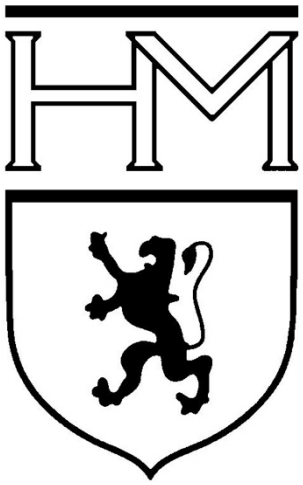


Horace Mann School
Family Handbook

August 29, 2025

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

The terms and conditions of the Enrollment Contract signed by each Horace Mann School ("Horace Mann School" or the "School") family (see Appendix 1) determine the relationship of that family to the School. The *Family Handbook*, as referenced in the Enrollment Contract, is a more detailed explanation of the responsibilities shared by both the school and the families it serves. Horace Mann School encourages parents/guardians and students to consult the Horace Mann School *Family Handbook* for guidance regarding School rules, regulations, policies, procedures, and expectations. Parents/guardians and students should keep in mind, however, that the School is a vital, constantly changing entity, evolving as circumstances require. Accordingly, the School may modify its procedures and expectations from time to time. Changes to specific School policies, rules, and expectations need not be in writing or incorporated into this *Handbook* to be effective.

As a top tier independent day school, and one of the largest schools of its kind in the United States, reasonable rules and expectations are necessary to allow the school the ability to provide its students with a liberal arts education, enhanced by robust athletic and co-curricular offerings. To this end, please note the following:

- When on campus, or participating in any off-campus school event, students in Grades 6-12 must have their school picture ID on their person. Middle and Upper Division students are required to adhere to any school policies and practices regarding swiping in or out of campus for any reason; they are also required to present their student ID when asked to do so by any employee of Horace Mann School.
- Any political protests or demonstrations taking place on the School's premises are subject to approval by the Head of School, including, but not limited to, with respect to the place and time for any such political protests or demonstrations. Failure to cooperate with a directive from the Head of School will lead to disciplinary action, up to and including expulsion for students.
- In those instances where a protest or demonstration may be approved by the Head of School, students must remain mindful of the School's Student Harassment/Bullying Policy. Under no circumstances will language, behavior, signage or symbols in violation of this policy be tolerated. Violation of the Student Harassment/Bullying Policy will lead to disciplinary action up to and including expulsion for students.
- Individuals (including without limitation students, employees, and visitors) may be asked to leave the School's premises or a school-sponsored event, as deemed necessary by the Head of School in their sole discretion. Failure to cooperate with a directive from the Head of School to leave the School's premises or a school-sponsored event in accordance with this policy will lead to disciplinary action, up to and including termination for employees, and expulsion for students. Failure to depart the premises when directed by the Head of School may also be considered trespassing and may result in or require the involvement of law enforcement.
- Wearing face coverings (other than an N-95 mask or its equivalent in connection with a diagnosis of a communicable illness) while on campus or participating in a school-sponsored event off campus is prohibited unless otherwise approved by the School in connection with a medical or religious accommodation. Failure to cooperate with a directive from the Head of School will lead to disciplinary action, up to and including expulsion for students.
- In addition to the implementation of disciplinary action in accordance with the School's policies, if the Head of School determines, in their sole discretion, that a student willfully damaged school property or the property of others at School (or a School sponsored event or activity), or that such property was damaged due to the student's gross negligence or as a result of conduct which is contrary to the School's core values and common sense community norms, student's family will be held responsible for the costs to repair and/or replace such damaged property.

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

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Introduction, Core Values and Mission Statement

Introduction to the *Horace Mann School Family Handbook*

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

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

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

The Mission Statement of Horace Mann School

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

--revised by the Curriculum Council, Fall, 2008

Appropriate Parent Expectations of the School

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

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

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

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

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

- teach respect and require appropriate behavior among students, between students and teachers and among adults in the larger community;
- communicate clearly to parents and students the School's policies on academics, athletics, behavior, student health and safety, and provide clear, timely and honest information about their children in an atmosphere of care and concern for the welfare of students;

- build a community characterized by respect and support for the intellectual, cultural, religious, racial, economic and other differences among us; and

- promote equal opportunity for students as they pursue their interests within the classroom, on the athletic field, in extra-curricular activities and elsewhere in the School community.

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

- a safe physical environment;

- an environment free from physical and verbal harassment and a community that encourages diversity of thought, word and action; and

- a healthy balance between school-related activities and restful recreation, including instruction in all Divisions about health, nutrition and sleep.

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

- relate the concerns and realities of the larger world to the subject matter taught in the classroom in a manner that promotes learning as a pleasurable, life-long endeavor;

- handle disciplinary matters in a manner consistent with School policy and the interests of the greater community, while maintaining tact, civility and care for the individuals involved;

- help students at all levels to understand the importance of the communities they inhabit—family, classroom, School, neighborhood and the larger world—while providing meaningful opportunities to serve those communities; and

- encourage students to build a positive identification with the School that makes being a part of Horace Mann School a source of personal and collective pride for them and their parents.

Appropriate School Expectations of Parents

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

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

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

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

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

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

- treat faculty members, staff, and administrators with respect for their time and commitments outside of school, understanding that it is inappropriate to call or send e-mails in the evenings or on weekends;

- listen and respond constructively to faculty and administration comments and criticisms regarding their children;

- be aware of the School's organizational structure and chain of command;

- provide teachers and advisors with the information necessary to be aware of and solve problems before referring the matter to supervisors; and

- maintain an up-to-date awareness of the School's policies by reading carefully the *Family Handbook*, as well as other School publications.

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

- ensure that their home environment is appropriately safe;

- encourage healthful eating, sleeping and exercise as part of childhood development;

- try to minimize family and school-related stress;

- communicate significant changes in family relationships and medical conditions to appropriate administrators and faculty members;

- be aware of and involved in their children's activities in and outside the home.

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

- support and encourage their children's community-related activities as well as their individual achievements;

- not tolerate behavior that unfairly advances the interests of one child over another, such as cheating, plagiarism, stealing or lying;

- encourage respect towards friends, both old and new; and

- encourage their children's development of pride in themselves, their friends and the school community.

Appropriate School Expectations of Students

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

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

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

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

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

- treat members of the faculty and fellow students in a respectful and civil manner;
- listen and respond positively to constructive criticism from teachers and parents;
- show respect, care, and concern for all members of the Horace Mann School community and
- be open to learning about the cultural differences and traditions of others in and outside of the Horace Mann School community.

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

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

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

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

Appropriate Student Expectations of the School

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

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

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

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

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

- promote mutual respect and treat issues of civility as teachable moments;
- listen and respond positively to students;

- encourage safe, confidential communication between students and teachers;
- respect, affirm, and celebrate the cultural differences and traditions of all students in the Horace Mann School community

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

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

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

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

Campus Description

Horace Mann School is comprised of five divisions situated on four campuses: the Nursery Division at 55 East 90th Street in Manhattan, the Lower Division at 4440 Tibbett Avenue in the Bronx, the Middle and Upper Divisions at 231 West 246th Street in the Bronx, and the John Dorr Nature Laboratory in Washington, Connecticut. The Bronx campuses also include freestanding houses for the Business Office, the College Counseling Office, and the Alumni and Development Office.

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

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

The **Middle Division** is housed primarily in Pforzheimer and Rose Halls. The Middle Division was formed in September 1999, adding grade six to the existing seventh and eighth grade Middle Division. The Middle Division now has four floors of classrooms, teachers' rooms, a Writing Center, Academic Center, Math Center, Testing Center and Reading Room. Students in grades six, seven and eight share arts and Physical Education facilities with the Upper Division (grades nine through twelve).

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

Olshan Great Room, the Mindich Family Campus Center and the Center for Community Values & Action.

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

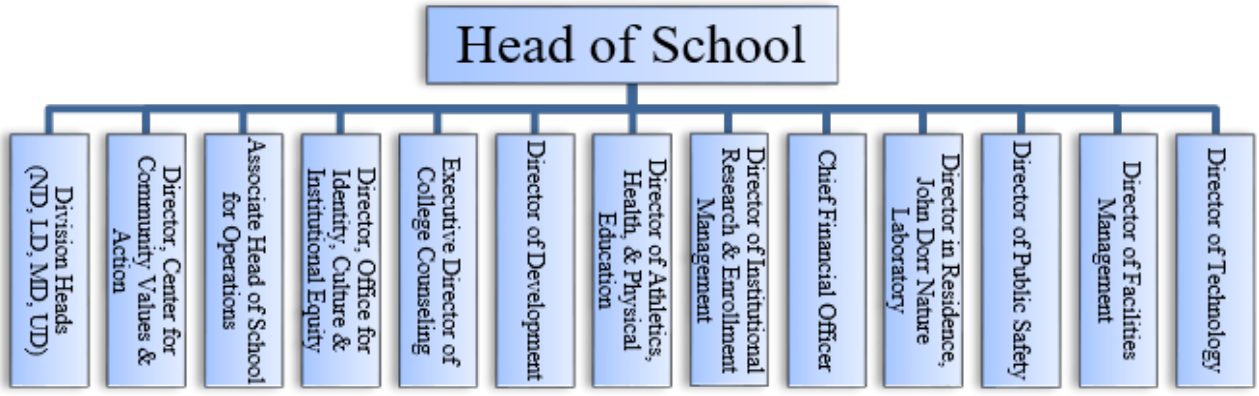
Part I: Academic Program

Introduction

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

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

Administrative Council Structure



Divisional Structure

Nursery Division

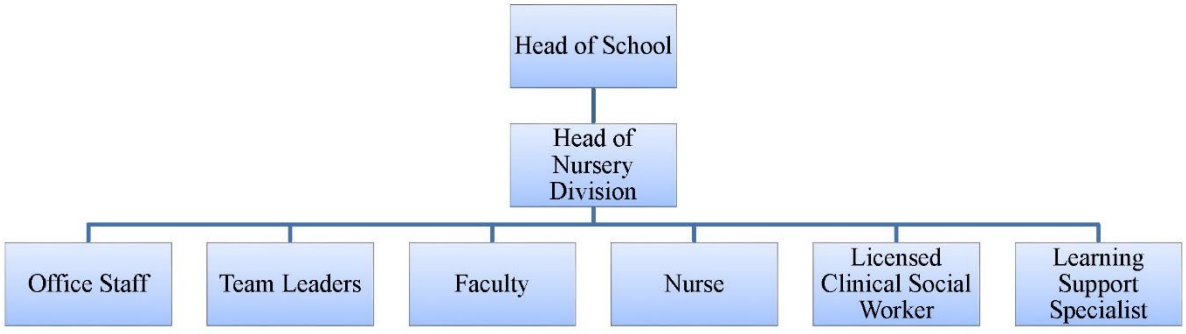
The Nursery Division has programs for Threes, Pre-K, and Kindergartners. The Threes attend school part-time, either am, pm, or full-time. The Pre-K and Kindergarteners attend full-time. The focus of the curriculum is distinct for each age group. The programs support growth in all aspects of development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

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

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

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

Nursery Division Structure



Lower Division

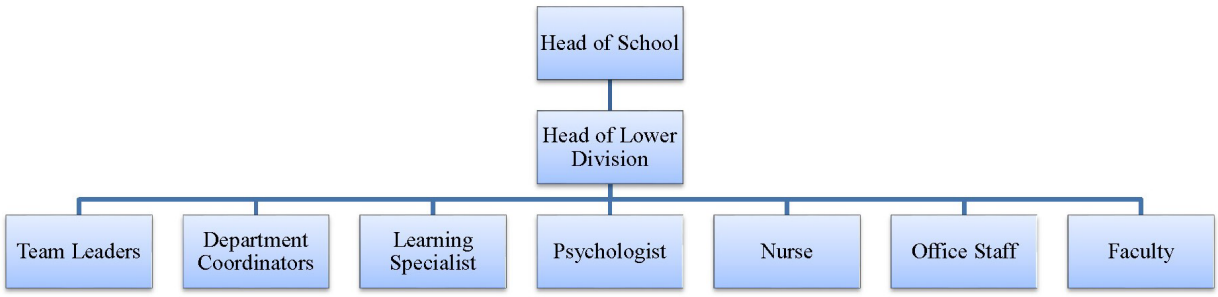
Classes in the Lower Division consist of approximately 21 children. One teacher at each grade level is designated Team Leader who is responsible for curriculum coordination,

scheduling within the grade and supervision of activities. Teachers in kindergarten through grade three are responsible for instruction in all subjects. Assistant teachers are present in classes in grades one through three. Subject-area specialists in grades four and five are responsible for instruction in each of the major curriculum areas: English, Mathematics, Science, and History. Children in grades four and five travel to their classes together in homeroom groups, thereby maintaining a close connection to each other and to their homeroom teacher.

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

In addition to curriculum-based field trips throughout the New York metropolitan area, students in grades two through five travel to the John Dorr Nature Laboratory in Washington, Connecticut under the supervision of the resident faculty.

Lower Division Structure



Team Leaders (Nursery and Lower Divisions)

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

Middle Division

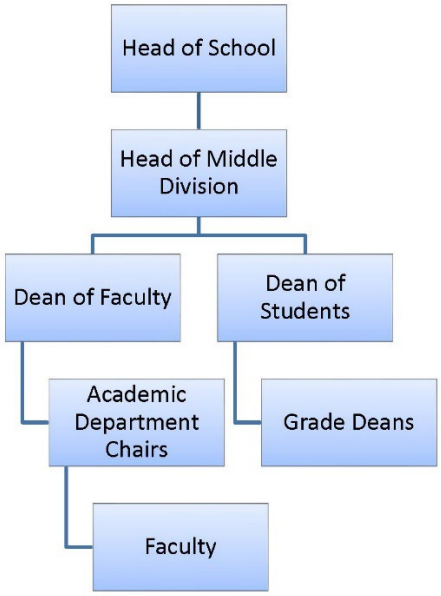
The Middle Division includes grades six through eight. Grade six is a point of entry to the School for 45 to 55 students each year. In the Middle Division, the academic year is divided into two semesters. Each Middle Division student studies English, History, Mathematics, Science, French, Latin, or Spanish,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

The advisory program is a central co-curricular experience in the Middle Division. Each advisory consists of 10-12 students, and the advisor(s) serves as the student's advisor(s) for the

duration of their time in Middle Division. The Middle Division has a variety of student support services including the Academic and Homework Centers staffed by educators who support all students to address specific deficits and/or provide extension challenges.

There are opportunities for students in each grade to participate in dance, drama, and musical performances and in grades seven and eight to be part of an interscholastic athletic program. Off periods, Extra Help periods, and Study Halls are scheduled for students as a means to learn how to manage time, meet with teachers for extra help, work on group projects, and socialize with friends.

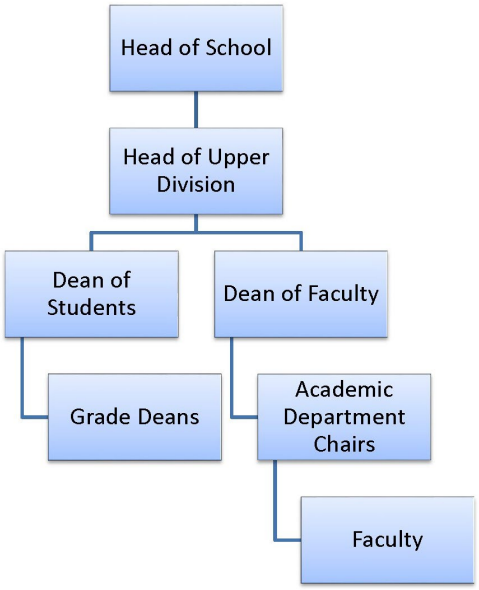
Middle Division Structure



Upper Division

The Upper Division includes grades nine through twelve. Grade nine is a major point of entry to the School, when approximately 40 to 45 new students join the Horace Mann School community. The curriculum in grades nine through twelve consists of courses in English, History, Mathematics, World Languages, Science, Computer Science and Engineering, Arts, Health, and Physical Education. In addition to the required core curriculum in these disciplines, the School offers a wide range of elective courses.

Upper Division Structure



The academic program for each student consists of a maximum of five full-credit courses and two half-credit courses each year. Students must take at least four full-credit courses each year. Participation in athletics, clubs, publications and service learning is also a very important part of the life of most Upper Division students.

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

- Arts: Every student is required to take a minimum number of credits in the Arts, with at least .5 credits in art appreciation and .5 in arts studio or performance courses. See the Upper Division *Program of Studies* for further specification and the complete list of course offerings.

- Computer Science and Engineering: Every student is required to take one half-credit course at some time during their four years in high school.

- English: English is required in each of the four years in the Upper Division.

- Health: Health Education courses are required for one rotation in grade ten and again for one rotation in grade twelve.

- History: History courses are required in grade nine (Modern World History) and in grade ten (United States History). An additional elective is required in grade eleven or twelve.

- Mathematics: A two-year sequence consisting of Geometry and Algebra 2 and Trigonometry is required for all students. Elective courses include three levels of Pre-

Calculus and Calculus as well as Statistics and Probability, among others.

- Physical Education: Students must pass Physical Education in grades nine through twelve. This requirement includes certification in American Red Cross Standard First Aid with AED and Water Safety Skills. Members of athletic teams are exempt from courses in the Physical Education Department during the season in which they participate in a team sport.

- Science: Students are required to take Biology and either Chemistry or Physics. Electives include advanced as well as specialized courses in Biology, Chemistry, Physics and Environmental Science.

- World Languages: Each student must complete sequential study through level three of Chinese, French, Japanese, Latin or Spanish. Latin and Ancient Greek are also offered as half-credit courses.

- Guidance: Ninth grade students take Horace Mann Orientation in the first part of the year. The Department of Counseling and Guidance also offers elective courses in Psychology and Ethics in School and Society.

- Service Learning: Students are required to participate in annual, grade-wide Service Learning Days and reflection activities.

Grade Deans/Class Deans (Upper & Middle Divisions)

Grade Deans/Class Deans have academic, administrative, and disciplinary authority and responsibility. For the students in the Dean's grade, the Grade Dean supervises academic counseling, course selection, resolution of course schedule conflicts, distribution of grades and academic reports, student fulfillment of graduation requirements, resolution of conflicts between teachers and students, and communication among parents/guardians, teachers, advisors and students. The Middle Division Deans and Division Head are charged with promoting responsible student behavior and deciding upon disciplinary actions and implementing them. In the Upper Division, when not explicitly dictated by the Upper Division Code of Conduct and Discipline, disciplinary action is recommended by the Honor Council to the Division Head.

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

Faculty Advisors (Middle and Upper Divisions)

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

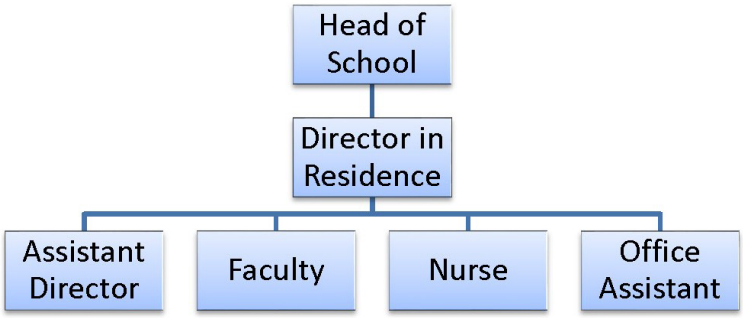
The John Dorr Nature Laboratory

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

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

The fundamental principle that underscores the curriculum at Dorr is the holistic belief that developing a sense of community within a school through shared experience and reflection is essential to creating a positive learning environment. Whether it is doing "Beauty and Order" (chores), exploring the natural world, studying macroinvertebrates or forest health, navigating a ropes course, living in community or organizing and participating in an outdoor adventure such as an off-campus backpacking or mountain biking trip or campus initiative, the common thread that weaves its way through all the programs is their experiential nature, emphasis on the cooperative aspects of living and learning, and taking healthy risks. The outdoors is used as the medium through which students can explore their ideas, feelings, and relationships with others in new and different ways. Ultimately, students develop a healthy interest in and ownership over their experiences in nature.

John Dorr Nature Laboratory Structure



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

Course Selection

Lower Division

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

Middle Division

Middle Division students have a choice of three world languages starting in the 6th grade. They also may audition for a musical performance group as part of their Arts requirement. Starting in 7th grade, students may also opt to join a sports team in place of PE for that season. In 8th grade, students indicate their preferences from a menu of Arts electives, including Dance and Steel Pan Ensembles. All courses are described in the *MD Curriculum Guide*.

Upper Division

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

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

Course Number Designations in the Upper Division

100-level: Pass/fail, partial year required courses

200-level: Foundational courses appropriate for all UD students

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

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

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

Homework

Homework is assigned beginning in grade one and is an integral part of the program through grade twelve. Homework reinforces classroom lessons and activities and helps students develop a sense of responsibility toward schoolwork. In the younger grades, homework can be collaborative, and parents/guardians are sometimes encouraged to work with their children. In keeping with Horace Mann School's emphasis on maintaining a high standard of academic integrity, older students are expected to complete and submit their homework assignments without relying on classmates, family members, artificial intelligence or "AI" (please see the Artificial Intelligence section on page 74), or tutors unless they are permitted by their teachers to work collaboratively. As students progress through the grades, they will be expected to budget their time appropriately and gain greater independence in preparing their work outside of class.

Homework is not assigned over the Thanksgiving, Winter, or Spring Breaks. Horace Mann School recognizes the diversity of religious traditions represented among the students of the School and the value such diversity adds to its educational program. As such, the School respects the religious practices of its students and is committed to providing reasonable accommodations for religious obligations. If an accommodation is believed necessary, Upper Division students and/or parents/guardians should speak with the employee responsible for each class or program; Middle Division students and/or parents/guardians should speak with the student's advisor with a follow up phone call or email to the Grade Dean. In the Upper Division, as a general guideline, the maximum time required to complete regular weekly homework assignments for a major course should be equivalent to the class time for that course for a week. Most Upper Division students have free periods during the school day during which they can begin or complete homework assignments. Homework guidelines in the Middle Division are no more than 20 minutes nightly homework for 6th graders, no more than 25 minutes for 7th graders, and no more than 30 minutes for 8th graders. This does not include projects assigned over a long period of time. In both the Middle and Upper Division, homework due the next day should be assigned by 4:00 pm on the previous day.

Library

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

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

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

The Middle Division Reading Room in Pforzheimer serves students in grades 6-8, provides books for pleasure reading, and supports assignments in the Middle Division. As in the Katz Library, materials support the wide array of research assignments across the Middle Division curriculum, and enhance the Middle Division Readers Forum. Middle Division students also have the opportunity to participate in a Mock Newbery Committee, Battle of the Books, Lion & Cub Book Club (an annual parent/guardian/child book club), and other reading initiatives, including hosting a number of author visits throughout the year.

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

The Katz Library subscribes to roughly fifty research databases that are available 24/7 through remote access with a student or faculty ID. These databases include access to periodicals and newspapers, some of which are also available in print in the library. The library's online catalog can be accessed through the School's website. Library hours are 8:15 am to 5:50 pm Monday through Thursday, and 8:15 am to 3:30 pm on Friday.

Middle and Upper Division library books, audiobooks, and DVDs circulate for three weeks. Special arrangements are made for circulating reserve and reference books. The library provides multiple copies of most textbooks used in large classes. Students may use these texts in the library, or they can be checked out overnight with permission. **Laptops can be borrowed from the library for same-day, in-library use only**; students are also free to use one of the library's desktop computers.

Students may use the library's desktops and laptops for school-related work only. The table with the desktops is reserved for students who need to use those computers. **Students are not allowed to play video games anywhere in the library, on any device.** Violation of this policy will result in disciplinary action up to and including loss of library privileges.

We ask students to respect the community's need for a quiet and clean atmosphere where all can read and study in comfort. Students may eat small snacks and drink in the library, but they must clean up after themselves so that all spaces are ready for everyone to use. Cellphone use for phone calls is not allowed in the library. Headphones must be worn or the volume turned off on devices when utilizing social media, watching videos, or listening to music. The library offers different areas that allow for various study styles. The main area of the 2nd floor of the library is for silent, independent study. Students on the 1st floor of the library may work together, but loud talking should be kept to a minimum. Group study rooms, located on both floors of the library, provide students with a place where they can study together. Although students may talk here, excessive loudness may result in expulsion from the library.

