practices, academics, activities, and goals. To stay up to date on any changes or additions to this Handbook, please visit catherinecookschool.org/handbook.

Please take the time to carefully review this Handbook, including reviewing it with your child(ren). It is important that families understand the School’s expectations and policies, and that families know to whom they can direct their questions or concerns. Students are expected to know and understand all information in this Handbook, as well as any information or regulations issued by the School, including those in the information sheets, and announcements around campus.

Please understand that this Handbook is intended only to highlight current policies, practices, and procedures. The policies and procedures set forth herein are intended as general guidelines—specific situations may call for handling a matter in a manner different from that described herein, depending upon the particular facts and nature of the situation. However, it would be nearly impossible to review every element of every policy, or every possible scenario and outcome. Rather, this Handbook serves as a series of policy summaries to keep your family better informed.

In addition, circumstances will require that the policies, practices, and procedures described in the Handbook may change from time to time. Catherine Cook reserves the right to modify or change any or all such policies, practices, and procedures in whole or in part, at any time, with or without notice.

The School will make every attempt to give timely notice of substantive changes in policy. Should events which are beyond the School’s reasonable control and which occur without its fault or negligence necessitate a closure, delay, or modification of its educational programs and activities, the family’s obligations as outlined in this Handbook, as set forth in the Enrollment Agreement, and/or as otherwise established by the School shall continue. The School shall not be liable for any failure, delay, or modification of its programs or activities. The School reserves the right to make modifications to the school year as necessary to account for any time lost due to any closure or delay, including without limitation the following: extending the school year for a period of time equal to the time lost due to any delay; conducting classes via distance-learning; and/or scheduling weekend classes. Possible events that could necessitate closure, delay, or modification as described above include, but are not limited to, acts of nature, fire, pandemic, U.S. government restrictions, wars, and insurrections.

This Handbook supersedes all prior policies (whether written or oral, expressed or implied) which in any way contradict with the policies herein. However, this document is not intended to supersede any individual written agreement between you and the School, or any applicable law. If you find that such a conflict or discrepancy exists, please contact the Head of School. This Handbook is not intended to constitute a legal contract of any kind.

MISSION STATEMENT

Catherine Cook empowers students from Preschool through 8th grade to be adaptive, confident, and productive stewards of an evolving world. Our community engages with ideals of cultural competence, progressive academics, ethical literacy, and innovation designed to inspire personal excellence and compassionate leadership.

EDUCATIONAL PHILOSOPHY

At Catherine Cook School, we believe that education is an evolving, dynamic, and lifelong process. In our rapidly changing global society, it is not sufficient merely to pass on the traditional wisdom of the ages. We intentionally preserve what is best from educational approaches of the past, while simultaneously reimagining education with the tools and capacities of the current century. We cultivate excellence, not only in mastering traditional disciplines, but also in developing the qualities of a Catherine Cook graduate: deep thinkers, self-aware empathizers, visionary creators, mindful

collaborators, skillful communicators, engaged citizens, and active changemakers. **We take seriously our responsibility to educate children for life.**

As educators, we teach children, not subjects. We guide inquiry, encourage innovative thinking, acknowledge grit, celebrate success, turn frustration into learning opportunities, awaken social responsibility, model fairness and justice — all while building and valuing relationships. We build our students' capacity to construct learning for themselves. In addition, the faculty and staff model these values for the children by cultivating honesty, compassion, and integrity with and for our educational community. We create a trusting and safe atmosphere for students to explore, question, practice, make mistakes, create, and imagine. By embracing this set of ethical values, we commit to communicating honestly and compassionately, and to actively questioning our assumptions about others. Lastly, we rely on partnerships with parents and guardians to enrich our understanding of their children, to share their unique knowledge and experiences, and to help us maintain a healthy and ever-growing learning community.

ROARS AND CORE VALUES

In the 2009-2010 school year, Catherine Cook worked with the Institute for Global Ethics (IGE) to develop a set of core values in accordance with its Ethical Literacy program. This generative and collaborative process resulted in the adoption of our five core values: Respect, Responsibility, Compassion, Integrity, and Cultural Competence (Diversity). For several years following, the school worked in partnership with IGE to help students translate these values into guidelines for behavior and developed the acronym ROARS + 3: Respect, Ownership, Appreciation, Responsibility, and Safety + Compassion, Integrity, Cultural Competence (Diversity). Our Diversity Council, comprised of Trustees, faculty, staff, and parents, works to support and develop a culture that reflects these core values.

NON-DISCRIMINATION STATEMENT

Catherine Cook School is committed to creating and sustaining a diverse, compassionate, and inclusive community grounded in a culture of integrity.

Catherine Cook School faculty, staff, and Middle School students have chosen cultural competence as one of the core values that characterizes the values of Catherine Cook School.

In the context of this initiative, Catherine Cook School does not discriminate on the basis of race, color, religion, national origin, disability, gender, sexual orientation, age, or other legally-protected status in the administration of the School's admissions, financial aid, or scholarships, or of its educational, athletics, or other School-administered programs, policies, or plans.

Cultural competence sustains and promotes the health of an organization. Catherine Cook School will enhance the diversity of the school by intentionally cultivating an empathic and open climate to foster equitable relationships of integrity between the children and adults in our school community. The organizational benefits of a diverse community include increased adaptability, critical thinking, and more effective and innovative problem solving.

An inclusive school reflects and enriches the community in which it is situated. We are committed to supporting our community members, and we will continue to enhance the ability for all to belong through a variety of initiatives, including but not limited to: centering equity in all hiring decisions; offering financial assistance and raising the community's awareness about the importance of an economically diverse community; and educating our community about and providing resources for engaging with a diverse population which centers equity and inclusion, especially for BIPOC populations most impacted by inequitable social systems.

Board of Trustees

The Board of Trustees is a self-selecting group of volunteers given the “trust” to establish the essential nature of the school, raise necessary funds to achieve our mission, think and plan strategically and long term, and hire and support the Head of School. The Board has ultimate responsibility for the school and concerns itself with accounting for the use of tuition and other funds. It does so by devising and controlling budgets, serving as the legally accountable body for Catherine Cook, appointing a Head of School, and setting general school policy. Board members receive no compensation for their service and are called upon to make extensive time commitments.

Board members do not involve themselves with the normal daily operation of the school, except through the operation of duly appointed committees. The Board does not hear complaints, sit as a court of appeals, or overturn the Head’s decisions. However, the Board determines the essential nature of the school, its academic emphasis, its style of relations with the public, and its methods of self-evaluation to determine effectiveness. In close cooperation with the Head of School, the Board determines the kind of education to be provided. The Board delegates to the Head of School the authority to hire and terminate all employees based on her assessment of individual suitability for the school.

School Administration

HEAD OF SCHOOL | Dr. Lori Anne Brogdon reports to and is the sole employee of the Board of Trustees. The Head of School hires all other employees to implement the practices and policies set by the Board. She is accountable for the daily operation of the school and may delegate responsibility, but not accountability, for admission, educational programs, school maintenance, evaluations, advancement, conduct, parent relations, daily activities, financial and budget operations, long- range planning, and public relations. The Head of School is annually evaluated by the Board.

Below is a list of the Catherine Cook Administrators, each reporting to Dr. Brogdon.

INTERIM HEAD OF EARLY CHILDHOOD EDUCATION | Judy Wahl is responsible for the development of Early Childhood curricula (Preschool through Senior Kindergarten), support and evaluation of Early Childhood teachers, Early Childhood student discipline, and serving as Early Childhood parent liaison between teachers and the Head of School.

HEAD OF LOWER SCHOOL | Kathy Gilmore is responsible for development of Lower School curricula (1st- 4th Grades), support and evaluation of Lower School teachers, Lower School culture and student discipline, and serving as Lower School parent liaison between teachers and the Head of School.

HEAD OF MIDDLE SCHOOL | Corrine Stutts is responsible for development of Middle School curricula (5th-8th Grades), signature experiences, and high school counseling. The Middle School Head is responsible for support and evaluation of Middle School teachers and serving as Middle School parent liaison between teachers and the Head of School.

DIRECTOR OF ENROLLMENT MANAGEMENT | Tiffany Wells is responsible for all aspects of the recruitment, admission, enrollment, and tuition assistance processes. The Enrollment Management is often the first contact people have with the school, and in that capacity, participates in the marketing of Catherine Cook, contributing ideas for print and online presentations of the varied aspects of life at Catherine Cook.

DIRECTOR OF ADVANCEMENT | Stacy Shafer Peterson provides strategic direction and vision to development, communications, marketing, branding, public relations, and social media. The Director of Advancement is responsible for overseeing planning, coordination, and administration of all fund development activities including major gifts, stewardship, special events, alumni relations, and all annual and special fundraising campaigns.

DIRECTOR OF DIVERSITY, EQUITY AND INCLUSION | Motoko Maegawa provides guidance and engagement in all areas related to DEI by facilitating professional development, parent education events and curricular guidance to further develop and nurture Catherine Cook's values, particularly in diversity, equity and inclusion. The Director of Diversity, Equity and Inclusion also collaborates with the Head of School and Administrative Team, to review and develop policies to promote inclusive practice at school.

DIRECTOR OF CURRICULUM INTEGRATION AND INNOVATION | Sara Ahmed provides professional development and support for faculty regarding innovative uses of technology, literacy, and progressive curriculum design. The Director of Curriculum Integration and Innovation oversees the IDEA Lab, AV Studio, Tinker Space, and the Computer Science program and works with grade-level teams on literacy coaching.

DIRECTOR OF FACILITIES | Dave Murphy is responsible for the maintenance, security, and cleanliness of all school facilities. The Director of Facilities and Facilities staff monitor and respond to all issues of building safety and security, maintain a regular cleaning schedule using environmentally friendly products whenever possible/appropriate, and provide ongoing support to all facilities-related aspects of school life.

CHIEF FINANCIAL OFFICER | Susan Heglin is responsible for all financial aspects of the School, including accounting, student billing, budgeting, long range financial planning, audit preparation, and payroll and benefits administration. The CFO also has significant responsibilities related to risk management, insurance, and tax compliance.

DIRECTOR OF INFORMATION TECHNOLOGY | Nosson Cohen is responsible for the strategic acquisition and maintenance of all technology across the campus.

Admission, Re-enrollment, and Tuition Assistance

RE-ENROLLMENT

Re-enrollment is one of the most important aspects of maintaining a thriving school population. Available space for new students, hiring needs, space allocation, and budget decisions are determined by timely re-enrollment of current students. As the school depends on successful partnerships with parents, the school reserves the right not to issue re-enrollment contracts when the school feels that a supportive parent-school relationship does not exist or if the school is not the appropriate learning environment for a child.

Re-enrollment contracts for the 2024-2025 school year will be issued in January 2024 and will be due back with a non-refundable deposit by Wednesday, February 9, 2022. Failure to meet the February 9 deadline will result in a \$500 late fee per contract. The late fee will be imposed equally for all Catherine Cook families, regardless of tenure at the school, number of children enrolled, or other considerations. The uniform enforcement of this policy makes it fair for all families. This timeline allows the school to plan for the admission of new students.

If circumstances preclude a student from attending in 2024-2025 after their contract has been submitted, the school must be notified in writing by March 15, 2024. There are no exceptions to the deadline; after March 15, all tuition and fees are due, and the contract is binding.

SIBLING ENROLLMENT

The school seeks to support family life and build a cohesive educational community in various ways. Though not guaranteed, preference for available class placement is in most cases given to siblings of current students. The number of

spaces available for Junior Kindergarten through 8th Grade depends on retention determined during re-enrollment and varies annually.

TUITION ASSISTANCE

Catherine Cook administers a tuition assistance program to provide support to families of students who would not otherwise be able to attend an independent school. Tuition assistance decisions are based on a family's ability to finance its child(ren)'s education as evaluated by the Tuition Assistance Committee, which uses information supplied by families to the school's need-analysis provider, FACTS Grant and Aid Assessment. All families must apply annually regardless of whether they have received assistance in the past. In cases of divorce or separation, both parents must submit all required forms (a family's ability to contribute is based on both parents' combined incomes and assets). Current families interested in assistance should contact the Office of Admission for application procedures and deadlines.

TRANSCRIPTS & PERMANENT RECORDS

The school requests that parents authorize their student's previous school to mail official transcripts—including report cards, conduct and attendance reports, and standardized testing results—to the Director of Enrollment Management. These documents are put in the student's permanent file. Additional required Admission documents, including Common Recommendation Forms and letters of recommendation, are confidential and not part of admitted students' permanent files.

When a student plans to leave Catherine Cook, parents should request copies of school records in writing from the student's current Division Head. Parents must also complete and sign a transcript request form. As long as the family has no outstanding financial commitments to the school, these documents will then be mailed to the school(s) requested.

Tuition & Fees

TUITION

Tuition covers much more than the classroom costs; it also includes the yearbook, student photographs, Parent Association membership, school directory, textbook rentals, workbooks, and lab expenses. Tuition, in conjunction with the technology and activity fee, also funds school-issued iPads (for use in the classroom for Preschool-4th Grade) and tablet computers (for use in the classroom in 3rd Grade and in the classroom and at home for 4th-8th Grades). Families are responsible for purchasing school supplies. The school reserves the right to charge additional fees as necessary throughout the year.

TIMELY PAYMENT

Catherine Cook meets its financial obligations only when tuition and fee payments are received in a timely manner. Your enrollment contract outlines available payment options.

Participation in Philanthropy

Like most independent schools, Catherine Cook School depends on philanthropy each year to cover the gap between tuition income and annual operating expenses. On average, independent schools count on approximately 10% of annual revenues raised through philanthropic programs and events. To that end, Catherine Cook conducts an Annual Giving Campaign and hosts an Annual Gala each year.

The Annual Giving Campaign raises unrestricted funds toward the school's annual operating budget. The money raised helps to cover regular operating expenses including, but not limited to, tuition assistance for socio-economic diversity,

professional development, teacher salaries, technology expenses, field trips, facilities, and classroom equipment and supplies. Every family is expected to participate in Annual Giving each year at an amount comfortable for the family. If a family can only participate in one philanthropic program for any reason, it should be Annual Giving.

The Annual Gala, held each spring, brings parents, administration, faculty, and staff members together for a celebratory community event. The evening includes offerings such as live and silent auctions, raffles, and other activities that raise funds to support the annual operating budget. Because the event takes the entire community to be a success, families are expected to participate in the event to the extent that they are able, be it through auction donations, sponsorships, attendance, bidding on auction items, or buying/selling raffle tickets.

For more information about philanthropic opportunities and expectations at Catherine Cook, please visit us at catherinecookschool.org/giving.

Expectations of Families

STAYING INFORMED

Communications from Catherine Cook are intended to further the school's mission, inform families about our academic and extracurricular programs, and present a vibrant picture of all aspects of life at school. Regular forms of communication include, but are not limited to, the weekly e-bulletin (Cougar Countdown), monthly newsletter (Cougar Times), other important email announcements (e-blasts), summer mailings, and social media. Important announcements are often contained in the e-bulletin and on the website, so parents are expected to read all school-produced media thoroughly. It is the school's policy not to post or distribute materials that:

- promote or advertise activities or organizations whose policies conflict with the Catherine Cook mission and/or commitment to diversity;
- promote or advertise individual businesses, including those owned by Catherine Cook parents, with the exception of paid advertisements supporting the Annual Gala;
- promote or advertise extracurricular activities not coordinated or sanctioned by Catherine Cook;
- seek donations or support for outside charitable organizations without prior specific approval of the Director of Advancement.

