

# The Alexander Dawson School Student & Family Guide



*Revised January 2025*

## SCHOOL HOURS

### Early Childhood

Before-Care	7:00–8:00 a.m.
School Begins	8:45 a.m.
Lunch	30 minutes
Dismissal	3:00 p.m.
After-Care	3:15–6:00 p.m.

### Lower School (Grades K-4)

Before-Care	7:00–7:45 a.m.
School Begins	8:15 a.m.
Lunch & Recess	50 minutes
Dismissal	3:15 p.m.
After-Care	3:45–6:00 p.m.

### Middle School (Grades 5-8)

Before-Care	7:00–7:45 a.m.
School Begins	8:15 a.m.
Lunch & Recess	50 minutes
Dismissal	3:15 p.m.
After-Care	3:45–6:00 p.m.

## SCHOOL ADMINISTRATION

Roxanne Stansbury, Head of School  
Meg Aumann, Director of Talent Acquisition & Community Engagement  
Jose Bermudez, Director of Facilities  
Chris Estrella, Director of Development  
Chris Hendrickson, Director of Safety & Security  
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*A complete faculty & staff directory is available on our website*



***The Alexander Dawson School at Rainbow Mountain (the “School”) Student & Family Guide (the “Guide”) is published and distributed to members of the School community for the purpose of providing information about our educational and campus experiences. All members of the School community are expected to read and be familiar with the policies included in this Guide. While policies in this Guide generally apply, the School may address a situation differently if it determines that doing so will be in the best interests of our community members. The School reserves the right to revise or update the contents of this Guide at any time. This Guide does not create, nor is it intended to create, a contract between any family, caregiver/guardian, or student attending or affiliated with the School.***

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## **MISSION, VISION, DIVERSITY STATEMENT & CORE VALUES**

### **MISSION**

The Alexander Dawson School at Rainbow Mountain is a nurturing learning community for students from preschool through grade eight that challenges students to achieve excellence in mind, body and character.

### **VISION**

Our graduates will be ready to achieve their individual potential, savor life and meet the challenges of the world.

### **DIVERSITY STATEMENT**

The distinct Dawson learning environment is reflective of the diverse community that surrounds us. The celebration of differences drives the Dawson mission and unifies the schoolwide focus of self and social awareness. Students benefit from working with and learning from other students and teachers who are varied in learning styles, socioeconomic backgrounds, race, religions, ideology, sexual orientation, gender identity and expression, culture and ethnicity. We are committed to creating an inclusive and welcoming learning community.

### **CORE VALUES**

Entrepreneur G.B. Henderson's vision and philanthropy are the cornerstones of The Alexander Dawson Schools. In keeping with Mr. Henderson's love of the land and our country, the Pledge of Allegiance is recited each morning. A lifelong learner, Mr. Henderson was fascinated by technology, education, and innovation. He was dedicated to providing students with the highest-quality education. Dawson's Core Values are a reflection of Mr. Henderson's legacy.

#### **» Belonging**

Our community exhibits empathy, integrity, humility, and kindness. We are accountable for our actions and learn deeply from others. We uplift diverse voices and build experiences that honor identity. We listen for understanding to develop and nurture purposeful partnerships.

#### **» Engagement**

Our community believes wonder and joy resulting in thoughtful and enduring learning. True to the legacy of our founder, there is no limit to what we dream, do, try, and solve. Our learners exert voice and choice during the journey toward new competencies and skills. Our commitment to evolve and take ownership of our growth reflects our engagement with lifelong learning.

#### **» Advocacy**

Dawson appreciates the sacrifices of others for freedom and social justice. We aspire to positively impact our school, local community, and the world.

We investigate root causes, analyze solutions, connect with people in need, and are empowered activists in the problem-solving process. Dawson changemakers value global perspectives and a "Love of the Land".

#### **» Resilience**

Dawson believes learning should inspire creativity, collaboration, and innovation through experiences that embrace trial and error, falling forward, and iterative mindset, and reflection. Our founder believed in "Nothing Without Labor" and a transformative student experience that requires productive struggle.

### **POLICY ON NON-DISCRIMINATION**

The School admits qualified students of any race, color, religion, sex, age, national origin, disability, sexual orientation, or gender identity or expression to all the rights, privileges, programs and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation, or gender identity or expression, or any other status protected by applicable law in the administration of its educational, admissions, financial aid, athletic or other policies and programs.

## **ACCREDITATION & MEMBERSHIPS, HISTORY, GOVERNANCE & EXPECTATIONS**

### **ACCREDITATION AND MEMBERSHIPS**

Dawson is a member of the Northwest Association of Schools and Colleges (NASC) and the Northwest Association of Independent Schools (NWAIS), the organizations by which the School is accredited. Dawson also belongs to the National Association of Independent Schools (NAIS), Independent School Management (ISM), Council for the Advancement and Support of Education (CASE), Educational Records Bureau (ERB), OESIS Group, the Las Vegas Chamber of Commerce, and Stanford's Graduate School of Education Challenge Success Program.

The Early Childhood Education Center is accredited by the National Association for the Education of Young Children (NAEYC) and the Northwest Accreditation Commission (NWAC). The Alexander Dawson Schools' Early Childhood Education Center is licensed by the Bureau of Services for Child Care. They can be contacted at (702) 486-7918.

### **HISTORY**

The Alexander Dawson Foundation is the sponsor of The Alexander Dawson School at Rainbow Mountain. Since 1970, the Foundation has operated The Alexander Dawson School (Colorado), an independent coeducational college preparatory day school for students in kindergarten through grade twelve in Lafayette, Colorado.

In 1996, the seven Trustees of the Foundation decided to open a second school for families seeking a nonsectarian, independent education for their children. The Trustees chose Las Vegas as the site for the new school because of the demonstrated need for an academically oriented elementary and middle school in Las Vegas, and for the growing demand for admission to the existing private schools in the city, few of which are nonsectarian.

Because the Foundation is based in Las Vegas, the Trustees felt a responsibility to serve the community that is the home of the organization. The Alexander Dawson School at Rainbow Mountain opened in 2000.

### GOVERNANCE

The Board of Trustees, which consists of Foundation Trustees and School Trustees, is the guardian of the School's Mission. It is the Board of Trustees' responsibility to ensure the Mission is relevant and vital to the community it serves. The Trustees delegate responsibility for day-to-day operations and all student matters to the Head of School. The Head of School appoints and evaluates teachers, staff and administrators who assist in the operation of the School.

### EXPECTATIONS

Once admitted, the School expects each student to cooperate with faculty, respect school rules and, as the student matures, take increasing responsibility for the student's own education. Families are expected to support academic and extracurricular activities. They are also expected to support the professional decisions of faculty and administration. In line with the School's Core Values, Dawson endorses the following NAIS Principles of Good Practice: Families Working with Schools/Schools Working with Families adopted by the NAIS Board in 2004 (and to which we still adhere today). Families and independent schools work together to create and sustain effective partnerships. The following principles of good practice describe the respective expectations of both partners.

#### » Families Working with the School

- Families recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect and common goals.
- In selecting an independent school, families seek an optimal match for the needs of the student, their own expectations and the philosophy and programs of the school.
- Families are familiar with and support the school's policies and procedures.
- Families provide a home environment that supports the development of positive learning attitudes and habits.

- Families involve themselves in the life of the school.
- The School provides resources with research for best practices with regard to education and our Mission and Vision. Families are expected to be involved in school events by attending family presentations about curriculum, family caregiving, relational discipline, and student health and wellness.
- Families seek and value the school's perspective on the student. Communication expectations include listening to understand and assuming positive intent.
- When concerns arise, families seek information directly from the school, consulting with those best able to address the concerns.
- Families remain up-to-date on their student's grades by checking Canvas, reading communications from the School and teachers/advisors, and helping their student to attend any faculty office hours or meetings as needed.
- Families share with the school any religious, cultural, medical or personal information the school may need to best serve the student.

#### » The School Working with Families

- The School recognizes that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, and mutual respect and common goals.
- The School clearly and fully presents its philosophy, program and practices to families during the admission process and encourages dialogue that clarifies family expectations and aspirations for the student.
- The School seeks and values the families' perspectives on the student.
- Teachers and administrators are accessible to families and model candid, open dialogue.
- The School keeps families well informed through systematic reports, conferences, publications and informal conversations.
- The School clearly defines how it involves families when considering major decisions that affect the school community.
- The School offers and supports a variety of family education opportunities.
- The School suggests effective ways for families to support the educational process.
- The School actively seeks the knowledge it needs to work effectively with a diverse family body.

#### » Family Interference

Typically, a student is not to be deprived of a Dawson education or otherwise penalized for the actions of their families. However, families may so significantly

reduce the School's ability to effectively serve its students that the families may be required to remove their student(s) from the School for a period of time. The School may also dismiss a student whose family member or other adult involved with the student fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School's property that could undermine the authority of the School's administration, and/or otherwise behaves in a manner that is unbecoming of a member of the School community. The School may refuse re-enrollment of a student if the School believes the actions of a family member or other individual associated with a student, on or off the School's property, seriously undermine a positive, constructive relationship, or otherwise may interfere with the School's accomplishment of its Mission and/or educational goals. Examples of family interference include, but are not limited to:

- Refusal to cooperate with school personnel
- Repeated instances of disrespect or insubordination toward school administration
- Refusal to adhere to school policies, procedures, and regulations, or the spirit of school policies, procedures, or regulations
- Interference in matters of school administration, discipline, or finance
- Refusal to accept administrative decisions surrounding academic or disciplinary matters

## **FAMILY & STUDENT INFORMATION**

### **ACADEMIC ASSISTANCE & TUTORING**

An important goal at Alexander Dawson is to provide our students with the tools and support needed to thrive. Dawson does not currently offer distance learning options. The School prioritizes in-person education as the primary means of instruction to foster a rich and interactive learning environment. Academic assistance and tutoring on campus are available to assist students with shorter term academic support, with the goal of addressing a particular skill set or academic project. Teachers may provide assistance in academic areas needing special attention during their office hours. If a student requires academic assistance, the help session takes priority over extracurricular activities.

Teachers strive to ensure each student is able to master the appropriate academic content. If families would like to request additional instruction or assistance for their student, beyond office-hours assistance, families may request a tutor through the Dean of Student Services. Families should contact the relevant teacher, and the teacher will meet with the Division Head and learning specialist to make suggestions for a tutor.

Tutoring may not begin with a Dawson teacher prior to 3:45 p.m., when the academic day concludes. Tutoring sessions occur on campus in a Dawson classroom with an open door, or in a virtual setting on

a recorded platform, and are administered through the Dean of Student Services. A fee of \$65 per hour may be charged for individual tutoring. The per-student hourly rate should be reduced for group tutoring. The families pay the teacher directly for tutoring services. If families make alternate arrangements with Dawson teachers for off-campus tutoring, homework assistance or any other additional services, these activities are not considered part of Dawson's curriculum or covered by tuition or the School's liability insurance policy. Teachers may not tutor students for compensation who are currently enrolled in one of their core classes.

Students may attend after-care at no charge until their assigned tutor finishes school duties at 3:45 p.m. If a student is not picked up on time following after-school activities, tutoring or private lessons, the teacher will bring the student to after-care, and the daily charge for after-care will be assessed.

Because some students might need support throughout the duration of their educational careers, it is important that the focus of tutoring support strives to move the student to independence and success, rather than simply masking learning, organizational, social or behavioral deficits. The School's Learning Support Team and Counselors on staff are available for short-term interventions, to provide observations and referrals to specialists, and to suggest strategies to teachers, students and families. For a more detailed discussion of Student Support & Intervention, please refer to that section of the Guide.

### **ACADEMIC INTEGRITY**

The academic world of which Dawson is a part considers ideas and particular ways of expressing ideas to be of great importance. The most common violations of the Alexander Dawson Academic Integrity policy are:

- Plagiarism: using another person's words without giving credit to that person. Examples include but are not limited to unacknowledged direct quotations, using selected passages and phrases without acknowledgment, and improper paraphrasing.
- Cheating: examples include but are not limited to copying homework assignments from other students, copying another student's work during an assessment, using online translation services to complete world language assignments in an unapproved manner, using calculators or computers in an unapproved manner, e.g., <https://www.mathway.com/>, and discussing/sharing test/quiz questions with students who have not yet completed the test/quiz.
- Abuse of the collaborative process: Involves the reliance of an individual upon the efforts of others to seek an academic benefit to

which their own efforts do not entitle them. The collaborative work process involves the principle of the sharing of an equal burden of thought and effort among students assigned or authorized to work together. Examples would be not pulling your weight on a group assignment or in group work in class, doing more than your “fair share” of work because you don’t have faith in your collaborators (your group) or because you have been coerced into doing so, and shutting others out of group work: either dominating or not listening, or not valuing others’ contributions.

The best way for a student to maintain academic honesty is to keep all drafts and edits, submit that work with final copies and practice ethical behavior when working with others. Students referred to the administration for cheating or plagiarism will typically receive a zero on the work in question and be required to redo the assignment. Repeated instances of cheating or plagiarism may result in more serious consequences and may include evaluation whether continued enrollment is in the best interest of the student. An example of the process may include:

1. Investigate: When it is suspected that a student has violated the academic integrity policy, teachers or administrators will investigate in order to confirm that a violation has occurred and if so, to understand what led the student to violate the policy.
2. Learn: If a violation has occurred, the student and teacher involved should determine an appropriate “redo” or “retake” assignment. The teacher should address the student’s knowledge gap when the violation appears due to a lack of understanding.
3. Repair: Following any instance of academic integrity violations, teachers should notify student families and advisers to let them know what happened and what follow-up is occurring. Based on the investigation, the teacher, in coordination with the student’s adviser, the Dean of Student Life, and other staff members as necessary, can pursue one or multiple of the following reparative strategies:
  - Meetings with the student, potentially including the student’s family, to help the student understand the importance of academic integrity and adherence to the policy.
  - Support for students to use time effectively and seek appropriate assistance.
  - Assign research or writing projects that help students understand the importance of academic integrity.

If multiple, willful violations of the academic integrity policy occur across a student’s time in middle school additional measures may include:

- Recording the violations in the student’s official file which could result in reporting to prospective schools by the Dean of Student Life
- Revocation of privileges that depend on student trust and integrity (off-campus trips, social event participation, etc.) (Dean of Student Life in coordination with appropriate faculty)
- Alternative testing/assessment environments to mitigate the risk of academic integrity violations (Dean of Student Life in coordination with teachers)
- A Student Support Agreement (SSA) that sets expectations and a support plan for students, and which may include an evaluation of whether the student is well-positioned to continue at Dawson (Dean of Student Life in coordination with appropriate faculty)

#### » Artificial Intelligence (AI)

The latest developments in artificial intelligence (AI) software, such as ChatGPT, that can write sophisticated essay responses have generated great interest and discussion. Alexander Dawson will not ban the use of AI software. The simplest reason is that it is ineffective in dealing with innovation. However, the use of AI tools should be in line with Dawson’s academic integrity policy. We expect teachers to discuss the various types of academic misconduct with their students.

Please note that ChatGPT requires that all users under the age of 18 obtain adult family member/guardian consent prior to use and that individuals under the age of 13 are prohibited from using the software.

Dawson believes that artificial intelligence (AI) technology such as spell checkers, translation software, and calculators will become part of our everyday lives. We, therefore, need to adapt and transform our educational programs and assessment practices so students can use these new AI tools ethically and effectively. Dawson is not going to ban the use of such software, but will work with teachers to help them support their students to use these tools ethically and in line with our principles of academic integrity.

Students should be aware that Dawson does not regard any work produced, even only in part, by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated texts, images, or graphics included in a piece of work have been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography.

Use of generative AI programs such as ChatGPT by students on graded assignments is prohibited, except with the express permission of the teacher, in which case the use of AI must be cited by the student. The student's unauthorized use of AI on graded assignments will be treated as an academic honesty violation.

### **ANNUAL EVENTS**

Annual events will be planned and announced in the School calendar, on the website, and in the School's newsletters. Additional notification may be disseminated via email.

#### **» Ticket/Cancellation Policy**

Registration and ticket sales for many Dawson events are handled online through electronic payment methods. Any requests for refunds or cancellations must be made at least 72 hours in advance of each event. Requests made less than 72 hours in advance are not eligible for refunds. Refunds will be processed through the payment vendor and may incur handling fees.

### **APPROPRIATE ADULT-STUDENT INTERACTIONS**

Adult and student interactions aim to be supportive and provide for a safe environment for learning. Sexual misconduct and abuse will not be tolerated. This policy section applies to all adults who interact with our students, including teachers, staff, administrators, volunteers, coaches, and third-party contractors. Each of the previously mentioned will be trained on these policies prior to employment or prior to being placed in a position where the opportunity to interact with students exists. This policy will be published in our Employee Handbook so that Dawson employees are also aware of the policies and how to report misconduct.

#### **Faculty & Staff Should Always:**

- Interact with students in a readily interruptible and observable setting.
- Keep classroom/office doors and window blinds open when meeting with students one-on-one (1:1).
- Have other adults or students within range to see and/or hear the interactions whenever possible.
- Communicate with students via School email or GoogleChat, not by text, personal email accounts, or social media.
- Ensure that any physical contact, including hugs, is age-appropriate and is initiated by the student. Use the opportunity to teach students about setting boundaries and consent.
  - In Middle School, hugs should be side hugs only (not front-to-front or back-to-front).
  - Give high-fives, fist bumps, and

elbow bumps to celebrate achievements.

- Always contact an adult family member or use school-approved communication methods to chat with students about time-sensitive school-related items after school hours. Model appropriate adult boundaries by restricting communication to school-related topics during school hours, whenever possible.
- Immediately report any conduct by another adult (employee, coach, parent/caregiver, volunteer, vendor, etc.) that seems inappropriate, unusual, or overly familiar/intimate in any way (or conflicts with any of the items listed under this policy) to your supervisor, Human Resources, or the Head of School.
- Always use single-stall bathrooms.

#### **Faculty & Staff Should Never:**

- Never flirt, ask out, date, or engage in intimate or sexual relationships or engage in sexual misconduct of any kind with students, regardless of whether they are over the age of 18.
- Never make risqué, sexually provocative, or degrading jokes or comments.
- Never make inappropriate comments about students' appearance, body, clothing, hair, etc.
- Never touch students in inappropriate ways such as intimate, romantic, or sexual contact; rough-housing, tickling; wrestling; hair petting, sitting on laps; etc.
- Never engage in prolonged staring, lingering looks, or ogling.
- Never use physical discipline.
- Never show or share pornographic or other sexually explicit materials. This does not include approved curricular materials used in Human Growth and Development.
- Never interact with students outside of school for non-school-related activities (e.g., babysitting, house sitting, tutoring, coaching, etc.).
- Never share personal or intimate details of one's personal life, including but not limited to political views, job challenges or frustrations, or personal relationship stories.
- Never call students directly. Instead, contact the family/caregivers.
- Never tell secrets or tell students not to repeat something that is a secret.
- Never contact, "friend", or "follow" current students on non-school social media accounts, and the same for former students until they have reached the age of 21.
- Never use multi-stall and/or student restrooms.
- Never use food or candy as an incentive or



treat outside of all-class celebrations.