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

Testing

Lower Division

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

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

Middle Division

Four testing days are assigned for each department during the ten-day cycle. No more than one pre-announced assessment should be given in a subject in a given week. Only one test per subject should be given in the last two weeks of a semester. Students will be notified of upcoming assessments at least one week before the assessment date. Assessment calendars are used in each grade level to honor these guidelines when changes in schedule occur. The Middle Division departmental assessment days are as follows:

English	Days 1, 4, 6, 10
History	Days 1, 3, 7, 9

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

Upper Division

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

English	Days 2, 4, 6, 8, 10
Full-Credit World Languages	Days 2, 4, 6, 8, 10
Full-Credit Comp. Science	Days 2, 4, 6, 8, 10
Science	Days 2, 4, 6, 8, 10
Full-Credit Arts	Days 1, 3, 5, 7, 9
History	Days 1, 3, 5, 7, 9
Mathematics	Days 1, 3, 5, 7, 9
Psychology/Ethics/Other	Days 1, 3, 5, 7, 9
Half-Credit Courses	All days when course meets

Homework and Assessments

In the Upper Division, teachers assign a range of assessments, including shorter nightly homework or quizzes and longer assessments, such as tests and essays.

- No single assignment may be worth more than 25% of the semester grade.
- Assessments worth 15% or more of the semester grade must occur on a department's testing day and must be assigned or announced at least one week in advance of their due date.
- Assessments taking a full period, even if worth less than 15% of the semester grade, must occur on a department's testing day.
- As a general guideline, the maximum time required to complete regular weekly homework assignments should be equivalent to the class time for that course for a week (i.e., about 45 minutes for a class period). When determining how long a homework assignment may take, teachers should keep in mind that a student will likely have an equal amount of homework for at least four other classes.

- All assignments, whether daily homework or longer assessments, should preferably be submitted by the end of the class period for which they are due, and certainly no later than 4:00 p.m. on that day.
- Certain periods when assessments are likely to be particularly heavy, such as the week before Winter or Spring Break or the end of a semester, may be designated "testing periods," during which departments are assigned specific days on which they may assess and nightly homework is reduced or prohibited. These periods will be announced well in advance by the Dean of Faculty.
- School work may not be assigned over Thanksgiving, Winter, or Spring Breaks.

Grading

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

Middle Division

Early in the school year, each Middle Division teacher explains to students the method to be used in calculating semester grades. A written explanation in a course description/syllabus is shared with students detailing the place and weight of tests, quizzes, papers, homework, class participation, and projects in their grade.

Grading Scale

Faculty are required to use the conversion scales below when converting from percentage grades to letter grades or when calculating letter grades as percentage grades. A minimum grade of 50 must be used for all assessments on the 100-point scale. A+ grades are highly unusual in the Middle Division and should only be used to acknowledge student performance that greatly exceeds that expected of HM students. Letter grades will be used on reports to communicate information about student learning to students and their families.

100-point scale range	Letter Grade	100-point scale grade
98-100	A+	99
93-97.99	A	95
90-92.99	A-	91
87-89.99	B+	88
83-86.99	B	85

80-82.99	B-	81
77-79.99	C+	78
73-76.99	C	75
70-72.99	C-	71
60-69.99	D	65
50-59.99	F	50

Academic Reports

Middle Division students receive Academic Reports at the mid-semester point, and after the end of each semester (see school calendar). Reports include grades, checklists, and at certain points, comments. Grades for each semester appear on a student's end of year report, and a single "final" grade will not be calculated.

Mid-Semester Grades reflect student progress at the mid-points of Semesters 1 and 2. These grades are not averaged directly into the semester grade nor do they appear on student transcripts. They are intended solely to indicate how a student is doing midway through the semester.

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

Teacher comments are written for Middle Division students four times a year – at the middle and end of each semester (see school calendar) – for students receiving grades of C+ or below, students receiving an Incomplete, or students who have experienced a drastic decline since the last marking period. At the First Mid-Semester point, Middle Division students receive comments for all of their ½-credit and full-credit courses.

Return of Homework Assignments and Assessments

Faculty are expected to return work promptly to students, with grades and comments indicating success and growth points. When a teacher has given a test, essay, quiz, lab report, or prolonged assignment, no subsequent assessment of the same type may be given until the previous one has been graded and returned to the students who took it on time.

All regular homework, quizzes, and assignments related to the content of a test or quiz must be corrected and returned by the review period for that assessment.

Grades of Incomplete

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

Academic Probation

Occasionally, a struggling student will need to be placed on Academic Probation. Probation is used to help get a student back on track and is triggered by concerning student habits or failing or marginal grades. The parameters of Academic Probation in the Middle Division are determined by the Grade Dean and Division Head.

Dropping and Changing Courses

The deadline for changing courses is the end of the third week of the semester in which the course begins.

Under rare circumstances, a Class Dean may allow a student to change their courses after the third week of school. These changes should be made by the mid-semester point in semester 1 or shortly thereafter. Course changes that occur within the above time frame will not be indicated on the transcript. The semester grade should reflect achievement in the new course. The method for determining the final grade will be established at the time of the course change by the teachers in consultation with the Dean of Faculty, Grade Dean, and Department Chair.

This policy does not apply to changes within the Arts cycle. Students seeking to change an elective course in the Arts can only do so after speaking to their Class Dean within the first three weeks of the semester and with the Dean's approval.

Upper Division

At the beginning of the school year, each teacher is required to distribute to students a written statement of course policies, including the method to be used in calculating grades for tests, quizzes, papers, and other assignments in the teacher's class and the relevant weight of these assignments. The course policy should include an indication of when assessments worth 15% or more of the semester grade are expected to occur over the course of the first semester. For the second semester, faculty should provide this information before the start of the new

semester. A letter grade will be given each semester, and this grade should be calculated based on at least 4 discrete graded assessments during the semester. No single assessment should count towards more than 25% of the semester grade.

Grades represent students' ability to demonstrate their understanding of the material covered in their classes. While students generally expend effort to gain that understanding, grades are not a measure of that effort. The assessment of student understanding and the assignment of grades is a responsibility entrusted to the Horace Mann School faculty alone. Faculty members endeavor to be fair and consistent in their assessment of student work and to provide students with sufficient opportunities to demonstrate learning and progress. While parents/guardians are welcome to discuss student learning and progress with teachers, conversations about grades should take place between students and their teachers only. If parents/guardians have questions or concerns, they should consult the Grade Dean. Under no circumstances should students or parents/guardians endeavor to have a grade changed.

Grading Scales and Rounding

The following grading scales, grade conversions, and rounding policy are uniform across the Upper Division and followed by all teachers in all departments. Teachers may grade individual assignments using either the 100-point scale or A-F letter grades converted to the 100-point scale following the chart below.

100-Point Scale → Letter Grade

100-point scale range	Letter grade
98-100	A+
93-97.99	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
77-79.99	C+
73-76.99	C
70-72.99	C-
60-69.99	D
50-59.99*	F

Letter grade → 100-point scale

Letter Grade	100-point scale grade
A+	99
A	95
A-	91
B+	88
B	85
B-	81
C+	78
C	75
C-	71
D	65
F	50

* Note that in the Upper Division, no grade on the 100-point scale can fall below a 50. This policy limits the F range to 10 percentage points, keeping it consistent with the A-D ranges. Therefore, any grade below a 50 on an assessment will be rounded up to a 50 (e.g., a student who earns a 32 on a test will receive a grade of 50).

Rounding

The Upper Division follows a uniform grade rounding policy across all classes and departments. Rounding occurs only when calculating semester and mid-semester grades, not individual assignments. The grade for a given assessment will be recorded in a teacher's gradebook as is (e.g., an 82.5 on a test is an 82.5, not rounded up to an 83). When calculating semester and mid-semester grades, teachers will round up only when the grade falls at 0.5% below the threshold and above (e.g., a semester grade of an 82.5 will be rounded up, and the student will earn a B for the semester; a semester grade of an 82.4 does not get rounded up, and the student will earn a B- for the semester). The grade of A+ is an exception to this policy: to earn an A+ for the semester, a student must earn a 98 or above; a 97.5-97.9 does not round up.

Mid-Semester Grades

At the midpoint of each semester, teachers will provide a letter grade indicating each student's progress. This grade is not used directly in the calculation of semester grades and does not appear on a student's permanent transcript. The mid-semester grade is an approximate indication of how the student is doing at that moment in the year.

Returning Assessments

When a teacher has given a test or quiz or collected a paper or project, no subsequent test, project, paper, or quiz that covers the same or similar topics, or material that builds on the content of that assignment, may be given until the previous one has been graded and returned to the students who took it on time.

Taking a Course Pass/Fail

Students in Grades 9-12 may choose to take up to two courses during their four years (not including Honors and 400-level courses) on a Pass/Fail basis. This decision must be made within six weeks of the start of the school year. In sequential courses, such as Math and World Languages, students must still earn a minimum yearly average, specified in the Program of Studies, to advance to the next level, even if they are taking the course Pass/Fail. While only P or F will appear on the report card, the teacher will calculate a grade on the A-F scale to determine eligibility for advancement.

Receiving Credit/Failing Grades

A student must receive credit for at least four full-credit courses per academic year. Credit is not given for a course in which the grade for both semesters is an F. Eighteen credits taken in full-credit classes from grade nine to grade twelve are required for graduation. Only one average course grade of D per year may be credited towards graduation. A second average

course grade of D or F necessitates repeating the class in the next academic year if the course is a graduation requirement or if it is needed to meet the minimum number of credits required for graduation. The first grades given will remain on the transcript, along with the grades earned when the course is repeated.

A student may receive a grade of F in a semester for failure to complete the requirements of a course. If the average of a student's grades for both semesters is a D or F, it may be necessary to repeat the course during the next academic year. In these circumstances, the teacher will inform the student's parents/guardians, advisor, and Grade Dean of the situation as early as possible. In Math and World Languages courses, students must earn a minimum yearly average, specified in the Program of Studies, to advance to the next level of the sequence.

Note:

- Full-credit academic courses for HM credit are not offered in the Summer Program.
- Horace Mann School does not grant credit for work completed in non-HM summer programs.

Grades of Incomplete

In the event of an extended illness or extreme extenuating circumstance, a student may receive a grade of Incomplete for the semester. Teachers will collaborate with the student's Grade Dean to set an appropriate date for the submission of work. Unless circumstances dictate otherwise, all work must be completed within two weeks of the submission of semester grades. All grades of Incomplete are accompanied by an academic report that specifies the reason for the grade of Incomplete, the nature of the work to be completed, and the due date for that work. In the event that students do not complete the work for which the Incomplete was given, they will receive a grade of F for the missing work, and teachers will calculate the semester grade accordingly. Throughout the process of assigning and resolving a grade of Incomplete, the faculty member will keep the student's academic advisor and Grade Dean apprised of the student's progress.

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

Dropping and Changing Courses

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

<u>Dropping a course</u>

- If a student receives permission to withdraw from a required course before the end of the sixth week of first semester, no notation will appear on the transcript.

- If a student receives permission to withdraw from a required course between the end of the sixth week and four weeks before the end of the first semester, a "W" will appear on the transcript.
- If a student withdraws from a course within four weeks of the end of the first semester, or at any time during the second semester, the transcript will indicate an F for the course dropped.

Changing courses

- The deadline for changing courses is usually the end of the second week of school.
- Course changes after the second week may be made if a student is requesting to move to a lower level of the same subject and their schedule allows for it to be adjusted. These changes usually must be made by the mid-semester point in semester 1 or shortly thereafter.
- Under rare circumstances, a Grade Dean may allow a student to change their courses after the second week of school.
- Course changes will usually not be indicated on the transcript.
- The semester grade should reflect achievement in the new course. The method for determining the final grade will be established at the time of the course change by the teachers in consultation with the Grade Dean and Department Chair.

Seniors dropping a course

The transcript sent to colleges will show the same notations that appear on the School's record. If a course has been repeated, both grades will appear. The above policy will be communicated to students at the time course selections are made.

Academic Reports (Progress Reports or Narratives)

Academic Reports, known as "progs," are written four times a year—at the middle and end of each semester—for students receiving grades of C+ or below, or for students receiving an Incomplete. Teachers are required to write an academic report if a student earns a grade of C+ or below on any assessment worth 15% or more of a semester grade and should also write reports for students whose performance has dropped a full letter grade (e.g., A to B, B- to C-, etc.). These reports may also be written at any other time during the school year. In addition, any student new to the Upper Division will receive an academic report from each of their teachers when grades are reported at the middle of the first semester.

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

Teachers are also welcome to write positive reports on students who have excelled, whose performance has improved significantly, or who need some encouragement.

Academic Alert

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

Academic Alert includes the following steps:

1. Parents/guardians will be contacted by the Grade Dean, who will also notify appropriate faculty members.
2. The student must report to the teachers of those classes in which they are struggling to discuss work done for those classes.
3. The student may be asked to report to their advisor for a meeting at least once every two weeks.
4. The student must report to the Grade Dean at least once a week.
5. The Grade Dean will check in periodically with a student's teachers.
6. Mandatory special help sessions with the teacher and/or a specialist in the Academic Center must be arranged at least once each week in every course where a student is performing in the D or F range.
7. The Department of Counseling and Guidance will be notified about students who are on Academic Alert as appropriate.
8. The extent of an Alert period will be a minimum of one month.

Academic Probation

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

Students on Academic Probation must:

1. be in school from 8:25 a.m. until the official end of every school day and remain on campus throughout the day;
2. attend Study Hall as required, become familiar with places to study, such as the library or a supervised study area, and seek out opportunities for extra help and tutoring during free periods;
3. commit to staying in close touch with their teachers and advisor;
    a. report to the teachers in those classes in which they are struggling to discuss work done for those classes,
    b. report to their advisor for a meeting at least once every two weeks,
    c. report to the Grade Dean every week, and
    d. arrange for special help with a Specialist in the Academic Center at least once each week in every course in which a grade of D or F was received.

Consequences of Academic Failure

Dismissal from School mid-year may be required by the School if specific probationary conditions set by the Grade Dean and the Division Head are not fulfilled. Dismissal from the School mid-year may be recommended to parents/guardians when non-retention in the following year seems likely, when full promotion to the next grade seems unlikely, or when the likelihood of better academic and personal success seems greater in a different school.

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

- the student has had serious academic problems (more than 2 D's or more than 1 F) for more than one semester;
- the student fails one course needed for graduation credit and chooses not to make it up in the subsequent academic year;
- the student has had to make up more than two courses required for graduation;
- the student's teachers and/or advisor feel that the academic objectives of the student can be better met at another school; or
- the student's behavior is consistently at odds with the expectations for student behavior and conduct as explained in this *Handbook*.

Standardized Testing

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

In grades one through eight, the Lower and Middle Divisions administer selected portions of the CTP-5 ("ERBs") standardized achievement tests. Test results are interpreted and utilized by appropriate specialists in an effort to understand individual needs, measure group achievement, and inform curricular needs.

Standardized testing in the Upper Division includes PSAT, SAT, and ACT tests. The Upper Division administers a practice ACT and practice SAT to the tenth grade during the spring and an optional PSAT to the eleventh grade in October. The School does not administer the PSAT in grade ten.

Horace Mann School is a testing site for SAT and ACT tests on most, but not all, of the designated testing dates. The Horace Mann School calendar notes the dates of SAT and ACT testing at Horace Mann School. Students are not required to take their tests at Horace Mann School and non-Horace Mann School students can request Horace Mann School as a test venue.

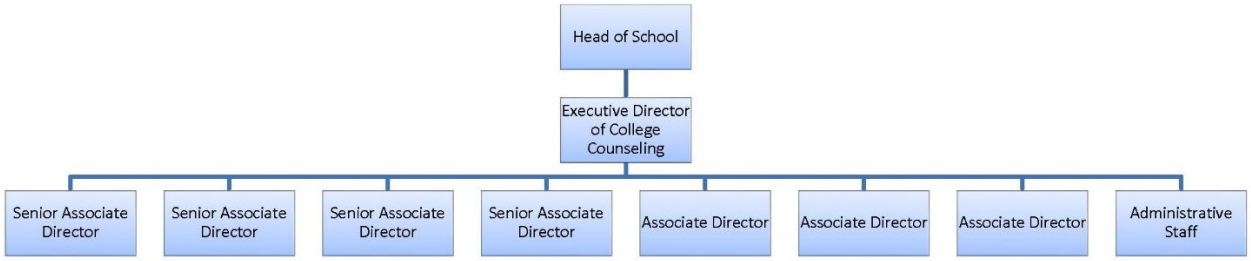
The College Counseling Office provides forms and information on SAT and ACT tests to students. Students and their parents/guardians are responsible for completing SAT and ACT application forms accurately and fulfilling financial obligations to the College Board and the ACT. The College Board and ACT send score reports directly to students and also to the School. The school's testing coordinator can answer questions about late registration, standby testing status, and special arrangements approved by the College Board and/or ACT for students with documented learning disabilities.

College Counseling

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

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

College Counseling Office Structure



Parent-Teacher Conferences and Student Progress Reports

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

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

Nursery Division

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

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

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

Lower Division

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

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

Middle Division

After the midpoint of Semester 1, the Middle Division schedules advisory conferences with the advisors, students and their families. Students in grades 6-8 lead their own conferences. Preparation for these conferences happens during Advisory where students begin to think about and discuss themselves as learners. After the end of Semester 1, conferences with subject area teachers are available by invitation only.

Upper Division

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

The Role of Specialists

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

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

Middle Division students who encounter any academic difficulty should first meet with their teachers during the school day. The Middle Division has an academic support person who administers the Academic Center, as well as a learning specialist. Both are available to all Middle Division students. In the middle years, students use these resources to build study and executive functioning skills. The academic support person and the learning specialist also meet with students who have diagnosed learning differences.

In the Upper Division, students who encounter any kind of academic difficulty should first meet with their teachers during a common free period. If additional support is needed, students are welcome to meet with the Learning, Writing or STEM Specialists in the UD Academic Center.

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

Academic Guidance

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

Nursery Division

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

Lower Division

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

Middle Division

Class Deans oversee Middle Division students' academic performance. Deans meet regularly with the advisors and teachers in their grade and keep the Head of the Middle Division informed when a student's performance has declined. In many cases, the Counseling and Guidance team will also be informed about a student's academic difficulties.

Class Deans work with advisors to inform families about emerging patterns, and work with advisors and teachers to implement available intervention strategies to support the student's growth.

In cases where there is serious doubt about a student's ability to continue at Horace Mann School, the Dean and Division Head will partner with the family on a plan of support, which could include identifying more appropriate schools. Struggling students may be placed on Academic Probation, and their families will be advised that continuation at Horace Mann School is in jeopardy. Enrollment contracts for the following academic year may be withheld until June for students in academic difficulty.

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

Upper Division

In the Upper Division, Grade Deans monitor the academic performance of all students in the Grade. See the section titled Grading on page 25 for more detailed information.

Tutoring

As of September 1, 2024, Horace Mann School employees, N-12, part-time or full-time and regardless of title, are not permitted to work privately with enrolled students unless specifically requested to do so by the Head of School or the appropriate Division Head.

Enrolled students, N-12, or the parents/guardians of those students, who are struggling academically, socially, emotionally or physically (e.g., athletic skills/strength and conditioning) should first approach their teachers or other support personnel for help. Help in most academic subject areas and executive functioning is also available through the academic supports services in each Division.

In the various Divisions, appropriate personnel may recommend tutoring or remediation. Parents/guardians should not under any circumstances arrange tutoring during the school day. No tutoring may take place on school grounds during the school day.

The Upper and Middle Divisions collaborate to offer support for Middle Division students in need through the Study Buddies program, which is run by the MD Mentors, who are Upper Division students. The role of study buddies is to answer questions, help with homework, and generally support struggling students. The Upper Division Academic Center coordinates a peer tutoring program as well. Students are also welcome to meet with the Learning, Writing or STEM Specialists in the UD Academic Center.

Statement by the Upper Division Faculty on Parental Help and Tutoring

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

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

In teaching our students to be honest scholars, we require that students give credit in their papers and tests for any ideas they get from outside sources, including parents/guardians and tutors. It is neither appropriate nor educationally effective for parents/guardians or tutors to fix the student's mistakes, write or rewrite all or part of an essay, solve the problem or do the homework. Students, parents/guardians and faculty will all benefit from avoiding a dependence on tutors that reduces the value of the student's experience in the classroom.

We suggest that parents/guardians notify the student's teacher in a particular subject when they are seeking outside tutoring in that subject. The Department Chair may be able to act as a referral for tutors. A discussion of tutoring with the teacher and/or Department Chair should lead parents/guardians to an understanding with the School that, in the best interests of the student, clarifies the limits of legitimate assistance and identifies the type of outside help that will be most valuable to the student.

Outplacement Counseling and Expulsion

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

Nursery Division

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

In those instances where a faculty member or Division Head observes an area of concern, parents/guardians are notified and a conversation about the child begins. Parents/guardians are expected to collaborate with the School to help determine what, if any, intervention may be necessary to best support the child. It is a family's responsibility to promptly follow up on recommendations made by our educational team. Parents/guardians are expected to submit our School's release of information form to maintain open communication between the school team and outside service providers.

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

Lower Division

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

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

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

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

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

Middle Division

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

When a student is struggling academically, parents/guardians and teachers meet to discuss ways to intervene. Meetings may include the advisor, a member of the SOS Team (from the Academic/Testing Center, Counseling and Guidance Department, or the learning specialist), and Class Dean. Recommendations may include classroom interventions or other suggestions to improve academic performance as well as outside services secured by parents/other guardians. Families are expected to follow the recommendations made by the educational team.

In the Middle Division, a student whose conduct in class keeps a teacher from teaching or other students from learning, as well as a student whose conduct in the community at large, including issues of academic integrity, interferes with the successful experience of others, could be counseled out of Horace Mann School. Before this result is reached, the School will often place the student on citizenship probation and attempt to repair the situation by assisting the

student. A serious infraction of school rules or expectations at any time during the school year may result in expulsion.

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

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

Upper Division

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

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

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

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

Right to Appeal

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

Co-Curricular Offerings

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

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

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

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

The Lynn and Lizzie Koch '05 Student Assistance Sunshine Fund ("SAF") and other sources provide a limited amount of additional financial support for many of the co-curricular and extra-curricular school activities where a cost to the family is involved. For more information about the SAF, please contact the Financial Aid Office at (718) 432-4101.

Physical Education & Health

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

and to generate enthusiasm among the school community related to movement and healthy choices.

The Lower Division offers Physical Education four times per week at all grade levels, building upon the foundation set in the Nursery Division. Physical Education in this division is focused on skills related to; self awareness, identifying and managing emotions, and learning to cope with challenges. Swim instruction will begin in grade 1. Health will be introduced and taught in grade 5.

In the Middle Division, students in sixth grade will have Physical Education for eight periods in a ten-day cycle. Students in the seventh and eighth grade will participate in either physical education or athletics for eight periods in a ten-day cycle. Beginning in seventh grade, students are able to try out for a range of athletic teams. Physical Education will concentrate on the continuation of skill development to go along with the introduction of team sports. All students in the sixth grade will be rotated through activities to build a base of knowledge in activities from fitness to lifetime and group sports. Students in the seventh and eighth grade will be given the choice of activities. Students receive a grade of pass/fail. All students in grades six through eight will be required to take one swim unit per year.

Upper Division students take Physical Education for five periods in a ten-day cycle. Members of athletic teams are exempt from this requirement for the season(s) coinciding with the team season. Students will choose from a range of activities including yoga, fitness and lifetime and group sports. Students receive a pass/fail grade in Physical Education for each season based on participation. Students will remain in their choice for the season for a comprehensive unit that allows for a more in depth approach.

Upper Division Physical Education Grading and Attendance Policy

Pass/Fail Assessment: Physical Education is a pass/fail course based on participation.

Participation Requirement: To receive a passing grade, students must participate in 80% of classes during each season of Physical Education.