PARENT/GUARDIAN ORIENTATION NIGHTS

Parents/guardians are strongly encouraged to attend Orientations, Initial Conferences, and Curriculum Nights to meet with faculty and staff in the two weeks before and after school begins. Please check the Community Calendar at catherinecookschool.org/calendar for specific dates.

PARENT/GUARDIAN-TEACHER CONFERENCES

In order to build a strong connection between parents and teachers, Parent-Teacher Conferences bring both sides together to share information and observations about a student's progress. Conferences are scheduled before the start of the school year and at the end of the first and second trimesters. Families should plan to attend a conference on the scheduled date(s) and should not schedule out-of-town travel during these times. Teachers are not permitted to schedule a make-up conference; we kindly request that parents respect this policy. Parents should feel free at other times to discuss their child's performance with teachers, either by phone, email, or special conference arranged in advance.

COMMUNICATION CHAIN

Our school community thrives on honest, ongoing conversation among all partners in education. Parents are encouraged to express their questions, concerns, and suggestions directly to the school. To ensure thorough communication, we ask that families follow this practice when reaching out with a concern.

For classroom issues, questions should initially be addressed to the child's teacher. Since arrival and dismissal times are not optimal discussion times for teachers, parents are encouraged to call or email teachers to schedule appointments. If a parent has not received a satisfactory answer to their question, they should contact the student's Division Head. If for any reason the question still has not been answered to the parent's satisfaction, the Head of School should be contacted.

We consistently try to listen to and accommodate every concern that is brought to the school's attention. All Catherine Cook faculty members are accessible by telephoning the Main Office at 312.266.3381 or emailing main.office@ccookschool.org. Each member of our school family is important and should be treated with respect, courtesy, and as much confidentiality as possible in a school environment. We strive to create an environment in which teachers, parents, and administrators work together to solve problems and resolve concerns to produce a result that is positive for everyone.

TELEPHONE POLICY & MESSAGES TO STUDENTS DURING SCHOOL HOURS

In Early Childhood and Lower School, electronic items such as cellular phones are not permitted and will be confiscated if found in use. Middle School students are permitted to have cell phones, although these must be turned off, stored out of sight, and not used during school hours (including before and after school while in the building), except with the explicit permission of and supervision by faculty or staff. Smartwatches or other devices with texting/calling capabilities are not permitted in any division. For security reasons and to avoid classroom interruptions, all visitors are required to sign in at the Main Office. If there is an urgent need to leave a message for a student during the day, please call the school and speak with Main Office personnel, who will notify the child's teacher/advisor at a time undistruptive to the classroom schedule. Students cannot be immediately summoned to the phone and are not allowed to use cellular phones during school hours. Please avoid texting or emailing your child directly and encourage your child to seek assistance from faculty or staff at school if they need to be in touch with you. Additionally, students are not permitted to email outside of the Catherine Cook network during school hours. Therefore, the school respectfully asks that family members not text or email their child directly. Students will be directed to seek assistance from faculty and staff at school if they need to reach a family member.

CLASS LISTS AND TEACHER REQUESTS

Creating class lists is a deliberate, thoughtful process. Teachers and administration consider student friendships, working relationships between children, and matches between learning and teaching styles. Parent-teacher relationships are also taken into account as the composition of each class is determined. Parents are asked not to request a specific teacher for their child. If there is information parents would like to share regarding their child's specific learning, social, or emotional needs, they may share that information with the current classroom teacher or submit any necessary information in writing to the Division Head.

PROFESSIONAL RELATIONSHIP WITH FACULTY

Teachers are expected to maintain objective, professional relationships with parents. Teachers and teaching assistants are directed not to babysit or house-sit for students in their classrooms. Teachers are also asked not to tutor students over whom they have grade book control. Teachers may not accept gifts by cash or check from parents. Please contact the Director of Advancement for information about monetary gifts intended exclusively for classroom use at sspeterson@ccookschool.org.

PERSONAL BELONGINGS AND RIGHT TO PRIVACY

A student's notebooks, calculator, backpack, and other personal items should be clearly marked with the student's name. Parents should monitor the items brought to school. In Early Childhood and Lower School, electronic items such as cellular phones are not permitted and will be confiscated if found in use. Middle School students are permitted to have cell phones, although these must be turned off, stored out of sight, and not used during school hours (including before and after school while in the building), except with the explicit permission of and supervision by faculty or staff.

Smartwatches or other devices with texting/calling capabilities are not permitted in any division. The school is not responsible for personal items lost at the school. Additionally, Catherine Cook administrators reserve the right to conduct a search of student belongings.

LOST AND FOUND

If an item is lost, the parent/guardian or the student should notify the Main Office and check in the lost-and-found areas. Found items are kept for a period of time and are then donated to charity. The contents of lost-and-found bins are also laid out during parent/teacher conferences. Please label your children's coats, boots, and valuable items with their names.

TOILET TRAINING EXPECTATIONS

Catherine Cook students are expected to be fully toilet independent. They may not come to school in "pull-ups" or diapers. Our facilities and licensing prevent us from routinely changing children's undergarments. If your child needs more than one change of clothing per week due to toileting accidents during the school year, please expect to receive a letter from the Head of Early Childhood Education asking you to withdraw your child from school for a period of two weeks so that the child can be fully toilet trained. The parents, the teacher, and the Division Head will agree upon a schedule for the child's return, and Catherine Cook will provide information to support the family in this endeavor. There is no refund for the period during which the child misses school. We do not regard this as a punishment; rather, it is an opportunity for the child to gain physical control, as well as an essential health precaution. Consistent with the Americans with Disabilities Act and other applicable laws, Catherine Cook shall provide reasonable modifications to this policy for children with disabilities that impact their ability to be toilet trained. Families with questions about this policy should contact the Interim Head of Early Childhood, Judy Wahl.

SOLICITATION AND SALE OF ITEMS

Parents and students are asked not to solicit or sell items on campus or to fundraise for outside organizations. Information in this Handbook is intended purely for social and academic purposes; use by any member of the school community for advertising, marketing, or non-Catherine Cook fundraising purposes is strictly prohibited.

IMAGE USE

To illustrate the vibrant life of our community, Catherine Cook regularly uses photos and videos of current and former students, parents, and staff in a variety of media including, but not limited to, e-newsletters, Annual Reports, other print publications, the school's website, social media websites, advertisements, and admission materials. Student names, and/or schoolwork may be revealed therein or by descriptive text or commentary. By participating in School events and activities, Catherine Cook Community Members consent to the School's use of their images. Parents also understand that the School reserves the right to grant use of these materials to any third parties in connection with their work with the School. Such authorization survives the term of this Agreement and serves as authority to use such material both during and after the Student is enrolled at the School. Any questions about this policy should be directed to communications@ccookschool.org.

CUSTODY ISSUES AND SCHOOL ACCESS

Unless notified otherwise, the School will presume both parents are permitted to attend school activities and be provided with information and report cards with respect to their child. The School will also presume that both parents are entitled to be involved in their child's schooling, and both parents must agree and authorize a child's enrollment and/or withdrawal from a school.

Is it not the intention of the School to become involved in familial disputes. However, should custodial arrangements and school access as between the parents change, the School expects that both parents will inform the School of the change and any relevant restrictions. Information of this nature is kept strictly confidential.

Lunch, Snacks, and Celebrations

PURCHASED LUNCH

All students may either bring lunches from home or participate in the purchased hot lunch program. The school has partnered with HandCut Foods to provide healthy, fresh lunches to our students. For more information, please visit <https://www.catherinecookschool.org/community/lunch>.

FORGOTTEN LUNCH

If a student forgets to bring their lunch from home, a parent may deliver the lunch to the Main Office any time before the student's regular lunchtime, and it will be available for the student to pick up before their designated lunch period.

FOOD BROUGHT FROM HOME

When lunch is brought from home, lunch bags and boxes are to be clearly marked with the student's name. Families are strongly encouraged to reduce waste by packing individual lunch items in reusable containers and to limit the use of disposable wrappings, plastic sandwich bags, or bottles. We do not provide accommodations for items that need to be refrigerated or heated in a microwave oven. Carbonated drinks are not permitted. The school cannot assume responsibility for food items brought from home. For health and allergy reasons, food items should not contain tree nuts or peanuts and may not be shared with other students. Please check with your child's teacher before bringing any food items to the classroom for shared celebrations.

SNACKS

Catherine Cook wants to share healthy eating habits with students. Each student should start the day with a good breakfast at home. Students in Preschool through 8th Grade have a daily snack time set by the classroom teacher or divisional schedule. Families are encouraged to send nutritious food for their children's snacks. If a health problem requires a particular eating regimen, special arrangements may be made for students who present a written statement from their physician.

BIRTHDAYS

The classroom birthday celebration is a way to acknowledge the students' birthdays and share them with classmates; it is not intended to be a birthday party. Due to the increasing number of food allergies, parents and students may not bring snacks or treats to share with the class. Each teacher celebrates birthdays with special recognition for each child. Please follow the teacher's guidelines or suggestions.

HOME PARTIES

Regarding parties that take place outside the school day and off campus, parents should be mindful of the inclusive community teachers and administrators strive to establish within classrooms, cohorts, advisories, grade levels, and in divisions and the school at large. We understand such parties will naturally involve widely varied groupings of Catherine Cook students, as is appropriate for children of all ages. We do ask parents to be mindful of the potential social implications of parties that exclude some classmates and encourage parents to support their children in better understanding how to compassionately navigate these situations both on and off campus, including discussing social outings or events with those who are not invited.

School Climate & Behavioral Expectations

Catherine Cook is a community of students, teachers, administrators, and families working and learning together in a positive, supportive environment. Our expectations and guidelines are expressed and explicitly taught through our core values and ROARS: Respect, Ownership, Appreciation, Responsibility, and Safety. Students are expected to interact

thoughtfully and respectfully with everyone at Catherine Cook. It is assumed that all students will contribute positively to the academic and social environment of the school community. Clear behavioral expectations are communicated to students at each grade level, and students are taught that they are responsible and accountable for the choices they make. Our aim is to support students by providing logical and meaningful consequences for both positive and negative behavior choices. Faculty and staff guide students in investigating their alternatives and options, helping them become responsible citizens of our learning community.

MISBEHAVIOR AND LOGICAL CONSEQUENCES

All students, at one time or another, choose behaviors contrary to the school's core values and ROARS. When these occasions arise, teachers and administrators attempt to treat them as learning opportunities. We communicate with students and, when necessary, parents in order to enhance the student experience and aid children in developing the capacity to empathize, self-advocate, and advocate for others. For these reasons, students will experience logical consequences that fit their misbehavior and help them grow from the experience. Teachers and administrators carefully weigh the facts and the context of the situation before determining logical consequences for each student. In an effort to encourage and foster independence and accountability, at the discretion of Catherine Cook administrators, consequences for misbehavior will be worked out with the student directly and parents may or may not be notified.

Students exhibit a wide variety of misbehaviors and therefore experience an appropriately wide variety of logical consequences, depending on their age, past behavior, and the context of the situation. Student misbehaviors include, but are not limited to, the following:

- teasing or other forms of mean behavior;
- direct disobedience and/or disrespect of school personnel;
- academic dishonesty or plagiarism;
- deliberate failure to be honest in dealings with the school;
- violating the Responsible Technology Use Agreement;
- misbehaving in any way while on a field trip;
- truancy or leaving campus without permission;
- stealing or malicious destruction of property belonging to the school or another individual;
- behavior that endangers others;
- fighting or displaying other forms of physical aggression;
- behavior that is illegal; use, sale, possession, or being under the influence of tobacco products, alcohol, or illegal drugs at school or while attending any school function or field trip; and
- possession of any type of weapon.

Consequences are thoughtfully determined to repair relationships, build and restore trust, and provide students opportunities to be reflective, learn to agree and disagree civilly, articulate their needs, and understand the impact of their choices and actions. Examples of graduated logical consequences include, but are not limited to, the following:

- verbal and/or written apologies;
- written reflections;
- discussions with peers and Catherine Cook adults to mediate conflict and problem solve;
- communicating and/or conferencing with parents/guardians;
- loss of privileges at school;
- temporary removal from the regular classroom setting;
- removal from co-curricular and/or after school programs; and
- suspension or expulsion.

The Division Heads, Middle School Deans, and Head of School exercise authority in circumstances of disciplinary consequences and determine necessary responses to misbehaviors. Questions about disciplinary decisions or processes

should be referred to the Division Heads, Middle School Deans, or Head of School. When determining appropriate logical consequences, ensuring the physical and emotional safety of students is the top priority for teachers and administrators. The consequences imposed are to be governed by the nature, frequency, and severity of the particular misbehavior. In some cases, doing so may require a student who has exhibited inappropriate or dangerous behavior to be removed from the school environment temporarily (suspension) or permanently (expulsion). Such consequences are reserved for the most serious and egregious actions.

In certain situations, the School may take swift action to prevent possible harm to a community member or the community, including harm to self. The School's action will be as limited in scope and time as practicable to ensure that the rights, safety, and privacy of all involved are protected to the greatest extent possible. Such steps may include temporarily withdrawing particular students from school and/or school activities while conducting the investigation or requiring a mental health evaluation for a particular student.

The School may report to high schools or schools to which a student applies from Catherine Cook discipline that occurred prior to the application process, during the application process and after applications are submitted, including, but not limited to, after students are accepted to such schools. Specifically, the School reports infractions of school rules that lead to suspensions, and reserves the right to report other violations that the School in its sole and exclusive discretion believes warrants such reporting.

The School understands that all children make mistakes from time to time, and we treat them as opportunities to learn and grow. Discussion about these issues with parents of other children or between parents of other children does not help to change future behavior or build a trusting learning community. Therefore, a student's consequences for misbehavior will not be discussed with parents of other students. Parents who strongly feel a need/right to know about someone else's child's behavior and/or consequences should directly contact the parents of the child in question. The school respectfully declines to participate in or foster such discussions.

ANTI-BULLYING POLICY

Bullying will not be tolerated in our community. Bullying is contrary to Catherine Cook's policy and to Illinois State law.

Bullying is prohibited:

1. during any school-sponsored or school-sanctioned program or activity;
2. in school, on school property, on school buses or other Catherine Cook-provided transportation, and at designated locations for students to wait for buses;
3. through the transmission of information via electronic communication from a Catherine Cook computer or computer network, or other electronic school equipment;
4. when the behavior or communication occurs off campus or through the transmission of information from a computer that is accessed at a non-school- related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school if the bullying causes a substantial disruption to the educational process or orderly operation of a school and has one of the effects enumerated in the bullying definition. This paragraph applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require Catherine Cook to staff or monitor any non-school-related activity, function, or program.

Definitions:

"Bullying," including "cyberbullying," means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically (i.e., cyberbullying), directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

1. placing the student in reasonable fear of harm to the student's person or property;
2. causing a substantially detrimental effect on the student's physical or mental health;

3. substantially interfering with the student's academic performance; or
4. substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: cyberbullying, harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, ostracism, destruction of property, or retaliation for asserting, opposing, or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section.

Harassment refers to unwelcome conduct or behavior that is offensive or threatening based on a student's race, color, national origin, disability, religion, or other identifying characteristic which has the effect of interfering with a student's educational performance or creating an intimidating, hostile, or offensive educational environment.