Any Employee found to have engaged in any activity that conflicts with the “Appropriate Adult-Student Interaction” policy shall be disciplined and may be terminated from employment. In addition, all instances of child sexual abuse shall be reported to law enforcement.

#### » Reporting

Families should report any suspected inappropriate conduct by an employee to a Division Head, Human Resources, or the Head of School. The School will not tolerate conduct by any person to prevent an employee from reporting any violation of this policy or retaliation against an employee for reporting a violation, participating in an investigation, or otherwise supporting a victim of abuse. The School will not take any adverse action or discriminate against any individual for filing a charge, testifying, assisting, or participating in good faith in any manner of investigation proceeding or hearing under this policy.

#### ASBESTOS HAZARD EMERGENCY RESPONSE ACT NOTIFICATION

This notification is required by the Asbestos Hazard Emergency Response Act (or AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act), a federal law. Asbestos management plans have been developed by the School and are available for inspection, upon request. Please understand that this notification is required by law and should not be construed to indicate the existence of any hazardous conditions in school buildings.

#### ATTENDANCE

In large part, Dawson’s educational process depends on active dialogue and engagement in and outside of the classroom. Consequently, consistent attendance and participation are critically important for academic success. Teachers will make every effort to support students following absences. The appropriate Division Head may determine that any student with excessive tardies or absences during a semester (excused or unexcused) may compromise their good academic standing, including calling into question their potential for advancement to the next grade level. We ask that families make note of the following attendance guidelines:

- Families, as the primary educators of their child, have the responsibility to see that their child does not miss school unnecessarily.
- The School has the duty to ensure that the academic progress of classes is not impeded by students who miss school frequently.
- Teachers are not obligated to serve as private tutors for students who miss school unnecessarily.
- Teachers are not obligated to give students work in advance of an absence.

- Students must accept full responsibility for making up missed work, including staying after school if this is required by a teacher.

Dawson offers a generous and balanced vacation schedule, and families are expected to honor the academic calendar. Families should not plan trips that interfere with a student’s attendance at school or participation in other school obligations such as Family, Student, and Teacher Conferences. Class discussions, demonstrations, and group work are integral to each student’s education. A Dawson education cannot be accessed remotely and teachers cannot be expected to prepare work prior to an extended absence. Families may need to work with their students after an absence to make up any missed work or assignments.

Dawson sends monthly reports to families who are showing trends of exceeding 10 absences (excused or unexcused) for the semester.

The number of absences allowed per semester is ten. Upon the eleventh absence, students in middle school will be required to complete make-up work. The classroom teacher will assign this work through an online learning platform approved by the School. Notices will be sent to the student’s recorded residence after the seventh and eleventh absence. Participation in a school-sanctioned activity will not be included in the absence total. They will be counted and marked as “excused.” Students will be required to make up all missed class time and school work. Extenuating circumstances will be considered only in cases where doctors’ notes have been submitted at the time of the student’s absence.

The School understands that illness or family needs sometimes mean a child cannot be in school. Circumstances such as extended illness or religious celebrations may result in special consideration as determined through family contact. The administration reserves the right to review all attendance issues on a case-by-case basis.

In Dawson’s curriculum, which features hands-on experiences, group work and flexibility toward individual needs, replicating the classroom experience at home is challenging, and excessive absences can negatively affect learning. Dawson students draw full benefit from the program only if they are in school. In addition, Nevada School Law requires that a student be punctual and in attendance. Full attendance is thus an expectation for students. Early Childhood begins at 8:45 a.m. Grades K-8 begin at 8:15 a.m. K-8 students who arrive after class begins must sign in with the respective Lower or Middle School office and will be marked tardy. A student must attend a majority of their classes (3.5 hours) in order to participate in after-school activities such as athletics, performances, and other school-related events (in the event of an absence due to a religious celebration, families are

asked to reach out to the Head of Middle School for next steps). If the student has a pre-planned, excused tardy or absence, a note is required. If a student is dismissed early from school due to illness, the student is not permitted to participate in after-school activities such as athletics, performances, and other school-related events.

Students not picked up at the end of the school day will be checked into after-care and families will be charged the appropriate fees.

#### » Tardy Students

Having students at school on time is an important part of Dawson's educational experience, and students who are late may miss part of their morning meeting. This time together is one of the most effective and efficient ways to form a classroom community, create routines, promote agency and independence, and fit explicit social-emotional learning skills into students' everyday learning.

Although the School understands there are unavoidable occasions when students arrive late, tardy students create disruptions and interrupt the flow of learning in the classroom. Please note Dawson's Tardy Policy for Lower and Middle School:

- First bell rings at 8:10 a.m.
- Second bell rings at 8:15 a.m.
- Lower School students who arrive at 8:20 a.m. or later must have an adult park and walk them into their child's divisional office. All students will need to be signed in by the person dropping them off. Students will not be permitted to enter the classroom late without an adult signing them in.
- Middle School students who arrive at 8:20 p.m. or later can walk in and sign themselves in upon entering the building. Students will not be permitted to enter the classroom late without signing in.
- Students with five uncommunicated tardies per quarter will receive a letter from the School.
- Students with 10 uncommunicated tardies per quarter will need to meet with the Division Head to discuss their child's progress and attendance.
- Although the school day in Early Childhood begins at 8:45 a.m., all Lower School and Middle School students must be at school by 8:10 a.m., including those with an Early Childhood sibling.
- A student must attend the majority of their classes (3.5 hours) in order to participate in after school activities such as athletics, performances, and other school-related events (unless due to a religious celebration or approved family event to which families should contact the Division Head).

All attendance-related communication should be sent to [ecattendance@adsrm.org](mailto:ecattendance@adsrm.org) for Early Childhood, [lsattendance@adsrm.org](mailto:lsattendance@adsrm.org) for Lower School, or [msattendance@adsrm.org](mailto:msattendance@adsrm.org) for Middle School.

We ask that families consider the same policies with early dismissals.

Students not picked up at the end of the school day will be checked into after-care and families will be charged the appropriate fees.

#### » Absences Due to Illness

If a student is ill and will be absent, families are required to contact the School Nurse and the EC, Lower School, or Middle School office by 8:00 a.m. Emails can be sent to [ecattendance@adsrm.org](mailto:ecattendance@adsrm.org) for Early Childhood, [lsattendance@adsrm.org](mailto:lsattendance@adsrm.org) for grades K-4, or [msattendance@adsrm.org](mailto:msattendance@adsrm.org) for grades 5-8. The note or email should indicate the expected time away from school. If families believe the absence will be longer than three school days, they should contact the teacher or advisor, who will work with the family to assist the student with catching up upon their return. Please see the Medical Leave policy in this guide for more information about extended absences due to illness, mental health, or injury.

#### » Other Excused Absences

Excused absences are those which have been verified by the family and which may include family travel (emergency related), religious/cultural holidays, and reasonable off-campus student activities that meet the School's approval.

There are two types of excused absences: those for which the School does not need prior notification, and those for which the School must be notified in advance.

Absences will be excused without advance notification for the following reasons:

1. Personal illness
2. Emergency medical or dental appointments
3. Death in the family
4. Certain other emergencies

Absences will be excused with advanced notification for the following reasons:

1. Weddings
2. Funerals
3. Bar/Bat Mitzvah
4. Graduation
5. Religious Holidays
6. Major Medical Procedures

When possible, families should contact the divisional office at least two days in advance of the absence. Students may not excuse themselves. It is the responsibility of the student (particularly in Middle School) to acquire all assignments and material covered during an excused absence and to submit all

assignments due during the absence upon their return. Students who miss school for an unplanned, excused absence of five days or fewer are entitled to 1.5 days per day of absence, rounded up to the nearest whole day, in which to make up all missed work and tests and remain current with the class.

### » Unexcused Absences

The School emphatically discourages “unexcused” absences, which include non-emergency family **trips**, early departures before school breaks begin, and late returns after they are over. Families are encouraged to use school breaks when scheduling family events. It’s at the discretion of the Division Head to determine whether students will be allowed to make up work missed due to unexcused absences, resulting in a potential impact to a student’s course grade.

An unexcused absence occurs whenever:

1. Students attempt to “excuse” themselves from school
2. The family is unaware of a student’s absence
3. The family is unwilling to take responsibility for their child’s absence
4. The reason does not meet the outlined reasons for excused absences
4. The School has determined the absence to be inappropriate
5. Appropriate communication has not been made

Excessive absences, whether excused or unexcused, may impact both a student and other students in the classroom. This is generally measured around 10 absences per semester and is what is required to report for high school admissions. If absences become a problem for a student, the School may develop an individualized plan, including, but not limited to, structured time outside school hours, required outside tutoring, absence limits, alternative programs to make up for lost learning, and evaluation whether continued enrollment is in the best interest of the student. In Middle School, multiple unexcused absences may affect a student’s grades as well as impact a student’s ability to participate in extracurricular activities, including (but not limited to) the performing arts and athletics. Work missed during an unexcused absence may receive a zero.

The administration reserves the right to review all attendance issues on a case-by-case basis.

### » Medical Appointments/Early Dismissals

To avoid disruption of classes, students will be released to families only from the Middle School, Lower School or ECEC offices. Doctor and dentist appointments should be scheduled after school hours. If a student must leave school during the day, a note or email from the families must be delivered to the Middle School, Lower School or EC office no later than the morning of the day the student will be out of school. Emails can be sent to [ecattendance@adsrm.org](mailto:ecattendance@adsrm.org) for Early Childhood,

[lsattendance@adsrm.org](mailto:lsattendance@adsrm.org) for grades K-4, or [msattendance@adsrm.org](mailto:msattendance@adsrm.org) for grades 5-8. The note or email should indicate the expected time away from school. The family must sign the student out for early dismissal in grades EC-4. Students in grades 5-8 may sign themselves out. Students may not leave campus on foot or bike prior to dismissal time without an authorized adult. Every student should leave campus at the end of the school day unless the student receives special help from a teacher, participates in an organized extracurricular activity under the supervision of a teacher or coach, or attends the after-care or BASE program. Excessive early dismissals, for any reason, impact teaching and learning and will be addressed by the School, as appropriate.

## BEFORE & AFTER-SCHOOL EXPERIENCES

### » Before-Care Services

Before-school student care services are offered when school is in session. Before-care services do not begin until 7:00 a.m. Please DO NOT drop off students before then, as there is no adult supervision until 7:00 a.m. Drop-off times and locations are as follows:

- Early Childhood: 7:00 – 8:00 a.m. in EC Room 2\*
- K-8: 7:00 – 7:45 a.m. in the Library\*

*\*Locations are subject to change and notifications will be posted.*

### » After-Care Services

After-school student care services are offered when school is in session. Students have the option of supported homework time, recreation and a snack, or an engaging variety of enrichment classes. General after-care times are as follows:

- Early Childhood: 3:15 – 6:00 p.m. in EC Room 2\*
- K-8 3:45 – 6:00 p.m. in the Library\*

*\*Locations are subject to change and notifications will be posted.*

All fees, including late fees, are published annually. Fees can be paid in advance or on a drop-in basis. The cost of before-care is included in tuition. Registration and pre-payment is required for after-care. Teachers are available to supervise students transferring from carpool to a program after school and from the Library to carpool in the mornings. Any student waiting for activities beginning later in the afternoon, either as a participant or a spectator, must be checked into after-care until the game, performance, club, or practice begins. Families will not be charged for these sessions. Any student not collected by their family after a game or class must be checked into after-care for a fee. A minimum late fee applies for any students not picked up by 6:00 p.m.

### » EC-8 Bear After-School Engagement (BASE)

Four separate sessions of BASE are offered

throughout the year. For an additional fee, students may choose from several options each day. Choices include academic, athletics, and recreational classes. A catalog and electronic sign-up will be provided in the weeks prior to each season. Times and locations for BASE classes vary. Classes will not be offered during Family, Student, and Teacher Conference weeks or school breaks. Prices vary (see each season's catalog on our website for details).

#### » Middle School Career Academy

Career Academy is exclusively for 5-8 students. Students can explore diverse intensives in Design Technology, the arts, athletics, entrepreneurialism, and occupational skills through interactive workshops, seminars, and real-world experiences. Each four-day Career Academy intensive is typically offered Monday-Thursday with new options every few weeks during the school year. A catalog and electronic sign-up will be provided in the weeks prior to each session. Times and locations vary. Sessions will not be offered during Family, Student, and Teacher Conference weeks or school breaks. Prices vary (see each season's catalog on our website for details).

#### » Unattended Children on Campus

Students are not to be left unattended on campus after school hours or at school events that take place outside of school hours. Families are expected not to drop off students at school events unless they are under the supervision of the family. Students found on campus without supervision will be asked to call their families for immediate pick-up.

#### BIRTHDAYS

For grades EC-4, families may ask the homeroom teacher for permission to provide a small, nut-free treat for the class in honor of a birthday. In Middle School, we suggest bringing a morning snack to share with the student's advisory group. These may be sent to school with the student. We always encourage healthy foods that are low in sugar.

Family social events such as birthday parties that occur outside of school facilities and school hours have a great impact on classroom social life. Remember that a classroom is a very small community, and we request that families make social plans accordingly to minimize the chance that one student's feelings will be hurt by other students' fun.

When planning a party, we ask that you invite the entire class. If you choose to limit the invitations to two or three close friends from the class and other friends from among the student's wider circle, we ask that you send invitations outside of school by mail, email, or telephone. Inviting most of the students in the class is devastating to the one or two who are omitted.

#### BOOKS, MATERIALS & SUPPLIES

School tuition covers the costs of books, materials, and supplies. These supplies include all textbooks and other academic materials, including notebooks, journals, paper, homework folders, and writing instruments. Families will be charged for lost or damaged books, musical instruments, athletic uniforms, laptops, and other academic materials.

#### BULLYING & CYBERBULLYING

The School recognizes the importance of fostering a safe and nurturing environment for our students and therefore prohibits bullying and cyberbullying on or off campus, at school-sponsored events or otherwise, if the conduct has a negative impact on the educational experience of a student at the School. Minor peer conflicts are a natural part of growing and learning about friendships and boundaries; however, the purpose of this policy is to address misconduct that exceeds developmental norms by defining prohibited conduct and offering procedures to address incidents in a fair and timely manner.

In addressing complaints of bullying and cyberbullying, the School generally adheres to the Community Expectations & Discipline policies, as outlined in this Guide. In addition, Dawson has established these additional protocols, as described below. The School views as serious misconduct any communication (verbal/non-verbal, written or electronic) that uses demeaning or inappropriate language when describing or commenting on another person's (student or adult) color, race, religion, national origin, sex, age, genetic information, disability, or perceived disability, actual, or perceived sexual orientation, or gender identity/expression. Following its Mission, Vision, Diversity Statement and Core Values, the School prohibits such conduct and will investigate when complaints are made.

#### » Definitions of Bullying & Cyberbullying

Dawson aligns with the standards related to Nevada law that prohibits bullying and cyberbullying in public schools.

Under NRS 388.122, "bullying" means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:

Have the effect of:

- Physically harming a person or damaging the property of a person
- Placing a person in reasonable fear of physical harm to the person or damage to the property of the person

Interfere with the rights of a person by:

- Creating an intimidating or hostile educational environment for the person



- Substantially interfering with the academic performance of a student or the ability of the person to participate in or benefit from services, activities, or privileges provided by a school

Are acts or conduct described above and are based upon the:

- Actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, or any other distinguishing characteristic or background of a person
- Association of a person with another person having one or more of those actual or perceived characteristics

The term includes, without limitation:

- Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, or any other distinguishing characteristic or background of a person
- Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors
- Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing, or disrespectful gestures
- Threats of harm to a person, to his or her possessions, or to other persons, whether such threats are transmitted verbally, electronically, or in writing
- Blackmail, extortion, or demands for protection money or involuntary loans or donations
- Blocking access to any property or facility of a school
- Stalking
- Physically harmful contact with or injury to another person or his or her property

Such conduct based on the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person or on the association of a person with another person having one or more of those actual or perceived characteristics is also considered “bullying”.

Under NRS 388.123, “cyberbullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to

transmit or distribute a sexual image of a minor. As used in this section, “sexual image” has the meaning ascribed to it in NRS 200.737, which is any visual depiction, including, without limitation, any photograph or video of a minor simulating or engaging in sexual conduct, or of a minor as the subject of a sexual portrayal. Under NRS 388.124, “electronic communication” means the communication of any written, verbal or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer or any similar means of communication.

Some common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the Internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

Cyberbullying also includes, but is not limited to: (a) the creation of a web page, blog, or social media account in which the creator assumes the identity of another person (also known as a “cheapfake”), (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above and (c) the creation of any content, including videos, images, audio or text, whether created by artificial intelligence or by any similar computer program or means, that purports to be real but is fabricated and is inappropriate, harassing, or disrespectful (also known as a “deepfake”).

### » Special Concerns

With the prevalence of social media and digital forums, comments, photos, posts, and content shared by individuals can often be viewed by strangers as well as acquaintances. The content an individual shares online – both their personal content as well as any negative, mean, or hurtful content – creates a kind of permanent public record of their views, activities, and behavior. This public record can be thought of as an online reputation, which may be accessible to schools, employers, colleges, clubs, and others who may be researching an individual now or in the future. Cyberbullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it. Cyberbullying has unique concerns in that it can be:

- Persistent – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for

children experiencing cyberbullying to find relief.

- Permanent – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.
- Hard to Notice – Because teachers and families may not overhear or see cyberbullying taking place, it is harder to recognize.

### » Reporting Complaints

Families are the primary overseers of their student's social media and text messages. The School will partner and share information, but families are asked to monitor and have conversations at home about their family expectations around communicating online with others.

Students – whether a target or a witness – are strongly encouraged to report incidents of bullying or cyberbullying to any teacher or administrator with whom the student feels comfortable, including the Head of School, as promptly as possible. Reports may be made orally or in writing. Anonymous reports are permitted, but the School may be limited in its ability to protect and discipline students based solely on an anonymous report. Families are also encouraged to contact the School promptly should they become aware of an incident of bullying or cyberbullying. The School prohibits students from retaliating against anyone who reports an incident of bullying or cyberbullying— any student who has experienced retaliation for reporting misconduct is strongly encouraged to notify a teacher or administrator at the School. Complaints made under this policy will be brought to the attention of the Head of School. As long as complaints are made in good faith, even if the School determines that the conduct did not in fact occur as reported, students will not be disciplined for reporting the suspected behavior. On the other hand, students who make false complaints or withhold information that is critical to an investigation may themselves be subject to disciplinary consequences.