Grading Periods: Grades will be assigned at the end of each season.

Non-Participatory Instances: Reasons such as unexcused absence, excused absence with parental notification, nurse excused absence, lack of appropriate footwear, and college meetings will all be considered non-participatory instances.

Extended Absences: Extended long-term absences approved by the Deans' Office will not be considered non-participatory. In such cases, the total number of classes missed due to the absence will be deducted from the total classes in the season, and the 80% participation requirement will be applied to the adjusted number.

Progress Reports: Progress reports will be generated after every two non-participatory classes. A progress report will be sent to notify students of the risk of falling below the 80% participation requirement, which would result in failing for the season.

Transcript Record: Failure to meet the participation requirement will be recorded on the transcript under the corresponding season (listed as "Trimester" on the transcript).

Yearly Requirement: To pass Physical Education for the year, students must pass at least two out of the three seasons. Students must pass Physical Education all four years in order to graduate.

Make-Up Classes: Make-up classes are not permitted.

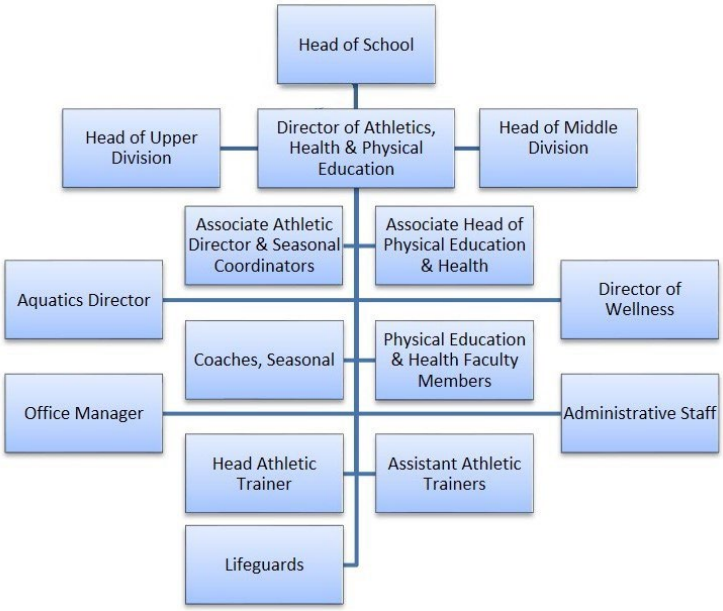
Consequences of Failing Seasons: If a student fails two out of the three seasons, they will be required to double up on Physical Education the following season to fulfill the state requirement of completing physical education.

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

Students in the Middle Division take Health as one PE/Athletics rotation for one semester in each of their Middle Division years. Each grade level's curriculum is designed with an eye on child development while remaining current with what students are presently facing. In active, student-centered classes, students are provided with the tools needed to successfully navigate changing bodies, shifting demands on their attention and time, and mounting social pressures. Each course encourages students to value and engage in lifelong healthy lifestyles, allowing them to reach their fullest potential and ensure that they become productive, responsible, healthy students.

Students in the Upper Division are required to take Health for one season in grade ten and again for one season in grade twelve.

Athletics, Health & Physical Education Department Structure



Athletics

Philosophy of Interscholastic Athletics

Interscholastic athletics at Horace Mann School serve as an extension of the academic day. Highly skilled educators utilize the practice and game fields as their classroom to provide a comprehensive learning experience. This experience is designed to teach essential life skills, ensuring the development of the whole mind. These skills include, but are not limited to, positive communication, responsibility, and accountability to oneself and to their team. This instruction is crucial, offering students the opportunity to learn in the unique setting of athletics.

Many students who participate in team sports are taught in a highly unstructured setting with a structured plan. The familiarity with a coach and their peers on the team creates a distinctive environment, providing a safe space to foster the education of challenging life lessons. It is a setting where making mistakes is not only encouraged but guaranteed. How one handles these mistakes and failures is a significant moment of growth for each individual.

Focusing on the approach during each season is far more important than concentrating on the outcomes. Being aware that one is part of something that requires discipline, sacrifice, and hard work is the essence of being on a team. Combined with the aforementioned life lessons, this makes being part of a team a unique educational experience. We take pride in building community and fostering a love for the school through athletic endeavors that prioritize sportsmanship and fair play at the forefront of our mission.

Modified Program Philosophy

A modified program is available to all students in the seventh and eighth grades, with eighth graders eligible to play on varsity teams through our Athletic Placement Process (APP) protocol. Sport activities offered are determined by the existence of leagues, student interest, and their relationship to the upper division program. It is a competitive program designed to meet the developmental needs of its participants. At this level, the focus is on learning athletic skills, understanding game rules, fundamentals of team play, socio-emotional growth, physiologically appropriate demands on the adolescent body, and healthy competition.

Highly skilled coaches are instructed to make every effort to provide each student an opportunity to play in each game or develop a rotation of players for different games to ensure quality playing time in as many games as possible.

The modified program is designed to take place during the academic calendar. There are sports that require a selection process to take place. Once selected, student athletes in the modified program will practice during scheduled physical education classes. Only contests take place after school. Students in the seventh and eighth grades are prohibited from practicing with a junior varsity or varsity team, except for eighth graders who qualify through the APP protocol.

Sport Offerings

Fall Season	**Winter Season**	**Spring Season**
Boys Cross Country UD, MD	Boys Basketball UD, MD	Baseball UD, MD
Girls Cross Country UD, MD	Girls Basketball UD, MD	Boys Golf UD
Girls Field Hockey UD, MD	Boys Fencing UD, MD	Girls Golf UD
Boys Football UD, MD	Girls Fencing UD, MD	Boys Lacrosse UD, MD
Boys Soccer UD, MD	Boys Swimming UD, MD	Girls Lacrosse UD, MD
Girls Soccer UD, MD	Girls Swimming UD, MD	Softball UD, MD
Girls Tennis UD, MD	Boys Squash UD	Girls Outdoor Track UD, MD
Girls Volleyball UD, MD	Girls Squash UD	Boys Outdoor Track UD, MD
Water Polo UD, MD	Boys Indoor Track UD	Girls Rugby UD, MD
	Girls Indoor Track UD	Boys Tennis UD, MD
	Boys Skiing UD	Ultimate UD, MD
	Girls Skiing UD	Boys Crew UD
	Wrestling UD, MD	Girls Crew UD
	Table Tennis UD	Boys Volleyball UD, MD
	Crew MD	Sailing UD

Athletic Code

Code of Conduct and Training Rules

No student athlete will be permitted to participate in any athletic contest until the Athletic Code of Conduct is acknowledged and agreed to. The Code and Training Rules apply to all teams and athletic personnel including managers and statisticians. All players placed in a position of leadership (captain, etc.) will be removed from their position if they violate the Athletic Code. Any violation of the Athletic Code may jeopardize consideration for a future leadership position, an athletic letter, and athletic awards, including the Varsity Club.

Hazing

Horace Mann School student athletes shall not participate in any form of hazing or team rituals. Activities that produce mental or physical discomfort, embarrassment, harassment or ridicule have absolutely no place in the Horace Mann School athletic program. Any student who

encounters hazing should inform his/her parents/guardians, coach, teacher, advisor, Dean and athletic director. In addition, any use of language or reference to race, religion, sexual identification, or gender identification will not be tolerated.

Assumption of Risk

While the coaching staff and other responsible school officials will do everything within reason to protect your child against injury, participation in athletics includes a risk of serious injury, permanent paralysis or death. Parents/guardians and student athletes should carefully discuss and consider these risks before participation.

Attendance

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

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

A student absent from school may not participate on that day unless permission is granted by the athletic director, in consultation with the division head. Because of health and safety reasons, absences, and tardiness due to illness will exclude student athletes from practice or contests on that day.

If an athlete misses a total of 3 practices or contests, for any reason, a meeting with the coach and the seasonal coordinator will be called to talk about the problem and possible solution. At the School's discretion, students can be removed from an athletic team because of absences, excused or unexcused.

Practice Sessions

Student athletes are expected to attend all scheduled practice sessions and games during the season, unless excused by the coach. It is important to note that fall practices for varsity and junior varsity teams begin in the third and fourth weeks of August. A preseason calendar for the following year will be available after Winter Recess. Attendance for all scheduled dates is required.

Selection Policy

Choosing the members of athletic teams is the sole responsibility of the coaches of those teams. Non-varsity coaches shall take into consideration the policies established by the head coach in that particular program when selecting final team rosters.

Prior to team selection, the coach shall provide the following information to all candidates:

- extent of selection period
- criteria used to select the team
- number to be selected
- practice commitment if they make the team
- game commitments

Selection lists are not to be posted. Coaches will discuss alternative possibilities for participation in the sport, or other areas of the program.

Absence from School

A student absent from school may not participate on that day unless permission is granted by the athletic director. Due to health and safety reasons, absences and tardiness due to illness will exclude student athletes from practice or contests on that day. Students absent from school on Friday with a contest the following day (Saturday) will be eligible to participate provided the absence is an excused absence in the eyes of the athletic director.

Early Dismissal

Every effort will be made to schedule athletic events in a manner to avoid disturbances to the academic program. Release time for home and away events will be reasonable to limit the amount of class time missed. Students are responsible for academic material due or assigned.

School Sponsored Conflicts

Where conflicts arise, the club advisors, Deans, and coaches must cooperate to devise a solution that will be in the best interest of the student and that the student not be “caught in the

middle". The student 's decision as to which event or activity they will participate in should be based on the following:

- the related importance of each event
- the individual importance of each event to the student
- the contribution the student can make to each event
- the time at which the events were scheduled
- discussion with the parent/guardian
- discussion with the student

Conflicts, such as a student participating in more than one extracurricular activity during a particular season, should be discussed with coaches and club advisors as soon as participation in more than one activity is evident. Keeping all informed in advance will lead to the best possible solutions.

Expectations and Responsibility

Team Expectations

Coaches may establish additional rules and regulations with the approval of the athletic director for their respective sports. These team expectations pertaining to a particular sport must be given by the coach in writing to all team members and explained fully after final team selection. Penalties for violation of team rules will also be in writing and shall be administered by the coach.

Equipment

It is the responsibility of the student athlete to care for and return to the coach all clothing and equipment he/she has been issued. If any equipment is lost or has abnormal usage, the student athlete will be charged replacement costs.

Any additional equipment or apparel other than that furnished by the school is prohibited from use.

Transportation

Student athletes shall be transported to and from off-site practices and away contests (games and/or scrimmages) by school authorized vehicles only.

All transportation provided by the school will originate from the corner of 246th Street and Tibbett Avenue. Return trips will be direct with no stops, having the guard booth on Tibbett Avenue/Lutnick Hall as the final destination and drop-off site.

The late bus for all after school activities departs from Tibbett Avenue at 6:00 pm sharp. As a general rule, due to the length of games, athletes will more than likely miss the late bus and must make their own arrangements to arrive home.

Students may leave a game directly with their parents/guardians upon submission of a transportation waiver. Requests must be made in writing and in advance to the student athlete's coach. If a parent/guardian requests on-site for their child to ride home with them without prior written notification, the Head Coach may agree upon receiving a written release on-site. (See Athletic Transportation Waiver on the website)

Sportsmanship Statement

Horace Mann School, in association with the Ivy Preparatory School League, promotes good sportsmanship by student-athletes, coaches and fans alike. We request your cooperation by supporting the participants and officials in a positive manner. Profanity, slurs, fighting or other inappropriate behavior will not be tolerated, and are grounds for removal from the site of competition and further disciplinary action. In addition, the use of artificial noisemakers is not permitted.

Message to Spectators

We appreciate fan support for members of the Horace Mann School athletic teams as long as the cheers are positive and directed toward our teams' athletes. At no time should spectators be speaking directly to participants in an athletic event or to their coaches during athletic contests. It is both distracting and dangerous. Please remember that these are high school students participating in an extension of the classroom environment, not professional athletes. Let's keep the games competitive but above all, fun and friendly for everyone. Let the players play, let the coaches coach, let the officials officiate and let the fans cheer in a positive manner.

Captains

The selection of captains falls under the team policy of each coach. Selection process and eligibility varies from team to team and coach to coach. The position of captain is not an inherent one reserved for seniors. All team members are eligible. Student athletes are advised to discuss expectations with a coach prior to accepting either a nomination or appointment. As a captain, you assume a leadership role.

Dropping or Transferring Sports

Quitting is an intolerable habit to acquire. An athlete who chooses to leave a team may forfeit the privilege of participating on a future team and jeopardize their grade in physical

education. On occasion, however, an athlete may find it necessary to drop a sport for a good reason. If this is the case, the following procedure must be followed:

- Consult with your immediate coach.
- Email and set up a meeting with the Director of Athletics.
- The Director of Athletics will set up a meeting with the coach, seasonal coordinator, grade dean, and Dean of Students.
- Check in all equipment issued to you.
- Report to the Associate Director of Physical Education for assignment into physical education class.

Performing and Visual Arts

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

As students progress to the Lower Division, the Arts experience divides into Arts-based activities that occur once or twice a week. Chorus is available beginning in grade three, and instrumental music is available beginning in grade four. Both of these programs are showcased at the annual Arts Festival. There is no fee for instrumental music instruction in the Lower Division, but children are responsible for providing their own instruments.

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

After-School Programs

The Lower Division, when demonstrated student interest exists, offers an after-school program two days per week, for the duration of the academic year, at the discretion of the coordinator, the Division Head, and the Head of School. Currently, the Lower Division After-School Program is offered during the fall and spring semester. Students are not required to participate in both semesters to be eligible. Whenever possible, bussing is provided to most parts of New York City, however, bussing to the Bronx, Westchester County and New Jersey is rarely available, given the small number of students needing bussing from these geographic areas. Information about the Lower Division After-School Program is shared at the beginning of each academic year.

In the Middle Division, the Homework Center, which is supervised by Horace Mann School teachers, is open on Monday through Friday from 3:30 pm – 5:45 pm. Students may drop in to work any time during that period. The Center is a quiet place for completing homework that

provides access to textbooks, materials, and computers as needed. A snack is provided at 3:30 pm and at 5:00 pm. A number of extracurriculars (clubs and competitive academic teams) also meet after school on specific days of the week. Middle Division students are not to be on campus beyond the regular dismissal time unless seeking help in the Center or participating in a formal extra-curricular activity.

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

A Middle or Upper Division student choosing to stay late, for any reason but in particular athletics or regularly scheduled after school initiatives, is not eligible to ride a late bus without first contacting SuperSelby to see if their home address or area for regional bus stops is serviced, if there is room on the bus route, and whether or not they must pay an additional fee for late bus service.

Community Service and Service-Learning

Center for Community Values and Action

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

Nursery & Lower Divisions

Service-Learning is an important element of the Nursery and Lower Division programs. Students are encouraged to think about themselves as members of a larger community within Horace Mann School, in our neighborhood, and in the greater metropolitan area. Opportunities are provided for students to engage with other students, teachers, parents/guardians and administrators in different areas of service. Within the Lower Division, older children serve as buddies for younger students in a variety of activities.

Middle Division

Middle Division students engage in a variety of service-learning opportunities. These are sometimes coordinated through the advisory program or in other small groups, and often partner with Bronx-based organizations. Each experience represents an opportunity to better understand a cause or community concern and a way to be a part of the solution. See the *MD Curriculum Guide* for more information.

Upper Division

In the 2025-2026 academic year, the Upper Division requirement will be grade-wide Service-Learning Days. The dates for each grade are as follows:

Grade 9: Thursday, November 20, 2025
Grade 10: Thursday, January 29, 2026
Grade 11: Thursday, April 23, 2026
Grade 12: Thursday, May 7, 2026

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

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

Service-Learning Team and HM 246

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

Summer Programs

Horace Mann School operates three summer programs: the June Program, the MD Summer Programming and the Upper Division Summer Program. More detailed information about the schools summer programming can be found on the website here.

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

The Upper Division Summer Program offers a number of courses taught by Horace Mann School faculty, for Upper Division students from Horace Mann School. Full credit academic courses for HM credit are not offered in the Summer Program, although a limited number of half-credit courses are offered.

Year and/or Term Away or Abroad

The school offers two different 'away' options for currently enrolled families to consider:

1. Year Away (Family Away): All families in good standing, K-12, are eligible to request one year away because of a parent's or guardian's need to work in a geographic area (within or outside of the United States) that makes it physically impossible for an enrolled student or students to attend Horace Mann School. Students must plan to attend an accredited – or substantially equivalent as determined by the school – program of study; home instruction, private tutoring or early enrollment in a college program will not be approved. This option requires initial approval by the Upper Division Dean of Students (where applicable), the Division Head, and the Director of Institutional Research & Enrollment Management, with the final approval coming from the Head of School. This is a once in a family's tenure at the School option, and will not be approved for consecutive years away, nor for a partial year away. If approved for a Year Away under these conditions, the family is responsible for the enrollment deposit for the return year; this deposit is forfeited if the family does not subsequently return.

   Families making arrangements for a Year Away without prior approval will not be considered. Parents/guardians should not engage with this process with the assumption that their request will be approved. The School offers a limited number of Year Away opportunities given its loss of revenue associated with the School's need to hold a seat or seats for the child's or children's return. Year Away requests must be submitted before the contract due date for the year the family will be away, or by February 15th of the prior year, whichever comes first.

   This option for a Year Away is not extended to the families of our Threes and Pre-K students at the Nursery Division in light of the students' developmental needs and our desire to ensure programmatic continuity for our youngest students.

   If a family is not approved for a Year Away and chooses to withdraw their child or children, they may reapply for admission with the understanding that there is no guarantee that a spot or spots will be available in their intended return year.

2. Term or Year Away (Student): Enrolled students in good standing rising to 6th through 12th grade are eligible to request either a term or year away driven by a student's desire to study at an accredited academic program different from Horace Mann School and outside of the tristate area. Students must plan to attend an accredited – or substantially equivalent as determined by the school – program of study; home instruction, private tutoring or early enrollment in a college program will not be approved. This option – term or year away - requires initial approval by the Upper Division Dean of Students (where applicable), the Division Head and the Director of Institutional Research & Enrollment Management, with the final approval coming from the Head of School. This is a once in a student's tenure at the School option, and will not be approved for consecutive years away. If approved for a Term or Year Away under these conditions, the family is required to submit an enrollment contract for the full year wherein the student will be

away, and is responsible for the full tuition for that year as outlined on the enrollment contract.

Families or students making arrangements for a student Term or Year Away, including being accepted by another program, without prior approval will not be considered. The School offers a limited number of student Term or Year Away opportunities. Term or Year Away requests must be submitted as soon as possible, but not later than February 1st of the spring before the year wherein the student plans to be away.

This option for a student Term or Year Away is not extended to our Nursery Division and Lower Division students, and only rarely approved for students in the Middle Division.

If a student is not approved for a Term or Year Away and their family chooses to withdraw the student, they may reapply for admission with the understanding that there is no guarantee that a spot will be available in their intended return year. Students withdrawn for a term away will not be considered for reentry prior to the following September.

Families with questions about or wishing to initiate either option above should begin by reaching out to the Director of Institutional Research & Enrollment Management, Lisa Moreira, at lisa_moreira@horacemann.org or (718) 432-4115.

Part II: Community Ethics

Overview

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

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

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

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

Respect for Others

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

Violence and Intimidation

One way Horace Mann School students show respect is by creating an environment that is free from violence or intimidation. Students have a right to expect personal safety at school, during School-sponsored activities and when traveling on school buses. Perpetrators of physical violence or intimidation will be subject to disciplinary action, up to and including expulsion. Students also must comply with the School's policy on Harassment and Bullying. (See page 94.)

In keeping with the School's policy of maintaining a safe and secure environment, Horace Mann School prohibits students from possessing any sort of weapon at School or during school-sponsored trips and activities. Please refer to the Weapon Free Policy on page 78.

Respect for Property

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

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

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

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

In addition to the implementation of disciplinary action in accordance with the School's policies, if the Head of School determines, in their sole discretion, that a student willfully damaged school property or the property of others at School (or a School sponsored event or activity), or that such property was damaged due to the student's gross negligence or as a result of conduct which is contrary to the School's core values and common sense community norms, student's family will be held responsible for the costs to repair and/or replace such damaged property.

Off-Campus Conduct

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

Teacher Recognition

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

Lower Division Expectations – Code of Conduct

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

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

Parties and Gifts

One way that Horace Mann School students show respect for others is by treating each other with sensitivity, including during happy events such as parties. The School recognizes that birthdays are important events in the lives of children. In the Nursery Division, children may celebrate their birthdays with their classmates and teachers. The Division provides all of the necessary items, including a birthday treat for the class to share. In the Lower Division, children may celebrate their birthdays in school, provided that all class members are equally included.

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

When planning birthday parties outside of school, the School asks that parents/guardians be sensitive to their child's classmates, particularly in the case of Nursery and Lower Division students where students are grouped by homeroom for the majority of the day. If a party invitation cannot include the entire class, the School suggests that families invite only a few close friends.

Academic Integrity in Lower Division

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

Cheating can occur in many contexts: having someone else do a student's work; taking someone else's work and passing it off as one's own; knowingly allowing one to see another's work; or, copying or allowing someone to copy test responses. As students move through the grades, Horace Mann School expects them to gain more sophisticated skills for attributing sources and developing a better understanding of plagiarism. Any misuse of reference material—print, electronic or otherwise—may constitute cheating. While taking a test, cheating occurs when a child takes answers from another student, from a cheat sheet or from information written on the student's clothing or body. Cheating also occurs when a student uses body motions to share answers on a test and, unless a teacher clearly approves, when a student submits work done previously for another course or in another grade.

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

Middle and Upper Division Academic Integrity

The basis of academic honesty is presenting as one's work only one's own ideas and language. Whatever the intention, plagiarism and cheating are acts of intellectual theft and dishonesty. Like all such acts, they subvert the core values and academic goals of our school. Plagiarism and cheating undermine the student's scholarly development, the honest work of other students, and the necessary trust between students and teachers and among students themselves.

Plagiarism occurs when students pass off as their own ideas or language from any source other than themselves. Such sources can be other people (e.g., friends, parents/guardians, tutors), material from the internet (e.g., an online study guide or video), or material formulated by computer (e.g., generative artificial intelligence). Plagiarism can be intentional or unintentional. For instance, students who read an online study guide or hear a tutor's ideas may later, without intending to, present those ideas as their own; doing so is still plagiarism and punishable as such. Therefore, students who want to consult outside sources should first check with their teacher that

doing so is acceptable and, if so, should carefully note which ideas and words are their own and which are not.

When asked to consult outside sources as part of a research project, students are responsible for properly citing those sources according to the guidelines set forth by the teacher. A failure to cite one's sources, even when instructed to use outside sources, is a form of plagiarism.

Cheating during an assessment similarly undermines the values of the School. Cheating includes not following the guidelines given by the teacher when preparing for an assessment, stealing examination questions or answers, bringing answers or other notes not approved by the teacher to an assessment, looking at someone else's paper during an assessment, providing answers to another student, and discussing any aspect of an assessment after taking it, even with students who have already completed it, until permitted to do so by the teacher. This includes the difficulty or ease of the assessment, as well as the questions and topics covered or not covered.

Teachers and academic departments are responsible for defining the terms of academic dishonesty in their classes. Once teachers have discussed school policy with their students, however, students must assume responsibility for their own actions. Ignorance, haste, carelessness, nor the pressure of other commitments is an acceptable excuse for plagiarism or cheating.

Middle Division Code of Conduct and Discipline

In the Middle Division, students are engaged yearly through Advisory in a process to fully understand the expectations around Citizenship and Academic Integrity. Each student and their parent/guardian are required to sign an agreement that is archived in the Middle Division Office. Additionally, expectations for behavior are discussed on an ongoing basis in Assembly, grade-level meetings led by Class Deans, and Advisory. There are a range of responses when students violate our community standards of acceptable conduct including: a reprimand; loss of free periods or other privileges; a conference with parents/other guardians; up to and including suspension, probation and expulsion. The frequency and seriousness of the violation will play a significant role in the discipline administered. In some cases, counseling will be part of the disciplinary process. The Class Deans, in consultation with the Head of Middle Division and Dean of Students, are responsible for deciding disciplinary consequences. Discipline is intended to be a thoughtful opportunity for learning and potentially repairing harm for any student. The Division leads with a progressive approach to discipline and Restorative Practices, although that does not preclude the School from a decision to suspend, assign probation, or expel.