Sexual Harassment refers to harassment based on sex, sexual orientation, or gender identity. Sexual harassment is behavior that is uninvited and unwanted and is directed at a person because of their sex, sexual orientation or gender identity. Sexual harassment may include: coercion, physical touching; assault; inappropriate personal questions; sexual or suggestive remarks about a student's clothing, body or sexual activity; other suggestive remarks or verbal abuse; display, sharing or distribution of explicit, offensive or demeaning photographs or other material; requiring a student to wear sexually revealing clothing; ogling a person's body; lewd or sexual jokes; manipulation or coercion in the pursuit of physical intimacy; or demanding sexual favors, whether or not accompanied by promises, hints or threats concerning opportunities.

Reporting:

If a student believes they or a peer has been the victim of discrimination, harassment (including sexual harassment), or bullying, they should report the situation to an advisor, teacher, or school administrator. . Parents/guardians should report the situation directly to their appropriate division and/or the Head of School:

- Head of School, Dr. Lori-Anne Brogdon: lbrogdon@ccookschool.org
- Interim Head of Early Childhood, Judy Wahl: jwahl@ccookschool.org
- Head of Lower School, Kathy Gilmore: kgilmore@ccookschool.org
- Head of Middle School, Corrine Stutts: cstutts@ccookschool.org
- Middle School Dean, Andrew Bean: abean@ccookschool.org
- Middle School Dean, Emily Dupont: edupont@ccookschool.org
- Middle School Dean, Jennifer Chou: jchou@ccookschool.org
- Middle School Dean, Stacy Baughman: sbaughman@ccookschool.org
- Early Childhood/Lower School Counselor, Veasna Kim: ykim@ccookschool.org
- Middle School Counselor, Julie Jacobson: jjacobson@ccookschool.org
- Director of Diversity, Equity & Inclusion, Motoko Maegawa: mmaegawa@ccookschool.org

All of the above can also be reached at 312-266-3381. Anonymous reports are also accepted. No disciplinary action will be taken solely on the basis of an anonymous report that has not been substantiated in the course of an investigation. Students and parents/guardians should also report violations of the bullying policy to school personnel.

Investigation:

When a report is received, school personnel will collaborate with parents and students to agree upon a course of action and will work as quickly as is possible to ensure the safety of students, gather information, and clarify facts. School personnel will make all reasonable efforts to complete the investigation within 10 school days after the date of the report and taking into consideration additional relevant information received during the course of the investigation about the reported incident of discrimination, harassment (including sexual harassment), or bullying. Appropriate school personnel will be involved, as needed. When deemed appropriate, the School may refer reports of discrimination (including sexual harassment), harassment, or bullying to an independent investigator. Whether the investigation is conducted by a Catherine Cook administrator or an independent party, findings are presented to a selected group of administrators who determine School-based disciplinary and/or restorative next steps, when appropriate. Consistent with Catherine Cook's policy on student privacy, school personnel will provide parents and students involved in the incident with information about the investigation and an opportunity to meet with the Head of School or other administrator to discuss the investigation, the findings, and the actions taken to address any discrimination, harassment, or bullying that is found to have occurred.

Interventions may be provided, as needed, to the parties involved in the discrimination, harassment (including sexual harassment), or bullying, including but not limited to school social worker services, restorative measures, counseling, and others.

In pursuing the investigation, the investigator will try to take the wishes of the reporting student into consideration but will investigate the matter in a manner deemed appropriate by the investigator, based on the facts and circumstances of each report.

To ensure the integrity of any investigation, all individuals interviewed are reminded that they are expected to treat both the fact that an investigation is being conducted, as well as any information they have to share in connection with that investigation, as confidential. Breach of confidentiality associated with the report, the investigation, and the resolution is grounds for disciplinary action.

No Retaliation:

Reprisal or retaliation against any person who reports an act of discrimination, harassment (including sexual harassment), or bullying is a violation of Catherine Cook's policy and will be treated as misconduct for purposes of determining interventions and consequences according to this policy. A student will not be punished for reporting misconduct or supplying information, even if Catherine Cook's investigation concludes that no discrimination, harassment, or bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining and consequences or other appropriate remedial actions.

Consequences:

If a student is determined to have engaged in discriminatory, harassing, or bullying behavior, they will be subject to disciplinary actions appropriate to the offense, the student's age and past behavior, and the circumstances surrounding the events. Disciplinary actions may include a series of graduated consequences and, in severe cases, suspension or expulsion. Disciplinary actions will be thoughtfully taken in an attempt to promote student safety and well-being, change and improve behavior, and uphold the school's Mission, Philosophy, and Core Values. In all cases, final decisions regarding the removal of a student from the school community, whether on a temporary or permanent basis, lie with the Head of School or his or her designee. All disciplinary decisions are final and not subject to appeal.

Regarding prohibited behaviors exhibited outside of school and among Catherine Cook students, teachers and

administrators may get involved if students' actions impact the school experience, be it academic or social, for individuals or the community. In such instances, school personnel will work thoughtfully with students and parents to determine the best course of action.

Policy Evaluation:

The Head of School shall assist the Board of Trustees with its evaluation and assessment of the policy's outcomes and effectiveness. This process shall include, but is not limited to, factors such as:

1. The frequency of victimization.
2. Student, staff, and family observations of safety at a school.
3. Identification of areas of a school where bullying occurs.
4. The types of bullying being utilized.
5. Bystander intervention or participation.

The evaluation process may use relevant data and information that Catherine Cook already collects for other purposes. The information developed as part of the evaluation process will be posted on Catherine Cook's website.

This policy is fully consistent with Catherine Cook's other policies.

HATE SPEECH POLICY

Catherine Cook School denounces the use of words or images to harass individuals or groups based on gender, gender expression, race, religion, sexual orientation, or any other aspect of identity. "Hate speech" of this nature is contrary to Catherine Cook's Mission Statement, Diversity Statement, and Core Values. Individuals determined to have participated in such harassment, as outlined in the Anti-Bullying Policy, may be subject to consequences including suspension and expulsion.

CLOTHING

Catherine Cook School expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Student dress choices should respect the school's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and the parent(s) or guardian(s). The school is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Students are expected to wear clothing and shoes that are neat, clean, and appropriate for the occasion. For safety reasons, students should not wear flip-flops or shoes that pose a hazard when running.

We strongly encourage students to check with a parent or guardian when in doubt about the appropriateness of their clothing choices for attending school. Teachers are expected to send any student who arrives at school inappropriately dressed directly to the Division Head, who will contact the student's parent(s) or guardian(s). Cooperation of students and their families is essential to the school in its efforts to maintain a positive learning environment.

RESPECT FOR THE SCHOOL FACILITY

We are proud of our building and feel that the campus belongs to all members of the Catherine Cook community. We expect the usual wear and tear and are prepared to deal with this on a daily basis. However, we also expect students to respect the campus and to refrain from treating it in an inappropriate way. Intentional misuse or destruction of school

property by students is a serious offense. Parents or guardians will be notified of such conduct and will be expected to become an active part of the solution. This may include sending the parent(s) or guardian(s) an invoice for the full cost of any necessary repairs. We will also expect that students participate in repairing damages to the extent possible, perform service to the facilities, and/or earn at least part of the cost of repairs.

Attendance & Punctuality

TARDINESS

Daily routines such as Morning Meeting and Advisory take place at the start of the school day and are specifically designed to support students with social-emotional learning, community building, and executive functioning. Parents should ensure students always arrive at least five minutes before the school day is to begin so they can take full advantage of these supports. Being on time helps decrease students' anxiety and allows students to acclimate themselves to the day as they meet and greet friends, listen to important instructions, and get ready to focus on their schoolwork. If a student demonstrates a pattern of tardiness, it is recorded on the student's permanent record and school personnel will communicate with the family to determine how to rectify the situation. When a child is brought to school after the official start time, the student must first report to the Main Office before going to class. For clarity, the school day begins at the following times by grade level/class:

- Preschool through 4th Grade: 8:15 a.m.
- 5th Grade through 8th Grade: 8:00 a.m.

These times may be adjusted as needed to accommodate changes in schedules, programming, safety, health, or other reasons.

ABSENCE PROCEDURE

Please inform the school of an absence or late arrival by 8:00 a.m. This should be done by emailing absent@ccookschool.org and the student's classroom teacher (Early Childhood and Lower School) or advisor (Middle School). Parents/guardians should include the reason for the absence in their message. If the Main Office has no information regarding a child's absence, that child's parent/guardian will receive a phone call from the school to verify the child's whereabouts. The Division Head will also reach out to the child and any school officials who may have information about the reasons for the child's absence.

In Middle School, attendance is taken by advisors at 8:00 a.m. Students arriving to Advisory after 8:00 a.m. will be reported as Tardy; students not arriving to Advisory will be reported absent. Students arriving after 8:00 a.m. must stop at the Main Office to check in and receive a pass to present to their advisor or first teacher. The Main Office will update Absent records to Tardy.

ATTENDANCE RECORDS

Attendance records are part of the student's official transcript. These records are given significant consideration by schools to which your children may apply in the event of a move or when they go on to high school. Regular, timely attendance at school is an important habit for students to cultivate. Of course, Catherine Cook recognizes that occasional absences may be necessary, for the health of the student and community.

Early Childhood and Lower School absences are recorded each time a student misses a day of school with the exception of the observance of religious holidays (see Religious Holidays). Missed work may be made up by students at the discretion of classroom teachers.

Please note that family vacations that fall outside of scheduled vacation times are NOT considered excused absences. We

strongly discourage the practice of taking children out of school to accommodate family vacations scheduled outside of designated school vacation periods. Contact the appropriate Division Head prior to taking your child(ren) out of school for absences lasting longer than two days when school is in session. Since classroom lessons are based on the experiences of the children, it is difficult to provide homework when families request work ahead of time due to a planned absence. It is in the teacher's and the Division Head's discretion to determine if and what work may be provided ahead of time. If you have a question about an absence, please contact the student's Division Head.

RELIGIOUS HOLIDAYS

The school respects the observance of religious holidays. Families requesting that a student be absent for a religious holiday or observance should send a written note several days prior to the day of the absence so that work may be given in advance or deadlines can be established for makeup work.

ABSENCES

All student absences are classified as excused or unexcused.

EXCUSED ABSENCE

Excused absences are absences for illness or medical emergency, medical or dental appointments, religious holidays, death in the immediate family or family emergencies, and 8th Grade shadow days to visit prospective high schools. In addition, the school excuses absences that result from a reasonable concern for the mental, emotional, or physical health and safety of the student. Such absences will be evaluated on a case-by-case basis. All excused absences should be reported to the Main Office in advance, if possible, but no later than the morning of the absence. For 8th Grade shadow days, families should notify the student's advisor and Division Head at least one week in advance and notify the Main Office and student's advisor or classroom teacher the day of the absence. Students should request and complete work that is missed.

UNEXCUSED ABSENCE

Unexcused absences are all other absences not listed as excused absences above, including family vacations. More than eight unexcused absences (5% of total school days) in the course of a school year are considered excessive. Excessive absences result in chronic absenteeism and are detrimental to a student's ability to get the most from his/her school experience. Classroom teachers and advisors will report students with five unexcused absences to the Division Head or Dean of Students, who will contact parents/guardians to schedule an in-person meeting to discuss solutions to this serious problem. The Division Head/Dean of Students and school counselor will conduct this meeting on the main campus during important scheduled breaks in the school day (lunch, recess, etc.) or after school. If the child continues to accumulate absences, the Head of School will address this with the family. This may include withholding promotion or the non-issuance of an enrollment contract for the following year.

EXTENDED ABSENCE

In rare instances, medical or extenuating circumstances may necessitate a student's extended absence from school. Such situations require a conference with the child's teacher(s) to devise a strategy for making up lost school time. An extended absence does not result in a tuition refund unless the family has enrolled in the Tuition Refund Plan.

MAKEUP WORK

Students with excused absences usually have one day per each day of absence to make up work. Middle School students are responsible for meeting with each teacher to determine how the work should be made up. Lower School teachers will inform students about what they need to do.

EARLY DISMISSAL

If a student needs to leave school early, parents must go to catherinecookschool.org/earlydismissal to fill out the form for

their student. When the parent/guardian arrives, please call the Main Office and their student(s) will be escorted outside.

TRUANCY

Truancy from school is a serious offense and may result in probation, in-school or out-of-school suspension, or dismissal, depending on a student's conduct record. A conference with the student and parent(s) or guardian(s) is required following a day of truancy before a student may return to school.

The Main Office collects and regularly reviews the school's chronic absence data, and works with teachers to identify those most in need of support. Teachers, Division Heads, and school counselors in turn provide strategies that encourage heightened school engagement and improved daily school attendance. To improve attendance, the school offers a variety of services, including parent conferences, student counseling, family counseling, and referrals to other existing community services that are relevant to a truant student's needs.

PARENTS/GUARDIANS OUT OF TOWN

Parents/guardians who are away for vacation or business are to notify the school of the dates they will be away and of the names and phone numbers of those people in charge of the student in the parents' or guardians' absence.

ILLNESS GUIDELINES

Please do not send your child to school if any of these symptoms or signs were present in the previous 24 hours:

- elevated temperature (100.4°F or greater);
- persistent productive cough;
- vomiting;
- repeated diarrhea;
- purulent discharge (anything other than clear discharge) from nose or eyes, which indicates a possible contagious condition;
- suspected scabies, impetigo, acute skin rash or eruptions;
- any skin lesion with weeping discharge.

Please visit our COVID-19 Resource Page online for policies and procedures related to positive tests, symptoms, and exposure.

Any student with live head lice or nits (eggs) should not be sent to school and will be sent home early from school if found by a teacher or the School Nurse. Parents are expected to treat head lice promptly by shampooing the infected child's head with anti-lice shampoo and removing all nits from the hair. Students may return to school once they have begun appropriate treatment and are nit-free.

It is school policy that with any illness, the child may not return to school without being fever-free for 24 hours. Using fever-reducing medications is not appropriate for this purpose as the child may be contagious. Sick children need to stay at home until fully recovered. If your child was diagnosed with an active infection, they may not return to school until they have been taking antibiotics and are fever-free for 24 hours.

Revised and submitted to ISBE: January 13, 2023

Curriculum

The Catherine Cook faculty has planned a curriculum that is developmental and sequential, and that encompasses all the skills and information believed necessary as a foundation for higher learning. The curriculum is grounded in a progressive, learner-centered approach and in our Portrait of a Graduate—the set of attributes we cultivate throughout a student’s time at Catherine Cook: Thinkers, Empathizers, Creators, Collaborators, Communicators, Citizens, and Changemakers. Parents and students may not opt out of certain aspects of the curriculum, program, books, or activities, based on social, political, or other opinions or beliefs.

Curriculum development is a dynamic process under continual review and adaptation in response to new research, advances in neuroscience, commonly accepted best practices, evidence-based standards, student needs, student inquiry, and current events. We continually strive for equitable and culturally responsive pedagogy.

Enrollment in the School is not contingent upon any particular program, curriculum, or teacher. The School retains the right to change its programs, curriculum, or workforce at its discretion. The School is committed to the academic excellence and the personal growth of each of its students, who have varying skills, talents, and capabilities. The School cannot guarantee the academic success or social readiness of any individual student, and it does not guarantee that the student will succeed in meeting the School’s minimum performance standards.

For more detail, please check out the Curriculum Overview on our website.