### » Investigations

The goals of an investigation, and any supportive, disciplinary, or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation. Prior to the start of an investigation, the School may take measures to ensure the safety of the target of the alleged misconduct, including separating the target student from the alleged aggressor during class and recreational time. The School may also determine, in its sole discretion, that the alleged misconduct needs to be reported to external child

welfare or law enforcement authorities. As appropriate, the School will inform affected families when such external reports are made. Absent the involvement of an external agency, the Head of School or her designee will appoint an appropriate person(s) to conduct an impartial, fact-finding investigation of a complaint, which may include the appointment of an external, neutral fact-finder. The investigation may include, but not be limited to, interviews with the alleged target of the misconduct, any witnesses, and the student against whom the complaint has been made. The investigation may also include gathering information from relevant faculty, staff, outside providers (with family consent) and anyone else who may have information about the reported misconduct. The investigation may also include the review of any relevant emails, text messages, photographs, or social media activity. Information obtained during this process will be maintained as confidential to the greatest extent possible and only shared, at the School's discretion, on a need-to-know basis.

The School cooperates with external agencies and may therefore postpone its own investigation into misconduct as the School deems appropriate, including, but not limited, as a specific request of any external agencies.

Students may be accompanied by a faculty advisor or adult family member for support, but family members or others are not allowed to advise their students during the interview. All involved are reminded that investigations are meant to determine whether a student or adult member of our community has violated school policies; these are not legal proceedings, and as such, the School does not permit the participation of legal professionals during interviews.

If a student refuses to participate or cooperate at any stage of an investigation, or is unable to do so for whatever reason, including without limitation, pending criminal charges, the School may take action, including proceeding without a statement from the student, or to require the student to withdraw from school. Since honesty is expected in all dealings, giving inaccurate, misleading, or incomplete information about the facts in an investigation will likely compound both a student's culpability and the severity of the School's response.

The School reserves the right, in its sole discretion, to ask any student(s) involved in an investigation to remain at home until the investigation is concluded, whether by the School or law enforcement. Only the School may determine when a student is permitted to return to campus.

### » Outcome and Consequences

The School will make a determination as to what occurred and administer disciplinary consequences

as appropriate and in accordance with the Community Expectations & Discipline policies. Families of involved students will be informed as appropriate and counseling services will be offered to students, including the aggressor, as appropriate.

### » Educating Students, Faculty, Staff & Families About Bullying

For bullying to have occurred, three major components and/or behaviors are involved: Imbalance of power (real or perceived, although such an imbalance is not required), unwanted negative behaviors and multiple occurrences. Teachers are required to discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. The School educates students, staff and families about bullying and strives to build healthy relationships and community in and across the classrooms. Such education includes:

#### Early Childhood and Grades K-4 Students

- In EC and the Lower School, the School Counselor facilitates classroom lessons and morning meetings are designed to correspond to the developmental and social emotional needs of each class, including but not limited to team-building activities.

#### Grades 5-8 Students

- In grade 5, teachers and the School Counselor plan team-building activities on a regular basis.
- Group dynamic classes focus on teambuilding and cooperation.
- Students are assigned to a small-group advisory. Advisors design and implement lessons that integrate social skills and character education.
- Community Share experiences are designed to discuss behavioral expectations.

#### For All Grade Levels

- The School Counselors, Teachers, Classroom Teachers, Advisors and Homeroom Teachers design and implement lessons that correspond to the developmental and social emotional needs of each class.
- Conversations to increase awareness and knowledge of bullying, coping skills, standing up for oneself and others; and what it means and why it is important to be an ally. Often, these lessons arise from teachable moments throughout the school day.
- As age appropriate, the school schedule dedicates time for small group check-ins for students with their peers and faculty.
- As age appropriate, group dynamic classes focus on teambuilding and cooperation.
- Praise and reinforcement of cooperative, friendly behavior.

- Outdoor education and community building experiences.
- Faculty and staff supervision in areas such as the playgrounds and Dining Hall.

#### Family Education

The Dawson Family Association works in collaboration with leadership to provide a year-long, themed family education series.

#### CELL PHONES & ELECTRONIC COMMUNICATION DEVICES (ECDs)

When Dawson students are on campus (including before-care, after-care, or all-day childcare) or at a school-sponsored activity or field trip, cell phones and smartwatches will be kept in a classroom or with a teacher until the end of the day. Urgent or critical phone calls can be made from the student's division office. On occasion, and only under the supervision of a teacher who has granted permission, students may use their cell phones or smartwatch devices for educational purposes (e.g., to look up information). Students are permitted to use earbuds or headphones in class with their teacher's approval. Students should remove their earbuds while walking through hallways and on campus when they are not needed for academic purposes.

Families are asked to not directly call or text their child during school hours. We ask families to leave urgent messages with the appropriate school office (Early Childhood, Lower School, Middle School) so that students are not tempted to check their phone messages. Families who wish to arrange transportation changes are asked to communicate those arrangements to the appropriate school office by 2 p.m. to avoid a problem at dismissal. Families are urged not to telephone messages to their children during school hours.

Lower Schools students' cell phones must be turned off and in students' backpacks for the entirety of the school day. Smart watches must be used only as a watch and not as a communication or recording device. Smartwatches should be placed on "Do Not Disturb" or have notifications disabled during the school day. Any cell phone or smartwatch device found turned on and/or in use without Dawson faculty or staff permission will be taken and turned into the appropriate school office.

Middle School students must turn in cell phones and smartwatches to their advisor during attendance check-in, which begins at 8:15 a.m. Cell phones and watches will be powered down and stored in a locked cabinet for the remainder of the day. These items can be retrieved from their advisor when school ends. If students arrive late, they will turn in their devices while signing in at the Middle School Office. Any cell phone or smartwatch device found turned on and/or in use without Dawson faculty or staff permission will be taken and turned into the appropriate school office.

Students may access their devices at the end of the day to communicate with family members during carpool but should not be used for anything else until they are leaving campus with their caregiver.

Confiscated cell phones and smartwatch devices may be picked up at the end of the day. Repeated violations will result in more serious consequences.

### **CHILD SAFETY & ABUSE REPORTING REQUIREMENTS**

The School prioritizes the safety of its students and has a policy to help to ensure that child maltreatment is addressed if suspected. In addition, the School adheres to applicable requirements and regulations concerning reporting suspected child abuse and neglect, which call for every person working with children to report reasonable suspicions of child maltreatment, in accordance with Nevada law.

Whenever an employee has a reasonable suspicion of child abuse, based on his or her professional experience and training, that individual is obligated to report to appropriate authorities. The School may consult with senior administrators, the head of school, school counselors, and medical and legal professionals as a particular situation warrants.

#### **» Reporting to Authorities**

The School is committed to the highest standards of care for its students, which includes protecting students from inappropriate or hurtful actions by adults responsible for their care. According to the Nevada Department of Health & Human Services Division of Child & Family Services:

Possible warning signs of abuse\*:

- Bruises, welts, or other injuries without plausible explanation
- Injuries with a pattern that appears to be caused by something such as an object or hand
- A child that is fearful of returning home
- Frequent injuries
- Watchful and alert as if waiting for abuse to occur

Possible warning signs of neglect\*:

- Poor hygiene or clothing that is consistently torn, damaged, or inappropriate
- A child that is unsupervised or left alone in unsafe situations
- Lack of food
- A child that appears thin or malnourished
- A young child left unsupervised or alone

*\*This list is not all inclusive, and signs of abuse and neglect may be present in the absence of abuse or neglect.*

According to Nevada Law (NRS § 432B.220), any

person employed by or volunteering at a private school, or any other person who is employed at any facility providing care for children, who, in that person's professional capacity, has reasonable cause to believe a child has been abused or neglected must report the abuse or neglect within 24 hours. A report may be made by any other person who is not a mandated reporter under Nevada law.

Who to call to report suspected child abuse or neglect:

- Clark County Child Protective Services (Las Vegas and surrounding area): 702-399-0081 or visit their website for more information: [https://www.clarkcountynv.gov/residents/family\\_services/services/child\\_protection.php](https://www.clarkcountynv.gov/residents/family_services/services/child_protection.php)
- If it is an emergency, call 911 to report to your local law enforcement agency.

All Dawson employees are asked to contact either of the school counselors immediately with any suspicion regarding abuse, neglect, or self-harm so they can support the student before they return home.

**Carpool Policy:** If the School determines a family's ability to safely operate a vehicle is impaired (e.g., due to suspected drug or alcohol use), the School may offer to:

- Keep your child in our care for an extended period of time.
- Call an alternative car service to drive the family member and child home.
- If a family member refuses these offers, as mandated reporters the School is required to notify the police or call 911.

### **CLASS PLACEMENT**

Faculty and staff use great care in placing students into the classes that are appropriate for the student's educational goals. Families may not request a specific teacher; however, families' suggestions about a student's specific challenges and aspirations may be considered as part of the process. The final decision is solely the School's.

### **CLASSROOM PARTIES & THIRD-PARTY DELIVERIES**

Classroom families may volunteer to donate party supplies and/or refreshments. No cash donations should be solicited or accepted. For guidelines regarding classroom decorations, activities and food, please contact the classroom's designated Family Ambassador(s). Please note that the School will only accept deliveries for classroom parties if arrangements have been made at least a day in advance with the EC, Lower, or Middle School office. Third-party deliveries will be turned away at the gate if their names are not placed on the Visitors' Calendar.



## COMMUNICATION WITH FAMILIES

A positive, constructive working relationship between the School and a student's family is essential to the School's Mission.

The School encourages open and positive communication. It has numerous ways to interact with families to inform them about student progress and activities to create and sustain effective partnerships. Moreover, the School and families recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of goals to be reached.

From time to time, families may be concerned about their student's progress in an academic course or co-curricular activity. When this happens, families are asked to respectfully and professionally address their concerns to the appropriate person, respecting the chain of responsibility. At Dawson, we believe that student self-advocacy is an important skill that must be learned and practiced; therefore, it is always the first level of addressing a concern. Following is the expected grievance procedure to address concerns.

### Academic Concern

- First level: As a school committed to developing student agency and resilience, we encourage students to take the first step.
  - The student addresses the concern with the teacher
- Second level: Dawson values the teacher-family partnership
  - The family addresses the concern with the teacher
- Third level: The family addresses the concern with the appropriate Dean: Dean of Student Services, Dean of Teaching & Learning for Middle School, or Dean of Lower School Academics
- Fourth level: The family addresses the concern with the appropriate Division Head
- Fifth level: The family addresses the concern with the Chief Academic Officer

### Disciplinary Concern

- First level: As a school committed to developing student agency and resilience, we encourage students to take the first step.
  - The student addresses the concern with the teacher
- Second level: Dawson values the teacher-family partnership
  - The family addresses the concern with the teacher
- Third level: The family addresses the concern with the Dean of Student Life
- Fourth level: The family addresses the concern with the appropriate Division Head
- Fifth level: The family addresses the concern with the Head of School

### Co-Curricular Concern

- First level: As a school committed to developing student agency and resilience, we encourage students to take the first step.
  - The student addresses the concern with the teacher
- Second level: Dawson values the teacher-family partnership
  - The family addresses the concern with the teacher
- Third level: The family addresses the concern with the Dean of Student and Alumni Engagement
- Fourth level: The family addresses the concern with the appropriate Division Head
- Fifth level: The family addresses the concern with the Head of School

### Athletics Concern (Middle School)

- First level: As a school committed to developing student agency and resilience, we encourage students to take the first step.
  - The student addresses the concern with the coach
- Second level: Dawson values the teacher-family partnership
  - The family addresses the concern with the coach
- Third level: The family addresses the concern with the Dean of Athletics
- Fourth level: The family addresses the concern with the appropriate Division Head
- Fifth level: The family addresses the concern with the Head of School

**Exception:** It is always appropriate to call any administrator when there is a concern regarding student safety, abuse, neglect, or imminent threat to student or school safety.

### » Conferences with Teachers

Two scheduled, individual family conferences with teachers take place each year, one each in the fall and spring. In addition, families are encouraged to contact teachers when circumstances arise that might affect a student's school behavior or performance. Social functions and class activities are not appropriate times to discuss student progress; scheduled conferences ensure privacy for the teacher, family, and student.

### » Grade Reports

At the end of each semester, students and families receive progress and grade reports, which are available through the School's website. In addition, families are encouraged to contact classroom teachers with any questions about academic performance. It is imperative that families first contact the classroom teacher concerning academic matters before reaching out to the appropriate Division Head.

### » Publications

The School provides regular communication vehicles to our many constituencies, such as families, trustees, grandparents, faculty, staff, friends, alumni and prospective families. The School's website and emails are the main line of communication to families, informing them about upcoming events, classroom activities, family projects and other timely news items. The *Petroglyph*, the School's official magazine, is published twice per year and features regular articles from and about faculty, administration, alumni, students, upcoming events and other newsworthy items about the School. The School's Facebook, Instagram and Twitter accounts are also used as an informal communication tool for families, and include news and other information about the School's daily events and activities. In addition, the School sends out weekly informational e-newsletters called the Dawson Bears' Bulletin. These e-newsletters provide a weekly calendar and details of divisional events. Families are encouraged to read these publications carefully.

The School's website address is [adsrm.org](http://adsrm.org). The school utilizes three separate systems to provide vital updates and information to families and students:

- MyDawson via Blackbaud is used to find important academic information such as schedules, progress reports, and teacher contact information.
- The Family Portal via our school website is used for helpful resources, Bears' Bulletin archives, links, and important dates.
- Canvas is used to find syllabi, homework, classroom assignments, and grades for Middle School students.

The School provides secure login information to MyDawson, the Family Portal, and Canvas when students are admitted. Families are strongly encouraged to set up accounts on these systems and to log in on a regular basis. Our technology team and program coordinators in each division are happy to provide assistance with log-in information and other issues as needed. There is also a self-service password change option for MyDawson, the Family Portal, and Canvas.

### COMMUNITY MEETINGS

Students in grades K-8 have community meetings throughout the year. Occasionally, students in the Early Childhood Education Center meet for a special presentation or a performance by an outside group. Often, these meetings include a student presentation, a performance by an outside group, or a discussion of issues of importance to the Dawson community. Families and friends are welcome at these functions. Enrolled siblings are welcome to attend performances; however, it is the families' responsibility to check out students with the appropriate program coordinator if they will miss class.

### COMMUNITY SERVICE LEARNING

The School believes it is important for students to contribute to their community by service to others. Service Learning is essential for developing an understanding of the interdependent nature of our community. Students in all grades are expected to participate in community activities to broaden their awareness of volunteer opportunities. The School selects community service opportunities based on curriculum integration and overall compatibility with the School's Mission, Vision, Diversity Statement, and Core Values.

### CONFIDENTIALITY

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information. There may, however, be instances where such information will be shared with the Head of School, appropriate administrators, outside professionals, law enforcement officers, families, and others when there is a compelling reason to do so. Such reasons may include, without limitation, health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about a student's ability to function academically, emotionally, or physically within the school environment; or when legal requirements mandate that confidential information be shared.

### CUBBIES & LOCKERS

Zuca bags or large rolling bags are not permitted. School bags with wheels must fit in cubbies or lockers; bags with shoulder straps are preferred. The School asks that valuable items be left at home. Food or beverages are not to be stored in cubbies or lockers. Health/fitness clothing for older students should be taken home and washed regularly. Cubbies and lockers are the property of the School, and the faculty and administration may have access to them at any time if a student is suspected of breaking a school rule, law or regulation. In addition, School personnel, and potentially local law enforcement officials, may search students' backpacks, school bags, purses, mobile devices, and/or personal computers if the School suspects a student may be violating the law, breaking a school rule, or to maintain a safe environment. The School and law enforcement officials may seize items that may jeopardize the safety of others or property or constitute a health hazard.

### DIVORCE & CUSTODY

The principal interest of all faculty and staff members is the well-being of the student. As such, in divorce or custody situations between families, it is the policy of the School not to take sides and employees will not voluntarily testify or give an opinion on such matters. Families are asked to refrain from attempting to involve school staff in family disputes and must cooperate and partner with the School with respect to

their child's education. It is the sole responsibility of the families to provide to the school any documentation as to current custody, visitation, pick-up/ drop-off, and family involvement in field trips arrangements or changes to any of these arrangements. Absent documentation limiting family rights, the School will communicate with both families about the student. Further, each adult family member/guardian is granted access to the student, teachers, and administrators and may attend School functions, subject to the School's ordinary right to restrict access to School grounds.

### **DRESS CODE FOR STUDENTS**

In order to maintain a neat and proper appearance, students must wear approved Dawson school uniforms except on days designated as "free dress", "Bear Wear Fridays", or "Spirit Days". Families must purchase uniforms from Dawson's official uniform supplier, Dennis Uniform (702-252-7341, or [dennisuniform.com](http://dennisuniform.com)), or obtain used uniforms through the School. Used uniforms are sold through the Used Uniform Store and also at scheduled Used Uniform Sales several times throughout the school year. Uniforms must be neat, clean, mended, and worn appropriately.

#### **» For All Students**

The dress code at Dawson is gender-neutral and strives to value students' self-expression, comfort, and community norms. We expect students' choices to reflect respect for themselves, others, and our learning environment while allowing for individual expression. Of course, a dress code that values individuality will also involve some subjectivity, and enforcement will depend heavily on cooperation between students, faculty, and families.

- Socks must be worn.
- Shoes must be safe for active wear. Sandals must have a closed-toe and a strap across the back of the ankle to be appropriate for school. Students are encouraged to wear athletic shoes on the days that they attend Health and Fitness classes.
- Students may wear non-Dawson cold-weather jackets, parkas and coats while on the playground or outside only, weather permitting. If a sweatshirt, sweater or cardigan is worn, either outside or inside, it must be part of the approved Dawson uniform.
- Hats, with the exception of those worn for religious or medical purposes, are not to be worn indoors but are acceptable for the playground and other outdoor areas.
- While participating in outdoor activities on campus or sponsored by the School, students may wear clothing that is designed to protect against sun exposure and may possess and self-administer sunscreen.
- Free Dress Day guidelines: NO vulgar, violent, or hateful apparel, spaghetti

straps/strapless tops, exposed midriffs, or ripped clothing. Shorts, skirts, and dresses must be an appropriate length for school. Shoes must be closed-toe/ closed-heel. If these guidelines are not followed, the School reserves the right to request that the student change.

Should a teacher or administrator determine that a student is violating dress code, that student will report to the Division Head for further discussion and a resolution. Students with repeated dress code violations will be referred to the appropriate Division Head and may receive a formal Disciplinary Warning status. It is entirely the prerogative of Dawson to determine whether a student's attire or makeup violates the dress code.