Students in the Horace Mann School Middle Division are expected to uphold the qualities of honesty, respect for others and responsibility. These qualities are also embodied in the Horace Mann School Middle Division's Citizenship Agreement and are the standards by which behavior shall be judged. All Middle Division students will read through, discuss, and sign this agreement as part of Advisory in the early part of each school year.

Middle Division Citizenship Agreement
2025-2026

The Middle Division Citizenship Agreement outlines expectations for student behavior inside and outside of the school. Guided by HM's Core Values, we hope to create a community of scholars and citizens.

"Integrity is doing the right thing, even when no one is watching." - C.S. Lewis

Citizenship and Community Norms

Students are expected to use the five core values as guidelines in their lives beyond the confines of the school day.

As a student:

- I will adhere to the HM Core Values of Mutual Respect, Mature Behavior, a Secure and Healthful Environment, a Balance between Individual Achievement and a Caring Community, and Life of Mind.
- I will respect property that does not belong to me by never damaging, defacing, or stealing.
- I will respect other people's privacy and boundaries regarding physical contact, property, online activity, and assessments.
- I am responsible for reading, understanding, and complying with all posted and published rules of personal conduct as described in the Family Handbook, including but not limited to the policies on harassment/bullying and sexual harassment.
- I understand that the Horace Mann School is weapon-free.
- I understand that the use of alcohol, drugs, nicotine, and tobacco is strictly prohibited, as are all forms of gambling.

Academic Integrity

We highly value academic integrity in the Middle Division; all work must be the product of the students' own thinking and learning.

Individual Work

As a student:

- I will submit only my own original work, not the work of another student or adult.
- I will keep my completed assignments private and not share them with other students unless my teacher instructs me to do so.
- I will work independently on my assignments and not compare my completed work with another student's work to make changes or corrections unless my teacher instructs me to do so.
- I will cite all sources when I include work from other references.

- I will properly paraphrase information from other sources and cite both paraphrases and direct quotes appropriately, rather than changing just a few words and claiming the work as my own.
- I may use online dictionaries as resources, but I will write my own sentences, paragraphs, and essays in world languages rather than using translators to complete this work.
- I will complete my assignments without using generative AI (including consulting AI) unless my teacher explicitly gives me permission to do so, understanding that permission from one teacher does not extend to other classes and that each teacher's decision about AI use is final.

Collaborative Work

As a student:

- I will follow my teacher's guidelines for collaborative projects and take responsibility for my portion of the work.
- I may share information or data when completing a science lab report only at the direction of my teacher, and I will ensure that the analysis and write-up are my own original work.

Assessments

As a student:

- I will follow my teacher's guidelines when preparing my own study guide for tests and quizzes.
- I will work independently during assessments and will not give, ask for, or receive answers.
- I will keep my eyes on my own paper or computer screen and will only access digital documents when directed by my teacher.
- I will complete take-home assessments independently without giving or receiving help unless my teacher instructs otherwise, ensuring all work reflects my own effort.
- I will respect other students' academic integrity and privacy by not pressuring them to share their work or reveal answers on assessments.
- I will maintain confidentiality about all aspects of assessments after taking them and will not discuss the difficulty, questions, and topics covered, or any other details with other students unless my teacher permits such discussion.

I will report any violations of the academic integrity code that I witness.

Digital Citizenship Policy

Use of all personal electronic devices during the school day is prohibited. These include but are not limited to gaming devices, laptops, phones, smartwatches, and tablets. Students with accommodations given by the Committee on Learning and Other Disabilities may use electronic devices as determined by the committee.

Personal Devices:

Phones and smartwatches must be powered down and turned in before A period, or upon arrival, if late. The Division's preference is that smartwatches stay home. The only exceptions are when students have received direct permission from faculty to use their cell phones in the presence of an adult or when it is a medical necessity. Students who need to reach a parent/guardian, and parents/guardians who need to contact their child, can go through the MD Office or the Deans' Office.

School Electronic Devices:

While using school electronic devices, students must uphold the five core values and follow all school rules, including those that govern respect for others, respect for property, academic integrity, and harassment. In addition, students are responsible for the physical care of the devices by keeping food and drink away when in use, not defacing the device or case, and reporting any problems or damage to their teacher.

As a student:

- I will maintain the security of my HM Google account password.
- I will keep my HM Google account password confidential and will not share it with anyone or give anyone access to my files.
- I will respect others' privacy and will not ask for or attempt to determine anyone else's HM Google Account password.
- I will use my own identity when using electronic devices and will not impersonate anyone else.
- I will use only school-authorized programs and applications on school devices.
- I will log out of and remove my account from school devices after each use.
- I will use devices for academic purposes during and after school hours and will not play games unless approved by a teacher.
- I will obtain my teacher's permission before using Airdrop or other means to send text or photos.
- I will obtain my teacher's permission before taking pictures or recording video/audio in classrooms or of other students.
- I will respect people's privacy by never taking pictures or recording in locker rooms or bathrooms.

Email and the Internet

Students will use the HM Google Email and HM Internet for educational purposes and will comply with all school rules of conduct.

As a student:

- I will use my HM Google Email account and personal online accounts carefully and responsibly, and will not send emails or post messages that are insulting, demeaning, offensive, or inflammatory.
- I will only engage in online communication in spaces that uphold HM's Core Values.

A Horace Mann School student is a Horace Mann School student everywhere. We expect our students to represent themselves and their school accordingly.

When a student fails to comply with the Middle Division Citizenship Agreement, as part of the restorative process, their teacher and/or Class Dean will facilitate a conversation with the student and any of the following people: advisor(s), MD Dean of Students, MD Division Head, or the student's parent(s)/guardian(s).

Signing this document indicates that the student and their parent(s)/guardian(s) understand the school's expectations and agree to uphold these guidelines.

Name of Student (please print): _____

_____ _____
(Signature of Student) (Date)

_____ _____
(Signature of Parent/Guardian) (Date)

Reporting Incidents of Bias

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

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

Upper Division Code of Conduct and Discipline

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

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

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

Major disciplinary offenses include the following:

- Academic dishonesty, including such offenses as cheating on tests, plagiarism, inappropriate copying of the work of others, and passing off the work of others as one's own (see page 59 for the Middle and Upper Division Academic Integrity Policy and see page 71 for the Upper Division policy on Artificial Intelligence);

- Bullying, fighting, or hazing, including such offenses as intimidating, coercing, or harassing other members of the community, or seeking to cause the embarrassment or humiliation of others, whether in person or by using electronic media;

- Acting dishonestly, including willfully misrepresenting one's whereabouts or intentions, misusing or falsifying school documents, or lying;

- Behaving in a way that is dangerous and compromises the safety of oneself or others, including tampering with fire alarms or possessing any type of weapon or other hazardous material;

- Purchasing, using, possessing, or distributing alcohol or any illegal drug, or being under the influence of illegal drugs; possessing paraphernalia associated with illegal drug use; distributing prescription drugs to others;

- Stealing, appropriating, or destroying the property of others or of the School;

- Behaving in a way that violates community norms in relationship to inappropriate displays of affection or sexuality;

- Using language that attacks or dehumanizes others on the basis of race, ethnicity, religion, gender, sexuality, socio-economic status or (dis)ability. Examples of such language include but are not exclusive to the "n-word." Such words evoke a long history of violence and dehumanization and cannot be used even ironically, even when quoting, or even in "friendly" or "joking" contexts. This rule applies to all Upper Division students and employees and applies in electronic contexts (e.g. texts and social media posts) as well as in-person. This rule is applicable to languages other than English as

well, in addition to symbols and gestures known to be derogatory and offensive.

- Breaking any local, state, or federal law, no matter where the offense occurs;

- Acting in a way which jeopardizes the welfare or impugns the good name of Horace Mann School, whether or not the student is on school grounds or is under the immediate supervision of the School at the time of the offense;

- Breaking the Acceptable Use Policy in relationship to computers;

- Repeated violations of school rules such as those pertaining to attendance, or repeated violations of the behavioral expectations of the School.

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

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

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

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

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

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

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

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

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

The rules stated above are not all-inclusive. Students may be disciplined for common sense violations of community values and expectations other than those enumerated above. Parents/guardians and students are encouraged to familiarize themselves with the School's policies on bullying and harassment of any kind, the School's decision to be "weapon free," and whistleblower protection elsewhere in this *Handbook*.

Disciplinary Responses

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

In certain, unusual circumstances, the Division may report incidents of inappropriate behavior to the police. The Division may also require drug testing or counseling.

Disciplinary responses include but are not limited to the following:

- Warning and admonition: This response includes a conference with the student and the student's parents/guardians as well as a letter in which the student is notified of the nature of the misconduct and is put on notice that future such offenses will result in more serious disciplinary action.

- Loss of a specific privilege: This response may prohibit the student from being in a specific place, such as Katz Library, Prettyman Gymnasium, or the Cohen Dining Commons. It may bar the student from participation in a specific activity such as going on a school-sponsored trip, functioning as a Student Ambassador, or representing the School at a public function.

- Loss of open-campus privileges: This response means that students must sign in at the beginning of the day and sign out at the end of the day, and they must attend Study Hall when not in class, at lunch, or meeting with a teacher. This consequence may be imposed

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

- Disciplinary probation: This response may be imposed in any disciplinary case and may be combined with other responses, such as the loss of open-campus privileges or suspension from school. "Probation" means proving: students on probation must demonstrate through their actions that they are prepared to behave as responsible citizens of the school community and that they are able to function without disciplinary restrictions.

- Suspension from school: This disciplinary response requires students to remain away from school grounds for a specified period of time. The terms under which the student is to return to the community are defined in meetings and communications with the student and the student's family.

- Expulsion: This disciplinary response, the School's most serious, separates the student from Horace Mann School.

Disciplinary Responses to Violations of Academic Integrity

See page 59 for Middle and Upper Division Statement on Academic Integrity.

In the Upper Division, disciplinary responses to violations of school rules in regard to plagiarism or cheating are as follows:

- ***Initial Learning Opportunity:*** We understand that students may violate the school's academic integrity policies for a number of reasons that are not intentionally malicious, and we are eager to support students' growth as they learn the importance of academic integrity. We encourage students to take accountability for such errors in judgment and, for students who have not previously violated the school's academic integrity policy, offer an opportunity to learn from their error before applying the disciplinary consequences of a first offense. If a teacher, drawing on their professional judgment, identifies a violation of the school's academic integrity policy, and the student acknowledges this violation, the student will redo the assignment in a form determined by the teacher for a new grade. Honestly discussing this lapse of judgement will give the student the chance to work with their teacher and Grade Dean to determine what additional support or strategies may be needed. If, on the other hand, the student does not acknowledge their violation of the school's policy, the situation will be treated as a first offense. Each student will receive this opportunity once in their time in the Upper Division, after which any further instance of academic dishonesty will follow the steps detailed below.

- ***First offense:*** Teachers are obliged to report incidents of cheating or plagiarism to their Department Head and appropriate Grade Dean. If it is determined through the disciplinary procedures of the School that an incident of plagiarism or cheating has occurred, the student will receive an F on the assignment and must redo the assignment entirely. The redone assignment will not be graded or factored into the semester grade.

Failure to complete the assignment will result in suspension.

If students plagiarize the work of others in articles for school publications, the plagiarism is considered a first offense and any subsequent acts of academic dishonesty would be considered a second offense. Additionally, students who plagiarize in school publications are prohibited from participating in the publication for the remainder of their time at the school and may not participate in any other publication for the remainder of the school year.

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

- ***Second offense:*** A second instance of plagiarism or cheating is considered a much more serious offense than the first. The student will receive an F, must redo the assignment, as described above, and in almost all cases will be suspended. Failure to redo the assignment will result in an F for the semester. The second offense may occur in a different class from the first, and may even have occurred before the first offense, if the student has not acknowledged it as described above.

Disciplinary Procedures—The Honor Council

In the Upper Division, disciplinary action, when not explicitly dictated by the Upper Division Code of Conduct and Discipline, is recommended by the Honor Council to the Division Head. The Honor Council consists of the following members: the Dean of Students; six faculty members elected by the faculty; and six student members chosen from a list of applicants. Meetings of the Honor Council will always include the Dean of Students along with four faculty and four student members. At the will of the Dean of Students, the Honor Council may meet without the full complement of members.

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

lawyers, may participate in the process. Appeals of Honor Council decisions will be heard by the Head of the Upper Division only when there is new evidence bearing on the matter that was not previously available to the Council.

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

In certain cases of violation of major school rules, the Head of the Upper Division may individually decide the appropriate response, in consultation with the Head of School. Such cases include those relating to a major disciplinary offense, as described above, or ones in which there is an immediate danger to the well-being of students or others on the campus.

Disclosing Disciplinary Responses to Other Institutions

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

Reporting Incidents of Bias

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

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

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

Upper Division Statement on Artificial Intelligence

Critical thinking is at the heart of the Upper Division's academic mission. We believe that the ability to devise imaginative solutions to challenging problems, to use available evidence to form an argument or interpretation, and to employ language to grapple with meaning and eventually construct an idea, are essential skills for every HM graduate. We believe in the value of both struggling with complexity and exercising creativity to arrive at clarity and originality. Our belief in this value comes from our strong conviction that cognitive development comes through experience: only by practicing, experimenting, trying, failing, and trying again can students grow as thinkers.

Teaching generations of students has informed our understanding of the intellectual and emotional growth of adolescents. We see the ways they develop over the course of their four years in the Upper Division and we know first-hand what academic challenges and experiences have cultivated that development. As a result of that experience and our certainty that there is no short-cut to intellectual growth, we reaffirm that using AI to complete our assignments not only violates our academic integrity policies, but thwarts development, depriving students of the opportunity to improve their critical thinking skills. In using AI to accomplish any of the steps involved in completing their assignments, students are sacrificing process for outcomes, but they are also squandering the chance to develop skills that are anything but obsolete. The ability to think for themselves, to analyze information and draw their own conclusions, is an increasingly valuable skill and cannot be hacked or outsourced. The Upper Division is proud to stand by academic principles that we believe are in the best interest of our students.

The Upper Division Honor Code

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

The Horace Mann School Upper Division Honor Code
2025-2026

The Honor Code was written and adopted by the Upper Division students and administration. All students are required to read, understand and sign the Honor Code.

1) As a student at the Horace Mann School, I will not lie, cheat, plagiarize, or steal.
2) My work will be exclusively my own unless a teacher instructs me to collaborate with others.
3) I will not use or consult any form of generative AI to complete work for my classes unless explicitly given permission to do so by my teacher.
4) I will not give inappropriate assistance to another student.
5) I will not take unfair advantage of the work or ideas of others.
6) I will oppose all instances of academic dishonesty.
7) I will respect the trust placed in me by the school administration and faculty and by my peers.
8) I have read the sections entitled "Middle and Upper Division Academic Integrity," "Upper Division Code of Conduct and Discipline" and "Upper Division Statement on Artificial Intelligence" in the *Family Handbook* and understand the rules put forth by the Horace Mann School community.
9) I realize that if I break any of the above rules, I will be subject to the procedures outlined in the sections on "Middle and Upper Division Academic Integrity" and "Upper Division Code of Conduct and Discipline" in the *Family Handbook*.
10) I understand that as a Horace Mann School student, if I am accused of breaking the Honor Code, I will have the right to voice my point of view with the involved teacher, the Grade Dean, the Dean of Students, the Division Head, and/or the Honor Council.

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

_____ _____
Signature Date

_____ _____
Print Name **Grade**

Using Cell Phones and Other Technologies at Horace Mann School

While parents/guardians should consult division-specific guidelines for the use of handheld devices, the use of cell phones, cell phone cameras, cell phone voice recorders and iPad voice recorders and cameras is not permitted in classrooms, bathrooms, locker rooms, Gross Theatre and the Recital Hall. This requirement extends to before, during and after school hours, as well as weekends. When entering any of these areas, students must turn off their cell phones and/or iPads, and put them away, unless instructed otherwise by the faculty member in charge. Where students are allowed to have cell phones on their person, getting or receiving calls during class is strictly forbidden, as is the taking, sending, or receiving of audio and/or video recordings or text-messages, or use of the cell phone for any other purpose.

Where cell phones are permitted, before, during or after school hours, including evenings and weekends, we expect that they will be used with politeness and good taste, in accordance with the Core Values of our school. Cell phones should not be used in such a way as to intrude upon the intellectual, academic, social-emotional or physical work of other people – peers and employees - at our school or to affect its calm and orderly social life. Students must be obedient to requests by faculty, staff, and administrators that they cease using their cell phones.

Students who do not follow these guidelines, as well as guidelines outlined elsewhere in this handbook by division, subject themselves to the disciplinary procedures of the School.

Lower Division Cell Phone Use

Refer to the Lower Division Acceptable Use Policy for All Technology and Mobile Devices on page 92 for additional information about cell phone use in the Lower Division.

Middle Division Cell Phone and Smartwatch Use

Cell phones and smartwatches are not permitted in the Middle Division. For more details, refer to the Middle Division Citizenship Agreement on page 61 for the Middle Division Digital Citizenship Policy.

Upper Division Cell Phone Policy

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

1. Cell phones may not be out for any purpose in Gross Theatre or the Recital Hall, unless the student has secured permission of the adult in charge.
2. Students may not take pictures or record video or audio in the classroom without the permission of a teacher.
3. Students may never take pictures or record video or audio in the locker rooms or bathrooms.

4. Students may not take pictures or record another student or teacher without the permission of that person.
5. Students may never text or post images, video, or audio recordings of any members of the school community without the permission of those people.
6. Students will be required to deposit their cell phones in a cell phone rack at the beginning of each class.
7. Students who need access to their phones for medical monitoring can receive permission to keep their phones with them, in consultation with the school nurse and the Dean of Students.

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

Additionally, in order to foster a more collegial culture at the School, Upper Division students and faculty are strongly discouraged from using their phones in the hallways on campus.

John Dorr Nature Laboratory Cell Phone Use Policy

The John Dorr Nature Laboratory is an outdoor experiential campus where being in community, and disconnecting from the digital world is an integral part of the students' experience while in residence. We acknowledge how reliant each of us are on digital communication, and we ask all students to utilize this opportunity as a healthy reset and embrace living in the moment. Lower and Middle Division students are not permitted to use any cell phones or internet connected devices during their programs at Dorr. Students in the Middle Division turn in their phone to a Dorr faculty member and phones will be stored until the end of the program and returned to the students for the bus ride home. While the cell phones of Upper Division students are not always collected, some Upper Division programs may collect cell phones; students are encouraged to embrace the experience. Similar to the expectation in most classrooms, student cell phone use is not allowed during any instructional aspect of the students' time at Dorr. Violations of this rule may result in students being required to turn in their phones until the end of the program. Students are not to use the Dorr Wifi unless permission from the Director or Division Head is granted.

In conjunction with Dorr's cell phone policy above, Dorr faculty and staff members adhere to each student's division policies, rules, and violations.

Use of Artificial Intelligence

Artificial Intelligence is a rapidly growing technology with vast implications for education at all levels. At Horace Mann School, we are curious, excited, and cautious about the ways generative AI will reshape learning both in and out of the classroom, and we are actively researching and considering limited opportunities for adopting AI in the service of our educational mission.

The use of any artificial intelligence technology, including, but not limited to, generative artificial intelligence, and all related tools, such as Large Language Models like generative pretrained transformer (GPT) programs and others that generally can create new responses,

ideas, documents, images, and/or other data (collectively, "AI"), must comply with all of the School's policies and procedures. Additionally, each AI service has its own Terms of Service and Privacy Policy, which may have an age restriction as well as information about how the data submitted might be used for future development.

As it relates to student behavior, the School's rules on bullying and harassment apply to the negative use of AI. Students should never use AI to create offensive, discriminatory, harassing, and/or defamatory content, or content that is otherwise inappropriate and/or in violation of the School's Core Values, polices, and procedures, as determined by the School in its discretion. Prohibited use of AI includes, but is not limited to, the creation of deepfakes concerning any person (including, but not limited to, the School's administrators, trustees, employees, or other students) that could be used to threaten, bully, extort, harass, embarrass, damage reputation, or intentionally mislead or misinform, as determined by the School in its discretion.

As it relates to any and all student work product, our gravest concern at the moment is the potential for generative AI to subvert some of the basic critical and intellectual skills that are the hallmark of a Horace Mann School education. As we watch how these technologies evolve and consider the role of AI in our curriculum, students may not use AI (including consulting AI) to complete work for their classes unless explicitly given permission to do so by their teacher. Furthermore, Horace Mann School forbids the use of Artificial Intelligence for writing assistance, including applications like Grammarly that suggest revisions to a student's language. The school's policies and practices regarding plagiarism may also apply.

Permission from a teacher in one class does not extend to other classes. If a student has a particular use case that they think is appropriate, they must first ask permission from their teacher. A teacher's decision—in consultation with their Department Chair, Dean of Faculty, and/or Division Head—is final.

Violation of this policy, as it pertains to student behavior or student work product, may lead to discipline as deemed appropriate by the School in its discretion, up to and including, dismissal, suspension, and/or expulsion.

Beyond the discipline, if found warranted, Horace Mann School is not responsible for improper use of AI by a student.

Building-Related Conduct for All Divisions

Students may not run in classroom buildings.

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

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

Tobacco, Nicotine, Alcohol, Drugs, and Gambling

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

The need to use prescription drugs during the course of the school day or on an overnight school trip is to be monitored and administered by School personnel, unless otherwise specified by the nurse in charge. Unless otherwise specified by the nurse in charge, students should not carry prescription drugs on their person; any and all prescription drugs should be turned over to the nurse or the teacher in charge as soon as the student arrives at either the start of the school day or at the beginning of the trip. For school events that extend beyond normal school hours and/or routines, the teacher in charge will share additional information on the handling of prescription drugs. The option to ‘self-carry and administer’ applies only to Upper Division students and is awarded at the discretion of the Upper Division nurse and only after a student has certified they can correctly and comfortably care for themselves. The School recognizes that there might be circumstances under which a student in another division may be certified to carry and administer a particular medication. This decision, again, is at the School’s discretion. A parent/guardian sign-off is required for any student found capable of carrying and self-administering a prescription drug. At no time should a student be approved to either carry but not administer or administer but not carry. The ‘self-carry and administer’ designation requires approval for each trip/event and for each medication.

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

The use, consumption and/or possession of marijuana (including medical marijuana) by students is banned on all of the School’s campuses and from school events and school trips, regardless of whether the medical marijuana was lawfully prescribed.

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

Cafeteria Behavior

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

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

Stealing food or using another student's ID card to purchase food from the Cohen Dining Commons or the Mong Family Café in Lutnick Hall is a serious offense which subjects students to school discipline.

Weapon Free Policy

Statement of Policy

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

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

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

Definitions

- A “Weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; arrows; and objects that have been modified to serve as a weapon.

- "School Location" includes any School building or grounds, locations of school activities or trips, School buses or School vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school related functions are conducted, and anywhere students are under the jurisdiction of the School.

- "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

Exceptions

This policy does not apply to:

- Law enforcement officers on campus acting within their official capacity; or

- Horace Mann School’s Public Safety Officers as approved by the Head of School.

Consequences for Violations

- Students – Students will face discipline up to and including expulsion, in accordance with the School's regular disciplinary procedures. The School may also notify police or other law enforcement in the School's discretion.

- Employees – Employees will be disciplined, up to and including termination of employment for violation of this Policy. The School may also notify police or other law enforcement in the School's discretion.

- Other Nonstudents – Any nonstudent (including but not limited to parents, other guardians, visitors, members of the public) who violates this Policy will be barred from future entry to School Locations, and the School may separate the enrollment of the student associated with the nonstudent parent, visitor, etc. The School may also notify police or other law enforcement in the School's discretion.