HOMEWORK

Homework is an extension of the learning experience beyond the classroom. The purposes of homework are to develop good study habits and to promote student independence, responsibility, and self-discipline. The amount is determined by the age of the children, their readiness, and the activities and events that are occurring in the classroom at any given time. Homework may be assigned regularly in 1st through 8th Grades to supplement classroom learning. While the time spent on homework varies with each individual, the total time (in minutes) a student spends on homework each night should approximate the student’s grade level multiplied by ten. Parents/guardians should notify the teacher or advisor if a child is regularly spending more than this suggested amount of time. Parents/guardians of all Early Childhood and Lower School children (Middle School, too!) are encouraged to read aloud to and/or with them each evening to foster a love of reading and the habit of stories. In addition, Middle School students should spend 30-60 minutes per day in sustained independent reading for optimal literacy development.

PROGRESS REPORTS AND REPORT CARDS

In Early Childhood and Lower School classrooms, teachers produce an evaluative report each trimester in the form of a checklist, a narrative summary, a portfolio, or some combination of these choices for each student. In the Middle School, evaluative reports also contain letter grades.

ACCOMMODATING STUDENTS WITH DISABILITIES

Consistent with its policy prohibiting discrimination, the School is committed to ensuring that students with disabilities are provided with equal access to its programs. The School will provide accommodations and modifications to ensure a disabled student has equal access to the school’s services. Should a student need an accommodation, the School will make an individualized determination of the student’s needs and an accommodation plan will be developed. The School will make necessary and reasonable accommodations for students with disabilities, unless doing so would fundamentally alter the nature of the program or would create an undue burden, or would pose a direct threat to the health and safety of any member of the community, including the student themselves.

Generally, when evaluating a request for an accommodation, Catherine Cook School will collect all information relevant to determine whether the School can appropriately meet the student's needs. This information may include, without limitation, aptitude and achievement tests, physicians' statements, teacher recommendations, and information regarding the student's physical condition, adaptive behavior, or social or cultural background. The School, in conjunction with the student's parents, will then determine which educational strategies and accommodations can be implemented and will implement an individual plan with the student, parents, faculty, and administration, utilizing the accommodations available at Catherine Cook School. Accommodations will be reviewed, and updated if necessary, on a periodic basis.

STUDENT SUPPORT SERVICES (SSS)

Believing that all children learn in specialized and sometimes unique ways, we provide Learning Support Specialists within our faculty. The Learning Support Specialists are available to assist students, teachers, and parents/guardians with concerns about a learning difference that has been identified or is suspected to cause difficulty for the student. Classroom teachers provide a stimulating and creative program for every student in their classrooms and come to know their students' learning styles, strengths, and weaknesses. Occasionally, a teacher may recognize a pattern of a learning difficulty in a child that could indicate a learning difference and could be supported through further support or evaluation. We encourage teachers to communicate immediately with parents/guardians regarding any suspected exceptionalities. Families often can provide historical insight that is extremely helpful in pinpointing a problem.

In order to collect as much data as possible, teachers may ask a Learning Support Specialist, School Counselor, Dean of Students, or Division Head to carefully observe a student. This may result in accommodations being suggested to the teacher and/or a recommendation for additional outside testing. Parents can take this referral to the child's local public school or to a number of private evaluators. If an outside evaluation is conducted, all results and written recommendations must be shared with the Learning Support Specialists. Teachers, Learning Support Specialists, and administrators will not make an official diagnosis of a specific problem. Should assessment of a child's learning indicate a mild difference in learning ability or style, our Learning Support Specialists will develop strategies, accommodations, and/or modifications to help the child succeed in the classroom. This plan will be agreed upon and approved by the student's parents/guardians, teachers, and Division Head.

The School may also request or require that a family engage in services such as, but not limited to, occupational therapy, speech, and/or specialized behavioral care to best meet their child's needs in and out of school. If a student is engaging in behavior that is threatening to themselves or others, the School retains the right to remove the student and may require that the family engage a mental health professional to complete a full risk assessment on the student before the student is allowed to return. The parents are expected to have the student evaluated and/or provide additional services if requested by the School. If the parents fail to comply with the School's requests for an evaluation or additional services, it compromises the School's ability to provide an appropriate education and may interfere with the learning of other students in the class. Failure to comply with such requests may result in the removal of the student.

TUTORING

The School may recommend that additional tutoring be offered to a student after school hours. To avoid conflicts of interest, teachers may not tutor their current students or any student in their grade for pay as independent contractors. A list of tutors is available, and arrangements can be made through the Student Support Services team.

FIELD TRIPS

Field trips are a valuable source of enrichment to supplement classroom learning. Each field trip opportunity is carefully examined to ensure that it coincides with a specific aspect of the curriculum. The benefit of each field trip is reviewed by the teacher and approved by the Division Head. Parents/guardians will be notified of the details for any field trip prior to the event. The Field Trip Authorization Form must be signed and on file with the School before a student will be allowed to leave school. The School will arrange for any required transportation and will provide supervision, but parents/guardians may also

be asked to attend. Our discipline policy remains in force while students are away from the building. Proper conduct while away from School on a field trip is necessary for safe, enjoyable, and efficient learning. Students may be excluded from field trips if poor conduct has been an issue. Students may also be excluded from field trips if emergency contact information, emergency action plans, or emergency medication are not provided to the School prior to the trip.

STANDARDIZED TESTS

Standardized tests are administered in 5th, 6th, and 7th Grades to prepare students for the high school admission process.

For more information about our standardized testing, please visit catherinecookschoool.org/standardizedtesting.

LIBRARY BORROWING HOURS & INFORMATION

Catherine Cook students may borrow up to three books at a time. Each book is due two weeks from the date of checkout. Please visit catherinecookschoool.org/academics/library for more information.

RENEWAL OF LIBRARY MATERIALS

Students may renew Library material for an additional loan period via email.

OVERDUE LIBRARY MATERIALS & FINES

Students are not charged fines for overdue Library material. Students with overdue material may not be permitted to borrow until the overdue material is returned.

LOST OR DAMAGED LIBRARY MATERIALS

It is important that Library materials be available and in good condition for all members of the School community. We ask that all lost or damaged material be replaced by the family responsible for the loss or damage.

After School Programs

After School Programs at Catherine Cook serve our students outside the hours of the school day from 2:45 p.m. until 6:00 p.m. Our goals are to provide a safe environment, a variety of enrichment and academic experiences, and curiosity satisfaction about our world. For the most up-to-date information on After School Programs, please visit catherinecookschoool.org/campus-life.

Most After School Programs are fee-based and optional. Failure to pay for these programs in a timely manner may exclude students' participation in the following trimester. There is also an expectation that students will maintain their positive ROARS behavior during After School Programs, and therefore, a review of participation will take place if the expectation is not met. For detailed information regarding After School Programs, please review the After School Programs Guide for each trimester.

EXTENDED DAY (2:45–6:00 p.m.)

Extended Day is a safe place for students to play and learn after school dismissal. Parents may register for Extended Day by the trimester through Popsicle. Visit our website for more information

AFTER SCHOOL ADVENTURES (ASA)

ASA offer a wide variety of extra-curricular opportunities for students to explore new areas of interest. Offerings change each season (three times a year) with a full slate of 10 to 11 weeks of age-appropriate options. Some ASA options are year-long.

ATHLETICS

Middle School athletics are coordinated by Physical Education teacher and Athletic Director Malcolm Scott, and registration is required through Popsicle. The Catherine Cook School Athletics Program strives to inspire student-athletes to develop a strong work ethic, ethical conduct, and collaborative team skills. By participating in sports, student-athletes are provided opportunities to foster their physical, emotional, and social development. This is accomplished through exercise, conditioning, and skill improvement while exhibiting respect through fair play and practicing positive interactions in a team setting under the guidance of qualified, dedicated coaches. Team sports also serve as a useful tool that extends to the classroom and improves a student-athlete's self-discipline and confidence.

Parent Association

MISSION

A thriving parent body lies at the heart of the Catherine Cook experience. The Catherine Cook Parent Association assists our parent body by building a sense of community and providing a strong communication link between the parent body and the School. The PA seeks to foster positive relationships between parents and the School's administration, faculty, staff, and trustees. Every parent/guardian of a Catherine Cook student is automatically a voting member of the Parent Association.

The PA sponsors many all-school events and external volunteer opportunities. It also holds monthly meetings, to which all parents/guardians are invited. These meetings are an excellent way to meet fellow parents, learn how to get involved, and find out what's happening in the School.

EXECUTIVE COMMITTEE

The Executive Committee consists of the President, Vice President, Secretary, and Treasurer. This group meets regularly with the Head of School and PA Committee Chairs to plan activities for effective planning and communication.

ROOM PARENTS

Each classroom will have Room Parent(s) selected through a cooperative process between the school faculty and administration and the Parent Association Executive Committee. The primary role of a Room Parent is to facilitate communication between the Parent Association and the classroom parents, and to assist the classroom teacher or Division Head to plan and/or solicit volunteers for projects, field trips, and other classroom or division-wide activities. Room Parents will be asked to contact all parents via phone calls or emails to introduce themselves and answer questions, recruit volunteers to assist with classroom events, and assist classroom teachers in organizing parent chaperones for field trips.

PARENT ASSOCIATION COMMITTEES

We encourage Catherine Cook parents/guardians to participate in School events and programs through volunteering. Each event or program has its own committee: Ambassador Program, Annual Gala, Back to School Celebration, Community Cares, Faculty/Staff Appreciation Luncheon, Halloween and Harvest Celebration, Social and Spirit Committee, Parent Education, Room Parents, School's Out Extravaganza, Staff Appreciation Breakfasts, and more. Parents/guardians may volunteer for PA- sponsored and other Catherine Cook events at catherinecookschoool.org/volunteer.

COUGAR CORDIALS

Each fall, the Parent Association facilitates gatherings for Early Childhood classrooms to help families develop a greater

sense of community. These occasions offer an opportunity for a casual get-together among parents of children in the same class.

Drop-Off & Pick-Up Logistics

ARRIVAL

- Preschool-4th Grade: between 8:00–8:15 a.m.
- 5th-8th Grades: between 7:45–8:00 a.m.

Families may drop their children off at School any time after 7:45 a.m. Parents are encouraged to check morning traffic and weather reports in order to get children to school safely and on time. If you have more than one child at the School, please drop your children off at the time your oldest child begins School. For example, if you have a child in Senior Kindergarten and a child in 5th Grade, drop them both off at the Main Entrance between 7:45 a.m.–8:00 a.m.

The north side of Schiller Street is used as a drop-off only lane. Parents and caregivers will be directed to pull up as far as possible in the drop-off lane. School personnel will be posted in the drop-off lane to welcome children and escort them to their classrooms if they need assistance. We ask that you be flexible and follow direction from traffic control personnel. To keep traffic moving smoothly, **there is no standing traffic or parking allowed in the drop-off lane, or anywhere on the north side of Schiller from Wells to North Park.** Using the drop-off lane is encouraged.

Should parents or caregivers prefer to accompany children into the building, the south side of Schiller may be used to temporarily park with hazard lights on. This is not recommended, and it is possible vehicles will be ticketed. Parents/caregivers must walk their child(ren) into the School if they choose to use this side of the street. Please use the designated crosswalk and wait for the drop-off lane to fill up before safely walking children across the street. Please do not park or drop off on North Park, or on Schiller west of North Park.

PRESCHOOL HALF-DAY DISMISSAL PROCEDURES

To maintain a quiet learning environment for other students on the first floor, we will dismiss Preschool half-day students to their cars from the main Schiller Street entrance at 11:50 a.m. Check your August mailing materials for a color-coded dismissal placard. Placards will be green and coded with “PS-AM.” Students will wait inside the Schiller Street entrance to be dismissed to parents/caregivers, who will need to show the dismissal placard. We ask that parents and caregivers wait outside the school to pick up children from Preschool half-day

Please make sure all caregivers, carpool buddies, and potential pick-up people are listed on the appropriate form and have an appropriate placard. Additional placards can be printed by sending a request to main.office@ccookschool.org, and the additional placards will be sent home in your child’s backpack.

AFTERNOON DISMISSAL PROCEDURES

With approximately 485 students and limited space available on the streets surrounding our School, we have implemented dismissal procedures that best serve the entire community.

We dismiss utilizing an “all-call” system. Families are provided with placards, which must be prominently displayed in the pick-up vehicle’s windshield before turning on Schiller. The placard must remain visible until your child is safely in your car. The Dismissal Monitor will call placard numbers and students will safely exit the building. School personnel will be posted at each dismissal location (see chart below) to assist students to their vehicles.

Dismissal traffic flows westward down Schiller Street. Parents/caregivers should utilize both sides of the street and must

remain in their vehicles at all times. No parking is allowed on either side of Schiller, or any school zone, during dismissal for any reason. The Chicago Police Department often monitors our dismissal for safety and may ticket cars that are not in compliance with our dismissal procedures.

Pick-up windows and exit door locations are outlined in the chart below. If you are picking up multiple children, please arrive at the oldest child's dismissal time. Younger children who wait for older siblings to be dismissed will be waiting in their classrooms, or in a designated staging area, with appropriate supervision.

Grade Level	Pick-up Window	Exit Door Location	Placard Color
PS (Full Day)	2:45-3:00	Front Entrance	Green
JK	2:45-3:00	Schiller East Entrance	Green
SK	2:45-3:00	Gym Entrance	Green
1-2	3:00-3:15	Front Entrance	Yellow
3	3:00-3:15	Gym Entrance	Yellow
4	3:00-3:15	Gym Entrance	Yellow
5-8	3:20-3:30	Front Entrance	Blue
After School Block 1	4:15-4:30*	Front Entrance	All Colors

*Please note: After School Block 1 dismissal times are activity-specific and outlined in the After School Programs Guide. It is very important that you arrive at your child's designated dismissal time. **DO NOT COME EARLY.** There is not enough curb space to accommodate early-arriving vehicles. Each division needs both sides of Schiller, from Wells to North Park, for dismissing during its designated time. **If you arrive too early, the Dismissal Monitor and/or Traffic Control may require you to circle the block until it is time for your child(ren) to be dismissed.**

Even if you arrive within your pick-up window, there may be times when the pick-up line is full on both sides of Schiller. If this happens, we ask that you circle the block until curb space is available. Please do not block traffic at the Wells and Schiller intersection. If Wieland is available, the Dismissal Monitor may direct you to pick up there.

To avoid unnecessary congestion, the School asks that all parents and caregivers remain outside the building until 3:30 p.m. If you need assistance from the office, please secure legal parking and wait until 3:30 p.m. to enter the building. By following these simple procedures, our students will be efficiently and safely dismissed each day.

VEHICLE SAFETY

Use extreme caution when driving along Schiller during pick-up and drop-off times. Parents and/or faculty will be walking across the street with students, and cars may be pulling out into the flow of traffic. The word "hurry" is a dangerous term during arrival and dismissal. Please be patient.

Before loading and unloading, please pull all the way forward in the line to keep traffic moving. Once your car is loaded/unloaded with your precious cargo, please signal, use caution, and pull out slowly. Avoid backing up; some students are too small to be visible in rearview mirrors.

Save conversations with teachers or friends for later; the flow of traffic will be interrupted. Please use the designated crosswalk and wait for the pick-up/drop-off lane to fill up before safely walking children across the street.

Do not use cell phones, especially to call or text your child at dismissal, either during your commute or in the pick-up line. It is illegal to be on a cell phone while driving, and distracted drivers create unsafe conditions for our

students and School personnel. Please remember, students may not use their cell phones until they have left the building.

There is traffic support to help everyone understand how the traffic is supposed to flow. Please be courteous to the School personnel who serve you by helping make dismissal a neighbor-friendly process.