#### **» EC Students**

- Socks must be worn, even with sandals. Students may not wear boots in EC.

#### **» Grades 5-8 (Middle School) Students**

- Students must wear official Dawson athletic clothing to Health and Fitness classes and team practices. This clothing includes t-shirts, shorts, sweatpants and sweatshirts, which may be purchased through the Dawson Athletics stores. Wearing non-Dawson athletic clothing will result in a deduction of class participation points.
- Students supply their own athletic socks and athletic footwear. Shoes must be closed-toe and closed-heel. Students are not allowed to wear non-athletics shoes such as Crocs, high-platform sneakers, Uggs, or boots to Health and Fitness classes. Wearing these items will result in a deduction of class participation points.
- On "game days," students may wear their Dawson team uniform top with appropriate Dawson uniform bottoms. Sleeveless team uniform tops must be worn with a sleeved shirt underneath. The Dawson cheer uniform is the only full athletic uniform that may be worn on game days.
- Clothing must be neat, clean, and in good repair, which means that the fabric has no frayed edges, tears, holes or stains.
- Tights and leggings in Dawson school colors may be worn under a student's uniform skirt. Students are not allowed to wear sweatpants under uniform skirts.
- Appropriate yoga-style pants and leggings are allowed on free dress days.
- Dress must reflect modesty; undergarments should not be visible, and shirts must not reveal stomach/midriffs, or cleavage.
- A student's shirt length should not exceed that of their uniform bottoms.

- Hoods on sweatshirts may not be worn inside the buildings.

## **EMERGENCY PROCEDURES**

Emergency drills are conducted at regular intervals throughout the year. Orderly, quiet conduct is important during each drill. Each classroom has its own exit route and assembly point, which is posted and is identified by the teacher. Students inside follow procedures to secure their area. If students are outside when the drill begins, they are to proceed immediately to the nearest designated safe area.

## **FIELD TRIPS**

### **» Daytime Field Trips**

Field trips begin and end at school. Families and students must stay with their group throughout the entire trip and return to school with the group. Siblings (not enrolled at the School and scheduled to participate) are not permitted on field trips. The School provides transportation to all events. Signed permission slips are required for students to attend field trips and ride the bus. Phone calls or emails for permission are not accepted. Students are required to maintain the same standards of behavior as expected of them on campus. Failure to maintain these standards may require disciplinary action that could include, but is not limited to, a student's early dismissal from the field trip and/or a request to families for immediate pickup. Teachers also instruct chaperones about their responsibilities to assist with the safe supervision and conduct of the group. Chaperones will be background-checked. Teachers will carry a permission slip for each student, as well as a first aid kit and a cell phone. Students (and family chaperones) should understand that when they leave school grounds as a group, they represent the School, and their actions can substantially help, or harm, the reputation of the School and may affect future trips.

Early Childhood students take regular field trips around campus, and families are required to sign a field trip permission slip permitting teachers to take students off campus.

The School is mindful of student-to-adult ratios on all field trips.

All field trips will begin and end at the School. The ratios are dependent on the age of students and the duration and proximity of the trip:

- Grades K-3: One (1) adult for every six (6) students
- Grade 4: One (1) adult for every 10 students
- Grades 5-8: One (1) adult for every 20 students (with lower ratios depending on activity)

There are times that adult family members may attend field trips as chaperones. All chaperones are selected from the School's volunteer list and have been background checked. If a student opts out of a class

field trip, the School may not be able to provide alternative classroom participation during the field trip.

### **» Traveling Field Trips**

Each Middle School grade level has an opportunity to participate in a traveling field trip once per year. The dates are communicated to families in advance. Families will have a financial responsibility for the trip that is communicated in advance. Students are required to travel with the school-provided transportation. The trips are designed to support peer and faculty connections and build student independence; therefore, all chaperones are school employees. Signed permission slips are required by the School and additional signed forms may be required by the organization hosting the field trip. Students are required to maintain the same standards of behavior as expected of them on campus. Failure to maintain these standards may require disciplinary action that could include, but is not limited to, a student's early dismissal from the field trip and/or a request to families for immediate pickup. Students should understand that when they leave school grounds as a group, they represent the School, and their actions can substantially help, or harm, the reputation of the School and may affect future trips. If a student opts out of a traveling field trip, families are required to make alternative off-campus arrangements for their child on those days.

## **FUNDRAISING**

The School depends greatly upon the generosity of the extended school community to provide additional financial support to ensure the most enriched academic environment possible for our students. Fundraising activities include the Annual Fund, community celebrations, and Dawson Family Association fundraisers. All school fundraising activities and events must be approved by the Head of School and Director of Development prior to planning and implementation.

### **» Fundraising Refunds**

If you believe an error was made in connection with a donation to the School, please contact our Development Office. In the case of an error, we will honor your request for a refund if it is made within five business days of your donation and with the following conditions:

- If a tax receipt was issued to you, we will need the original tax receipt returned within five days of your refund request.
- In most cases, refunds are returned using the original method of payment, except cash and stock donations will be returned via check. If you made your donation by credit card, your refund will be credited to that same credit card.
- Refunds will be issued within 30 days of the request.



## **GIFT-GIVING GUIDELINES**

When collecting for group gifts, the suggested limit is \$25 per family, per group. Please remember to include all students in the group gifts, whether the family contributes or not. Employees of the School may not accept gifts in excess of \$250 from individual School families without reporting such gifts to their supervisors.

## **GRADING & PROGRESS REPORTS**

The School's progress reports reflect its commitment to the full development of each student. The goal of the School's evaluation system is to provide developmentally appropriate, research-based, meaningful feedback to families and students. In Early Childhood through grade 4, students are evaluated through assessments and work samples, which reflect the School's interest in the complete range of individual growth. In grades 5 through 8, traditional letter grades reflect academic achievement, and are accompanied by narrative comments and conferences. Please note that tardies and absences may impact a student's grades. Progress reports are completed at the end of each semester and are posted on the School's website. Families are issued a secure password to access the reports.

## **HEALTH & SAFETY**

The School provides a full-time school nurse, who is responsible for student health records, medication administration, nursing consultation, emergency-care treatment for injuries or illnesses and periodic routine screenings.

### **» Air Quality & Extreme Weather Policy**

On most days, our community has the opportunity to enjoy Dawson's many outdoor learning spaces, and we routinely monitor the city's temperatures, weather, and air quality to ensure it is safe for students to be outside. Extreme temperatures, high winds, and breathing polluted air are unhealthy, and the impacts can be especially difficult for children. School administration works in conjunction with the school nurse to monitor unhealthy air quality, high winds, and extreme temperatures to maintain a safe environment for all.

- On days when a high wind warning is issued, we may keep students indoors during recess and health and fitness periods, as well as evaluate the ability to hold outdoor after-school activities such as athletics and enrichment courses
- On days when the air quality is deemed unhealthy for sensitive groups, we may keep those students indoors during recess and health and fitness periods. We ask that families keep the school nurse informed when students have breathing difficulties due to allergies, asthma, or other respiratory conditions.
- On days when the air quality is deemed unhealthy for all, we may keep all students

indoors during recess and health and fitness periods, as well as evaluate the ability to hold outdoor after-school activities such as athletics and enrichment courses.

- Per the American Lung Association, when the air quality index is over 150, it is dangerous for those with any kind of respiratory issue; when the air quality index is over 200, it is dangerous for everyone.
- On days when we experience extreme temperatures (when temperatures exceed 102 degrees for all students or fall below 40 degrees for our Early Childhood students), we require students to remain indoors during recess and health and fitness periods, as well as evaluate the ability to hold outdoor after-school activities such as athletics and enrichment courses.

### **» Bathroom Policy**

Due to Dawson's childcare licensure, all students entering the School's Early Childhood program must be completely toilet trained by the first day of school:

- Students must wear underwear all day and stay dry through rest time/naps (no pull-ups or diapers).
- Students must know when to use the restroom without being prompted.
- Students must be able to handle all toileting needs independently.

In all cases and grade levels, staff will help and support students should accidents occur, but teachers will not assist with clothing, wiping, etc. Clean and fresh clothing will be provided and under the guidance of the School Nurse/designee, and students will be directed to clean themselves following proper hygiene protocol. If a child has more than one accident in a day, the family will be notified and asked to pick up the child for the remainder of the day. If the issue continues, the appropriate Division Head(s) may require a meeting with the family to determine how to best support the student.

Please see the School's Hygiene policy in this Guide for more information.

### **» Harmful Substance Use Policy**

Dawson prohibits the use, possession, buying, and selling of drugs, alcohol, tobacco (including e-cigarettes) or any controlled substance or paraphernalia associated with the use of illegal drugs by any student on or off campus, as such conduct is contrary to the fundamental principles and objectives of Dawson, if not also illegal in many cases. Students are also prohibited from using medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer. Dawson is a tobacco-free campus. The use of tobacco in any form by students, faculty, staff,

families and visitors is prohibited at all times and at all student activities on and off campus.

#### » Health Emergencies

In case of serious illness or injury where immediate care is needed, Dawson will first try to contact families but will provide emergency treatment and contact the appropriate emergency medical service (911) or Poison Control Center as necessary. Families will be notified by the school nurse, and families are financially responsible for x-rays, lab tests, transportation and emergency treatment for students in an emergency care facility. Families must notify the school nurse if there are any changes in the student's health emergency contact information. Students' health history and emergency forms must be updated yearly (and more often, as needed) to reflect changes in medications, allergies and chronic conditions, such as asthma.

#### » Health Records

All students must have the following forms on file in the School Health Office:

**1. Emergency Data & Medical History** – This electronic form must be updated and completed prior to each school year. This form provides information to the School Nurse regarding student health conditions and medications and is very important to keep current throughout the year as needed by contacting the nurse for any changes. Teachers will also have access to view allergies as allowed by the family. This form must be completed online on the Dawson website under the Nurse's Corner resource board. This information will be viewed by the Nurse and kept confidential.

**2. Medication Form** – This is an optional form unless your child requires prescription and/or non-prescription medications, granting permission to the School Nurse to dispense during school hours (for K-8 students only). This form is also a requirement if your child has specific allergies requiring emergency/rescue medications. \*Please see the Medication section of this Guide for further details. A separate form is required for Early Childhood students. This form is found under Nurse's Corner on the Dawson website resource boards. Please print and complete it by both family and physician.

**3. Annual Physical** – All students who wish to participate in athletics at Dawson must have a current physical submitted prior to the start of athletic pre-season practices. Please keep the School Nurse and/or Dean of Athletics updated on any activity and/or condition changes that may have occurred after physicals submitted, as well as updated on the Dawson online medical form. This form is found under Nurse's Corner on the Dawson website resource boards. Early Childhood students will still be required to turn in an annual physical as part of enrollment/re-enrollment.

**4. Immunization Record** – In accordance with Nevada law, the School requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. The immunization record must include documentation that students have been immunized, have received proper boosters for that immunization, or are complying with appropriate immunization schedules for: Diphtheria, Tetanus, Pertussis (for students under age 6), Polio, Measles, Mumps, Rubella, Hepatitis A, Hepatitis B, Varicella (chicken pox), Meningococcal, and any other diseases, as determined by the state and local boards of health. EC students ONLY must also have Streptococcus Pneumoniae (PCV-13) and Haemophilus Influenzae (Hib) immunizations documented in addition to the listed immunizations above. All immunizations are required at minimum age for all students.

Proof of immunization should be provided on a form signed by a licensed healthcare provider. A student with a qualified religious or medical exemption must provide the School with an exemption form, pursuant to state law. A medical exemption must be signed by a licensed healthcare provider, attesting that the student is exempt from a specific vaccine(s) because of medical reasons. An annual religious exemption must be signed by the student's family attesting that immunization conflicts with the tenets of their religious beliefs. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the School or participate in any school activities.

Students who are exempt from the state's immunization requirements may be prohibited from attending school and participating in school activities in the event of an outbreak of a vaccine-preventable disease. Students excluded from the School for this reason will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized.

In determining whether there is an outbreak of a vaccine preventable disease, the School may consult with appropriate medical professionals and/or state/local health departments. The School may exclude from school any student who has a communicable illness or has been exposed to an infected person if the school determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student who is excluded from school and/ or the welfare of other students or employees at the school. In reaching the decision to exclude a student from the School, the School may consult with appropriate medical professionals, including the Centers for Disease Control (CDC) and state/local health departments.

### » Contagious Diseases

Students will receive age-appropriate instruction regarding the transmission and prevention of contagious diseases. The School may exclude from the school any student who has a communicable illness or has been exposed to an infected person if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the entire school community. The School may consult with state and local public health authorities in making such a determination. The School may also provide the school community with general information about the spread of communicable illness, including signs and symptoms, and steps to take in the event of an outbreak. Families are encouraged to consult their own medical resources for any questions or concerns about communicable illnesses.

### » Illness

The Health Office's mission is to provide the best care and safety to our students, promote health, and minimize the transmission of illness among our student body. Due to an abundance of caution and operating the school Health Office during a pandemic, our policies have been specifically tailored to the goal of maintaining the utmost health and safety for our students and staff. Please read the following health-related policies and information.

**Families are required to notify the School if a student is ill with any communicable disease/illness (such as Chicken Pox, Pertussis, Strep, Influenza, COVID-19, etc.) and follow required guidelines. The School will always adhere to the illness recommendations of the Centers for Disease Control and/or the Southern Nevada Health District if we feel that it is necessary for the health and safety of our community.**

Your child may only return to school when the following criteria are met for all communicable diseases/illnesses :

- Fever-free (without the use of fever-reducing medications) AND has not experienced any symptoms for at least 24 hours.
- No vomiting or diarrhea for at least 24 hours.
- Symptoms are resolved.
- COVID-19 positive: When returning to school, students are required to wear a mask for five days and use other preventative strategies that include limiting close contact with others, enhancing hygiene like hand-washing, and testing as needed.
- Strep throat diagnosis: may return only after taking prescribed antibiotics for at least 24 hours and meeting requirements above. The School Nurse will follow HCP exclusion/guidelines. Students may return prior to stated exclusion if cleared by HCP with a medical note.

- Lice: if an active case of lice is found, the student can go home at the end of the day, be treated at home, and return to school after appropriate treatment has begun. The student will be readmitted to school after initial treatment and examination by the School Nurse or another designated staff member.
- The School Nurse will follow all recommended guidelines and exclusion criteria for all other communicable diseases/illnesses. Class/grade exposure notices will only be sent at the discretion of the School and/or if determined to be a reportable disease after discussing with the local health authorities.
- If your child was sent home from school, do not include that day in the 24 hours of staying home (e.g., a student sent home Tuesday 11:30 am will not return until Thursday 8:00 am at the earliest).
- If your child's symptoms do not resolve within 24 hours after onset, please consider seeking medical evaluation by a Healthcare Provider (HCP), as this could indicate a more serious illness.
- If your child is sent home symptomatic, it is up to the discretion of the School and/or School Nurse to request a medical clearance note upon return.
- If a child returns to school before the 24 hr period or has returned to school still showing signs of illness (listed above), the family will be notified to pick up the child within 1 hour and a separate exclusion criteria will be given by the School Nurse.
- While screening for symptoms that may reduce contagious illnesses (including COVID-19, strep, flu, etc.) in schools, transmission may still occur due to asymptomatic, presymptomatic, and mildly symptomatic carriers.

### » Medications

Whenever possible, families are expected to tend to student medication needs outside of school hours. When medication must be administered during the school day or at school sponsored events, the following protocols apply.

- **EC** – State regulations regarding Early Childhood Education prohibit over-the-counter medications be dispensed to EC students, unless prescribed by a physician. Only medications prescribed by a physician will be dispensed to EC students with a signed medication form.
- **Lower School** – In order for a student to receive any prescription medication by the school nurse, the Dawson Medication Form must be completed and signed by the family and physician. If families wish to have their child receive any over-the-counter

medication on an as-needed basis, the Dawson Medication Form must also be completed and signed by the family and physician. This form is also a requirement if your child has specific allergies requiring emergency/ rescue medications. All medications are kept in the School Health Office. The School Nurse may not dispense any prescription medication without the original prescription label and a signed consent form by the family. Students are not to bring ANY medication to school, including over-the-counter medication, without written permission from their physician, including eye drops, allergy medication, cough medicine, pain medication, etc. Students who require an inhaler may keep an additional inhaler in the Health & Fitness (gym) office. Please see the School Nurse to complete required documentation. Teachers are prohibited from dispensing over-the-counter medications, including Tylenol and cough drops.

- **Middle School** – In order for a student to receive any prescription medication by the school nurse and/or opt to carry their inhalers and Epi-Pens, the Dawson Medication Form must be completed and signed by the family and physician. This form is also a requirement if your child has specific allergies requiring emergency/ rescue medications from the School Nurse. All medications are to be kept in the original container with the prescription label or original packaging intact. Middle School students who are prescribed an inhaler and/or epinephrine may carry their own medication, and self-administer, as needed, with written family permission and physician authorization to do so.

#### » Medical Leave

The principal goal of a medical leave is to provide a student with the opportunity to regain health and thereby participate safely and productively in all aspects of school life. A student may take a medical leave in the case of serious illness, injury, or mental health condition, if necessary, as determined by an objective medical evaluation. Families may request a student medical leave upon the written recommendation of medical professionals. Additionally, if in the School's judgment, a student is exhibiting symptoms that make the student unable to participate in academic or extracurricular activities without imposing an undue burden on the School's resources, the School may recommend that the student be evaluated and subsequently placed on a medical leave. Discussion of a leave of absence between families, the student (as appropriate) and relevant school personnel, including teachers, advisors, the school nurse, school counselor, Division Head and Head of School should take place when:

- Mental health or physical symptoms are preventing a student from functioning academically;
- A physical or mental health condition is seriously interfering with a student's attendance at school;
- A student behaves in ways that can be considered self destructive or dangerous to others;
- A student is not engaged in treatment that the School has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals who have deemed such treatment appropriate.

The student's advisor or homeroom teacher will generally consult with other relevant teachers, senior administrators, the school nurse, and/or the school counselor, when appropriate, in continuing to monitor the situation. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with senior administrators, the school nurse, and/ or the school counselor. In the absence of a treatment plan that addresses the requirements that the student participate safely and productively at school, Dawson may determine that the student should withdraw from the School.

A medical leave agreement will include provisions for the student's return to school. While a student on a medical leave is excused from attending class, the student is expected to make arrangements with teachers for making up missed assignments, whether during the leave (if possible) or upon return. While the School will strive to minimize academic disruption, the School may require a student to drop a course or courses if a prolonged absence will make it impossible to complete the course.

To return from a medical leave, the family must provide a thorough, written professional evaluation of the student's current medical or mental health condition from the physician, psychiatrist, or other professional who treated the student during the leave. The School's decision about reinstatement will depend on its confidence that the student will be able to function in school without unduly depending on the School's support and supervisory resources. The School may require an additional evaluation of the student by a provider of its choosing. If a student is able to return and participate in school day activities, the School may determine that attendance on overnight field trips is not advisable.