Student Responsibilities – John Dorr Nature Laboratory

All Horace Mann School regulations apply at the John Dorr Nature Laboratory and on the way to and from Dorr. An important aspect of our mission is to help students to be responsible for their actions. We believe that the development of an individual's sense of what is reasonable behavior is not achieved by simply creating a list of directives or prohibitions. By participating in Dorr activities, students learn to consider a variety of possible actions and take responsibility for their choices. Dorr Faculty serve as models of good judgment and facilitators for sound decision making.

One of the intents of all programs is to explore collective and proper norms of behavior with students. Productive discussions of behavior among faculty and students begin with a common ideal. Dorr's Community Ingredients and student-created "Ingredients for a Successful Week" are two idealistic norms that help guide students toward positive self-discipline. In this way, we define self-discipline as one's ability to learn how to manage one's thoughts, feelings, and behaviors and realize one's impact on others.

Faculty and/or administrators handle behavioral problems when they occur. Simply asking students questions about their choices often yields a productive discussion. Discussing an incident with the entire group, members of the group, or a specific individual may be required and appropriate. The purpose of the discussion is to help students be aware of the ramifications of their actions, explore alternatives, and understand the consequences should the behavior repeat. Not all actions by students may allow for this approach. Flexibility and appropriateness are essential.

Attendance

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

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

While absences for short-term illnesses and the occasional appointment are understandable, we are a School that values a student's consistent participation throughout the year. The School reserves the right to cancel any student's enrollment contract wherein the cumulative number of late arrivals, early dismissals and absences, excused or unexcused, is

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

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

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

In the event a child, N-12, presents as ill during the school day, and the School determines the child must be sent home, a parent/guardian will be contacted. If a parent/guardian is not reached, authorized emergency persons will be contacted. A student, parent, guardian or emergency contact may not overrule the School's decision to send an ill child home early, and the child may not return any time later that day. In addition, once notified that a child must go home, parents and other guardians are responsible for ensuring that the child is picked up from school within an hour, including if an emergency contact is charged with picking up the child.

Nursery Division

The Nursery Division arrival times are staggered between 8:40 am and 9:00 am depending on age level (12:15 for the afternoon threes class). Dismissal is between 2:45 pm and 3:00 pm, Monday through Friday. Dismissal for the morning Threes is at 11:30 am.

Please refer to the document at this link for more important safety and procedural information as it pertains to the drop off and pick up routine at the Nursery Division.

Lower Division

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

Please refer to the document at this link for more important safety and procedural information as it pertains to the drop off and pick up routine at the Lower Division.

Middle Division

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

When a student is absent from or late for school, a parent/guardian must report the reason for the absence or lateness by telephone to the Middle Division Office before 10:00 am. Unexcused absences will be referred directly to the Grade Dean.

A student who is absent from school or who does not arrive at school before D period may not participate in a rehearsal, performance or athletic contest scheduled for that day unless permission is granted by the Division Head and, where applicable, the Director of Athletics, Health & Physical Education.

Please refer to the document at this link for more important safety and procedural information as it pertains to the drop off and pick up routine at the Middle Division.

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

Upper Division

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

Absence/Lateness: When a student is absent or late from school, a parent or guardian must report the absence by 10:00 am. If a student is late, they must sign in in the Deans' Office upon arrival.

Signing out: A student may not leave school before the end of the student's last class unless a call has been made to the Attendance Office by a parent or guardian stating the reason for the early dismissal. The student must then sign out in the Deans' Office before leaving.

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

Please refer to the document at this link for more important safety and procedural information as it pertains to the drop off and pick up routine at the Upper Division.

Unexcused Absences and Lateness

Any student who was absent from a class and was not excused will be notified through their Horace Mann School email account and asked to explain the absence immediately.

- For the first unexcused absence, the student will spend two periods in Study Hall.

- For the second unexcused absence, the student is required to spend five days in Study Hall, which includes all free periods each day, with the exception of one period for lunch.

- For the third unexcused absence, the student is required to spend ten days in Study Hall, including all free periods, with the exception of one period for lunch.

- After the third unexcused absence, the student will go before the Honor Council.

- Five instances of lateness, of over ten minutes, to a class are equivalent to one unexcused absence for that class.

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

Please refer to the Athletics Section on page 45 for more information about Athletics Attendance policies.

Excessive Assessment Absenteeism

Excessive absences of any kind (excused or unexcused, including, but not limited to, visits to other offices or departments on campus) which display a pattern of missing scheduled class assessments and/or due dates for assignments (e.g., papers, presentations, or projects) may result in academic consequences, all as determined by the school in its sole discretion. Below are the steps the school will follow in the event such pattern of excessive absences is identified:

- The Grade Dean will communicate with the student and the student's parents/guardians concerning such behavior and warn such student that they are required to immediately cease such behavior.
- After such warning, if a student misses an assessment or an assessment due date due to illness, they will be required to provide documentation from the student's primary care health care provider, an urgent care provider, or a hospital, certifying such illness and explaining the student's necessity to miss school.
- If the student continues to miss assessments and/or due dates for assignments without appropriate documented medical justification, each subsequent assessment or assignment missed following the Grade Dean's communication with the student and their parents/guardians will result in the following:

- The first missed assessment/assignment will lose one full letter grade;
- The second missed assessment/assignment will result in an F for the assessment; and
- The third missed assessment/assignment will result in an F for the assessment/ assignment, a suspension, and referral to the Head of Upper Division and Head of School to consider the on-going appropriateness of the student's enrollment at Horace Mann School.

The school may skip the above process (or any steps thereof) and implement consequences for such patterns of excessive absenteeism, up to and including dismissal, as it deems appropriate at any time in its discretion.

Total Absences in Middle Division & Upper Division — Excused and Unexcused

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

Dismissal

Nursery Division

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

Please refer to the document at this link for more important safety and procedural information as it pertains to the drop off and pick up routine at the Nursery Division.

Lower Division

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

Lower Division teachers escort students to the school buses. If picked up for an early dismissal, Lower Division students must meet the escorting adult in the main office. Each child must be signed out. When a family arranges a play date with a child(ren) from another family in the Lower Division, parents/guardians of *both* (or all) the children must submit a play date note to the children's teachers.

Please refer to the document at this link for more important safety and procedural information as it pertains to the drop off and pick up routine at the Lower Division.

Middle Division

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

While the School maintains an Uber account, access to this account is via the Head of School or Division Head and only in an emergency. Missing a regularly scheduled bus or late bus is not an emergency, nor is choosing to stay for an evening activity.

Please refer to the document at this link for more important safety and procedural information as it pertains to the drop off and pick up routine at the Middle Division.

Upper Division

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

While the School maintains an Uber account, access to this account is via the Head of School or Division Head and only in an emergency. Missing a regularly scheduled bus or late bus is not an emergency, nor is choosing to stay for an evening activity.

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

Please refer to the document at this link for more important safety and procedural information as it pertains to the drop off and pick up routine at the Upper Division.

Lateness

Nursery and Lower Divisions

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

Middle Division

In the Middle Division, unexcused lateness, including lateness that is the result of oversleeping and missing the school bus or other scheduled transportation will be recorded on student report cards. Middle Division students who are late must also swipe their ID cards outside of the Public Safety desk in Rose Hall and sign in at the Middle Division Office to receive a "late slip" for admission to class. It is a student's responsibility to make up work following lateness. Unexcused lateness to class may affect a student's grade.

Upper Division

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

Student Dress Code, N-12th Grade, Including the John Dorr Nature Laboratory

Horace Mann School does not have detailed dress guidelines. We are committed to the highest quality of education; as such, we expect students to wear clothes that are comfortable and suitable for all school activities. We trust that HM students will dress in a way that is consistent with our Mission, adheres to our Core Values, is developmentally appropriate and adheres to our community norms. Nonetheless, we recognize that there are physical aspects of some of our programs wherein our dress code expectations must be more specific in order for all participants to feel comfortable participating alongside their peers.

The School's dress code is equally applicable to students of all genders and gender expressions. Our students will make choices that align with our goal of sustaining a community that is inclusive of a diverse range of identities. Horace Mann School's expectation for dress encompasses the understanding that gender expression is not binary, that racial and cultural influences may inform students' choices, that students of all body types have equal rights to select and feel comfortable in their clothing, and that individual self-expression is a natural and important part of human development.

Students who make clothing choices that are inconsistent with HM's community norms will be expected to reconsider. When students are guided to reconsider their choices, the

conversation will occur with the Head of School, one of the Division Heads or Deans in a non-public space. A change of clothing will be provided, if necessary; these items will be generic and unassuming and are not intended to draw attention to the student, but rather to take as little time away from learning as possible.

Examples of inconsistent choices might include but are not limited to:

- Sunglasses inside unless prescribed by a physician.
- Swimwear outside of the Aquatic Center and/or not suitable for physical education activities.
- Images or language on clothing that depict violence, threats of violence, nudity, sex, tobacco, drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech or profanity.
- Images or language that create a hostile or intimidating environment by targeting groups or individuals based on race, ethnicity, sexual orientation, gender identity, religious affiliation or any other protected classifications.

Supplemental Nursery and Lower Division Clothing Expectations, Threes-5th Grade

In addition to what is noted above, N-12th Grade, Nursery and Lower Division students spend part of each day sitting on the floor of the classroom and exercising in the gym, as well as playing outdoors during recess. In addition, students complete art projects, often using paint, markers, and glue. Clothing should be comfortable for children engaged in these activities.

Sneakers, closed shoes and sandals with heel straps are permitted; shoes should close securely with ties, buckles or Velcro and stay on a child's feet when walking or running. For safety reasons, flip-flops, crocs, sandals and other shoes without heel straps are not permitted. Students must be able to independently manage and or navigate their own clothing when toileting and moving from space to space.

Supplemental Physical Education Clothing Expectations, 6-12th Grade

Successful participation in our Middle and Upper Division Physical Education (PE) program requires the ability to move freely without the restriction of certain types of clothing. In the spirit of promoting comfort and inclusivity, Horace Mann School Middle and Upper Divisions no longer enforce a specific uniform for physical education. Students are encouraged to wear athletic clothing of their choice. Participation requires the use of sneakers, while aquatics units necessitate a swim shirt and bathing suit of the student's preference.

In selecting a swim suit, students, parents and other guardians should take into consideration the activities that will be required of students when in the pool and when exercising on the pool deck.

- **6-12th Grade PE In-pool Activities:** In-pool activities include fitness swimming, water polo, learn to swim, and water games (e.g., basketball, volleyball, wacky relays, etc.). Also, students use BOGAFIT mats and participate in yoga and body weight activities

while standing/sitting/laying on these floating mats. Students may also use a stand-up paddle board, standing, kneeling or sitting.

- **7-12th Grade Athletics:** Student athletes will engage in on-deck physical activity before and/or after being in the water. This activity includes body weight exercise, stretch cords, mat exercise, use of a Vasa Trainer, passing a water polo ball with a partner or on a bounce back, and stretching. Please note the School issues swim suits to be worn by student athletes for home and away Swimming and Water Polo team competitions.

- **6-12th Grade PE On-deck Activities (in the absence of swim gear and/or excusal from water activities but not Physical Education):** Students excused from water activities but approved for PE class will engage in on-deck physical activity in their P.E. uniform or street clothes. Activities include walking, body weight exercise, and mat exercise (e.g., yoga, plyometrics, core).

After school use of our Fitness Center requires students to wear t-shirts or tank tops, shorts or sweatpants or athletic leggings, and sneakers. In the Aquatics Center, and unless dressed for an athletic contest or practice, after school use requires swimsuits and swim shirts.

Students who are not dressed appropriately for PE classes held anywhere but the Aquatic Center will be handled by the teacher in charge, with a report – via email – to the appropriate Division Head or Dean and the Director of Athletics, Health and Physical Education as soon as possible and no later than 8:00 AM the following school day. Students who are not appropriately dressed in the Aquatic Center during school hours will be reported – via email – to and handled by a Dean or Division Head as soon as possible after class in consultation with the Director of Aquatics and the Director of Athletics, Health and Physical Education. After hours, the professionals in charge of the Aquatic Center and Fitness Center will report dress code concerns – via email – to the Director of Athletics, Health and Physical Education as soon as possible, but no later than 8:00 AM the following school day. In turn, the Director of Athletics, Health and Physical Education will share these reports with either the Division Head or Dean for follow up.

Being dressed in a manner that precludes one from physically participating in a PE class may have a negative impact on the student's PE grade, and students will be expected to be appropriately dressed for the next PE class or after school use of the Aquatic Center or Fitness Center.

Supplemental John Dorr Nature Laboratory Clothing Expectations

The outdoors and the weather significantly impact clothing choices for students while they are at the John Dorr Nature Laboratory (Dorr). Dorr provides families with a clothing list specific for each program and age group, and Dorr supplies all specialized equipment and clothing for students. Pajamas and nighttime clothes are worn in the cabins only. Just as daytime clothes adhere to the above guidelines, these evening clothing choices need to likewise adhere to the School's Core Values. Students making choices that are inconsistent with these Values will be guided to reconsider their choices. These conversations will occur with either the Director or Assistant Director of Dorr in a non-public space. A change of clothing will be provided, if

necessary; these items will be generic and unassuming and are not intended to draw attention to the student, but rather to take as little time away from learning as possible. The appropriate Division Head or Dean will be notified by the end of the Dorr program if a conversation is necessary.

Transportation

Horace Mann School does not provide transportation. Interested families may choose to engage in a contract with SuperSelby and can learn more about service options at their website here: https://superselby.com/horacemann. Service is not provided to all locations, and bus service is not provided to or from the Nursery Division. Routes, including pick up and drop off locations, are determined by the bus company based upon the students who register for service and may vary from year to year. It is not always possible for SuperSelby to offer door to door transportation; in many instances, students will need to walk to a local bus stop. Students who reside in the five boroughs of New York City may be eligible for a free Student MetroCard/OMNY Card, and the 242nd Street stop of the 1 Subway route is one block from campus. Students residing in Westchester County may be eligible for transportation from their local public school district.

School Bus Conduct

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

- Students must be ready for pickup at their assigned departure time.
- Students must wear seat belts and must wait until the bus is stopped before unfastening their seat belts and leaving their seat.
- Students must remain seated properly in their own seats, not hanging out of windows or blocking aisles.
- Throwing objects inside or outside of a vehicle is strictly forbidden.
- Conversation inside the vehicle must be kept at a moderate level.
- Physical aggressiveness in any form will not be tolerated.
- Students may not engage in verbal abuse, teasing, or taunting.
- Younger children are expected to keep their belongings to themselves.

- Neither food nor drink is permitted in any of the vehicles.
- Contracting for private, on-campus bus pickups is strictly prohibited.

Lower Division Transportation Rules

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

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

Driving and Parking Rules for Upper Division Students

Seniors may apply for permission to park within the vicinity of the campus. Students must complete the parking application and, upon approval, a parking decal will be issued. There is limited parking for students and spaces are filled on a first-come, first-served basis. The School will not issue parking decals to students with a NYS Junior License if their home address requires them to travel on roads, over bridges, or through tunnels prohibited with a Junior License until their 18th birthday. Students choosing to park on school property without a parking decal issued by the School will be subject to disciplinary action.

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

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

Parking for Parents, Other Guardians and Visitors

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

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

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

Nursery Division

The curbside in front of the Nursery Division must be kept clear to ensure the safe arrival and departure of all children. There are multiple parking garages within walking distance of the Nursery Division.

Lower Division

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

Middle and Upper Divisions

The Middle and Upper Division campus has limited visitor parking.

Computer Use

Privacy

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

Reporting Violations

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

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

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

Lower Division Acceptable Use Policy for All Technology and Mobile Devices

The adults at Horace Mann School understand and celebrate that media and technology are a huge part of children's lives. We embrace technology and as technology changes, adults and children need to learn together about new possibilities and concerns. We want to help you learn

and grow safely while we continue exploring the many ways that technology can help or harm our relationships with each other. We know that mistakes can happen and that they are part of growing up, so we ask that above all, kindness and responsibility come first in all you do at Horace Mann School. We are committed to supporting your healthy use of technology for learning and growth, and our goal is to teach all our children to be safe, kind, and responsible digital citizens.

All students agree to the following:

- I will keep myself safe online by only sharing personal information like my name, address, age, location, and passwords with my teacher and/or my parents/guardians.

- I agree to tell my parents/guardians and/or teachers if I see something online that is inappropriate or makes me feel upset, sad, or uncomfortable.

- When possible, I will ask my teacher and/or parents/guardians for permission before viewing anything online or on someone else's mobile device. When this is not possible, I will think carefully before viewing anything online.

- I will not be hurtful to anyone online, by using my computer, phone, iPad, or any other mobile device. This includes sending inappropriate or unkind text messages, pictures, or videos.

- All mobile devices including smartwatches will remain in my cubby, locker, or backpack during the school day.

- I will not take or post online photos or videos of anyone at any time without their permission.

Student Harassment/Bullying Policy

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

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

Definitions of Harassment/Bullying

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

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

sexual innuendoes or suggestive jokes; comments of a sexual nature to describe an individual or an individual's body; unwelcome physical contact such as touching, pinching or brushing the body; any type of coerced sexual activity including sexual abuse; displays of sexually suggestive objects or pictures; obscene gestures or materials, spreading rumors of a sexual nature, leering, making sexual gestures simulating sex acts or sexual contact. This list is not all-inclusive. Other unwelcome acts of an offensive nature may also constitute sexual harassment/bullying. Sexual harassment can occur between individuals of different genders or individuals of the same gender. Sexual harassment may be found in a single incident or in a series of incidents. It can involve a one-on-one situation or a group situation. Both adults and children can be harassed or be the harasser. Sexual assault includes intentional physical contact with a sexual or intimate part of the body without consent. It includes various forms of sexual intercourse, as well as lesser forms of sexual touching. Sexual or intimate body parts include, but are not limited to, breasts, buttocks, genitals and upper thighs. Lack of consent occurs when one is physically forced or verbally intimidated into doing something sexual, or submitting to a sexual act, or when one has explicitly indicated a lack of consent, or when the circumstances make it clear that consent has not been given. It can also occur when someone is too intoxicated to say "no" or resist, or has fallen asleep and can therefore not consent. In addition, it may occur in other situations in which someone is deemed to be physically or mentally incapable of giving valid consent, whether due to the use of intoxicants or any other reason. In addition, lack of consent occurs when one of the persons involved in the sexual act is under 17 years of age. Children under 17 in the State of New York cannot legally consent to having sex or sexual contact with an adult. Therefore, any sexual contact between a student under 17 and an adult is a crime that will be reported to the police. Any sexual or romantic conduct between a School employee and a student is expressly prohibited and is considered sexual abuse by a staff member. Please refer to the protocol on reporting child abuse of students by staff on page 107.

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

Harassment/Bullying may include certain components:

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

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

- Physical threats such as hitting, shoving, spitting or punching

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

Other examples may include, but are not limited to:

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

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

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

The School will not retaliate against any individual who submits a complaint under this Policy in good faith, or who assists in providing information about a complaint or participates in an investigation pursuant to this policy. The School will take disciplinary action against anyone (including but not limited to the accused individual, as well as their friends and anyone else in

the School community who might retaliate on the accused's behalf) who retaliates against a person who makes a report pursuant to this policy. Prohibited "retaliation" includes threats, intimidation, harassment, and any other adverse action threatened, expressly or impliedly, or taken against anyone who reports a violation or suspected violation of this policy or who participates in an investigation of a complaint.

Reporting Harassment/Bullying by Students

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

- Speak to the offender directly, if comfortable doing so, and request that the harassment/bullying stop.[1] In all instances of harassment/bullying, including sexual harassment, reports must also be made to a faculty or staff member with whom the student is comfortable (such individual will then report to a member of the Administrative Council), a member of the School's Administrative Council, or to a Designated Trustee.

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

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

- Report the incident to a Designated Trustee.

Reporting Harassment/Bullying By Employees or Other Adults

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

- Report the incident to a faculty or staff member with whom the student is comfortable (such individual will then report to a member of the Administrative Council); or

- Report the incident directly to a member of the School's Administrative Council; or

- Report the incident to a Designated Trustee.

Any Employee or Other Adult who believes that a student has been or is being harassed/bullied by an Employee or Other Adult, has witnessed an incident of

[1] Please note that Horace Mann School believes that many types of disagreements among students can be successfully resolved by both parties focusing on Horace Mann School's Core Values of mutual respect and mature behavior.

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

Romantic or sexual relationships between Employees or Other Adults and students are expressly prohibited. Such relationships are considered sexual abuse and should be reported as indicated in the protocol on reporting child abuse of students by staff. Please refer to page 107.

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

Investigations

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

The School will endeavor to be as discrete as possible during an investigation and confidentiality will be maintained to the extent possible given the facts and circumstances of the complaint and the need to do a fair and thorough investigation. Information related to the investigation will be restricted to those with a “need-to-know” in the discretion of the School. Although the School cannot guarantee confidentiality, Horace Mann School will not reveal the name of a person who complains about harassment/bullying without that person's permission, whenever possible.

Discipline

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

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

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

Note: If the offender is not a School student or Employee and discipline is not available, the School will follow-up with other remedial action to ensure that the harassment/bullying ceases.

Recordkeeping

The School will maintain records of complaints of harassment/bullying, any subsequent investigation, and disciplinary action if applicable. These records will be kept confidential to the extent practicable and appropriate under the circumstances.

Training

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

Designated Trustees and Members of Administrative Council

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

Designated Trustees	Jason Caldwell	Michael McCaw
Matthew Mark	Elliot Coates	Christine Moloney
Lauren Krueger	Kaitlin Howrigan	Lisa J. Moreira
Mariko Zeitlin	Gordon Jensen	Deena Neuwirth
	Kimberly Joyce-Bernard	Canh Oxelson
Administrative Council	Adam Kenner	Melissa Parento
Thomas M. Kelly	Javaid Khan	David Roberts
Marinés Arroyo	Jessica Levenstein	Matthew Russo

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

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

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

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

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

Definitions:

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

1) Inflicts or allows to be inflicted upon the child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ, or

2) Creates or allows to be created a substantial risk of physical injury to such child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ, or

3) Commits a sexual offense against the child or allows a sexual offense to be committed. Such sexual offenses are described in the New York State Penal Law and include but are not limited to sexual misconduct, rape, criminal sexual act, forcible touching, persistent sexual abuse, sexual abuse, aggravated sexual abuse, course of sexual conduct against a child, female genital mutilation, facilitating a sex offense with a controlled substance, promoting prostitution, incest, or allowing a child to engage in a sexual performance (pornography).

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

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

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

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

1. unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the infliction of excessive corporal punishment; or

2. by misusing a drug or drugs; or

3. by misusing alcoholic beverages to the extent that the individual loses self-control of the individual’s actions; or

4. by any other acts of a similarly serious nature requiring the aid of the Family Court; or

C) by abandoning the child.

Procedure:

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

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

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

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

Any School employee who is not a mandated reporter pursuant to the law must report any suspicions of child abuse and neglect under this policy to their supervisor. The supervisor must

bring the report to the Head of School. Note that any members of the School community who are non-mandated reporters, including parents/guardians and students, may make a report of child abuse or maltreatment by calling the general public hotline at: 1-800-342-3720.

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

John Dorr Nature Laboratory ("Dorr")

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

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

  As is the case with the Horace Mann School campuses in New York, mandated reporters at the Dorr campus are not required to seek the consent or approval of their supervisor or anyone else at the School before making a call to the Department of Children and Families (DCF).

The School's Administrative Council, Deans, guidance counselors, social workers, and psychologists are all available, however, to support, consult, and collaborate with the mandated reporter throughout the process of making a report to the DCF, including providing assistance in determining whether a concern is reportable.

Definitions – An "abused child" is a child less than 18 years of age who:

A) has been inflicted with physical injury or injuries other than by accidental means; or

B) has injuries that are at variance with the history given of them; or

C) is in a condition that is the result of maltreatment, including, but not limited to, malnutrition, sexual molestation or exploitation, depravation of necessities, emotional maltreatment or cruel punishment.

A "neglected child" is a child less than 18 years of age who, for reasons other than being impoverished:

A) has been abandoned; or

B) is being denied proper care and attention, physically, educationally, emotionally or morally; or

C) is being permitted to live under conditions, circumstances or associations injurious to the well-being of the child.