WALKING PICK-UP

Parents/caregivers picking up on foot should carry their placard and hold it up as they approach campus. After your placard has been called, please line up along the sidewalk on North Park and keep your placard visible until your child is safely with you. Please do not enter the building or block entrances.

LATE PICK-UP

It is expected that all children will be picked up on time. Please call the Main Office if you are running late, so that we can avoid taking your child(ren) to dismissal locations. This courtesy call does not absolve parents/guardians of late fees, but may reduce stress and uncertainty for children and staff. Students not picked up in a timely manner may be checked in to Extended Day, and parents will incur a charge of \$55/student for emergency drop-in childcare. At no time will students be allowed to remain unsupervised in the school building.

AFTER SCHOOL PICK-UP

Students registered for Block 1 programs (Extended Day or ASA) will be dismissed between 4:15-4:30pm.

Carline Pick-up

We dismiss students from Block 1 using an "all call" system. For more information, see Afternoon Dismissal Procedures. To avoid unnecessary congestion and for the safety of students, parents, and staff, the school asks that all parents and caregivers remain outside the building until 4:45 p.m. If you need assistance, please secure legal parking and enter the building through the Main Entrance located on Schiller.

Walking Pick-up

For more information, see Afternoon Dismissal Procedures. To avoid unnecessary congestion and for the safety of students, parents, and staff, the School asks that all parents and caregivers remain outside the building until 4:45 p.m.

BLOCK 2 DISMISSAL (4:45-6:00 p.m.)

After 4:45 p.m., students must be checked out from Late Day at the Main Office. Parents/guardians without a Brightwheel code should be prepared to show a photo ID to the Late Day staff. Families needing a Brightwheel code should contact Rachel Pujol, Director of Auxiliary Programs at rpujol@ccokschool.org. All authorized pick-up lists should be kept current in My Backpack. Students not picked up by 6:00 p.m. will be charged a \$2-per-minute late fee. Please note: If a student is repeatedly picked up past 6:00 p.m., they will lose the privilege of participating in Late Day.

EMERGENCY SCHOOL CLOSINGS

In the event of a School closing, communication will be sent to the parent body via text message, recorded phone messages, the homepage of the School website, and e-blasts.

PARKING

The School does not provide parking. On school days between 7:00 a.m. and 6:00 p.m., the city does not permit parking in front of the School on Schiller, except momentarily for a parent to take a child to the front door (or classroom for Preschool students). Parents should make certain to leave their car's hazard lights on. Double-parking is not permitted. The School will not reimburse parents who are ticketed for parking illegally under any circumstances.

The commercial parking lot at North Park and Schiller offers a discounted rate for persons visiting the School for two hours or less. Discount tickets are available at the Main Office and the Security Desk. Metered parking is available on many of the surrounding streets. Parking on Wieland and North Park is by resident permit only.

CAMPUS LIMITS

The safety of our students is paramount. The campus includes only the school building and the Cobbler Square space. During school hours, all students are expected to be inside the school building unless accompanied by a member of the Catherine Cook faculty or staff. The School cannot assume responsibility for students walking to and from School. Students are not allowed to wait unsupervised outside the building for their parents to pick them up, regardless of the students' age. Students who participate on athletic teams will be dismissed to the coach or, if there is a gap between dismissal and practice, to Extended Day. Students who disregard these policies regarding safety and supervision jeopardize their participation in Catherine Cook activities.

School Safety & Security

The safety of our students is the School's first priority. No weapons of any kind are allowed on School grounds. In addition, Catherine Cook has taken a number of security measures, including various safety drills during the school year. Other measures are enumerated below.

EXTERIOR DOOR LOCKS

All exterior doors are locked from the outside but may be opened from the inside for routine and emergency exits. Community members and visitors can ring the front doorbell to gain entry. Unless you know the person entering behind you, the door should be closed and the person told to ring the bell.

VIDEO MONITORS

Strategically placed surveillance cameras record and feed images to Security and the Main Office at all times. A camera trained on the Main Entrance allows office personnel to identify people seeking entry to the building.

ALARMS

Our buildings are equipped with alarms to detect intruders, carbon monoxide, smoke, and fire.

WIRELESS COMMUNICATION

Each classroom is equipped with a walkie-talkie for prompt communication with the Main Office and School personnel in emergencies. On occasions when students venture off campus for field trips or neighborhood experiences, the teacher will carry either a cell phone or a School walkie-talkie.

DANGEROUS ITEM BAN

The School strictly enforces its ban on any type of weapon (or item that could be used as a weapon), any poisonous material, or any other object that could endanger the safety and welfare of students. The School reserves the right to seize any object deemed harmful or disruptive to the educational process.

REGULAR EMERGENCY DRILLS

Regular emergency drills, including fire, weather, and lock-down drills, ensure that students, faculty, and staff are prepared to respond in the event of an actual emergency.

SECURITY OFFICERS

Armed, off-duty City of Chicago police officers are on campus during regular school hours and after-school events. Compliance with their instructions is an expectation from all members of our community.

SIGN-OUT POLICY

All students leaving at any time other than dismissal must be signed out by a parent/guardian or an adult designated in writing by a parent/guardian. Parents/guardians of Middle School students may sign a release allowing their child to sign out.

MANDATED REPORTERS

By law, all teachers and staff members are mandated reporters in regard to acts of abuse or neglect toward children. Catherine Cook takes the physical and emotional safety of its students very seriously. A teacher or staff member who has reasonable cause to believe that a child is being abused or neglected will report this to the Illinois Department of Children and Family Services ("DCFS"). It is not the School's responsibility to investigate such concerns. DCFS will determine if the information provided meets the legal requirements to initiate an investigation.

APPROPRIATE INTERACTIONS BETWEEN ADULTS AND STUDENTS

About this Policy

As employees of an educational institution, Catherine Cook employees are held to a high standard by the School, parents, students, colleagues, and members of the public. Catherine Cook supports and endorses a strict policy of respect toward students and expects all employees to remember their responsibility to serve as role models to the students, at all times. Similarly, Catherine Cook is committed to ensuring the well-being, safety, and protection of each of the students entrusted to its care. Catherine Cook employees are expected not only to refrain from engaging in impropriety, but to avoid *even the appearance* of impropriety.

In order to ensure that Catherine Cook School is a safe environment for all students, the School has developed these guidelines regarding appropriate interactions between adults on campus and Catherine Cook students. While this policy addresses the conduct of the School's *employees*, it is important to be aware of its application to other adults (volunteers and independent contractors) spending time in our community.

All School employees are familiar with and are expected to comply with this Policy.

Nonetheless, to help ensure the safety of all Catherine Cook students, it is imperative that students, their parents/guardians, and other members of the School community similarly understand the standards for appropriate interactions between adults on the School's campus and its students so that they can identify and report to the School when inappropriate conduct occurs. **Families who are aware of conduct which violates the standards outlined below are expected to report such instances to the Head of School, so that appropriate action may be taken. Further, families are expected to help support the School and its employees in maintaining these boundaries by refraining from requesting that an employee engage in any of the conduct outlined below.**

Characteristics of Healthy Relationships with Students

Employees who foster positive relationships with students create a School environment which is more conducive to learning and meet students' developmental, emotional and academic needs.

Healthy relationships are generally those where:

- Relationships where adults serve as mentors, and the student's growth and development are the central focus of interactions;
- Where adults recognize their responsibility for maintaining appropriate boundaries, even when the student pushes or challenges those boundaries; and
- Relationships that are professionally connected, but not personal or intimate.

Guidelines for Interactions with Students

Be Observable and/or Interruptible. Employees should never be alone with a student in a non-public space, or behind a closed door. Similarly, coaches and other athletic staff should not be alone with a student when engaging in otherwise permitted physical contact, such as when teaching a skill.

It is understood that teachers may meet with their students for educational purposes outside of classroom time and that some of those meetings will involve one-on-one meetings. Any such private meeting with a student should, whenever possible, occur with the door open. If the circumstances require the door to be closed because additional privacy is needed, the meeting should be in a room with a window in the door that should remain uncovered and the door to the room should remain unlocked. Any electronic meeting, such as Zoom or Google Meets, should also be observable and interruptible. A supervisor or parent should be included on the calendar invite so they may stop in at any time.

Be a Professional, Not a Peer. As professionals, employees should avoid both treating students as though they are adults and behaving as though they are peers with students. While employees may be friendly with students, they are not the student's "friend."

Employees who are not trained to provide emotional counseling to students (exclusions being school clinicians, health educators) are prohibited from conversing with students about their sexual lives. No employee – regardless of whether they are trained to provide emotional counseling to students – should discuss their own personal romantic relationships. Similarly, employees should refrain from discussing details about their personal lives, such as their social lives or health status, to students.

Only Use Authorized Communication Platforms. Employees may only use their School-assigned email addresses to communicate with students and similarly, should only use the student's School-assigned email address. Employees may not email Catherine Cook students from any personal email address that the employee maintains.

Employees are similarly prohibited from calling or texting students on their cell phones, and may not provide students with the employee's personal cell phone number. There may be limited instances in extracurriculars or travel that call for the use of text as a means of communication. Such use of cell phones should be the exception, and not the rule, and should be limited to communicating logistical information or in the event of an emergency. If at all possible, such use should only occur during school or school sponsored activity hours.

Catherine Cook employees may not interact with students on any non-School account social media platforms, including but not limited to Facebook, Twitter, Instagram, TikTok, and Snapchat or from other similar social media connections. To avoid confusion, "interact" includes liking, following, messaging and otherwise "connecting" with the student.

Inappropriate Physical Contact is Prohibited. The School prohibits employees from touching students in an inappropriate manner, including contact that is sexually explicit, for purposes of sexual gratification or that may otherwise constitute abuse (sexual or otherwise). Further, employees may never physically move, grab, or touch a student, or take something from a student, with aggression or because of frustration. This includes, but is by no means limited to, a complete prohibition on corporal punishment of any kind.

While dealing with young children who may require physical assistance in their daily endeavors (e.g., hand-holding), employees are instructed to be extremely thoughtful about personal space, boundaries, and appropriate contact. When engaging in physical contact with a child, employees are instructed to consider how they can adjust the situation to avoid any negative impingement on boundaries—or even the appearance of same. Even minor tweaks in physical conduct can have a major impact on both the feeling and appearance of safety, which protects both the employee and the student (e.g., consider the position of respective bodies during a hug and consider front-to-front hug alternatives, such as "side hugs," pats on the back, high fives, and fist bumps). Refrain, where possible, from touching areas of the child's body that would otherwise be covered by a bathing suit or undergarments; this includes a prohibition on patting a child's bottom.

In addition to an employee's own self-awareness, employees must be aware that the needs of children may differ – if a child indicates, through words or otherwise, that an employee's presence or touch is imposing or uncomfortable, employee must respect that student's needs and find a way to provide space, adjust the physical circumstances, and reinforce the feeling of safety and security and physical comfort for the child.

Avoid Engaging in Conduct which Demonstrates Favoritism. Employees are instructed to avoid favoritism and the appearance of same by avoiding such individualized attention [e.g., gifts, favors, nicknames, or other actions which may single a child out as preferred (or, which may also run the risk of making that child feel uncomfortable)]. If there is any question about the appropriateness of a gift, the employee should seek guidance from their supervisor.

Prohibition on Drugs, Alcohol and Sexual Materials. Catherine Cook employees may not provide alcohol or drugs, or any sexually explicit material to students, nor permit students to drink or use drugs in their presence, except when medications have been prescribed.

Do Not Direct Students to Keep Secrets. Employees may not direct a student to keep a secret from or withhold information from their parents or any other employee. Similarly, employees should not agree to keep student secrets, especially regarding high-risk behaviors. Employees are not permitted to keep information the student discloses confidential. Any report of alcohol or drug use, harm to self or others, or other behavior that could result in unhealthy outcomes for the child, will be referred to our trained health professionals.

Off Campus Contact. All after-school and away from campus contact with students (including transporting students in an employee's vehicle where there is no familial relationship with the employee, babysitting, going to dinner, etc.), unless in connection with a School-sponsored activity, must first be cleared with an employee's supervisor or the Head of School in each specific instance. ("Contact" is not intended to include unplanned and ordinary community encounters, such as seeing a student and her/his family at the grocery store.). Students are not permitted to tutor, babysit, pet-sit, house-sit, or perform any other types of work at employees' homes.

Similarly, Catherine Cook employees may not babysit, or escort to and/or from home any currently enrolled students at the School. Employees are also prohibited from housesitting, pet sitting, or providing any other types of services for Catherine Cook families in their homes.

Conduct on School-Sponsored Trips. During School-sponsored overnights, service-related trips, and retreats, employees are not permitted to be alone with a student in their room, must sleep in a separate room, must not invite a student to sleep in their room and should not be inside a student's room when the student is changing or sleeping. If a situation arises during which it becomes necessary for an employee to be in a student's room, such as when a student is sick, the employee should ensure that another employee is made aware of the situation.

Often, chaperones who are not Catherine Cook employees will accompany students on such trips. Such chaperones are responsible for adhering to these guidelines.

BOMB THREATS

Any bomb threat is taken seriously. The building will be evacuated, and the authorities called. Calling in a bomb threat is a federal offense. Any student calling in a bomb threat will automatically be dismissed from School and reported to authorities.

VISITORS AND ID BADGES

All visitors must sign in at the Security Desk, where they will be provided with an ID badge. All visitors must wear an ID badge at all times while on campus and return the ID badge to security as they leave. All faculty and staff are also required to wear ID badges at all times while on campus. To avoid disruption of academic instruction, students may not bring student or adult visitors to School unless there are special circumstances, approved in advance by the Division Head.

NON-SMOKING AND DRUG-FREE ENVIRONMENT

Catherine Cook prohibits smoking and the use of tobacco products, including electronic cigarettes or "vapes," in the School buildings and the rooftop play area. The possession or use of illegal substances by students or adults on campus is strictly forbidden. The School's policy is that alcohol shall not be provided or served to adults at any School or parent-sponsored event at which students or other minors may be present, including when on-campus childcare is

provided. If there is reason to believe a care-giver is intoxicated or impaired by illegal drugs, cannabis, or alcohol at pick-up or at any other time on campus, a child will not be released to their care until Security is called to assist in the matter and it is determined safe for pick-up.

EMERGENCY COMMUNICATION

In the event of an emergency (i.e., a natural disaster, hazardous material, threat of violence, fire, etc.), the School will initiate its emergency communication plan and the community will be notified and updated via electronic communications.

Medical & Emergency Procedures

Whenever possible and prudent, the School will first notify the parent(s)/guardian(s) if a student has a medical emergency. Otherwise, the School will dial 911 for an emergency medical team to transport the student to a local hospital. The School will make every effort to contact the parents/guardians and give them specific information.

Parents are responsible for immediately updating the Main Office with all contact information changes, as well as any medical conditions affecting the child. Parents are responsible for all medical and other costs associated with obtaining medical assistance for their child.

When a student experiences a concussion, the School will follow its Concussion Policy.

SUMMER FORMS

A number of health forms must be completed each year before a child will be allowed to attend classes.

INFORMATION FORM FOR TEACHER USE

The School asks families to put into writing their expectations, as well as other information that may help teachers meet the student's academic and developmental needs. This information is confidential and shared only with the student's teachers or advisor, the Division Head, and the Head of School.