#### » Medical Marijuana

The School treats the use of medical marijuana by students similarly to the way the School handles the use of other prescription medications: family consent is required and the student must have a Medication Form on file with the School nurse covering the use of medical marijuana. Because the use of medical marijuana is subject to additional regulations, beyond



those applicable to other prescription medications, students with a valid authorization to use medical marijuana may only do so in their own homes or in a medical facility that permits such use. Students may not use medical marijuana or possess any related paraphernalia while on campus or while attending any school-sponsored events, on or off campus. If, in the School's judgment, a student is impaired due to the influence of medical marijuana while at school or participating in a school-related activity, families may be asked to take the student home.

#### » Peanut & Other Nut Protocols

The Dawson campus has been designated as a peanut/nut "safety awareness zone". Peanut or tree nut products are not allowed in any classroom or in the Dining Hall. Snacks provided by the School are peanut/nut free. Families are asked not to send any snacks to school containing peanuts/nuts, including those prepared in a factory where other nut products are manufactured, for birthdays, holiday parties, and other special snacks. Families of students with severe nut (or other) allergies are expected to consult with the school nurse to develop an allergy management plan at the beginning of the school year, or as soon as an allergy develops.

#### HOMEWORK

Do students today have too much homework or not enough? Much of the current rhetoric surrounding homework focuses on the time students spend on it. And, unfortunately, much of the research on homework is flawed or ambiguous.

Dawson is Nevada's first Challenge Success school. Utilizing the unique Challenge Success framework, Dawson uses research-based strategies and programs that emphasize student academics, wellbeing, and a healthy school-life balance to create more engaged, motivated, and resilient learners and leaders. In accordance with Challenge Success, Dawson believes we should shift the focus away from a discussion of the quantity of homework and toward a focus on the quality of the assignments, the connections homework has to the broader curriculum and the extent to which the homework assignments engage students in learning. Homework strengthens daily participation in the learning process and is designed to be relevant and meaningful. Expectations for homework are communicated by the classroom teachers. While homework is an important part of the academic process, Dawson also believes that students should be well rounded and have the ability to participate in extracurricular activities. The time required to complete homework at any grade level will vary among students. Please contact the classroom teacher if you believe the student is spending an excessive amount of time on homework (or not enough time). A good starting point or "average," is 10-minutes per grade level, e.g., if I am a fifth-grader, then I can expect fifty minutes of homework.

#### » Homework & Religious Holidays

As a community that respects diversity, we are aware Dawson families celebrate religious and/or cultural traditions that may coincide with our School calendar. If your family's religious observance or celebration overlaps with school or homework commitments, please inform your child's teacher(s). Hence, any request from a student for extra help or for an extension of academic work will be honored, and the student will not be penalized, if it is in conjunction with a religious observance or celebration. Likewise, students will be excused from school, games, or practice for religious commitments.

#### INAPPROPRIATE ITEMS & WEAPONS

Students are not allowed to have items at school that pose a risk to themselves or others. If in doubt as to whether an item is allowed on campus or at a school-sponsored event, students are encouraged to ask a teacher. Additionally, unless authorized or permitted by applicable law, the School prohibits the possession of any firearm, imitation firearm, pellet gun, knife, tazer or other dangerous weapon, ammunition or fireworks, or setting fires on campus, on any school-sponsored trip or activity, or in any school bus. This policy applies to students, families, faculty, staff, alumni, applicants, and anyone else who visits the campus, regardless of whether the individual has a valid permit to carry a firearm.

#### REFERENCING WEAPONS & ACTS OF VIOLENCE

Safety and security is the top priority at Alexander Dawson. We continue to assess and update our measures and policies to improve school safety and prevent incidents of violence on campus and between students. Any threats of school violence are not a joke and are taken very seriously. If it is reported that a student has referenced weapons or acts of weapons-related violence, the School will conduct a thorough investigation. The investigation and its consequences may include school administration interviewing students, meeting with the Directors of Safety and Security, families meeting with school administration, a day of reflection, community service, restorative justice practices, out of school suspension, a reinstatement plan, and in some situations, separation from the School. All families are expected to facilitate conversations with their children about the seriousness of talking about or referencing weapons.

#### INTERNATIONAL STUDENTS

Students enrolled at the School from countries outside of the United States are required to ensure that their visas, health insurance coverage, and all other requirements applicable to domestic students (including vaccinations) are in order prior to arriving on campus. International students are responsible for ensuring that their travel arrangements coincide with the school calendar. The School is not responsible for arranging for housing for students outside of the school year (during vacations and over the summer).

## **LESBIAN, GAY, BISEXUAL & TRANSGENDER STUDENTS**

The School aims to provide a safe and supportive environment for all students, and does not tolerate bullying, cyberbullying, or unkind behavior based on sexual orientation or gender identity or expression. Particularly with respect to transgender, non-conforming and non-binary students, the School will collaborate with students and families to strive to honor their wishes with respect to the use of school facilities and activities, participation in athletics, accuracy of student records, use of preferred name and pronoun, and privacy, in accordance with applicable law, and to the extent that the School's campus facilities reasonably permit.

## **LIBRARY**

The primary goal of the Dawson library is to instill a lifelong love of reading in our students. It is open to the Dawson community on a regular basis each school day. Students wishing to use the library before or after school must be accompanied by an adult. No food or drink is allowed in the library at any time.

### **» Check-Out Procedures**

Books are on loan for 16 days (EC is 7 days). Library classes for the Lower School rotate with the Dawson schedule and are not always on the same day of the week. EC also follows the six-day Dawson cycle. The maximum number of books a student may check out is limited according to grade level:

- Early Childhood: 1 book
- Kindergarten–Grade Two: 2 books
- Grade Three: 3 books
- Grade Four: 4 books
- Grade Five: 5 books
- Grades Six–Eight: 6 books

### **» Lost or Damaged Books**

Please notify the Librarian immediately about lost books. If a book is lost or damaged beyond repair, the student will be required to pay the replacement cost of the book.

### **» Special Events**

Visiting Authors: The School sponsors several visits throughout the year. Authors spend time talking with students, sharing writing strategies and signing books. The authors' books are available for purchase during the visit.

Book Fairs: There is a book fair each fall and spring. Proceeds support the Library.

## **LOST & FOUND**

Lost items are given to the program coordinator in the main Administration building or in the EC, Lower, or Middle School offices. Lost money or items of value are given to the business office for safekeeping until they are claimed. Items not claimed within a reasonable period of time will be donated to a local charity.

## **LUNCH & SNACKS**

Lunch and snacks are provided by the school food service. Menus include hot entrees, sandwiches, salads, fruit and beverages. Morning and afternoon snacks are provided to all students. In cases where dietary needs cannot be met by the provided lunch program, students may bring a lunch that does not require refrigeration or heating. Alternative lunches are intended for students with special dietary needs and may not be shared with other students. Dietary issues and questions about the lunch program should be directed to the appropriate Division Head.

## **PERSONAL PROPERTY**

The School shall not be responsible for any loss or damage to any property or personal effects of the student brought to or maintained on school property. Students should not bring valuable toys or other expensive items to school.

## **PETS ON CAMPUS**

Dawson recognizes some individuals are susceptible to various allergens or may have other medical complications while in the vicinity of animals. Pets can behave unpredictably when placed in excited and/or crowded environments, leading to accidents. As a result, Dawson requires that family pets remain off campus, including for outdoor athletics events, unless they are kept within the confines of the family car (as weather and safety permits) or prior permission has been granted from a school administrator to have the animal visit school.

The School understands that some individuals with disabilities may be accompanied by service dogs or other animals, as permitted by applicable law. Such "service animals" must accompany the individuals at all times, be properly trained and controlled, and be able to perform specific tasks related to an individual's disability. By contrast, "comfort" or "emotional support animals" are generally not permitted on campus without prior permission from the School.

### **» Comfort Dog**

The School has a comfort dog program on campus. It is scientifically proven that this type of interaction has significant benefits, including improvements to physical health and safety, mental health and well-being, and student reading. The comfort dog accompanies Dawson's Middle School Counselor to school three to four times per week to provide comfort, care, and support to students and teachers. The presence of Dawson's comfort dog has no impact on the School's policy regarding pets on campus, as Dawson's comfort dog is insured and trained to work with students and teachers.

## **PROMOTION TO NEXT GRADE LEVEL**

A student must pass all courses for promotion to the next grade. In case of a course failure, the School may, at its discretion, require summer work or the repeat of a grade. The appropriate Division Head, in

collaboration with other administrators, coordinates academic matters. In addition to an academic issue, a student's intellectual, social, emotional or psychological growth may be such that the student will benefit most if the present grade is repeated. Decisions of this nature are made at the School's sole discretion, generally after meeting with the family, teachers, administrative staff, and, if applicable, other professionals involved with the student, as appropriate. If it becomes apparent that Dawson is not the appropriate school for a student, the School strives to advise families as soon as possible and counsel them concerning alternative school placements. In addition to academic standing, behavior and attendance may play a role in such decisions.

Please see the Student Support & Intervention policy in this Guide regarding students with disabilities.

### **RE-ENROLLMENT**

Re-enrollment is not guaranteed and is reviewed each year. Only families who are invited back to the School will receive a Re-enrollment Agreement.

Re-enrollment agreements are uploaded to SchoolAdmin. A signed agreement, along with a non-refundable enrollment fee, must be returned to the School by the stated date. Failure to pay the enrollment fee on or before the date stated on the contract places a student's enrollment in jeopardy, and the School assumes no responsibility to provide a place for a student after that date. Enrollment is made with the acceptance by families and students of rules, conditions and requirements of the School, as stated in this Guide (as it may be updated from time to time), and it is contingent upon the satisfactory completion of the current school year (whether at Dawson or elsewhere), academically and behaviorally, as determined by the School, in its sole discretion. A family's financial obligations to the School must also be current and in good standing (or a plan in place for payment) before re-enrollment is offered.

### **RELIGIOUS & CULTURAL OBSERVANCES**

The School recognizes, but does not celebrate, holidays from a religious perspective. If a particular holiday or tradition is important to a student or family, the family is encouraged to talk with a faculty member or administrator about acknowledging the cultural observance at the school, as an educational experience for the community or a particular grade.

### **RESPONSIBLE USE OF TECHNOLOGY**

In accordance with our Core Values, we have created the following policy in regards to the use of Electronic Communications Devices ("ECD").

This policy applies to all members of the Dawson Community and all ECDs they may use, including, but not limited to, cell phones, tablets, smartwatches, e-readers, whether accessed via the school network or private networks, owned by the School or by

students and their families, used on or off campus, including nights, weekends, optional or required distance learning activities, and during school vacations, as long as students are enrolled at the School.

Technology is a vital part of the Dawson learning experience; therefore students and families are required to sign our Digital Citizenship Agreement at the beginning of each school year, reflecting agreement to adhere to these policies. The school provides access to its school computer systems, network, and the Internet for academic purposes only. If students have any doubt about whether a contemplated activity is educational in nature, they should consult a teacher. The School uses Internet filtering services and other technologies to prevent students from accessing visual depictions and other materials that may be obscene, pornographic, or otherwise harmful to minors. The school also reserves the right to monitor the online activities of students through direct observation and/or other technological means. This includes the use of school-owned laptops no matter the physical location.

All Internet data composed, transmitted, or received via our computer communications system is considered to be part of the official records of the School and, as such, is subject to review by the School and disclosure to law enforcement or other third parties.

All members of the Dawson Community are expected to abide by the The International Society for Technology in Education (ISTE) Student Standards for "Digital Citizen" at all times:

#### **» Digital Identity**

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. – Standard 2a

- All members of the Dawson Community shall remain polite in their interactions within the community, whether online or in person, and use appropriate language no matter the audience. Students must never use offensive, suggestive, obscene, or threatening language towards any entity, nor engage in defamation (harming another's reputation with lies).
- At no time shall students create or share any jokes, stories, or material based on stereotypes relating to race, gender identity and expression, ethnicity, nationality, religion, disability, or sexual orientation.
- Members of the Dawson Community shall not engage in cyberbullying, harassment, or any other conduct that would be considered interpersonal violence if conducted in person.

### » Ethical Behavior

Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

– Standard 2b

- With reasonable exceptions, email should be forwarded only with the permission of the original sender.
- Despite efforts to filter content, students and their families are advised that access to the network may include the potential for access to materials inappropriate for school-aged children. Students must take responsibility for their use of the network and Internet and actively avoid these sites and materials. Students shall not access or transmit pornography, obscene, or objectionable materials at any time.
- Students should only use electronic communications systems for academic purposes.
- Students should understand that the access or transmission of pornography or sexually explicit content by minors, such as “sexting”, is prohibited by Nevada law, and may result in serious legal consequences outside of the school environment. The School therefore prohibits students from creating, requesting, sending, or possessing any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity, including, but not limited to, content created through artificial intelligence or similar programs or software. Any student who receives such material should immediately report the violation to a faculty member or school administrator.
- Students may not create or establish a web page, blog, or social media account in which the creator assumes the identity or another person (also known as a “cheapfake”).
- Students may not publish, share, or disseminate any document, information, image, audio, or video which purports or is suggested to be from an individual or entity, which is actually fabricated, and is inappropriate, harassing or disrespectful.
- Students may not use artificial intelligence chatbots to complete any academic assignment or work on the student’s behalf, subject to guidance from a teacher.
- Students may not use artificial intelligence or other similar programs or software to create explicit videos, images, audio or text (also known as a “deepfake”) depicting any person, including students, staff, families, and community members.
- Students may not use artificial intelligence or other similar software to create content, including videos, images, audio, or text (also

known as a “deepfake”) that is inappropriate, harassing, or disrespectful.

- Students shall not attempt to circumvent any content filtering or technology protection Dawson has installed on their device and shall not utilize personal hotspots while on campus.
- All users must use only their uniquely-issued access credentials (username and password) to access any technology resources, and are to always respect the limitations that may be placed on their computers or networks in respect to the installation of software and access to system administrative functions. Students knowing of a user sharing their passwords or any other security risk should report that immediately to a faculty member or Technology staff member.
- Students should not use Dawson resources to sell or buy anything over the Internet.

### » Intellectual Property

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property – Standard 2c

- In accordance with academic standards, students should not plagiarize anyone else’s work. Students shall properly credit the creator of materials as appropriate. Students shall respect copyright, and only use materials in accordance with fair use.
- Students shall install only properly licensed software on their computers with the consent and supervision of the Technology Department and shall only view content for which they have properly obtained permission or a license.
- While on campus or in connection with official Dawson activities, students shall refrain from photographing, video recording, or live streaming (including Facetime, Zoom, or Google Meets) any video or audio containing any member of the Dawson community unless it is in connection with official coursework and with the written consent of all individuals (and in the case of students, their families). Community members are not to download or share any video stored on any system (for example, Flipgrid) without the written permission of all persons appearing therein.
- Families should be aware that any video meeting, video conference, or distance learning experience may be photographed, filmed, or otherwise recorded. By participating in a video meeting, video conference, or distance learning experience, you consent to such photography, filming and/or recording and to any use, in any and all media throughout the universe in perpetuity, of your appearance, voice and



name for any purpose whatsoever. You understand that all photography, filming and/or recording will be done in reliance on this consent given by you by entering into the video meeting, video conference, or distance learning experience. If you do not wish to be photographed, filmed, or otherwise recorded, please consult with the School's Director of Marketing & Brand Strategy for an alternative.

### » Privacy

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. – Standard 2d

- Students and families should understand that there is no expectation of privacy when using ECDs either provided by the School or on the school network, including Dawson provided hotspots. At any time and without prior notice, the School or third party entities contracted by the School may monitor, inspect, copy, review and store any and all usage of the computer, network, or Internet activity (including but not limited to email or Google Drive files) and any and all information transmitted or received in connection with such usage, even if equipment used to do so is not owned by the school. During routine maintenance, school personnel or third parties contracted by the school may view email, Google Drive files, or any other electronic material generated by students. If required by law, the School will cooperate with third parties with respect to accessing student-generated electronic material.
- Students should be careful not to create, download, or install software (including browser extensions) that is unauthorized and may contain viruses, malware, and other threats to a student's or any other person's privacy.
- Students are never permitted to disclose or share their password, or any other user's password, with others. Students are never permitted to reveal their, or any other person's, personal information, such as home address or phone number, nor arrange to meet with anyone they've "met" exclusively online.
- Students may not friend, follow, or like any employee of the School via social media or gaming platforms. However, they are welcome to friend, follow, or like the official School social media channels. If a student is contacted by a School employee via social media channels for a noneducational purpose, the student should immediately notify another trusted teacher or administrator.

### SCHOOL CLOSURE

In the event of situations including but not limited to serious weather-related occurrences; pandemics; local or national emergencies; or federal, state, or local mandates, Dawson may be required to close. Families will be notified of school closings through the Connect5 emergency notification system. The system sends telephone, text, and email messages to all families simultaneously to provide important information about school closings and emergencies.

### SCHOOL DIRECTORY

All information provided in Dawson directories and/or guides is intended for school and family use only. Use of any part, or all, information in these publications for business use, non-school solicitations, political interests, and/or advertisement by any party is strictly prohibited.

### SECURITY

The main gate is monitored 24-hours a day, seven-days a week. The south gate is only open during carpool in the morning and afternoon. There are surveillance cameras on campus. Buildings are locked for student safety. The main entrance to the Early Childhood, Lower School, and Middle School buildings have a doorbell entry system. Families are provided a printed sign to be displayed behind the car windshield for identification purposes. Visitors without a sign must have their name on the visitor's calendar at the security gate or the visitor will not be permitted on campus. All volunteers and visitors must sign in at the main reception area of the appropriate school or Administration building to obtain a visitor badge. Please see the more detailed policy about campus visitors elsewhere in this guide.

### SEXUAL HARASSMENT & SEXUAL ASSAULT

Our students should be free to learn and socialize at Dawson in an environment free from sexual harassment and sexual assault. As students mature, they may tease and flirt as they test boundaries; however, when such conduct becomes unwelcome it is not appropriate and may devolve into sexual harassment or even a more serious sexual assault. The School does not tolerate verbal or physical behavior that constitutes sexual harassment or sexual assault. Given the age range of students at Dawson, these types of misconduct are relatively rare. Nonetheless, the School takes a strong stance against such behavior and encourages any student who has concerns to contact a trusted adult at the School.