Procedure for Dorr:

- Mandated reporters at Dorr must report orally to the Department of Children and Families' (DCF) hotline or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected and must submit a written report within 48 hours of making the report. The mandated reporter must also notify the Head of School (unless the Head of School is the object of the allegation – in which case the mandated reporter must notify the Chair of the Board of Trustees).

- The Connecticut DCF call line is **1-800-842-2288**. The Head of School will decide whether to make a report to the New York SCR in addition to DCF.

- The Head of School or the Head of School's designee (or the Chair of the Board of Trustees, as applicable) will decide if, and by whom, the student and/or family may be contacted prior to or following the report. If the reporter, the Head of School, or the Head of School's designee (or the Chair of the Board of Trustees, as applicable) believes that the release of the child to the family will place the child in imminent danger of harm, an immediate call should be made to 911, so that the police can ensure the safety of the child.

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

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

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

The mandatory reporting procedures for child abuse and maltreatment set forth in this policy apply to knowledge obtained during the course of any out-of-school activity, as well as when on School premises, and to any knowledge of abuse or maltreatment of a child "coming before them in their official or professional capacity" at any time or place, including without

limitation, at all School campuses, as well as off-campus for school-sponsored trips, extra-curricular activities, and events. If you have any questions about this policy, please contact the Head of School.

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

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

- "Employees" includes any person who receives compensation from the Horace Mann School (the "School"), or any person who has duties that involve direct student contact and either receives compensation from any contractor that transports the school's students or is employed by a contractor and placed within the school as part of a public assistance employment program. Employees include but are not limited to all teachers, administrators, and staff.

- "Volunteers" include any person, other than an employee, who has direct contact with students and provides services to the school, or provides services to any contractor that transports the school's students.

- "Other Adults" include employees of a contracted service providers who are not considered Employees of the School, parents and legal guardians of School students, and visitors to the School.

- "Educational Setting" includes School grounds, School buses or other vehicles that transport students to or from school, all extracurricular activity sites, all co-curricular sites, including field trip sites, as well as any other location where an Employee or Volunteer had direct contact with a student. Note that this definition includes any location where direct contact is made between an Employee or Volunteer and a student. Therefore, any location where an Employee or Volunteer is alleged to have abused a student will qualify as an Educational Setting.

- "Required Reporters" include the School's teachers, administrators, nurses, coaches, guidance counselors, psychologists, social workers, board members, licensed and registered physical therapists, licensed and registered occupational therapists, licensed and registered speech pathologists, teacher aides, resource officers, bus drivers or other school personnel that are required to hold a teaching or administrative license or certificate.

Definition of Abuse

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

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

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

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

Procedures for Reporting

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

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

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

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

- Notify, verbally or in writing, the Head of School immediately.
- Report the incident to the Chair of the School's Board of Trustees or the Chair of the Audit Committee (each a "Designated Trustee") in accordance with the procedures set out in the School's Whistleblower Protection Policy (Appendix 2 of this *Handbook*); or
- Report the incident to Julie Freudenheim, Esq. of T&M Protection Resources LLC at (212) 417-9151 or via email at jfreudenheim@tmusallc.com.

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

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

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

(1) Notify the child's parent(s)/guardian(s) that an allegation of abuse was made and provide them with a written statement setting forth parental rights, responsibilities and procedures;

(2) Where the source for the report is someone other than the victim child or parent/guardian, ascertain from the person making the report the source and basis for such allegation; and

(3) Forward the report to the appropriate law enforcement authorities, which shall include the New York City Police Department and/or the Bronx County District Attorney. Where the alleged incident of abuse has occurred in a location other than Bronx County, the appropriate law enforcement authorities in that location will also be notified.

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

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

Immunity and Penalties

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

Willful failure of a Required Reporter to prepare and submit a written report of an allegation of child abuse or the willful failure of the Head of School to submit a written report of child abuse to law enforcement as required, may be a Class A misdemeanor, which can result in a penalty of up to a year in jail, a fine of up to $1,000 or both. Additionally, failing to report may result in a civil penalty or a civil lawsuit. Such failure is also a violation of the School's policy

and therefore may subject an individual required to report under this policy to discipline up to and including termination. Failure to report by Employees (who are not Required Reporters under the law), Volunteers, or Other Adults may subject such individual to discipline including but not limited to termination of employment for Employees, termination of the relationship with the School or other remedial action in the School's discretion for Volunteers or Other Adults.

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

Records and Confidentiality

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

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

Mandated Reporting of Child Abuse and Maltreatment by Parents and Guardians

If there is an allegation of abuse by a parent or legal guardian with respect to their own child, the School's Mandated Reporting Procedures for Child Abuse and Maltreatment will also apply. This policy can be found on page 101.

Other Prohibited Conduct

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

Discipline

If it is determined that the School's policy prohibiting abuse has been violated, the School will take disciplinary action against the offender. Such action may include but is not limited to

probation, suspension or termination of employment. Even if law enforcement does not proceed with an investigation or does not criminally prosecute the individual accused of abuse under this policy, the School may take disciplinary action based on its own investigation and determination.

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

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

Training

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

Fingerprinting

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

Arrest Reports

Any employee, volunteer, or employee of a contracted service provider who is arrested or charged with any crime by any local, state, federal, or foreign entity while working for the School, must promptly notify the Head of School of such arrest or charge. Should the School learn of an arrest or charge, it will conduct a review of the arrest or charge as it relates to the employee’s position within the School and may take action subject to applicable law.

Part III: Counseling and Guidance/Support Services

Overview

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

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

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

Support Services Team (Nursery and Lower Divisions)

In the Nursery Division, a social worker, a learning specialist, and a nurse comprise the Support Services Team. The team's role is to support the faculty's development of classroom strategies that effectively meet the needs of individual children and the group. Members of this team may be asked to address concerns related to a particular child's potential for success in school and to participate in discussions about appropriate accommodations for students. All members of the team are available for consultation and for supportive intervention. Students in need of more intensive support are also treated by outside specialists. It is in the best interest of the child to continue outside support services received prior to enrollment. Parents/Guardians are expected to contact the head of the division and the support services team to share provider contact information, evaluations and written reports. Open communication allows the School to work collaboratively with the external team of providers in order to best support each child.

In the Lower Division, the psychologist and the support services team coordinator arrange counseling services. Where appropriate, continuing any services provided in the Nursery

Division, the Lower Division provides a comprehensive annual reading assessment for students in all grades. The Support Services Team works with parents/guardians whose children need outside psycho-educational or neuropsychological evaluations. It also is involved in any disability accommodation process. Lower Division personnel include a school psychologist, a team of reading and learning specialists, a math specialist and the school nurse. Instruction and remediation are provided through the literacy center and the math center. The nurse maintains close contact with other Support Services members and also communicates with the Food Services Department.

Departments of Counseling and Guidance (Middle and Upper Divisions)

The Middle Division Counseling and Guidance office partners with the learning specialist and academic support person to support students' social-emotional and academic development in Middle School.

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

The Upper Division's Director of Counseling and Guidance oversees the work of a staff of psychologists. The Upper Division curriculum includes a mandatory grade nine orientation course in the first part of the year.

Counseling Services, Outside Referral and Crisis Intervention

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

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

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

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

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes.
2. Each division with the school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school-employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as the 988 Suicide and Crisis Lifeline at 988 or 988lifeline.org or The Trevor Lifeline – 1.866.488.7386, www.thetrevorproject.org
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help for any reason.
6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
7. For more detailed information, please see Horace Mann School's full suicide prevention policy in Appendix 3.

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

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

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

What is a Disability?

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

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

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

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

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

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

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

A disability also must substantially limit a major life activity. Major life activities include such activities as: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A determination regarding the existence of a "substantial limitation" is made by comparing the person contended to be disabled to most people in the general population, not the population of students attending highly selective and rigorous schools like Horace Mann School. Disabilities are assessed by comparing to most people in the general population, the condition under which the individual performs the major life activity; the manner in which the individual performs the major life activity; and/or the duration of time it takes the individual to perform the major life activity, or for which the individual can perform the major life activity. For example, an individual with a learning disability may achieve a high level of academic success, but may nevertheless be substantially limited in one or more major life activities, including but not limited to, reading, writing, speaking, or learning because of the additional time or effort they must spend to read, write, or learn compared to most people in the general population.

The fact that a student was granted a specific accommodation at a previous school does not guarantee the School will grant that specific accommodation, or any accommodation. The School will, however, consider a previously granted accommodation in conducting its own review of an accommodation request pursuant to this policy. Families requesting the same accommodation that was granted for a student at a previous school are encouraged to submit information relating to such previously granted accommodation no later than June 1st of the academic year prior to a student's enrollment at the School. A family's failure to provide such documentation (including any related evaluations) by such date may delay the School's review of such request.

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

Middle & Upper Division students, parents/guardians and caregivers should direct requests for accommodations for purported disabilities to the **Committee on Learning and Other Disabilities** (also known as "the Committee"), which is chaired by a Psychologist in the Upper Division, Dr. Ian Pervil, and also includes other members of the Horace Mann School community, such as members of the Department of Counseling and Guidance, Support Services personnel and the student's Division Head.

Requests for accommodations for Nursery and Lower Division students will be handled by the Nursery or Lower Division sub-committee of the Committee, as applicable and directed by the Chair of the Committee. Nursery and Lower Division students, parents/guardians and caregivers should direct requests for accommodations for purported disabilities to the student's Division Head who will serve on the Committee or sub-committee, as directed by the Chair of the Committee, and will engage a psychologist or social worker, as well as other Nursery or Lower Division school personnel, to participate in the Nursery or Lower Division sub-committee. The Committee or sub-committee may also include the student's Team Leader, the School Nurse and other school personnel, if determined appropriate by the Chair of the Committee.

The Committee or sub-committee may request the input of others, such as medical experts or school faculty members. The Committee, or sub-committee, as determined by the Chair of the Committee, considers all requests for disability accommodations. Requests to teachers, administrators or individual members of the Department of Counseling and Guidance/Support Services will be directed to the Committee or sub-committee. No person or entity other than the Committee or sub-committee is authorized to grant accommodation requests. The provision of an accommodation in one division does not guarantee the provision of an accommodation in another division.

Horace Mann School considers all reasonable accommodations for students identified as disabled by the School's Committee or sub-committee on Learning and Other Disabilities on an individual basis, annually, and most commonly accommodates students' learning disabilities by (i) either granting extended time on tests and/or quizzes and by permitting the use of specialized equipment, such as a laptop computer or (ii) referring the student to the Division Head and other school personnel for additional review and consideration of building level support services. Except in the most unique circumstances, and at the sole discretion of the School, Horace Mann School does not grant more than time-and-a-half, readers (an individual who reads to the student), or examinations or quizzes being completed over multiple, consecutive days. To do so would significantly erode the School's rigorous educational program. A student must be otherwise qualified to meet school standards with or without reasonable accommodation, and requests for accommodations of such intensity may be inconsistent with this requirement.

A balanced liberal arts curriculum at Horace Mann School includes instruction in a world language offered by Horace Mann School and the belief that fluency in a second language is important in our multicultural world. Except under unique circumstances, and at the sole discretion of the Head of School in consultation with the appropriate Division Head, Horace Mann School does not exempt students from the study of a world language in Grades 6-12.

Providing Proper Documentation of the Existence of a Disability and Need for Accommodation

For Horace Mann School to consider any request for a disability accommodation, it must receive from the requesting student, parent/guardian or caregiver appropriate medical, psychological, and educational documentation in support of the existence of a disability. The determination as to whether or not a disability exists, for purposes of this Policy, rests solely with

the Committee and not with the individuals performing evaluations requested by the Committee. Depending upon the circumstances, the Committee may require the parents/guardians or caregivers to provide additional information regarding the purported disability.

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

Parents/guardians are solely responsible for providing any and all reports, evaluations, and other documents concerning the requested accommodations to the School. The student's Division Head or their designee will only be responsible for collecting and submitting current relevant school records in their possession. Any other information families want the Committee to consider must be timely submitted by the family.

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

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

To assist in evaluating the appropriate accommodation, the Committee usually asks parents/guardians to sign a Statement of Informed Consent detailing the extent and limits of the confidentiality of the student's request for an accommodation and/or classification as learning disabled. On behalf of each student, the Committee also often sends a letter to the applicable teacher(s) informing the teacher(s) of the evaluation. The Committee then may ask the teacher(s) involved to attend a meeting to review the data, to make suggestions, and to strategize.

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

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

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

1. After a thorough review of the information presented, the student is not found to have provided sufficient documentation to determine they have a disability for purposes of this Policy and the subsequent request for accommodation is denied. While accommodations pursuant to this policy are not applicable, there may be possible tactics and strategies that can be implemented in the classroom to support the student. Under these circumstances, the Committee will refer their findings to the student's Dean and building Psychologist for follow up with the Division Head and the student's parent/guardian or caregiver. In some cases, where a student's academic struggle is not related to a disability, the appropriateness of the student's continued placement at Horace Mann School may need to be reviewed by the Dean and the Division Head.

2. After a thorough review of the information presented, the student is found to have a disability pursuant to this Policy. However, after engaging in an interactive process with the family, the Committee determines that there are no available reasonable accommodations to appropriately address the disability to enable the student to access the learning environment. While no reasonable accommodation can be put into place, the School may be able to provide tactics and strategies that can be implemented in the classroom to support the student. In some instances, the School will work with the family, if appropriate, to explore other options, including outside support (e.g., learning, therapeutic, and/or psychopharmacological), medical leave or withdrawal. Under these circumstances, the Committee will refer their findings to the student's Dean and building Psychologist for follow up with the Division Head and the student's parent/guardian or caregiver.

3. After a thorough review of the information presented, the student is found to have a disability for purposes of this Policy and awarded school-based accommodations, deemed appropriate by the Committee, in keeping with this policy, and monitored through either the Academic Center in the Middle Division or the Test Center in the Upper Division.

Once a student is provided an accommodation under this Policy, it is important to note that the use of the approved accommodation is not optional. Students either use their

accommodations or lose their accommodations, they may not selectively use them. When a student chooses not to use their accommodation consistently, the School is unable to monitor whether or not the accommodation continues to be appropriate from one month to the next, and even year to year, or whether additional or alternative support is necessary. If a student is granted one or more accommodations, they may not retake any previous assessment(s) administered before any accommodations were granted.

The Committee meets at regularly designated times as determined by the School in its sole discretion. Given the deliberative and interactive nature of the accommodations process, making decisions regarding accommodations can be time-consuming. The School, therefore, urges students and parents/guardians to request accommodations as soon as possible–even over the summer, so that there is sufficient time to review the request, assess the student's needs, to evaluate the School's ability to meet these needs, and, when applicable, to institute the accommodation.

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

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

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

Additional Procedures Regarding Learning Differences, Learning Disabilities and Other Disabilities

Overview

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

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

Referral

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

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

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

1. Parents/guardians who have concerns about their child’s educational achievement and possible learning or other school-related difficulties should make an appointment with the Psychologist or other member of the support services staff in the student's Division. At this meeting, the parents/guardians will be informed about the procedures involved with evaluation and classification of learning or other disabilities, as well as services available at Horace Mann School.

2. Parents/Guardians may select a private evaluator of their own, consult with their child’s pediatrician, or request a list of private evaluators used by other families and known to Horace Mann School. The provision of a list of possible evaluators by Horace Mann School does not imply any endorsement of the evaluators by the School or any agreement by the School to be bound by the recommendations, policies or procedures of the evaluators.

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

medical or psychological information, such as an evaluation and a diagnosis, and review by the Committee.

Obtaining an Evaluation

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

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

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

The Assessment Report

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

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

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

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

- documentation that the examiner has ruled out alternative explanations for academic problems such as poor education, poor motivation and/or study skills, limiting cognitive strategies, emotional problems, attention problems (not neuropsychologically based) and cultural/learning differences;
- an indication of how patterns in cognitive ability, achievement and other cognitive functions underlying the academic skills have been used to determine the presence of a learning disability or other disability;

- an indication of the substantial limitation to current learning presented by the disability and the degree to which it affects the individual in the learning context for which accommodations are being requested; and

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

Requests for Temporary Accommodations

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

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

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

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

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

Any and all accommodations awarded on a temporary basis must be initially approved by the Division Head, the Class/Grade Dean, and a psychologist, as well as reviewed biweekly for continued eligibility by the Division Head, the Class/Grade Dean, and a psychologist. The awarding of temporary accommodations is not intended to be permanent or for the duration of an academic year. Students requiring accommodations beyond thirty (30) school days from the date

of initial approval are to be referred to the Division Head and the Head of School for further review. In some instances, the School may find that the student is not qualified to attend school and move forward with placing the student on a medical leave.

With the awarding of temporary accommodations, the School reserves the right to restrict a student's participation in other aspects of the School's academic and co-curricular programs if necessary. The awarding of temporary accommodations may be called into question by the School if it is brought to the School's attention that the student is participating in activities outside of school hours that are problematic during school hours given the student's medical condition.

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

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

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

Concussions

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

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

While Horace Mann School employees exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, athletic trainers and nurses receive

annual training to recognize the signs, symptoms and behaviors consistent with a concussion. Concussion information is also available on the Horace Mann School athletic website and is provided as part of the permission slip for participation in interscholastic athletics.

The School's N-12 coordinator of concussion related issues is Ms. Jaime Pachesa. Ms. Pachesa is the School's principle certified athletic trainer and the coordinator of the School's concussion management program; she can be reached at jaime_pachesa@horacemann.org or at (718) 432-3804. Ms. Pachesa will assist parents/guardians in the process of handling a concussion within the context of School and interscholastic athletics. At times, Ms. Pachesa may request that additional documentation be completed for review by the Concussion Management Team and later (or even simultaneously) by those responsible for the review and awarding of temporary accommodations.

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

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

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

Upon being cleared by the student's healthcare provider to return to school, and by the School to participate in academic, interscholastic athletic and/or co-curricular activities, any student who continues to have signs or symptoms upon return to activity must be removed from the activity and reevaluated by their health care provider. If a physician does not diagnose a concussion, but a monitoring period post-evaluation is recommended, a follow-up note confirming no concussion is required at the end of the monitoring period to return to full participation in athletics, dance, or PE.

The Horace Mann School Concussion Management Team (CMT) has developed regulations and protocols to guide the return to activity. Members of the CMT may include the Head of School, the Director of Athletics, Health and Physical Education, a nurse, a certified

athletic trainer, a division head, a psychologist, a Class/Grade Dean (where appropriate) a student's advisor (where appropriate) and the School's physician.

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

Return to Learning (RTL) – 48 Hour Rule

Students who are diagnosed with a concussion are required to stay home from school and not participate in any aspect of school activities for 48 hours. This required respite allows the school's concussion management team (CMT) to receive physician notes and feedback from the parents/guardians to create an academic plan for the student's re-entry – if necessary, all while providing cognitive rest for the recovering student.

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

<u>Day One of 48 Hours</u>

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

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

<u>Day Two of 48 Hours</u>

At home, between periods of rest, the student may engage in light mental activity such as light reading or television, as long as these activities do not provoke symptoms. Parents/guardians will be contacted by a member of the CMT for an update of student's status

and to inform them of any decisions made by the School in terms of temporary accommodations, including whether or not the student is fit to return to school after the 48 hours.

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

Return to Play (RTP) – Student with a Concussion

Upon the School's acceptance of the written medical release/clearance for the student to return to school, and the School's determination that the student is appropriate to return to interscholastic athletic participation, dance or PE, the student may begin a graduated return to participation protocol supervised by a certified athletic trainer, school physician, school nurse, or specified school personnel. The School requires a prerequisite phase of computerized neurocognitive testing and subsequent clearance by the School's neuropsychologist before beginning this return to play protocol. Once cleared by the School's neuropsychologist, the following steps shall be followed:

Step 1: Light Aerobic exercise, which includes walking, swimming, and stationary cycling, keeping the intensity below 70% maximum heart rate. No resistance training. The objective of this step is to increase heart rate.
Step 2: Medium impact, higher exertion, and moderate aerobic activity. The objective of this step is to increase heart rate.
Step 3: Sport-specific exercise including skating, and/or running: no head impact activities. The objective of this step is to add movement.
Step 4: Non-contact training drills (e.g. passing drills). Student may initiate resistance training.
Step 5: Participation in normal training activities (e.g. full practice or full contact practice where applicable, full PE class). The objective of this step is to restore confidence and assess functional skills by coaching and medical staff.
Step 6: Return to Play (RTP) involving normal exertion or game activity.

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

Student Threats to Others/Severe Psychological Difficulties

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

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

- Where appropriate and possible, the student who is being threatened or who is at risk of harm should be told of the concern of the staff member and of the need to take action to help ensure the safety of the student.

- A student who has expressed ideas or intent regarding harm to others and whom a teacher or staff member feels is in any immediate danger of inflicting harm should be kept under continuous adult supervision until the Department of Counseling and Guidance, the nurse, or other appropriate personnel can be reached to assume supervision of the student.

- Where appropriate, the police or other authorities may be contacted.

- The Head of the student's division and/or the appropriate Dean will be informed and will be involved in the overall handling of the situation.

- Parents/Guardians of all students involved will be notified as quickly as possible.

- Policies relating to specific actions (such as transportation to a health care facility) are delineated in the pamphlet on emergency policies available from the Department of Counseling and Guidance).

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

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

Please refer to Appendix 3 on page 160, the School's Suicide Prevention Policy, for detailed information about how the School handles student threats to self.

Medical/Psychological Leave

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

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

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

Medical/Psychological leaves are granted at the discretion of Horace Mann School. Such leaves are not granted for indefinite periods. A leave shall be granted or denied by the Division Head in consultation with the Head of School. Also the return of any student following a leave will be determined by the Division Head in consultation with the Head of School, and the School will require proof, to its satisfaction, that the student is ready to resume normal, day-to-day functioning, and that the return is in the best interest of the student and the school community.

Because so much of the academic experience at Horace Mann School relies on student-centered classrooms, it may not be possible to earn academic credit for all coursework missed, or to earn a diploma in the student's senior year. The School will work with the student and their family to accommodate the student when reasonable for short leaves; longer leaves may require repetition of courses. For additional information specific to attendance, please see the Attendance section of this *Handbook*.

All medical information provided to the School in connection with a medical/psychological leave will be considered confidential and will therefore only be shared with appropriate school personnel on a need-to-know basis.

Part IV: Health and Safety

Physical Exams

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

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

Medication

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

All medications, including over-the-counter medications, are to be kept in the Nurse's office, unless an Upper Division student has been certified to carry and self-administer a specific medication. (See page 76.) All medications must be stored in pharmacy bottles or containers labeled with the doctor's name, the medication and the directions for dispensing the medication. Over-the-counter medications need to be in the original containers. Only the nurse or faculty from the John Dorr Nature Laboratory is authorized to dispense medication, except in the event of an emergency. The John Dorr Nature Laboratory has a separate medical form that explains the School's rules when asked by parents/guardians to dispense medication(s) at the Nature Laboratory.

Health Information and Referrals

The School understands the importance of obtaining the informed consent of parents/guardians in accordance with the law, before providing medical treatment to students. At the same time, parents/guardians recognize the value and importance of students' feeling free and comfortable in consulting with Horace Mann School teachers, counselors or staff about

matters of personal concern to them. Accordingly, by signing the enrollment contract, parents/guardians acknowledge and agree that there may be times when students ask teachers, counselors or staff for information or referrals relating to physical, mental, sexual or substance-use health issues, and when such information and referrals do not constitute "health services" under the law, school staff may provide such information or referrals to students without informing parents/guardians or obtaining parental consent. The School reserves the right to provide information to parents/guardians or seek parental consent whether or not legally required to do so.

Parents/guardians agree to cooperate fully with the School and to comply with applicable law and all rules, regulations and policies of the School, including but not limited to infectious and communicable diseases policies regarding immunizations and testing, and any other of the School's health-related policies, which may be amended, from time to time, in the School's sole discretion. Where allowed by law, parents/guardians have access to a process for applying for a possible medical exemption from a particular vaccine. To learn more about this process, please contact the Head of School or a nurse in one of the Divisions.