IMMUNIZATION FORMS

Parents of all students must adhere to all State of Illinois laws regarding immunization and medical records. State law requires that prior to admission to school, each student must document that s/he has received or is in the process of receiving immunization against measles, mumps, rubella (MMR), polio (OPV), diphtheria, pertussis, and tetanus (DPT, Ped DT, or Td). Health records must be submitted before the first day of school. Class attendance will be denied to a student whose family has not fulfilled this important obligation unless the parents have submitted proper documentation of a medical reason that the immunizations have not been completed or the School has accepted a proper certificate of religious exemption. Please access the Catherine Cook Portal and click on the Magnus Health link to log into the health document management site.

EMERGENCY MEDICAL & RELEASE FORM

The School requires all families to complete an Emergency Medical and Release Form and, for students with allergies, an Allergy Action Plan. These forms will allow staff to act responsibly should a parent/guardian be unavailable during a medical emergency. It is imperative that families notify the School in writing of any significant medical problems or allergies, as well as the names and relationships of people who have permission to pick up their child from School. Any extenuating circumstances as to who cannot pick up a child must be recorded on the form or written on an attached page explaining such circumstances. The School assumes that all parents with joint custody have permission to pick up their children unless we are provided with a notarized copy of a court order stating otherwise. Please inform the

School at once of any change that affects dismissal instructions or our ability to contact a parent or an authorized adult in case of an emergency.

MEDICATION ADMINISTRATION

The Medication Authorization Guidelines at Catherine Cook state that no School personnel shall administer to any student, nor shall any student possess or consume any prescription or non-prescription medication unless the Medication Authorization Form has been filled out correctly and filed with the School. This form must be renewed annually at the beginning of each school year. Forms are available on the website and in the Nurse's Office. All administered medication will be documented in the Health Visit Log. A parent/guardian will be notified if a student is given any type of over-the-counter medication with reference to the time that the medication was given and the complaint. One medication is allowed per form.

MEDICATION AUTHORIZATION

The Prescription Medication Authorization Form must be filed with the School for any prescription medication to be given. A written order must be obtained from the student's licensed prescriber in addition to a written authorization obtained from the parent/guardian. The information documented on this form will include:

- Student's name, grade, and date of birth
- Parent/guardian name and signature
- Diagnosis requiring medication
- Name of medication including dosage, route of administration, and frequency
- Time of administration
- Possible side effects
- Licensed prescriber name, signature, phone number, and date
- Approval for students to carry and self-administer for inhaler and Epi-Pen (Middle School only)

Prescription medication must be brought to school in the original container displaying this information:

- Student's name
- Medication name and dosage
- Administration route and frequency
- Date and refill schedule
- Licensed prescriber's name
- Pharmacy name, address, and phone number

At the end of the school year or the end of the treatment regimen, the student's parent/guardian will be responsible for removing from School any unused medication. If the parent/guardian does not pick up the medication by the end of the school year, the School will dispose of the medication(s), in the presence of a witness, and document it was discarded.

DOCUMENTATION, CHANGES, RENEWALS & OTHER RESPONSIBILITIES

To keep required documentation, medical orders, changes in medical orders, and parent permissions up to date, forms may be faxed or scanned to Magnus Health. Parents/guardians can access these forms through the Family Login. Parents/guardians are responsible for making sure that all medication orders and permissions are submitted to Magnus Health, refills provided to the School Nurse's Office when needed, and for informing the School Nurse of any significant changes in the student's health. The School Nurse will notify parents/guardians when unused medications will be

available for pick-up at the end of the school year; medications that are not picked up will be discarded in front of a witness. Prescription medication must be renewed each school year. Over-the-counter medication must also be renewed annually if specified by the physician.

NON-PRESCRIPTION MEDICATION AUTHORIZATION

The Non-Prescription Medication Authorization Form must be filled out for any over-the-counter medication. A written authorization obtained from the parent/guardian is required. The information documented on this form will include:

- Student's name, grade, and date of birth
- Diagnosis for which medication can be given
- Name of medication including: dosage, route of administration, frequency, time of administration, and significant side effects

All over-the-counter non-prescription medication must be brought to the Nurse's Office by a parent/guardian in a commercially labeled container or one properly labeled by a pharmacy or physician. The following over-the-counter non-prescription medications are supplied in the Nurse's Office:

- Children's Tylenol Liquid Suspension (cherry)
- Junior Tylenol Chewable (Ages 6-11): 160mg/tablets (cherry/grape)
- Adult Tylenol Regular Strength: 325mg/tablet
- Children's Ibuprofen Liquid Suspension (berry)
- Adult Ibuprofen: 200mg/tablet
- Benadryl Liquid Suspension: 12.5mg/5ml
- Hydrocortisone
- Neosporin (topical)

In an emergency, a one-time dose may be given with phoned parent permission; then the School Nurse will send a Medication Authorization Form via Magnus Health for parents/guardians to complete in order to authorize future doses to be provided.

SELF-MEDICATION AUTHORIZATION

The Medication Authorization Form needs to be on file for any student who wants to self-administer medication (e.g., asthma inhalers, allergy epinephrine auto-injectors, insulin and/or glucagon to treat diabetes, and/or medication to treat epilepsy). A written authorization obtained from the parent/guardian is required. The information documented on this form should include:

- Student's name, grade, and date of birth
- Diagnosis for which medication can be given
- Name of medication including: dosage, route of administration, frequency, time of administration, and significant side effects
- Parent/guardian signature

For more information about self-administered medication guidelines at Catherine Cook, see the Medication Authorization Form on the Magnus Health site.

COMMUNITY HEALTH AND SAFETY

Catherine Cook School reserves the right, in its sole and exclusive discretion, to implement any and all policies or procedures which it deems necessary to protect the health and safety of the School community. Examples of such policies or procedures may include, but are not necessarily limited to, modifying the method of delivery of its program,

restricting or limiting access to campus, and/or requiring additional health screenings or immunizations. Parents specifically agree to comply with any and all such policies or procedures as Catherine Cook School may implement.

COMMUNICABLE ILLNESSES

The School may exclude any student who (a) has a communicable illness, (b) has been exposed to an infected person, and/or (c) has traveled to an area impacted by a communicable illness, if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student or the School community. The School may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The School's decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness.

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

CONCUSSION POLICY

Students with a suspected concussion are required to seek an evaluation from a licensed MD or DO. If a student is seeking a concussion evaluation from a physician, families must obtain a School-Based Concussion Recommendation form (SBCR) (attached as an Exhibit) and Release of Information Consent Form (attached as an Exhibit) from the Concussion Case Manager, Athletic Trainer, Athletic Director, School Counselor, or Attendance Office for the MD/DO to complete. If School staff suspects symptoms of a concussion, based on student report, the School can mandate an evaluation. Once the student has been diagnosed with a concussion by a licensed MD or DO, she will be referred to the Concussion Case Manager.

A student with a diagnosed concussion may require accommodations to be able to participate in School activities during their recovery. For accommodations to be considered, an SBCR form documenting the concussion diagnosis, academic restrictions and plans for further evaluation should be completed by the evaluating MD/DO and returned to the School's Concussion Case Manager.

A student whose SBCR indicates academic restrictions, such as no tests or quizzes, may not participate in Catherine Cook athletics and may be restricted from other activities, per their MD/DO. A student may not participate in athletics until the School's Athletic Trainer follows the return-to-play protocol and the student is cleared to resume their sport. If at any time symptoms of a concussion return, the student will revert back to the previous step in the return-to-play protocol. At the end of a student's return-to-learn and/or return-to-play protocols, a notification letter will be sent home to parents by the Athletic Trainer (or by the Concussion Case Manager for non-athletes).

The Concussion Case Manager will follow up with the student, family, and diagnosing MD/DO to gather information about the student's current level of functioning in the school setting.

Return-to-Learn Framework

To initiate the Return-to-Learn (RTL) protocol, the student must be evaluated by an MD/DO and documentation provided to the school outlining cognitive and physical restrictions. The protocol should emphasize allowing the student to participate in the school day in a modified fashion so as not to worsen symptoms. Determining "how much is too much" may be a trial-and-error process. The student should be granted adequate time to complete missed academic work following recovery. The student should report to their concussion case manager regularly in order to monitor symptoms and assess how the student is tolerating specific school accommodations, as well as assess how teachers and staff are implementing the modified learning plan.

Phase 1: No School/Complete Cognitive and Physical Rest: In this phase, the student may experience high levels of symptoms that prohibit the student benefiting from school attendance and may cause symptoms to increase in intensity. During this stage, physical symptoms tend to be the most prominent and may interfere with even basic daily tasks. Many students are unable to tolerate being in the school environment due to severe headache, dizziness or sensitivity to light or noise.

Emphasis on cognitive and physical rest to allow the brain and body to rest as much as possible.

No School - Avoid activities that exacerbate symptoms. Activities that commonly trigger symptoms include reading, video games, computer use, texting, television, and/or loud music.

No physical activity- this includes anything that increases the heart rate as this may worsen or trigger additional symptoms.

No tests, quizzes or homework - Provide students with copies of class notes.

Phase 2: Part-Time School Attendance with Accommodations: In this phase, the student's symptoms have decreased to manageable levels. Symptoms may be exacerbated by certain cognitive activities that are complex or of long duration. Often students can do cognitive activities but only for very short periods of time (5-15 minutes) so need frequent breaks to rest and "recharge their batteries".

Re-introduction to school.- Avoid environments and tasks that trigger or worsen symptoms. In the first few days of returning to school the goal is not to immediately start catching up on the missed work or learn new material. Rather the initial goal is simply to make sure the student can tolerate the school environment without worsening symptoms. This means the first few days often include just sitting in class and listening (no note-taking or reading). Once the student can tolerate this, she can try short intervals (5-15 minutes) of cognitive work per class. Again, determining how much is too much is a trial and error process. The student may begin with half days in school, or rest in the nurse's office, library or quiet location in between classes.

Symptoms reported by the student should be addressed with specific accommodations, reading and other visual stimuli, based on the student's symptoms. Provide student with copies of class notes (teacher or student generated) No tests or quizzes. Homework load based on symptoms. There should be no due dates on homework assignments. This allows students to work at a pace that does not exacerbate symptoms and reduces their anxiety about completing missed assignments. Many students have heightened anxiety during concussion recovery and due dates exacerbate this. Allow the student to leave class a few minutes early to avoid noisy, crowded hallways between class changes. No physical activity including gym, PE or participation in athletics.

Phase 3: Full-Day Attendance with Accommodations: In this phase, the student's symptoms are decreased in both number and severity. They may have intervals during the day when they are symptom-free. Symptoms may still be exacerbated by certain activities.

As the student improves, gradually increase demands on the brain by increasing the amount, length of time, and difficulty of academic requirements, as long as this does not worsen symptoms. Continue to prioritize assignments, tests and projects; limit students to one test per day or every other day with extra time to complete tests to allow for breaks as needed based on symptom severity. Continue to prioritize in-class learning; minimize overall workload. Gradually increase amount of homework. Reported symptoms should be addressed by specific accommodations; accommodations can be reduced or eliminated as symptoms resolve. No physical activity unless specifically prescribed by the student's MD/DO.

No contact sports are allowed until the student is completely symptom free for a minimum of 24 hours, completing full days at school and requires no academic modifications (determined by the Concussion Case Manager or MD/DO according to SBCR), and has received written clearance (determined by MD/DO or Athletic Trainer according to SBCR).

Phase 4: Full-Day Attendance without Accommodations: In this phase, the student may report no symptoms or may experience mild symptoms that are intermittent. Accommodations are removed when student can participate fully in academic work at school and at home without triggering symptoms.

If necessary, case manager will help construct a reasonable step-wise plan to complete missed academic work; an extended period of time is recommended in order to minimize stress.

Physical activities as specified by the Return-to-Play Protocol, as outlined below.

**Return-to-Play Protocol can begin once the student is 24 hours symptom free.*

Phase 5: Full School and Extracurricular Involvement: No symptoms are present. The student is consistently tolerating full school days and their typical academic load without triggering any concussion related symptoms. No accommodations are needed. Before returning to physical education and/or sports, the student should receive written clearance and complete a return-to-play progression, as described below.

Return-to-Play (RTP) Framework

Return-to-Play begins with recovery. Cognitive and physical rest until student is symptom free for a minimum of 24 hours. Return-to-Learn is completed within this time. The student will not begin Return-to-Play until academic accommodations have been lifted.

Step One Light Aerobic Activity	Step Two Sport Specific Aerobic Activity	Step Three Non-Contact Practice	Step Four Full Contact Practice	Step Five Game/Contest or Second Full Contact Practice
<i>30 minute bike ride in fitness center</i>	<i>1.5-2 mile run, depending on sport. Various conditioning exercises, such as burpees, squat jumps, etc.</i>	<i>Non-contact practice</i>	<i>Full contact practice</i>	<i>Practice/ play as normal</i>

Catherine Cook Allergy Guidelines

Catherine Cook is committed to responsibly limiting a student’s risk of exposure to foods to which they are allergic by responsibly limiting potential food allergens that may come into the School. However, parents of children with nut allergies should be conscious of the fact that we cannot guarantee a 100% nut-free environment at all times. Items containing peanuts, walnuts, almonds, cashews, pecans, hazelnuts, macadamia nuts, other tree nuts, or any known

food allergen should not be brought on School grounds for any project, field trip, event, or for any reason, at any time, by any individual adult or child.

Keeping students with food allergies safe requires the education and cooperation of the entire community. It is critically important that each student with allergies, parents/guardians, the faculty, the staff, food service providers, other students, their parents/guardians, and guests refrain from bringing any items containing peanuts, walnuts, almonds, cashews, pecans, hazelnuts, macadamia nuts, other tree nuts, or any other known food allergen on School grounds for any project, field trip, event, or for any reason, at any time.

If you have any questions, please contact the School Nurse at nurse@ccookschool.org.

PARENT/GUARDIAN RESPONSIBILITIES

Parents/guardians have the responsibility to educate and empower their child(ren) in the self-management of allergies, including (but not limited to):

- identifying safe and unsafe foods;
- strategies for avoiding exposure to unsafe foods/allergens;
- symptoms of an allergic reaction;
- how to read food labels;
- the importance of not sharing or trading food with others;
- the importance of washing hands following snack and lunch time;
- how to be proactive in the care and management of their allergies and reactions;
- how and when to tell an adult s/he may be having an allergy-related problem.

Notification and Communication

If a child possesses a serious risk of allergic reaction through ingestion of any known allergen, parents/guardians must take the following critical steps with respect to communicating with the School:

Parents/guardians must notify the School of their child(ren)'s situation by completing an Allergy Action Plan, which needs to be signed by the child(ren)'s physician and shared with the School Nurse. Catherine Cook recommends that parents/guardians initiate a meeting with the School Nurse and the student's teacher prior to the first day of school to review this plan.

In addition, parents/guardians must stress to their child(ren) the importance of notifying an adult immediately if they eat something they believe may contain the food to which they are allergic, or if they are exposed to an allergen that they know may cause a reaction.

Medication

It is the responsibility of the parents/guardians to provide emergency medications, including two (2) Epinephrine auto injector pens and Benadryl, and to replace medications after use or upon expiration. One (1) Epinephrine pen will be located in the School Nurse's Office, and one (1) will be kept in a dedicated emergency "safety sack" in the primary classrooms of Early Childhood and Lower School students and in the office of the Head of Middle School for Middle School students.