#### » Sexual Harassment & Sexual Assault

Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a student may interact at the School or while attending school-sponsored activities. Sexual harassment may include the following, whether or not a person intends to make a student uncomfortable:

- Inappropriate personal questions

- Sexual remarks about a person's clothing, body or sexual activity
- Suggestive remarks, jokes, or insults made orally, in writing or electronically
- Public display of sexually explicit, offensive or demeaning photographs, posters, cartoons, or drawings
- Leering, ogling at a person's body or standing too close
- Unnecessary touching in any form, including hugging, kissing, pinching, or groping, even if trying to be "playful"
- Subtle pressure for sexual activity
- Demand for sexual favors, accompanied by promises, hints or threats

Sexual assault occurs when a student is forced to engage in sexual activity without giving consent.

Consent includes the following components:

- Both people in the sexual encounter agree to it, and either person can change their mind at any time and stop the activity. A clear indication of "yes" is required to indicate consent
- Consenting to one behavior does not mean or require that a person consent to any other behavior
- Consenting on one occasion does not imply or require consenting on another occasion
- Consent may be withdrawn at any time
- There can be no consent if drugs or alcohol are involved, a person is asleep, or a threat, coercion or force is used during the encounter
- By law in Nevada, there can be no consent to a sexual act involving penetration of any part of the body with an individual under the age of 16

Any student who feels they are being subjected to sexual harassment or who experienced a sexual assault is strongly encouraged to report the behavior to an adult with whom the student feels comfortable, such as the appropriate Division Head, School counselors, the School Nurse, the Assistant Head of School, or the Head of School. Especially with respect to sexual assault, students are urged to speak with the school nurse or school counselor. If a student wishes to contact an external support resource, the school counselors are able to offer a list of outside resources. Complaints of sexual harassment and sexual assault will be investigated promptly and consequences will be determined, as appropriate. Each situation will be handled as discreetly as possible and in accordance with the School's Community Expectations & Discipline policies. As necessary, external child welfare and/or law enforcement agencies may be contacted by the School.

When a complaint is brought to the attention of the School, an assessment is made to determine the

initial steps appropriate to protect the wellbeing of the students involved (both the alleged targets and aggressors) and to prevent the disruption of the learning environment while the investigation is undertaken. The School may use strategies as appropriate to prevent further misconduct, witness interference, and/or retaliation during the course of and after the investigation.

The School will determine any appropriate disciplinary action for a student who is found to have committed an incident of harassment or sexual misconduct consistent with the discipline guidelines outlined in this Guide. Further, the School may take action even if the conduct does not rise to the legal definition of harassment or sexual misconduct, but where the School determines that the conduct is still inconsistent with the expectations for all students.

Students should understand that this policy applies to each and every employee and student of Dawson, including the administration, Trustees, all full-time employees, part-time employees, temporary employees and volunteers. No retaliation or intimidation directed toward anyone who makes a complaint will be tolerated.

### » Investigations

The School expects that students will participate fully and truthfully in any investigation. If a student refuses to participate or cooperate at any stage or is unable to do so for any reason, including without limitation, pending criminal charges, the School may take further action.

The goals of an investigation, and any supportive, disciplinary, or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation. Prior to the start of an investigation, the School may take measures to ensure the safety of the target of the alleged misconduct, including separating the target student from the alleged aggressor during class and recreational time. The School may also determine, in its sole discretion, that the alleged misconduct needs to be reported to external child welfare or law enforcement authorities. As appropriate, the School will inform affected families when such external reports are made. Absent the involvement of an external agency, the Head of School or her designee will appoint an appropriate person(s) to conduct an impartial, fact-finding investigation of a complaint, which may include the appointment of an external, neutral fact-finder. The investigation may include, but not be limited to, interviews with the alleged target of the misconduct, any witnesses, and the student against whom the complaint has been made. The investigation may also include gathering information from relevant faculty, staff, outside providers (with family consent) and anyone else who may have information about the

reported misconduct. The investigation may also include the review of any relevant emails, text messages, photographs, or social media activity. Information obtained during this process will be maintained as confidential to the greatest extent possible and only shared, at the School's discretion, on a need-to-know basis.

The School cooperates with external agencies and may therefore postpone its own investigation into misconduct as the School deems appropriate, including, but not limited, as a specific request of any external agencies.

Students may be accompanied by a faculty advisor or adult family member for support, but family members or others are not allowed to advise their students during the interview. All involved are reminded that investigations are meant to determine whether a student or adult member of our community has violated school policies; these are not legal proceedings, and as such, the School does not permit the participation of legal professionals during interviews.

If a student refuses to participate or cooperate at any stage of an investigation, or is unable to do so for whatever reason, including without limitation, pending criminal charges, the School may take action, including proceeding without a statement from the student, or to require the student to withdraw from school. Since honesty is expected in all dealings, giving inaccurate, misleading, or incomplete information about the facts in an investigation will likely compound both a student's culpability and the severity of the School's response.

The School expects students and families not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymous and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report.

The School reserves the right, in its sole discretion, to ask any student(s) involved in an investigation to remain at home until the investigation is concluded, whether by the School or law enforcement. Only the School may determine when a student is permitted to return to campus.

### **SMOKING & CHEWING GUM**

Alexander Dawson's entire school campus is smoke, vapor/e-cigarette, tobacco, marijuana and any marijuana-related paraphernalia, and gum-free. This includes both indoor and outdoor spaces and the athletics fields. This rule is made in the spirit of maintaining one's health and well-being, maintaining our beautiful campus, and minimizing the damage done to our indoor and outdoor commons areas.

### **SOCIAL MEDIA**

Social Media (X, Facebook, Instagram, TikTok, Twitch, YouTube, etc.) is now a part of all of our lives. Family Partnership with the School is essential to help students navigate its use. In-line with the School's Responsible Use Policy, we underscore the need to respect copyright and intellectual property rights and understand the potential harmful effects of sharing original or reproduced content that is sensitive, inappropriate, or even illegal. Dawson faculty and staff are not allowed to interact with current students on any personal social media accounts or gaming platforms. We also remind students and families that using social media to taunt or abuse another student is considered cyberbullying, and is prohibited by the School.

### **STUDENT & SCHOOL MEDIA INFORMATION**

Student Media Information includes but is not limited to student names, photographic images, audio recordings, live streaming, video streaming or recording, and reproductions of student work and likenesses of my child or that my child has produced. This Student Media Information may be used for educational, promotional, and fundraising purposes by the School, in print and electronic media formats. Outlets for Student Media Information may include school newsletters and magazines, printed marketing materials, social media and digital marketing assets, the School website, and local newspapers. The School adheres to these general guidelines:

- Photographs or references to Student Media Information in traditional print publications, such as the yearbook or school magazine, may include first and last names of students and community members.
- Photographs, videos, or references to Student Media Information on the public portion of the School's website and social media sites will not include student's last names.
- When posting online, the School will only use a student's first name and the first initial of their last name.
- A Media Release Exemption Form can be obtained by contacting the Business Office.

### **» Brand Assets**

Dawson's brand assets – including but not limited to school name, logos, colors, wordmarks, emblems, photos, and the reproduction of student and faculty work – are used for school-sanctioned marketing and communications, products, apparel, items, and materials. These elements were developed to help maintain consistent communications that collectively build the School's reputation with the people we impact and beyond.

Any use of Dawson's brand assets on items, products, materials, social media, or print or digital platforms requires prior review and approval from the Marketing and Communications Office. The School

has sole discretion over its marks and does not guarantee the use of Alexander Dawson brand assets by any entity.

#### » School Website Privacy

Dawson is committed to respecting the privacy of visitors to our website and protecting any personal information you share with us. You can review our school website privacy policy online at <https://www.adsrm.org/privacy-policy>. For questions or to request a copy of this privacy policy, please email [marketing@adsrm.org](mailto:marketing@adsrm.org).

#### STUDENT RECORDS AND TRANSCRIPTS

A student's official school record includes the student's transcript, academic records, and advisor reports created and maintained by the School. A student's record does not include email communications to or about the student, records of disciplinary actions, investigation records of any kind (such as disciplinary, harassment, hazing, bullying etc. except for any record placed in the student file such as a letter home to the family, etc.), recommendations provided to the School regarding the student's admission, medical records, or any other record deemed by the School to be a confidential record of the School.

#### STUDENT SUPPORT & INTERVENTION

The School's protocol to address learning, behavior and emotional needs is designed to help ensure that our response is timely and appropriate. The School does not discriminate against qualified students on the basis of learning disabilities that may be reasonably accommodated by the School. The School will do its utmost to meet the needs of students, however given the rigorous nature of our program, not all issues can be addressed and grade level and graduation requirements will not be waived.

- The full participation of the family is critical to any adjustments or accommodations that the School makes. The following sequence serves as a guide to the initial process of identifying a student's need for an accommodation, but the process may be modified to better meet the needs of a particular situation. Teachers, administrators, support staff, and/or families observe the academic, behavioral, social or emotional difficulty that adversely affects the student's academic or social performance.
- Generally, academic concerns are communicated to the Dean of Student Services; behavioral concerns are communicated to the appropriate Division Head, and social-emotional concerns are communicated to the School Counselor. However, there is often overlap between such issues, and school personnel will be consulted as appropriate, but only on a "need to know" basis.

- In order to effectively meet the wide range of learning needs of our students, the School must have complete records of any learning, behavioral or social needs that might require additional support. Educational reports may be shared with all members of the educational team (including, but not limited to, classroom teachers, school counselors, administrators) as appropriate and on a "need to know" basis. To receive accommodations, such as a separate testing location or extended time, a student must have a psychoeducational evaluation report, conducted by a clinical psychologist, educational psychologist, neuropsychologist or occupational therapist to accompany all intervention plans. Complete reports must be on-file at the School and be current within three years.
- After an interactive process between the School and family and after documentation has been provided to the School with respect to a reasonable accommodation (as described above), the educational team (including Teachers, Specialists, Counselors, Administrators, and Families) administers the accommodations and continues to communicate with the family about the student's learning and/or behavior.
- As appropriate, team members reconvene and decide next steps, including, but not limited to: meeting as a whole group, student observations, internal testing, small-group work, tutoring, counseling, or an outside referral. The team develops a behavioral/educational plan, goals, and a timeline for progress monitoring. Team members are made aware of this plan and future meetings are set-up for progress checks.

The ultimate goal of any intervention is to provide long-term solutions and strategies for the student. However, even with support services in place, a student may not be able to fulfill the School's academic and other requirements. In such circumstances, the School will meet with the family to discuss whether remaining at the School is appropriate and in the student's best interests, such a determination to be made in partnership, but ultimately in the School's sole discretion. Although the School endeavors to provide the finest academic programs and assistance to students in helping them to achieve their academic goals and advancement, no particular student success is, or can be, guaranteed. These are primarily the result of the individual student's effort, ability, and attitude.

#### » Counseling Services

School Counselors are available to speak with students to help facilitate educational, social, and emotional support, on an as-needed basis. In



addition, the School may require a student to see a School Counselor. School Counselors are part of a team of faculty members and administrators who collaborate with respect to students' educational experience at the School. As part of this collaborative effort, School Counselors may share information obtained from families and students on a "need-to-know" basis with other employees of the School and a student's family. The School Counselors are not engaged as any student's private therapist. Please refer to the Confidentiality policy in this Guide for more information. Should the School determine, in its sole discretion, that it is in the best interest of a student to obtain services of a psychologist or other mental health professional not employed by the School, a School Counselor may assist in a referral for such services. The School Counselors are also available to talk with families on issues regarding their children, and hold monthly family/caregiver discussion groups on various topics.

### **TUITION & BILLING**

Tuition is due and payable per the terms and conditions of the Enrollment Agreement and Tuition Schedule ("Agreement") between the family member or financially responsible party and Dawson. Tuition includes all fees (including penalties) described in the Agreement. A percentage convenience fee will be added to handle administrative costs of processing credit cards for tuition payments.

The continuance of a student's attendance at Dawson is contingent upon the payment of all tuition and required fees. It is expected that families will remain in good financial standing with Dawson, as determined by the School, in its sole discretion. Good financial standing includes consistent, timely payment of tuition. Failure to maintain good financial standing may result in a demand for acceleration or prepayment of tuition, as well as holding the Student's grade reports until the account is returned to good standing. All monthly Payers are required to have payments debited from either a checking or savings account or credit card on a monthly basis through FACTS only. Past-due balances will be reviewed monthly by the Chief Financial Officer with recommendations by/to the Head of School as to appropriate action regarding families who are not in good financial standing. Late or non-payment may also affect a student's continued attendance at the School; in the interim, students may not be permitted to attend classes or to receive report cards and transcripts, in accordance with applicable law.

### **TUITION ASSISTANCE**

In accordance with applicable law, the School does not discriminate in the administration of its financial aid policies. Recognizing each family bears the primary responsibility for financing a student's education costs, the School adheres to the NAIS "Principles of Good Practice for Financial Aid

Administration," adopted by the NAIS Board in 2013, and highlights the following:

- Financial assistance is designed to make a Dawson education available to qualified students whose families otherwise would not be able to afford the full cost of attending. Financial assistance strengthens the School by making its programs available to strong candidates who enrich the institution.
- The School will not use financial need as a consideration in determining eligibility for admission.
- The School does not set different standards of behavior and academic performance for students receiving financial assistance.
- The School safeguards the confidentiality of all information the family provides and of the amount of the award.
- Dawson employs FACTS, a third-party service provider, to assist in assessing need. In addition, the School requires families applying for financial assistance to provide income tax returns for the current filing year for both personal and business. Families must also submit copies of the federal income tax returns they filed during that period. The school may request additional supplemental documentation in order to make a well-informed decision.
- Each family's need is reassessed annually, and families must reapply for financial aid annually. Receiving financial assistance in one academic year does not guarantee that financial assistance will be granted in any succeeding year.
- In awarding funds, the School gives priority to those students who are currently enrolled.
- In order to be eligible to receive an award, all associated accounts must be current.
- Financial aid is different from scholarships.
- Families that file separate tax returns must also provide separate financial aid applications.

### **TUITION INSURANCE**

The purchase of tuition insurance is required with all payment plans with the exception of the payment-in-full plan. Although tuition insurance is not required with a payment-in-full plan, it is always recommended. Without tuition insurance, a withdrawal mid-year for any reason (voluntary or not) will result in **no refund of tuition**.

### **VISITORS**

*All visitors to Dawson's campus must have an appointment to enter any building and must abide by any public health, safety, and security rules set forth.*

When arriving at the main gate to enter campus, each individual will be assigned a specific identification badge by the security staff. These badges are for all

visitors, including families, alumni, guests, vendors, etc. Badges are required at all times when on campus for easy identification. When leaving campus, the assigned identification badge can be dropped off at any divisional office: Early Childhood, Lower School, Middle School, or the Administration Building.

To minimize disruptions to the learning process in our classes, visitors and volunteers are kept to a minimum. Teachers sometimes incorporate family volunteers to assist them in class for projects and other functions. Families who wish to visit a class are required to request permission from the appropriate Division Head in advance. The Division Head will discuss the purpose, timing and relevance of the visit with the teacher and the families. Authority for approval of classroom visits (not including family volunteers requested by the teacher) resides solely with the Division Head or Head of School. Under no circumstances should a family member enter the classroom during instructional hours without signing in at the Division front office. To ensure the safety of the students, visitors must sign in, and obtain and wear a visitor's badge while on campus.

#### » Alumni Visitors

Alumni are welcome to visit campus with prior approval. Alumni who wish to visit must call at least 24 hours in advance to make arrangements and obtain permission from office staff (not from individual teachers). Upon arrival at Dawson, alumni must sign in at the Administration office and obtain a visitor's badge.

#### » Parking While Visiting

Visitors may park in any available, non-reserved space. They will need to check-in at the Administration office with the appropriate program coordinator before proceeding to any classroom or office.

#### VOLUNTEER OPPORTUNITIES FOR FAMILIES

Volunteer opportunities are available for activities, fundraisers and special events. Family volunteers and the Dawson Family Association help coordinate school events, recruit other volunteers and lend support to the school administration. Family involvement at Dawson is vital to the success of the programs, Annual Fund, and special events. Dawson is proud of its sense of community, reflected in community cooperation, teamwork, and a sense of belonging. Participation in school functions helps ensure success.

If families wish to volunteer for any event or have questions regarding volunteer opportunities, please contact the appropriate Program Coordinator or designee. All individuals who volunteer on campus (family members, etc.) must have a Volunteer Information Form on file prior to beginning any volunteer duties. Volunteers must authorize the

School to run criminal background checks before volunteering.

#### EARLY CHILDHOOD EDUCATION CENTER

##### BOOKS, MATERIALS & SUPPLIES

School tuition covers the costs of books, materials, supplies and rest-time items. Please bring a change of uniform for your child (including socks, shoes and underwear) that is appropriate for the weather. All items must fit in the child's cubby without touching any other child's belongings. Children are expected to keep their cubbies neat.

##### GRIEVANCE PROCEDURE

We strongly encourage any grievances to be addressed with the Head of Early Childhood or the Head of School. If desired, families may contact licensing officials at the Division of Public & Behavioral Health Childcare Licensing Unit (702-486-3822, 3811 W. Charleston Blvd., Suite 210, Las Vegas, NV 89102) with formal complaints regarding the Early Childhood Education Center.

##### COMMUNITY EXPECTATIONS & DISCIPLINE

Self-discipline is a distinguishing characteristic of Dawson students, enabling them to follow guidelines. The School expects and requires each student to conduct themselves in a way that is conducive to maintaining high moral standards and an exemplary level of academic, athletic and social achievement. The foundation of the system is respect: respect for learning, respect for others, respect for self and respect for the place in which one learns.

Self-discipline and the ability to distinguish right from wrong are challenges each student will meet during his or her life. Dawson does not tolerate disruptive, destructive, immoral or illegal behavior.

Students are expected to:

- treat all persons with respect
- maintain appropriate social behaviors across the school
- employ appropriate self-discipline in the classroom, allowing all students to learn successfully and all teachers to teach effectively
- develop the ability to distinguish right from wrong, making good choices
- represent the school well when off-campus

Young children are learning how to interact with other children and adults. Teachers are very intentional about the instruction of social skills. Firm, clear, direct guidance is given to help children become self-disciplined and to respect themselves, each other and the adults in their world. No physical punishment in any manner or form shall be inflicted upon any child.

Some extreme behaviors exhibited by three- to six-year olds include, but are not limited to, biting,

hitting, name-calling, pushing, and touching private parts. While these behaviors are common for children this age, they are inappropriate for school and are always addressed with the child, any other involved children, the teachers, family members, the Head of Early Childhood, the school counselor, and occasionally, the whole class as appropriate. When a child exhibits this type of behavior, they are asked to account to the injured party, make reparations when possible and correct the situation. The goal for Early Childhood students is to continually improve behavior and work towards self-regulation, learn empathy and compassion, and self-discipline.

The Head of Early Childhood may, for any serious infraction or series of infractions, convene and preside over a disciplinary committee to review and verify related facts, during which the student may be suspended. The disciplinary committee will make a disciplinary recommendation, but the Head of School makes the final decision regarding expulsion.