School Expectations for Parent/Guardianship Presence

For enrolled students, regardless of age, it is the expectation of the School that a legal guardian recognized by the school will be in residence with their child(ren) throughout the school year. Parents/guardians must notify the School immediately if the physical or legal custody or care arrangements for a student are temporarily or permanently altered. The School may, in its sole discretion, rescind an enrollment contract upon a change in those arrangements.

The School expects that another adult will be living in the home with the student(s) for the duration of any parent/guardian absence. The school cannot condone students' living without adult supervision. Parents/Guardians must inform the appropriate nurse and division head in their children's division at least 48 hours prior to the change in supervision, whenever possible, and provide contact information both for the parent(s)/guardian(s) and for the adult in charge during their absence. If the parent or legal guardian who will be in residence with their child(ren) during the School year is not a U.S. citizen or permanent resident, they must provide the School with proof of valid legal status to enter and remain in the United States during the School year.

Contact information for the school nurses:

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

Emergency Procedures

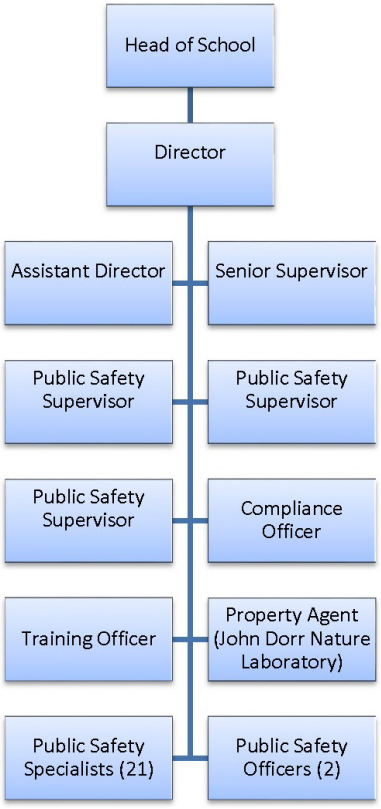
The School will contact 911 in life-threatening emergencies. Students, faculty and parents/guardians should be aware of the procedures identified for each campus for all other emergencies. Each classroom and common area contains a first aid kit, a comprehensive emergency procedures booklet, and a yellow,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

All Divisions have full-time Public Safety personnel and a nurse on site during the school day. One of these individuals will be contacted as soon as an emergency occurs and the School will contact parents/guardians as soon as possible. When parents/guardians are not available, the School will contact a designated alternate emergency contact. As outlined in the enrollment contract, every enrolled family must provide at least one adult (over 21) non-parent/guardian emergency contact for each enrolled student, including at least one phone number and an email address.

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

Office of Public Safety

Office of Public Safety Structure



Horace Mann School Office of Public Safety personnel are present on all campuses when School is in session and during special and evening events. A 24-hour Office of Public Safety staff on the Bronx campus patrols buildings and surrounding grounds. Uniformed Public Safety officers direct traffic during arrival and dismissal and are also available to assist with parking during special events. When on campus, or participating in any off-campus school event, students in Grades 6-12 must have their school picture ID on their person. Middle and Upper Division students are required to adhere to any school policies and practices regarding swiping in or out of campus for any reason; they are also required to present their student ID when asked to do so by any employee of Horace Mann School. All visitors to the campuses must report to the designated office or Public Safety booth, state their business, present valid identification, and be issued a visitor's pass, which shall be displayed at all times while on campus.

Individuals (including without limitation students, employees, and visitors) may be asked to leave the School's premises or a school-sponsored event, as deemed necessary by the Head of School in their sole discretion. Failure to cooperate with a directive from the Head of School to leave the School's premises or a school-sponsored event in accordance with this policy will lead to disciplinary action, up to and including termination for employees, and expulsion for students. Failure to depart the premises when directed by the Head of School may also be considered trespassing and may result in or require the involvement of law enforcement.

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

Fire Drills/Lockdown Drills

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

Weather-Related School Closing Information

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

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

Lockers

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

In the Middle Division, each student is assigned a hall locker; they may request a gym locker if they choose. It is the responsibility of the student to secure their valuables in their lockers, and to ensure that their lockers are fully locked.

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

The Middle and Upper Divisions maintain separate restrooms and locker facilities for girls, boys and nonbinary students. All three locker rooms have private changing areas, in addition to communal changing areas. Students have access to the restroom and locker room that correspond to their gender identity asserted at school. The choice of restroom and locker room is up to each individual student.

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

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

Supervision of Students on Campus

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

Nursery Division

Nursery Division students are the responsibility of parents/guardians and caregivers during student drop off and pick up. Close parental and caregiver supervision is the best way to ensure that every child arrives and leaves the building in the care of an authorized adult. Nursery Division students are always under the supervision of a teacher during the school day. Please

refer to the document at this link for more important safety and procedural information as it pertains to the drop off and pick up routine at the Nursery Division.

Teacher Escorts in the Nursery and Lower Division

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

Middle Division

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

John Dorr Nature Laboratory

The John Dorr Nature Laboratory (Dorr) operates with the premise that it is vital to life on Earth to increase awareness, understanding, and appreciation of the world around us. Dorr's educational philosophy also incorporates the idea that self-esteem is a critical determinant of an individual's growth. The program's ultimate goal is to provide an environment where students can be honest about their feelings, careful in their thinking, and responsible for their actions through their interactions with the natural world and with each other.

The activities embedded in Dorr's curriculum facilitate growth and understanding in the students. The programs are designed to encourage their development into capable, self-determining individuals. Experience-based teaching enhances the learning environment because growth in mind, body, and spirit requires active participating combined with active thinking. In order to attain these goals and to help students accept the experience as relevant and meaningful, we must create a safe, caring, supportive atmosphere, one that allows for differences and encourages acceptance. Students are presented with opportunities to experiment and take calculated risks in order to learn, grow and build self-esteem.

Students must work together to prepare meals, clean the lodge and complete many activities. In doing so, students come together to form a caring and respectful community filled with camaraderie, which is then carried back to the classroom. Students learn that their mutual success hinges on their mutual concern, cooperation and respect.

In light of Dorr's curriculum and the activities associated with it, supervision is adapted for varying developmental levels and varying activities. Parents/guardians with questions regarding Dorr are encouraged to reach out to Dorr's Director in Residence, Mr. Elliot Coates, at (860) 868-2230.

Field Trips

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

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

Student Activities and Information

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

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

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

Non-School Trips and Activities

Horace Mann School students sometimes are invited to participate in trips or activities such as ski trips, foreign travel, and weekend activities that may or may not be chaperoned by individual members of the faculty, and are run by commercial entities or other third parties. Although the School, in its sole discretion, may permit the posting of advertisements and the distribution of information related to such events and programs, the School disclaims any responsibility for them. Such activities are wholly voluntary and families should not construe the posting or distribution of related information on school premises as an endorsement of the program. The School makes no representations or warranties with respect to trips and activities

that it does not sponsor. Parents/guardians or students who are unsure whether a trip or program is school-sponsored should contact the respective Division Head.

Campus Dining and Food Allergies, and Other Food on Campus

FLIK Independent School Dining (FISD)

FLIK Independent School Dining (FISD) operates all aspects of the school's regularly scheduled food service, including the Mong Family Café in Lutnick Hall and the John Dorr Nature Laboratory. In doing so, FISD works in cooperation with school personnel to manage menus, dietary restrictions – including but not limited to food allergies and eating disorders, snack as determined by each division, and catered events on campus. All breakfast and lunchtime menus are reviewed by a FISD nutritionist. FISD nutrition guidelines are based the on the Dietary Guidelines for Americans (the national standards for which all general food recommendations are based) as well as research from leading institutions such as the Harvard School of Public Health, Tufts, IFIC (International Food Information Council), AND (Academy of Nutrition and Dietetics), and the American Academy of Pediatrics. Also, FISD operates vending machines in the basement of Tillinghast Hall and in Lutnick Hall.

At the Nursery and Lower Divisions, FISD provides lunch and snacks to all full time students. Both Divisions provide a main entrée each day. The Lower Division food program offers bagels, sandwiches and fruit as alternatives. An appropriate selection of beverages is available at each meal.

Middle and Upper Division students select food from the cafeteria in the Cohen Dining Commons (CDC). The CDC offers an optional breakfast program and a lunch service that includes two hot entrees, one vegan, a selection of foods from the pizza oven, a nibbles bar, a grill bar, an extensive salad bar, and a deli bar. Cold fruits, snacks and beverages are available throughout the day, too. While the Upper Division offers snacks during the morning break four days a week, snacks and other treats in the Middle Division tend to be associated with programmatic initiatives. Any student with an allergy or dietary restriction who needs assistance finding appropriate items to eat or drink each day, or successfully navigating the weekly menus is encouraged to speak directly to Mr. Dorin. The school uses MyKidsSpending for CDC purchases, and Middle and Upper Division parents/guardians are required to have at least one account per family. Students should restrict eating to the Dining Commons and designated outdoor dining areas. However, Upper Division teachers may give specific students who do not have a scheduled free period for lunch permission to eat in their classroom. Vending machines in both Tillinghast Hall and Lutnick Hall and the Mong Family Café in Lutnick Hall are available to Upper Division students. Food is not permitted in the Recital Hall or Gross Theatre.

The food services program at Dorr includes hot and cold meals as well as snacks. A full time FISD Chef is assigned to Dorr, and students do participate in meal prep and clean up as part of the lessons taught at Dorr. The FISD Chef and the full time nurse at Dorr work to ensure all known student dietary needs are met.

Across all divisions, the school does not have the resources and/or capacity to refrigerate or reheat food or drink coming from home.

Weekly menus for each division can be found at this link.

With the exception of water, Lower, Middle and Upper Division students should not have food or drink on school buses at any time.

Food Allergies

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

Horace Mann School is a nut-aware institution, not nut-free. As a nut-aware school, the school does not intentionally use peanuts, tree nuts, or nut products in food preparation, but it cannot guarantee that some commercial items were not prepared in facilities also processing other nut related products. The only exception to this practice is the provision of individually wrapped sandwiches containing peanut butter, prepared by FISD, with prep utensils used only for that purpose, in the Lower Division and Middle/Upper Division dining rooms.

Horace Mann School facilities are often used by outside parties in keeping with our community partnerships and school personnel are not always present when food is being served. FISD, in cooperation with school personnel, makes every attempt to wipe down surfaces and control ingredients used in the preparation of food served in addition to closely monitoring whether or not food or beverage products purchased were manufactured in nut-free facilities.

With the exception of our Nursery Division students, Lower, Middle and Upper Division students with nut and other food allergies are expected to monitor their own food choices. Given the size and age of the student body at the Lower Division, FISD assigns an employee at lunch time to monitor food allergies and other dietary restrictions. Parents/Guardians should direct requests for special accommodations regarding students' nut and other food-related allergies and/or dietary restrictions to the divisional nurse and, if deemed appropriate, to the Committee on Learning and Other Disabilities.

The school informs Nursery and Lower Division teachers and other staff of students' food allergies as an additional level of awareness and supervision, especially in the event of an emergency or when presented with a question or concern by a student. Students possessing Epi-Pens prescribed by a doctor are required to have a duplicate pen at school or on their person depending upon the Division. The School also has generic Epi-Pens available in various locations, N-12. However, these Epi-Pens are not intended to replace Epi-Pens prescribed by a doctor.

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

Birthday Parties, Other Celebratory Treats, and Snacks

In order to ensure that birthday treats and other celebratory snacks are allergen free at the Nursery and Lower Divisions, FISD will provide allergen-free products for these events. For children with summer birthdays, treats may be brought for the child's "half-birthday." Birthday celebrations are limited to one occasion per year per child, and must first be cleared with the homeroom teacher.

In the Middle and Upper Divisions, students looking to bring in food items for a birthday, class celebration, or any other reason, should remain mindful of the possibility that a peer and/or employee may have food/beverage allergies. Items brought in from outside of school should not be shared with others without a conversation about food allergies first. The nurses assigned to our Middle and Upper Division are available to assist students with questions or concerns, as is Mr. Jonathan Dorin. For students bringing in snack as part of a programmatic initiative – clubs, peer mentoring, HMO, athletics, etc., those students should consult the teacher or administrator in charge regarding food allergies prior to doing so.

Part V: Administrative Services

Admissions and Financial Aid

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

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

Parents/Guardians interested in applying for Financial Aid should visit the school's website or call (718) 432-4101 to request information. Parents/Guardians should keep in mind that Horace Mann School rarely provides full scholarships; almost all parents/guardians pay some tuition for their child or children to attend. Applications for current parents/guardians are available in October each year and they are due by November 15. Horace Mann School does not provide merit-based scholarships. The School makes Financial Aid decisions annually. Parents/Guardians must re-apply each year to continue to receive support. Late applications will be considered only if funding is still available.

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

Business Office

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

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

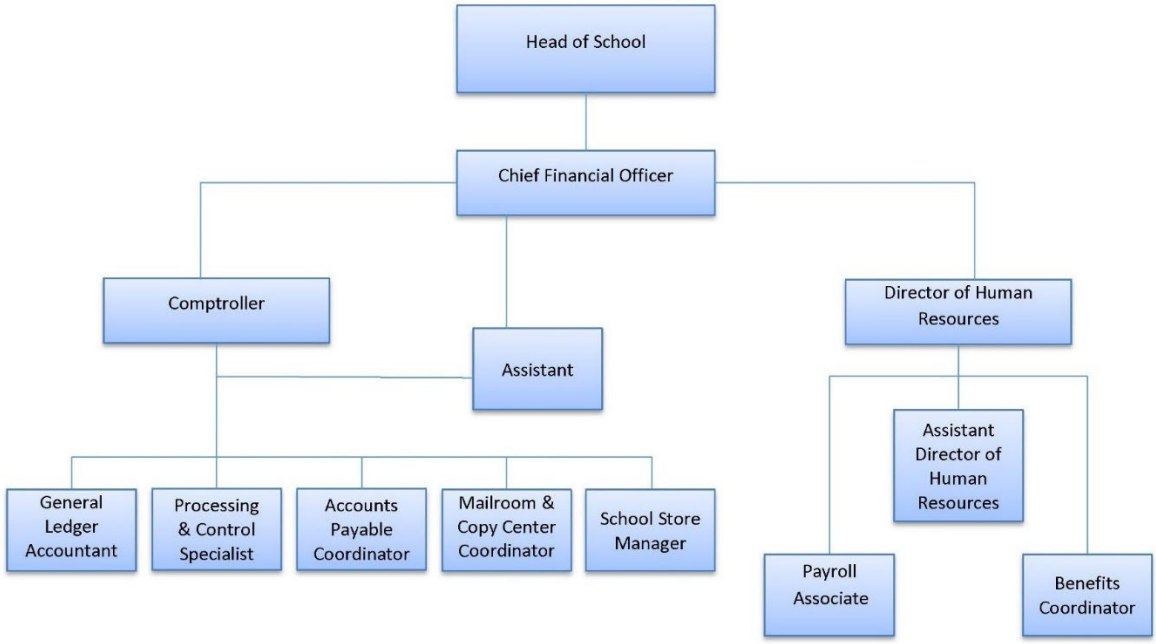
Compliance with School Rules and Regulations/School's Rights Reserved

Parents/Guardians understand that by signing the School's Enrollment Contract, they agree to cooperate fully with the School and to comply with all rules and regulations of the School. Parents/Guardians further acknowledge and agree that the student agrees to comply with

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

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

Business Office Structure



Development Office

The philanthropic generosity of members of the Horace Mann School community has been crucial to the success of the School's mission. To continue to be able to educate capable young minds in socially significant ways, we depend on resources that exceed the cost of tuition alone and rely on financial donations from Parents and Guardians, Alumni, Grandparents, Foundations, Faculty, Staff and Friends to provide this support.

The Alumni and Development Office works with the Development Committee of the Board of Trustees and over 400 Alumni and Parent/Guardian volunteers to facilitate all major fundraising efforts for the school. Philanthropy plays an important role in ensuring HM's continued success and we are extremely grateful to our community for their ongoing support.

Annual Fund

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

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

Capital Campaigns

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

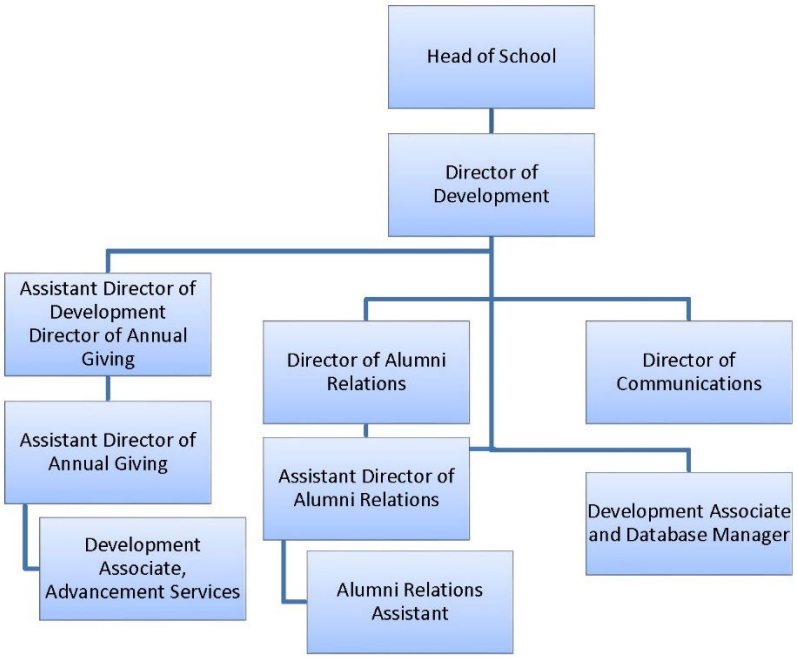
HM in Motion, the school's most recent capital campaign, was a five-year, $100 million campaign launched in September 2016 with the specific goal of funding the construction and renovation of our new science, community, wellness, and athletics facilities on HM's Middle and Upper Division Campus. The campaign successfully closed on June 30, 2021 with over $125 million raised specifically for the facilities projects. The overwhelming support of our community allowed us not only to broaden the scope of our initial $100 million project but also

to fully-fund this transformative effort. We remain grateful to all who helped us shape the future of Horace Mann School.

Looking forward, in an effort to better evaluate the School's critical areas of capital need, the Board of Trustees initiated a Capital Planning Task Force (CPTF) composed of four committees: Financial Aid and Diversity; Capital Plant and IT; Programmatic Endowment; and Structural Reform. The CPTF provided enhanced opportunities for members of the Board and School Administration to discuss, research, and evaluate these central areas of need, as we look to define the parameters of our strategic plan and next campaign.

If you are interested in learning how you can help Horace Mann School today by making a major, multi-year commitment in addition to your Annual Fund support, please contact Melissa Parento '90, P'22, '26, Director of Development at melissa_parento@horacemann.org.

Development Office Structure



Master Calendar

Horace Mann School provides up-to-date online calendars in the Veracross Parent Portal at the link here. The All-School calendar shows school-wide events and closings. The Divisional calendars show events specific to each division.

During the summer, families will receive a PDF copy of the calendar from Horace Mann School which lists school closings and major events. Some dates may be subject to change. The online calendars provide the most current information.

Parents Association

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

The purpose of the Parents Association is to enhance and support the cooperative efforts of the students, the administration, the faculty and the parents and other guardians to foster the well-being and advancement of Horace Mann School, and to support fundraising activities for the School. Notices of meetings and other affairs sponsored by the Parents Association appear in the school calendar or on the Horace Mann School website, www.horacemann.org.

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

Sustainability Policy

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

Culture and Community

Introduction

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

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

Inclusion and Participation

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

Pedagogy

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

Local Well–Being

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

The Global Dimension

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

Best Practices

Food and Drink

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

Energy and Water

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

Travel and Traffic

Horace Mann School promotes transportation to and from school that minimizes negative environmental impacts and reduces emission levels and congestion. We continue to urge an end

to auto and bus idling in compliance with New York State law and to encourage the use of public transportation, carpooling, walking, and cycling.

Purchasing, Consumption, and Waste

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

Facilities Management

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

Monitoring, Transparency, and Accountability

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

Appendix 1: Horace Mann School Enrollment Contract

HORACE MANN SCHOOL

Contract Due Date: February 19, 2025

2025-2026 Re-Enrollment Contract

Student	Grade Entering	Student ID	School Year
			2025-2026

Horace Mann School (the "School") is pleased to offer a 2025-2026 Enrollment Contract (the "Contract") to the above named student (the "Student"). When accepted by the School and executed, this Contract includes the information submitted via the Household Profile Update, Payment Plan Summary information in Exhibits A and B provided as links below, and any additional Payment Plan Summary information sent via email by the Financial Aid Office.

Annual Academic Tuition, Enrollment Charges, and Fees

Pursuant to this Contract, I/we, the undersigned, hereby assume financial responsibility for the enrollment of the Student in the School for the year 2025-2026 at the annual academic tuition, enrollment charges, and fees (collectively, the "Tuition"), as detailed below. All payments due under this Contract must be paid from a personal account owned by one of the undersigned. Payments from a business or professional account and/or physical cash payments are not acceptable.

Obligation for Full Academic Year

I/We understand and agree that this Contract is for the full academic year. The obligation to pay Tuition is unconditional and cannot be apportioned or mitigated. If I/we submit a deposit and notify the School in writing of a withdrawal prior to May 1, 2025, I/we will forfeit the nonrefundable deposit (which I/we agree is liquidated damages and not a penalty), but will be released from the remainder of the Contract obligation. If I/we notify the School in writing of a withdrawal between May 1 and June 15, 2025, my/our financial obligation will be for 60% of the Tuition (plus the non-refundable deposit). I/We acknowledge and agree that the expenses of the School do not diminish with the departure of the Student either prior to or during the course of the academic year, and that this Contract is made for the entire school year and is budgeted accordingly. The School will not make any deductions, omissions, or refunds for absence, withdrawal, suspension or termination of enrollment, or for any other reason, whenever they may occur after June 15, 2025.

Academic Tuition	$65,370.00
Financial Aid Award *(if applicable)*	
Employee Perquisite *(if applicable)*	
Net Academic Tuition	
Academic Tuition Deposit	
Academic Tuition Balance	
Tuition Refund Plan	
Enrollment Fee	
Parent Association Dues	
Facility Improvement Fee	
Fee Waivers appear here *(if applicable)*	
Fee Subtotal	
Total Tuition (Excluding Deposit)	

If you opt-out of the Tuition Refund Plan as described below, the Plan charge will be removed from the Student account at a later date and your balance will be adjusted.

Tuition Payment Plans

Exhibits A and B at the links below provide a detailed summary of 2025-2026 payment plans and costs.

Exhibit A: Payment Plan Summary: Tuition for Grades PK-12 and Full Time Threes Program

Exhibit B: Payment Plan Summary: Tuition for Part Time Threes Program

After review of the payment plan summary materials above, select one payment plan from the options below:

☑ **Payment In Full**

Payment in full, as reflected in the "Academic Tuition Deposit" and "Academic Tuition Balance" amounts above, must be submitted to the Business Office by the Contract due date noted above.

☐ **Three Payment Plan**

The 1st Payment (the "Academic Tuition Deposit") must be submitted immediately following this Contract. The remaining academic tuition is due in two additional payments with 60% of the academic tuition due June 1, and the remaining balance on December 1.

☐ **Ten Payment Plan**

The 1st Payment (the "Academic Tuition Deposit") must be submitted immediately following this Contract. Nine (9) additional payments are due the first of each month May 1 - January 1.

For each of the payment plans, fees (which are part of the Tuition) will be billed separately in June.

Visit enroll.blackbaud.school to enroll with Blackbaud Tuition Management ("BTM") to pay the "BTM Total" shown on the payment plan summary documents above.

BTM charges a one-time enrollment fee of $60. BTM also charges an ACH platform fee equal to 1% of the payment amount, plus $0.30, not to exceed $2.50 per transaction.

The School does not accept payment by credit card as a general policy. If this presents a specific hardship for you, please reach out to the Business Office.

For more information about the BTM Tuition Plan, please click here.