Upon parent/guardian request, students with life-threatening allergies will be allowed to carry their own Epinephrine auto injector pens in a designated emergency backpack, if age-appropriate, with physician approval. This is in addition to the aforementioned requirements of keeping one (1) in the Nurse's Office and one (1) in a dedicated emergency

“safety sack” in the primary classrooms of Early Childhood and Lower School students or the office of the Head of Middle School for Middle School students.

Alternative Food Options

Parents/guardians of children with life-threatening allergies always have the option of providing separate food for School events where food will be consumed: snacks, birthdays, and celebratory events. This is to be coordinated with the primary teacher.

SCHOOL RESPONSIBILITIES

Alongside the parents/guardians, the student’s Division Head, primary teacher, enrichment teachers, and the School Nurse will review a student’s individual Allergy Action Plan before the start of school. Copies of the Allergy Action Plan will be provided to each teacher, and additional copies will be in the Nurse’s Office and Main Office. An electronic copy will be attached to the student’s record.

On an annual basis, the School will provide faculty training in how to recognize an allergic reaction and how to use an Epinephrine pen. The School will store the provided emergency medications as outlined above. The School will take an active role in ensuring students with allergies are included in School activities (students will not be excluded from School activities solely based on their allergies).

The School will also take an active role in cleaning eating surfaces after snack or lunch time.

The School shall provide allergen-free snacks daily for the Preschool classrooms. If a lunch or snack containing peanuts or tree nuts is mistakenly brought to School, an acceptable replacement lunch or snack will be available. Parents/guardians who sent the lunch with allergens will be notified. Students are not permitted to share or trade lunch or snack food with one another in the lunchroom, classroom, or while on School-sponsored trips. If a student with a food allergy has forgotten her or his lunch or snack, arrangements to substitute food will be made by a member of the faculty or staff.

Art projects, cooking projects, After School Adventures projects, or any project conducted at School or on field trips should not use any ingredients containing peanuts, tree nuts, or known allergens. Concessions, snacks, or treats provided for students in auxiliary programs (e.g., After School Adventures) or School-sponsored activities should not have food present with ingredients containing peanuts or tree nuts. School-sponsored events, including field trips, holiday celebrations and concerts, VIP Day, sporting events, etc., will adhere to this guideline. Concessions, snacks, or treats provided for parents, guardians, or teachers in the School should also not contain ingredients with peanuts or tree nuts. These occasions may include Parent Education seminars, Parent Association meetings, teacher treats, and teacher appreciation luncheons.

STUDENT RESPONSIBILITIES

Parents/guardians will educate their child(ren) in the self-management of her/his/their allergy. Students, especially those with allergies, should adhere to the following guidelines:

- do not share or trade food with others
- wash hands following snack and lunch time
- be proactive in the care and management of their allergies and reactions to food allergens
- notify an adult immediately if something believed to contain an allergen has been eaten or if exposure is suspected

Even with its best efforts, the School cannot control any individual’s behavior. Therefore, the School cannot guarantee a 100% nut-free or allergen-free environment and cannot be labeled as an allergen-free or nut-free school. The

School will respond to any violations of these guidelines.

ALLERGY ACTION PLAN

All students with any type of food allergy are required to have an Allergy Action Plan on file at the School. This form will be used for any student who requires an Epi-Pen/ Epi-Pen, Jr. and Benadryl for anaphylaxis. This form needs to be filled out by the parent/guardian of the student and signed by a licensed prescriber. Students with Allergy Action Plans on file do not need to fill out a Prescription Medication Form.

EMERGENCY ACTION PLAN

If your child requires emergency information to be communicated to all School personnel, then an Emergency Action Plan is needed on file. Most emergency action plans are easily available from your pediatrician regarding your child's asthma, diabetes, or special needs. This is important to ensure your child's health and safety while in school.

Computer & Internet Responsible Use Agreements

This policy applies to all students who are using the School's technology resources including, but not limited to, the network, telephones, computers, mobile devices, printers and software, both on and off campus, during or after School hours.

NETWORK ETIQUETTE

Students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Conducting oneself in a polite and courteous manner at all times
- Using appropriate and professional language at all times
- Using standard formatting in all electronic messages
- Identifying oneself in all electronic messages

Students must remember that "talking" electronically does not allow for the other person to hear one's tone of voice. Students should always be careful of what they "say" and how they say it.

ELECTRONIC EQUIPMENT

Students and teachers need an orderly and predictable learning environment; for this reason, we limit the use of digital media to specific uses for educational purposes.

We expect students to leave personally owned electronic devices turned off unless permitted by a teacher for a specific lesson. Catherine Cook assumes no liability for damage or loss to personally owned electronic equipment that is brought to School. Middle School students are permitted to have cell phones, although these must be turned off, stored out of sight, and not used during school hours (including before and after school when on the school campus), except with the explicit permission of and supervision by faculty or staff. Smartwatches or other devices with texting/calling capabilities are not permitted. Students may not bring in any personally owned electronic devices, nor may any electronic devices be linked to the School-owned network without the permission of the Director of Information Technology.

LAPTOP COMPUTERS

Every year, each student in grades 3-8 will be issued a laptop computer for use throughout the school day. Students in grades 4-8 are permitted to take their laptop home for homework. The computers are leased by the school and loaned to the student. Tablet computers are an important tool for learning and creating, and we expect all students to

demonstrate responsible use and respect for the equipment (outlined in the “Responsible Technology Use Agreement” below). Each student is allowed one major repair per year, paid for by the School, as a result of an accident or machine failure. Multiple and repeated major repairs, after one per year, will be charged to the student’s parents. Every Middle School student is provided with one (1) charger and one (1) stylus when they initially receive their laptop. The student is responsible for their charger and stylus. Parents are responsible for replacing chargers and styluses. The Tech department will provide parents with a link where replacements can be purchased. A complete description of the 1:1 laptop computer program, along with instructions for the care and maintenance of the computer, will be provided to students in computer distribution sessions, which occur in the classroom during the first few weeks of school. We strongly encourage families to establish a Home Responsible Use Agreement based on discussion between parents and their children. For ideas about how to approach such discussions and establish workable home guidelines, please refer to the Catherine Cook Responsible Technology Use Agreement and commonsensemedia.org.

DISCLAIMERS

Catherine Cook reserves the right to monitor, inspect, copy, review, and store at any time any and all usage of the computer network and Internet access transmitted or received in connection with such usage. Additionally, the School restricts all access of any kind to a School-owned computer by anyone other than Catherine Cook staff, the student to whom the computer is issued, and that student’s parents/guardians without the express authorization of the School. Catherine Cook makes no warranties of any kind, either expressed or implied, for the provided network and Internet access.

The School is not responsible for any damages incurred, including but not limited to, loss of data stored on Catherine Cook resources, the accuracy, nature, or quality of information stored on Catherine Cook resources, or for the unauthorized financial obligation incurred through Catherine Cook-provided access. Again, while Catherine Cook may use technical or manual means to limit student access, these limits do not provide foolproof means for enforcing the provisions of this policy.

PROPER NETWORK USE

Students may not engage in any activity that interrupts personal productivity or the service of any school resources. This includes, but is not limited to, using video or music streaming services for reasons unrelated to classwork. Students further may not intentionally disrupt, damage, or alter data, software or other IT resources belonging to the School or to any other entity. This includes spreading viruses, sending spam messages, performing denial of service attacks, compromising another person’s ability to use IT resources, performing system/network scans and intercepting another person’s network traffic.

Students may not tamper with, disable, or circumvent any security mechanism, including software applications, login account controls, network security rules, hardware devices, etc.

Students may not introduce any prohibited technology resources that could disrupt operations or compromise security of the School’s IT resources.

Students may not use peer-to-peer file sharing programs to download or share copyrighted movies, music, or games.

INAPPROPRIATE CONTENT AND LANGUAGE

The School has the right to place reasonable restrictions on the material accessed or posted through the network using School-provided devices or personal devices. Students may not seek to bypass network restrictions by using a proxy site or some other technology, such as USB flash drives or file-sharing sites.

In addition, students may not use the School’s network to access, transmit, download, post, or communicate the

following: material that is obscene or includes vulgar or inappropriate language; pornography; material that depicts, or describes in an offensive way, violence, nudity, sex, death or bodily functions; material that promotes or advocates illegal activities; material that promotes the use of alcohol or tobacco, school cheating or weapons; materials that is false or defamatory; or material that advocates participation in hate groups or other potentially dangerous groups.

Students must promptly disclose to the Head of School or any other employee with whom the student feels comfortable any message received that is in violation of the restrictions on inappropriate language and unauthorized activities.

If students mistakenly access inappropriate information, they should immediately report this access to the Head of School or any other employee with whom the student feels comfortable. This will protect them against a claim that they have intentionally violated this policy. If they feel that the filtering software is blocking their access to an appropriate site, they should report this to the Head of School or any other employee with whom the student feels comfortable.

EMAIL USAGE

All use of email must be consistent with the School's policies and procedures of ethical and legal conduct.

Students should refrain from using their School account for non-school-related communications. All email accounts are owned by the School and access can be revoked at any time. Students should have no expectation of privacy when using a School email account or any IT resources. Students are responsible for securing access to their email accounts.

PROTECTING SCHOOL AND PERSONAL INFORMATION

It is important for all users of technology to be aware of the many ways in which data can be compromised. Social engineering and phishing are attacks that rely heavily on users providing information about themselves or your organization to the attacker. The attacker tricks users into giving out information that bypasses standard security practices. For example, students may receive an email that appears to be from Google, PayPal, or any other company they have done business with, that contains a link for them to click. The link often leads to a login screen where they are then supposed to enter their username and password. Students should never trust emails like these that ask for personal and identifiable information. They are always meant to trick users into sharing login information for malicious purposes. Clicking these links and/or entering the information can lead to the theft of account information and possibly allow an attacker to gain access to other accounts.

These attacks may also happen over the phone. The attacker may ask an individual to confirm information about themselves or the School, or they may ask the student to visit a website that will allow them to gain remote access to an individual's device. Individuals are advised to hang up when they receive these calls.

Students must remain vigilant against these attacks. It is a good practice to change passwords often and to never use the same password for different accounts. Students are encouraged to invest in a good password keeper to securely store passwords.

SOCIAL MEDIA

In accordance with federal law and developmental guidelines, we do not recommend permitting students under the age of 13 to use social media accounts. We expect that parents will work with their children to meet the established guidelines. At the School, we teach students to:

- protect their identities online.
- respect themselves and others.
- most importantly, remember that the standards for ethical behavior online are no different from those offline.

Our students need help establishing boundaries and making good decisions when using social media. Parents can best help by setting clear rules about technology use and by maintaining regular oversight of their child's online activities. While we know children will make mistakes that they can learn from, the amplification of the Internet can make these mistakes more costly, especially for our students under 13.

The School may not request or require a student to provide a password or other related account information in order to gain access to the student's social media account(s). The School may conduct an investigation or require a student to cooperate in an investigation if there is sufficient evidence to suggest the student's social media account violates the School's disciplinary policy. Students may be required to share content from their social media accounts during the course of such an investigation.

STUDENT DATA AND PRIVACY

Since more and more of our students' schoolwork is saved on the Internet, making sure that their personal data and educational records are secure and protected is a task we take very seriously. It is important to note that any information shared on the Internet is at some risk of compromise, but we will do our best to protect privacy, while also teaching our students best practices in creating usernames/passwords and deciding what to share online and with whom to share it. We will work with families to make sure they are aware of the services our students are using, and the ways in which their data is being used. We will obtain parental permission before signing our students up for sites or services that require more than a name and email address, and we will make sure we do not engage with companies that sell our students' personal data to third parties or use it for marketing purposes. By working to model positive attitudes about data and privacy for our students, we can teach them to be engaged, informed digital citizens.

STUDENT USE OF THIRD-PARTY PROGRAMS, APPS, AND ONLINE SERVICES

All grade levels have access to the Internet. Catherine Cook School additionally contracts with a variety of third-party software programs, apps, and online services that may collect personal information from students in order to provide services used by the school and our students. These services are governed by their own privacy policies. These services are available on devices to support effective communication, collaboration, and creativity while strengthening technology skills. Often, students are required to register by providing personal information such as a name, email address, and sometimes a student ID. The School has consented to such collection of personal information on behalf of parents and guardians of Catherine Cook students. In addition, as a parent or guardian of a Catherine Cook student, Parents consent to these services collecting personal information from your student(s) by agreeing to the Community Handbook. For a regularly updated list of the software programs, apps, and online services approved for use at Catherine Cook School and links to the privacy policies offered by these third parties, please contact the Director of Technology, Nosson Cohen at tech@ccookschool.org

POLICY VIOLATIONS

The School reserves the right to refuse access to the Internet to anyone. Violating any portion of this policy may result in disciplinary action, including a temporary or permanent ban on computer or Internet use, suspension, or dismissal from school and/or legal action.

LIABILITY

The School makes no guarantees for the service it is providing. The School will not be responsible for any damages a user may suffer. The School is not responsible for the accuracy or quality of the information obtained through or stored on the system. The School will not be responsible for any financial obligations arising through unauthorized use of the system.

Responsible Technology Use Agreement

Catherine Cook strives to provide a rich array of technological resources for student use. These resources are intended for activities related to teaching and learning, and students are expected to use them for these purposes. Violation of the Responsible Technology Use Agreement will result in a logical and appropriate response from the School. Students are expected to use their computers and other technology available throughout the School in accordance with Catherine Cook's core values as expressed through ROARS.

I will demonstrate **respect** for all devices, equipment, hardware, software, the network, and online services used by Catherine Cook. I will use only the equipment I have been given explicit permission to use, including the School's and other students' devices. I understand intentionally harming or defacing School property, touching or moving others' devices, and using charging stations inappropriately are unacceptable. I also understand the use of School-provided devices to create hurtful or inappropriate messages or images is unacceptable and potentially violates the School's Hate Speech and Bullying Policies.

I will demonstrate **ownership** by giving proper credit to other people for the work they have created when I use it, obeying copyright laws and using proper citations, and saving my work only where I am instructed to do so. I understand I must tell an adult at Catherine Cook immediately if I discover my computer has been damaged or I see or read something that makes me uncomfortable or I know is inappropriate.

I will demonstrate **appreciation** by thoughtfully caring for devices and equipment provided by the School. I understand I am expected to carefully transport my computer in its case at all times, to keep the space around it clear of food and liquids, and be mindful of my surroundings while I am using it. I also understand my computer is the property of Catherine Cook and I will not be permitted to use it if I do not care for or use it appropriately.

I will demonstrate **responsibility** by using School devices and the Internet only for schoolwork or things for which I have received explicit permission. I understand I must receive permission from an adult at Catherine Cook in order to:

- Install anything on my School-provided computer;
- Allow another student to use my School-provided computer; and
- Use websites, software, or apps I have not yet received permission to use.

I acknowledge it is my personal responsibility to bring my computer to School fully charged every day and use my assigned charging station to keep it charged during the school day.

I will demonstrate **safety** by keeping my passwords private from anyone other than my parents/guardians and only connecting School-provided devices to the CCOOKSCHOOL or COOK wireless networks while on campus (unless otherwise instructed by an adult). I commit to keeping myself and others safe while using technology and understand sharing, sending, and intentionally viewing inappropriate messages or images is unacceptable. I also understand it is unacceptable to intentionally bypass the School's web filtering and security measures on both School-provided devices and personal devices used at School.

Failure to abide by the above guidelines may result in the loss of technology privileges, monetary charges, and/or disciplinary action by the Division Head or Dean of Students. Questions can be directed to the Technology Office at 312.266.3381 ext. 8324 or tech@ccookschool.org. As changes to the technology landscape occur at a rapid pace, it may be necessary to periodically make updates to this policy to keep up with technology. As such, these guidelines are subject to updates and changes throughout the school year. Constituents will be notified of any updates or changes.