**Families may not dictate, or participate in, school discipline of a child who is not their own. Discipline matters are confidential and will not be discussed with any families other than the family of the child being disciplined.**

#### » Referencing Weapons & Threats of Violence

Please see the School's policy in this Guide for when students reference weapons or acts of weapons-related violence.

#### DROP-OFF & PICK-UP PROCEDURES

Please drive slowly and carefully at all times on school grounds. The speed limit on campus is 15 mph. Violations of this policy could result in the loss of driving privileges on campus. **The use of cell phones during drop-off and pick-up times, or any time when driving on campus, is strictly prohibited.**

Families will receive several carpool cards with the family name and the names of the students. The carpool card must be in the driver's side windshield so it is visible to the security guard and the staff. If students carpool with others, Dawson will provide additional signs with the names of all students in the carpool. Families are directed to enter and depart from the south gate, located at Town Center and Garden Park Drive. Please note: Cars that do not have a carpool placard displayed risk being turned away at the security gate.

The back entrance to campus off of Town Center is open for EC morning drop-off between 7:30 a.m. and 8:50 a.m. EC classes begin at 8:45 a.m. and end at 3 p.m. All EC families should park in the ECEC lot for drop-off and pick-up and **HOLD YOUR CHILD'S HAND.**

Morning Drop-Off Procedure: Use your Dawson placard in your car window so it is visible to security

(placard colors change every year). At the beginning of the school year, drop-off will be at the exterior door of your child's classroom. Please use the side gate entrance to the EC playground to access the exterior door of the EC classrooms. Once students acclimate to the new year, the School will communicate updated drop-off procedures:

#### **If you drop your student off between 8:00 and 8:20 a.m.:**

- Please sign in as you enter the gate.
- Students will stay on the EC playground and participate in outdoor activities. They will leave their belongings in an area designated for each classroom.
- Students will be picked up on the playground at 8:20 a.m. by their classroom teacher and will enter the classroom by 8:25 a.m.

#### **If you drop your student off after 8:20 a.m.:**

- Please escort your student to the exterior door of their classroom.
- Faculty and staff will be outside every morning to greet students and assist you if needed.

Afternoon Pick-Up Procedure: Dismissal begins at 3:00 p.m. The back entrance to campus off of Town Center is open for EC pick-up from 2:30 to 4 p.m.

If your EC student has older siblings in other divisions, you have two options for pick-up:

- You may first park at EC and pick up your student between 2:55-3 p.m. to allow extra time to enter Lower School or Middle School carpool and retrieve your older students.
- You may park at EC and pick up your student by 3 p.m. and then wait at Orange Cone to retrieve your older students at 3:15 p.m. when Lower School carpool begins. *Please note that students will only be called to Orange Cone at 3:15 p.m. or later so as not to disrupt end-of-day instruction.*

**IMPORTANT: EC students should arrive no later than 8:40 a.m. Students who are not picked up by 3:15 p.m. will be taken to after-care, located in the ECEC, for which the customary fee will be assessed. Students may not be on campus unattended.**

Classroom morning meetings begin promptly at 8:45 a.m. in Early Childhood. These meetings are planning meetings for your child's day and set the tone for the day's learning. Late arrivals are disruptive. Please make sure to have your child to school on time

#### **HYGIENE**

Students are taught to wash their hands before eating, after using the bathroom and upon entry to the classroom.

“Potty accidents” will be attended to by the teachers and/or School Nurse. **The School is not licensed as a diapering facility, and all students must be completely potty trained by the first day of school.** Diapers and pull-ups are not permitted during school or rest time. Please keep a change of uniform in your child’s cubby at all times. Please see Dawson’s Bathroom Policy in this Guide for more information.

Families are asked to complete a sunscreen permission form to allow staff members to apply sunscreen to the child.

### TRANSITION TO SCHOOL

A positive, constructive working relationship between the School and families is essential. The School conducts home visits with all Early Childhood students before school begins. This allows families and teachers to meet within the security of the home environment as the child’s primary place of safety. Orientation on campus is held at the beginning of the school year. This gives families the opportunity to explore classrooms and other areas and meet teachers and administrators.

### KINDERGARTEN TO GRADE 4 (LOWER SCHOOL) POLICIES

#### BOOKS, MATERIALS & SUPPLIES

School tuition covers the costs of books, materials, and supplies. Families supply a backpack for students, which must fit in the child’s cubby without touching any other child’s belongings. Children are expected to keep their cubbies neat.

#### GRIEVANCE PROCEDURE

We strongly encourage any grievances to be addressed with the Head of Lower School or the Head of School, and please reference the Communication with Families section of this Guide for a detailed explanation of the grievance procedure process.

#### COMMUNITY EXPECTATIONS & DISCIPLINE

The link between flexibility and responsibility is a theme that runs through Lower School life. Early on, children learn that with choice comes an ability to take risks and to be responsible for their own behavior. We give our students the tools to navigate and develop respectful relationships with peers, teachers, and members of their surrounding community. In educating the whole child, civic efficacy is a major emphasis in the daily interactions with students. Students are expected to behave in accordance with the principles of good citizenship. Family partnership and support are essential in the modeling and reinforcement of self-discipline. The foundation of the distinguishing characteristics expected of Dawson students include respect for learning, respect for others, respect for self and respect for the place in which one learns.

Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action. The School may, in its sole discretion, contact families to address both minor and more serious instances of misconduct at any stage of the disciplinary process. On the other hand, families are asked to understand that disciplinary consequences are determined by the School, in its sole discretion. Disciplinary matters are confidential, and Dawson staff will not discuss them with any families other than the family of the students involved.

When students make choices that are not conducive to maintaining the moral standards and expectations of the Lower School, the situations become a teachable moment for helping students think through the consequences of their actions. The following is a list of infractions that will typically require teacher and/or administrative intervention:

- Disrespectful language
- Dress code violations
- Gum chewing on campus (This rule is made in the spirit of maintaining our beautiful campus and minimizing damage done to our indoor and outdoor commons areas by discarded gum)
- Disruptive behavior that inhibits teaching and learning, including misusing technology
- Being unprepared for class
- Academic dishonesty
- Possession of illegal drugs and/or drug paraphernalia, weapons, knives or fireworks
- Bullying and cyberbullying
- Leaving class without permission
- Stealing
- Inappropriate behavior when representing Dawson in the wider community

Protocol for response to student behavior will vary according to the severity and circumstance of each infraction. Our goal is to prevent consequences such as detentions, suspension and expulsion by using proactive intervention strategies such as class meetings, family communication and investment in the school rules and procedures.

For severe infractions, consequences may include, but are not limited to (in no particular order):

- Conference with the appropriate Division Head
- A formal written warning accompanied by a probationary period with stated expectations for improvement. This can include but is not limited to a morning reflection, community service, restorative justice practices, and reinstatement plans
- On-campus suspension
- Off-campus suspension
- Expulsion\*

*\*The Head of School makes the final decision regarding expulsion.*



When a student is not able to contribute positively to the School's overall program and is not making significant efforts to improve, the option for continued enrollment or re-enrollment may be rescinded, at the School's sole discretion.

#### » Disclosure to Next Schools

The School works closely with students and families to support the honest reporting of disciplinary matters to next schools and other academic institutions. When a student applies to a next school, it is the obligation of the student and the student's family to notify such school or institution about whether the student has ever been suspended or dismissed from, or experienced any significant change in status at, Dawson. If a student's disciplinary status changes after applying to or being accepted to a next school or institution, Dawson similarly expects the student and student's family to notify such school of the student's discipline. Dawson may also communicate with any secondary or next school, or any other educational institution, details regarding the student's disciplinary record. Dawson may, upon request from academic institutions and/or at its sole discretion, disclose the circumstances surrounding the student's departure. If it comes to Dawson's attention that the student or the student's family has provided misleading or inaccurate information to a next school, Dawson may, at its sole discretion, clarify the circumstances surrounding the student's disciplinary consequences or departure.

#### » Referencing Weapons & Threats of Violence

Please see the School's policy in this Guide for when students reference weapons or acts of weapons-related violence.

### DROP-OFF & PICK-UP PROCEDURES

Please drive slowly and carefully at all times on school grounds. The speed limit on campus is 15 mph. Violations of this policy could result in the loss of driving privileges on campus. **The use of cell phones during drop-off and pick-up times, or any time when driving on campus, is strictly prohibited.**

Families will receive several carpool cards with the family name and the names of the students. The carpool card must be in the driver's side windshield so it is visible to the security guard and the staff. If students carpool with others, Dawson will provide additional signs with the names of all students in the carpool. Families are directed to enter and depart from the south gate, located at Town Center and Garden Park Drive. Please note: Cars that do not have a carpool placard displayed risk being turned away at the security gate.

**Morning Drop-Off Procedure:** Morning carpool starts at 7:50 a.m. with drop-off in Admin Circle if you use the back gate off of Town Center or the Admissions Lot if you use the front gate off of Desert Inn. The back gate off of Town Center is open from 7:30 a.m. to 8:50 a.m. Morning drop-off begins at 7:50

a.m. and ends at 8:15 a.m. Please do not drop your student off at Administration Circle outside of this window of time, as faculty and staff are not present for duty.

When entering the Administration Circle, you'll see Dawson faculty and staff lined up along the curb. Please pull forward to the furthest available person at the curb, leaving no gaps between vehicles. As a safety precaution, students should always exit from the passenger side of the car. Adults should never exit the car. Backpacks should never be placed in the trunk of the car. Students will need to unbuckle their car seats so they are ready to exit the car.

Left turns out of Administration Circle are not permitted. You are required to turn right upon exiting.

**Afternoon Pick-Up Procedure:** The back entrance off of Town Center is open from 2:30 to 4 p.m. for K-4 afternoon pick-up.

A line of cars will form through the Admin Circle. As cars near the pick-up point, students will be called using Silent Dismissal to one of the cones in front of the Lower School, where a staff member will assist with loading the front of the Lower School. Families are not allowed to leave their cars at any time during pickup to retrieve their child from the Lower School lobby.

If you need to assist your child with their car seat, please remain in your vehicle and continue through the carpool line. You will then enter the Early Childhood parking lot, where you can safely park and exit your car to assist your child. Please do not park at the first-in-line cones along the Lower School parking lot curb under any circumstance.

**For Middle School students with a K-3 sibling:** Upon dismissal, your Middle School student will walk down to Lower School carpool for pick up with their K-3 sibling. When exiting the Lower School parking lot, please turn right and exit through the south gate.

**For Middle School students with a 4th-grade sibling:** You will pick your 4th-grade student up with their Middle School sibling from Middle School carpool. You will access campus using the main entrance off of Desert Inn and enter the Gym parking lot. You will retrieve your child, who will be with an assigned faculty or staff member, along the curb adjacent to the Middle School building.

**IMPORTANT: Unless students are enrolled in before-care, do not drop them off before 7:50 a.m. Students should arrive no later than 8:10 a.m. to be ready to begin class at 8:15 a.m. Students who are not picked up by 3:40 p.m. will be taken to after-care, for which the customary fee will be assessed. Students may not be on campus unattended.**

For the safety of all, please stay in the carpool line, waiting for the car in front to leave so all cars may proceed together. Please do not engage in prolonged conversations with staff members on carpool duty. Exiting from the Lower School parking lot is to the right only. Please use extreme caution at all times. It is vital that drivers obey all traffic directions from staff. Cell phone use is absolutely prohibited while in the carpool line.

## GRADES 5-8 (MIDDLE SCHOOL) POLICIES

### ADVISORS

The Middle School assigns each student to an advisor. We aim to personalize the Middle School experience so that each student is well supported, helping to ensure that students have the opportunity to achieve high academic standards and the skills to contribute to the creation of a truly democratic society. The homeroom teacher or advisor acts as a mentor to the students in their group, guiding their academic education and supporting their social and emotional development. Advisors also act as the central contact person between the School and the advisees' families. Dawson's advisory program includes academic support; interpersonal activities, such as team building, conflict resolution, and community involvement; activities that engender higher-level thinking, meta-cognition, and communication skills, such as Socratic Seminars and other protocols; and social activities like community meetings and celebrating a birthday. In addition to providing a personalized supportive environment for students, advisory strengthens the education of Dawson students by supporting the mission and culture of equity at Dawson and encouraging strong bonds between the School and home.

### ATHLETICS

Interscholastic programs for students in the Middle School include golf, soccer, volleyball, basketball, tennis, cross-country, track & field, swimming, cheerleading, and flag football. The Dean of Athletics is responsible for programming and staffing. Schedules are published on the School's website under the Athletics section. Student athletes and their families must sign the Dawson Athletics Policy in order to be eligible for participation. The policy addresses the expectations of a Dawson athlete, including, but not limited to, conduct, accountability and the Dawson Concussion Protocol.

**Important:** Families will be charged for lost or damaged athletic uniforms.

#### » Attendance Policy for Student-Athletes

- A student-athlete is required to attend the majority of the school day to participate in after-school athletics (3.5 hours).

- If the student-athlete has a pre-planned, excused tardy or absence, a note is required.
- If a student-athlete was absent from a full day of school or was dismissed from school early due to illness, the student is not permitted to participate in practice or games for the day in which they are absent.
  - In the event of an absence due to a religious celebration, families are asked to reach out to the Head of Middle School and the Dean of Athletics for next steps.
- If a student-athlete incurs an in-school or out-of-school suspension, the student is not permitted to participate in practice or games for the day in which they serve the suspension.
- If a student-athlete is injured or ill and is therefore unable to participate in Health and Fitness, they are not permitted to participate in any games or practices.
- For certain injuries, a student-athlete must provide a signed doctor's note stating they are eligible for full physical activity to participate in practice and/or games.

#### » Playing Time Policy

During the regular season, every team member will get playing time, but this does not mean equal playing time. Many factors go into the decision for playing time, and the amount of playing time is up to the discretion of the coach(es). Some sports where competitions have limited slots for participation will prevent the whole team from participating in every competition (i.e., Tennis, Golf, Competitive Cheer, etc.). When teams qualify for the playoffs, the coaches will make playing time decisions aimed at giving the team the best chance for success.

Student-athletes are encouraged to speak with their coach(es) at any time when they have questions or concerns about playing time.

### BOOKS, MATERIALS & SUPPLIES

School tuition covers the costs of books, materials, and supplies. Families supply a backpack for students. Children are expected to keep their lockers neat.

### GRIEVANCE PROCEDURE

We strongly encourage any grievances to be addressed with the Head of Middle School or the Head of School, and please reference the Communication with Families section of this Guide for a detailed explanation of the grievance procedure process.

### COMMUNITY EXPECTATIONS & DISCIPLINE

Each Dawson student is learning about themselves, others and the community around them and, thus, will make mistakes. But it is through this process that

change and growth take place. Students are physically, socially, and emotionally changing every year, and will require support and coaching through this process. The adults – which include their families, advisors, teachers, coaches and other valued members of their community – are active and understanding individuals who accept that this passage into adulthood will have some challenging moments. A Dawson student takes risks, shows resilience, listens to feedback, learns from mistakes and shows progress throughout their journey as a young learner. Dawson students thrive to be kind in their words and actions, and are expected to make choices that keep themselves and others safe socially, emotionally, and physically. Learning how to interact with other people, work on a team, and give and hear constructive feedback are essential skills for our students' future.

It is impossible to create a "list" in anticipation of every possible type of misbehavior. There are slight or minor behavioral concerns (examples: gum chewing on campus, disrespectful language, lateness to class, dress code violations). There are major behavioral concerns (examples: academic dishonesty, bullying, stealing, disrespect for authority). And, there are many in-betweens.

Consequences for misbehavior, depending on the severity and circumstances, run the gamut from a conversation with the student, written warning, family notification, a meeting with the family, morning detention, to an in school suspension, a suspension or expulsion. Our goal is to avoid the latter by intervening "early and often." Faculty, staff, advisors, deans, and the appropriate Division Heads will provide intervention and guidance to help students to choose appropriate behavior. Family partnership is essential to successful student reflection, growth and change in student choices and behavior.

Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action. The School may, in its sole discretion, contact families to address both minor and more serious instances of misconduct at any stage of the disciplinary process. On the other hand, families are asked to understand that disciplinary consequences are determined by the School, in its sole discretion. Disciplinary matters are confidential, and Dawson staff will not discuss them with any families other than the families of the students involved.

These guidelines apply to all conduct by students in grades 5-8, as long as they are enrolled at the School, when the conduct occurs on campus, during a school service project or visit location, as well as in the electronic community and social networks of Alexander Dawson. On occasion, the School may choose to extend its boundaries in a circumstance where a student, the School or its community has

been negatively affected by a student's behavior. Students should be aware that they represent the school community at all times, both on and away from campus. While it is not the School's intention to monitor students in all of their off campus activities, the School may take disciplinary action, up to and including suspension or expulsion, in response to inappropriate conduct occurring outside of campus.

Dawson students are expected to treat everyone with respect, take responsibility for their actions and do their best in all circumstances. We ask our students to tell themselves the following:

- I have the responsibility to make Dawson safe by not physically or emotionally harming or threatening anyone.
- Uphold our Core Values of Belonging, Engagement, Advocacy, and Resilience.
- Strive to be the best versions of themselves.
- I have the responsibility to treat others with respect. This means that I will not make fun of, tease or try to hurt the feelings of others.
- Snitching versus reporting: Some students may feel conflicted about whether or not to help themselves or a friend when they're in trouble for fear that they'll be seen as a snitch. Work with your child on the difference and help them think through how to report a problem. Reporting has the best interests of the other person in mind and involves telling a trusted adult so the adult can help solve a problem that is bigger than them. Its goal is to right a wrong. Snitching, on the other hand, is not about helping; rather, it is telling on someone with the intention of getting that person in trouble. A person reports a problem with the intention of making it go away, while a person snitches with the intention of making someone's problems bigger or more public.

#### » Definitions and Consequences

- **Slight Behavioral Infraction:** Disruptive actions that are in violation of one's responsibilities or another's rights (e.g., late for class, leaving lunch room with food, calling out, failure to take care of personal belongings/materials, class and or learning disruptions). Slight infractions will be handled between the teacher and student, and the student will be reminded of the School's principles and expectations. Such infractions may be documented and shared as needed and as determined by the involved teacher.
- **Minor Behavioral Infraction:** Actions which violate another's rights or personal responsibilities (not falling within the definition of Major Behavior Infractions) such as teasing, shoving, repeated offense of a slight infraction, disrespect towards a peer or faculty member, including inappropriate language.

- **When a Minor Behavioral Infraction Has Occurred:** Incidents at this level will usually be documented in our internal records system, which also serves to notify relevant school personnel of the incident. Depending on the number of infractions or severity, families may be notified.