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

Tuition Refund Plan

The Tuition Refund Plan (the "Plan") provides coverage in accordance with the terms and conditions contained in the booklet available here. This insurance costs $200.00. Students are automatically enrolled in the Plan but participation in the Plan is not required. If you wish to opt-out of the Plan, please e-mail Galina Rutoiz at galina_rutoiz@horacemann.org no later than September 1, 2025.

Additional Terms

Additional Costs

In addition to the Tuition as detailed above, I/we assume financial responsibility for all other applicable additional costs such as music fees, school-sponsored trips, bookstore charges, etc. which will be billed by and payable directly to the School. Checks returned or electronic payments declined by the bank will incur a $35 processing fee.

Change in Custody Arrangements/Parent or Guardian Presence/Emergency Contact Information

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

It is the expectation of the School that one or both parents, or a permanent legal guardian of the Student (each a "Parent/Guardian" and together the "Parents/Guardians"), will be in residence with their children during the school year. If the Parent/Guardian who will be in residence with their child(ren) during the School year is not a U.S. citizen or permanent resident, they must provide the School with proof of valid legal status to enter and remain in the United States during the School year.

If the Parents/Guardians need to travel, the School expects that another adult will be living in the home with students for the duration of the Parents'/Guardians' absence, which is expected to be brief. For travel of one week or less, Parents/Guardians must inform the appropriate nurse and division head in their children's division at least 48 hours prior to the change in supervision, whenever possible, and provide contact information both for the Parents/Guardians and for the adult in charge during their absence. If Parents/Guardians need to travel for one week or more (consecutively or cumulatively), Parents/Guardians must inform and obtain consent from the appropriate nurse and division head in their children's division at least 48 hours prior to the change in supervision. If consent is granted, the Parents/Guardians must provide contact information both for the Parents/Guardians and for the adult in charge during their absence.

I/We understand that at least one adult (over 21) non-Parent/Guardian emergency contact must be provided for each enrolled student, including at least one phone number and an email address.

Fees for Third Party Legal Actions

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

Delinquent Accounts

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

1. If timely payment is not made, the entire unpaid outstanding balance shall bear interest from the day after the applicable due date to the date of payment in full. The rate for this late charge shall equal the lesser of 1.5 % per month, or the maximum amount permitted by law.
2. I/We am/are responsible for paying all costs of collection of delinquent accounts, including reasonable lawyer's fees, court costs, and other fees and costs allowed by law.
3. I/We authorize the School and its designees to use any business or consumer reporting credit bureau to verify and obtain background information regarding me/us and/or my/our business, and to disclose such information to the School in accordance with the Fair Credit Reporting Act.
4. If a Parent/Guardian is delinquent with respect to any financial obligation to the School with respect to the Student, another Student currently or previously enrolled, or with respect to a pledge or gift, the School may take action as set forth herein below:

    - No student will be permitted to enter classes in September if payments for Tuition are delinquent before the commencement of the school term.
    - Any student for whom Tuition is delinquent during the school year will be subject to suspension when any payment is not made pursuant to the plan of payment in this Contract.
    - Any student for whom Tuition is delinquent will not be offered an enrollment contract for the following year and that student's place will be assigned to another student.
    - For students with delinquent or unpaid Tuition, the School may, at its sole discretion, withhold academic transcripts and

other records from other schools, colleges, or employers. The School also may notify other schools, colleges and employers that School accounts are not paid in full.

Student Activities and Information

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

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

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

I/We understand that it is the policy of the School that the School be able to communicate with me/us regarding any and all matters related to the Student, including but not limited to the Student's academic progress, disciplinary issues, and behavioral concerns and to provide me/us with the Student's records as appropriate in the School's sole discretion. In the event that the Student reaches age 18, the statutory age of majority in New York, during the course of the academic year and the Student refuses to permit the School to communicate with me/us, I/We and the Student acknowledge and agree that the School may exercise its right to dismiss the Student for violation of this School policy. I/we acknowledge and agree that I/we will meet my/our payment obligations hereunder, regardless of whether the Student is dismissed pursuant to this paragraph.

Students enrolled in Grades 9-12 are required to have a functional laptop (MacBook, Chromebook or other PC) for the purposes of completing coursework assigned during their time in the Upper Division at Horace Mann School. The student should be the primary user of the laptop. Students should be able to bring the device to school as needed, but HM does not require students to travel with a laptop; primary use of the machine should take place at home. Students enrolled in Grades 6-8 should have a dedicated laptop or desktop computer at home for their use; Middle Division students are generally not permitted to bring personal computers to school. Students enrolled in Grades K-5 should have access to a laptop or desktop computer at home for occasional use under parental supervision.

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

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

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

No Liability for Off-Campus Activities

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

who are permitted to leave the School campus during the school day.

Committee on Learning and Other Disabilities and Subsequent Accommodations

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

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

I/We understand that the School cannot guarantee the academic success or social readiness of any individual student and that the School does not guarantee that the Student will succeed in meeting the School's minimum performance standards. While the School provides certain limited student support services, I/we understand that the School is not responsible for learning and social diagnostic services and evaluation, and that by entering into this Contract, I/we hold the School harmless for any such services that it does provide to the Student.

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

I/We understand that by signing this Contract, I/we agree to cooperate fully with the School and to comply with applicable law and all rules, regulations and policies of the School, including but not limited to, the requirement that I/we report any suspicions of child abuse, harassment, or bullying pursuant to the School's reporting policies set forth in the Family Handbook which is incorporated by reference herein, infectious and communicable diseases policies regarding immunizations and testing, and any other of the School's health-related policies, which may be amended, from time to time, in the School's sole discretion. I/We understand that a medical doctor Parent/Guardian may not complete the required annual physical or Return to Learning or Return to Play documents. Failure to follow and comply with the School's rules, regulations and policies may serve as grounds for removal of the Student. I/We further understand and agree that we will comply with the School's Weapon Free Policy (set forth in the Family Handbook) which provides, in part, that no student or nonstudent, including adults and visitors, may possess (whether concealed or otherwise), use, or distribute a weapon when in a school location, and that no storage will be provided by the School for such weapons. I/We understand that students must be toilet trained and out of diapers.

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

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

In the event that the School determines, in its sole discretion, that the Student's continued enrollment at the School may not be in the best interest of the Student (including, for example, excess stress seeking to keep up with the increasing rigor of the academic curriculum), the School reserves the right to discuss such concerns with the student and me/us, and to require the Student to enroll in a different school more appropriate for the Student.

I/We acknowledge and agree that the School has the sole discretion to make educational decisions, including determining the programming, make-up of classes and activities, the methods of instruction, such as the format, location, and the option to implement distance learning or other kinds of learning. I/We understand and agree that I/we am/are not entitled to a Tuition refund or adjustment in the event the School decides to change or modify its learning program.

Reporting Discipline

The School reserves the right to report disciplinary actions with respect to the Student, including but not limited to, violations of the School's rules, regulations, and/or policies, whether or not such violations resulted in a suspension, to other schools, colleges, and universities at any time.

Inspection and Confiscation of Student Property

The School reserves the right to inspect and/or confiscate at any time, in its sole discretion, any and all of the Student's personal property, including but not limited to, technological devices (whether owned by the Student or issued by the School), the Student's backpack and/or bags, and Student property (i) kept on the Student's person, (ii) kept in School-provided storage, or (iii) brought to School-related events or Student Activities, whether on or off of the School's premises.

Gender Diversity And Inclusion Statement

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

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

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

Force Majeure

The obligations of the School under this Contract may be suspended immediately without notice during periods that the School must close because of force majeure events including, but not limited to, fire, acts of God, war, acts or threats of terrorism, governmental action, medical epidemics, pandemics, outbreaks, natural disaster, or any other event beyond the School's control. If such an event occurs, the School's duties and obligations under this Contract may be suspended or postponed until such time as the School, in its sole discretion, may safely re-open. The School also may alter its calendar or provide alternate means of instruction. The School is relieved from performance under this Contract whether or not the underlying force majeure event is foreseeable at the time of execution of this Contract. A force majeure event will not entitle the Parents/Guardians to a Tuition refund or adjustment.

Other Terms

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

General Release

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

This Contract should be signed by each person legally responsible for the Student, regardless of who in the family plans to pay the Tuition. I/We attest that I/we have legal authority to execute this Contract. I (each Parent/Guardian financially responsible for the Student) agree to be jointly and severally liable to pay the Tuition described in this Contract. I/We have read this Contract and understand and accept all of its terms and conditions. My/Our signature(s) below acknowledge(s) approval of these terms. I/We agree that clicking the "Sign" button to enter my/our name(s) and then clicking the "Submit signature" button constitute a "signature" to this Contract that is a legally binding equivalent to a handwritten signature that shall bind me/us.

Electronic Signature & Acceptance of Payment Plan Terms

By clicking "Sign" to electronically sign this Contract, I/We accept and agree to the conditions set forth above.

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

I have reviewed the documents at the links below or sent to me providing a detailed summary of 2025-2026 payment plans and costs.

Payment Plan Summary: Tuition for Grades PK-12 and Full Time Threes Program

Payment Plan Summary: Tuition for Part Time Threes Program

By clicking "Submit signature", I/we understand that I/we am/are submitting my/our child's Contract, but that it is not considered received and executed by the School until I/we have received an email confirmation response from the Business Office. I/We confirm that I/we have also reviewed and updated my/our child's profile information for accuracy, inclusive of providing at least one current adult (over 21) non-Parent/ Guardian emergency contact. I/We also confirm that all payments made for amounts due under this Contract will come from a personal account.

NAME	DATE TIME
NAME	DATE TIME

Appendix 2: Whistleblower Protection Policy

Purpose

This policy is intended to provide Horace Mann School (the "School") trustees, directors, officers, current and former employees, volunteers, employees of contracted service providers, parents, legal guardians, and students (each, a "Protected Person") with an anonymous, confidential mechanism to alert the School of Concerns (as defined below), including, but not limited to, concerns regarding suspected unethical and/or illegal conduct or practices without fear of retaliation, and to ensure that all information regarding Concerns received by the School is handled in a professional and thorough manner so the School can address and correct inappropriate conduct and actions. Protected Persons are required to practice honesty and integrity in fulfilling their responsibilities and are required to comply with all applicable laws and regulations, as well as with this and other School policies.

Who Is Covered?

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

The Policy

It is the responsibility of all Protected Persons to report in good faith any concerns they may have regarding actual or suspected activities which they reasonably believe is (i) in violation of any duly enacted federal, state, or local statute or ordinance or executive order, any rule or regulation promulgated pursuant to such statute or ordinance or executive order, or any judicial or administrative decision, ruling or order, or the School's policies; (ii) conduct that is criminal, fraudulent, or violates any law, rule or regulation of any local, state or federal government body involving the School's financial statement disclosures and records, accounting, internal accounting or disclosure controls, or auditing letters; (iii) theft or misappropriation of the School's funds or other assets; (iv) questionable accounting or auditing practices involving the School’s financial books and records; (v) in violation of the School's other finance-related, auditing, Conflicts of Interest and Document Retention policies; (vi) in violation of the School's Policy Prohibiting Employment-Related Harassment and Discrimination; (vii) in violation of the School's Student Harassment/Bullying Policy; (viii) in violation of the School's Policy on Mandatory Reporting of Child Abuse of Students by School Employees, Volunteers, or Other Adults in an Educational Setting; (ix) conduct that is otherwise unethical or improper; and (x) retaliatory action against a Protected Person for engaging in Protected Actions (as defined below) (each of (i) through (x), a "Concern").

Note that certain employees, volunteers, and other adults are Required Reporters (as defined in the Policy on Mandatory Reporting of Child Abuse of Students by School Employees, Volunteers, or Other Adults in an Educational Setting) and must report using the procedures set forth in that policy and the New York State Education Law. The reporting procedures set forth in this policy may be used by other employees, volunteers, or other adults with concerns about

child abuse. In addition, this policy is not intended to replace or supersede the reporting processes and procedures set forth in the School's Policy Prohibiting Employment-Related Harassment and Discrimination.

Reporting a Concern

Any Concerns should be reported as soon as is practicable to the Chair of the Board of Trustees or a Co-Chair of the Audit Committee (each such person, a "Designated Trustee"). Any questions with regard to the scope, interpretation or operation of this policy should also be directed to a Designated Trustee. To facilitate the receipt of such complaints, the School has a dedicated e-mail, namely: ombudsman@horacemann.org. Any Designated Trustee who receives any such information or complaint shall forward such information to the other Designated Trustees as well as to the entire Audit Committee. In the event a Concern involves or implicates one of the Designated Trustees, a Protected Person may instead report the Concern to the other Designated Trustees. In such event, the implicated Designated Trustee must promptly recuse himself, herself, or themself from any investigation and will inform the Audit Committee in writing of such recusal.

Any Protected Person may submit, on a confidential basis, anonymously if the person so desires, any good faith Concerns. Should an individual desire to submit an anonymous complaint, they should do so by submitting such in writing in a sealed envelope or via email to either Designated Trustee. Notwithstanding the foregoing, given possible legal reporting requirements, complaints regarding (i) the School's Policy Prohibiting Employment-Related Harassment and Discrimination; (ii) complaints under the School's Policy on Mandatory Reporting of Child Abuse of Students by School Employees, Volunteers, or Other Adults in an Educational Setting; and (iii) complaints under the School's Student Harassment/Bullying Policy, may not be made on an anonymous basis. In addition, the School encourages Protected Persons to identify themselves by name when making any allegation because appropriate follow-up questions and investigation may not be possible unless the source of the information is identified.

Investigation

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

A Designated Trustee will acknowledge receipt of each reported Concern within five business days, but only to the extent the reporting person's identity is disclosed or contact information is provided. All reports will be promptly investigated. Notwithstanding anything to the contrary, the scope, manner and parameters of any such investigation shall be determined by the Board of Trustees in its sole discretion, and the School and its employees shall cooperate as necessary in connection with any such investigation. Appropriate corrective action will be taken if warranted by the investigation.

Reports of Concerns will be kept confidential to the extent practicable and appropriate under the circumstances, consistent with the need (i) to conduct an adequate investigation, (ii) to comply with applicable law, and (iii) for review by the Audit Committee, the School's independent public accountants and the School's legal counsel.

Non-Retaliation

No Protected Person who (1) in good faith reports a Concern to any Designated Trustee pursuant to this policy, (2) provides information, causes information to be provided or otherwise assists in any investigation, including investigations by a Public Body (as defined below), regarding any Concern, (3) files, causes to be filed, testifies, participates in or otherwise assists in a proceeding filed or about to be filed that alleges a Concern, or (4) objects to, or refuses to, participate in any conduct constituting a Concern (together "Protected Actions") shall suffer retaliation, harassment, intimidation, discrimination, or other adverse action (including, without limitation, any adverse employment action) (together, "Retaliation") as a result of engaging in such Protected Actions.

Retaliation includes (i) discharge, suspension, demotion or other change in responsibilities, failure to promote or adverse impact on compensation, (ii) actions or threats to take actions that would adversely impact a former employee's current or future employment, or (iii) threats to contact or contacting United States immigration authorities or otherwise reporting or threatening to report a Protected Person's suspected citizenship or immigration status or the suspected citizenship or immigration status of a Protected Person's family or household member to a federal, state or local agency.

A "Public Body" includes the following: (i) the United States Congress, any state legislature, or any elected local governmental body, or any member or employee thereof, (ii) any federal, state, or local court, or any member or employee thereof, or any grand or petit jury, (iii) any federal, state, or local regulatory, administrative, or public agency or authority, or instrumentality thereof, (iv) any federal, state, or local law enforcement agency, prosecutorial office, or police or peace officer, (v) any federal, state or local department of an executive branch of government or (vi) any division, board, bureau, office, committee, or commission of any of the public bodies described in subparagraphs (i) through (v) of this paragraph.

Additionally, the School and its trustees, officers, employees, key persons, volunteers and other agents will not retaliate directly or indirectly, against any Protected Person who makes a report or threatens to make a report or otherwise discloses a Concern to any Public Body, so long as the Protected Person has made a good faith effort to notify the School as set forth in this policy and

has afforded the School a reasonable opportunity to correct such Concern. Notwithstanding the foregoing, such prior notification shall not be required where (i) there is an imminent and serious danger to public health or safety, (ii) the Protected Person reasonably believes that such prior notification would result in a destruction of evidence or other concealment of the Concern, (iii) such Concern could reasonably be expected to lead to endangering the welfare of a minor, (iv) the Protected Person reasonably believes that such prior notification would result in physical harm to the Protected Person or to any other person, or (v) the Protected Person reasonably believes that the School is already aware of the Concern and will not correct such Concern.

Any Protected Person who believes that he or she has been subject to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the suspected retaliation either to Dr. Thomas Kelly, Head of School, or any of the Designated Trustees noted at the end of this policy.

Any person who Retaliates against a Protected Person for engaging in a Protected Action shall be subject to discipline, up to and including termination, removal, suspension, or dismissal.

A Protected Person who has been the subject of retaliation in violation of this policy may institute a civil action in a court of competent jurisdiction for relief as set forth in Section 740 of the New York State Labor Law within two (2) years after the alleged retaliatory action was taken.

Notwithstanding anything contained herein to the contrary, this policy is not a contract and does not modify the employment relationship between the School and its employees nor guarantee enrollment in the School for students. Nothing contained herein is intended to provide any Protected Person with any additional rights or causes of action, other than those provided by law.

Acting in Good Faith

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

Document Retention Policy

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

Designated Trustees Contact Information:

Matthew Mark, Chair, Board of Trustees
1120 Park Avenue, #3C, New York, NY 10128
(212) 988-4963
mattmark@jetcap.com

Lauren Krueger, Co-Chair, Audit Committee of the Board of Trustees
1 Central Park West , 46C, New York , NY 10023
(917) 856-4644
Lauren.a.krueger@gmail.com

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

Distribution

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

Appendix 3: Suicide Prevention Policy[2]

Purpose

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

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

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

Parent Involvement

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

Definitions

1. **At Risk** - A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

2. **Crisis Team** - A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. For the purpose of this policy, the Crisis Team at Horace Mann School will be division-specific and include the following employees: the Head of School, the appropriate Division Head, a psychologist from the division, the Division's nurse and the School's Director of Public Safety (formerly Security). For the

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

3. **Mental Health** - A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

4. **Postvention** - Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

5. **Risk Assessment** - An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, Class/Grade Dean, or administrator). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

6. **Risk Factors For Suicide** - Characteristics or conditions that increase the chance that a person may try to take his, her or their life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment. (See Appendix A)

7. **Self-harm** - Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

8. **Suicide** - Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

9. **Suicide Attempt** - A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself, herself or themself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

10. **Suicidal Behavior** - Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. **Suicide Contagion** - The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each

thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

12. **Suicidal Ideation** - Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

Scope

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

Prevention

1. **School Policy Implementation** – For purposes of this Suicide Prevention Policy, the Head of School is the school's suicide prevention coordinator. The school-wide suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school. The designated division coordinator(s) for implementing this policy is/are the psychologist(s) assigned to each division. For the John Dorr Nature Laboratory, the designated coordinator is the UD Director of Counseling and Guidance. All employees shall report students they believe to be at risk for suicide to the division suicide prevention coordinator. In the absence of the division suicide coordinator, employees should seek out any of the following: the Head of School, a school employed mental health professional, a nurse, or any member of the school's Public Safety (formerly Security) department.

2. **Professional Development** - Employees will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention during one of the two professional development days offered at the beginning of each academic year.

3. **Youth Suicide Prevention Programming** – Developmentally appropriate, student-centered education materials will be integrated into the instructional program by division and where appropriate. The content of these age-appropriate materials will include:

    1) the importance of safe and healthy choices and coping strategies,
    2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, and
    3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

4. **Publication and Distribution** - This policy will be distributed annually to employees and be included in the *All School Employee Handbook* and the *Family Handbook*.

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

For youth at risk:

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

In-school Suicide Attempts

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

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

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

Re-entry Procedure

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

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

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

Out of School Suicide Attempts

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

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

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

Often, family and friends are the first to recognize the warning signs of suicide and can be the first step toward helping an at-risk individual find treatment with someone who specializes in diagnosing and treating mental health conditions. If you know someone in crisis, please see the resources listed in Appendix A of this policy and/or encourage the at-risk individual to call the toll-free 988 Suicide and Crisis Lifeline at 988 or visit 988lifeline.org, 24 hours a day, 7 days a week. The deaf and hard of hearing can contact the Lifeline via https://988lifeline.org/deaf-hard-of-hearing-hearing-loss/. If the individual is a school-age member of the community, parents and friends alike are strongly encouraged to report their concerns to the mental health professional (psychologist) in any of the divisions or the Head of School by calling: 718-432-4000 and asking to speak with any psychologist or the Head of School. The psychologist or Head of School will work to connect with, share information with, and coordinate any school-related treatment plans with the private therapist. If a private therapist is not involved, the psychologist or Head of School will work with the student's parents or other guardians on how best to explore treatment options.

Parental Notification and Involvement

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

Postvention

1. **Development and Implementation of an Action Plan** - The crisis team in each division will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

    a) **Verify the death**. Employees will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's

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

b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of the postvention activities may be reduced.

c) **Share information**. Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to employees, students, and parents/guardians with an acknowledgement that its cause has not yet been determined. The School will inform the faculty and staff members that a sudden death has occurred, preferably in a meeting. The School will write a statement for employees to share with students and their parents. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. School-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

d) **Avoid suicide contagion**. It should be explained in the employee meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another death. The crisis team will work with faculty and staff members to identify students who are most likely to be affected significantly by the death. In the meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and employees in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs. If needed, school employed mental health workers from other divisions within Horace Mann School will be called into services in support of another division's students.

f) **Develop memorial plans.** The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small

gatherings) will include a focus on how to prevent future suicides and prevention resources available.

2. **External Communication** - The division head or division head's designee will be the sole media spokesperson. Employees will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

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

Appendix A – Resources for Employees and Parents

F-A-C-T-S

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

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

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

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

Hotlines

988 Suicide and Crisis Lifeline: Call 988 or visit 988lifeline.org.

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

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

Risk Factors

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

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

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

Protective Factors

Protective Factors for Suicide are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them. Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

Note: Protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

It is important for schools to be aware of student populations that are at elevated risk for suicidal behavior based on various factors:

1. **Youth living with mental and/or substance use disorders.** While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bi-polar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are important risk factors for suicidal behavior among young people. The majority of people suffering from these mental disorders are not engaged in treatment; therefore, school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.
2. **Youth who engage in self-harm or have attempted suicide.** Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self-harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known

predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.

3. **Youth in out-of-home settings.** Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors for suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one researcher found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.
4. **Youth experiencing homelessness.** For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder. One study found that more than half of runaway and homeless youth have had some kind of suicidal ideation.
5. **LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth.** The CDC finds that LGB youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers. The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one-quarter report having made a suicide attempt. Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. For those youth with baseline risk for suicide (especially those with a mental disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ, which elevate the risk of suicidal behavior for LGBTQ youth.
6. **Youth bereaved by suicide.** Studies show that those who have experienced suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.
7. **Youth living with medical conditions and disabilities**. A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

Guidebooks, Toolkits and Other Resources

National Action Alliance for Suicide Prevention - https://theactionalliance.org/

"After a Suicide: A Toolkit for Schools" – American Foundation for Suicide Prevention and Suicide Prevention Resource Center www.afsp.org/schools

National Association of School Psychologists (NASP) Preventing Youth Suicide - https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/preventing-youth-suicide

"Youth Suicide Prevention, Intervention, and Postvention Guidelines: A Resource for School Personnel" – Maine Youth Suicide Prevention Program http://www.maine.gov/suicide/docs/Guideline.pdf

"Resources for Talking About Suicide" – The Trevor Project https://www.thetrevorproject.org/resources/category/talking-about-suicide/

"Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender (LGBT) Children" – Family Acceptance Project http://familyproject.sfsu.edu/publications

National Center for School Crisis and Bereavement https://www.schoolcrisiscenter.org/ Adolescent and School Health Resources – Centers for Disease Control and Prevention, contains an assortment of resources and tools relating to coordinated school health, school connectedness, and health and academics https://www.cdc.gov/healthy-youth/

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[2] This policy was adapted from the model suicide prevention policy created by the following organizations: The TREVOR Project, American Foundation for Suicide Prevention, National Association of School Psychologists, and American School Counselor Association.

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