Note to reader: In case any ambiguity should arise, it is agreed all School publications are to be read and interpreted in the light of what enables the school to function most efficiently, thereby fulfilling its mission statement.

School Based Concussion Recommendation

Dear Treating Physician,

Your patient, _____ is a Catherine Cook School student and was injured with symptoms indicating a possible concussion. Please review, sign, and have the student return this form to the Athletic Trainer or Concussion Case Manager.

Concussion Related History:

Symptoms (0 – 6):

Headache ___ Dizziness ___ Concentration Difficulties ___ Nausea ___ Fatigue ___
 Irritable ___ Sensitivity to Light ___ Sensitivity to Sound ___ Confusion ___ Blurred Vision ___
 Feeling Slowed Down ___ Drowsiness ___ Memory Loss (anterograde) ___
 Memory Loss (retrograde) ___ Other _____

 Loss of Consciousness (Yes/ No) Increase of symptoms with VOMS (Yes/No)

Diagnosis:

Concussion	Other Head Trauma List Type:	No Injury
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Please circle the Return to Learn step number you prescribe for your patient to begin:

Step	Intensity	Cognitive Activity	Additional Accommodations Suggestions
1	No activity, no school	Rest	Please check boxes that apply <input type="checkbox"/> pre-printed notes for classes <input type="checkbox"/> enlarged font when possible <input type="checkbox"/> no smart board, projector, screens, etc. <input type="checkbox"/> limited screen time <input type="checkbox"/> allow student to wear sunglasses <input type="checkbox"/> may leave class early to avoid hallway noise <input type="checkbox"/> avoid loud/crowded areas (café, assembly) <input type="checkbox"/> no homework <input type="checkbox"/> modify workload <input type="checkbox"/> no testing <input type="checkbox"/> extended time with testing <input type="checkbox"/> oral testing <input type="checkbox"/> exempt non-essential assignments <input type="checkbox"/> other _____
2	Part-time attendance with accommodations	- Allow accommodations for symptoms - ½ day of school or allow to rest in attendance office - Classwork done at home with breaks	
3	Full day with accommodations	- Allow accommodations for symptoms - Attend all classes excluding PE, allow rest in attendance office if symptomatic - Classwork as symptoms permit	
4	Full day without accommodations	- Attend all classes excluding PE - Begin RTP when symptom free for 24 hours	

Please check all that apply:

	Catherine Cook School must contact you to progress with Return to Learn and Return to Play protocols. (Daily/Weekly Contact)
	Catherine Cook School can progress with Return to Learn and Return to Play as symptoms dictate, but student must be evaluated by your office before full release. (2 nd Visit needed)
	Once the Return to Learn and Return to Play protocols are completed your patient can be released to full cognitive and physical activity. Catherine Cook School will contact you when patient is released. (No further visit necessary)

Contact Information and Signature:

Print Name

Print Office Phone Number and Email Address

M.D. or D.O. Signature or Stamp

Gender Inclusivity Policy

At Catherine Cook School (“Catherine Cook”), we believe that education is an evolving, dynamic, and lifelong process. We work to cultivate an environment that models and teaches respect, ownership, appreciation, responsibility, and safety (ROARS).

In keeping with Catherine Cook’s Diversity Statement, and in order to cultivate a set of shared school values (ROARS), “Catherine Cook School is committed to creating and sustaining a diverse and compassionate community grounded in a culture of integrity.”

The purpose of this policy is to support a welcoming and inclusive environment for all the students at Catherine Cook, so that every community member has the opportunity to express themselves and live authentic lives. It is also meant to facilitate compliance with local, state, and federal laws concerning bullying, harassment, privacy, and discrimination.

It is important to be clear and provide definitions for terms specific to gender identity. In an attempt to keep these definitions as simple as possible, we incorporate as helpful the [definitions offered by Welcoming Schools](#), through the Lurie Children’s Hospital of Chicago. The definitions provided below are not for the purpose of labeling but to assist in understanding this policy and the obligations of school personnel. Community members may or may not use these terms to describe themselves, but they provide a foundation for common vocabulary for opening discussion.

DEFINITIONS RELATED TO GENDER IDENTITY AND EXPRESSION

- **BIRTH ASSIGNMENT (Sex Assigned at Birth):** When a baby is born, the baby’s body/anatomy is the determining factor to assign the designation of female, male, or intersex.
- **CISGENDER:** When your gender identity is the same as sex assigned at birth.
- **CIS-HETERONORMATIVE:** This term refers to the assumption that heterosexuality and being cisgender are the norm, which plays out in interpersonal interactions and society, and furthers the marginalization of queer and gender diverse people.
- **GENDER BINARY:** The idea that there are two distinct and opposite groups—girl and boy. This idea does not include all the ways we can have a gender identity and express our gender.
- **GENDER EXPANSIVE:** Some people feel that the traditional ways of being a “boy” or “girl” do not fit for them. They live their lives showing that there are many ways to express gender identity.
- **GENDER EXPRESSION:** People express themselves in many ways, such as through clothes, movements, vocal qualities, or hairstyles. Because gender expression is distinct from identity, you cannot assume someone’s gender, gender identity, or pronouns from how they look. In our school, we respect that every person is unique and different, and we do not tease or bully anyone about their gender expression.
- **GENDER IDENTITY:** How you perceive/experience your gender: male, female, a blend of both or neither, or somewhere else on the spectrum of gender identity. Everyone has a gender identity which can be the same as or different than their sex assigned at birth.
- **GENDERQUEER:** An identity that embraces the fluidity of gender identity.
- **NON-BINARY:** People who do not feel like the words “girl” or “boy” fits. They may feel like both, neither, or somewhere completely different on the spectrum of gender identity. They sometimes use gender neutral/expansive pronouns such as they, them, theirs.
- **TRANSGENDER/TRANS:** When your gender identity is different from your sex assigned at birth.

SCOPE

This policy covers conduct that takes place in school, on Catherine Cook property, and at school-sponsored functions and activities. This policy also pertains to usage of electronic communication that occurs in school, on school property, at Catherine Cook sponsored functions and activities, school computers, networks, forums, and mailing lists as well as any electronic communication that is directed at a student, faculty, or staff member and that substantially impacts the person's ability to participate in or benefit from the services, activities or privileges provided by Catherine Cook. This policy applies to the entire school community, including faculty, staff, administration, students, parents, and volunteers, as well as those participating in after school activities/opportunities sponsored by Catherine Cook.

Outside of the school, or away from Catherine Cook property, students, faculty, and administrators are expected to be responsible citizens of the local community and good representatives of Catherine Cook.

Bullying, Harassment and Discrimination

Discrimination, bullying, and harassment on the basis of sexual orientation, gender identity or expression is prohibited within Catherine Cook. It is the responsibility of all Catherine Cook faculty and staff to ensure that all community members, including but not limited to transgender and gender-expansive individuals, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination, harassment, or bullying is given immediate attention, including investigating the incident, taking age- and developmentally-appropriate action, and providing students, families, and faculty and staff with appropriate resources and supports. Enforcement of anti-bullying policies should focus on education and prevention rather than exclusionary discipline. Complaints alleging discrimination or harassment based on a student's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination, bullying, or harassment complaints.

PRIVACY/CONFIDENTIALITY

Catherine Cook shall ensure that all personally identifiable and medical information relating to students, including transgender and gender-expansive students, shall be kept confidential in accordance with applicable state, local, and federal privacy laws. School staff shall not disclose any information that may reveal an individual's transgender status to others, including other parents or guardians and other school staff, unless legally required to do so or unless the community member has authorized such disclosure. In the rare instance that Catherine Cook is legally required to disclose an individual's transgender status, that individual shall be provided an opportunity to make that disclosure themselves, where practicable. This would include providing the student with any support services the student would need to make the disclosure in a safe and supportive environment.

Transgender and gender-expansive community members have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. However, in the case of a student, Catherine Cook may not be able to honor a student's request not to share information with the student's parents, such as a situation in which Catherine Cook is concerned for the health or safety of the student. Catherine Cook will encourage the student to disclose the information to the parents/guardians and will support and facilitate such communications. Depending on the circumstances, Catherine Cook may disclose such information to a student's parents/guardians even if the student does not disclose it themselves.

The fact that a person chooses to use a different name and/or a different pronoun, to transition at school, or to disclose their transgender status to staff or other students does not authorize school staff to disclose a student's personally identifiable or medical information. Before contacting the parent or guardian of a transgender student, Catherine Cook staff will ask the student whether to use their chosen name and the pronouns that correspond to their gender identity, or whether to use their legal name (see "Student Transitions" below).

MEDIA AND COMMUNITY COMMUNICATION

When communicating to the media or community about concerns related to gender identity or expression, Catherine Cook shall have a single spokesperson (to be identified) to address the issue. Rather than directly commenting on the issue, Catherine Cook staff shall direct any inquiries to the designated spokesperson. Protecting the privacy of transgender and gender expansive community members must be a top priority for the spokesperson and all staff, and all personally identifiable and medical information shall be kept strictly confidential, in accordance with local, state, and federal privacy laws.

NAMES, PRONOUNS, AND SCHOOL RECORDS

Every person has the right to be addressed by the name and pronouns that correspond to their gender identity. Regardless of whether a transgender or gender-expansive student has legally changed their name or gender, Catherine Cook will allow such students to use and be referred to by a chosen name and gender pronouns that reflect their identity. Once any Catherine Cook faculty or staff is informed of a student's need to change their name or pronouns, that will set into motion a series of conversations that center that student's safety and well-being as they both share what they are ready to share as well as have the chance to learn what supports are available to them. This conversation will include discussing how they want to be addressed in class and in the school's communication with the student's parents or guardians. As necessary, student education records will be updated. In some cases, applicable law may require legal documentation to change official education records.

In some circumstances, Catherine Cook administrators may be specifically required by law to record a student's name or gender as it appears on documents such as a current birth certificate. In those instances, Catherine Cook staff and administrators shall record this information in a separate, confidential file to avoid the inadvertent disclosure of the information. All records that are not specifically required by law to match government-issued documents shall be updated upon a student's/family's request.

ACCESS TO GENDER-SEGREGATED ACTIVITIES AND FACILITIES

Catherine Cook may maintain separate restrooms, locker rooms, or changing facilities for male and female students, provided that they allow all students equal access to facilities that are consistent with their gender identity. Students, including transgender and nonbinary students, will be offered options about facilities and be supported in their choice of which facilities selection is consistent with their gender identity.

Any student who is uncomfortable using a shared gender-segregated facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, the addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, such alternatives shall only be provided to a student upon that student's/family's request. Requiring a transgender or gender-expansive student to use a separate space against their wishes threatens to stigmatize the student and disclose their transgender status to others. Under no circumstances may students be required to use gender-segregated facilities that are inconsistent with their gender identity.

Catherine Cook shall designate any existing facilities that are designed to be used by only one person at a time as accessible to all students regardless of gender. However, under no circumstances shall a student be required to use a single-user facility because they are transgender or gender expansive. Catherine Cook will strive to incorporate single-user facilities and greater privacy into new construction or renovation and to assess ways to increase privacy for all students in existing facilities.

PHYSICAL EDUCATION CLASSES AND INTRAMURAL & INTERSCHOLASTIC ATHLETICS

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity, under the guidelines established by the state interscholastic association.

OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES

As a general matter, Catherine Cook will continually evaluate all gender-based activities, rules, policies, and practices—

including classroom activities, discussions, school ceremonies, and school photos—and maintain only those that serve an important educational purpose. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

DRESS CODE

Catherine Cook may enforce dress codes pursuant to school policy, but any such dress codes may not be enforced based on gender or gender stereotypes. Students shall have the right to dress in accordance with their gender identity and expression, including maintaining a gender-neutral appearance within the constraints of the dress codes adopted by the school. Catherine Cook staff shall not enforce the dress code more strictly against transgender and gender-expansive students than other students.

STUDENT TRANSITIONS

Catherine Cook shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized in a manner that is consistent with their gender identity. Students ready to socially transition may initiate the aspects of the gender support plan process to change their name, pronouns, attire, and access to gender-related programs, activities, and facilities consistent with their gender identity. Each student has a unique process for transitioning. Catherine Cook shall customize support to optimize each student's equal access to Catherine Cook's educational programs and activities.

In the instance of a student, Catherine Cook will partner with parents/guardians to support the student and expects parents/guardians to engage in open, honest, and transparent communications with Catherine Cook, including disclosure of relevant information in a timely manner. Parents/guardians will inform Catherine Cook of any changes to a student's gender identity, name, or other aspects of a student's exploration of identity with as much advance notice as possible to allow Catherine Cook to provide support and plan any relevant changes, subject to the privacy/confidentiality section above. In the event that parents/guardians are unwilling to collaborate with Catherine Cook on the student's gender support plan, Catherine Cook may have no other option but to separate the student/family.

TRAINING AND PROFESSIONAL DEVELOPMENT

Catherine Cook shall conduct training for all staff members, including, but not limited to, teachers, administrators, counselors, and health staff, on their responsibilities under applicable laws and this policy. Information regarding this policy shall be incorporated into training for new school employees.

To the extent funding is available, Catherine Cook shall implement ongoing professional development to build the skills of all staff members to prevent, identify, and respond to bullying, harassment, and discrimination. The content of such professional development shall include, but not be limited to:

- (i) terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children, adolescents, and adults;
- (ii) developmentally appropriate strategies for communication with all community members about issues related to gender identity and gender expression that protect privacy;
- (iii) developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
- (iv) classroom-management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all; and
- (v) school policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff.

PUBLICATION

This policy will be distributed annually to students, parents/guardians, faculty, staff, and administration. The policy will also be included in any student codes of conduct, disciplinary policies, student handbooks, school websites, enrollment, and orientation materials.

ADDENDUMS

- [GENDER UNICORN FLYER](#)

- **DEFINITIONS RELATED TO SEXUAL ORIENTATION**

While gender and sexual identity are two separate ways of being, they are often linked together in conversations about gender inclusivity. Therefore, shared here are working definitions related to sexual identity.

- **BISEXUAL/BI+:** People who are attracted to people of more than one gender, sex, or gender identity [in grades 3 – 5, you might say people who love or are attracted to people of any gender].
- **GAY:** People who are attracted to people of the same gender [in grades 3 – 5, you might say people who love or are attracted to people of the same gender]. When used in a way other than its meaning or to insult members of this group of people, it is a word that hurts.
- **HETEROSEXUAL:** People who identify as women who are only attracted to people who identify as men. Also, people who identify as men who are only attracted to people who identify as women.
- **LESBIAN:** Women who are attracted to people of the same gender [in grades 3 – 5, you might say people who love or are attracted to people of the same gender].
- **LGBTQQIAP+:** Acronym for lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, pansexual. The plus sign indicates that this is an incomplete list of possible sexual identities and that this list is ever evolving.
- **PANSEXUAL:** People who are attracted to people of any gender [in grades 3 – 5, you might say people who love or are attracted to people of any gender].
- **QUEER:** People use this word as a way to identify with and celebrate people who are not cisgender or heterosexual. In the past, “queer” has been used as an insult, so when it is used in a mean way, it is a word that hurts.
- **SEXUAL IDENTITY:** A social identifier that names who you are attracted to [in grades 3 – 5, you might say who you love or are attracted to].