Repeated incidences of minor behavioral infractions within a semester may result in a discipline conference with the student, their families, Dean, and advisor at which time the student will be placed on Disciplinary Warning. A student would be placed on Disciplinary Warning, and families notified for a violation of basic school expectations and guidelines. Disciplinary Warning is seen as a motivation to improve behavior. Warning will direct the student to improve his/her behavior including, but not limited to, a service project, apology letter(s), behavior conferencing, and restricted privileges. Students who improve behavior will generally not be subject to further disciplinary action (for the underlying misconduct.) Failure to comply with the Warning will likely be considered a Major Behavioral Infraction and placed on Disciplinary Probation.

**Major Behavioral Infraction:** Serious misconduct, including, but not limited to, the following (in the School's sole discretion):

- Violence (aggressive negative physical interactions) or threat of violence to any member of the community
- Drug, tobacco or alcohol (and related paraphernalia) use, possession or distribution
- Verbal abuse
- Failure to comply with Disciplinary Warning resulting from either a Minor or Major Behavioral Infraction
- Bullying, cyberbullying, sexual harassment or sexual assault
- Possession or use of matches, lighters, fireworks, explosives, weapons or other dangerous materials or objects
- Reprehensible conduct tending to reflect serious discredit to the School
- Willful destruction of property
- Stealing
- Repeated classroom behavior that impedes other students' learning
- Academic Dishonesty

#### » When a Major Behavioral Infraction Has Occurred

Incidents at this level will generally be documented. Major Behavioral Infractions typically result in a meeting involving the student's family, advisor, Dean, the appropriate Division Head, and when necessary, the school counselor. Disciplinary action may include probation, suspension, or, possibly, expulsion. Students who are suspended from school for any period of time are considered unexcused from school,

but may be permitted to make up missed work, at a teacher's discretion. Students on suspension (both in school and out of school) are responsible for their academic work. Homework or assessments missed during suspension may be due within a reasonable period of time, as determined by the faculty and Division Head. Dawson reserves the right to make known to the student body and the Dawson Community the disciplinary action taken by the school against a student who has been suspended or expelled. Such communications shall be made solely for the purpose of learning from the incident. By the act of enrolling at Dawson, every student and their families are deemed to understand and agree to these procedures. The Head of School makes the final decision regarding expulsion. If a student is expelled, the student will be prohibited from being on school grounds and will not receive academic credit for the time after which they were expelled.

#### » Closure and Restoration

In some situations, Dawson School uses a restorative justice process to put involved students back on the right track after a behavioral infraction. The aim of this process is to encourage students to come forward, discuss why they misbehaved and make appropriate amends for their actions. This process may also be invoked when a student returns to the School after a suspension. Some situations involve a power imbalance and the restorative process may need to be modified or not used at all. Restorative conferencing will bring together Dawson community members, including but not limited to fellow students, teachers, advisor, administration and families who have been affected by the harm done to bring the situation to a close. Conferencing may also be used for a single event that affects multiple students. The School will continue to monitor students involved in an infraction to help to ensure students' safety.

#### » Disclosure to Next Schools

The School works closely with students and families to support the honest reporting of disciplinary matters to next schools and other academic institutions. When a student applies to a next school, it is the obligation of the student and the student's family to notify such school or institution about whether the student has ever been suspended or dismissed from, or experienced any significant change in status at, Dawson. If a student's disciplinary status changes after applying to or being accepted to a next school or institution, Dawson similarly expects the student and student's family to notify such school of the student's discipline. Dawson may also communicate with any secondary or next school, or any other educational institution, details regarding the student's disciplinary record. Dawson may, upon request from academic institutions and/or at its sole discretion, disclose the circumstances surrounding the student's departure. If it comes to Dawson's attention that the student or the student's family has provided misleading or inaccurate information to a next school, Dawson may, at its sole



discretion, clarify the circumstances surrounding the student's disciplinary consequences or departure.

#### » Referencing Weapons & Threats of Violence

Please see the School's policy in this Guide for when students reference weapons or acts of weapons-related violence.

### DROP-OFF & PICK-UP PROCEDURES

Because of the increased number of students, and to protect the safety of everyone on campus, please ensure understanding of and follow the carpool procedures. Vehicles dropping off or picking up at the Middle School must enter campus through the north gate (on Desert Inn Road). Vehicles dropping off or picking up at Early Childhood or Lower School must enter campus through the south gate (off Town Center on Garden Park Drive). Please drive slowly and carefully at all times on school grounds. The speed limit on campus is 15 mph. Violation of this policy could result in the loss of driving privileges on cell campus.

Families will receive several carpool cards with the family name and the names of the students. Please take a photo of your family's carpool card and store it on your cell phone in case your card is lost or misplaced. The carpool sign must be in the windshield on the driver's side so it is visible to the security guard and carpool staff. If you forget to bring your sign, a cell phone photograph of your valid carpool sign is an acceptable alternative. If students carpool with others, Dawson will provide additional signs with the names of all students who will travel with you. **The use of cell phones during drop-off and pick-up times is prohibited.**

**Morning Drop-Off Procedure:** To drop-off Middle School students, enter through the main gate off of Desert Inn Road. Circle behind the Music Building through the Garden and Middle School parking lot to drop your student off at the curb beginning at 7:50 a.m. Faculty will be present to greet students. Cars should pull forward all the way so that several cars may be unloaded at once. Remain in line and exit carefully using the north gate, following the car in front.

**Afternoon Pick-Up Procedure:** Enter through the main gate off of Desert Inn Road. Circle behind the Music Building through the Garden and Middle School parking lot to pick your student up at the curb. Please pull as far forward as possible so several cars can be loaded at one time. Staff will assist with directing traffic. Cars waiting to approach the pick-up area will form a line running along the road next to and behind the Gym. Families are not allowed to leave their cars at any time during pickup to retrieve their child from the Middle School building.

Please do not park by the tennis courts in an attempt to skip the carpool line. Asking or directing your child

to cross the parking lot during carpool is a safety concern. If you have an afternoon appointment, please make arrangements to pick your child up early or arrive early enough so your wait time is less.

#### For Middle School students with a K-3 sibling:

Upon dismissal, your Middle School student will walk down to Lower School carpool for pick up with their K-3 sibling.

#### For Middle School students with a 4th-grade sibling:

You will pick your 4th-grade student up with their Middle School sibling from Middle School carpool. You will still access campus using the main entrance off of Desert Inn and enter the Gym parking lot. You will retrieve your child, who will be with an assigned faculty or staff member, along the curb adjacent to the Middle School building.

**IMPORTANT: Students should arrive no later than 8:10 a.m. to be ready to begin class at 8:15 a.m. Students who are not picked up by 3:45 p.m. will be taken to after-care, for which the customary fee will be assessed. Students may not be on campus unattended.**

For the safety of all, please stay in the carpool line waiting for the car in front to leave so all cars may proceed together. Please do not engage in prolonged conversations with staff members on carpool duty. Vehicles leaving the Middle School pick-up area must turn left when leaving the parking lot and exit onto Desert Inn Road. Please use extreme caution at all times. It is vital that drivers obey all traffic directions from staff. Please do not park by the tennis courts in an attempt to skip the carpool line; asking or directing your child to cross the parking lot during carpool is a safety concern. If you have an appointment, please make arrangements to pick your child up early or arrive early enough so your wait time is less. Carpool typically takes no more than 20-minutes.

With family permission and school notification, students may walk or bike to and from school. Please note: Once students leave campus at the completion of the school day, they may return only if supervised by family.

#### » Ridesharing & Food Delivery

Families should be aware that many rideshare companies (Uber, Lyft, taxi, etc.) have policies that prohibit transporting unaccompanied minors. The School prohibits the use of these services by students to or from school or any school-related events (either on or off-campus), and will not take responsibility for calling car services for students. Students are not permitted to have food delivered to campus from restaurants or food delivery services such as Uber Eats and DoorDash.

#### » Students Walking/Biking Off-Campus

Because we cannot fully guarantee our students' safety when they exit campus on foot or by bike in the

hours after school, our preference is for them to remain on campus under the supervision of Dawson staff in after-care until they are picked up by family. For situations when students are given family permission to walk or ride bikes off campus, families and students are required to adhere to the following guidelines:

- Between 3:15-3:30 p.m., students traveling by foot or bike must use the back pedestrian gate nearest the ECEC building to exit campus during afternoon carpool. They will check out with a Dawson employee at the gate.
- We are unable to monitor when students return to campus once they have walked or biked off. Therefore, if students need to return to campus for an after-school event (athletics, performing arts, extracurriculars, tutoring, etc.), **an adult family member or guardian is required to drive the student(s) by vehicle back to campus via the main front gate.**
- Students are not allowed, under any circumstance, to walk or ride bikes back onto campus using either the front or back gates, to jump Dawson's perimeter wall or the back gate to gain entrance to campus, nor are they allowed to enter campus by sliding underneath any gates.
- EC through 4th-grade siblings are not allowed to exit campus with a Middle School sibling unless they are accompanied by an adult.

Students who travel off campus by foot or bike after school must have an adult family member or guardian submit permission to the School by form. This is for year-long permission and needs only be submitted to the School once per year. Adult family members or guardians can email the Middle School program coordinator at any point during the school year to receive the form or revoke their child's permission.

We ask that families partner with us to establish family norms and set appropriate behavioral expectations with their children who are given permission to walk or bike off campus after school.

### GRADING

Students who earn a failing grade (below 60 percent unless it is a pass/fail class) on any semester progress report may be required to complete additional work, as determined by the teacher of the course. Students earning a failing grade on the second semester progress report may be required to attend an approved summer program, work with a tutor, or repeat the grade.

Students who fail a required course must make up that required course in the summer or have a "remediation plan" approved by Administration within two weeks of the end of the semester. All course

failures must be made up prior to returning for the fall semester. Written verification that the failing grade was resolved will be required. Students participating in extracurricular activities, including athletics and the performing arts, should be working to their potential and in good academic standing across all subjects. If necessary, students may be asked to take a break from participation and/or placed on an academic plan. If necessary, students may be asked to take a break from participation and/or be placed on an academic plan.

When a student is unable to meet minimum expectations, the appropriate Division Head will communicate the concerns and work collaboratively to create a plan for improvement. A student who does not maintain satisfactory academic progress may be placed on Academic Warning or Probation, depending upon the level of concern and academic patterns established.

Students who do not maintain a minimum semester GPA of 2.0 may have their re-enrollment agreements withheld and lose the privilege of being a student at Dawson. The Administration, at their sole discretion, reserves the right to dismiss students who are deemed to lack the aptitude or ability to successfully complete the academic requirements of the School.

### GRADE DISPUTES & ACADEMIC REVIEW

Students and families have the ability to challenge or dispute a grade issued in a course should they believe there is an error in grading or calculation. However, such challenges must be addressed within 10 school days from the time the student receives the grade on any given assignment. Neither individual instructors nor the School are compelled to review grades outside of this window, and grades are considered to be final and locked at such a time. Furthermore, the professional expertise of the instructor of record and the Administration are the final determining factors in the issuing of grades. Outside sources, including but not limited to, teachers outside of Dawson, tutors, college students, college professors, etc. have no standing to provide input on student grades.

### GRADUATION

To participate in the eighth-grade graduation ceremony, financial accounts must be in good standing, and eighth grade students must earn passing grades in all subjects on both semester progress reports in their eighth grade year, unless failing grades are resolved, as described in the "Grading" section of this Guide. Students not allowed to participate in the graduation ceremony for academic reasons, and their families, will be informed of the decision prior to the graduation ceremony.

### HOMEWORK

Academic engagement and responsibility beyond the classroom help strengthen and extend learning as

well as deepen important connections between home and school. The average amount of time for Middle School work to be completed in class and at home is noted below. Please keep in mind that the times below only serve as guidelines, and individual times will vary. Some students do take longer to complete their homework, but we suggest that if students are consistently taking more time than suggested on their homework, they should consult with both teacher and advisor.

- 5th Grade: 45 minutes to 75 minutes
- 6th Grade: 1 to 1.5 hours
- 7th Grade: 1 to 2 hours
- 8th Grade: 1 to 2 hours

Students and families are encouraged to refer to Canvas for due dates and other details to ensure that assignments are completed promptly. Students are responsible for completing all assignments.

### **SCHOOL-ISSUED LAPTOP PROGRAM**

In accordance with our Core Values, Dawson created the School-Issued Laptop Program. This program recognizes the benefits gained when students have access at home to the same technology that they have access to at school. This program was instrumental to the distance learning that we were required to transition to during the 2019-2020 school year, and will continue to be a cornerstone of our program in years to come. As a Challenge Success School ([challengesuccess.org](http://challengesuccess.org)), we believe it is vital that families set guidelines and expectations for technology use at home and regularly converse with students about appropriate usage of current and future technologies. It is a requirement that students and parents/guardians read through, discuss, and agree to follow our Responsible Use of Technology Policy and our Digital Citizenship Agreement prior to receiving their school-issued laptop.

We highly recommend that each family set norms regarding technology usage, including the following:

- Understand that the laptop belongs to the School and its sole purpose is for academic learning.
- Understand that VPNs and Cloud Gaming Services (including but not limited to Nvidia GeForce Now, Shadow, Xbox Cloud Gaming, and Playstation Now) are strictly prohibited, and the installation, configuration, and use of any of these services on any school-issued device may result in disciplinary action.
- Agree on where the laptop will be stored and charged.
- Agree on when and where the laptop can be used at home; maintaining a healthy balance between screen-time and facetime, technology curfews, and safe locations for laptop use.
- Discuss what productive homework time means and how to avoid distractions,

including technology distractions, during homework time. Consider apps and services that can be “shut off” to eliminate distractions, and build in “break times” to avoid burnout.

- Agree on keeping an open and honest dialogue regarding your child’s digital life. Have regular discussions regarding issues like cyber-bullying, Internet safety, and inappropriate content.

As stated earlier in the Responsible Use of Technology Policy, activities that occur at home using Dawson provided equipment or services are still governed under that policy. Students should be thoughtful with their use of technology, and are expected to model the expected behaviors of a Dawson student at all times.

### **» Laptop Care**

Students and their families are responsible for the proper care of any school-issued technology while it is in their possession. Dawson will deploy all required software necessary for students; students and families should not perform software updates or install any software without the approval and guidance of our Technology staff. Repairs should only be provided by Dawson Technology staff, and equipment should not be taken to a non-authorized service provider. Students and families should take careful steps to prevent damage and theft of Dawson issued laptops. The Dawson provided hard case should not be removed; if it begins to slip off, students should request assistance from Technology staff. When not in use on campus, laptops must be securely locked in the student’s locker or remain within sight. Please do not leave laptops unattended in open areas, or especially on the floor.

Laptops should never be transported by hand, but should always be placed in a backpack before moving. Backpacks containing laptops should be carefully lowered to the ground, and not dropped or thrown to the floor. Laptops should never be near liquids or food. Do not eat or drink while using the computer as crumbs or liquids may fall into the keyboard, affecting functionality. Liquids, including cups and water bottles, should not be on the same surface as the laptop, and water bottles should not be placed directly beside the laptop in a backpack. Laptops are never permitted in the Dining Hall during food service, and laptop usage in outdoor areas is only allowed during limited academic activities under direct adult supervision.

Students are required to bring their fully-charged laptop to school each day in a backpack with sufficient protection for a laptop; backpacks should contain enough space for the laptop to comfortably fit without being pushed or smashed. Laptops should also remain in their school-provided hard case at all times. Students should bring their charger to school on a

daily basis to ensure the ability to charge as the day progresses. Each classroom has power outlets available to allow students to charge their computers. Students and families should carefully clean their computer on a regular basis. Recommendations for the proper materials for cleaning can be provided by Technology staff. Technology staff can also provide students materials for cleaning at Laptop Shop.

#### » Laptop Security

At no time is any Peer-to-Peer, Torrenting, or Cloud Gaming Service software allowed on Dawson-provided laptops, whether at home or on campus. Laptops and online services provided by Dawson are password protected. Students are responsible for remembering and safekeeping of their own password. If they forget their password, students should see a Technology staff member for assistance.

#### » Laptop Support

Laptop Shop ([laptopshop@dawson.adsrm.org](mailto:laptopshop@dawson.adsrm.org)) is available each morning in the Middle School lobby for students requiring assistance with their laptop. Technology staff members can assist with software or hardware questions, password resets, loaner laptops, and any technological needs. If it is determined that there is a hardware issue with a laptop, our Technology staff members will troubleshoot and determine the next steps to be taken. Families may be billed for damage to Dawson-owned technology equipment that is caused by negligence, carelessness, or intentional damage, as determined by our Technology staff members.

All students may be asked to return laptops at any time during the school year for maintenance and updated software. Data may be wiped at the end of each school year; we highly recommend that data be stored on Google Drive and not on the individual computer. Loaner laptops are available if a student forgets their laptop at home, or in the event that service needs to be provided. Dawson reserves the right to collect and examine school issued laptops at any time, for any or no reason. Dawson also reserves the right to monitor and restrict laptop and Internet usage on the laptop at any time. In the event that a laptop is not returned at the completion of school or when a student is withdrawn, families are financially responsible for the cost of replacing the equipment based on replacement costs at the time of event.

#### » Laptop FAQs

*What grades allow their students to take their laptop home?* As a general rule, students in grades 5-8 are allowed to take their laptops home upon receipt of a family and student-signed Digital Citizen Agreement.

During extraordinary circumstances, lower grades may be permitted to take their laptops home as well.

*Will students be permitted to keep their laptops at home during the summer?*

As a general rule, students should expect to return their laptops to school during the summer vacation. However, during extraordinary circumstances, students may be able to keep their laptops at home during the summer break in connection with participation in a Dawson-provided remote experience. All students will retain access to their Google accounts from any device they choose during the summer.

*What if a student already has a laptop?*

Dawson does not permit students to bring their personally-owned laptops to school. We also recommend that students use one device for all of their school-related work, whether at home or at school.

*Will students need their laptops every day?*

Yes. Students are expected to bring their fully charged laptops to school every day and take it home each night. There may be exceptions, such as special events, but those days will be communicated with families in advance.

*If a student breaks, damages, or loses their laptop, what is the cost to replace them?*

In situations where a laptop or device fails due to a faulty component, Alexander Dawson will repair the device free of charge. However, if your student's laptop is damaged, Dawson will repair or replace the computer and families will be billed for the costs of the repair or replacement. Costs will vary depending on the components and the nature of the damage.

*May my student keep their laptop after they graduate from Dawson? May I purchase the laptop at the end of my student's enrollment at Dawson?*

No, student laptops must be returned in good condition at the end of a student's enrollment at Dawson.

*May my student keep their Google Drive information after they graduate from Dawson?*

Yes, students may transfer their Google data to a personally managed Google account upon graduation from Dawson. The Technology staff is happy to assist in that process. Families should be aware that their student's Dawson Google accounts will be suspended shortly after the end of their student's enrollment.





[www.adsrm.org](http://www.adsrm.org)

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